

Personal Learning Program (PLP)  
Dubuque Senior High School  
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Course content information: Students in the Personal Learning Program will be involved in mobility opportunities using the Mobility Opportunities via Education (MOVE) curriculum. This is an integrated curriculum that involved students participating in communication, vocational, daily living, recreation/leisure, functional academics, and community functioning activities as they develop their motor skills.

Assessment: Students are assessed using Dynamic Learning Maps (DLM) which provide a standardized measurement of academic achievement on the alternate academic standards in English Language Arts, Mathematics, and Science (11th grade only) for students with the most significant cognitive disabilities throughout the state of Iowa and in 12 other states. DLM provides information about students' achievement on the Iowa Core Essential Elements.

Learning Targets:

Mobility skills

- I can walk distances in my school and community.
- I can walk short distances of 10-20 feet.
- I can walk backwards 3-5 steps.
- I can walk up and down 3-5 steps.
- I can sit in a classroom chair for at least 30 minutes.
- I can stand in one place for a couple minutes.

- I can transition from sit to stand and stand to sit.
- I can hold my head in an upright midline position.

### Communication

- I can communicate a 2-3 word request with a communication partner.
- I can communicate a 1 word request with a communication partner.
- I can communicate using a gesture or vocalization to obtain a desired want from a communication partner.
- I can communicate a want when given a choice from 2-3 pictures, signs, or objects.
- I can communicate a desire to stop or start an activity using gestures, affect, or body movements.
- I can initiate a request by gaining the attention of a communication partner and communicating my want or need.
- I can greet someone or respond to a greeting.

### Vocation skills

- I can complete a routine of three tasks.
- I can complete a vocational task (sort, packaging, assembly) independently.
- I can complete a reach, grasp, and release task independently.
- I can work cooperatively to complete a task.
- I can independently work a switch to shred paper.
- I can use a schedule to transition to the next activity,

### Daily Living skills

- I can eat using a fork or spoon.
- I can drink using a cup or straw.
- I can put on or take off my coat.
- I can put dirty clothes in the laundry basket and put away clean clothes.

- I can participate in food preparation.
- I can complete the steps to use the toilet.
- I can wash my hands at the sink or with a washcloth.

### Community skills

- I can purchase an item in a store/restaurant by handing the money to the cashier.
- I can put items where directed (shopping cart, conveyor belt, library counter).
- I can locate areas in the community using pictures and signs (restroom, cashier, deli).
- I can follow the expectations for the environment.
- I can ride in various modes of transportation by remaining seated and quiet.
- I can push a cart in the community or in school.

### Recreation/Leisure skills

- I can use recreation/leisure time productively as an individual.
- I can participate in a group activity.
- I can perform action to participate in a physical activity.
- I can operate a recreation/leisure device with a microswitch.

### Functional Academics skills

- I can recognize survival signs.
- I can answer simple questions using sign, yes/no, or pictures.
- I can recognize my printed name.
- I can recognize the difference between bills and coins.
- I can be a quiet participant during a lesson.