



**TABLE 6.5** Approaches for Teaching Functional Academics

| Academic Approach  | Learning Outcomes  | Examples  |
|--|--|---|
| Functional, generalized skills usable across life routines | Student will learn some pivotal skills (e.g., useful word and number recognition and counting) and use them in home, school, and community activities.       | Sharon is mastering generalized counting skills. She can count dollars to make a purchase, objects to do simple addition in math class, and ingredients when cooking with her mother. She not only learns sight words related to daily activities, such as following her schedule, but also learns high-frequency words that she uses in reading and other academic subjects. |
| Embedded academic skills usable in specific life routines  | Student will acquire an academic response as part of a daily life routine (e.g., use money to buy school lunch; use time and word schedule to organize day). | Juan has a sight word vocabulary of five words. He uses each of these words in a specific way. For example, he finds his name on a set of job cards at his work site. He can select a sweatshirt that has the name of his school to wear on school spirit day.  |
| Adaptations to bypass academic skills                      | Student will learn to use adaptations that avoid the need for an academic skill (e.g., money envelopes, bus passes).   | Because it is difficult for Lauren to count money, her teacher helps her use a predetermined amount of money to make purchases (e.g., a dollar for a soda).   |

SOURCE: Adapted from M. Snell and F. Brown, *Instruction of Students With Severe Disabilities*, 5th ed. (Upper Saddle River, NJ: Prentice Hall, 2000), p. 498.