

TYPING MODEL #1 – TEACHER COPY

NOTE: This copy is for teachers to use for scoring. The number in parentheses is the total number of words up to that place in the model.

TO DETERMINE ACCURACY: Count the total number of correct words typed in 5 minutes and divide by 54.

MOTIVATIONAL PHRASES

In a teaching environment that appreciates diversity, my learning style isn't (11)
considered a disability. Just because I can't talk, doesn't mean that I don't (24)
understand. You may see me struggle but you will never see me quit. When I feel (40)
like quitting, I think about why I started. Recognize my disabilities, emphasize my (53)
possibilities! (54)

TYPING MODEL #2 – TEACHER COPY

NOTE: This copy is for teachers to use for scoring. The number in parenthesis is the total number of words up to that place in the model.

TO DETERMINE ACCURACY: Count the total number of correct words typed in 15 minutes and divide by 118.

THE STYER-FITZGERALD PROGRAM FOR FUNCTIONAL ACADEMICS

The Styer-Fitzgerald Program is a comprehensive Assessment and **(8)**

Curriculum that is individualized for your child. The Program is designed to teach **(21)**

your son or daughter the skills needed to be as independent as possible both now **(36)**

and after leaving the school system. **(42)**

The Styer-Fitzgerald Program for Functional Academics is a complete K– **(52)**

Transition Program which provides a comprehensive approach to teaching real **(62)**

world skills to students with mild, moderate, and severe disabilities including **(73)**

autism. It is specifically designed to meet the needs of students with a variety of **(88)**

developmental disabilities. The skills targeted in the *Curriculum* have been chosen **(99)**

for the explicit purpose of increasing your child’s level of independence in order **(112)**

to enable access to his/her community. **(119)**

TYPING MODEL #3 – TEACHER COPY

NOTE: This copy is for teachers to use for scoring. The number in parenthesis is the total number of words up to that place in the model.

TO DETERMINE ACCURACY: Count the total number of correct words typed in 15 minutes and divide by 112.

BELIEFS ABOUT LEARNING

- All students can learn and move towards experiencing their greatest **(10)**
potential if instruction in any content area is begun at one skill level higher than **(25)**
the students assessed Present Level of Performance. Students will also reach their **(37)**
greatest potential if the materials used in instruction challenge learners and are **(49)**
broken into logically sequenced, small steps. **(55)**
- If students experience success and begin to own their learning **(65)**
accomplishments, and if what they are learning is utilized in their lives outside of **(79)**
the classroom, students will learn much more. If the progress a student makes is **(93)**
not undone due to a lack of continuity of instruction grade-to-grade, he or she will **(108)**
be much more successful. **(112)**

TYPING MODEL #4 – TEACHER COPY

NOTE: This copy is for teachers to use for scoring. The number in parenthesis is the total number of words up to that place in the model.

TO DETERMINE ACCURACY: Count the total number of correct words typed in 15 minutes and divide by 140.

ABOUT THE STYER-FITZGERALD AUTHORS

The Styer-Fitzgerald Program for Functional Academics developed from the (9)
work of Dr. Candice Styer and Suzanne Fitzgerald, M.Ed., who together have more (22)
than 35 years of classroom experience teaching students with disabilities as well (34)
as other speaking and training experience. The Program is a result of their (47)
collaboration and experience with a range of students in their own classrooms. (59)
With increasing numbers of teachers and administrators visiting their classrooms (69)
and asking for their materials, the authors decided to move toward publication in (82)
order to address the requests and also to reach a wider group of educators. The (97)
Styer-Fitzgerald Program for Functional Academics, Secondary Level first became (106)
available in 2009; the Elementary Level followed in 2010. (115)

Since then, the Styer-Fitzgerald Program has reached hundreds of (124)
classrooms across the country and has had a profound impact on students, their (137)
families, and educators. (140)