

## Unlocking Potential: Best Practices for Promoting Independence and Life Skills in Intellectual Disability Learners of Special Education Class of Alubijid Central School

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### ABSTRACT

*This study looked at how well a task-based and game-based strategy may help learners with intellectual disabilities become more independent and develop their life skills. From November 2022 to May 2023, a six-month period, thirteen (13) learners from Alubijid Central School took part in focused interventions aimed at enhancing their life skills. The intervention focused on basic living skills like grooming, cooking, oral hygiene, and domestic chores. The researchers closely observed the learners' development using teacher observations, learner and parent interviews, and checklist assessments. The study's findings showed a considerable improvement in the learners with intellectual disabilities' independence and life skills. Notably, the intervention also highlighted other crucial activity skills, such as grooming, nutrition, personal cleanliness, and health and safety procedures. In conclusion, this study underscores the transformative impact of personalized training through task-based and game-based learning on the independence and life skills development of learners with intellectual disabilities. The significant improvement observed in grooming, nutrition, personal cleanliness, and health and safety procedures highlights the effectiveness of this intervention. These findings not only contribute to the existing knowledge on the importance of life skills instruction for learners with intellectual disabilities but also emphasize the practical benefits of integrating such tailored approaches into broader educational curricula. The demonstrated effectiveness of this strategy suggests its potential applicability to a wider range of learners, advocating for its integration into school programs as a means to enhance the overall well-being and independence of learners with intellectual disabilities.*

**Keywords:** *Intellectual Disability, Intervention, Life Skills, Game-Based Learning, Task-Based Learning*

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## **Introduction of Best Practices**

Empathy, inventiveness, and effective pedagogical techniques serve as the road map for the search to improve the lives of learners with intellectual disabilities (ID). In this effort, incorporating game-based activities has shown promise to help learners with Intellectual Disability develop important life skills and encourage independence. Two noteworthy best practices—Interactive Cooking Games and Simulation Games for Daily Living—illustrate the way for these people to a more empowered and fulfilling future. These practices, which are grounded in research and thoughtfully created, perfectly capture the spirit of inclusive education by providing fun, individualized learning opportunities that speak to the individual needs of each learner.

With the inclusion of entrepreneurship, the learners' with Intellectual Disability journey toward developing their skill set took an interesting turn. The learners with Intellectual Disability took an active role in making cookies and DIY liquid detergent. This practical experience includes product development, price, and packaging decisions, and even communication skills for marketing their items to customers. This entrepreneurial activity adds practical value by highlighting both the mastery of skills and their use in meaningful contexts. These activities foster independence as well as confidence and a sense of success through their immersive and engaging character, laying the groundwork for a holistic approach to skill development. As we explore these best practices further, we find innovative approaches to designing engaging learning journeys for learners with Intellectual Disability.

## **Justification of Best Practices Implementation**

The chosen best practices for improving independent living skills among learners with special needs education are supported by a thoughtful and all-encompassing strategy. The goal of these techniques, specifically Interactive Cooking Games and Simulation Games for Daily Living, is to empower learners who have Intellectual Disability through fun and active learning opportunities. Additionally, the inclusion of an entrepreneurial component, in which learners create and market DIY goods like cookies and liquid detergent, gives the intervention a transformative aspect.

Interactive cooking games provide a secure and regulated setting for the development of essential life skills by immersing learners in actual cooking experiences. The learners get the capacity to adhere to directions, measure ingredients precisely, and follow fundamental safety procedures in the kitchen. Additionally, the practical aspect of cooking fosters a sense of accomplishment because learners can see the real results of their labour. The emphasis on experience learning and application—which are particularly beneficial to learners with ID—aligns with Kapp's gamification concepts.

In our study, Karl Kapp's gamification idea proved to be an innovative and extremely effective method for improving the educational opportunities for learners with intellectual disability (ID). We saw a tremendous increase in learner engagement and motivation after including game aspects into the instructional design, creating a stimulating and engaging learning environment. For our participants, Kapp's emphasis on using game mechanics like points, levels, and awards functioned as potent incentives, promoting active involvement and maintaining interest throughout the intervention. This gamified method helped learners gain a deeper knowledge of important life skills while also making studying fun.

The interactive elements of the gamified activities gave learners the chance to practice and improve real-world abilities in a controlled but realistic environment, which helped them understand and remember the targeted competencies more thoroughly. Kapp's concept of gamification—tailored to the unique requirements of learners with ID—emerged as a useful tool for making educational interventions both successful and pleasurable, ultimately making a substantial contribution to their skill growth and overall learning outcomes.

**Simulation Games for Daily Living:** The simulated scenarios related to daily living give learners the chance to put their decision-making abilities to use in real-world situations. These interactive exercises help them develop independent living abilities including decision-making and maintaining personal hygiene. The gamified method boosts engagement and encourages the application of skills in practical settings, boosting learners' self-assurance and autonomy.

**Entrepreneurship Skills Through Product Selling:** The intervention's inclusion of entrepreneurship advances the learners' development. Making homemade goods like cookies and liquid detergent teaches learners practical skills and introduces them to the core ideas of entrepreneurship, such as product development, pricing, and marketing. A sense of ownership over their works, financial literacy, and communication skills are all fostered by the experience of selling these things to the public. This ground-breaking addition fits perfectly with current educational trends that place a strong emphasis on practical skill application and all-around growth.

The intervention's inclusion of entrepreneurial skills acts as an effective transition between academic study and real-world application. Learners demonstrate their independent living skills while simultaneously practicing business principles and dealing with customers as they design (with full assistance), market, and sell their items. They gain abilities from this practical training that go beyond the original goals, empowering them to actively engage in a variety of societal spheres.

## Objectives of Implementation

The objectives of best practice implementation are:

1. Over a span of six months, systematically enhance the proficiency of learners with intellectual disabilities in essential life skills, such as daily routine tasks and social interactions. Implement simplified step-by-step instructions, interactive role-playing scenarios, and personalized progress tracking (teacher-made assessment tool). There will be an 80% improvement in the learners' independent completion of identified life skills, as measured through regular observations and skill-specific assessments.
2. Across a dedicated period of six months, the learners with intellectual disabilities will attain 70% enhancement of their targeted skill proficiency (entrepreneurship skill – Time Management and Decision-Making Skills). This will be accomplished by employing customized teaching approaches, incorporating visual aids and interactive exercises (cooking activities and crafting of DIY products), and using a teacher-made assessment tool to track progress.

## Best Practices Implemented

### Pre-Implementation: Setting the Stage for Growth and Entrepreneurship

With the identification of 13 participants, the adventure to improve independent living abilities and promote entrepreneurship among special needs education learners began. These learners had difficulties with decision-making, cooking, and personal cleanliness, among other things. The individual demands, timetables, and skill-development objectives of the learners were taken into careful consideration during the planning phase. Importantly, implementation dates were carefully selected to guarantee the highest level of engagement and participation, considering variables like attention spans, energy levels, and sensory sensitivity.

#### Diagram 1

*The learners were given the opportunity to practice good hygiene before the cooking simulation began because this was another competency/skill that they needed to learn.*



## Diagram 2

*These are a few of the photos that were captured while food preparation was taking place. With only light prompting (both verbal and gestural), our learners were able to complete two to three steps directions.*



### **During Implementation: Nurturing Skills and Entrepreneurship Through Interactive Experiences**

The task-based and game-based learning approaches were used in tandem during the implementation phase, and they were supplemented with an entrepreneurship component. This comprehensive strategy attempted to produce holistic learning experiences that included entrepreneurship, skill development, and real-world application.

#### **Interactive Cooking Games**

Through actual cookery classes, learners tackled time management and decision-making in addition to developing their culinary talents. In this level, learning about business entailed learners making baked goods like cookies. This practical experience helped learners apply their skills and introduced them to the idea of making and selling products.



### Diagram 3

*Since we let our learners take the lead in making the final product, the cooking activity that is a part of their learning becomes enjoyable. They participate actively and feel a sense of accomplishment when the task is complete. The people inside the school purchased the products that they produced.*



### Simulation Games for Daily Living

Learners participated in personal hygiene scenarios. They were able to practice making decisions and using practical life skills thanks to the gamified approach. The integration of entrepreneurship skills also included discussions of pricing and marketing tactics for products (with the guidance of the teachers).

### Diagram 4

*We encouraged them to brush their teeth as part of their regular routine after finishing their cooking tasks.*



## Entrepreneurship and Public Selling

The production and sale of homemade goods like cookies and liquid detergent served as the foundation of the entrepreneurial component. By actively participating and using their cooking and decision-making abilities, the learners created these goods. As they sold their items, they took part in conversations about pricing, packaging, and even encounters with the public. Their comprehension of entrepreneurship was deepened by this practical application of skills, which also improved their interpersonal, teamwork, and communication abilities.

### Diagram 5

*We customized the activities based on their need for interpersonal skill development and exposed them to the world of business by allowing them to sell their own created goods as part of their preparation for lifelong and survival skills learning. Their DIY liquid detergent and cookies are doing well on the place.*



## Teacher-Made Checklist for Holistic Skill Development

Throughout the implementation, teachers monitored learners' development in all areas of independent living skills and entrepreneurship using a properly crafted checklist. This checklist covered topics including knowledge of entrepreneurship, proficiency in cooking, personal hygiene practices, decision-making, and public speaking abilities when selling products. This technology made it easier to provide personalised advice, enabling teachers to focus their attention on each learner's areas of strength and room for development. The checklist way of evaluating learning is based on scoring and the interpretation in each score can be found after the checklist.

Table 1  
*Layout of the Teacher-Made Checklist*

Learner Independent Living Skills Development Checklist		SCORING			
<i>Learner's Name:</i>		Date:	1	2	3
<b>Skills Area: <i>Cooking</i></b>					
Minimum guidance when following step-by-step cooking instructions.					
Using the proper equipment (measuring cups, spoons), precisely measure the ingredients.					
Understands how to use knives and handle hot objects safely in the kitchen.					
demonstrates self-assurance when using a stove, gas burner, or microwave independently.					
Participates actively in food preparation and clean-up processes.					
<b>Skills Area: <i>Personal Hygiene</i></b>					
Independently practices personal hygiene (e.g., washing hands and brushing teeth). Demonstrates awareness of appropriate hygiene practices in various situations.					
Effectively uses hygiene products and tools (toothbrush, soap, towel).					
Maintains personal grooming routines with initiative.					
Applies knowledge of hygiene to practical situations.					
<b>Skill Area: <i>Time Management</i></b>					
Autonomously adheres to a daily plan, doing things inside allotted windows of time.					
Displays understanding of time-related concepts (morning, afternoon, evening)					
Utilizes visual aids or reminders to manage time effectively.					
Prioritizes tasks based on importance and time constraints.					
Demonstrates improved punctuality and adherence to time-based routines.					
<b>Skill Area: <i>Decision Making</i></b>					
Makes independent choices during simulated activities (choosing products, ingredients).					
Demonstrates consideration of options before making decisions.					
Displays understanding of consequences associated with different choices.					
Takes ownership of decisions and reflects on outcomes.					
Transfers decision-making skills to real-life situations.					
<b>Skill Area: <i>Entrepreneurship (DIY Dishwashing Liquid and Cookies and Selling)</i></b>					
Actively takes part in making homemade dishwashing soap and cookies.					
Follows instructions to mix ingredients and create the product.					
Demonstrates understanding of safety protocols during product creation.					
Engages in decision-making regarding packaging, pricing, and marketing.					
Participates in selling the product to the public, demonstrating communication skills.					



**Notes and Observations:** (Additional comments, strengths, areas for improvement, and any relevant details)

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**Teacher's Name:** \_\_\_\_\_ **Date of Observation:** \_\_\_\_\_

Scoring interpretation:

**For Cooking Proficiency:**

- 1 - Limited Skills
- 2 - Developing Skills
- 3 - Proficient Skills

**For Personal Hygiene:**

- 1 – Basic Routines
- 2 – Improved Habits
- 3- Consistent routine

**For Time Management:**

- 1 – Limited Awareness
- 2 – Developing Awareness
- 3 – Effective Time Usage

**For Decision Making:**

- 1 – Limited Choices
- 2- Minimal Choices
- 3 – Considered Choices

**For Entrepreneurship:**

- 1 – Limited Skills
- 2 – Developing Skills
- 3 – Proficient Skills

**Post-Implementation: Cultivating Independence, Celebrating Progress, and Entrepreneurship**

The change in the participating learners was clear at the end of the six-month implementation period. Notably, the entrepreneurial element gave their development a concrete dimension. Both their comprehension of entrepreneurship ideas and their increased ability in independent living were displayed by learners.

The entrepreneurial experience helped the 10 learners who significantly improved in their life skills by boosting their self-assurance and adaptability. The three learners who continued their journey also concentrated on strengthening fundamental abilities by becoming familiar with the entrepreneurial process, demonstrating how the curriculum can be tailored to meet the needs of everyone.

Learners gained a thorough understanding of practical life skills and the application of these skills in real-world situations thanks to the integration of entrepreneurship throughout all levels. Their preparation for independent life and social engagement as entrepreneurs was provided by this all-encompassing strategy. By combining these efforts, teachers were able to take learners on a transformative journey that not only improved their skill sets but also gave them a sense of success, self-reliance, and a vision for their future responsibilities as involved citizens.

## **Impact of Best Practices Implemented**

*Benjamin Franklin once said “Tell me and I forget, teach me and I may remember, involve me and I Learn”.* Learners in special needs education have undergone a significant development because of the adoption of carefully prepared best practices, which has sparked the growth of entrepreneurial spirit and improved independent living skills. This intervention's progress has had a tremendous effect, smoothly achieved the stated goals while established the groundwork for future expansion and improvement.

The impact was immediately noticeable as a group of 13 learners set out on this journey. Individuals who have previously struggled with tasks like cooking, maintaining personal cleanliness, and making decisions set out on an empowerment journey. Incorporating Interactive Cooking Games allowed them to hone their culinary skills, while Simulation Games for Daily Living helped them develop their financial management and decision-making skills. A pivotal component of this transformative journey was the combination of entrepreneurship. Crafting DIY products, including Liquid Detergent and delectable cookies, became an avenue for learners to apply skills in a real-world context. This practical entrepreneurship experience not only enriched their learning but also amplified their confidence, honed communication skills, and sparked an entrepreneurial mindset.

The impact of these best practices is vividly represented in photos taken along the way. The transition from uncertainty to self-assured competence is shown in a photograph of a learner confidently measuring ingredients. Another graphic depicts learners working together to create items, demonstrating the value of teamwork and mutual accomplishment. These symbolic representations capture the essence of development, tenacity, and success. The post-implementation evaluations, which show a noticeable change in learners' abilities, are where the genuine extent of an impact is measured. Progress is rigorously tracked across a variety of skill areas using the checklist created by the teachers. The ability to cook, maintain personal cleanliness, make sound decisions, and start businesses have all improved significantly. Each item checked off the list reflects the development of adaptability and self-reliance in addition to skill acquisition.

The practical results attained reflect the influence. While the remaining three learners are making steady development, ten learners have shown considerable improvement in their ability to live independently. This effect reinforces the stated goals by highlighting skill competency, real-world applicability, and an entrepreneurial spirit. As the implementation phase ends, it is abundantly obvious from the feedback that the impact is significant and revolutionary.

The positive answers from the learners with intellectual disabilities vividly illustrate the impact of the adopted best practices. This feeling highlights the favorable response and engagement produced by the gamified approach, indicating the usefulness of including interactive components in the learning process. One learner said, "I am very happy with the games!" This remark not only shows a greater interest in the subject matter but also demonstrates a favorable shift in attitude toward practical life skills. Another learner revealed a newfound passion, declaring, "I love to cook!". In addition, a learner's motivation to contribute was demonstrated by the comment, "I want to make more products." This not only shows a desire for continuing learning, but also denotes a sense of empowerment and confidence earned from the utilized approaches. These individualized and game-based interventions have not only piqued learners' interest but also sparked a sincere enthusiasm for skill acquisition, underscoring the significant contribution that customized instructional approaches can make to fostering an advantageous and productive learning environment for learners with intellectual disabilities.

In summary, the impact demonstrated is proof of the potency of organized activities that foster empowerment, resiliency, and growth. The learners' journey is not just a record of the past; it also portends a bright future for them as engaged members of their communities. They are prepared to make significant progress on their path to individual and group development with each skill developed and entrepreneurial effort taken on.

Table 2

*This represents the predicted qualities for the three (3) implementation stages that correspond to the Skill domain set.*

<b>Skill Domain</b>	<b>Pre-Implementation</b>	<b>During Implementation</b>	<b>Post-Implementation</b>
Cooking Proficiency	Limited Skills	Improved Skills	Proficient Skills
Personal Hygiene	Basic Routines	Improved Habits	Consistent routines
Time Management	Limited Awareness	Developing awareness	Effective time usage
Decision Making	Minimal choices	Considered choices	Informed decision-making
Entrepreneurship skills*	N/A	Skill development	Application of skills

**Table 3**

*The development of the 13 identified special needs education learners is shown in Table 3 (the pre-implementation period) across various skill domains. Throughout the implementation, the learners' improvements in time management, decision-making, personal cleanliness, and entrepreneurship abilities are noted. Their starting skill levels are reflected in the data.*

<b>Learner Name</b>	<b>Cooking Proficiency</b>	<b>Personal Hygiene</b>	<b>Time Management</b>	<b>Decision Making</b>	<b>Entrepreneurship Skills</b>
Learner 1	Limited Skills	Basic Routines	Limited awareness	Minimal choices	Limited Skill
Learner 2	Developing Skills	Basic Routines	Developing awareness	Limited choices	Limited Skill
Learner 3	Proficient Skills	Consistent routines	Effective time usage	Considered choices	Limited Skills
Learner 4	Limited Skills	Basic Routines	Limited awareness	Minimal choices	Developing skills
Learner 5	Developing Skills	Improved habits	Developing awareness	Limited choices	Developing skills
Learner 6	Proficient Skills	Consistent routines	Effective time usage	Considered choices	Limited Skills
Learner 7	Limited Skills	Basic routines	Limited awareness	Minimal choices	Developing skills
Learner 8	Developing Skills	Improved habits	Developing awareness	Limited choices	Developing skills
Learner 9	Proficient Skills	Consistent routines	Effective time usage	Considered choices	Limited Skills
Learner 10	Limited Skills	Basic routines	Limited awareness	Minimal choices	Developing skills
Learner 11	Developing Skills	Improved habits	Developing awareness	Limited choices	Developing skills
Learner 12	Proficient Skills	Consistent routines	Effective time usage	Considered choices	Limited Skills
Learner 13	Limited Skills	Basic routines	Limited awareness	Minimal choices	Developing skills

Table 4

The development of the 13 identified special needs education learners across several skill domains is shown in Table 4 (the post-implementation period) following the application of the interventions. Throughout the implementation, the learners' improvements in time management, decision-making, personal cleanliness, and entrepreneurship abilities are noted. Their post-implementation level is reflected in the data.

Learner Name	Cooking Proficiency	Personal Hygiene	Time Management	Decision Making	Entrepreneurship Skills
Learner 1	Proficient Skills	Basic Routines	Limited awareness	Minimal choices	Limited Skills
Learner 2	Proficient Skills	Basic Routines	Developing awareness	Limited choices	Limited Skills
Learner 3	Proficient Skills	Consistent routines	Effective time usage	Considered choices	Developing skills
Learner 4	Proficient Skills	Consistent routines	Effective time usage	Considered choices	Developing skills
Learner 5	Proficient Skills	Consistent routines	Effective time usage	Limited choices	Developing skills
Learner 6	Proficient Skills	Consistent routines	Effective time usage	Considered choices	Developing skills
Learner 7	Proficient Skills	Consistent routines	Limited awareness	Minimal choices	Limited Skills
Learner 8	Proficient Skills	Consistent routines	Effective time usage	Considered choices	Developing skills
Learner 9	Proficient Skills	Consistent routines	Effective time usage	Considered choices	Developing skills
Learner 10	Proficient Skills	Consistent routines	Effective time usage	Minimal choices	Developing skills
Learner 11	Proficient Skills	Consistent routines	Effective time usage	Considered choices	Developing skills
Learner 12	Proficient Skills	Consistent routines	Effective time usage	Considered choices	Developing skills
Learner 13	Proficient Skills	Consistent routines	Effective time usage	Considered choices	Developing skills

Table 5

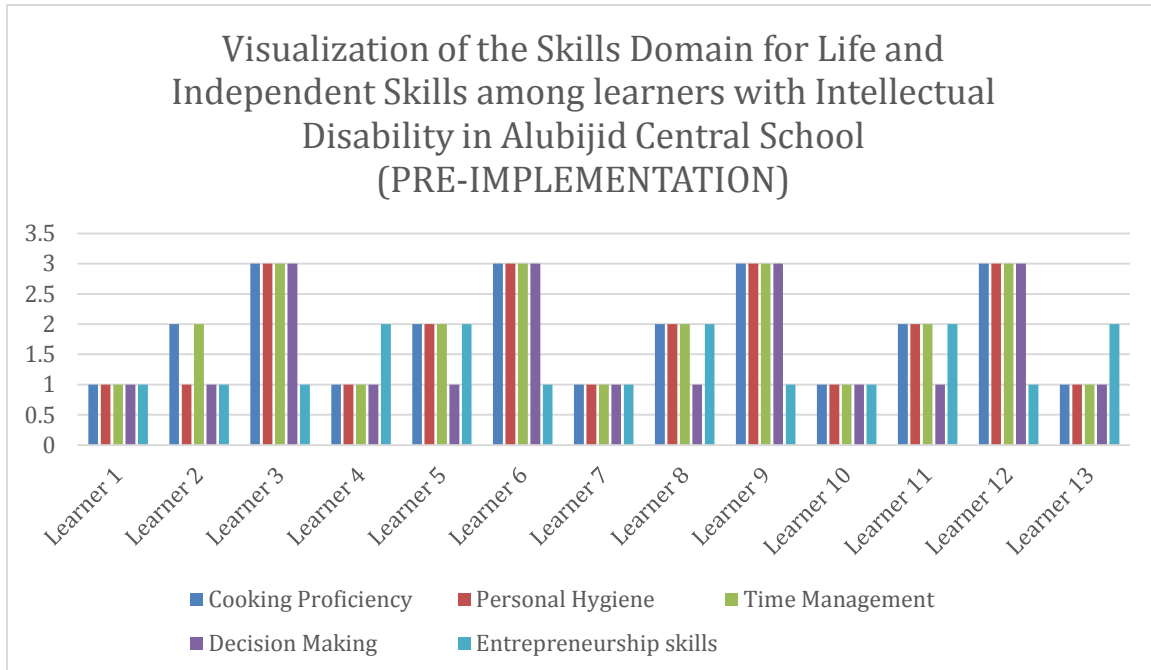
The summary of the learners' development during the intervention period is shown in Table 5. Positive results are increasing over practically the whole domain. The post-implementation phase revealed important adjustments as well.

LIFE AND INDEPENDENT SKILLS															
Target Skill Domain	Cooking Proficiency			Personal Hygiene			Time Management			Decision Making			Entrepreneurship		
	Pre	During	Post	Pre	During	Post	Pre	During	Post	Pre	During	Post	Pre	During	Post
No. of Learners	10	11	13	6	9	12	5	7	10	4	6	8	0	6	10



**Figure 1**

The 13 learners with special needs are visually represented in Figure 1 across all goal competencies in the independent and living domains. Regarding the specified target competencies, different results were observed. The learners are still having trouble and have made very little progress in these areas throughout this period.



Scoring interpretation:

**For Cooking Proficiency:**

- 1 - Limited Skills
- 2 - Developing Skills
- 3 - Proficient Skills

**For Personal Hygiene:**

- 1 – Basic Routines
- 2 – Improved Habits
- 3- Consistent routine

**For Time Management:**

- 1 – Limited Awareness
- 2 – Developing Awareness
- 3 – Effective Time Usage

**For Decision Making:**

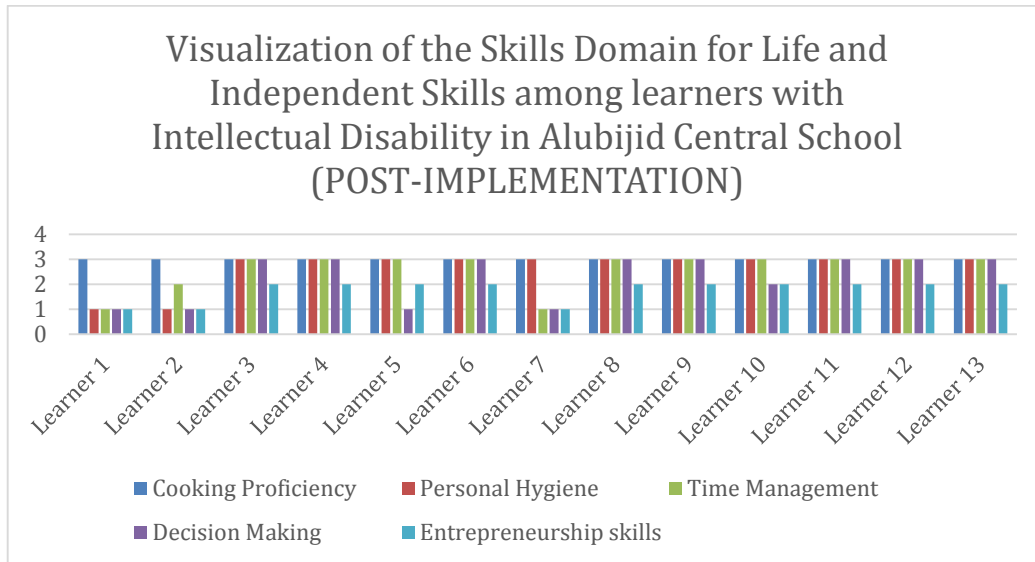
- 1 – Limited Choices
- 2- Minimal Choices
- 3 – Considered Choices

**For Entrepreneurship:**

- 1 – Limited Skills
- 2 – Developing Skills
- 3 – Proficient Skills

**Figure 2**

*The effects of the intervention are depicted in Figure 2. The graph demonstrates a notable rise in the number learners who moved from Basic Routine to Consistent Routine and from Limited Skill to Proficient Skill. Learners 1, 2, and 7 make modest development. On other life and independent skills domains, the rest of the learners made considerable gains.*



## Summary and recommendations

The implementation of a thorough intervention targeted at fostering entrepreneurship and improving independent living skills among 13 identified special needs learners has produced impressive outcomes. This experience highlights the crucial role that task- and game-based activities, along with individualized attention, play in fostering considerable skill development and an entrepreneurial attitude. The success of data-driven advancement demonstrates the value of individualized, interactive solutions. Collaboration is an important tool in the learning process which would be beneficial to the learners with intellectual disabilities as it will give the best way to connect directly which eventually helps in the attainment of the goals and objectives.

## Summary of Results

It is impossible to overestimate the significant effects of a carefully planned intervention on the lives of 13 identified learners with special education needs. We observed an astonishing journey of growth and empowerment through the thoughtful blending of game-based and task-based activities, coupled with individualized attention. The observable results demonstrate the value of customized, interactive techniques in supporting holistic growth and nurturing an entrepreneurial spirit, precisely fitting with our overarching goals.

## **Result Alignment with Objectives**

Our engagement was strategically coordinated with clear goals that directed the learners' development. The learners had difficulties across a variety of skill domains, as seen in the pre-implementation period, with inadequate cooking proficiency (84%) and personal hygiene practices (46%). Additionally, they have poor time management (38%) and decision-making (31%) abilities. However, our all-encompassing strategy intended to solve these flaws and improve them to competent levels. The learners went through a transformational experience while the implementation phase was in progress. The statistics from this stage revealed extraordinary development, showing that skills like cooking were mastered to a level of 100%, personal cleanliness was at 69%, time management was at 54%, and decision-making was at 46%. This concrete improvement proved that our customized strategy to improving these important life skills was effective.

The post-implementation findings demonstrated how successful this intervention was. Every learner attained culinary competency (100%) demonstrating a considerable improvement from the baseline. Time management and personal hygiene practices were significantly improved to 92 and 77 percent, respectively, while decision-making abilities increased to 62%. These results demonstrate the effectiveness of our strategy in converting weaknesses into strengths.

## **Recommendations**

### **Continued Excellence**

The direction of development we see justifies further involvement. We can encourage learners toward sustained improvement by continuously utilizing interactive activities and providing individualized attention.

### **Empowerment through Entrepreneurship**

It was crucial to incorporate entrepreneurship. To give learners more opportunity to participate in product design, pricing, and public interactions, we suggest extending this dimension. This strategy fosters confidence in oneself and a sense of success.

### **Replicating Success**

Our intervention strategy has produced outstanding outcomes. To duplicate this accomplishment in other learning environments, we advise educators and institutions to share this concept with others.

### **Partnerships for Expansion**

Collaborating with educational institutions (Alternative Learning System), vocational training centers (e.g; TESDA), and community outreach organizations holds the potential to provide learners with intellectual disabilities invaluable exposure to real-world situations, thereby enhancing their access to diverse entrepreneurship experiences. Establishing alliances with industry-specific associations and disability

advocacy groups can further enrich these collaborative efforts, ensuring a comprehensive and supportive framework for the learners' holistic development.

### **Evidence-Based Impact**

Our data are overwhelming in their support of our strategy's capacity for transformation. For instance, Learner 1 advanced from having basic cooking skills to becoming proficient and displaying confidence in making meals on their own. Increased engagement in household financial talks has coincided with Learner 2's progression from restricted budgeting to good decision-making. These unique accounts highlight the real, profound effects of our intervention.

As a result, the effectiveness of our intervention is measured not only by the facts but also by the lives that were permanently altered. Our dedication to individualized instruction, participatory approaches, and entrepreneurialism has unlocked hidden potential and sparked a fire of empowerment. We can continue this transformational path and promote long-lasting change by steadfast commitment, strategic partnerships, and the pursuit of greatness.

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