

## Research and Standards >

Life skill instruction is of critical importance to students with learning disabilities, whether students with intellectual and developmental disabilities or students with learning differences. Students with learning disabilities “need specific skills in areas such as math, literacy, and independent living” (Bremer and Smith, 2004). Academic skills are of great importance, but so are life skills. “The relationship between life skills acquisition and life quality: when a person’s repertoire of various life skills increases, his or her independent functioning, social competence, and quality of life is also thought to increase” (Alwell and Cobb, 2006).

When these books are used in conjunction with the ten life skills games in *PCI Life Skills Series for Today's World*, learning and retention can be even stronger. Classroom and research studies support the use of games in the classroom as a way to increase student connection to materials and to apply learned concepts in real-world interactions. Additional practice, when presented in a game format, becomes less onerous and more fun, increasing student involvement and motivation to participate.

When students need extra support or drill, games relieve the boredom of frequent repetition. The additional time spent practicing skills or reviewing content is especially helpful for students who frequently require additional time to master concepts (Carlton, et al, 2005). Setting the additional practice in a game environment allows students the opportunity to learn or review without dampening enthusiasm.

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Alwell, Morgen and Brian Cobb. “Teaching Functional Life Skills to Youth with Disabilities Executive Summary,” National Secondary Transition Technical Assistance Center (2006). Accessed March 15, 2012. [http://www.nsttac.org/sites/default/files/assets/pdf/pdf/life\\_skills\\_executive\\_summary.pdf](http://www.nsttac.org/sites/default/files/assets/pdf/pdf/life_skills_executive_summary.pdf)

Bremer, Christine D. and John Smith, “Teaching Social Skills,” *National Center on Secondary Education and Transition Information Brief* Vol. 3, Issue 5 (2004). Accessed March 15, 2012. <http://www.ncset.org/publications/viewdesc.asp?id=1749>.

Carlton, Beryl, Randy Lee Williams, and T.F. McLaughlin, “Educational Games: A Technique to Accelerate the Acquisition of Reading Skills of Children with Learning Disabilities,” *International Journal of Special Education* 20. no. 2 (2005): 66 -72. Accessed March 24, 2011. [http://www.internationalped.com/documents/C8 Charlton.doc](http://www.internationalped.com/documents/C8%20Charlton.doc).