DRAFT

Course Number:	7721020
Proposed Course Title:	Unique Skills Social and Emotional: PK–5
Current Course Title	Social Personal: PK–5
Number of Credits:	
Course Length:	Year (Repeatable)
General Notes:	**PURPOSE** The purpose of this course is to enable students with disabilities to acquire and generalize skills related to self management and interpersonal relationships in educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). **COURSE REQUIREMENTS** **Self Regulation** 1. Identify personal emotions and feelings. 2. Identify personal strengths and areas of need. 3. Express personal emotions and feelings in a socially acceptable manner. 4. Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger. 5. Use a systematic approach for making decisions about personal needs, including identifying need, choosing the best option, and accepting consequences. 6. Self-advocate for personal needs in a socially appropriate manner. 7. Demonstrate self-esteem, self-confidence, and pride, such as through self-affirmations and persistence. **Interpersonal Relationships** 8. Identify emotions and feelings of others. 9. Respond in a socially appropriate manner to emotions and feelings of others. 10. Identify and maintain behaviors that build positive relationships with peers and adults, including friendships, family relations, and cooperating with peers. 11. Use basic social communication skills to build positive relationships with peers and adults, such as eye contact, facial expressions, gestures, posture, proximity, touch, appearance, and listening. 12. Maintain positive relationships with peers and adults using basic social skills, such as greetings, turn taking, sharing materials, and giving and accepting assistance. 13. Work cooperatively in small groups to achieve common outcomes. 14. Use conflict resolution strategies to resolve differences, such as communicate and negotiate. **Relationships Across Settings** 15. Maintain appropriate behavior by following rules in classroom and school settings. 16. Use behaviors and skills, such as accepting feedback and adjusting

	own actions, to maintain appropriate conduct in the classroom and school.
	NOTES
	The course is designed for students with disabilities who need intensive individualized intervention in social and emotional behavior to foster the acquisition and generalization of self-management and interpersonal skills.
	A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.
	Delivery of this course is setting neutral (resource room, self-contained class, support facilitator, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.
	The course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.
Certification Requirement:	ANY EXCEPT ED FIELD

Course Number:	7763120
Proposed Course Title:	Unique Skills Communication: PK–5
Number of Credits:	
Course Length:	Year (Repeatable)
General Notes:	**PURPOSE** The purpose of this course is to enable students with disabilities to develop and use expressive and receptive communication skills and strategies effectively in educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). **COURSE REQUIREMENTS** **Listening** 1. Follow multistep directions in sequence. 2. Demonstrate understanding and recall of stories and information presented orally. 3. Demonstrate understanding and recall of information presented orally for specific purposes, such as identifying the main idea, drawing conclusions, and forming opinions. 4. Demonstrate understanding of information presented orally by using listening skills, including paying attention to cues, linking to prior knowledge, and considering speaker's perspective and nonverbal messages. **Speaking** 5. Use speech that can be understood by adults and peers. 6. Communicate messages and ideas clearly and effectively in a variety of situations. 7. Answer different types of questions, such as yes/no, open-ended, and "wh" questions. 8. Express ideas in complete sentences using correct parts of speech. 9. Retell and summarize a story or event. 10. Effectively use nonverbal language, such as proximity, eye contact, gestures, and posture. 11. Clarify and explain words and ideas. 12. Participate effectively in small and large group discussions. 13. Recognize and repair communication breakdowns. 14. Use appropriate verbal and nonverbal communication when giving an individual or group presentation. **Pragmatics** 15. Use language for a variety of purposes, including greeting, informing,

	demanding, promising, and requesting.
	16. Use language based on the needs of the situation or listener, such as talking differently to peers and adults, providing background information, and adjusting voice and volume according to setting demands.
	17. Initiate and participate in conversations with adults and peers.
	Communication Systems
	18. Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner.
	19. Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information.
	20. Identify and use basic maintenance procedures needed by own communication system.
	21. Identify needs and request assistance with own communication system.
	NOTES
	This course is designed for students with disabilities who need intensive individualized intervention in communication. If the student also receives speech or language therapy, consultation/collaboration with the speech and language pathologist is recommended/required.
	A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.
	Delivery of this course is setting neutral (resource room, self-contained, support facilitator, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of training, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment.
	This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.
Certification Requirement:	ANY EXCEPT ED FIELD

Course Number:	7763110
Course Title:	Unique Skills: Curriculum and Learning: PK–5
Number of Credits:	NA
Course Length:	Year (Repeatable)
General Notes:	**PURPOSE** The purpose of this course is to enable students with disabilities to acquire and apply skills and strategies to access the general curriculum and achieve annual goals based on assessed needs and the student's individual educational plan (IEP). **COURSE REQUIREMENTS** **Learning Skills and Strategies** 1. Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts; recognizing and decoding words; and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, listening to stories, and following instructions. 2. Use fundamental skills and strategies (dramatization, mental pictures, mnemonics, and links to prior knowledge) to connect information with cues to increase recall and comprehension. 3. Apply fundamental skills and strategies in written communication, such as identifying and using personal information, making basic lists and completing forms, and forming simple and complex sentences. 4. Develop mathematical skills and/or computational fluency for everyday living, such as money skills, estimation skills, time and measurement skills, and comprehension of graphs, tables, schedules, and charts. **Task Management** 5. Use effective task-completion strategies, such as following directions, staying on task, and monitoring accuracy. 6. Use effective time-management, and organization skills, including using a visual schedule or calendar and locating and sorting information. 7. Use effective test-taking skills and strategies, such as previewing, planning a response to open-ended questions, and reviewing answers. **Self-Determination and Self-Management** 8. Apply skills and strategies to solve personal and school problems. 9. Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts. 10. Participate effectively in educational planning, including, but not limited to, the IEP. 11. Apply skills that promote self-awareness and goal setting to meet

	educational and personal needs to increase self-determination, including use of accommodations and assistive tools, as appropriate.
	12. Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others.
	NOTES This course is designed for students with disabilities who need intensive individualized intervention in curriculum and learning skills and strategies. A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP. Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills. Course requirements may also require the student to acquire knowledge and skills involved with the use of related technology, tools, and equipment. This course is designed to address a range of disabilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.
Certification Requirement:	ANY EXCEPT ED FIELD

Course Number:	7763100
Proposed Course Title:	Unique Skills Independent Functioning: PK–5
Number of Credits:	
Course Length:	Year (Repeatable)
General Notes:	**PURPOSE** The purpose of this course is to enable students with disabilities to achieve independence in daily living activities in educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). **COURSE REQUIREMENTS** **Self-Care Skills** 1. Carry out personal care and hygiene routines, such as keeping clean, grooming and toileting. 2. Manage own clothing, such as dressing and selecting clothing items. 3. Perform positive health practices, including preventative health care and fitness. 4. Communicate need for medical assistance, such as indicating an illness or injury. 5. Identify and perform approved medical procedures, as appropriate, such as using an inhaler. 6. Demonstrate skills required for eating, such as using common utensils and opening packages. 7. Select food based on available options, preference, and nutritional value. 8. Follow safety procedures and routines for preparing food. 9. Use knowledge and skills to maintain and enhance personal safety, such as handling dangerous situations and emergencies, and preventing abuse. 10. Recognize and convey personal information, including determining when to keep such information confidential. 11. Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating wants and needs. **Community Participation** 12. Participate in individual and group recreation/leisure activities. 13. Select and engage in volunteer activities in school or community, such as recycling, litter patrol, or collecting money for a charity. 14. Use specific knowledge and skills when completing activities involving managing money, such as shopping and purchasing. 15. Apply acceptable eating and social skills when dining in a variety of establishments or settings. 16. Identify and follow rules when using transportation in the community. **Task Completion** 17. Complete routines and tasks according to instructions and expectations. 18. Sequence two or more tasks to complete activities. 19. Use organizational strategies related to planning, scheduling, time

	management, self-monitoring, and managing materials.
	Functioning within Settings
	20. Use tools and/or assistive technology to complete daily routines and tasks. 21. Follow rules and procedures across a variety of settings. 22. Use materials for their intended purposes. 23. Demonstrate the ability to adjust to new routines and changes in tasks, settings, and locations. **NOTES** This course is designed for students with disabilities whose IEP indicates the need for intensive individualized intervention in independent functioning. A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP. Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment. This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.
Certification Requirement:	ANY EXCEPT ED FIELD

Course Number:	7763090
Course Title:	Expanded Skills: PK–5
Former Course Title	Unique Skills Hearing Impaired: PK–5
Number of Credits:	
Course Length:	Year (Repeatable)
General Notes:	**PURPOSE** The purpose of this course is to enable students who are deaf or hard-of-hearing to apply concepts, knowledge, and skills in the expanded core curriculum in the educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). **COURSE REQUIREMENTS** **Knowledge of Own Hearing Loss** 1. Recognize that he/she has a hearing loss, including referring to self as deaf or hard-of-hearing; stating cause of the hearing loss; and explaining that the hearing loss is stable, progressive, or irreversible. 2. Label and describe the functions of the parts of the ear (pinna, ear canal, eardrum, bones, cochlea, hearing nerve, brain, outer, middle, inner) using pictures. 3. Identify the basic information on an audiogram. 4. Maintain (clean, care for, and troubleshoot) own hearing aids, cochlear implants, and/or FM equipment with assistance. 5. State and apply listening and learning rules, including recognizing that hearing does not mean understanding, attending to the person who is speaking and/or signing, talking only about what he/she is learning, and requesting repetition or clarification when needed. 6. Identify people who can provide assistance in the school regarding a hearing loss, such as interpreters, an audiologist, and the itinerant teacher. 7. Identify and use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, with some assistance **Acquisition, Comprehension, and Use of Language** 8. Consistently and appropriately use preferred communication modality, such as American Sign Language (ASL), Conceptually Accurate Signed English (CASE), Signed English (SEE), or Spoken Language (Aural-Oral Communication), and recognize that communication modality may change according to individual needs and preferences. 9. Participate in direct interactions with peers and adults using an appropriate mode of communication in a variety of settings with directed assistance. 10. Describe ways that communication is expressed through motor movements, facial expressions, vocalizations, and social interactions.

11. Demonstrate nonverbal elements of communications, including proximity, turn taking, body shifting, facial expressions, and eye gaze.

12. Express the meaning of vocabulary, concepts, and figurative language through explicit strategies, such as drawing, role play, fingerspelling, and recognizing visual markers.

13. Apply auditory discrimination and phonological skills to enhance word recognition through decoding and reading comprehension, when appropriate.

Personal and Interpersonal Communication Skills

14. Explain the elements of the communication process—speaker, listener, message, feedback—and identify situations when communication breakdowns occur.

15. Describe positive and negative ways the physical environment can affect communication and describe situations when it would be difficult.

16. Use appropriate behavior in response to situational demands and modify behavior as needed.

17. Communicate with others in ways appropriate for the relationship, such as friends and family.

18. Anticipate and use repair strategies to ensure communication occurs during difficult listening situations or when communication breakdowns occur.

Self-Determination and Self-Advocacy

19. Demonstrate understanding of the role and responsibility an interpreter, including attending to the interpreter for directions and information as long as the teacher/speaker is talking and signaling the interpreter for clarification or repetition.

20. Select and use assistive technology—low-tech, high-tech, closed captioning, alerting systems—that is personally appropriate with the assistance of an adult.

21. Locate and respond appropriately to alerting devices, such as fire or smoke alarm, doorbell, phone, and monitors in the home and school.

22. Identify support services available in the school, home, and community, such as Florida Relay Service, interpreters, and travel assistance.

23. Summarize knowledge of own IEP, including assessment data, strengths, weaknesses, annual goals, objectives, special education and related services, and accommodations.

Deaf Culture and Heritage

24. Identify historical and current attitudes of the deaf community and the impact on themselves and others.

25. Identify contributions of past and present figures of the deaf community.

26. Identify ways that individuals who are deaf and hard-of-hearing provide support for each other in their community.

	27. Identify ways that deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing.
	Learning Skills and Strategies
	28. Identify steps to complete school assignments and tasks according to directions.
	29. Identify previously learned academic vocabulary, skill, or content in new skills and concepts.
	30. Produce written communication, including identifying parts of sentences, combining words to make sentences, and combining sentences to make paragraphs with the support of sign and/or voice.
	31. Request clarification of school assignments from teachers, family, and peers, when needed.
	NOTES
	This course is designed for students who are deaf or hard-of-hearing and need intensive individualized intervention to address the unique and specialized needs that result from their disability. Hearing loss adds a dimension to learning that often requires explicit teaching, such as information gained through incidental learning.
	A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.
	Delivery of this course is setting neutral (resource class, support facilitator, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.
	This course is designed to reflect the wide range of abilities within the populations of students with this disability. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.
Certification Requirement:	HEAR IMPRD 6

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Course Number:	7763080
Proposed Course Title:	Expanded Core Competencies: PK–5
Current Course Title	Unique Skills Vision: PK–5
Number of Credits:	
Course Length:	Year (Repeatable)
General Notes:	**PURPOSE** The purpose of this course is to enable students with visual impairments to apply concepts, knowledge, and skills in educational settings, home and community environments, and independent living to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). **COURSE REQUIREMENTS** **Compensatory or Functional Skills Including Communication Modes** 1. Apply beginning spatial awareness skills, such as recognizing location and size differences among items in the environment. 2. Apply beginning tactile awareness skills, such as identifying characteristics of three-dimensional objects—size, shape, texture, and weight. 3. Apply beginning listening and auditory skills, such as discriminating sounds and associating concepts, actions, and ideas with expressive language. 4. Identify steps to complete school assignments and tasks according to directions. 5. Perform fine motor tasks, such as handwriting/signature writing. 6. Use tactile discrimination skills to interpret objects, symbols, and graphics. 7. Apply braille skills, including pre-braille; use of braille writing tools; braille book skills; uncontracted, contracted, and tactile graphics; and Nemeth and music code. 8. Apply tactile and/or visual skills for math calculation and manipulation tools, such as an abacus and three-dimensional representational objects. **Assistive Technology** 9. Select and use assistive tools for accessing print and digital information, producing written communications, and accessing materials in alternate formats, including, but not limited to, audio/digital device, calculator, watch, prescribed low-vision device(s), computer, computer peripheral devices, screen recognition and magnification software, and refreshable braille display. 10. Navigate and manipulate the presentation format of auditory resources as needed.

Transition

11. Use nonvisual and/or low-vision strategies to identify support resources for students who are blind or visually impaired for preparation to advance to the next grade or level of schooling.

12. Identify a variety of jobs and careers and possible accommodations for workers who are blind or visually impaired.

Recreation and Leisure

13. Identify nonvisual and/or low-vision strategies that enable students who are blind or visually impaired to participate in sporting and leisure activities.

14. Locate school and community resources for recreation and leisure that facilitate participation by individuals who are blind or visually impaired.

15. Identify and implement adaptive strategies for recreational and leisure activities to ensure active participation.

Foundational Orientation and Mobility Skills

16. Identify personal body parts and analyze their location relative to self and the environment.

17. Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.

18. Use sighted guide techniques, trailing, and protective techniques as appropriate for the setting and the student's developmental level

19. Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).

20. Distinguish between permanent and transitory items in the environment.

21. Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.

22. Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).

Social Skills

23. Maintain appropriate eye contact, body space, posture, facial expression, gestures, and socially acceptable mannerisms using nonvisual and/or low-vision strategies.

24. Apply interpersonal skills, such as engaging in appropriate social interactions and conversations; demonstrating respect, empathy, or sympathy; and managing criticism.

25. Participate effectively in group activities, such as cooperative learning and extracurricular activities.

26. Identify social, emotional, and physiological aspects of human sexuality appropriate for the student's developmental level.

27. Engage in cognitive (intentional) social behavior, such as interpreting social cues, identifying opportunities for social interactions, and generalizing social skills to a variety of situations.

Self-Determination

28. Explain own visual impairment.

29. Identify personal likes and dislikes.

30. Identify personal strengths, competencies, and challenges.

31. Explain possible coping strategies for managing stressors.

32. Describe goals in self-advocating using appropriate communication and assertiveness.

Sensory Efficiency Skills

33. Identify strategies for using residual vision with greater efficiency, such as using low-vision devices and adaptive technologies and techniques.

34. Respond to and summarize instructional level information presented in an auditory format.

Independent Living

35. Manage personal hygiene and grooming using nonvisual and/or low-vision strategies.

36. Demonstrate appropriate personal eating/table skills using nonvisual and/or low-vision strategies.

37. Manipulate garments to dress self independently using nonvisual and/or low-vision strategies.

38. Identify steps and demonstrate the ability to care for clothing using nonvisual and/or low-vision strategies.

39. Identify steps and demonstrate the ability to store ~~and prepare~~ food safely using nonvisual and/or low-vision strategies.

40. Identify steps to purchase an item from a store using nonvisual and/or low-vision strategies.

41. Demonstrate simple household skills, including cleaning own area, using nonvisual and/or low-vision strategies.

42. Create and maintain a schedule/calendar for personal management using nonvisual and/or low-vision strategies.

NOTES
This course is designed for students with visual impairments who need intensive individualized intervention in the unique skills that result from their disability. The presence of a visual impairment affects access to all areas of the curriculum.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

	Instructional activities involving practical applications of course requirements may occur in home, school (including separate setting, small group, and individually), and community settings for the purposes of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours. To address the full range of special skills, students may also be enrolled in an Orientation and Mobility Skills course. This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.
Certification Requirement:	VISU IMPRD 6

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Course Number:	7763060
Current Course Title	Orientation and Mobility: PK–5
Number of Credits:	
Course Length:	Year (Repeatable)
General Notes:	**PURPOSE** The purpose of this course is to enable students with visual impairments to develop skills leading to safe, efficient, and independent movement and travel skills and knowledge of their presence within the environment to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). **COURSE REQUIREMENTS** **Foundational Skills** 1. Identify personal body parts and analyze location relative to self and the environment. 2. Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools. 3. Use sighted guide techniques, trailing, and protective techniques as appropriate for setting and student's developmental level. **Environmental Orienting Techniques** 4. Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign). 5. Distinguish between permanent and transitory items in the environment. 6. Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads. 7. Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store). 8. Use environmental orienting techniques, such as using landmarks and tactual markers, for familiarizing areas in urban and rural settings. **Personal Orienting Techniques** 9. Use personal orienting techniques, such as squaring off, parallel alignment, and locating dropped objects. **Independent Travel Skills** 10. Perform independent travel skills using landmarks and cues. 11. Use mobility tools, such as a pre-cane, cane, low-vision device, or electronic device, to travel independently. 12. Use environment-specific skills, such as crossing streets, riding in escalators and elevators, and adapting to variations in lighting.

	Spatial Awareness and Directions
	13. Use spatial awareness skills and cardinal directions to orient oneself in the environment.
	Route Travel
	14. Plan and implement safe decision making when traveling in familiar and unfamiliar environments.
	Soliciting and Declining Assistance
	15. Respond appropriately to offers of assistance when traveling.
	16. Solicit necessary assistance when traveling.
	17. Use nontraditional devices and adaptive mobility devices, such as wheelchair, walkers, or support canes, as required by the situation.
	18. Plan, use, and manage private, public, and para-transit transportation for safe and efficient travel.
	NOTES This course is designed for students with disabilities whose IEPs indicate the need for intensive individualized intervention in orientation and mobility skills. A visual impairment affects the students' knowledge of their surroundings, their relationship to their settings, and their ability to travel within the physical and social environments.
	Students identified as visually impaired should be referred for an orientation and mobility evaluation as changes in vision, functioning, or developmental needs are observed. Placement in this course is determined by an assessment performed by an orientation and mobility specialist.
	A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.
	Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purposes of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours.
	This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.
Certification Requirement:	VISU IMPRD 6/ORIEN MOBL E Any field when cert reflects bachelor/higher AND orientation and mobility endorsement

Course Number:	7763020
Course Title:	Speech and Auditory Training: PK–5
Number of Credits:	
Course Length:	Year (Repeatable)
General Notes:	**PURPOSE** The purpose of this course is to enable students who are deaf or hard-of-hearing to develop speech and auditory skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). **COURSE REQUIREMENTS** **DEVICES AND SELF-ADVOCACY** **Use of Listening Devices** 1. Demonstrate consistent and independent use of listening devices. **Self-Advocacy** 2. Maintain (clean, care for, and troubleshoot) personal listening device. 3. Advocate for appropriate accommodations to compensate for deafness or hearing loss. **AUDITORY SKILLS** **Detection Skills** 4. Demonstrate awareness of speech and nonspeech sounds. **Perception/Production Loop** 5. Listen to, retrieve, and imitate speech and spoken language. **Auditory Discrimination Skills** 6. Indicate similarities and differences between two or more sounds or spoken words. **Auditory Identification Skills** 7. When given a set of choices, identify words, phrases, and sentences that differ by manner, voicing, and place of articulation. **Auditory Comprehension Skills** 8. Demonstrate understanding of spoken language by responding in a meaningful way (listening to learn). **SPEECH SKILLS** **Suprasegmental Level** 9. Discriminate, identify, and produce suprasegmental elements of speech, including pitch, loudness, and duration. **Phonetic Level** 10. Discriminate, identify, and produce vowel, diphthong, and consonant sounds by manner and place of articulation and voicing.

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Phonologic Level
11. Discriminate, identify, and produce sounds correctly in words and connected speech in a meaningful way.

NOTES
This course is designed for students who are deaf or hard-of-hearing whose IEP indicates the need for speech and auditory training.

The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

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Certification Requirement:

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HEAR IMPRD 6
SPCH CORR @6
SP LG IMPR 6
LIC SP LG PATH

Licensure through the Florida Department of Health or certification through the Florida Department of Education

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Course Number:	7763010
Current Course Title	Unique Skills PreK to 5
Number of Credits:	
Course Length:	Year (Repeatable)
General Notes:	**PURPOSE** The purpose of this course is to enable students with disabilities to acquire and generalize skills they need to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). It is structured around the domains addressed on the IEP: Social and Emotional, Independent Functioning, Curriculum and Learning, and Communication. **COURSE REQUIREMENTS** **Social and Emotional** **Self-Regulation** 1. Identify personal emotions and feelings. 2. Identify personal strengths and areas of need. 3. Express personal emotions and feelings in a socially acceptable manner. 4. Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger. 5. Use a systematic approach for making decisions about personal needs, including identifying need, choosing the best option, and accepting consequences. 6. Self-advocate for personal needs in a socially appropriate manner. 7. Demonstrate self-esteem, self-confidence, and pride, such as through self-affirmations and persistence. **Interpersonal Relationships** 8. Identify emotions and feelings of others. 9. Respond in a socially appropriate manner to emotions and feelings of others. 10. Identify and maintain behaviors that build positive relationships with peers and adults, including friendships, family relations, and cooperating with peers. 11. Use basic social communication skills to build positive relationships with peers and adults, such as eye contact, facial expressions, gestures, posture, proximity, touch, appearance, and listening. 12. Maintain positive relationships with peers and adults using basic social skills, such as greetings, turn taking, sharing materials, and giving and accepting assistance. 13. Work cooperatively in small groups to achieve common outcomes. 14. Use conflict resolution strategies to resolve differences, such as communicate and negotiate. **Relationships Across Settings** 15. Maintain appropriate behavior by following rules in classroom and

school settings.
16. Use behaviors and skills, such as accepting feedback and adjusting own actions, to maintain appropriate conduct in the classroom and school.

Independent Functioning

Self-Care Skills

17. Carry out personal care and hygiene routines, such as keeping clean, grooming, and toileting.
18. Manage own clothing, such as dressing and selecting clothing items.
19. Perform positive health practices, including preventative health care and fitness.
20. Communicate need for medical assistance, such as indicating an illness or injury.
21. Identify and perform approved medical procedures, as appropriate, such as using an inhaler.
22. Demonstrate skills required for eating, such as using common utensils and opening packages.
23. Select food based on available options, preference, and nutritional value.
24. Follow safety procedures and routines for preparing food.
25. Use knowledge and skills to maintain and enhance personal safety, such as handling dangerous situations and emergencies, and preventing abuse.
26. Recognize and convey personal information, including determining when to keep such information confidential.
27. Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating wants and needs.

Community Participation

28. Participate in individual and group recreation/leisure activities.
29. Select and engage in volunteer activities in the school or community, such as recycling, litter patrol, or collecting money for a charity.
30. Use specific knowledge and skills when completing activities involving managing money, such as shopping and purchasing.
31. Apply acceptable eating and social skills when dining in a variety of establishments or settings.
32. Identify and follow rules when using transportation in the community.

Task Completion

33. Complete routines and tasks according to instructions and expectations.
34. Sequence two or more tasks to complete activities.
35. Use organizational strategies related to planning, scheduling, time management, self-monitoring, and managing materials.

Functioning within Settings

36. Use tools and/or assistive technology to complete daily routines and tasks.
37. Follow rules and procedures across a variety of settings.
38. Use materials for their intended purposes.

39. Demonstrate the ability to adjust to new routines and changes in tasks, settings, and locations.

Curriculum and Learning

Learning Skills and Strategies

40. Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts; recognizing and decoding words; and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, listening to stories, and following instructions.
41. Use fundamental skills and strategies (dramatization, mental pictures, mnemonics, and links to prior knowledge) to connect information with cues to increase recall and comprehension.
42. Apply fundamental skills and strategies in written communication, such as identifying and using personal information, making basic lists and completing forms, and forming simple and complex sentences.
43. Develop mathematical skills and/or computational fluency for everyday living, such as money skills, estimation skills, time and measurement skills, and comprehension of graphs, tables, schedules, and charts.

Task Management

44. Use effective task-completion strategies, such as following directions, staying on task, and monitoring accuracy.
45. Use effective time-management and organization skills, including using a visual schedule or calendar and locating and sorting information.
46. Use effective test-taking skills and strategies, such as previewing, planning a response to open-ended questions, and reviewing answers.

Self-Determination and Self-Management

47. Apply skills and strategies to solve personal and school problems.
48. Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts.
49. Participate effectively in educational planning, including, but not limited to, the IEP.
50. Apply skills that promote self-awareness and goal setting to meet educational and personal needs to increase self-determination,

including use of accommodations and assistive tools, as appropriate.
51. Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others.

Communication

Listening

52. Follow multistep directions in sequence.
53. Demonstrate understanding and recall of stories and information presented orally.
54. Demonstrate understanding and recall of information presented orally for specific purposes, such as identifying the main idea, drawing conclusions, and forming opinions.
55. Demonstrate understanding of information presented orally by using listening skills, including paying attention to cues, linking to prior knowledge, and considering the speaker's perspective and nonverbal messages.

Speaking
56. Use speech that adults and peers can understand.
57. Communicate messages and ideas clearly and effectively in a variety of situations.
58. Answer different types of questions, such as yes/no, open-ended, and "wh" questions.
59. Express ideas in complete sentences using the correct parts of speech.
60. Retell and summarize a story or event.
61. Effectively use nonverbal language, such as proximity, eye contact, gestures, and posture.
62. Clarify and explain words and ideas.
63. Participate effectively in small and large group discussions.
64. Recognize and repair communication breakdowns.
65. Use appropriate verbal and nonverbal communication when giving an individual or group presentation.

Pragmatics
66. Use language for a variety of purposes, including greeting, informing, demanding, promising, and requesting.
67. Use language based on the needs of the situation or listener, such as talking differently to peers and adults, providing background information, and adjusting voice and volume according to setting demands.
68. Initiate and participate in conversations with adults and peers.

Communication Systems
69. Use technology and assistive devices as needed to communicate or

	enhance messages in a meaningful and functional manner.
	70. Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information.
	71. Identify and use basic maintenance procedures needed by own communication system.
	72. Identify needs and request assistance with own communication system.
	NOTES
	A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.
	Delivery of this course is setting neutral (resource room, self-contained class, support facilitator, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.
	The course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.
Certification Requirement:	ANY EXCEPT ED FIELD

Subject Area: Special Course
Course Number: 7755020
Course Title: Hospital and Homebound Academic and Unique Skills: PK - 5

A. Major Concepts/Content.
The purpose of this course is to enable the student with disabilities to acquire skills when served in a hospital or homebound setting, in order to achieve the Annual Goals and Short-Term Objectives or Benchmarks specified in each student's Individual Educational Plan (IEP).

B. Special Note.
None.

C. Course Requirements.

After successfully completing this course, the student will:

Achieve the relevant Annual Goals and Short-Term Objectives or Benchmarks specified in the student's Individual Educational Plan.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Special Skills Courses
Course Number: 7863095
Course Title: Learning Strategies and Career Planning: 6-8

A. Major Concepts/Content.

The purpose of this course is to provide instruction that enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.

The content should include, but not be limited to, the following:
- strategies for acquiring and storing knowledge
- strategies for oral and written expression
- strategies for problem solving
- strategies for linking new information with prior knowledge
- strategies for active participation in reading, viewing, and listening
- self-regulated use of comprehension strategies
- test-taking skills
- time management and organization skills
- social skills
- self-advocacy and planning skills

B. Special Note.

This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

Students with disabilities who are likely to pursue a standard high school diploma may take this course. This course is designed primarily for students functioning at independent levels who are generally capable of living and working independently with occasional assistance. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that must be provided for the student. This support and assistance must be beyond what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

    Physical prompt—a touch, pointing, or other type of gesture as a reminder
    Verbal prompt—a sound, word, phrase, or sentence as a reminder
    Visual prompt—color coding, icons, symbols, or pictures as a reminder
    Assistive technology—an alarm, an electronic tool
    Supervision—from occasional inspection to continuous observation

The performance objectives are designed to provide teachers with ideas for short term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C. Course Requirements.
These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master the benchmarks for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Apply skills and strategies to gain information from printed materials or oral presentations (e.g., scanning, paraphrasing, rereading, retelling, self-questioning, notetaking, outlining).**

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

1.1. Use cues in a document to locate specific information in a text or visual by skimming or scanning when completing functional tasks (e.g., school tasks— find word in dictionary, find information for a report; leisure—find information on a specific location, person, or event). (CL.B.1.In.1)

Specify: _____ key words _____ dates _____ numbers _____ charts
_____ graphs _____ pictures _____ maps
_____ other: _____

1.2. Skim material for specific information when completing functional tasks (e.g., reading a book, magazine, or journal for an assignment or report; quickly reading a newspaper article for the main points). (CL.B.1.In.2)

Specify: _____ answers to questions _____ specific facts
_____ other: _____

1.3. Paraphrase a sentence or phrase to clarify meaning when completing functional tasks (e.g., repeating directions, asking for clarification, requesting information). (CL.B.1.In.2)

Specify: _____ statements _____ questions _____ directions _____ commands
_____ requests _____ other: _____

1.4. Use strategies to determine the essential message of a paragraph, section, or document as a whole when completing functional tasks (e.g., tell someone about articles in magazines or the newspaper, write a summary of a reading assignment for school or work). (CL.B.1.In.2)

Specify: _____ identify the first sentence or topic
_____ paraphrase information
_____ identify information that is repeated
_____ scan chapter headings
_____ other: _____

1.5. State the essential meaning of information by paraphrasing material found in resources when completing functional tasks (e.g., relating information to classmates, co-workers, friends, or family; writing a summary for class; writing a report for class or work; writing a letter). (CL.B.1.In.2)

1.6. Use strategies to identify relevant information in a text or graphics by skimming or scanning when completing functional tasks (e.g., school—finding answers to study questions). (CL.B.1.In.2)

Specify: _____ match to a list of key information—dates, names, locations
_____ match to questions to be answered
_____ scan chapter titles and subtitles for specific words or phrases
_____ other: _____

1.7. Use strategies to identify irrelevant information in a text or visual when completing functional tasks (e.g., school—solving problems in school assignments; personal care—telling someone about a news story; leisure—a visual diagram to assemble a piece of camping equipment, following the instructions for installing a CD player). (CL.B.1.In.2)

Specify: _____ ask "How does this fit?"
_____ ask "Is it needed?"
_____ compare to similar examples or a model
_____ other: _____

1.8. Use self-questioning strategies to clarify and remember information (e.g., identify the main points from a passage, determine if you understand what you are reading). (CL.B.1.In.2)

Specify: _____ who, what, where, when, why, and how?
_____ other: _____

2. **Apply skills and strategies to enhance recall and understanding of information from print or oral presentations (e.g., vocabulary, associations, visual imagery, mnemonics).**

CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.

2.1. Use self-monitoring strategies to clarify and remember information obtained when reading or listening (e.g., Does what I am reading or doing make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word I don't know?). (CL.B.1.In.2)

2.2. Use strategies to relate and integrate new information with background knowledge (e.g., relating new concepts to those in the previous chapter, generalizing skills from one class to another). (CL.B.1.In.2)

Specify: _____ review background knowledge first
_____ identify common elements or events
_____ distinguish what is different
_____ relate new information to concepts already understood

_____ other: _____

2.3. Use prior knowledge to predict outcomes or meaning of information being read or heard (e.g., This is a story like...). (CL.B.1.In.2)

2.4. Use visual imagery to clarify and remember information used in completing functional tasks (e.g., drawing a picture, visualizing a situation, recalling a person's appearance, remembering a place you have visited). (CL.B.1.In.2)

Specify: _____ make mental pictures _____ create an association or analogy
_____ other: _____

Organizing Information
2.5. Use mnemonic devices to identify and organize key facts, ideas, or events to increase recall (e.g., when studying for a test, when learning meaning of important vocabulary). (CL.B.1.In.3)

Specify: _____ visual devices—mental pictures, mental movies, stories, associations
_____ keyword devices—boxing, associations
_____ first-letter—acronym, sentence
_____ series—pegword, location
_____ rhyming, coding
_____ other: _____

2.6. Identify characteristics of various structures used to organize information. (CL.B.1.In.3)

Specify: _____ chronological _____ alphabetical _____ categorical _____ topical
_____ hierarchical or outlining _____ other: _____

2.7. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)

2.8. Organize information alphabetically when completing functional tasks (e.g., filing for later reference, listing names in order). (CL.B.1.In.3)

2.9. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe for cookies). (CL.B.1.In.3)

2.10. Organize information by categories when completing functional tasks (e.g., identifying key ideas and concepts to include in a report, clustering similar kinds of information to compare and contrast concepts). (CL.B.1.In.3)

2.11. Organize information hierarchically or by outlining when completing functional tasks (e.g., identifying the relationships among the ideas or events, organizing notes for a research report). (CL.B.1.In.3)

2.12. Identify essential ideas and facts by summarizing selected lectures, reading materials, and media productions. (CL.B.1.In.3)

2.13. Take notes that identify essential ideas and facts from selected lectures, reading materials, and media productions. (CL.B.1.In.3)

2.14. Evaluate the accuracy and reliability of information in materials used in school activities (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2)

Listening
2.15. Identify components of the listening process in order to listen more effectively to conversations, lectures, and discussions (e.g., hears, understands, and remembers what has been said). (CO.A.1.In.1)

2.16. Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1)

Specify: _____ relaxed _____ attentive _____ social _____ defensive

2.17. Identify the difference between active and non-active listening when participating in conversations (e.g., active—looking at speaker, taking notes, nodding head; non-active—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1)

2.18. Use critical listening skills to gain understanding. (CO.A.1.In.1)

Specify: _____ listening for content
_____ paying attention to cues—first, second...; in summary; most important
_____ linking to prior knowledge and experiences
_____ considering emotional meaning
_____ other: _____

2.19. Use strategies to improve listening (e.g., be flexible in use of listening styles, be sensitive to the environment, make notes about things that are important to remember, request and accept feedback on own listening patterns). (CO.A.1.In.1)

3. **Apply skills and strategies to enhance competence in oral and written communication (e.g., planning, creating drafts, editing and proofing, rehearsing, revising).**

CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.

CL.B.2.In.2 express oral, written, or visual information for specified purposes.

Organizing

3.1. Identify characteristics of key elements of documents and oral communications (e.g., narrative writing—telling a story; persuasive writing—letter to the principal; technical writing—lab report). (CL.B.2.In.1)

Specify: _____ what is the content—objectives, target audience, purpose
_____ what components are needed—introduction, body, summary
_____ how the information should be organized
_____ what formatting should be used—layout, text, use of graphics
_____ other: _____

3.2. Use strategies to create documents or oral communications that relate a series of sequential events. (CL.B.2.In.2)

Specify: _____ make a list of events in order
_____ use words such as first, next, and last to indicate order of events
_____ note dates of events
_____ other: _____

3.3. Use strategies to create documents or oral communications that are organized around key ideas and relevant supporting details. (CL.B.2.In.2)

Specify: _____ use a graphic organizer to arrange main ideas and supporting details
_____ use an outline to organize main ideas and supporting details
_____ introduce the overall main idea in the beginning
_____ state the main idea in the topic sentence of the paragraph
_____ link the details to the main idea of the paragraph
_____ summarize the overall main idea in the conclusion
_____ other: _____

3.4. Use strategies to create documents or oral communications that use a logical order to express information. (CL.B.2.In.2)

Specify: _____ select the type of organization that fits the topic—specific to general, cause and effect, least important to most important, easy to difficult, chronological
_____ use a graphic organizer or outline to organize ideas
_____ indicate how the information is organized in the beginning
_____ include words throughout the text that remind the reader of the organization
_____ other: _____

Formatting

3.5. Select the appropriate format for documents and oral communications to accomplish functional tasks. (CL.B.2.In.1)

Specify: _____ note—give directions, let your school know that you will be late
_____ memo/e-mail—announce an event to your co-workers at the community center

_____ letter—friendly, complaint, request, application
_____ message—let a family member know that someone called
_____ report—describe progress in completing a project
_____ other: _____

3.6. Create written communications that are appropriate to the audience, subject matter, and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, give a presentation). (CL.B.2.In.2)

Specify: _____ note _____ memo/e-mail _____ letter _____ brief description
_____ report _____ cards and invitations
_____ other: _____

Writing Process
3.7. Use the writing process to develop documents and other types of written communications. (CL.B.2.In.1)

Specify: _____ organize ideas _____ write first draft _____ review draft
_____ revise _____ edit _____ write final copy
_____ other: _____

3.8. Use complete sentences to express desired information when writing or speaking. (CL.B.2.In.1)

Specify: _____ simple _____ compound
_____ complex _____ compound/complex

3.9. Use self-monitoring strategies to assist in writing complete sentences. (CL.B.2.In.1)

Specify: _____ select the kind of sentence _____ think about the meaning
_____ think about the words _____ view the sentence when finished
_____ other: _____

3.10. Use the standard conventions of grammar, punctuation, and mechanics in preparing written text. (CL.B.2.In.1)

Specify: _____ agreement _____ use of punctuation within sentences
_____ tense and case _____ use of punctuation within words
_____ mechanics—use of capital letters, abbreviations, and numbers
_____ other: _____

3.11. Use appropriate resources to aid in spelling. (CL.B.2.In.1)

Specify: _____ spelling dictionary _____ specialized electronic aid
_____ people _____ spellcheck utility in software program
_____ other: _____

3.12. Proofread written communications to identify errors and needed revisions. (CL.B.2.In.1)

Specify: _____ spelling _____ grammar _____ sentence structure
_____ word choice _____ formatting—margins, spacing, legibility
_____ punctuation _____ other: _____

3.13. Revise drafts of documents and written communications to improve meaning and focus. (CL.B.2.In.1)

Specify: _____ unity and coherence—words, phrases, and clauses agree and work together
_____ content—no irrelevant details
_____ clarity—ideas clearly expressed
_____ organization—logical order
_____ style—no run-on sentences or unintentional fragments, word choice
_____ grammar
_____ formatting—margins, spacing, legibility
_____ other: _____

4. Apply skills and strategies to enhance ability to solve problems.

CL.B.3.In.1 identify mathematical concepts and processes to solve problems.

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.4.In.1 identify problems and examine alternative solutions.

CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

Solving Mathematical Problems
4.1. Follow a systematic approach when using mathematical concepts and processes to solve problems in accomplishing functional tasks. (CL.B.3.In.1, CL.B.3.In.2, CL.B.4.In.1, CL.B.4.In.2)

Specify: _____ determine nature of the problem
_____ select correct technique
_____ make reasonable estimate of results
_____ apply operation or procedures to obtain result
_____ check results for accuracy and reliability
_____ explain results
_____ other: _____

4.2. Determine whether insufficient or extraneous information is given in solving particular mathematical problems. (CL.B.4.In.1, CL.B.3.In.2)

4.3. Express mathematical problems using alternative methods to accomplish functional tasks. (CL.B.4.In.1)

Specify: _____ drawing pictures or diagrams _____ using concrete objects
_____ paraphrasing _____ using models
_____ other: _____

Identifying Personal Problems
4.4. Identify that a problem exists in school or personal life, a discrepancy between what is and what should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness, failure to complete chores). (CL.B.4.In.1)

4.5. Identify possible reasons for existing problems in school or personal life (e.g., lack of study time, ineffective study habits, material too difficult). (CL.B.4.In.1)

4.6. Identify problems that lead to the breakdown of major goals in school or personal life (e.g., not completing homework assignments, watching too much television, getting in fights). (CL.B.4.In.1)

4.7. Analyze possible consequences associated with specific problems in school or personal life (e.g., failing courses, getting detention, trouble with parents and local authorities, not graduating). (CL.B.4.In.1)

Applying Problem-Solving Strategies
4.8. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1)

Specify: _____ school _____ personal life

4.9. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1)

4.10. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1)

Specify: _____ brainstorming—identifying all solutions that come to mind
_____ identifying steps—when a complicated task is involved
_____ estimating—when numbers are involved
_____ matching consequences to actions—for cause and effect
_____ troubleshooting—finding problems within a process
_____ creative thinking—when multiple solutions are acceptable
_____ modeling—basing actions on those of a good example
_____ other: _____

4.11. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling when a good example exists, brainstorming when multiple solutions are acceptable). (CL.B.4.In.1)

4.12. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1)

4.13. Identify the steps of a complicated process when solving a problem involving many tasks (e.g., conducting a science experiment, completing a community service project). (CL.B.4.In.1)

4.14. Construct estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time, estimate the number of pamphlets needed for a class presentation). (CL.B.4.In.1)

4.15. Match consequences to decisions when solving problems involving cause and effect (e.g., doing extra credit work to make up for not completing homework). (CL.B.4.In.1)

4.16. Use troubleshooting for problems in which the cause is not easily seen (e.g., identifying possible source of errors in complicated math problems). (CL.B.4.In.1)

4.17. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., develop a skit or play, complete a creative writing assignment, choose a topic for a paper). (CL.B.4.In.1)

4.18. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify study techniques used by most productive student, use these techniques to improve own performance; personal life—identify crowd that does not use drugs, identify their refusal skills when offered drugs, use same skills when offered drugs). (CL.B.4.In.1)

Evaluating Alternative Solutions
4.19. Identify alternative courses of action for solving a particular problem in school or personal life (e.g., tape recording class lecture or taking notes). (CL.B.4.In.1)

4.20. Analyze consequences of each alternative course of action for solving a particular problem in school or personal life (e.g., using tape recorder—tape it to listen to again; writing notes—have brief outline to study). (CL.B.4.In.1)

Implementing Solutions
4.21. Complete tasks needed to solve problems in school or personal life (e.g., limited time to do homework assignments—use time management strategies, talk to teacher about extra help on some assignments). (CL.B.4.In.2)

4.22. Use appropriate techniques or tools to solve problems in school or personal life (e.g., computer software, assignment notebook, counseling sessions). (CL.B.4.In.2)

4.23. Seek assistance when needed to solve problems in school or personal life (e.g., emotional problems—seek help from school counselor, teacher or psychologist; problems with a subject area at school—seek help from tutor, teacher or family member). (CL.B.4.In.2)

Evaluating Effectiveness of Solution
4.24. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2)

4.25. Determine impact of decisions and activities related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2)

5. **Use effective time management and organization strategies to complete class and work assignments.**

CL.C.2.In.1 plan and implement personal work assignments.

Planning Class Assignments
5.1. Identify purposes of planning class assignments (e.g., clarifies what is required, helps you to stay on task, identifies needed time and resources). (CL.C.2.In.1)

5.2. Identify components of a plan to complete class assignments (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1)

5.3. Identify, prioritize, and schedule responsibilities of assignment (e.g., make a to-do list, list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1)

Implementing Class Assignments
5.4. Use strategies to pace tasks so that assignment is completed according to a schedule. (CL.C.2.In.1)

Specify: _____ work according to schedule _____ set an alarm clock as a reminder _____ track subtasks on calendar _____ check off subtasks when completed _____ other: _____

5.5. Identify alternative approaches when faced with difficulty in completing a task. (CL.C.2.In.1)

Specify: _____ try different tools or techniques _____ visualize the steps
_____ seek assistance from others _____ read the instructions or references
_____ other: _____

5.6. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1)

Specify: _____ use a checklist or rubric _____ compare with model or example
_____ use spellcheck or similar tool _____ look for errors
_____ ask peer to review _____ ask teacher to review
_____ other: _____

5.7. Follow a systematic procedure to complete specific tasks with increasing independence. (CL.C.2.In.1)

Specify: _____ identify task
_____ name steps of task
_____ perform task following a model or demonstration
_____ perform task with decreasing feedback
_____ perform task independently
_____ monitor own task performance using applicable standards
_____ evaluate own task performance using applicable standards
_____ other: _____

Using Tools, Equipment, and Supplies
5.8. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific class assignments. (CL.C.2.In.2)

Specify: _____ use a checklist with pictures or descriptions of supplies, tools, or equipment
_____ set up desk with all needed supplies and equipment before starting
_____ identify available sources of needed supplies and equipment
_____ other: _____

5.9. Select and use the appropriate materials and supplies for completion of class assignments (e.g., writing a report—notebook, pen, references; printing a letter—paper, word processor, printer). (CL.C.2.In.2)

5.10. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.2)

Specify: _____ personal calendar _____ school

6. Use effective test-taking skills (e.g., previewing, allocating time, outlining response to essays, reviewing answers).

CL.B.4.In.1 identify problems and examine alternative solutions.

CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

6.1. Use strategies to prepare for successful performance on tests. (CL.B.4.In.1, CL.B.4.In.2)

Specify: _____ clarify what is being tested—check notes, check with peers or teacher
_____ review and rehearse expected responses to anticipated questions
_____ practice with similar questions
_____ perform task with decreasing feedback
_____ other: _____

6.2. Use strategies to perform successfully on tests. (CL.B.4.In.2)

Specify: _____ preview the test by reading instructions and skimming questions
_____ ask for clarification, if appropriate
_____ determine the order for completing the tasks
_____ schedule time for each section
_____ create a brief outline of responses to essay questions before answering
_____ skip difficult questions and come back to them
_____ notice particular usage of words and phrases in test items
_____ monitor own time
_____ check answers to avoid careless mistakes
_____ other: _____

6.3. Use strategies to improve performance on subsequent tests. (CL.B.4.In.2)

Specify: _____ analyze error patterns
_____ note questions answered correctly
_____ review own preparation practices, noting strengths and weaknesses
_____ debrief performance with peer or teacher
_____ make a list of behaviors to change when taking the next test
_____ other: _____

7. Use effective social and interpersonal skills to interact appropriately with peers and adults in a variety of settings.

IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.

IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.

IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.

SE.A.1.In.1 cooperate in a variety of group situations.

SE.A.1.In.2 assist in establishing and meeting group goals.

SE.A.1.In.3 function effectively within formal organizations.

SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.

Social Behaviors
7.1. Identify characteristics of behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.1)

Specify: _____ consideration—makes polite comments, shares resources with others
_____ cooperation—does share of work on projects, accepts others' suggestions
_____ assertiveness—raises hand to participate in class, makes needs known to others
_____ responding to humor or teasing—laughs without drawing attention, ignores
_____ responding to criticism—makes needed changes, acknowledges others' views
_____ other: _____

7.2. Identify characteristics of behaviors that prevent one from functioning effectively in a variety of social situations. (IF.B.2.In.1)

Specify: _____ consideration—won't wait for turn, does not clean up after finished with task
_____ cooperation—won't help others with task, keeps all supplies for self
_____ assertiveness—lets others take over equipment
_____ responding to humor or teasing—makes loud noises, gets angry
_____ responding to criticism—takes personally, makes negative comments
_____ other: _____

7.3. Identify factors that support effective functioning in a variety of social situations (e.g., availability of choices, availability of positive role models, opportunities to make decisions about activities). (IF.B.2.In.1)

7.4. Identify factors that prevent one from functioning effectively in a variety of social situations (e.g., ignorance of or noncompliance with rules and requirements, lack of options or personal choices, threats, peer pressure, lack of encouragement). (IF.B.2.In.1)

7.5. Identify social expectations in a variety of situations and characteristics of behaviors that are appropriate for each one (e.g., class discussion, pep rally, funeral, family dinner, concert). (SE.A.2.In.1)

Specify: _____ home _____ school _____ community

7.6. Demonstrate behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.2)

Specify behavior:_____ consideration _____ assertiveness
_____ response to humor or teasing _____ response to criticism
_____ cooperation
_____ other: _____
Specify setting: _____ home _____ school _____ community

7.7. Monitor own behaviors that enable one to function effectively in a variety of social situations and make adjustments if needed. (IF.B.2.In.2)

Specify: _____ home _____ school _____ community

7.8. Identify ways to handle unexpected events and specific emergency situations (e.g., identify the current status of events, note the individuals involved). (IF.B.2.In.3)

7.9. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, call for help in emergencies, wear seat belt). (IF.B.2.In.3)

Specify: _____ home _____ school _____ community

Working in a Group
7.10. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1)

7.11. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, friction between members, arguments arising, hostility between two or more members). (SE.A.1.In.1)

7.12. Identify various roles and responsibilities individuals may have when working in a group (e.g., roles—leader, recorder, timekeeper, equipment manager, worker; responsibilities— sharing of equipment, personal effort toward task completion). (SE.A.1.In.1)

7.13. Identify behaviors that contribute positively to group effort (e.g., coming to work on time, staying on task, limiting comments to assigned topics, complimenting contributions of others, sharing authority, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control and restraint when disagreeing, allowing others to advance

or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1)

7.14. Identify behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing members' efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early, ganging up against other members). (SE.A.1.In.1)

7.15. Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1)

7.16. Identify steps for group problem solving. (SE.A.1.In.1)

Specify:
_____ discuss the problem
_____ individually list possible causes
_____ record individual group members' suggestions and clarifications
_____ discuss and determine most likely causes
_____ implement corrective action or solution
_____ report results
_____ move on to the next most probable cause if initial action is ineffective
_____ other: _____

7.17. Use appropriate steps for group problem solving in various situations. (SE.A.1.In.1)

Specify: _____ home _____ school _____ community

7.18. Use appropriate interpersonal communication skills when working in a group (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticisms, providing feedback). (SE.A.1.In.1)

Specify: _____ home _____ school _____ community

7.19. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, understanding rules, abiding by rules, respecting the rights of others in group activities, being polite). (SE.A.1.In.1)

Specify: _____ home _____ school _____ community

Leadership Skills
7.20. Identify characteristics of leadership in a group activity (e.g., good speaking skills, confidence in expressing opinions, knowledgeable, ability to influence group members,

ability to facilitate decisions, ability to facilitate conversation between group members). (SE.A.1.In.2)

7.21. Identify the effects that different kinds of leaders have on a group's effectiveness. (SE.A.1.In.2)

Specify: _____ supportive leaders—more participation by group members, more flexible
_____ controlling leaders—group members may operate in fear
_____ negligent leaders—group members may not stay on task
_____ other: _____

7.22. Identify individual styles when working in groups (e.g., slow vs. fast-paced, leading, quiet, expressive, productive). (SE.A.1.In.2)

7.23. Identify appropriate methods for giving feedback to group members (e.g., offering constructive criticism, offering suggestions and ideas, using group reflection, providing opinions). (SE.A.1.In.2)

7.24. Identify behaviors that are used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action). (SE.A.1.In.2)

Functioning in Organizations
7.25. Identify aspects of organizations that require different kinds of behaviors (e.g., line of command, support for individual problem solving, opportunity for group collaboration, flexible schedule). (SE.A.1.In.3)

7.26. Demonstrate behavior that complies with the existing rules and code of conduct of the organization (e.g., making comments that reflect a positive attitude, respecting authority and peers, restraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, keeping drugs and alcohol out of the organization). (SE.A.1.In.3)

Specify: _____ school _____ community

7.27. Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., personal ethical or moral standards may conflict with the expectations of the organization, personal choices may conflict with rearranging schedule). (SE.A.1.In.3)

8. **Demonstrate awareness of own Individual Educational Plan, including participation in the team meeting, if appropriate.**

Understanding the Components of the Individual Educational Plan

8.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1)

8.2. Identify the benefits of and reasons for participation in own IEP meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1)

8.3. Identify characteristics of steps in IEP development. (IF.B.1.In.1)

Specify:
_____ participate in premeeting activities
_____ determine school and post-school outcome desires
_____ determine present levels of performance
_____ develop annual goals and related short-term objectives or benchmarks
_____ assign responsibility for objectives
_____ identify needed services, modifications, and supports

8.4. Identify important areas to explore for transition planning. (IF.B.1.In.1)

Specify:
_____ employment
_____ instruction and continuing education
_____ community participation
_____ independent living
_____ agency support
_____ daily living skills

8.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1)

Participating in the Development of the Plan
8.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1)

8.7. Identify desired long-term outcomes. (IF.B.1.In.1)

Specify: _____ in-school—course of study, diploma, extracurricular activities
_____ post-school—postsecondary training, employment
_____ post-school—living arrangements, community participation

8.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1)

8.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1)

8.10. Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1)

8.11. Assist in setting annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1)

8.12. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1)

9. **Apply skills and strategies that promote self-advocacy and goal setting for personal needs.**

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.

Functioning Independently
9.1. Identify characteristics of behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1)

Specify: _____ self-initiation—begins tasks on own, asks for additional tasks upon completion
_____ self-management—self-monitoring, self-instruction, and self-reinforcement
_____ self-control—manages unstructured time, controls responses to events
_____ self-advocacy—requests needed resources, questions practices that appear unfair,
requests needed services/modifications
_____ self-esteem—sets challenging goals, says no to peer pressure
_____ other: _____

9.2. Identify characteristics of behaviors that prevent one from functioning independently in a variety of situations. (IF.B.2.In.1)

Specify: _____ lack of self-initiation—waits until the last minute to start, avoids starting at all
_____ lack of self-management—waits for others to check progress
_____ lack of self-control—gets upset when unexpected events occur
_____ lack of self-advocacy—lets others take all needed supplies, does not request needed services/modifications
_____ lack of self-esteem—won't try new tasks, makes negative comments about self
_____ other: _____

9.3. Identify factors that support and require independent functioning in a variety of situations (e.g., availability of choices, availability of adaptive or assistive devices, opportunities to make decisions about activities, access to resources and supplies when needed). (IF.B.2.In.1)

9.4. Identify factors that prevent one from functioning independently in a variety of situations (e.g., high degree of external control by persons in the environment, extremely rigid rules and requirements, lack of options or personal choices, lack of access to needed resources and supplies, lack of encouragement). (IF.B.2.In.1)

9.5. Demonstrate behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.2)

Specify behavior:_____ self-initiation _____ self-control
_____ self- management _____ self-advocacy
_____ self-esteem _____ other: _____

Specify setting: _____ home _____ school _____ community

9.6. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.2)

Specify: _____ home _____ school _____ community

9.7. Identify the benefits of using a planning process to set personal goals (e.g., helps you to stay on track, useful in monitoring progress, can be motivating). (IF.B.1.In.1)

9.8. Identify ways that planning and goal setting affect one's feeling of self-control and effectiveness (e.g., anticipate problems, work around barriers, make own choices). (IF.B.1.In.1)

9.9. Identify ways that lack of planning can have negative outcomes for personal situations (e.g., may not have enough time or resources, can't handle emergencies, may lack direction). (IF.B.1.In.1)

9.10. Describe steps to be followed when making a plan. (IF.B.1.In.1)

Specify: _____ identify goal or outcome
_____ identify needed resources
_____ determine major tasks
_____ schedule tasks
_____ obtain assistance and resources, if needed
_____ other: _____

9.11. Use self-appraisal to indicate personal strengths or weaknesses (e.g., physical appearance, relating to others, personality, how others see you, performance in school, performance outside of school, interests, preferences for activities). (IF.B.1.In.1)

9.12. Evaluate the results of self-appraisal to determine personal goals (e.g., determine personal strengths and weaknesses, identify practices that maximize strengths and minimize weaknesses). (IF.B.1.In.1)

9.13. Identify how positive view of self can affect personal goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1)

9.14. Identify the risks and benefits associated with choices available to reach personal goals (e.g., deciding to go to college, taking a part-time job). (IF.B.1.In.1)

9.15. Identify previous personal experiences related to making realistic personal goals (e.g., visiting a retirement home and then volunteering for a community program, reading a self-help book and then making improvements in personal relationships). (IF.B.1.In.1)

9.16. Set realistic personal goals after selecting from options. (IF.B.1.In.1)

Specify: _____ short-term goals _____ long-term goals
_____ other: _____

9.17. Allocate, prioritize, and schedule the time, space, and materials needed to accomplish goals. (IF.B.1.In.1)

9.18. Commit to pursue the project when carrying out plans related to personal goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2)

9.19. Periodically monitor and evaluate own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current state, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2)

9.20. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2)

Career and Education Planning - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

Understanding the Workplace
1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness
5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
6.0 Identify five values that they consider important in making a career choice.
7.0 Identify skills needed for career choices and match to personal abilities.
8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
9.0 Identify strengths and areas in which assistance is needed at school.
10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers
11.0 Demonstrate the ability to locate, understand, and use career information.
12.0 Use the Internet to access career and education planning information.
13.0 Identify skills that are transferable from one occupation to another.
14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
15.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making
16.0 Identify and demonstrate use of steps to make career decisions.
17.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills
18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
19.0 Demonstrate skills to interact positively with others.
20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.

22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.

24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.

25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.

26.0 Describe how extracurricular programs can be incorporated in career and education planning.

27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.

28.0 Describe high school credits and explain how GPAs are calculated.

Job Search

29.0 Demonstrate skills to complete a job application.

30.0 Demonstrate skills essential for a job interview.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Special Skills Courses
Course Number: 7863090
Course Title: Learning Strategies: 6-8

A.   **Major Concepts/Content.** The purpose of this course is to provide instruction
       that enables students with disabilities to acquire and use strategies and skills to
       enhance their independence as learners in educational and community settings.

       The content should include, but not be limited to, the following:

       -   strategies for acquiring and storing knowledge
       -   strategies for oral and written expression
       -   strategies for problem solving
       -   strategies for linking new information with prior knowledge
       -   strategies for active participation in reading, viewing, and listening
       -   self-regulated use of comprehension strategies
       -   test-taking skills
       -   time management and organization skills
       -   social skills
       -   self-advocacy and planning skills

       This course shall integrate the Sunshine State Standards and Goal 3 Student
       Performance Standards of the Florida System of School Improvement and
       Accountability as appropriate to the individual student and to the content and
       processes of the subject matter. Students with disabilities shall:

       CL.A.1.In.1   complete specified Sunshine State Standards with modifications as
                      appropriate for the individual student.

B.   **Special Note.** This entire course may not be mastered in one year. The particular
       course requirements that the student should master each year must be specified on
       an individual basis.

       *Students with disabilities who are likely to pursue a standard high school diploma
       may take this course*. This course is designed primarily for students functioning at
       independent levels who are generally capable of living and working independently
       with occasional assistance. Three levels of functioning, independent, supported, and
       participatory, have been designated to provide a way to differentiate benchmarks and
       course requirements for students with diverse abilities. Individual students may

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function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C.   **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master the benchmarks for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

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After successfully completing this course, the student will:

1.   **Apply skills and strategies to gain information from printed materials or oral presentations (e.g., scanning, paraphrasing, rereading, retelling, self-questioning, notetaking, outlining).**

CL.B.1.In.1   identify and locate oral, print, or visual information for specified purposes.

CL.B.1.In.2   interpret and use oral, print, or visual information for specified purposes.

1.1.   Use cues in a document to locate specific information in a text or visual by skimming or scanning when completing functional tasks (e.g., school tasks— find word in dictionary, find information for a report; leisure—find information on a specific location, person, or event). (CL.B.1.In.1)
Specify: _____ ❏ key words   _____ ❏ dates   _____ ❏ numbers
        _____ ❏ charts   _____ ❏ graphs   _____ ❏ pictures
        _____ ❏ maps   _____ ❏ other: _____

1.2.   Skim material for specific information when completing functional tasks (e.g., reading a book, magazine, or journal for an assignment or report; quickly reading a newspaper article for the main points). (CL.B.1.In.2)
Specify: _____ ❏ answers to questions   _____ ❏ specific facts
        _____ ❏ other: _____

1.3.   Paraphrase a sentence or phrase to clarify meaning when completing functional tasks (e.g., repeating directions, asking for clarification, requesting information). (CL.B.1.In.2)
Specify: _____ ❏ statements   _____ ❏ questions   _____ ❏ directions
        _____ ❏ commands   _____ ❏ requests
        _____ ❏ other: _____

1.4.   Use strategies to determine the essential message of a paragraph, section, or document as a whole when completing functional tasks (e.g., tell someone about articles in magazines or the newspaper, write a summary of a reading assignment for school or work). (CL.B.1.In.2)
Specify: _____ ❏ identify the first sentence or topic
        _____ ❏ paraphrase information
        _____ ❏ identify information that is repeated
        _____ ❏ scan chapter headings
        _____ ❏ other: _____

1.5.   State the essential meaning of information by paraphrasing material found in resources when completing functional tasks (e.g., relating information to classmates, co-workers, friends, or family; writing a summary for class; writing a report for class or work; writing a letter). (CL.B.1.In.2)

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1.6.   Use strategies to identify relevant information in a text or graphics by skimming or scanning when completing functional tasks (e.g., school—finding answers to study questions). (CL.B.1.In.2)
Specify: _____ ❏ match to a list of key information—dates, names, locations
_____ ❏ match to questions to be answered
_____ ❏ scan chapter titles and subtitles for specific words or phrases
_____ ❏ other: _____

1.7.   Use strategies to identify irrelevant information in a text or visual when completing functional tasks (e.g., school—solving problems in school assignments; personal care—telling someone about a news story; leisure—a visual diagram to assemble a piece of camping equipment, following the instructions for installing a CD player). (CL.B.1.In.2)
Specify: _____ ❏ ask "How does this fit?"
_____ ❏ ask "Is it needed?"
_____ ❏ compare to similar examples or a model
_____ ❏ other: _____

1.8.   Use self-questioning strategies to clarify and remember information (e.g., identify the main points from a passage, determine if you understand what you are reading). (CL.B.1.In.2)
Specify: _____ ❏ who, what, where, when, why, and how?
_____ ❏ other: _____

2.   Apply skills and strategies to enhance recall and understanding of information from print or oral presentations (e.g., vocabulary, associations, visual imagery, mnemonics).

CL.B.1.In.3   organize and retrieve oral, print, or visual information for specified purposes.

_____

2.1.   Use self-monitoring strategies to clarify and remember information obtained when reading or listening (e.g., Does what I am reading or doing make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word I don't know?). (CL.B.1.In.2)

2.2.   Use strategies to relate and integrate new information with background knowledge (e.g., relating new concepts to those in the previous chapter, generalizing skills from one class to another). (CL.B.1.In.2)
Specify: _____ ❏ review background knowledge first
_____ ❏ identify common elements or events
_____ ❏ distinguish what is different
_____ ❏ relate new information to concepts already understood
_____ ❏ other: _____

2.3.   Use prior knowledge to predict outcomes or meaning of information being read or heard (e.g., This is a story like...). (CL.B.1.In.2)

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2.4.   Use visual imagery to clarify and remember information used in completing functional tasks (e.g., drawing a picture, visualizing a situation, recalling a person's appearance, remembering a place you have visited). (CL.B.1.In.2)
Specify: _____ ❑ make mental pictures   _____ ❑ create an association or analogy
_____ ❑ other: _____

Organizing Information

2.5.   Use mnemonic devices to identify and organize key facts, ideas, or events to increase recall (e.g., when studying for a test, when learning meaning of important vocabulary). (CL.B.1.In.3)
Specify: _____ ❑ visual devices—mental pictures, mental movies, stories, associations
_____ ❑ keyword devices—boxing, associations
_____ ❑ first-letter—acronym, sentence
_____ ❑ series—pegword, location
_____ ❑ rhyming, coding
_____ ❑ other: _____

2.6.   Identify characteristics of various structures used to organize information. (CL.B.1.In.3)
Specify: _____ ❑ chronological   _____ ❑ alphabetical   _____ ❑ categorical
_____ ❑ topical   _____ ❑ hierarchical or outlining
_____ ❑ other: _____

2.7.   Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)

2.8.   Organize information alphabetically when completing functional tasks (e.g., filing for later reference, listing names in order). (CL.B.1.In.3)

2.9.   Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe for cookies). (CL.B.1.In.3)

2.10.   Organize information by categories when completing functional tasks (e.g., identifying key ideas and concepts to include in a report, clustering similar kinds of information to compare and contrast concepts). (CL.B.1.In.3)

2.11.   Organize information hierarchically or by outlining when completing functional tasks (e.g., identifying the relationships among the ideas or events, organizing notes for a research report). (CL.B.1.In.3)

2.12.   Identify essential ideas and facts by summarizing selected lectures, reading materials, and media productions. (CL.B.1.In.3)

2.13.   Take notes that identify essential ideas and facts from selected lectures, reading materials, and media productions. (CL.B.1.In.3)

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2.14.   Evaluate the accuracy and reliability of information in materials used in school activities (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2)

Listening

2.15.   Identify components of the listening process in order to listen more effectively to conversations, lectures, and discussions (e.g., hears, understands, and remembers what has been said). (CO.A.1.In.1)

2.16.   Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1)
Specify: _____ ❏ relaxed   _____ ❏ attentive   _____ ❏ social   _____ ❏ defensive

2.17.   Identify the difference between active and non-active listening when participating in conversations (e.g., active—looking at speaker, taking notes, nodding head; non-active—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1)

2.18.   Use critical listening skills to gain understanding. (CO.A.1.In.1)
Specify: _____ ❏ listening for content
_____ ❏ paying attention to cues—first, second...; in summary; most important
_____ ❏ linking to prior knowledge and experiences
_____ ❏ considering emotional meaning
_____ ❏ other: _____

2.19.   Use strategies to improve listening (e.g., be flexible in use of listening styles, be sensitive to the environment, make notes about things that are important to remember, request and accept feedback on own listening patterns). (CO.A.1.In.1)

3.   Apply skills and strategies to enhance competence in oral and written communication (e.g., planning, creating drafts, editing and proofing, rehearsing, revising).

CL.B.2.In.1   prepare oral, written, or visual information for expression or presentation.

CL.B.2.In.2   express oral, written, or visual information for specified purposes.

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Organizing

3.1. Identify characteristics of key elements of documents and oral communications
(e.g., narrative writing—telling a story; persuasive writing—letter to the principal; technical writing—lab report). (CL.B.2.In.1)
Specify: _____ ❏ what is the content—objectives, target audience, purpose
_____ ❏ what components are needed—introduction, body, summary
_____ ❏ how the information should be organized
_____ ❏ what formatting should be used—layout, text, use of graphics
_____ ❏ other: _____

3.2. Use strategies to create documents or oral communications that relate a series of sequential events. (CL.B.2.In.2)
Specify: _____ ❏ make a list of events in order
_____ ❏ use words such as *first*, *next*, and *last* to indicate order of events
_____ ❏ note dates of events
_____ ❏ other: _____

3.3. Use strategies to create documents or oral communications that are organized around key ideas and relevant supporting details. (CL.B.2.In.2)
Specify: _____ ❏ use a graphic organizer to arrange main ideas and supporting details
_____ ❏ use an outline to organize main ideas and supporting details
_____ ❏ introduce the overall main idea in the beginning
_____ ❏ state the main idea in the topic sentence of the paragraph
_____ ❏ link the details to the main idea of the paragraph
_____ ❏ summarize the overall main idea in the conclusion
_____ ❏ other: _____

3.4. Use strategies to create documents or oral communications that use a logical order to express information. (CL.B.2.In.2)
Specify: _____ ❏ select the type of organization that fits the topic—specific to general, cause and effect, least important to most important, easy to difficult, chronological
_____ ❏ use a graphic organizer or outline to organize ideas
_____ ❏ indicate how the information is organized in the beginning
_____ ❏ include words throughout the text that remind the reader of the organization
_____ ❏ other: _____

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Formatting

3.5. Select the appropriate format for documents and oral communications to accomplish functional tasks. (CL.B.2.In.1)

Specify: _____ ❑ note—give directions, let your school know that you will be late
_____ ❑ memo/e-mail—announce an event to your co-workers at the community center
_____ ❑ letter—friendly, complaint, request, application
_____ ❑ message—let a family member know that someone called
_____ ❑ report—describe progress in completing a project
_____ ❑ other: _____

3.6. Create written communications that are appropriate to the audience, subject matter, and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, give a presentation). (CL.B.2.In.2)

Specify: _____ ❑ note   _____ ❑ memo/e-mail   _____ ❑ letter
_____ ❑ brief description _____ ❑ report   _____ ❑ cards and invitations
_____ ❑ other: _____

Writing Process

3.7. Use the writing process to develop documents and other types of written communications. (CL.B.2.In.1)

Specify: _____ ❑ organize ideas   _____ ❑ write first draft   _____ ❑ review draft
_____ ❑ revise   _____ ❑ edit   _____ ❑ write final copy
_____ ❑ other: _____

3.8. Use complete sentences to express desired information when writing or speaking. (CL.B.2.In.1)

Specify: _____ ❑ simple   _____ ❑ compound
_____ ❑ complex   _____ ❑ compound/complex

3.9. Use self-monitoring strategies to assist in writing complete sentences. (CL.B.2.In.1)

Specify: _____ ❑ select the kind of sentence   _____ ❑ think about the meaning
_____ ❑ think about the words   _____ ❑ view the sentence when finished
_____ ❑ other: _____

3.10. Use the standard conventions of grammar, punctuation, and mechanics in preparing written text. (CL.B.2.In.1)

Specify: _____ ❑ agreement   _____ ❑ use of punctuation within sentences
_____ ❑ tense and case   _____ ❑ use of punctuation within words
_____ ❑ mechanics—use of capital letters, abbreviations, and numbers
_____ ❑ other: _____

3.11. Use appropriate resources to aid in spelling. (CL.B.2.In.1)

Specify: _____ ❑ spelling dictionary   _____ ❑ specialized electronic aid
_____ ❑ people   _____ ❑ spellcheck utility in software program
_____ ❑ other: _____

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3.12. Proofread written communications to identify errors and needed revisions. (CL.B.2.In.1)

Specify: _____ ❏ spelling   _____ ❏ grammar   _____ ❏ sentence structure

_____ ❏ word choice   _____ ❏ formatting—margins, spacing, legibility

_____ ❏ punctuation   _____ ❏ other: _____

3.13. Revise drafts of documents and written communications to improve meaning and focus. (CL.B.2.In.1)

Specify: _____ ❏ unity and coherence—words, phrases, and clauses agree and work together

_____ ❏ content—no irrelevant details

_____ ❏ clarity—ideas clearly expressed

_____ ❏ organization—logical order

_____ ❏ style—no run-on sentences or unintentional fragments, word choice

_____ ❏ grammar

_____ ❏ formatting—margins, spacing, legibility

_____ ❏ other: _____

4. Apply skills and strategies to enhance ability to solve problems.

CL.B.3.In.1   identify mathematical concepts and processes to solve problems.

CL.B.3.In.2   apply mathematical concepts and processes to solve problems.

CL.B.4.In.1   identify problems and examine alternative solutions.

CL.B.4.In.2   implement solutions to problems and evaluate effectiveness.

Solving Mathematical Problems

4.1. Follow a systematic approach when using mathematical concepts and processes to solve problems in accomplishing functional tasks. (CL.B.3.In.1, CL.B.3.In.2, CL.B.4.In.1, CL.B.4.In.2)

Specify: _____ ❏ determine nature of the problem

_____ ❏ select correct technique

_____ ❏ make reasonable estimate of results

_____ ❏ apply operation or procedures to obtain result

_____ ❏ check results for accuracy and reliability

_____ ❏ explain results

_____ ❏ other: _____

4.2. Determine whether insufficient or extraneous information is given in solving particular mathematical problems. (CL.B.4.In.1, CL.B.3.In.2)

4.3. Express mathematical problems using alternative methods to accomplish functional tasks. (CL.B.4.In.1)

Specify: _____ ❏ drawing pictures or diagrams   _____ ❏ using concrete objects

_____ ❏ paraphrasing   _____ ❏ using models

_____ ❏ other: _____

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Identifying Personal Problems

4.4. Identify that a problem exists in school or personal life, a discrepancy between what is and what should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness, failure to complete chores). (CL.B.4.In.1)

4.5. Identify possible reasons for existing problems in school or personal life (e.g., lack of study time, ineffective study habits, material too difficult). (CL.B.4.In.1)

4.6. Identify problems that lead to the breakdown of major goals in school or personal life (e.g., not completing homework assignments, watching too much television, getting in fights). (CL.B.4.In.1)

4.7. Analyze possible consequences associated with specific problems in school or personal life (e.g., failing courses, getting detention, trouble with parents and local authorities, not graduating). (CL.B.4.In.1)

Applying Problem-Solving Strategies

4.8. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1)
Specify: _____ ❏ school   _____ ❏ personal life

4.9. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1)

4.10. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1)
Specify: _____ ❏ brainstorming—identifying all solutions that come to mind
_____ ❏ identifying steps—when a complicated task is involved
_____ ❏ estimating—when numbers are involved
_____ ❏ matching consequences to actions—for cause and effect
_____ ❏ troubleshooting—finding problems within a process
_____ ❏ creative thinking—when multiple solutions are acceptable
_____ ❏ modeling—basing actions on those of a good example
_____ ❏ other: _____

4.11. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling when a good example exists, brainstorming when multiple solutions are acceptable). (CL.B.4.In.1)

4.12. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1)

4.13. Identify the steps of a complicated process when solving a problem involving many tasks (e.g., conducting a science experiment, completing a community service project). (CL.B.4.In.1)

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4.14. Construct estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time, estimate the number of pamphlets needed for a class presentation). (CL.B.4.In.1)

4.15. Match consequences to decisions when solving problems involving cause and effect (e.g., doing extra credit work to make up for not completing homework). (CL.B.4.In.1)

4.16. Use troubleshooting for problems in which the cause is not easily seen (e.g., identifying possible source of errors in complicated math problems). (CL.B.4.In.1)

4.17. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., develop a skit or play, complete a creative writing assignment, choose a topic for a paper). (CL.B.4.In.1)

4.18. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify study techniques used by most productive student, use these techniques to improve own performance; personal life—identify crowd that does not use drugs, identify their refusal skills when offered drugs, use same skills when offered drugs). (CL.B.4.In.1)

Evaluating Alternative Solutions

4.19. Identify alternative courses of action for solving a particular problem in school or personal life (e.g., tape recording class lecture or taking notes). (CL.B.4.In.1)

4.20. Analyze consequences of each alternative course of action for solving a particular problem in school or personal life (e.g., using tape recorder—tape it to listen to again; writing notes—have brief outline to study). (CL.B.4.In.1)

Implementing Solutions

4.21. Complete tasks needed to solve problems in school or personal life (e.g., limited time to do homework assignments—use time management strategies, talk to teacher about extra help on some assignments). (CL.B.4.In.2)

4.22. Use appropriate techniques or tools to solve problems in school or personal life (e.g., computer software, assignment notebook, counseling sessions). (CL.B.4.In.2)

4.23. Seek assistance when needed to solve problems in school or personal life (e.g., emotional problems—seek help from school counselor, teacher or psychologist; problems with a subject area at school—seek help from tutor, teacher or family member). (CL.B.4.In.2)

Evaluating Effectiveness of Solution

4.24. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2)

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4.25.   Determine impact of decisions and activities related to solving the problem
(e.g., determine if solution solved problem, increased the problem, caused new problems).
(CL.B.4.In.2)

5.   Use effective time management and organization strategies to complete class and work assignments.

CL.C.2.In.1   plan and implement personal work assignments.

Planning Class Assignments

5.1.   Identify purposes of planning class assignments (e.g., clarifies what is required, helps you to stay on task, identifies needed time and resources). (CL.C.2.In.1)

5.2.   Identify components of a plan to complete class assignments (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1)

5.3.   Identify, prioritize, and schedule responsibilities of assignment (e.g., make a to-do list, list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1)

Implementing Class Assignments

5.4.   Use strategies to pace tasks so that assignment is completed according to a
schedule. (CL.C.2.In.1)
Specify: _____ ❏ work according to schedule   _____ ❏ set an alarm clock as a reminder
        _____ ❏ track subtasks on calendar   _____ ❏ check off subtasks when completed
        _____ ❏ other: _____

5.5.   Identify alternative approaches when faced with difficulty in completing a task.
(CL.C.2.In.1)
Specify: _____ ❏ try different tools or techniques   _____ ❏ visualize the steps
        _____ ❏ seek assistance from others   _____ ❏ read the instructions or references
        _____ ❏ other: _____

5.6.   Use strategies to monitor own work so that assignment is completed according to
expectations or required standards. (CL.C.2.In.1)
Specify: _____ ❏ use a checklist or rubric   _____ ❏ compare with model or example
        _____ ❏ use spellcheck or similar tool   _____ ❏ look for errors
        _____ ❏ ask peer to review   _____ ❏ ask teacher to review
        _____ ❏ other: _____

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5.7. Follow a systematic procedure to complete specific tasks with increasing independence. (CL.C.2.In.1)

Specify: _____ ❏ identify task

_____ ❏ name steps of task

_____ ❏ perform task following a model or demonstration

_____ ❏ perform task with decreasing feedback

_____ ❏ perform task independently

_____ ❏ monitor own task performance using applicable standards

_____ ❏ evaluate own task performance using applicable standards

_____ ❏ other: _____

Using Tools, Equipment, and Supplies

5.8. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific class assignments. (CL.C.2.In.2)

Specify: _____ ❏ use a checklist with pictures or descriptions of supplies, tools, or equipment

_____ ❏ set up desk with all needed supplies and equipment before starting

_____ ❏ identify available sources of needed supplies and equipment

_____ ❏ other: _____

5.9. Select and use the appropriate materials and supplies for completion of class assignments (e.g., writing a report—notebook, pen, references; printing a letter—paper, word processor, printer). (CL.C.2.In.2)

5.10. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.2)

Specify: _____ ❏ personal calendar   _____ ❏ school

6. Use effective test-taking skills (e.g., previewing, allocating time, outlining response to essays, reviewing answers).

CL.B.4.In.1   identify problems and examine alternative solutions.

CL.B.4.In.2   implement solutions to problems and evaluate effectiveness.

6.1. Use strategies to prepare for successful performance on tests. (CL.B.4.In.1, CL.B.4.In.2)

Specify: _____ ❏ clarify what is being tested—check notes, check with peers or teacher

_____ ❏ review and rehearse expected responses to anticipated questions

_____ ❏ practice with similar questions

_____ ❏ perform task with decreasing feedback

_____ ❏ other: _____

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6.2.　Use strategies to perform successfully on tests. (CL.B.4.In.2)

Specify: _____ ❏ preview the test by reading instructions and skimming questions

_____ ❏ ask for clarification, if appropriate

_____ ❏ determine the order for completing the tasks

_____ ❏ schedule time for each section

_____ ❏ create a brief outline of responses to essay questions before answering

_____ ❏ skip difficult questions and come back to them

_____ ❏ notice particular usage of words and phrases in test items

_____ ❏ monitor own time

_____ ❏ check answers to avoid careless mistakes

_____ ❏ other: _____

6.3.　Use strategies to improve performance on subsequent tests. (CL.B.4.In.2)

Specify: _____ ❏ analyze error patterns

_____ ❏ note questions answered correctly

_____ ❏ review own preparation practices, noting strengths and weaknesses

_____ ❏ debrief performance with peer or teacher

_____ ❏ make a list of behaviors to change when taking the next test

_____ ❏ other: _____

7.　Use effective social and interpersonal skills to interact appropriately with peers and adults in a variety of settings.

IF.B.2.In.1　identify patterns of conduct that comply with social and environmental expectations in specified situations.

IF.B.2.In.2　demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.

IF.B.2.In.3　respond effectively to unexpected events and potentially harmful situations.

SE.A.1.In.1　cooperate in a variety of group situations.

SE.A.1.In.2　assist in establishing and meeting group goals.

SE.A.1.In.3　function effectively within formal organizations.

SE.A.2.In.1　interact acceptably with others within the course of social, vocational, and community living.

Social Behaviors

7.1.　Identify characteristics of behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.1)

Specify: _____ ❏ consideration—makes polite comments, shares resources with others

_____ ❏ cooperation—does share of work on projects, accepts others' suggestions

_____ ❏ assertiveness—raises hand to participate in class, makes needs known to others

_____ ❏ responding to humor or teasing—laughs without drawing attention, ignores

_____ ❏ responding to criticism—makes needed changes, acknowledges others' views

_____ ❏ other: _____

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7.2. Identify characteristics of behaviors that prevent one from functioning effectively in a variety of social situations. (IF.B.2.In.1)

Specify: _____ ❏ consideration—won't wait for turn, does not clean up after finished with task
_____ ❏ cooperation—won't help others with task, keeps all supplies for self
_____ ❏ assertiveness—lets others take over equipment
_____ ❏ responding to humor or teasing—makes loud noises, gets angry
_____ ❏ responding to criticism—takes personally, makes negative comments
_____ ❏ other: _____

7.3. Identify factors that support effective functioning in a variety of social situations (e.g., availability of choices, availability of positive role models, opportunities to make decisions about activities). (IF.B.2.In.1)

7.4. Identify factors that prevent one from functioning effectively in a variety of social situations (e.g., ignorance of or noncompliance with rules and requirements, lack of options or personal choices, threats, peer pressure, lack of encouragement). (IF.B.2.In.1)

7.5. Identify social expectations in a variety of situations and characteristics of behaviors that are appropriate for each one (e.g., class discussion, pep rally, funeral, family dinner, concert). (SE.A.2.In.1)

Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

7.6. Demonstrate behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.2)

Specify behavior:_____ ❏ consideration   _____ ❏ assertiveness
_____ ❏ response to humor or teasing   _____ ❏ response to criticism
_____ ❏ cooperation
_____ ❏ other: _____
Specify setting: _____ ❏ home   _____ ❏ school   _____ ❏ community

7.7. Monitor own behaviors that enable one to function effectively in a variety of social situations and make adjustments if needed. (IF.B.2.In.2)

Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

7.8. Identify ways to handle unexpected events and specific emergency situations (e.g., identify the current status of events, note the individuals involved). (IF.B.2.In.3)

7.9. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, call for help in emergencies, wear seat belt). (IF.B.2.In.3)

Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

Working in a Group

7.10. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1)

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7.11. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, friction between members, arguments arising, hostility between two or more members). (SE.A.1.In.1)

7.12. Identify various roles and responsibilities individuals may have when working in a group (e.g., roles—leader, recorder, timekeeper, equipment manager, worker; responsibilities—sharing of equipment, personal effort toward task completion). (SE.A.1.In.1)

7.13. Identify behaviors that contribute positively to group effort (e.g., coming to work on time, staying on task, limiting comments to assigned topics, complimenting contributions of others, sharing authority, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control and restraint when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1)

7.14. Identify behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing members' efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early, ganging up against other members). (SE.A.1.In.1)

7.15. Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1)

7.16. Identify steps for group problem solving. (SE.A.1.In.1)
Specify: _____ ❏ discuss the problem
_____ ❏ individually list possible causes
_____ ❏ record individual group members' suggestions and clarifications
_____ ❏ discuss and determine most likely causes
_____ ❏ implement corrective action or solution
_____ ❏ report results
_____ ❏ move on to the next most probable cause if initial action is ineffective
_____ ❏ other: _____

7.17. Use appropriate steps for group problem solving in various situations. (SE.A.1.In.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

7.18. Use appropriate interpersonal communication skills when working in a group (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticisms, providing feedback). (SE.A.1.In.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

7.19. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, understanding rules, abiding by rules, respecting the rights of others in group activities, being polite). (SE.A.1.In.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

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Leadership Skills

7.20. Identify characteristics of leadership in a group activity (e.g., good speaking skills, confidence in expressing opinions, knowledgeable, ability to influence group members, ability to facilitate decisions, ability to facilitate conversation between group members). (SE.A.1.In.2)

7.21. Identify the effects that different kinds of leaders have on a group's effectiveness. (SE.A.1.In.2)
Specify: _____ ❑ supportive leaders—more participation by group members, more flexible
_____ ❑ controlling leaders—group members may operate in fear
_____ ❑ negligent leaders—group members may not stay on task
_____ ❑ other: _____

7.22. Identify individual styles when working in groups (e.g., slow vs. fast-paced, leading, quiet, expressive, productive). (SE.A.1.In.2)

7.23. Identify appropriate methods for giving feedback to group members (e.g., offering constructive criticism, offering suggestions and ideas, using group reflection, providing opinions). (SE.A.1.In.2)

7.24. Identify behaviors that are used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action). (SE.A.1.In.2)

Functioning in Organizations

7.25. Identify aspects of organizations that require different kinds of behaviors (e.g., line of command, support for individual problem solving, opportunity for group collaboration, flexible schedule). (SE.A.1.In.3)

7.26. Demonstrate behavior that complies with the existing rules and code of conduct of the organization (e.g., making comments that reflect a positive attitude, respecting authority and peers, restraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, keeping drugs and alcohol out of the organization). (SE.A.1.In.3)
Specify: _____ ❑ school   _____ ❑ community

7.27. Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., personal ethical or moral standards may conflict with the expectations of the organization, personal choices may conflict with rearranging schedule). (SE.A.1.In.3)

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8.   Demonstrate awareness of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Understanding the Components of the Individual Educational Plan

8.1.   Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1)

8.2.   Identify the benefits of and reasons for participation in own IEP meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1)

8.3.   Identify characteristics of steps in IEP development. (IF.B.1.In.1)
Specify: _____ ❏ participate in premeeting activities
_____ ❏ determine school and post-school outcome desires
_____ ❏ determine present levels of performance
_____ ❏ develop annual goals and related short-term objectives or benchmarks
_____ ❏ assign responsibility for objectives
_____ ❏ identify needed services, modifications, and supports

8.4.   Identify important areas to explore for transition planning. (IF.B.1.In.1)
Specify: _____ ❏ employment
_____ ❏ instruction and continuing education
_____ ❏ community participation
_____ ❏ independent living
_____ ❏ agency support
_____ ❏ daily living skills

8.5.   Identify required and optional participants in the IEP meeting. (IF.B.1.In.1)

Participating in the Development of the Plan

8.6.   Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1)

8.7.   Identify desired long-term outcomes. (IF.B.1.In.1)
Specify: _____ ❏ in-school—course of study, diploma, extracurricular activities
_____ ❏ post-school—postsecondary training, employment
_____ ❏ post-school—living arrangements, community participation

8.8.   Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1)

8.9.   Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1)

8.10.   Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1)

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8.11. Assist in setting annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1)

8.12. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1)

9. Apply skills and strategies that promote self-advocacy and goal setting for personal needs.

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.

Functioning Independently

9.1. Identify characteristics of behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1)
Specify: _____ ❏ self-initiation—begins tasks on own, asks for additional tasks upon completion
_____ ❏ self-management—self-monitoring, self-instruction, and self-reinforcement
_____ ❏ self-control—manages unstructured time, controls responses to events
_____ ❏ self-advocacy—requests needed resources, questions practices that appear unfair, requests needed services/modifications
_____ ❏ self-esteem—sets challenging goals, says no to peer pressure
_____ ❏ other: _____

9.2. Identify characteristics of behaviors that prevent one from functioning independently in a variety of situations. (IF.B.2.In.1)
Specify: _____ ❏ lack of self-initiation—waits until the last minute to start, avoids starting at all
_____ ❏ lack of self-management—waits for others to check progress
_____ ❏ lack of self-control—gets upset when unexpected events occur
_____ ❏ lack of self-advocacy—lets others take all needed supplies, does not request needed services/modifications
_____ ❏ lack of self-esteem—won't try new tasks, makes negative comments about self
_____ ❏ other: _____

9.3. Identify factors that support and require independent functioning in a variety of situations (e.g., availability of choices, availability of adaptive or assistive devices, opportunities to make decisions about activities, access to resources and supplies when needed). (IF.B.2.In.1)

9.4. Identify factors that prevent one from functioning independently in a variety of situations (e.g., high degree of external control by persons in the environment, extremely rigid

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rules and requirements, lack of options or personal choices, lack of access to needed resources and supplies, lack of encouragement). (IF.B.2.In.1)

9.5. Demonstrate behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.2)
Specify behavior:_____ ❏ self-initiation _____ ❏ self-control
_____ ❏ self- management _____ ❏ self-advocacy
_____ ❏ self-esteem _____ ❏ other: _____
Specify setting: _____ ❏ home _____ ❏ school _____ ❏ community

9.6. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

9.7. Identify the benefits of using a planning process to set personal goals (e.g., helps you to stay on track, useful in monitoring progress, can be motivating). (IF.B.1.In.1)

9.8. Identify ways that planning and goal setting affect one's feeling of self-control and effectiveness (e.g., anticipate problems, work around barriers, make own choices). (IF.B.1.In.1)

9.9. Identify ways that lack of planning can have negative outcomes for personal situations (e.g., may not have enough time or resources, can't handle emergencies, may lack direction). (IF.B.1.In.1)

9.10. Describe steps to be followed when making a plan. (IF.B.1.In.1)
Specify: _____ ❏ identify goal or outcome
_____ ❏ identify needed resources
_____ ❏ determine major tasks
_____ ❏ schedule tasks
_____ ❏ obtain assistance and resources, if needed
_____ ❏ other: _____

9.11. Use self-appraisal to indicate personal strengths or weaknesses (e.g., physical appearance, relating to others, personality, how others see you, performance in school, performance outside of school, interests, preferences for activities). (IF.B.1.In.1)

9.12. Evaluate the results of self-appraisal to determine personal goals (e.g., determine personal strengths and weaknesses, identify practices that maximize strengths and minimize weaknesses). (IF.B.1.In.1)

9.13. Identify how positive view of self can affect personal goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1)

9.14. Identify the risks and benefits associated with choices available to reach personal goals (e.g., deciding to go to college, taking a part-time job). (IF.B.1.In.1)

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9.15. Identify previous personal experiences related to making realistic personal goals (e.g., visiting a retirement home and then volunteering for a community program, reading a self-help book and then making improvements in personal relationships). (IF.B.1.In.1)

9.16. Set realistic personal goals after selecting from options. (IF.B.1.In.1)
Specify: _____ ❑ short-term goals _____ ❑ long-term goals
_____ ❑ other: _____

9.17. Allocate, prioritize, and schedule the time, space, and materials needed to accomplish goals. (IF.B.1.In.1)

9.18. Commit to pursue the project when carrying out plans related to personal goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2)

9.19. Periodically monitor and evaluate own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current state, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2)

9.20. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2)

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Special Skills Courses
Course Number: 7863080
Course Title: Unique Skills Vision: 6-8

A.   **Major Concepts/Content.** The purpose of this course is to provide instruction for students who have visual impairments which affect their ability to function in the home, community, or educational setting.

The content should include, but not be limited to, the following:

- maximize use of sensory input
- access print information through use of strategies and modifications for completion of general education requirements
- personal communication systems
- personal management
- social and interpersonal relationships
- productivity and career options

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1   complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1   complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1   participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B.   **Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

In order to address the full range of special skills, students with visual impairments may be enrolled in Orientation and Mobility: 6-8, Course Number: 7863060.

Students with visual impairments who are likely to pursue a standard high school diploma may take this course. This course is also designed to reflect the wide range of abilities within the population of students with visual impairments who also have

other types of disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color-coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours.

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma. Note that a student with a visual impairment *and* other disabilities may pursue a Special Diploma.

After successfully completing this course, the student will:

1. **Use strategies and modifications for completion of education requirements for a standard or special diploma.**

CL.A.1.In.1   complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1   complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1   participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Classroom Instruction and Assignments

1.1. Participate in classroom instructional activities with one or more accommodations to presentation mode and notetaking as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)

Specify: _____ ❑ record sessions on a tape recorder
_____ ❑ use alternate format to obtain information from materials—braille, large print, and/or recorded books with compressed speech
_____ ❑ use adapted reading aid—scanning devices, CCTV, and/or hand-held magnifier
_____ ❑ use calculating device—portable notetakers, calculator, and/or abacus
_____ ❑ use adapted aids, materials, or devices—adapted ruler, yardstick, compass or protractor, and/or tactile globes and maps
_____ ❑ use concrete objects and graphics
_____ ❑ use materials embossed in Nemeth Code for mathematics
_____ ❑ use slate and stylus or braillewriter
_____ ❑ use refreshable braille device
_____ ❑ use notetaker—obtain copies of notes from instructor, designated staff member or volunteer, and/or other student in class
_____ ❑ use adapted devices for travel or distant activities—telescopic lens, cane, and/or compass
_____ ❑ other: _____

1.2. Complete classroom assignments with one or more accommodations to response mode, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)

Specify: _____ ❑ dictating responses on a tape recorder
_____ ❑ recording responses using an adapted typewriter or word processor
_____ ❑ recording responses using a typewriter or word processor
_____ ❑ dictating responses to a person
_____ ❑ creating alternate products or performances specified by instruction
_____ ❑ other: _____

1.3. Participate in classroom instructional activities with one or more accommodations to setting, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)

Specify: _____ ❑ separate setting—in a small group
_____ ❑ separate setting—individually
_____ ❑ use of individual behavior management procedures
_____ ❑ other: _____

1.4. Participate in classroom instructional activities with one or more accommodations to schedule, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)

Specify: _____ ❑ activities and assignments given in short time segments
_____ ❑ extended time for assignment completion, if appropriate
_____ ❑ extended time for course completion, if appropriate
_____ ❑ other: _____

1.5. Participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student. (CL.A.1.Pa.1)

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Assessments and Tests

1.6. Take exams with one or more accommodations to response mode, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
Specify: _____ ❏ recording answers on a tape recorder
_____ ❏ recording answers using a typewriter or word processor
_____ ❏ recording answers using an adapted typewriter or word processor
_____ ❏ dictating answers to a proctor
_____ ❏ other: _____

1.7. Take exams with one or more accommodations to presentation mode, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
Specify: _____ ❏ large print
_____ ❏ braille
_____ ❏ questions and/or instructions read to student
_____ ❏ other: _____

1.8. Take exams with one or more accommodations to setting, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
Specify: _____ ❏ separate setting—in a small group
_____ ❏ separate setting—individually
_____ ❏ other: _____

1.9. Take exams with one or more accommodations to schedule, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
Specify: _____ ❏ sections of test given in short time segments
_____ ❏ extended time, if appropriate
_____ ❏ other: _____

Program and Course Requirements

1.10. Participate in classroom instructional activities with one or more modifications to program or course requirements, as appropriate for the individual student.
(CL.A.1.In.1, CL.A.1.Su.1, CL.A.1.Pa.1)
Specify: _____ ❏ use partial course requirements
_____ ❏ use modified requirements in ESE courses
_____ ❏ use modified requirements that are below grade level
_____ ❏ other: _____

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2. **Maximize use of sensory abilities through knowledge of personal visual loss as well as functioning and application of assistive devices, techniques, and resources.**

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❑ full ❑ partial   ____ assistive technology ❑ full ❑ partial

Understanding Personal Visual Loss

2.1. Demonstrate knowledge of how the eye functions and what glasses and low vision aids do to improve vision.

2.2. Identify characteristics of own visual functioning, including personal visual restrictions, acuity, side effects, and prognosis.

2.3. Demonstrate knowledge of personal eye pathology, including genetic factors and any progressive symptoms.

2.4. Identify symptoms that may indicate visual degeneration and procedures to follow if needed, including methods of monitoring visual functioning.

2.5. Differentiate among vision specialists, including the optometrist, optician, and ophthalmologist.

2.6. Identify effective techniques for gaining the most from a visit to an eye specialist (e.g., how to use prescribed medications, low vision aids, or techniques; what precautions to take; other aspects of eye care; when to seek a second opinion).

2.7. Demonstrate knowledge and skills needed to use and care for own optical aids, prosthesis, and/or medication.

Maximizing Visual Efficiency

2.8. Identify situations and conditions in the environment that reduce own functional vision.

2.9. Identify environmental conditions that enhance personal visual efficiency and act to modify conditions, if appropriate.

2.10. Employ techniques needed to maximize personal near and distance vision, including use of low vision devices, if applicable.

2.11. Use tactile and visual exploration skills to obtain information from symbols, objects, and areas in the environment.

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2.12. Change body tone or produce body movement(s) consistently in response to specific stimuli. (CL.B.1.Pa.1)

Specify: _____ ❏ turn head   _____ ❏ move toward stimuli
        _____ ❏ move eyes   _____ ❏ change facial expression
        _____ ❏ change vocalization   _____ ❏ other: _____

Specify type of stimuli:
        _____ ❏ voice   _____ ❏ touch   _____ ❏ object/picture
        _____ ❏ smell   _____ ❏ taste   _____ ❏ sound
        _____ ❏ light   _____ ❏ other: _____

Using Low Vision and Blindness Materials and Techniques

2.13. Use a telescopic lens for distance viewing of chalkboard, street signs, and numbers on buses.

2.14. Use materials embossed in Nemeth Code in understanding mathematical concepts and skills.

2.15. Use concrete objects and graphics (tactile and/or print) in understanding concepts and skills in various subject areas (e.g., geometry, science, social studies).

2.16. Use adapted aids, materials, or devices skillfully to complete assignments (e.g., ruler, yardstick, compass, protractor, tactile globes, tactile maps).

2.17. Use adaptive pouring and measuring techniques.

2.18. Solve problems using mental mathematics.

2.19. Take notes and write problems in classes in a read-back medium.

2.20. Use calculating devices skillfully (e.g., portable notetakers, calculators), to solve mathematical problems.

2.21. Use the abacus skillfully to perform basic computation.

2.22. Determine appropriate uses of adapted aids or techniques to accomplish learning tasks in school, home, or the community.

2.23. Demonstrate effective organizational skills for the effective use, maintenance, and storage of devices.

2.24. Evaluate effectiveness and efficiency of selected adapted aids and technology for selected tasks.

2.25. Use adaptive equipment or assistive devices with physical assistance to participate in daily activities. (IF.A.1.Pa.1)

Specify activity: _____

Specify type of equipment or device: _____

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3.   Access print information through a personal communication system or appropriate technological devices.

CL.B.1.In.1	identify and locate oral, print, or visual information for specified purposes.
CL.B.1.In.2	interpret and use oral, print, or visual information for specified purposes.
CL.B.1.In.3	organize and retrieve oral, print, or visual information for specified purposes.
CL.B.1.Su.1	identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Su.2	interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Pa.1	participate in recognition and use of information when engaged in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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3.1.   Demonstrate knowledge and skills to use adapted print materials, as appropriate to the individual student. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ large print   _____ ❏ braille   _____ ❏ recorded material

3.2.   Demonstrate efficiency in all braille skills. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)

3.3.   Use tapes of speeded or compressed speech to acquire information from recorded textbooks or other types of resources. (CL.B.1.In.2, CL.B.1.Su.2)

3.4.   Demonstrate efficiency in using recorded materials (e.g., accuracy of listening comprehension at 250-275 wpm). (CL.B.1.In.2, CL.B.1.Su.2)

3.5.   Identify print size required for optimal personal efficiency in reading, if appropriate. (CL.B.1.In.1, CL.B.1.Su.1)

3.6.   Combine use of tactile and low vision aids, if appropriate. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)

3.7.   Demonstrate knowledge and skills to use adapted tables, graphs, and charts in tactile or print formats. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)

3.8.   Use adapted reading aid skillfully (e.g., scanning devices, CCTV, hand-held magnifier, tape player). (CL.B.1.In.1, CL.B.1.Su.1)

3.9.   Use a variety of low vision aids skillfully with a computer, typewriter, or other communication tool. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.2.In.2, CL.B.2.Su.2)

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3.10. Demonstrate knowledge and skills needed to use glossaries, dictionaries, tables of contents, and indexes in appropriate reading mediums. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)

3.11. Demonstrate knowledge and skills needed to access materials in appropriate reading mediums in the library, media center, or other resource using a card catalog or other type of directory. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2, CL.B.1.In.3)

3.12. Accept assistance with and participate in the use of a personal communication system or appropriate technological devices to assess information. (CL.B.1.Pa.1)

4.   Use appropriate skills when communicating with others.

CO.A.1.In.1   initiate communication and respond effectively in a variety of situations.

CO.A.1.Su.1   initiate communication and respond effectively in a variety of situations—with guidance and support.

CO.A.1.Pa.1   participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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4.1. Demonstrate knowledge and skills needed to communicate in a read-back mode using an appropriate adaptive device. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ braillewriter   _____ ❏ refreshable braille device
             _____ ❏ slate and stylus   _____ ❏ computer
             _____ ❏ typewriter/word processor   _____ ❏ other: _____

4.2. Demonstrate proficiency in using keyboarding skills, if print and tactile reader (e.g., 25-35 wpm using a typewriter or computer). (CO.A.1.In.1, CO.A.1.Su.1)

4.3. Demonstrate proficiency in using slate and stylus writing skills, if braille user (e.g., 25-30 wpm using a slate and stylus). (CO.A.1.In.1, CO.A.1.Su.1)

4.4. Demonstrate proficiency in using a braillewriter. (CO.A.1.In.1, CO.A.1.Su.1)

4.5. Use knowledge and skills when proofreading, revising, or editing own written material. (CL.B.2.In.1, CL.B.2.Su.1)

4.6. Transfer braille or handwritten notes to inkprint copy using a computer printer or typewriter. (CL.B.2.In.1, CL.B.2.Su.1)

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4.7. Use a word processor skillfully with synthesized speech or large print screen, if appropriate, in a read-back medium to prepare written communications. (CL.B.2.In.1, CL.B.2.Su.1)

4.8. Use a nonadapted word processor to take notes or prepare written communications. (CL.B.2.In.1, CL.B.2.Su.1)

4.9. Demonstrate knowledge and skills needed to review and take notes from tape recordings of oral presentations or lectures. (CO.A.1.In.1, CO.A.1.Su.1)

4.10. Demonstrate knowledge and skills needed for dictating communications using a tape recorder or other recording device. (CO.A.1.In.1, CO.A.1.Su.1)

4.11. Accept assistance with and participate in using an appropriate system of communication to interact with others. (CO.A.1.Pa.1)
Specify method: _____ ❏ vocalize or gesture   _____ ❏ verbalize or sign
          _____ ❏ use assistive/augmentative device   _____ ❏ other: _____

5. Demonstrate knowledge of services, agencies, and organizations available to persons with visual impairments.

IF.A.2.In.1   select and use community resources and services for specified purposes.

IF.A.2.Su.1   use community resources and services for specified purposes for specified purposes—with guidance and support.

IF.A.2.Pa.1   participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

5.1. Identify services, agencies, and organizations with special services available to persons with visual impairments (e.g., American Foundation for the Blind, Division of Blind Services, Medicaid, social services programs, transcriber services, transportation services for the disabled). (IF.A.2.In.1, IF.A.2.Su.1)

5.2. Identify circumstances or situations when services, agencies, and organizations with special services available to persons with visual impairments would need to be contacted (e.g., getting help with medical needs, orienting self in a new neighborhood). (IF.A.2.In.1, IF.A.2.Su.1)

5.3. Identify sources of information about services, agencies, and organizations with special services available to persons with visual impairments (e.g., community agencies, teachers, counselors, friends, family). (IF.A.2.In.1, IF.A.2.Su.1)

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5.4. Use various sources to gain information about community service agencies, businesses, or other resources with special services available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)

5.5. Identify advantages and disadvantages of particular types of services, agencies, and organizations with special services available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)

5.6. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular service, agency, or organization for individuals with visual impairments (e.g., ability to give directions and describe location, ability to call for help, ability to call for transportation). (IF.A.2.In.1, IF.A.2.Su.1)

5.7. Accept assistance with and participate in the sequence of tasks or activities of preparing for community service routines. (IF.A.1.Pa.2)
Specify routine: _____ ❏ services for visually impaired   _____ ❏ health care
             _____ ❏ other: _____

6. Demonstrate knowledge and skills needed to obtain books, tapes, and other personally useful resources.

IF.A.2.In.1   select and use community resources and services for specified purposes.

IF.A.2.Su.1   use community resources and services for specified purposes—with guidance and support.

IF.A.2.Pa.1   participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

6.1. Identify community service agencies or other resources that assist individuals in obtaining books, tapes, and other personally useful resources available to persons with visual impairments (e.g., Division of Blind Services, Florida Instructional Materials Center for the Visually Handicapped, American Foundation for the Blind, Reading Services for the Blind, American Printing House for the Blind, transcriber services). (IF.A.2.In.1, IF.A.2.Su.1)

6.2. Identify circumstances or situations when community service agencies or other resources that assist individuals in obtaining books, tapes, and other resources for persons with visual impairments would need to be contacted (e.g., locating reading material, ordering educational materials). (IF.A.2.In.1, IF.A.2.Su.1)

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6.3.   Use various sources to gain information about community service agencies or other resources that assist individuals in obtaining books, tapes, and other personally useful resources available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)

6.4.   Identify advantages and disadvantages of particular types of community service agencies or other resources that assist individuals in obtaining books, tapes, and other personally useful resources available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)

6.5.   Select the community service agency or other resource that will meet (or is most likely to meet) individual needs in obtaining books, tapes, and other personally useful resources available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)

6.6.   Identify ways of contacting community service agencies or other resources that assist individuals in obtaining books, tapes, and other personally useful resources available to persons with visual impairments (e.g., phone call, e-mail, fax, letter, personal visit). (IF.A.2.In.1, IF.A.2.Su.1)

6.7.   Contact community service agencies or other resources that assist individuals in obtaining books, tapes, and other personally useful resources available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)

6.8.   Demonstrate the specific knowledge and skills that are required to use and benefit from a particular service for obtaining books, tapes, and resources for individuals with visual impairments (e.g., ability to give directions and describe location, ability to call for help, ability to call for transportation purposes). (IF.A.2.In.1, IF.A.2.Su.1)

6.9.   Accept assistance with and participate in the sequence of tasks or activities in preparing for community service routines to obtain books, tapes and other personally useful resources. (IF.A.1.Pa.2)
Specify routine: _____ ❑ services for visually impaired   _____ ❑ books and tapes
_____ ❑ other: _____

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7. **Demonstrate techniques of personal management that enable an individual to function as independently as possible in the areas of personal care; sexuality; health; first aid and safety; home care; community living; use of leisure time; and use of practical skills including telephone usage, time management, and money skills.**

IF.A.1.In.1	complete productive and leisure activities used in the home and community.
IF.A.1.In.2	complete personal care, health, and fitness activities.
IF.A.1.Su.1	complete productive and leisure activities used in the home and community— with guidance and support.
IF.A.1.Su.2	complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.1	participate in routines of productive and leisure activities used in the home and community—with assistance.
IF.A.1.Pa.2	participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

Note: Teachers of this course may wish to seek assistance from district staff or school health educators when instructing students on this requirement.

Personal Care

7.1.   Use strategies to complete dressing, hygiene, and grooming activities effectively and efficiently and on a regular basis (e.g., organize clothes in drawers by type, label clothes by occasion or care requirements, store grooming supplies together, place medications in daily dosage container, mark raised spot on water control for comfortable bath or shower temperature, use an adapted scale). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ selecting clothing for weather, occasion, or activity
_____ ❏ caring for clothing
_____ ❏ grooming and hygiene
_____ ❏ using personal services
_____ ❏ other: _____

7.2.   Accept assistance with and participate in the sequence of tasks or activities of daily personal care and hygiene routines. (IF.A.1.Pa.2)
Specify routine: _____ ❏ home   _____ ❏ school   _____ ❏ community

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Sexuality

7.3. Demonstrate awareness of basic concepts of adolescent growth and development, including concepts related to reproduction. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ❏ knowledge of the physical and emotional changes in adolescent development
_____ ❏ knowledge of the development of the reproductive system—males and females
_____ ❏ knowledge of the process of fertilization and stages of pregnancy
_____ ❏ other: _____

7.4. Demonstrate awareness of individual responsibilities in family planning and pregnancy. (SE.A.2.In.1, SE.A.2.Su.2)

Specify: _____ ❏ knowledge of birth control practices—abstinence and use of contraceptives
_____ ❏ knowledge of individual risks of sexually transmitted diseases, HIV/AIDS
_____ ❏ knowledge of prenatal care
_____ ❏ knowledge of risks to the unborn of diseases, tobacco, alcohol, or other drugs
_____ ❏ knowledge of assistance available through community agencies
_____ ❏ other: _____

7.5. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, reflect responsible decisions about not having sexual relationships until the appropriate time). (IF.B.2.In.1, IF.B.2.Su.1)

7.6. Identify the effects of negative peer pressure on sexual relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)

7.7. Identify behaviors that represent illegal, physically abusive, and violent actions related to sexual relationships (e.g., rape, making sexually explicit comments, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

7.8. Demonstrate effective responses and refusal skills needed to deal with negative peer pressure. (SE.A.2.In.1, SE.A.2.Su.1)

Health and First Aid

7.9. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying specific health problems, describing problems to a doctor or medical assistant, participating in weight training, identifying good nutritional habits, planning an exercise program). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ❏ getting routine medical care—annual checkup, routine daily activities
_____ ❏ exercising regularly
_____ ❏ maintaining a nutritious diet
_____ ❏ identifying and managing common diseases
_____ ❏ other: _____

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7.10.   Use strategies related to wellness to complete health care activities effectively and efficiently on a regular basis (e.g., develop and follow a wellness routine, participate in wellness activities with a friend, keep nonprescription drugs stored together, check expiration dates on drugs, ask doctor or dentist to send out reminders for periodic physicals or checkups, keep a list of nutritious meals, pre-measure servings, identify symptoms, put medication in compartmentalized container for daily dosages). (IF.A.1.In.2, IF.A.1.Su.2)

7.11.   Use strategies related to first aid to complete health care activities effectively and efficiently and on a regular basis (e.g., keep first aid supplies and guide stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ stopping bleeding and applying bandages
           _____ ❏ taking care of burns, poisons, and wounds
           _____ ❏ getting help when needed
           _____ ❏ other: _____

7.12.   Accept assistance with and participate in the sequence of tasks or activities of daily health care routines. (IF.A.1.Pa.2)
Specify routine: _____ ❏ home   _____ ❏ school   _____ ❏ community

Identifying Unsafe Factors or Situations

7.13.   Identify unsafe factors or situations in the home that are potentially dangerous (e.g., overloaded electrical outlets; firearms in the home; faulty wiring; dangerous chemicals stored in an open place; an intruder at the door, at the window, or attempting to enter the home; adverse weather, such as flood, hurricane, or tornado). (IF.B.2.In.3, IF.B.2.Su.3)

7.14.   Identify daily procedures to protect the home from intruders (e.g., keep doors and windows locked, keep garage door shut, keep curtains closed). (IF.B.2.In.3, IF.B.2.Su.3)

7.15.   Identify unsafe factors or situations in the school or community that are potentially dangerous (e.g., slippery floors, broken desks, wet stairwells, students fighting, students running in the halls, unlit streets, accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas). (IF.B.2.In.3, IF.B.2.Su.3)

7.16.   Identify unsafe factors or situations in the workplace which are potentially dangerous (e.g., improper ventilation, exposure to dangerous chemicals, co-workers with firearms, robbery, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

Following Safety Procedures

7.17.   Identify appropriate ways to respond to specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head between knees, cover head, stay calm; robbery—stay calm, do not try to be a hero, comply with robber's commands). (IF.B.2.In.3, IF.B.2.Su.3)

7.18.   Identify persons and agencies to ask for assistance in emergency situations (e.g., police, fire department, parents, teachers, Poison Control Center, 911 on phone). (IF.B.2.In.3, IF.B.2.Su.3)

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7.19. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt, wear protective gear for sports). (IF.B.2.In.3, IF.B.2.Su.3)

7.20. Respond to unexpected stimuli in a way that is not disruptive or does not interfere with or prohibit participation in activities or tasks. (IF.B.2.Pa.2)

Dealing with Fires

7.21. Identify potential hazards of open fires, matches, electrical appliances, and outlets. (IF.B.2.In.3, IF.B.2.Su.3)

7.22. Use safety procedures for fire drills and emergencies (e.g., remain calm, accept assistance as appropriate, determine quickest exit route, do not collect belongings, walk, do not crowd doorways, do not touch door knob, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)

Dealing with Adverse Weather

7.23. Identify the hazards associated with adverse weather conditions (e.g., rain storms—hurricanes, thunder, lightning, strong winds, poor visibility; tornadoes—strong winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)

7.24. Follow safety procedures used during adverse weather conditions (e.g., rain storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, stand in hallway). (IF.B.2.In.3, IF.B.2.Su.3)

Dealing with Violence and Aggression

7.25. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)

7.26. Identify ways to avoid confrontation with violent or aggressive individuals (e.g., walking away, not provoking them, not becoming violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

7.27. Demonstrate appropriate ways to avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

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Care of the Home

7.28. Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven, locating the cold water faucet on a sink, setting the oven temperature, turning off burner when cooking is completed, selecting and marking the package size and number of packages needed to meet recipe requirements). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ❑ selecting and planning what to eat—using the Food Guide Pyramid
_____ ❑ preparing foods and beverages safely
_____ ❑ following a recipe—measuring, cutting, mixing, cooking, cooling
_____ ❑ storing food—organizing by type
_____ ❑ determining food conditions—spoiled, raw, cooked, frozen, defrosted
_____ ❑ using adaptive devices in preparing food
_____ ❑ other: _____

7.29. Use strategies related to cleaning, safety, and maintenance of household areas to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., store chemicals safely, use special labels on cleaning agents, arrange furniture to facilitate easy flow of traffic, organize cupboards and other storage areas). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ❑ identifying areas and objects that need to be cleaned or maintained
_____ ❑ selecting appropriate products, tools, and equipment for housekeeping
_____ ❑ using products, tools, and equipment for household cleaning
_____ ❑ securing the home by locking windows and doors
_____ ❑ maintaining a comfortable temperature in house
_____ ❑ maintaining exterior, including outdoor light fixtures
_____ ❑ using adaptive devices in household and exterior maintenance
_____ ❑ getting assistance if needed for tasks
_____ ❑ other: _____

7.30. Accept assistance with and participate in the sequence of tasks or activities of daily home care routines. (IF.A.1.Pa.1)

Specify routine: _____

Using Leisure Time

7.31. Use specific knowledge and skills when completing a variety of leisure and recreation activities (e.g., taking turns, following the rules, counting the points, keeping track of the scores, following movement routines, using free weights, keeping track of progress, mentally picturing the game pattern, using a graphic representation of playing area). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ❑ indoor team or pairs games   _____ ❑ attending performances
_____ ❑ outdoor team or pairs games   _____ ❑ hobbies and crafts
_____ ❑ exercise programs   _____ ❑ outdoor events
_____ ❑ dance, gymnastics   _____ ❑ pet care and gardening
_____ ❑ other: _____

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7.32. Use adaptive/assistive devices to perform leisure activities involved in common leisure and recreation activities (e.g., bowling rail, beeping ball, special game boards). (IF.A.1.Su.1)

7.33. Accept assistance with and participate in performing various physical activities involved in common leisure and recreation activities. (IF.A.1.Pa.1)
Specify activity: _____

7.34. Accept assistance with and participate in using adaptive/assistive devices to perform various leisure and recreation activities. (IF.A.1.Pa.1)
Specify activity: _____

7.35. Identify activities in the community involving informal gatherings of community members, friends, and neighbors (e.g., voting, neighborhood picnics, recreational sports teams, chili cook offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)

7.36. Use strategies related to making social contacts with peers and family in informal gatherings on a regular basis (e.g., make weekly phone calls, keep a calendar of family birthdays). (IF.A.1.In.1, IF.A.1.Su.1)

7.37. Identify community service agencies, businesses, and other resources that assist individuals with transportation needs (e.g., city buses, taxis, trains, dial-a-ride programs, airlines, car rental services, shuttles). (IF.A.2.In.1, IF.A.2.Su.1)

7.38. Identify ways of contacting community service agencies, businesses, and other resources that assist individuals with transportation needs (e.g., phone call, personal visit, fax, e-mail). (IF.A.2.In.1, IF.A.2.Su.1)

7.39. Accept assistance with and participate in a sequence of tasks involved in leisure and recreation activities at home. (IF.A.1.Pa.2)
Specify routine: _____ ❏ active _____ ❏ inactive _____ ❏ entertainment
_____ ❏ hobbies _____ ❏ other: _____

7.40. Accept assistance with and participate in a sequence of tasks involved in leisure and recreation activities at school or in the community. (IF.A.1.Pa.2)
Specify routine: _____ ❏ active _____ ❏ inactive _____ ❏ media or live entertainment
_____ ❏ hobbies _____ ❏ other: _____
Specify setting: _____ ❏ school _____ ❏ community

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Using the Telephone

7.41. Demonstrate the specific knowledge and skills required to use a telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ❏ function and use of telephone parts
_____ ❏ function of various signals and tones
_____ ❏ correct way to dial local numbers
_____ ❏ how to get assistance with telephone services
_____ ❏ using emergency numbers such as 911
_____ ❏ using basic information numbers such as 411 and weather
_____ ❏ using pay telephones
_____ ❏ other: _____

Managing Time

7.42. Identify components of a plan to complete school assignments and tasks (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)

7.43. Use strategies to pace work so that school assignment or other task is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: _____ ❏ work according to schedule   _____ ❏ set an alarm clock as a reminder
_____ ❏ track subtasks on calendar   _____ ❏ check off subtasks when completed
_____ ❏ begin subtasks on time   _____ ❏ adjust to unforeseen circumstances
_____ ❏ other: _____

7.44. Identify alternative approaches when faced with difficulty in completing a school assignment or other task. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: _____ ❏ try different techniques   _____ ❏ seek advice from others
_____ ❏ seek assistance from others   _____ ❏ read the instructions or references
_____ ❏ other: _____

7.45. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates; record information as needed; record daily to-do-lists; plan a daily schedule; use a talking clock, calendar in braille, or visual or tactile watch). (CL.C.2.In.1, CL.C.2.Su.1)

Specify: _____ ❏ personal   _____ ❏ school

7.46. Use strategies to assist with organizing materials and supplies to complete school assignments and other tasks (e.g., locker, file folders, accordion files, plastic storage containers, desk space). (CL.C.2.In.2, CL.C.2.Su.2)

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Money Skills

7.47.   Use specific knowledge and skills when completing productive activities involving managing money and personal finances (e.g., folding bills for identification and retrieval, organizing money in a wallet, managing own finances). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ❏ preparing a budget
_____ ❏ managing and protecting personal cash
_____ ❏ using comparative shopping to make wise purchases
_____ ❏ other: _____

8.   Demonstrate knowledge and skills needed to build and maintain satisfactory interpersonal relationships, to behave appropriately in social situations, to solve interpersonal and intrapersonal problems appropriately, to interact socially, and to communicate one's thoughts for constructive daily living and interaction.

IF.B.2.In.1   identify patterns of conduct that comply with social and environmental expectations in specified situations.

IF.B.2.In.2   demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.

IF.B.2.In.3   respond effectively to unexpected events and potentially harmful situations.

IF.B.2.Su.1   identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.

IF.B.2.Su.2   demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.

IF.B.2.Su.3   respond effectively to unexpected events and potentially harmful situations—with guidance and support.

IF.B.2.Pa.1   participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.

IF.B.2.Pa.2   participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

SE.A.2.In.1   interact acceptably with others within the course of social, vocational, and community living.

SE.A.2.Su.1   interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

SE.A.2.Pa.1   engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Interacting with Others

8.1.	Use appropriate language to express need for assistance in various situations (e.g., ask for help in reading the menu, ask bus driver to call out desired stop). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ articulate precise questions   _____ ❑ use appropriate body language
              _____ ❑ seek feedback   _____ ❑ listen to act on what is told
              _____ ❑ other: _____
Specify setting: _____ ❑ home   _____ ❑ school   _____ ❑ community

8.2.	Use acceptable facial expressions, gestures, body language, and hand signals when communicating with others in various situations (e.g., facial expressions—smile, frown, puzzled look; gestures—wave, welcome; body language—head nod, arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community

8.3.	Recognize and take steps to avoid stereotypic behaviors or mannerisms, such as body rocking and head swaying, out of concern for their impact on others. (IF.B.2.In.2, IF.B.2.Su.2)

8.4.	Identify characteristics of own disability when asked by peers, adults, and others.

8.5.	Demonstrate awareness of perceptions and misconceptions of others about blindness and respond appropriately. (IF.B.2.In.1, IF.B.2.Su.1)

8.6.	Use sensory cues to identify the person(s) with whom one is communicating (e.g., smell of perfume or aftershave, tone of voice, sound of footsteps). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❑ olfactory cues   _____ ❑ auditory cues
              _____ ❑ other: _____

8.7.	Discriminate between examples and non-examples of self-advocacy behaviors (examples—presenting self in front of teacher to ask for assistance, making needs known to others; non-examples—not being able to state personal strengths when asked, talking negatively about self, not being assertive). (IF.B.2.In.1, IF.B.2.Su.1)

8.8.	Demonstrate self-advocacy in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
specify: _____ ❑ home—family gatherings, chores
            _____ ❑ school—in class, between classes, extracurricular activities
            _____ ❑ community—events, organizations, services
            _____ ❑ community—leisure activities, stores, restaurants, traveling

8.9.	Discriminate between examples and non-examples of behaviors that reflect positive self-esteem (examples—setting challenging yet attainable goals, using refusal skills when needed; non-examples—saying negative things about self, avoiding risks). (IF.B.2.In.1, IF.B.2.Su.1)

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8.10. Demonstrate self-esteem in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ❏ home—family gatherings, chores
_____ ❏ school—in class, between classes, extracurricular activities
_____ ❏ community—events, organizations, services
_____ ❏ community—leisure activities, stores, restaurants, traveling

8.11. Discriminate between examples and non-examples of behaviors that are considerate of others (examples—offering assistance, listening to others, asking permission before taking another person's belongings, consoling a neighbor; non-examples—shouting, pushing, hitting, bossing others, making threats, laughing when your friend is upset). (IF.B.2.In.1, IF.B.2.Su.1)

8.12. Behave in ways that represent self-control in response to unexpected events and potentially harmful situations. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ❏ home—family gatherings, chores
_____ ❏ school—in class, between classes, extracurricular activities
_____ ❏ community—events, organizations, services
_____ ❏ community—leisure activities, stores, restaurants, traveling

8.13. Accept assistance with and participate in responding appropriately to unexpected events and potentially harmful situations. (IF.B.2.Pa.2)

Using Group Skills

8.14. Identify various roles and responsibilities individuals may have when working in a group (e.g., leader, recorder, timekeeper, equipment manager). (SE.A.1.In.1, SE.A.1.Su.1)

8.15. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of a lineup, practicing fair play and sportsmanship, understanding rules, abiding by rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

8.16. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group (e.g., leader, recorder, timekeeper, equipment manager). (SE.A.1.In.1, SE.A.1.Su.1)

8.17. Identify behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, completing share of group activities, using self-control or restraint when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)

8.18. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)

8.19. Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)

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8.20. Identify steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❏ discuss the problem
_____ ❏ individually list possible causes
_____ ❏ record individual group member's suggestions and clarifications
_____ ❏ identify most probable cause
_____ ❏ implement corrective action or solution
_____ ❏ report results
_____ ❏ move on to the next probable cause if action is ineffective
_____ ❏ other: _____

8.21. Accept assistance with and participate appropriately in group situations. (SE.A.1.Pa.1)

Using Interpersonal Communication Skills

8.22. Use appropriate interpersonal communication skills when working in a group (e.g., checking for understanding, expressing opinions tactfully, providing input, speaking while no one else is speaking, accepting criticisms, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)

8.23. Demonstrate steps for introducing oneself to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

8.24. Demonstrate behaviors that represent active listening (e.g., checking for understanding, using "I" messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)

8.25. Demonstrate communications and behaviors that are complimentary to others (e.g., saying "Good job" or "Well done"; honoring others with rewards, commending others, praising others, applauding others). (SE.A.2.In.1, SE.A.2.Su.1)

8.26. Identify interpersonal skills needed to maintain a close relationship with family, friends, and peers (e.g., keeping in touch—visiting others, writing to others, calling others, showing continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)

8.27. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, cruel people can make others afraid). (SE.A.2.In.1, SE.A.2.Su.1)

8.28. Display acceptance for persons with characteristics different from one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)

8.29. Recognize and display sensitivity to others' feelings (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)

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8.30. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

8.31. Identify behaviors that represent inappropriate physical contact from others (e.g., touching others when they don't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others). (SE.A.2.In.1, SE.A.2.Su.1)

8.32. Identify responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

8.33. Accept assistance with and participate in interacting with a typical range of persons for daily activities. (SE.A.1.Pa.1)
Specify: _____ ❏ family   _____ ❏ caregivers   _____ ❏ peers
_____ ❏ other: _____

8.34. Accept assistance with and participate in managing own behavior in unstructured settings for daily activities. (IF.B.2.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

8.35. Accept assistance with and participate in meeting social and functional expectations for behavior when participating in daily activities (e.g., cheer when the home team scores, keep hands to self, do not tear at clothing). (IF.B.2.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

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9.   Demonstrate awareness of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Understanding the Components of the Plan

9.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

9.2. Identify the benefits of, and reasons for, participation in own IEP meetings (e.g., planning for school year, planning for post-school career and adult living). (IF.B.1.In.1, IF.B.1.Su.1)

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9.3. Identify characteristics of steps in IEP development. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ participate in pre-meeting activities
_____ ❏ determine school and post-school outcome desires
_____ ❏ determine present levels of performance
_____ ❏ develop annual goals and related short-term objectives or benchmarks
_____ ❏ assign responsibility for objectives
_____ ❏ identify needed services, modifications, and supports

9.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ employment
_____ ❏ instruction and continuing education
_____ ❏ community participation
_____ ❏ independent living
_____ ❏ agency support
_____ ❏ daily living skills
_____ ❏ course of study

9.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Participating in the Development of the Individual Educational Plan

9.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

9.7. Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ in-school—course of study, type of diploma, extracurricular activities
_____ ❏ post-school—post-secondary training, employment
_____ ❏ post-school—living arrangements, community participation

9.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

9.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)

9.10. Assist in setting realistic annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

9.11. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

9.12. Accept assistance with and participate in activities related to own IEP development. (IF.B.1.Pa.1)

10. **Demonstrate knowledge of productivity and career options by setting goals, organizing tasks toward meeting goals, and carrying out plans commensurate with personal, daily living, or work needs.**

IF.B.1.In.1	make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
IF.B.1.In.2	carry out and revise plans related to decisions about personal and career choices.
IF.B.1.Su.1	make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
IF.B.1.Su.2	carry out plans and adjust to changing circumstances—with guidance and support.
IF.B.1.Pa.1	participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

10.1. Identify personal situations that call for a plan (e.g., moving to a new apartment, going on a trip, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)

10.2. Identify resources and sources of assistance for planning and goal setting.
(IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ individuals—family members, supervisors, teachers,
_____ ❏ agencies—community agencies, religious organizations, schools
_____ ❏ other: _____

10.3. Identify own strengths and weaknesses to determine personal goals (e.g., determine personal strengths and weaknesses, identify practices that maximize strengths and minimize weaknesses). (IF.B.1.In.1, IF.B.1.Su.1)

10.4. Identify consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

10.5. Set personal goals, weighing individual strengths and weaknesses. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ short-term goals   _____ ❏ long-term goals
_____ ❏ other: _____

10.6. Make a plan to implement personal goals (e.g., identify steps, record the steps orally or in writing, have someone look over steps, determine if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)

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10.7. Commit to do the tasks when carrying out plans related to personal goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)

10.8. Commit to undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals (e.g., general activities, school activities, leisure activities). (IF.B.1.In.2, IF.B.1.Su.2)

10.9. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

10.10. Accept assistance with and communicate interest in participating in specific activities and tasks. (IF.B.1.Pa.1)

11. Articulate a realistic vocational/career goal or vocational educational plan.

CL.C.1.In.1   use knowledge of occupations and characteristics of the workplace in making career choices.

CL.C.1.In.2   identify individual rights and responsibilities in the workplace.

CL.C.1.In.3   make general preparations for entering the work force.

CL.C.1.Su.1   recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

CL.C.1.Su.2   recognize individual rights and responsibilities in the workplace—with guidance and support.

CL.C.1.Su.3   make general preparations for entering the work force—with guidance and support.

CL.C.1.Pa.1   show willingness or interest in participating in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❑ full ❑ partial   ____ assistive technology ❑ full ❑ partial

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Understanding Career Opportunities

11.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)

11.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)

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11.3. Identify specific jobs associated with various career clusters (e.g., health care/medicine—nurse, lab assistant, nurse's aide; construction—carpenter, plumber, drywall hanger; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)

11.4. Describe advantages and disadvantages associated with each occupation studied (e.g., benefits, vacation, work in the outdoors, flexible hours, customers). (CL.C.1.In.1, CL.C.1.Su.1)

11.5. Identify trends in the local job market for different career clusters and occupations (e.g., need for computer skills; environmental issues; use of technology; hiring of the elderly, minorities, and individuals with disabilities; need for skilled/manual labor). (CL.C.1.In.1, CL.C.1.Su.1)

11.6. Evaluate present and future local job market of a specific job or career cluster. (CL.C.1.In.1, CL.C.1.Su.1)

11.7. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security benefits, investment plans, overtime, maternity leave, contracts, unemployment benefits, salary, worker's compensation). (CL.C.1.In.1, CL.C.1.Su.1)

11.8. Identify the differences between being paid by the hour and by salary (e.g., hourly wage—overtime, may be temporary; salary—benefits, sick and vacation pay, insurance, predictable paycheck). (CL.C.1.In.1, CL.C.1.Su.1)

11.9. Describe laws that protect employees (e.g., anti-discriminatory, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)

11.10. Identify the purpose and protections of the Americans with Disabilities Act (e.g., purpose—protects civil rights; tasks—provides workplace accommodations, provides accessibility to businesses, increases public awareness individual to rights, encourages self-advocacy, provides legal services). (CL.C.1.In.2, CL.C.1.Su.2)

Job Search Skills

11.11. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find job openings, prepare a resume, fill out applications, contact employers, set up interviews, prepare for interviews, follow-up with thank yous). (CL.C.1.In.3, CL.C.1.Su.3)

11.12. Identify community resources for employment (e.g., TV, newspaper, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)

11.13. Identify agencies that can provide assistance when searching for a job (e.g., Vocational Rehabilitation, state employment agencies, private employment agencies). (CL.C.1.In.3, CL.C.1.Su.3)

11.14. Identify possible community jobs using local resources (e.g., parents, teachers, classified ads, job board, employment counselor). (CL.C.1.In.3, CL.C.1.Su.3)

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Using a Career Planning Process

11.15. Identify the benefits of using a planning process to set career goals (e.g., helps you to gather information, helps you to get organized, helps you to stay on task). (IF.B.1.In.1, IF.B.1.Su.1)

11.16. Identify steps in a planning process to set career goals (e.g., determine strengths and weaknesses, identify interests and abilities, match to opportunities, identify desired career). (IF.B.1.In.1, IF.B.1.Su.1)

11.17. Identify resources and sources of assistance for planning for a career. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ individuals—family members, supervisors, teachers, counselors
_____ ❏ agencies—government agencies, religious organizations, schools
_____ ❏ other: _____

11.18. Identify sources of information about setting career goals (e.g., parents, teachers, relatives, possible employers, school counselor, career counselor). (IF.B.1.In.1, IF.B.1.Su.1)

11.19. Complete an initial personal assessment to determine strengths and interests related to career choices. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ self-concept and values clarification
_____ ❏ personality characteristics and personal style
_____ ❏ motivational patterns and personal preferences
_____ ❏ occupational interests
_____ ❏ personal and educational background
_____ ❏ key accomplishments and successes
_____ ❏ satisfying and dissatisfying experiences
_____ ❏ other: _____

11.20. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., communication skills, mechanical abilities, musical interests, previous experience, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)

11.21. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repairer; playing with animals— pet caregiver; gardening—landscaper). (CL.C.1.In.1, CL.C.1.Su.1)

11.22. Evaluate the results of self-appraisal to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)

11.23. Identify risks associated with certain careers (e.g., dangerous working conditions, exposure to the illnesses of others, exposure to the elements, work with or around hazardous materials). (IF.B.1.In.1, IF.B.1.Su.1)

11.24. Identify goals relating to own plan for high school and post-secondary education (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving a degree). (IF.B.1.In.1, IF.B.1.Su.1)

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11.25. Identify goals related to immediate employment for self (e.g., type of job, salary, hours). (IF.B.1.In.1, IF.B.1.Su.1)

11.26. Identify occupational goals for self (e.g., work in office setting, obtain a stable job, work three days a week, receive a paycheck, receive a promotion). (IF.B.1.In.1, IF.B.1.Su.1)

11.27. Identify the time, training, and resources needed to accomplish career goals (e.g., obtaining an office job—allow several weeks to locate potential jobs, need a resume and application, need Social Security card, need to know how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)

11.28. Identify individual strengths and weaknesses that may affect preferred post-secondary educational opportunities (e.g., study skills, ability to work independently, grades, test scores). (CL.C.1.In.1, CL.C.1.Su.1)

11.29. Accept assistance with and communicate interest in participating in specific activities and tasks involving volunteer or work activities. (CL.C.1.Pa.1)

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Special Skills Courses
Course Number: 7863060
Course Title: Orientation and Mobility: 6-8

A.   **Major Concepts/Content.** The purpose of this course is to provide instruction in skills involving orientation and mobility. Orientation is the collection and organization of information concerning the environment and one's relationship to it. Mobility is the ability to move efficiently within that environment.

The content should include, but not be limited to, the following:

- developing safe, efficient, and independent travel skills in one's neighborhood, community, and school environment
- using major forms of public transportation
- traveling to specified destinations in an unfamiliar environment
- locating and reading survival symbols in order to access public places

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1   complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1   complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1   participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B.   **Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

Due to safety considerations, training students with visual impairments for independent travel requires a fully-trained orientation and mobility instructor. In order to address the full range of special skills, a student with a visual impairment may be enrolled in Unique Skills Vision: 6-8, Course Number: 7863080.

Students with visual impairments who are likely to pursue a standard high school diploma may take this course. This course is also designed to reflect the wide range of abilities within the population of students with visual impairments who also have

other types of disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours.

C.   **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma. Note that a student with a visual impairment *and* other disabilities may pursue a Special Diploma.

After successfully completing this course, the student will:

1.   **Demonstrate understanding of concepts and perceptual and cognitive processes involved in orientation, planning for travel, and negotiating specific travel obstacles involved in independent orientation and mobility for safe and efficient travel.**

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

Concepts

1.1.   Identify information related to concepts of space.
Specify: _____ ❏ body concepts—parts of body, location, movement, relationships, and functions
_____ ❏ spatial concepts of shapes
_____ ❏ measurement concepts—distances, time, rate
_____ ❏ positional and relational concepts—compass, position in space

1.2.   Identify information related to environmental concepts.
Specify: _____ ❏ topography
_____ ❏ temperature
_____ ❏ differences among fixed and moveable objects
_____ ❏ acoustics and sound reflection

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Perceptual and Cognitive Processes

1.3.   Use compass directions in everyday travel.
    Specify: _____ ❑ read a compass
               _____ ❑ identify direction of destination

1.4.   Use knowledge of spatial concepts on a map.
    Specify: _____ ❑ read and interpret a tactile or visual map
               _____ ❑ identify locations of origin and destination
               _____ ❑ trace intended route

1.5.   Use sensory information to apply information related to concepts of space and the environment when traveling.
    Specify: _____ ❑ estimate distances both in a room and out of doors using feet and yards
               _____ ❑ connect travel time to rate of travel
               _____ ❑ use spatial updating to establish self-to-object relationships
               _____ ❑ use knowledge of spatial layout (object-to-object relationship)
               _____ ❑ use knowledge of perimeter and gridline search patterns
               _____ ❑ use reference systems

1.6.   Use knowledge of rules, principles, and systems of spatial concepts for establishing and maintaining orientation while traveling (e.g., using landmarks and clues, numbering systems, compass directions, measurement concepts).

Planning for Travel

1.7.   Select appropriate transportation (e.g., is financially feasible, has appropriate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)

1.8.   Plan time needed for travel to a new location. (IF.A.2.In.2, IF.A.2.Su.2)

1.9.   Plan route for travel. (IF.A.2.In.2, IF.A.2.Su.2)

1.10.   Locate community facilities on a local map and in the phone book (e.g., determine desired location, use index to find city, identify coordinates, locate on map). (IF.A.2.In.2, IF.A.2.Su.2)

1.11.   Find a desired location in the community by street signs (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)

1.12.   Find a desired location in the community by building or house number (e.g., determine number of desired location, identify if odd or even number, determine which side odd and even numbers are on, determine if numbers are ascending or descending, identify direction, identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)

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1.13. Negotiate specific travel obstacles when traveling. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ ❏ curbs, steps, ramps
_____ ❏ turnstiles, sliding doors, revolving doors
_____ ❏ street intersections
_____ ❏ other: _____

1.14. Operate a self-service elevator when moving about a familiar or unfamiliar building (e.g., press call button, step inside, press desired floor, exit). (IF.A.2.In.2, IF.A.2.Su.2)

1.15. Use an escalator or moving walkway safely (e.g., step on, hold on to rail, step off). (IF.A.2.In.2, IF.A.2.Su.2)

1.16. Enter and exit buildings through appropriate doorways. (IF.A.2.In.2, IF.A.2.Su.2)

1.17. Avoid entering doorways and corridors in buildings and other places designated as "No Entry" or open to "Authorized Personnel Only" when traveling in familiar or unfamiliar buildings. (IF.A.2.In.2, IF.A.2.Su.2)

1.18. Accept assistance with and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)

2. Demonstrate travel skills including use of adaptive aids and equipment (e.g., techniques for indoor/outdoor travel; use of electronic aids, sighted guide, or long cane for travel; and use of major forms of public transportation).

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

Moving About Within an Enclosed Space or Room

2.1. Identify and locate appropriate area in a classroom (e.g., vacant seat in a classroom, computer station). (IF.A.2.In.2, IF.A.2.Su.2)

2.2. Identify and find specific locations in the home or apartment when completing functional tasks (e.g., living areas, eating areas, kitchen, bath, recreation areas, laundry areas, waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

2.3. Move to appropriate location in a room safely and effectively (e.g., use least obtrusive route, allow time to reach desired location). (IF.A.2.In.2, IF.A.2.Su.2)

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2.4.   Accept assistance with and participate in the sequence of tasks or activities of moving about the home or school. (IF.A.2.Pa.2)
   Specify routine: _____ ❏ within a room   _____ ❏ between rooms   _____ ❏ using stairs
   _____ ❏ other: _____
   Specify setting: _____ ❏ home   _____ ❏ school

Moving About in Buildings and Schools

2.5.   Identify and find specific locations in the school environment when completing functional tasks (e.g., classrooms, administrative offices, gymnasiums, media centers, eating areas, restrooms, recreation areas, waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

2.6.   Accept assistance with and participate in the sequence of tasks or activities when going from one room to another in the school or other buildings in the community. (IF.A.1.Pa.2)
   Specify routine: _____ ❏ within a structured space   _____ ❏ between structured areas
   _____ ❏ on a walkway   _____ ❏ within an unstructured area
   _____ ❏ other: _____
   Specify setting: _____ ❏ school   _____ ❏ community

Traveling within the Community

2.7.   Move about in the immediate neighborhood from one location to another. (IF.A.2.In.2, IF.A.2.Su.2)

2.8.   Use available modes of transportation to reach desired locations in the community. (IF.A.2.In.2, IF.A.2.Su.2)
   Specify: _____ ❏ walking   _____ ❏ bicycle   _____ ❏ bus
   _____ ❏ taxi   _____ ❏ car   _____ ❏ other: _____

2.9.   Accept assistance with and participate in the sequence of tasks or activities when walking outdoors. (IF.A.2.Pa.2)
   Specify routine: _____ ❏ within a structured space   _____ ❏ between structured areas
   _____ ❏ on a walkway   _____ ❏ within an unstructured area
   _____ ❏ other: _____
   Specify setting: _____ ❏ home   _____ ❏ school   _____ ❏ community

Using Adaptive Aids and Equipment

2.10.   Use cane techniques when traveling. (IF.A.2.In.2, IF.A.2.Su.2)
   Specify: _____ ❏ diagonal and diagonal trailing
   _____ ❏ ascending or descending stairs
   _____ ❏ touch, touch and slide, touch and drag
   _____ ❏ constant contact, three point touch
   _____ ❏ other: _____

2.11.   Use telescopic aids for reading signs when traveling. (IF.A.2.In.2, IF.A.2.Su.2)

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2.12.   Use mobility techniques to travel within areas of the local community, including school grounds. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ ❑ sighted guide
_____ ❑ protective (hand and forearm) skills
_____ ❑ advanced techniques, such as cane or electronic aids
_____ ❑ other: _____

Using Public Transportation

2.13.   Identify characteristics of major forms of public transportation. (IF.A.2.In.2, IF.A.2.Su.2)

2.14.   Identify the advantages and disadvantages of various means of transportation. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ ❑ cost   _____ ❑ accessibility for individuals with disabilities
_____ ❑ routes   _____ ❑ hours of operation
_____ ❑ other: _____

2.15.   Identify various means of special transportation assistance for people with visual impairments (e.g., walking; special transit services; special assistance on trains, airlines, and taxis). (IF.A.2.In.2, IF.A.2.Su.2)

2.16.   Make reservations and pay fare or purchase ticket for public transportation. (IF.A.2.In.2, IF.A.2.Su.2)

2.17.   Read and understand transportation schedules and time tables. (IF.A.2.In.2, IF.A.2.Su.2)

2.18.   Identify safety procedures associated with forms of public transportation (e.g., use of seat belts, finding exits). (IF.A.2.In.2, IF.A.2.Su.2)

2.19.   Locate the bus stop for a desired bus (e.g., obtain schedule, identify bus stops, identify nearest stop). (IF.A.2.In.2, IF.A.2.Su.2)

2.20.   Use maps to travel on a bus and other mass transit systems as appropriate to the community (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system goes to destination). (IF.A.2.In.2, IF.A.2.Su.2)

2.21.   Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train, or flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)

2.22.   Accept assistance with and participate in traveling using public transportation. (IF.A.2.Pa.2)

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3. **Travel to specified destinations in an unfamiliar environment by evaluating and planning travel and demonstrating safe decision making.**

IF.A.2.In.2	demonstrate safe travel within and beyond the community.
IF.A.2.Su.2	demonstrate safe travel within and beyond the community—with guidance and support.
IF.A.2.Pa.2	participate in reaching desired locations safely within familiar environments—with assistance.
IF.B.2.In.3	respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.3	respond effectively to unexpected events and potentially harmful situations—with guidance and support.
IF.B.2.Pa.2	participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

Planning Travel

3.1.   Identify and find specific locations in unfamiliar buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)

3.2.   Locate a specific room, apartment, or office (e.g., use directional signs, numbers or letters on doors, directories). (IF.A.2.In.2, IF.A.2.Su.2)

3.3.   Identify and find specific locations in unfamiliar stores or restaurants when completing functional tasks (e.g., cashier, specific department, telephone, restroom, hostess station). (IF.A.2.In.2, IF.A.2.Su.2)

3.4.   Locate exits and entrances when traveling in unfamiliar buildings (e.g., use directional signs, use emergency exit diagram). (IF.A.2.In.2, IF.A.2.Su.2)

Evaluating Travel

3.5.   Identify situations when travel plans need to be adjusted (e.g., your activity plans change, you get lost, your source of transportation isn't available). (IF.A.2.In.2, IF.A.2.Su.2)

3.6.   Plan and adapt route of travel in an unfamiliar environment. (IF.A.2.In.2, IF.A.2.Su.2)

3.7.   Identify alternate route of travel, if needed. (IF.A.2.In.2, IF.A.2.Su.2)

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3.8.   Identify the dangers and responsibilities of, and behavior appropriate to, independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—asking driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

3.9.   Accept assistance with and participate in reaching desired locations. (IF.A.2.Pa.2)
Specify: _____

Handling Emergencies

3.10. Identify situations in the community related to travel which are potentially dangerous (e.g., accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)

3.11. Identify how to handle specific emergency situations when traveling (e.g., when you are in an accident, when you or someone else gets motion sickness, when you get lost). (IF.B.2.In.3, IF.B.2.Su.3)

3.12. Accept assistance with and participate in the sequence of tasks or activities involved in responding to unexpected events or potentially dangerous situations involving travel. (IF.B.2.Pa.2)

4.   Interact with others when traveling and use their assistance appropriately.

SE.A.2.In.1   interact acceptably with others within the course of social, vocational, and community living.

SE.A.2.Su.1   interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

SE.A.2.Pa.1   engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

4.1.   Demonstrate effective behaviors when approaching others when assistance is needed (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

4.2.   Identify situations when it is appropriate to approach a stranger for assistance, and when it is not appropriate. (SE.A.2.In.1, SE.A.2.Su.1)

4.3.   Appropriately solicit others' cooperation or assistance when traveling. (SE.A.2.In.1, SE.A.2.Su.1)

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4.4.   Identify personal rights, responsibilities, manners, and etiquette with respect to travel. (SE.A.2.In.1, SE.A.2.Su.1)

4.5.   Demonstrate behaviors that represent active listening when getting assistance from others (e.g., check for understanding, use 'I' messages, face speaker, comment or nod in response to conversation, look at speaker). (SE.A.2.In.1, SE.A.2.Su.1)

4.6.   Use the telephone to call for assistance using the Information Operator (e.g., 411). (SE.A.2.In.1, SE.A.2.Su.1)

4.7.   Ask driver of public transportation vehicle to identify destination. (SE.A.2.In.1, SE.A.2.Su.1)

4.8.   Use actions of others as social cues when traveling. (SE.A.2.In.1, SE.A.2.Su.1)

4.9.   Identify persons and agencies to ask for assistance (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)

4.10.   Ask for assistance in various situations and emergencies. (IF.B.2.In.3, IF.B.2.Su.3)

4.11.   Accept assistance with and participate in the sequence of tasks or activities involved in interacting with others when traveling with familiar persons. (SE.A.2.Pa.1)
Specify persons: _____ ❑ family   _____ ❑ caregivers
                 _____ ❑ peers   _____ ❑ authority figures
                 _____ ❑ community workers   _____ ❑ other: _____

5.   Locate and read survival symbols in order to access public places by understanding basic components and designs of public buildings, using assistance of others appropriately.

CL.B.1.In.1   identify and locate oral, print, or visual information for specified purposes.

CL.B.1.In.2   interpret and use oral, print, or visual information for specified purposes.

CL.B.1.Su.1   identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.

CL.B.1.Su.2   interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

CL.B.1.Pa.1   participate in recognition and use of information when engaged in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❑ full ❑ partial   ____ assistive technology ❑ full ❑ partial

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5.1. Identify the meaning of survival symbols and braille abbreviations used in signs for buildings and public facilities when traveling (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ up, down   _____ ❏ men, women
          _____ ❏ handicapped entrance   _____ ❏ other: _____

5.2. Orient self in public buildings using survival symbols and braille abbreviations on signs. (CL.B.1.In.2, CL.B.1.Su.2)

5.3. Identify the appropriate source to obtain information for travel when completing functional tasks (e.g., planning a vacation, making hotel reservations, planning transportation to visit someone). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ type of information—destinations, schedules, reservations, cost
          _____ ❏ source of information—travel agent, private or commercial carrier

5.4. Use information obtained from persons and other resources to facilitate own ability to travel from one destination to another. (CL.B.1.In.2, CL.B.1.Su.2)

5.5. Accept assistance with and participate in the sequence of tasks or activities when recognizing or using survival symbols to access public places. (CL.B.1.Pa.1)

6. Apply motor skills of balance and coordination and forms of posture and gait required for efficiency of movement and travel.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

6.1. Use basic locomotor movements when traveling.
Specify: _____ ❏ walking   _____ ❏ running   _____ ❏ other: _____

6.2. Use skills of balance when using locomotor movements.

6.3. Use control of a variety of body parts when traveling.
Specify: _____ ❏ forward travel   _____ ❏ backward travel
          _____ ❏ change of direction   _____ ❏ change of speed
          _____ ❏ other: _____

6.4. Use correct posture and gait when traveling.

6.5. Accept assistance with and participate in the sequence of tasks or activities when using motor skills of balance and coordination for efficiency of movement and travel.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Special Skills Courses
Course Number: 7863020
Course Title: Speech and Auditory Training: 6-8

A.   **Major Concepts/Content.** The purpose of this course is to provide speech and auditory training in order to achieve the relevant Annual Goals and Short-Term Objectives or Benchmarks specified in the student's Individual Educational Plan (IEP).

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1   complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1   complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1   participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B.   **Special Note.** The particular course requirements that the student must master each year must be specified on an individual basis through the Individual Educational Plan process.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C.   **Course Requirements.**

After successfully completing this course, the student will:

1.   **Achieve the relevant Annual Goals and Short-Term Objectives or Benchmarks specified in the student's Individual Educational Plan.**

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Special Skills Courses
Course Number: 7863010
Course Title: Unique Skills: 6-8

A.   **Major Concepts/Content.** The purpose of this course is to enable students with disabilities to acquire skills that are needed to achieve the maximum level of independent functioning.

The content should include, but not be limited to, the following:

- living skills
- social skills
- learning skills
- communication skills

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1   complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1   complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1   participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B.   **Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

Students with disabilities who are likely to pursue a standard diploma may take this course. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the

situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: use of straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C.   **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most

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relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Demonstrate living skills that enable an individual to function as independently as possible in personal and home care and home and community living.**

IF.A.1.In.1	complete productive and leisure activities used in the home and community.
IF.A.1.In.2	complete personal care, health, and fitness activities.
IF.A.1.Su.1	complete productive and leisure activities used in the home and community—with guidance and support.
IF.A.1.Su.2	complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.1	participate in routines of productive and leisure activities used in the home and community—with assistance.
IF.A.1.Pa.2	participate in personal care, health, and safety routines—with assistance.
IF.A.2.In.1	select and use community resources and services for specified purposes.
IF.A.2.In.2	demonstrate safe travel within and beyond the community.
IF.A.2.Su.1	use community resources and services for specified purposes—with guidance and support.
IF.A.2.Su.2	demonstrate safe travel within and beyond the community—with guidance and support.
IF.A.2.Pa.1	participate in activities involving the use of community resources and services—with assistance.
IF.A.2.Pa.2	participate in reaching desired locations safely within familiar environments—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial ____ assistive technology ❏ full ❏ partial

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PRODUCTIVE ACTIVITIES IN THE HOME AND COMMUNITY

General Food Preparation, Serving, and Storage

1.1.   Identify persons, objects, tasks, and areas associated with common productive activities in the home involved in food preparation, serving, and storage. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ selecting and planning what to eat—follow the Food Guide Pyramid for meals and snacks
_____ ❏ serving already prepared food
_____ ❏ preparing simple cold foods—salad, sandwich
_____ ❏ preparing simple hot foods—soup, hot beverages
_____ ❏ preparing more complicated foods—cookies, stews, roasts
_____ ❏ using small appliances in preparing food—blender, mixer, toaster
_____ ❏ using large appliances in preparing food—stove, oven, refrigerator
_____ ❏ following a recipe—measuring, cutting, mixing, cooking, cooling
_____ ❏ setting table and serving food
_____ ❏ cleaning up table, dishes, and kitchen
_____ ❏ storing food—opened food packages, leftovers
_____ ❏ determining food conditions—spoiled, raw, cooked, frozen, defrosted
_____ ❏ using adaptive devices in preparing food
_____ ❏ other: _____

1.2.   Identify when specific activities in the home are needed for food preparation and storage (e.g., preparing balanced breakfasts, lunches, and dinners; clearing food from a dining table; preparing drinks and snacks for a group of friends; disposing of food left after dinner—placing food in garbage disposal, placing leftovers in refrigerator). (IF.A.1.In.1, IF.A.1.Su.1)

1.3.   Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven, locating the cold water faucet on a sink to obtain water for making iced tea, setting the oven temperature according to recipe directions, setting the timer on a stove or microwave for cooking purposes, turning off burner when cooking is completed, placing food in garbage disposal, selecting the package size and number of packages needed to meet recipe requirements). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.4.   Use strategies related to food preparation and storage effectively and efficiently and on a regular basis (e.g., color code measuring tools, use a recipe with pictures of steps to follow, create a menu for the week with pictures of each food or meal using the Food Guide Pyramid, write date on packages when stored in freezer, indicate with words or icons which containers should be used for wet or dry storage, ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

1.5.   Accept assistance with and participate in activities and tasks related to food preparation, serving, and storage routines. (IF.A.1.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

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Selecting and Caring for Clothing

1.6.	Identify persons, objects, tasks, and areas associated with productive activities in the home involved in selecting and caring for clothing. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ❑ selecting and planning what to wear based on occasion, weather, or activity

_____ ❑ washing and drying clothes, hanging or folding clothes, ironing clothes

_____ ❑ using a washing machine and clothes dryer

_____ ❑ determining which clothes require dry cleaning

_____ ❑ mending clothes

_____ ❑ organizing and maintaining clothing in closets or drawers

_____ ❑ recognizing when clothing should no longer be worn

_____ ❑ other: _____

1.7.	Identify when specific productive activities in the home are needed in selecting and caring for clothing (e.g., identifying when clothing needs to be cleaned; determining which clothes to hang to dry and which clothes to be put in the dryer; identifying when clothes should no longer be worn—wrong size, stained). (IF.A.1.In.1, IF.A.1.Su.1)

1.8.	Use specific knowledge and skills when completing activities involving selecting and caring for clothing (e.g., setting an iron to appropriate heat levels for various fabrics; performing simple mending—hemming, replacing buttons, patching tears; sorting clothes by color and type before washing; pre-setting temperature dial of a washing machine; donating clothes that are too small to local charities; throwing clothes away that can't be worn; organizing clothing— place all shorts in one drawer, match socks before putting away). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ❑ home	_____ ❑ school	_____ ❑ community

1.9.	Use strategies related to selecting and caring for clothing effectively and efficiently and on a regular basis (e.g., do laundry every weekend; put dirty clothes into separate baskets according to color; lay out clothes to wear the night before; hang matching outfits together; hang clothes together by seasonal use; make a chart with words of pictures of what type cleansing agent and washer or dryer temperature to use for which types of clothing; ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

1.10.	Accept assistance with and participate in activities and tasks related to selecting and caring for clothing routines. (IF.A.1.Pa.1)

Specify: _____ ❑ home	_____ ❑ school	_____ ❑ community

Household Cleaning and Maintenance of Interior Areas

1.11.	Identify persons, objects, tasks, and areas associated with productive activities in the home involved in household cleaning, safety, and maintenance of interior areas. (IF.A.1.In.1, IF.A.1.Su.1)

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Specify: _____ ❑ identifying areas and objects that need to be cleaned or maintained
_____ ❑ selecting appropriate products, tools, and equipment for housekeeping
_____ ❑ using products, tools, and equipment for household cleaning
_____ ❑ scheduling tasks that are done daily, weekly, monthly
_____ ❑ recycling items
_____ ❑ using products, tools, and equipment for home maintenance tasks
_____ ❑ securing the home
_____ ❑ maintaining a comfortable temperature in house
_____ ❑ getting assistance, if needed, for tasks
_____ ❑ other: _____

1.12. Identify when specific productive activities in the home are needed for household cleaning, safety, and maintenance of interior areas (e.g., changing light bulbs when they burn out; adjusting thermostat when the weather outside is cold; unclogging drains; painting a room; changing air filters; replacing items—broken ladders, soiled rugs; storing home cleaning supplies safely; cleaning a bathroom; keeping windows and doors locked; using a fire extinguisher when there is a fire; reporting to authority if there is a power outage; selecting a broom, dust rag, or vacuum for cleaning; setting the speed of an electric fan when cooling is needed). (IF.A.1.In.1, IF.A.1.Su.1)

1.13. Use specific knowledge and skills when completing productive activities in the home involving household cleaning, safety, and maintenance of interior areas (e.g., separating cans and paper items for recycling; securing home by locking windows and doors; using a screwdriver for simple home maintenance; selecting correct supplies to clean bathroom; vacuuming floor; adjusting thermostat, changing light bulbs; unclogging drains; painting; knowing if home repairs should be made by professionals or self). (IF.A.1.In.1, IF.A.1.Su.1)

1.14. Use strategies related to household cleaning, safety, and maintenance of interior areas effectively and efficiently and on a regular basis (e.g., mark major cleaning activities on the calendar; place a picture of object to be cleaned on cleaning agent; associate maintenance activities with each other or another event [change the battery in the smoke detector each time the air conditioner filter is changed]; keep a reasonable number of maintenance supplies on hand). (IF.A.1.In.1, IF.A.1.Su.1)

1.15. Accept assistance with and participate in activities and tasks related to household cleaning, safety, and maintenance of interior areas. (IF.A.1.Pa.1)
Specify: _____

Maintenance of Exterior Areas

1.16. Identify persons, objects, tasks, and areas associated with common productive activities in the home involved in maintenance of exterior areas. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❑ identifying exterior areas and objects that need to be cleaned
_____ ❑ using products, tools, and supplies to perform yard care skills
_____ ❑ mowing lawns, weeding, raking leaves
_____ ❑ scheduling tasks that are done daily, weekly, monthly
_____ ❑ keeping sidewalk or driveway clean
_____ ❑ maintaining exterior, including outdoor light fixtures
_____ ❑ other: _____

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1.17. Identify when specific productive activities in the home are needed for maintenance of exterior areas (e.g., mowing grass when it gets too long, repainting house when the paint chips, raking leaves, trimming bushes, sweeping driveway or sidewalk, replacing mailbox if damaged or knocked down). (IF.A.1.In.1, IF.A.1.Su.1)

1.18. Use specific knowledge and skills when completing activities involving maintenance of exterior areas (e.g., raking leaves, painting house, mowing grass, edging sidewalk, trimming bushes, sweeping driveway or sidewalk, laying sod or flowers, cleaning front door mat, replacing mailbox). (IF.A.1.In.1, IF.A.1.Su.1)

1.19. Use strategies related to maintenance of exterior areas effectively and efficiently and on a regular basis (e.g., mark regular events on calendar; ask landlord about regularly scheduled maintenance completed by owners; associate activities with seasons or times of year—spring cleaning, summer grass cutting, fall leaf raking). (IF.A.1.In.1, IF.A.1.Su.1)

1.20. Accept assistance with and participate in activities and tasks related to maintenance of exterior areas routines. (IF.A.1.Pa.1)
Specify: _____

Managing Money and Personal Finances

1.21. Identify persons, objects, tasks, and areas associated with common productive activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ preparing weekly/monthly budgets
_____ ❏ managing and protecting personal cash
_____ ❏ using checking and savings accounts
_____ ❏ paying bills, contributing to charities
_____ ❏ using comparative shopping to make wise purchases
_____ ❏ using a credit card
_____ ❏ using an ATM or debit card
_____ ❏ paying income taxes
_____ ❏ saving and investing money
_____ ❏ other: _____

1.22. Identify when specific productive activities are needed for managing money and personal finances (e.g., depositing pay checks into a checking or savings account, withdrawing money from a checking or savings account, paying bills by due date, establishing a savings or checking account, preparing budgets for monthly food and bills, preparing budgets for trips and leisure activities, saving money for emergencies, filing taxes on time, calculating sales tax on a purchase). (IF.A.1.In.1, IF.A.1.Su.1)

1.23. Use specific knowledge and skills when completing productive activities involving managing money and personal finances (e.g., donating money to charities, paying taxes, counting money or check amount to deposit, opening a savings or checking account, reviewing and paying monthly bills and statements, paying bills by the due date, using information in advertisements, storing information regarding personal finances). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

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1.24. Use strategies related to managing money and personal finances effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll or benefits checks, mark dates of recurring bills on calendar, use a log to track monthly bill payments, pay bills at regularly scheduled times—1st and 15th of month.) (IF.A.1.In.1, IF.A.1.Su.1)

1.25. Accept assistance with and participate in activities and tasks related to managing money and personal finances. (IF.A.1.Pa.1)
Specify: _____

Citizenship

1.26. Identify persons, objects, tasks, and areas associated with common productive activities in the community involved in civic duties. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ registering to vote and voting
_____ ❏ becoming knowledgeable about community leaders and elected officials
_____ ❏ learning about and obeying local, state, and federal laws
_____ ❏ other: _____

1.27. Identify when specific productive activities in the community are required for civic duty (e.g., helping with the election process, keeping informed about issues, volunteering on holidays or times of disaster). (IF.A.1.In.1, IF.A.1.Su.1)

1.28. Use specific knowledge and skills when completing productive activities in the community involving civic duties (e.g., abiding by laws, participating in community events, working at an election; working with others on a service project, obeying rules and laws). (IF.A.1.In.1, IF.A.1.Su.1)

1.29. Use strategies related to civic duties to complete productive activities in the community effectively and efficiently and on a regular basis (e.g., check the newspaper, community bulletin board, or local news for opportunities). (IF.A.1.In.1, IF.A.1.Su.1)

1.30. Accept assistance with and participate in activities and tasks related to civic duties. (IF.A.1.Pa.1)
Specify: _____

Community Service Organizations

1.31. Identify persons, objects, tasks, and areas associated with common productive activities in the community involving service groups or organizations. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ participating in community service organizations
_____ ❏ participating in service activities of religious organizations
_____ ❏ other: _____

1.32. Identify when specific productive activities in the community are needed for service groups or organizations (e.g., participating in coastal cleanup, assisting certain groups of people, raising money for charity). (IF.A.1.In.1, IF.A.1.Su.1)

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1.33. Use specific knowledge and skills when completing productive activities in the community involving service groups or organizations (e.g., working with others, following the guidelines of the organization, asking others for assistance). (IF.A.1.In.1, IF.A.1.Su.1)

1.34. Use strategies to identify productive activities in the community related to service groups or organizations effectively and efficiently and on a regular basis (e.g., look at membership of group to see if they are people who share your interests, ask a member of the organization how they like it, read information or view video tapes about the group, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

1.35. Accept assistance with and participate in activities and tasks related to community service groups or organizations. (IF.A.1.Pa.1)
Specify: _____

Informal Gatherings in the Community

1.36. Identify persons, objects, tasks, and areas associated with productive activities in the community involved with informal gatherings of community members and neighbors (e.g., voting, neighborhood picnics, recreational sports teams, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)

1.37. Identify when specific productive activities in the community are needed for informal gatherings of community members and neighbors (e.g., when neighbors are ill, when having a block party, when celebrating a holiday). (IF.A.1.In.1, IF.A.1.Su.1)

1.38. Use specific knowledge and skills when completing activities in the community involving community members and neighbors (e.g., working with others, showing concern for others, selecting the food for a picnic, inviting others to attend, preparing food). (IF.A.1.In.1, IF.A.1.Su.1)

1.39. Use strategies related to identifying informal gatherings of community members or neighbors effectively and efficiently and on a regular basis (e.g., look at past group activities to see if they are things you like to do, ask neighbors about the gatherings, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

1.40. Accept assistance with and participate in activities and tasks related to informal gatherings in the community. (IF.A.1.Pa.1)
Specify: _____

LEISURE ACTIVITIES AT HOME AND IN THE COMMUNITY

1.41. Identify the benefits of leisure and recreational activities (e.g., helps you to meet new people, relieves stress, keeps mind off worries, helps you to learn new things, keeps you active, occupies unstructured time). (IF.A.1.In.1, IF.A.1.Su.1)

1.42. Identify general characteristics of leisure and recreational activities (e.g., individual or team activities, entertaining or relaxing, learn new things). (IF.A.1.In.1, IF.A.1.Su.1)

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Games for Teams and Pairs

1.43.   Identify persons, objects, tasks, and areas involved in playing games with others.
(IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ indoor card and board games—bingo, checkers, rummy
_____ ❏ outdoor team or pairs sports—volleyball, softball, golf, horseshoes
_____ ❏ other: _____

1.44.   Identify the appropriate time and occasions for playing games with others
(e.g., physical education class, sporting events, field days, weekends). (IF.A.1.In.1, IF.A.1.Su.1)

1.45.   Use specific knowledge and skills when playing games with others (e.g., taking turns,
following the rules, counting the points, keeping track of the scores, identifying scoring
opportunities). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.46.   Use strategies related to playing games with others effectively and efficiently and on
a regular basis (e.g., keep rules of various games together in one place, identify games with
certain times of the year—during Christmas holidays, the family enjoys playing cards).
(IF.A.1.In.1, IF.A.1.Su.1)

1.47.   Accept assistance with and participate in activities and tasks related to playing games
with others. (IF.A.1.Pa.1)
Specify: _____

Cultural Activities and Sporting Events

1.48.   Identify persons, objects, tasks, and areas associated with attending cultural events
and sporting events. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ musical performances—concerts, dance performances
_____ ❏ theatre and plays
_____ ❏ celebrations—holidays, parades, festivals, exhibits
_____ ❏ sporting events—games, matches
_____ ❏ other: _____

1.49.   Identify the appropriate time and occasions for attending or participating in cultural
events and sporting events (e.g., on holidays, when a performer is on tour, when
transportation is available). (IF.A.1.In.1, IF.A.1.Su.1)

1.50.   Use specific knowledge and skills when completing leisure activities in the
community involving attending cultural activities and sporting events (e.g., locating the
event on a schedule, obtaining tickets for a performance, following the rules of behavior for the
attendees, participating in a production). (IF.A.1.In.1, IF.A.1.Su.1)

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1.51. Use strategies to plan leisure activities related to cultural events and sporting events effectively and efficiently and on a regular basis (e.g., save weekly schedule of events from the newspaper, listen to radio for announcements, watch the community calendar on local TV station, get on mailing lists for the types of events of interest, watch billboards or scrolling marquees at civic or performing arts center, write dates of upcoming events on personal calendar, pick up and keep free local team schedules, ask friends to alert you to events). (IF.A.1.In.1, IF.A.1.Su.1)

1.52. Accept assistance with and participate in activities and tasks related to attending or participating in cultural activities or sporting events. (IF.A.1.Pa.1)
Specify: _____

Hobbies, Crafts, and Collections

1.53. Identify persons, objects, tasks, and areas associated with hobbies, crafts, and collections used by individuals for leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❑ arts and crafts
_____ ❑ collections
_____ ❑ watching movies, reading, playing video games, listening to music
_____ ❑ other: _____

1.54. Identify the appropriate time for leisure activities involving hobbies, crafts, and collections (e.g., when objects that you collect are available, when you are by yourself). (IF.A.1.In.1, IF.A.1.Su.1)

1.55. Use specific knowledge and skills when engaging in activities involving hobbies, crafts, and collections (e.g., creating the product involved in a craft, knowing where to obtain books to read, how to operate a TV, VCR, radio, or CD player, organizing a collection by category or date). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community

1.56. Use strategies related to hobbies, crafts, and collections effectively and efficiently and on a regular basis (e.g., get on mailing lists of hobby groups; get on mailing list of hobby or crafts stores that carry items of interest; watch the community calendar on local TV station; watch for flyers from community recreation centers; write dates of upcoming events on personal calendar; ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

1.57. Accept assistance with and participate in activities and tasks associated with hobbies, crafts, and collections. (IF.A.1.Pa.1)
Specify: _____

Caring for Pets

1.58. Identify persons, objects, tasks, and areas associated with leisure activities involving pet care. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❑ selecting the pet
_____ ❑ caring for the pet, taking for walks, feeding, training, grooming, veterinary care
_____ ❑ other: _____

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1.59. Identify the appropriate time for activities involving pet care (e.g., when your pet is sick, feeding your pet twice a day, taking your pet for a walk every day, playing with your pet). (IF.A.1.In.1, IF.A.1.Su.1)

1.60. Use specific knowledge and skills when completing activities involving pet care (e.g., measuring the right amount of food, training the pet to come when called, exercising the pet, caring for pet's coat). (IF.A.1.In.1, IF.A.1.Su.1)

1.61. Use strategies related to pet care effectively and efficiently and on a regular basis (e.g., mark regularly scheduled activities on calendar—annual shots, dog shows; keep records related to pet in a special place; keep backup supplies—food, toys; mark a dipper to assure correct amount of food). (IF.A.1.In.1, IF.A.1.Su.1)

1.62. Accept assistance with and participate in activities and tasks associated with caring for pets. (IF.A.1.Pa.1)
Specify: _____

Gardening and Plants

1.63. Identify persons, objects, tasks, and areas associated with leisure activities involving gardening and plants. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ selecting the plant or type of garden
_____ ❏ caring for the plants—fertilizing, watering, weeding, harvesting
_____ ❏ other: _____

1.64. Identify the appropriate time for leisure activities involving gardening and plants (e.g., when the weather is good; when the plants need water, fertilizer, or maintenance; when it is time to pick vegetables, herbs, or flowers). (IF.A.1.In.1, IF.A.1.Su.1)

1.65. Use specific knowledge and skills when completing leisure activities involving gardening and plants (e.g., giving each type of plant the right amount of water, preparing the soil, gathering vegetables when ripe, knowing the amount of time needed to grow). (IF.A.1.In.1, IF.A.1.Su.1)

1.66. Use strategies related to gardening and plants effectively and efficiently and on a regular basis (e.g., relate certain activities to certain times of year, note what neighbors are doing, buy pre-measured fertilizers or plant foods—fertilizer spikes). (IF.A.1.In.1, IF.A.1.Su.1)

1.67. Accept assistance with and participate in activities and tasks associated with caring for plants and gardening. (IF.A.1.Pa.1)
Specify: _____

Outdoor Activities

1.68. Identify persons, objects, tasks, and areas associated with outdoor leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ outdoor sports—camping, hiking, biking, skating
_____ ❏ water sports—swimming, diving, boating, fishing
_____ ❏ other: _____

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1.69. Identify the appropriate time for leisure activities involving outdoor or water sports (e.g., camping, hiking, climbing—when the correct equipment is available, during a season favorable to being outdoors, when you are in the right location). (IF.A.1.In.1, IF.A.1.Su.1)

1.70. Use specific knowledge and skills when completing leisure activities involving outdoor or water sports (e.g., hiking and climbing—using ropes and equipment, following safety procedures; camping—how to pitch a tent, how to cook outdoors, how to build a fire; fishing—baiting a hook, using different lures, boat safety skills). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.71. Use strategies related to outdoor activities and water sports effectively and efficiently and on a regular basis (e.g., keep equipment and clothing for activity stored in one place; join a group interested in same activity). (IF.A.1.In.1, IF.A.1.Su.1)

1.72. Accept assistance with and participate in activities and tasks associated with outdoor activities and water sports. (IF.A.1.Pa.1)
Specify: _____

PERSONAL CARE, HEALTH, AND FITNESS

Eating

1.73. Identify persons, objects, tasks, and areas associated with eating. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ selecting and using dishes, glasses, and utensils properly
          _____ ❏ using table manners, including cleaning up
          _____ ❏ other: _____

1.74. Use specific knowledge and skills involved in eating (e.g., selecting the appropriate utensil or dish, cutting food correctly, using a napkin, initiating eating when appropriate, knowing which foods are finger foods). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.75. Use strategies related to eating effectively and efficiently on a regular basis (e.g., keep like utensils stored together, watch what others do when selecting proper utensils, ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)

1.76. Accept assistance with and participate in activities and tasks associated with daily eating routines. (IF.A.1.Pa.2)
Specify home routines: _____ ❏ morning _____ ❏ after school   _____ ❏ evening
Specify school routines:_____ ❏ breakfast _____ ❏ lunch   _____ ❏ snack
Specify community routines: _____ ❏ eating out   _____ ❏ volunteer activities

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Dressing

1.77. Identify persons, objects, tasks, and areas associated with personal care activities involved in dressing. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ selecting clothing for weather, occasion, and activity
_____ ❏ putting on clothing, closing fasteners
_____ ❏ taking off clothing, opening fasteners
_____ ❏ other: _____

1.78. Identify when personal care activities involved in dressing are needed (e.g., when you wake up and dress for the day; when clothes need to be changed to fit an occasion—dressy event, exercise, casual dinner; when clothes are soiled; when clothes need to be changed—at the end of the day to get ready for bed). (IF.A.1.In.2, IF.A.1.Su.2)

1.79. Use specific knowledge and skills when completing personal care activities involved in dressing (e.g., tying shoes, buttoning a shirt correctly, matching an outfit, dressing appropriately for the occasion, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.80. Use strategies to complete dressing activities effectively and efficiently and on a regular basis (e.g., use sayings to indicate which colors do not match; use a rhyme to remember how to tie your shoes; ask someone to show you correct method to tie a tie; use alternative approaches—clip-on tie, Velcro shoe straps, hang matching clothes together; ask a roommate or friend attending the same event what to wear). (IF.A.1.In.2, IF.A.1.Su.2)

1.81. Accept assistance with and participate in activities and tasks associated with daily dressing routines. (IF.A.1.Pa.2)
Specify home routines: _____ ❏ morning   _____ ❏ after school   _____ ❏ evening
Specify school routines: _____ ❏ arrival   _____ ❏ during day   _____ ❏ departure
Specify community routines: _____ ❏ volunteer activities   _____ ❏ special events

Grooming

1.82. Identify persons, objects, tasks, and areas associated with personal care activities involved in grooming. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ hair—shampooing, drying, combing, styling, cutting
_____ ❏ nails—cutting, cleaning, filing
_____ ❏ cosmetics—applying, removing
_____ ❏ shaving
_____ ❏ other: _____

1.83. Identify when personal care activities involved in grooming are needed (e.g., hair—wash when taking a shower, style before going out, brush when messy or tangled, cut when too long; nails—cut when too long, file when uneven, clean when dirty; cosmetics—apply when dressing up or when desired, remove before bedtime). (IF.A.1.In.2, IF.A.1.Su.2)

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1.84. Use specific knowledge and skills when completing grooming activities (e.g., hair—parting hair evenly, fixing hair according to style, knowing the difference between shampoo and conditioner; nails—not cutting too short, filing evenly, knowing how to clean and file; cosmetics—correctly apply makeup, use the right amount, knowing where each type of cosmetic is applied, knowing how to remove; shaving—knowing about different types of shavers, using electric razors). (IF.A.1.In.2, IF.A.1.Su.2)

1.85. Use strategies when completing grooming activities effectively and efficiently and on a regular basis (e.g., look at pictures in magazines to choose hair style; mark recurring events on calendar—hair cut every six weeks, permanent every six months; mark scheduled appointments on calendar; ask friend, relative or doctor about appropriate choice of cosmetics; store grooming supplies together). (IF.A.1.In.2, IF.A.1.Su.2)

1.86. Accept assistance with and participate in activities and tasks associated with daily grooming routines. (IF.A.1.Pa.2)
Specify home routines: _____ ❑ morning   _____ ❑ after school   _____ ❑ evening
Specify school routines:_____ ❑ arrival   _____ ❑ during day   _____ ❑ departure
Specify community routines: _____ ❑ volunteer activities   _____ ❑ special events

Hygiene

1.87. Identify persons, objects, tasks, and areas associated with personal care activities involved in hygiene. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❑ washing and bathing
_____ ❑ dental care
_____ ❑ using the toilet
_____ ❑ menstrual care
_____ ❑ other: _____

1.88. Identify when personal care activities involved in hygiene are needed (e.g., hand washing—when hands are dirty, before meals, after the bathroom is used; bathing—at least once a day (morning or evening), after a sporting event, after playing outdoors; using the toilet—before getting in the car for a long trip, before bed, after meals; dental hygiene—brush teeth after meals, when you wake up and before you go to bed, floss teeth daily, get teeth cleaned at the dentist every six months; menstrual hygiene—use products monthly as needed, dispose of products appropriately). (IF.A.1.In.2, IF.A.1.Su.2)

1.89. Use specific knowledge and skills when completing hygiene activities (e.g., correctly brushing and flossing teeth, using the toilet, using deodorant, cleaning up afterwards, knowing how to make the water the correct temperature for bathing or hand washing, knowing how to flush toilet, knowledge of why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community

1.90. Use strategies to complete hygiene activities effectively and efficiently and on a regular basis (e.g., mark spot on water control for comfortable bath or shower temperature; store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means of meeting hygiene needs—special gum for tooth cleaning, personal wipes). (IF.A.1.In.2, IF.A.1.Su.2)

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1.91. Accept assistance with and participate in activities and tasks associated with daily hygiene routines. (IF.A.1.Pa.2)
Specify home routines: _____ ❏ morning _____ ❏ after school _____ ❏ evening
Specify school routines:_____ ❏ arrival _____ ❏ during day _____ ❏ departure
Specify community routines: _____ ❏ volunteer activities _____ ❏ special events

Motor Control

1.92. Identify personal care needs involved in motor control. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ strength, stamina, endurance, and muscular flexibility
_____ ❏ postural alignment for sitting, standing, lifting, and movement
_____ ❏ proximity to objects
_____ ❏ other: _____

1.93. Identify when personal care activities are needed for motor control (e.g., weight training or physical therapy to build muscles to complete daily tasks, cardiovascular exercise to increase stamina and endurance, use of assistive devices for correct posture). (IF.A.1.In.2, IF.A.1.Su.2)

1.94. Use specific knowledge and skills when completing personal care activities needed for motor control (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques; knowing how much strength is needed to lift an object; knowing correct posture or positioning for various activities; knowing which objects are too heavy to lift by yourself). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

1.95. Use strategies related to motor control to complete personal care activities effectively and efficiently and on a regular basis (e.g., ask occupational/physical therapist about lifting and moving; use adaptive/assistive devices when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)

1.96. Accept assistance with and participate in activities and tasks associated with motor control routines. (IF.A.1.Pa.2)
Specify home routines: _____ ❏ morning _____ ❏ after school _____ ❏ evening
Specify school routines:_____ ❏ arrival _____ ❏ during day _____ ❏ departure
Specify community routines: _____ ❏ volunteer activities _____ ❏ special events

Nutrition

1.97. Identify persons, objects, tasks, and areas associated with common health care activities involving nutrition. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ selecting food that provides optimum nutritional value
_____ ❏ maintaining, losing, or gaining weight
_____ ❏ choosing a diet that follows the Food Guide Pyramid
_____ ❏ using dietary supplements—vitamins, energy bars
_____ ❏ other: _____

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1.98. Identify when health care activities are needed for nutrition (e.g., when decreasing food intake, when increasing food intake, when maintaining weight, when planning meals for a week, when making a grocery list). (IF.A.1.In.2, IF.A.1.Su.2)

1.99. Use specific knowledge and skills when completing health care activities involving nutrition (e.g., using the Food Guide Pyramid when planning a meal, selecting nutritious snacks or meals, interpreting nutritional information on packages, limiting the amount of intake, identifying benefits and risks with dietary supplements). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community

1.100. Use strategies related to nutrition to complete health care activities effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals; keep a list of nutrient-dense and nutrient-lacking foods; pre-measure servings—make and freeze hamburger patties ahead of time; use measuring devices to serve food—one-half cupful of mashed potatoes; purchase perishable food in small amounts; ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)

1.101. Accept assistance with and participate in activities and tasks associated with daily nutrition routines. (IF.A.1.Pa.2)
Specify home routines: _____ ❑ morning _____ ❑ after school   _____ ❑ evening
Specify school routines:_____ ❑ breakfast _____ ❑ lunch   _____ ❑ snack
Specify community routines: _____ ❑ eating out   _____ ❑ volunteer activities

Diseases

1.102. Identify persons, objects, tasks, and areas associated with health care issues involving diseases. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❑ identifying communicable diseases and their symptoms
         _____ ❑ knowing how diseases are transmitted and their incubation periods
         _____ ❑ knowing preventative measures and ways to avoid contact
         _____ ❑ knowing possible treatments for communicable diseases
         _____ ❑ knowing about causes and symptoms of cancer, cardiovascular disease, emphysema, diabetes, and other chronic diseases
         _____ ❑ knowing how to get treatment for diseases and illnesses
         _____ ❑ other: _____

1.103. Identify when health care is needed for treatment or control of diseases (e.g., when minor symptoms persist, when you don't feel well enough to continue an activity, when you are in pain). (IF.A.1.In.2, IF.A.1.Su.2)

1.104. Use specific knowledge and skills when completing health care activities involving the treatment and control of diseases (e.g., getting enough fluids and rest, staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community

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1.105. Use strategies related to disease control to complete health care activities effectively and efficiently and on a regular basis (e.g., ask a friend or relative, put daily medicines in compartmentalized container, use proper hygiene to avoid contact). (IF.A.1.In.2, IF.A.1.Su.2)

1.106. Accept assistance with and participate in activities and tasks associated with disease prevention and treatment. (IF.A.1.Pa.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

First Aid

1.107. Identify persons, objects, tasks, and areas associated with health care activities involving first aid. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ stopping bleeding and applying bandages
_____ ❏ taking care of burns, poisons, and wounds
_____ ❏ using cardiopulmonary resuscitation (CPR)
_____ ❏ getting help when needed
_____ ❏ other: _____

1.108. Identify when first aid is needed (e.g., after an accident; after skin has been cut, burned, or wounded; when somebody is choking; when somebody is unconscious and not breathing). (IF.A.1.In.2, IF.A.1.Su.2)

1.109. Use specific knowledge and skills when completing health care activities involving first aid (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, applying gauze and tape to a wound properly, knowing the methods of stopping bleeding, knowing how to properly clean and apply medicines to wounds and burns, knowing when to not move an injured person, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

1.110. Use strategies to provide first aid effectively and efficiently (e.g., keep first aid supplies and guide stored together; take a first aid course; ask someone to show you how to properly administer first aid; keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)

1.111. Accept assistance with and participate in activities and tasks associated with first aid treatment. (IF.A.1.Pa.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

Wellness

1.112. Identify persons, objects, tasks, and areas associated with health care activities involved in maintaining wellness. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ obtaining routine medical care, periodic check-ups
_____ ❏ getting regular rest and exercise
_____ ❏ maintaining a nutritious diet
_____ ❏ taking steps to maintain a positive mental attitude
_____ ❏ other: _____

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1.113. Identify health care activities that are needed for wellness (e.g., creating a wellness plan, seeing general practitioner, gynecologist, and ophthalmologist annually or as needed; seeing the dentist every six months for a cleaning; taking time for yourself; maintaining positive social contacts). (IF.A.1.In.2, IF.A.1.Su.2)

1.114. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying eating habits, maintaining a regular exercise program, identifying sources of stress, balancing own schedule of activities). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.115. Use strategies to complete wellness activities effectively and efficiently and on a regular basis (e.g., develop a wellness routine and follow it; participate in wellness activities with a friend; keep nonprescription drugs stored together; check expiration dates on nonprescription drugs every six months; ask doctor and dentist to send out reminders for annual physicals or six-month checkups; ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)

1.116. Accept assistance with and participate in activities and tasks associated with wellness. (IF.A.1.Pa.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

Tobacco, Alcohol, and Other Drug Use and Abuse

1.117. Identify persons, objects, tasks, and areas associated with prevention of tobacco, alcohol, and other drug abuse. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ identifying the appropriate use of prescription and nonprescription drugs
          _____ ❏ identifying physical dangers of tobacco, alcohol, and other drug abuse
          _____ ❏ identifying mental and social dangers of tobacco, alcohol, and other drug abuse
          _____ ❏ identifying legal control of tobacco, alcohol, and other drug use
          _____ ❏ identifying the role of peer pressure
          _____ ❏ other: _____

1.118. Identify when health care activities are needed for tobacco, alcohol, and other drug abuse (e.g., using alcohol habitually, taking drugs when no medical problem exists). (IF.A.1.In.2, IF.A.1.Su.2)

1.119. Use specific knowledge and skills related to tobacco, alcohol, and other drug abuse when completing health care activities (e.g., taking only specified amount of prescription and nonprescription drugs; identifying the dangers of alcohol, tobacco, and drug abuse; abiding by legal restrictions; knowing the characteristics of addiction; knowing how to resist peer pressure; identifying the negative impact of advertising and media related to substance abuse). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.120. Use strategies to prevent tobacco, alcohol, and other drug abuse effectively and efficiently and on a regular basis (e.g., keep a list of recommendations and warnings with the prescriptions you take regularly; do not drink alcohol; do not smoke or chew tobacco; join a support group for substance abusers, if needed; ask a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)

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1.121. Accept assistance with and participate in activities and tasks associated with prevention and treatment of tobacco, alcohol, and other drug abuse. (IF.A.1.Pa.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

Disability Awareness and Management

1.122. Identify activities involved in disability awareness and management. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ appropriate use of equipment, assistive or adaptive devices
_____ ❏ recognizing the need for repair or maintenance of any prosthesis
_____ ❏ management of daily medical needs
_____ ❏ requesting assistance with disability needs when necessary
_____ ❏ other: _____

1.123. Use specific knowledge and skills when completing activities involving disability awareness and management (e.g., correctly using equipment, assistive, or adaptive devices; appropriately administering self-medication; appropriately finding assistance with disability needs; knowing causal factors related to disability and their implications; knowing treatment for disability and any associated problems; knowing limitations due to disability; knowing availability and function of assistive and adaptive devices). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.124. Use strategies to complete activities related to disability awareness and management effectively and efficiently and on a regular basis (e.g., store instructions for adaptive/assistive equipment in one place; keep all papers related to eligibility for various services in a safe place; join an advocacy group; get on a mailing list of disability advocacy groups; ask friends with similar disabilities; keep a list of agencies to call for assistance or to answer questions—hot line or referral line). (IF.A.1.In.2, IF.A.1.Su.2)

1.125. Accept assistance with and participate in activities and tasks associated with disability awareness and management. (IF.A.1.Pa.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

Exercise Programs

1.126. Identify persons, objects, tasks, and areas associated with health care activities involved in exercise programs. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ selecting appropriate exercise activities for fitness
_____ ❏ performing specific exercises
_____ ❏ maintaining participation in exercise programs
_____ ❏ identifying potential problems resulting from exercise programs
_____ ❏ evaluating the benefits of an exercise program
_____ ❏ requesting assistance with disability needs when necessary
_____ ❏ other: _____

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1.127. Identify when exercise programs are needed (e.g., to control weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

1.128. Use specific knowledge and skills when completing an exercise program (e.g., refining motor skills to complete exercises—using weights, swimming, running; increasing coordination for aerobics, yoga, karate, jumping rope; identifying ways to motivate yourself to continue; identifying symptoms of overexertion—sore muscles, cramps, incontinence; monitoring own progress). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.129. Use strategies related to exercise programs effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan; set up a schedule for regular exercise and follow it; exercise with a buddy; join an exercise group at local YMCA or community center; watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

1.130. Accept assistance with and participate in activities and tasks associated with exercise programs. (IF.A.1.Pa.2)
   Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

Mental Health

1.131. Identify persons, objects, tasks, and areas associated with activities for maintaining mental health. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: _____ ❏ identifying emotional needs and related social behaviors
   _____ ❏ identifying maladaptive behaviors and habits
   _____ ❏ identifying sources of stress or anxiety
   _____ ❏ determining own ability to deal with perceived causes of problems
   _____ ❏ determining potential impact or results of mental health problems
   _____ ❏ choosing to engage in alternate behaviors or activities to relieve problems
   _____ ❏ requesting assistance with mental health needs when necessary
   _____ ❏ other: _____

1.132. Identify when activities for maintaining mental health are needed (e.g., after major changes in your life, when you experience constant failure, when events in your life seem overwhelming, when you are "burned out"). (IF.A.1.In.2, IF.A.1.Su.2)

1.133. Use specific knowledge and skills when completing activities to maintain mental health (e.g., identifying types of mental health problems, identifying sources of assistance in the family or community, analyzing the potential impact of maladaptive behavior, examining own habits and behaviors). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.134. Use strategies related to maintaining mental health effectively and efficiently and on a regular basis (e.g., regularly schedule time for yourself, keep long-term goals in sight, set up a network of relatives and friends you can turn to). (IF.A.1.In.2, IF.A.1.Su.2)

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1.135. Accept assistance with and participate in activities and tasks associated with mental health. (IF.A.1.Pa.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

USING COMMUNITY RESOURCES AND TRAVEL

Using Community Services (General Process)

1.136. Identify community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ employment—state employment services, Vocational Rehabilitation, private agencies
_____ ❏ housing/home maintenance—real estate agents, rental agencies, pest control
_____ ❏ medical/health/wellness—doctors, dentists, hospitals, clinics, support groups
_____ ❏ civil—voter registration, tax collector, license bureau
_____ ❏ utilities—water, electric, garbage collection
_____ ❏ communication—telephone, mail, e-mail
_____ ❏ transportation—bus, taxi, bicycle
_____ ❏ personal services—barber, dry cleaner, laundromat
_____ ❏ retail stores—department stores, clothing stores, shoe stores, grocery stores
_____ ❏ food services— restaurants, cafeterias, bakeries
_____ ❏ financial—banks, credit unions, insurance agents
_____ ❏ recreation/leisure/entertainment—movies, libraries, community centers
_____ ❏ legal/advocacy—lawyers, advocacy and protection groups
_____ ❏ educational—adult education, trade schools, community colleges, school board
_____ ❏ emergency—police, fire, ambulance, Red Cross
_____ ❏ other: _____

1.137. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with specific needs would need to be contacted (e.g., when you desire to get a new product, when equipment has broken down, when you don't feel well, when you are looking for a job). (IF.A.2.In.1, IF.A.2.Su.1)

1.138. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with specific needs (e.g., government agencies, family, friends, newspaper, phone book, neighbors). (IF.A.2.In.1, IF.A.2.Su.1)

1.139. Use various sources to gain information about community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)

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1.140. Identify advantages and disadvantages of particular types of community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ community service agencies: advantages—usually free or low cost; disadvantages—may have a waiting list, may have eligibility limitations
_____ ❏ businesses: advantages—customer service focus, convenience; disadvantages—higher cost
_____ ❏ other resources (i.e., friends, neighbors, co-workers): advantages—want to help, little or no cost; disadvantages—may have less knowledge than professionals

1.141. Select the community service agency, business, or other resource that will meet (or is most likely to meet) an individual's specific needs for assistance (e.g., immediate service, low cost, quality service, consistent service, dependability, location, availability). (IF.A.2.In.1, IF.A.2.Su.1)

1.142. Locate community service agencies, businesses, or other resources to assist individuals with specific needs (e.g., call to obtain address, look up address in phone book, ask a friend or co-worker for directions). (IF.A.2.In.1, IF.A.2.Su.1)

1.143. Identify ways of contacting community service agencies, businesses, or other resources to assist individuals with specific needs (e.g., telephone, fax, e-mail, personal visit). (IF.A.2.In.1, IF.A.2.Su.1)

1.144. Contact community service agencies, businesses, or other resources to assist individuals with specific needs when necessary (e.g., to ask questions about a bill, to make an appointment, to find out services, to get a price estimate). (IF.A.2.In.1, IF.A.2.Su.1)

1.145. Use the specific knowledge and skills that are required to obtain and benefit from a particular service related to specific needs (e.g., knowing standard rates, knowing what needs to be fixed, knowing reputation of provider, gathering documentation, requesting assistance, maintaining continued contacts if needed). (IF.A.2.In.1, IF.A.2.Su.1)

1.146. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)
Specify setting: _____ ❏ home   _____ ❏ school   _____ ❏ community

Using Specific Community Services

1.147. Use basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, paying for the cost). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ hair care   _____ ❏ laundromat   _____ ❏ dry cleaner
_____ ❏ other: _____

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1.148. Use basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ library _____ ❏ parks and recreation
_____ ❏ public safety _____ ❏ public health department
_____ ❏ other: _____

1.149. Use basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate the store, finding the desired items to purchase, using comparison shopping techniques). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ department stores _____ ❏ convenience stores _____ ❏ drug stores
_____ ❏ grocery stores _____ ❏ hardware stores _____ ❏ specialty stores
_____ ❏ flea markets _____ ❏ second-hand stores _____ ❏ garage sales
_____ ❏ other: _____

1.150. Use basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying for the bill). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ restaurants _____ ❏ cafeterias
_____ ❏ fast food chains _____ ❏ refreshment stands
_____ ❏ vending machines _____ ❏ other: _____

1.151. Use basic knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ movies _____ ❏ arenas
_____ ❏ skating rinks _____ ❏ video arcades
_____ ❏ museums—science, arts, historical _____ ❏ bowling alleys
_____ ❏ skating rinks _____ ❏ other: _____

1.152. Use basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, getting a money order, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ banks _____ ❏ credit unions _____ ❏ savings and loan institutions
_____ ❏ other: _____

1.153. Use basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, making an appointment, filling out an application, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ clinics _____ ❏ hospitals _____ ❏ doctor's offices
_____ ❏ public health department _____ ❏ mental health and guidance clinics
_____ ❏ other: _____

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Mail and Telephone Services

1.154. Identify community service agencies, businesses, or other resources that assist individuals with mail, telephone, and e-mail to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ❑ mail—US Post Office; shipping services
_____ ❑ telephone—local provider, long distance carrier, cellular phone company
_____ ❑ e-mail—Internet service providers
_____ ❑ other: _____

1.155. Use basic knowledge and skills when using mail services to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ❑ writing a card or letter
_____ ❑ addressing an envelope
_____ ❑ determining and obtaining correct postage
_____ ❑ locating and using mail boxes
_____ ❑ using pickup and delivery services
_____ ❑ registering a change of address
_____ ❑ packing a box for shipping
_____ ❑ selecting and using a shipping service
_____ ❑ other: _____

1.156. Demonstrate the specific knowledge and skills required to use a telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ❑ knowing the function and use of telephone parts
_____ ❑ knowing the function of various signals and tones
_____ ❑ selecting correct way to dial local numbers
_____ ❑ knowing how to get assistance with telephone services
_____ ❑ using emergency numbers such as 911
_____ ❑ using adaptive telephones and telephone services
_____ ❑ using basic information numbers such as 411
_____ ❑ using pay telephones
_____ ❑ other: _____

1.157. Demonstrate specific knowledge and skills required to communicate by telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ❑ what to say when answering the phone
_____ ❑ what to say when making a call
_____ ❑ what to say when ending a call
_____ ❑ how to maintain a phone conversation
_____ ❑ how to leave a message
_____ ❑ how to take a message
_____ ❑ other: _____

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General Knowledge about Travel

1.158. Identify various means of transportation for people with disabilities (e.g., walking; special transit services; special assistance on trains, airlines, taxis). (IF.A.2.In.2, IF.A.2.Su.2)

1.159. Identify the advantages and disadvantages of various means of transportation. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ ❏ cost   _____ ❏ handicap accessibility
          _____ ❏ routes   _____ ❏ hours of operation
          _____ ❏ convenience   _____ ❏ other: _____

1.160. Identify the dangers and responsibilities of, and behavior appropriate to, independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—keeping hands to self, not talking loudly, being polite, asking driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

1.161. Select appropriate transportation for routine travel needs (e.g., financially feasible, appropriate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)

Mobility in an Enclosed Space or Room

1.162. Identify and locate desired area in a room (e.g., find a vacant seat in a classroom; sit in student's desk in classroom, not the teacher's). (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.163. Move to desired location in a room safely and effectively. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.164. Accept assistance with and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.165. Accept assistance with and participate in the sequence of tasks or activities to locate exits and entrances in familiar rooms. (IF.A.2.Pa.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.166. Accept assistance with and participate in the sequence of tasks or activities to locate specified areas in familiar rooms. (IF.A.2.Pa.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

Mobility in Buildings

1.167. Identify and find specific locations in the school environment when completing functional tasks (e.g., classrooms, administrative offices, gymnasiums, media centers, eating areas, restrooms, recreation areas, waste disposal area, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

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1.168. Identify and find specific locations in home when completing functional tasks (e.g., living area, eating area, kitchen, bath, recreation area, laundry area, waste disposal, storage area). (IF.A.2.In.2, IF.A.2.Su.2)

1.169. Identify and find specific locations in stores when completing functional tasks (e.g., grocery store—produce, deli, bakery, frozen foods, canned foods, paper products, cashier, restrooms; department store—dressing rooms, men's clothing, women's clothing, shoes, linens, cashier, restroom; video store—new releases, science fiction, horror films, comedy films, cashier). (IF.A.2.In.2, IF.A.2.Su.2)

1.170. Identify and find specific locations in restaurants when completing functional tasks (e.g., nonsmoking and smoking sections, hostess stand, cashier, restrooms, customer dining area, telephones). (IF.A.2.In.2, IF.A.2.Su.2)

1.171. Identify and find specific locations in buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)

1.172. Locate a specific room, apartment, or office according to its name or number (e.g., use directional signs, numbers or letters on doors, directories). (IF.A.2.In.2, IF.A.2.Su.2)

1.173. Enter and exit buildings through appropriate doorways (e.g., attend to "Enter," "No Entry," "Authorized Personnel Only," "Exit" designations on doors). (IF.A.2.In.2, IF.A.2.Su.2)

1.174. Accept assistance with and participate in the sequence of tasks or activities to locate desired areas in familiar buildings. (IF.A.2.Pa.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.175. Accept assistance with and participate in sequence of tasks or activities to perform ancillary mobility tasks (e.g., closing door, opening window). (IF.A.2.Pa.2)

1.176. Operate a self-service elevator when moving about a building (e.g., press call button, step inside, press desired floor, exit). (IF.A.2.In.2, IF.A.2.Su.2)

1.177. Use an escalator safely (e.g., step on, hold on to rail, step off). (IF.A.2.In.2, IF.A.2.Su.2)

1.178. Accept assistance with and participate in the sequence of tasks or activities to travel within or between buildings in the local community. (IF.A.2.Pa.2)

Traveling in the Community

1.179. Locate community facilities on a local map and in the phone book (e.g., determine desired location, use index to find facility or street address, identify coordinates, locate on map). (IF.A.2.In.2, IF.A.2.Su.2)

1.180. Find a desired location in the community by street signs (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)

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1.181. Find desired location in the community by building or house number (e.g., determine number of desired location, identify if odd or even number, determine which side odd and even numbers are on, determine if numbers are ascending or descending, identify direction, identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)

1.182. Move about in the immediate neighborhood from one location to another (e.g., walking, bicycle, car, roller blades or roller skates). (IF.A.2.In.2, IF.A.2.Su.2)

1.183. Use available modes of transportation to reach desired locations in the community (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)

1.184. Practice safety procedures when walking or biking (e.g., wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

1.185. Practice safety procedures when riding in a car (e.g., use the seatbelt, lock doors when riding, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)

1.186. Accept assistance with and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)
Specify: _____

Using Public Transportation

1.187. Locate the bus stop for a desired bus (e.g., obtain schedule, identify bus stops, identify closest stop). (IF.A.2.In.2, IF.A.2.Su.2)

1.188. Signal a bus to stop from numeral and destination names appearing on the bus. (IF.A.2.In.2, IF.A.2.Su.2)

1.189. Use maps to travel on a bus and other mass transit vehicles and systems as appropriate to the community (e.g., determine if route system goes to destination). (IF.A.2.In.2, IF.A.2.Su.2)

1.190. Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train, or flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)

1.191. Accept assistance with and participate in the sequence of tasks or activities to travel on public transportation (e.g., bus, airplane). (IF.A.2.Pa.2)

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2. **Demonstrate social skills to respond appropriately to the environment, including the ability to build and maintain satisfactory interpersonal relationships and solve personal problems.**

IF.B.1.In.1	make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
IF.B.1.In.2	carry out and revise plans related to decisions about personal and career choices.
IF.B.1.Su.1	make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
IF.B.1.Su.2	carry out plans and adjust to changing circumstances—with guidance and support.
IF.B.1.Pa.1	participate in expressing personal needs—with assistance.
IF.B.2.In.1	identify patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.3	respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.1	identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.3	respond effectively to unexpected events and potentially harmful situations—with guidance and support.
IF.B.2.Pa.1	participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
IF.B.2.Pa.2	participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.
SE.A.1.In.1	cooperate in a variety of group situations.
SE.A.1.In.2	assist in establishing and meeting group goals.
SE.A.1.In.3	function effectively within formal organizations.
SE.A.1.Su.1	cooperate in group situations—with guidance and support.
SE.A.1.Su.2	function effectively within formal organizations—with guidance and support.
SE.A.1.Pa.1	participate effectively in group situations—with assistance.
SE.A.2.In.1	interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1	interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
SE.A.2.Pa.1	engage in routine patterns of interaction with others when participating in daily activities—with assistance.

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Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
_____ physical assistance ❏ full ❏ partial   _____ assistive technology ❏ full ❏ partial

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MAKING AND CARRYING OUT PLANS

Planning Process for Personal Goals

2.1. Identify personal situations that call for a plan (e.g., creating a wellness plan, moving to a new apartment, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)

2.2. Identify the benefits of using a planning process to set personal goals (e.g., helps you to stay on track, useful in monitoring progress, can be motivating). (IF.B.1.In.1, IF.B.1.Su.1)

2.3. Identify criteria to use to determine when a plan is needed (e.g., availability of options, time and resources available for planning, long-term impact of decision). (IF.B.1.In.1, IF.B.1.Su.1)

2.4. Describe steps to be followed when making a plan. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ identify goal or outcome
       _____ ❏ identify needed resources
       _____ ❏ determine major tasks
       _____ ❏ schedule tasks
       _____ ❏ other: _____

2.5. Identify sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ individuals—family members, supervisors, teachers
       _____ ❏ agencies—government agencies, religious organizations, schools
       _____ ❏ other: _____

Using Self-appraisal for Personal Goals

2.6. Use self-appraisal to indicate personal strengths or needs (e.g., physical appearance, personality, social skills, performance in school, performance outside of school, talents, interests, preferences for activities). (IF.B.1.In.1, IF.B.1.Su.1)

2.7. Evaluate the results of self-appraisal to determine personal goals (e.g., determine personal strengths and needs, identify practices that maximize strengths and minimize needs). (IF.B.1.In.1, IF.B.1.Su.1)

2.8. Identify how a positive view of self can affect personal goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.1.Su.1)

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Determining Options and Risks for Personal Goals

2.9. Identify alternatives and choices available to reach personal goals (e.g., lose weight—follow the Food Guide Pyramid, start exercise program, consult a physician). (IF.B.1.In.1, IF.B.1.Su.1)

2.10. Identify the risks and benefits associated with each alternative choice (e.g., dieting risks—body may not get necessary vitamins, may take to an extreme; dieting benefits—clothes fit better). (IF.B.1.In.1, IF.B.1.Su.1)

2.11. Identify consequences of decisions before acting (e.g., starting to smoke—may cause cancer, heart disease, hypertension, and affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

2.12. Identify previous personal experiences related to setting personal goals (e.g., visiting a homeless shelter and then volunteering for a community program, getting counseling and then making improvements in personal relationships). (IF.B.1.In.1, IF.B.1.Su.1)

Setting Personal Goals

2.13. Set personal goals after selecting from options. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ short-term goals
_____ ❏ long-term goals
_____ ❏ other: _____

2.14. Determine if tasks needed to reach personal goals are reasonable (e.g., taking on only what you can handle, not planning too many tasks per day/week/month). (IF.B.1.In.1, IF.B.1.Su.1)

2.15. Identify when responsible planning is needed for personal choices (e.g., selecting a place to live, choosing a hobby). (IF.B.1.In.1, IF.B.1.Su.1)

2.16. Set goals for preferred school and extracurricular activities (e.g., passing specific courses, obtaining a diploma, joining a service group, joining a sports team). (IF.B.1.In.1, IF.B.1.Su.1)

2.17. Set personal goals related to preferred leisure activities (e.g., joining a recreational sports team, reading books). (IF.B.1.In.1, IF.B.1.Su.1)

2.18. Set personal goals related to preferred participation in community activities (e.g., participating in a religious organization; volunteering at a community organization; attending community affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)

2.19. Accept assistance with and participate in expressing personal preferences and desires related to own activities. (IF.B.1.Pa.1)
Specify: _____ ❏ personal care   _____ ❏ productive activities
_____ ❏ leisure and recreation activities
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

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Making Plans to Implement Personal Goals

2.20. Make a plan to implement personal goals (e.g., identify steps, record the steps, have someone look over steps, if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)

2.21. Identify the time, space, and materials needed to accomplish personal goals (e.g., fixing bicycle—need hour depending on extent of repairs, need an open space, a wrench, screw driver and oil; scoring a certain score on a test—allow several weeks for study time, obtain books on tips and sample questions, obtain copies of sample tests for practice). (IF.B.1.In.1, IF.B.1.Su.1)

2.22. Allocate, prioritize, and schedule the time, space, and materials needed to accomplish personal goals. (IF.B.1.In.1, IF.B.1.Su.1)

Carrying Out Personal Plans

2.23. Commit to project when carrying out plans related to personal goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)

2.24. Undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals (e.g., schedule changes, unavailable resources, personal illness). (IF.B.1.In.2, IF.B.1.Su.2)

2.25. Use evaluations to improve own performance when carrying out plans related to personal goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do, develop a plan to improve evaluations). (IF.B.1.In.2, IF.B.1.Su.2)

Monitoring Progress and Making Adjustments to Personal Plans

2.26. Periodically monitor own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current status, determine if on schedule, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

2.27. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., compare to original situation, review steps taken, calculate costs in time and money). (IF.B.1.In.2, IF.B.1.Su.2)

2.28. Adapt plan and personal goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

2.29. Accept assistance with and participate in expressing personal preferences and desires related to carrying out and making adjustments to plans. (IF.B.1.Pa.1)
Specify: _____ ❏ personal care   _____ ❏ productive activities
              _____ ❏ leisure and recreational activities
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

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Career Planning Process

2.30.   Identify the benefits of using a planning process to set career goals (e.g., increases motivation, improves organization, helps you to stay on track). (IF.B.1.In.1, IF.B.1.Su.1)

2.31.   Identify steps in a planning process to set career goals (e.g., determine strengths and needs, identify interests and abilities, match to opportunities, identify desired career and lifestyle). (IF.B.1.In.1, IF.B.1.Su.1)

2.32.   Identify sources of information about setting career goals (e.g., parents, teachers, relatives, possible employers, school counselor, career counselor). (IF.B.1.In.1, IF.B.1.Su.1)

2.33.   Use self-appraisal to indicate own strengths and needs related to possible careers (e.g., certificates received, test scores, previous experiences, physical strengths, interests, talents, desires). (IF.B.1.In.1, IF.B.1.Su.1)

2.34.   Identify personal strengths which affect realistic job choices (e.g., desire to please, problem-solving, communication, self-management, cheerfulness, cooperation, acceptance of criticism, manual dexterity, hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)

2.35.   Identify personal limitations that may affect career choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)

2.36.   Identify options available that are associated with selected careers (e.g., local job market, hiring practices, availability of support and training on the job, availability of entry-level positions). (IF.B.1.In.1, IF.B.1.Su.1)

2.37.   Identify risks associated with selected occupations and careers (e.g., dangerous working conditions, exposure to the illnesses of others, exposure to the elements, work with or around hazardous materials, long-term future may be unknown). (IF.B.1.In.1, IF.B.1.Su.1)

2.38.   Select preferred occupational and career choices for self (e.g., identify personal strengths and needs, evaluate experiences and education, identify jobs and careers that relate to personal preferences). (IF.B.1.In.1, IF.B.1.Su.1)

2.39.   Identify goals relating to own plan for high school and postsecondary training (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving a professional certificate). (IF.B.1.In.1, IF.B.1.Su.1)

2.40.   Accept assistance with and participate in expressing personal preferences and desires related to volunteer or community service activities. (IF.B.1.Pa.1)

2.41.   Commit to complete necessary training activities when carrying out plans related to career goals. (IF.B.1.In.2, IF.B.1.Su.2)

2.42.   Adapt career plan and goals in response to changing situations and requirements (e.g., if you don't get a job after applying, apply for other jobs that are similar; adjust plan to obtain another job). (IF.B.1.In.2, IF.B.1.Su.2)

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2.43. Accept assistance with and participate in expressing personal preferences and desires related to making adjustments in volunteer and workplace activities.
(IF.B.1.Pa.1)
Specify: _____ ❏ school   _____ ❏ community

PATTERNS OF CONDUCT

Independent Behaviors

2.44. Identify characteristics of behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ❏ self-initiation—begins tasks on own, asks for additional tasks upon completion
         _____ ❏ self-management—uses self-monitoring, self-instruction, and self-reinforcement techniques
         _____ ❏ self-control—manages unstructured time, controls responses to events
         _____ ❏ self-advocacy—requests needed resources, questions practices that appear unfair
         _____ ❏ self-esteem—sets challenging goals, says no to peer pressure
         _____ ❏ other: _____

2.45. Identify characteristics of behaviors that prevent one from functioning independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ❏ lack of self-initiation—waits until the last minute to start, avoids starting at all
         _____ ❏ lack of self-management—waits for others to check progress
         _____ ❏ lack of self-control—gets upset when unexpected events occur
         _____ ❏ lack of self-advocacy—lets others take all needed supplies
         _____ ❏ lack of self-esteem—won't try new tasks, makes negative comments about self
         _____ ❏ other: _____

2.46. Identify factors that support and require independent functioning in a variety of situations (e.g., availability of choices, availability of adaptive or assistive devices, opportunities to make decisions about activities, access to resources and supplies when needed). (IF.B.2.In.1, IF.B.2.Su.1)

2.47. Identify factors that prevent one from functioning independently in a variety of situations (e.g., high degree of external control by persons in the environment, extremely rigid rules and requirements, lack of options or personal choices, lack of access to needed resources and supplies, lack of encouragement). (IF.B.2.In.1, IF.B.2.Su.1)

2.48. Demonstrate behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ❏ self-initiation   _____ ❏ self-management   _____ ❏ self-control
         _____ ❏ self-advocacy   _____ ❏ self-esteem   _____ ❏ other: _____
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

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2.49. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ ❏ self-initiation   _____ ❏ self-management   _____ ❏ self-control
_____ ❏ self-advocacy   _____ ❏ self-esteem   _____ ❏ other: _____

Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

2.50. Accept assistance with and participate in exhibiting patterns of conduct that will increase own ability to function as independently as possible in a variety of situations. (IF.B.2.Pa.1)

Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

Social Behaviors

2.51. Identify characteristics of behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ ❏ consideration—makes polite comments, shares resources with others
_____ ❏ cooperation—does share of work on projects, accepts others' suggestions
_____ ❏ assertiveness—raises hand to participate in class, makes needs known to others
_____ ❏ response to humor or teasing—laughs without drawing attention, ignores
_____ ❏ response to criticism—makes needed changes, acknowledges others' views
_____ ❏ other: _____

2.52. Identify characteristics of behaviors that prevent one from functioning effectively in a variety of social situations. (IF.B.2.In.1, IF.2.Su.1)

Specify: _____ ❏ lack of consideration—won't wait for turn, will not clean up after finished with task
_____ ❏ lack of cooperation—won't help others with task, keeps all supplies
_____ ❏ lack of assertiveness—lets others take over equipment
_____ ❏ inappropriate response to humor or teasing—makes loud noises, gets angry
_____ ❏ inappropriate response to criticism—takes personally, makes negative comments, get angry
_____ ❏ other: _____

2.53. Identify factors that support effective functioning in a variety of social situations (e.g., availability of choices, availability of positive role models, opportunities to make decisions about activities). (IF.B.2.In.1, IF.B.2.Su.1)

2.54. Identify factors that prevent one from functioning effectively in a variety of social situations (e.g., lack of control by persons in the environment, lack of knowledge or non-compliance with rules and requirements, lack of options or personal choices, threats, peer pressure, lack of encouragement). (IF.B.2.In.1, IF.B.2.Su.1)

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2.55. Demonstrate behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ ❏ consideration _____ ❏ assertiveness
  _____ ❏ response to humor or teasing _____ ❏ response to criticism
  _____ ❏ cooperation _____ ❏ other: _____
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

2.56. Monitor own behaviors that enable one to function effectively in a variety of social situations and make adjustments if needed. (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ ❏ consideration _____ ❏ assertiveness
  _____ ❏ response to humor or teasing _____ ❏ response to criticism
  _____ ❏ cooperation _____ ❏ other: _____
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

2.57. Accept assistance with and participate in exhibiting patterns of conduct that will promote one's ability to function effectively in a variety of social situations. (IF.B.2.Pa.1)

Specify: _____ ❏ home _____ ❏ school _____ ❏ community

Sexual Relationships

2.58. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respects partner's desires, is consistent with expectations or rules of the situation and location, uses appropriate language, makes responsible decisions about when to have sexual relationships, chooses abstinence prior to marriage). (IF.B.2.In.1, IF.B.2.Su.1)

2.59. Identify behaviors that are irresponsible and inappropriate expressions of sexual relationships (e.g., uses inappropriate displays of affection in public, forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)

2.60. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., presence of positive role models, knowledge of consequences of behaviors). (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ ❏ home _____ ❏ school _____ ❏ community

2.61. Identify factors that may encourage behaviors that are not responsible and/or appropriate expressions of sexual relationships (e.g., bad role models, lack of reinforcement or feedback, use of alcohol, use of power or control, peer pressure). (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ ❏ home _____ ❏ school _____ ❏ community

2.62. Accept assistance with and participate in using behaviors which are responsible and appropriate expressions of affection and sexual relations with others. (IF.B.2.Pa.1)

Specify: _____ ❏ home _____ ❏ school _____ ❏ community

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Compliance with Laws, Rules, and Regulations

2.63. Discriminate between examples and non-examples of behaviors that are in compliance with laws, rules, and regulations (examples—wearing a seatbelt in the car, obeying traffic signals, throwing trash in a trash can, not trespassing; non-examples—speeding in a car, stealing from the grocery store, not paying bill at a restaurant). (IF.B.2.In.1, IF.B.2.Su.1)

2.64. Identify factors that promote behaviors that are in compliance with laws, rules, and regulations (e.g., knowledge of the laws, reinforcement for complying with laws, positive role models). (IF.B.2.In.1, IF.B.2.Su.1)

2.65. Identify factors in situations that may encourage behaviors that are not in compliance with laws, rules, and regulations (e.g., lack of knowledge of laws, peer pressure, lack of reinforcement for complying with laws). (IF.B.2.In.1, IF.B.2.Su.1)

2.66. Identify factors which indicate when non-compliance with laws, rules, and regulations should be reported to authorities (e.g., life-threatening, danger to self or others). (IF.B.2.In.1, IF.B.2.Su.1)

2.67. Demonstrate compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

2.68. Monitor own compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

2.69. Accept assistance with and participate in using behaviors that comply with existing laws, rules, and regulations. (IF.B.2.Pa.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

Identifying Potentially Dangerous Situations

2.70. Identify situations in the home that are potentially dangerous (e.g., an intruder at the door or window, attempting to enter the home; flood; fire; hurricane; tornado). (IF.B.2.In.3, IF.B.2.Su.3)

2.71. Identify situations in the school that are potentially dangerous (e.g., fighting, running in the halls, hiding weapons, unsupervised gathering on the school grounds). (IF.B.2.In.3, IF.B.2.Su.3)

2.72. Identify situations in the community that are potentially dangerous (e.g., accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in alleys or unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)

2.73. Identify situations in the workplace that are potentially dangerous (e.g., exposure to dangerous chemicals, co-workers with firearms, robbery, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

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2.74. Identify the hazards associated with adverse weather conditions (e.g., rain storms—thunder, lightning, strong winds, poor visibility, dangerous driving conditions; hurricanes and tornadoes—strong winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)

2.75. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, another person making threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)

2.76. Accept assistance with and participate in alerting others when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

Getting Assistance and Following Safety Procedures

2.77. Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)

2.78. Demonstrate ways to ask appropriate persons or agencies for assistance in various situations and emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)

2.79. Identify how to react to specific emergency situations (e.g., tornado—get under desk or in hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber's commands, report to police). (IF.B.2.In.3, IF.B.2.Su.3)

2.80. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

2.81. Identify safety procedures for fire drills and emergencies (e.g., remain calm, determine quickest exit route, do not collect belongings, walk, do not crowd doorways, look for smoke under doors, do not touch door knob, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)

2.82. Behave in ways that comply with fire drills and emergency procedures. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

2.83. Identify safety procedures for adverse weather conditions (e.g., lightening storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, go into bathroom, go into inner hallway). (IF.B.2.In.3, IF.B.2.Su.3)

2.84. Behave in ways that comply with safety procedures used during adverse weather conditions. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

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2.85. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community

WORKING IN GROUPS AND ORGANIZATIONS

Working in a Group

2.86. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1, SE.A.1.Su.1)

2.87. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)

2.88. Identify various roles and responsibilities individuals may have when working in a group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

2.89. Identify behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, passing on authority, taking turns, sharing materials, willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control or restraint when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)

2.90. Identify behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing members' efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early, working against other members). (SE.A.1.In.1, SE.A.1.Su.1)

2.91. Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)

2.92. Identify steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❑ discuss the problem
          _____ ❑ individually list possible causes
          _____ ❑ record individual member's suggestions and clarifications
          _____ ❑ discuss and verify causes
          _____ ❑ implement corrective action or solution
          _____ ❑ report results
          _____ ❑ move to next most probable cause or solution if initial action is ineffective
          _____ ❑ other: _____

2.93. Use appropriate steps for group problem solving in various situations. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community

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2.94. Use appropriate interpersonal communication skills when working in a group
(e.g., check for understanding, express opinions, state beliefs, provide input, speak when no one else is speaking, accept criticisms, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

2.95. Demonstrate behavior that meets social expectations when working in a group
(e.g., raising hand to speak, following the order of an agenda, understanding rules, abiding by rules, respecting the rights of others in group activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

2.96. Volunteer and assist in the completion of tasks requiring group effort
(e.g., volunteering for the Special Olympics, raising money for fund-raisers, taking part in charities, putting together a dance, decorating for a club or organization). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

2.97. Demonstrate responsibilities individuals have to their friends, peers, and co-workers when working in a group (e.g., keeping a trusting relationship, being dependable, not talking behind one another's back, helping through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

2.98. Accept assistance with and participate effectively in activities that involve groups.
(SE.A.1.Pa.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

Leadership Skills

2.99. Identify characteristics of leadership in a group activity (e.g., uses good speaking skills, shows confidence in expressing opinions, is knowledgeable, is respected, influences group members, facilitates decisions, initiates interactions between group members). (SE.A.1.In.2)

2.100. Identify the effects that different kinds of leaders have on a group's productivity.
(SE.A.1.In.2)
Specify: _____ ❏ supportive leaders—more participation by group members, more flexible
_____ ❏ controlling leaders—group members may operate in fear
_____ ❏ negligent leaders—group members may not stay on task
_____ ❏ other: _____

2.101. Identify behaviors that are used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action).
(SE.A.1.In.2)

2.102. Identify individual styles when working in groups (e.g., leader, follower, negotiator, productive worker). (SE.A.1.In.2)

2.103. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions, using a group reflection).
(SE.A.1.In.2)

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Functioning in Organizations

2.104. Identify organizations in which individuals participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)

2.105. Identify characteristics of formal organizations (e.g., structures for authority, governed by rules, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)

2.106. Identify rules and codes of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ ❏ policy manuals
_____ ❏ rules and regulations
_____ ❏ security systems
_____ ❏ other: _____

2.107. Identify expectations of behavior within selected formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ ❏ school   _____ ❏ agencies
_____ ❏ businesses   _____ ❏ institutions
_____ ❏ service organizations   _____ ❏ other: _____

2.108. Identify behaviors that may conflict with expectations of organizations (e.g., rearranging schedule, dressing inappropriately, stating personal ethical or moral standards that may conflict with organization). (SE.A.1.In.3, SE.A.1.Su.2)

2.109. Demonstrate behavior that complies with existing rules and code of conduct of the organization (e.g., respecting authority and co-workers; refraining from physical conflict; not causing physical harm to others; complying with dress codes; keeping tobacco, alcohol, and other drugs out of the organization). (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ ❏ school   _____ ❏ community

2.110. Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., personal ethical or moral standards may conflict with the job; personal choices may conflict with moving to a new location or transferring to a new site; personal choices may conflict with rearranging work schedule). (SE.A.1.In.3, SE.A.1.Su.2)

2.111. Accept assistance with and participate effectively in activities of organizations. (SE.A.1.Pa.1)
Specify: _____ ❏ school   _____ ❏ community

INTERACTING WITH OTHERS

Identifying Types of Relationships

2.112. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, religious groups, community members). (SE.A.2.In.1, SE.A.2.Su.1)

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2.113. Identify qualities of a positive relationship (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting others for who they are, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)

2.114. Identify qualities of a destructive relationship (e.g., being vengeful to each other, talking behind each other's back, physically hurting the other, using harsh language toward the other, not sharing with each other, arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)

2.115. Identify personal characteristics that makes one a good friend (e.g., does not talk about the other, says positive things about the friend, helps friend in time of crisis, makes friend laugh, does not make rude comments to the friend, does not physically harm friend, shares with friend, respects friend, encourages friend). (SE.A.2.In.1, SE.A.2.Su.1)

2.116. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, angry people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)

2.117. Identify effects of negative peer pressure on interpersonal relationships (e.g., persuading a person to do something he or she does not want to do, breaking a rule or law, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)

Interpersonal Communication Skills

2.118. Identify characteristics of communication which promote good relationships with others (e.g., using polite language, saying polite comments). (SE.A.2.In.1, SE.A.2.Su.1)

2.119. Demonstrate characteristics of communication which promote good relationships with others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

2.120. Identify steps for introducing oneself to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

2.121. Demonstrate steps for introducing oneself to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

2.122. Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)

2.123. Demonstrate behaviors that represent active listening (e.g., checking for understanding, using 'I' messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

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2.124. Identify verbal and nonverbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another, crossing arms over chest; verbal comments—commenting on their appearance, telling someone they did a good job, telling someone to leave you alone, walking away from someone). (SE.A.2.In.1, SE.A.2.Su.1)

2.125. Identify behaviors and communications that compliment others (e.g., saying "Good job" or "Well done," honoring others with rewards, commending others, giving social praise to others, applauding others, approving of others' efforts). (SE.A.2.In.1, SE.A.2.Su.1)

2.126. Demonstrate behaviors and communications that are complimentary to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

2.127. Accept assistance with and participate in communicating with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

Using Appropriate Behavior

2.128. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, being friendly, showing respect, sharing with others). (SE.A.2.In.1, SE.A.2.Su.1)

2.129. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., being vengeful to others, physically hurting others). (SE.A.2.In.1, SE.A.2.Su.1)

2.130. Identify attitudes and behaviors toward others that help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others, giving others credit for contributions). (SE.A.2.In.1, SE.A.2.Su.1)

2.131. Initiate interactions with peers, family, and friends (e.g., saying "Hello," introducing yourself, asking another's name, identifying your role in community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

2.132. Use appropriate techniques to invite a peer to join a group (e.g., gain attention; check if interested; give time to consider invitation and respond; show appreciation; show understanding, if refused). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

2.133. Display acceptance for a person with characteristics different than one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

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2.134. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❑ home _____ ❑ school _____ ❑ community

2.135. Use actions of others as social cues (e.g., wait to start eating until all have been served, let others go first when waiting in line, do not sit down until all others are seated). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❑ home _____ ❑ school _____ ❑ community

2.136. Accept assistance with and participate in interacting with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify setting: _____ ❑ home _____ ❑ school _____ ❑ community

Physical Contact

2.137. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands; displays of affection—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

2.138. Demonstrate behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands, waving; displays of friendship—patting on back, shaking hands; displays of affection—giving a hug, giving a kiss, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❑ home _____ ❑ school _____ ❑ community

2.139. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when they don't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)

2.140. Identify responses to inappropriate physical contact from others in ways that will protect the person (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

2.141. Use effective responses to inappropriate physical contact from others (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

2.142. Identify sources of assistance if a person experiences inappropriate physical contacts from others (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)

2.143. Accept assistance with and participate in making appropriate physical contact with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ ❑ home _____ ❑ school _____ ❑ community

2.144. Accept assistance with and participate in alerting others of inappropriate physical contact with others. (SE.A.2.Pa.1)
Specify: _____ ❑ home _____ ❑ school _____ ❑ community

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Special Skills Courses
Course Number: 7863000
Course Title: Social Personal: 6-8

A.   **Major Concepts/Content.** The purpose of this course is to provide instruction related to environmental, interpersonal, and task-related behavior of students with disabilities.

The content should include, but not be limited to, the following:

- appropriate classroom behavior
- social and personal development
- communication skills
- behavioral control
- conflict resolution
- responsibility
- interpersonal and intrapersonal problem solving
- appropriate use of leisure time

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1   complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1   complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1   participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B.   **Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student must master each year should be specified on an individual basis.

Students with disabilities who are likely to pursue a standard high school diploma may take this course. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark

for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of

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practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C.   Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1.   Use behaviors that promote appropriate student interaction within physical surroundings.

IF.B.2.In.1   identify patterns of conduct that comply with social and environmental expectations in specified situations.

IF.B.2.In.2   demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.

IF.B.2.In.3   respond effectively to unexpected events and potentially harmful situations.

IF.B.2.Su.1   identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.

IF.B.2.Su.2   demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.

IF.B.2.Su.3   respond effectively to unexpected events and potentially harmful situations—with guidance and support.

IF.B.2.Pa.1   participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.

IF.B.2.Pa.2   participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Compliance with Laws, Rules, and Regulations

1.1. Discriminate between examples and non-examples of behaviors that represent compliance with laws, rules, and regulations (examples—wearing a seatbelt in the car, obeying traffic signals, throwing trash in a trash can, not trespassing; non-examples—speeding in a car, throwing trash on the highway, not paying bill at a restaurant, drinking alcohol underage). (IF.B.2.In.1, IF.B.2.Su.1)

1.2. Identify factors that promote behaviors that are in compliance with laws, rules, and regulations (e.g., opportunities to comply with laws, knowledge of the laws, reinforcement for complying with laws, positive role models). (IF.B.2.In.1, IF.B.2.Su.1)

1.3. Identify factors that may keep one from complying with laws, rules, and regulations (e.g., negative peer pressure, ignorance of legal requirements). (IF.B.2.In.1, IF.B.2.Su.1)

1.4. Identify factors which indicate that noncompliance with laws, rules, and regulations should be reported to authorities (e.g., life-threatening situation, danger to self or others). (IF.B.2.In.1, IF.B.2.Su.1)

1.5. Demonstrate compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community

1.6. Monitor own compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community

1.7. Accept assistance with and participate in using behaviors that are responsible and comply with existing laws, rules, and regulations. (IF.B.2.Pa.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community

Identifying Potentially Dangerous Situations

1.8. Identify situations in the home which are potentially dangerous (e.g., an intruder at the door, at the window, or attempting to enter the home; fire in the kitchen). (IF.B.2.In.3, IF.B.2.Su.3)

1.9. Identify situations in the school which are potentially dangerous (e.g., students fighting, students running in the halls, unsupervised gathering on the school grounds). (IF.B.2.In.3, IF.B.2.Su.3)

1.10. Identify situations in the community which are potentially dangerous (e.g., accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)

1.11. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)

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Getting Assistance and Following Safety Procedures

1.12. Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)

1.13. Demonstrate ways to ask appropriate persons or agencies for assistance in various emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)

1.14. Identify how to handle specific emergency situations (e.g., tornado—go to inner hallway, put head to knees, cover head, stay calm; robbery—stay calm, do not try to be a hero). (IF.B.2.In.3, IF.B.2.Su.3)

1.15. Follow safety rules and procedures and use safety equipment when necessary (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

1.16. Accept assistance with and participate in alerting others when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

1.17. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

2. Use behaviors that promote appropriate relationships with peers and adults.

SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.

SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial _____ assistive technology ❏ full ❏ partial

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Identifying Types of Relationships

2.1. Differentiate among types of relationships typical for own age (e.g., friendship, dates, acquaintances, family, club members, members of religious organizations, community members). (SE.A.2.In.1, SE.A.2.Su.1)

2.2. Identify the various roles and purposes of relationships (e.g., getting information or assistance with daily needs, sharing personal feelings, providing support in times of need, sharing leisure time activities). (SE.A.2.In.1, SE.A.2.Su.1)

2.3. Identify the differences between social relationships and work relationships. (SE.A.2.In.1, SE.A.2.Su.1)

2.4. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting each other, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)

2.5. Identify qualities of a destructive or harmful relationship (e.g., being vengeful to each other, talking behind each other's back, physically hurting each other, using harsh language toward each other, not sharing with each other, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)

2.6. Identify personal characteristics that makes one a good friend (e.g., says positive things about friend, helps friend in time of crisis, makes friend laugh, does not make rude comments to friend, does not physically harm friend, shares with friend, encourages friend, respects friend). (SE.A.2.In.1, SE.A.2.Su.1)

2.7. Identify interpersonal skills that will help to maintain a close relationship with family and friends (e.g., keeping in touch—visit others, write to others, call others, show continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)

2.8. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, angry people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)

2.9. Identify behaviors that could create problems in relationships (e.g., talking about others behind their backs, getting involved in a situation that doesn't concern you, showing favoritism or inappropriate affection to others). (SE.A.2.In.1, SE.A.2.Su.1)

2.10. Use strategies to determine if own relationships are healthy and beneficial (e.g., keeping a personal journal of own feelings about the relationship, making lists of positive and negative feelings about the relationship, consulting a trusted friend or relative). (SE.A.2.In.1, SE.A.2.Su.1)

2.11. Identify the effects of negative peer pressure on interpersonal relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of, breaking a rule or law). (SE.A.2.In.1, SE.A.2.Su.1)

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2.12.   Identify the effects of positive peer pressure on interpersonal relationships (e.g., may provide a good role model, may encourage you to try something new, may motivate you to work harder). (SE.A.2.In.1, SE.A.2.Su.1)

Using Interpersonal Communication Skills

2.13.   Identify characteristics of communication which promote good relationships with others (e.g., using polite language, saying what you mean). (SE.A.2.In.1, SE.A.2.Su.1)

2.14.   Demonstrate characteristics of communication which promote good relationships with others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

2.15.   Use appropriate language to conduct social interactions including greetings, apologies, and introductions (e.g., use polite words such as "Thank you." "You're welcome." "Please." "Excuse me." "May I?" "I'm sorry." "Nice to meet you."). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

2.16.   Identify steps for introducing oneself to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

2.17.   Demonstrate steps for introducing oneself to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

2.18.   Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)

2.19.   Demonstrate behaviors that represent active listening (e.g., checking for understanding, using 'I' messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

2.20.   Identify verbal and nonverbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another, walking away from someone; verbal comments—commenting positively on someone's appearance, telling someone he or she did a good job, telling someone to leave you alone). (SE.A.2.In.1, SE.A.2.Su.1)

2.21.   Identify communications and behaviors that compliment others (e.g., saying "Good job," "Well done"; honoring others with rewards, commending others, applauding others). (SE.A.2.In.1, SE.A.2.Su.1)

2.22.   Demonstrate communications and behaviors that are complimentary to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

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2.23. Accept assistance with and participate in communicating with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

Using Appropriate Behavior

2.24. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, being friendly, showing respect, sharing with others). (SE.A.2.In.1, SE.A.2.Su.1)

2.25. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., being vengeful to others, physically hurting others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)

2.26. Identify attitudes and behaviors toward others that help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, giving others credit for their contribution, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)

2.27. Initiate interactions with peers, family, co-workers, and friends (e.g., saying hello, introducing yourself, asking another's name, stating your role in the community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

2.28. Use appropriate techniques to invite a peer to join a group (e.g., gain attention, check if interested, give time to consider invitation and respond, show appreciation, show understanding if refused). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

2.29. Use appropriate strategies for establishing, maintaining, and ending a relationship (e.g., getting to know a person in group situations, keeping in contact, checking to see if things are going well, helping the other person to complete a project, saying goodbye in person, changing the nature of a relationship). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

2.30. Display acceptance for persons with characteristics different from one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

2.31. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

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2.32.   Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served, let others go first when waiting in line, sit down when all others are seated). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

2.33.   Accept assistance with and participate in interacting with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

Physical Contact

2.34.   Identify behaviors that represent appropriate physical contact with others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

2.35.   Identify behaviors that represent inappropriate physical contact with others (e.g., touching others when they don't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)

2.36.   Identify responses to inappropriate physical contact from others that will protect the person (e.g., asks person to stop, walks away from person, backs away from person, asks for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

2.37.   Identify sources of assistance if a person experiences inappropriate physical contacts from others (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)

2.38.   Demonstrate behaviors that represent appropriate physical contact with others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

2.39.   Use effective responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

2.40.   Ask for assistance if a person experiences inappropriate physical contact from others (e.g., ask for help from a neighbor, peer, family member, teacher, pedestrian, or police officer). (SE.A.2.In.1, SE.A.2.Su.1)

2.41.   Accept assistance with and participate in making appropriate physical contact with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

2.42.   Accept assistance with and participate in alerting others of inappropriate physical contact from others. (SE.A.2.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

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Sexual Relationships

2.43.   Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, uses appropriate language, reflects responsible decisions about when to have sexual relationships, chooses abstinence prior to marriage). (IF.B.2.In.1, IF.B.2.Su.1)

2.44.   Identify characteristics of behaviors that are irresponsible and inappropriate expressions of sexual relationships (e.g., uses inappropriate displays of affection in public, forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)

2.45.   Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., presence of positive role models, knowledge of refusal techniques). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

2.46.   Identify factors that prevent one from using behaviors that are responsible and appropriate expressions of sexual relationships (e.g., negative role models, lack of reinforcement or feedback, use of alcohol or other drugs, use of physical control, negative peer pressure). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

2.47.   Accept assistance with and participate in using behaviors which are responsible and appropriate expressions of affection towards others. (IF.B.2.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

Conflict Resolution

2.48.   Identify characteristics of human conflicts (e.g., how some goals may exclude or limit other goals, how conflict can have both positive and negative results, how some conflict is irrational and may be a result of misunderstanding or short-sightedness). (SE.A.2.In.1, SE.A.2.Su.1)

2.49.   Use conflict resolution skills when faced with a problem (e.g., identify the conflict; deal with feelings; pinpoint the cause of conflict; choose a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation, or collaboration; allow time for negotiation). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

2.50.   Identify the benefits of effective negotiation (e.g., improved relationships, increased productivity, increased personal competence). (SE.A.2.In.1, SE.A.2.Su.1)

2.51.   Identify characteristics of a successful negotiator (e.g., planning skills, ability to think clearly under stress, communication skills, practical intelligence, personal integrity, ability to perceive and use power effectively). (SE.A.2.In.1, SE.A.2.Su.1)

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2.52. Use negotiation skills when faced with a problem (e.g., determine the magnitude of the conflict, identify benefits gained from the resolution, establish acceptable negotiating guidelines, establish ground rules for time, give commitment to the process, pick a mediator, practice confidentiality, use strategy and tactics for a win-win resolution, reach terms that both sides will accept). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

Dealing with Excessive and Abusive Behaviors

2.53. Identify techniques when faced with a difficult situation to defuse own defensiveness or that of others (e.g., walk away, think of consequences, count to ten). (IF.B.2.In.3, IF.B.2.Su.3)

2.54. Identify behaviors that are commonly considered to be excessive or abusive (e.g., illegal use of tobacco, alcohol, and other drugs; use of physical control; use of obscene language). (IF.B.2.In.3, IF.B.2.Su.3)

2.55. Identify behaviors that make one more susceptible to excessive or abusive behavior (e.g., neglecting personal well-being, using alcohol or other drugs, consistently making excuses for things not done, associating with abusive individuals). (IF.B.2.In.3, IF.B.2.Su.3)

2.56. Identify strategies for dealing with excessive and abusive behaviors in self or others (e.g., know how to refuse alcohol or other drugs; give support to victims, including friends and family; know specific resource people and hotlines to contact). (IF.B.2.In.3, IF.B.2.Su.3)

2.57. Identify warning signs of addiction or other patterns of excessive and abusive behaviors in self and others and where to get help. (IF.B.2.In.3, IF.B.2.Su.3)

2.58. Identify warning signs of severe depression and suicide and where to get help. (IF.B.2.In.3, IF.B.2.Su.3)

2.59. Identify potential impact of excessive and abusive behaviors on an individual for both short-term and long-term consequences. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ❏ emotional   _____ ❏ physical   _____ ❏ social
_____ ❏ financial   _____ ❏ other: _____

2.60. Identify strategies to resolve problems encountered in excessive and abusive problem situations (e.g., contact a help center, use a support group, change your own behavior). (IF.B.2.In.3, IF.B.2.Su.3)

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3.   Use behaviors that contribute to the overall effort of groups.

SE.A.1.In.1   cooperate in a variety of group situations.

SE.A.1.In.2   assist in establishing and meeting group goals.

SE.A.1.In.3   function effectively within formal organizations.

SE.A.1.Su.1   cooperate in group situations—with guidance and support.

SE.A.1.Su.2   function effectively within formal organizations—with guidance and support.

SE.A.1.Pa.1   participate effectively in group situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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3.1.   Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1, SE.A.1.Su.1)

3.2.   Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)

3.3.   Identify various roles and responsibilities individuals may have when working in a group (e.g., roles—leader, recorder, timekeeper, equipment manager, worker; responsibilities—personal effort toward task completion, possible financial commitment). (SE.A.1.In.1, SE.A.1.Su.1)

3.4.   Identify the interdependency of different members of the group (e.g., being willing to compensate for limitations of members, contributing to the best of one's ability, being willing to do own part even if not pleased with the responsibility assigned, understanding how what one person does reflects on the whole group). (SE.A.1.In.1, SE.A.1.Su.1)

3.5.   Identify behaviors that contribute positively to group effort (e.g., coming to work on time, staying on task, limiting comments to assigned topics, complimenting contributions of others, sharing authority, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)

3.6.   Identify behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing members' efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early). (SE.A.1.In.1, SE.A.1.Su.1)

3.7.   Identify characteristics of group dynamics (e.g., relationships among group members, influence of expectations on behavior). (SE.A.1.In.1, SE.A.1.Su.1)

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3.8.   Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)

3.9.   Identify steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❏ discuss the problem
_____ ❏ individually list possible causes
_____ ❏ record individual group member's suggestions and clarifications
_____ ❏ determine most likely cause
_____ ❏ implement corrective action or solution
_____ ❏ report results
_____ ❏ move on to the next most probable cause if initial action is ineffective
_____ ❏ other: _____

3.10. Use appropriate steps for group problem solving in various situations. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

3.11. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speak while no one else is speaking, accept criticisms, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

3.12. Use strategies to self-monitor and control own actions and behaviors in a group in various situations (e.g., know how you are affected by other individuals and their behavior, know how to state dissatisfaction or disagreement appropriately). (SE.A.1.In.1, SE.A.1.Su.1)

3.13. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, understanding rules, abiding by rules, respecting the rights of others in group activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

3.14. Identify strategies individuals can use to respect the privacy of other group members (e.g., being cautious about what you say about others' private lives, being tactful when dealing with the feelings of others, not repeating what has been told in confidence, checking with others before repeating what has been said or done). (SE.A.1.In.1, SE.A.1.Su.1)

3.15. Volunteer and assist in the completion of tasks requiring group effort (e.g., volunteering for Special Olympics programs, participating in fund-raisers, taking part in charities, organizing a dance, decorating for a club or organization). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

3.16. Demonstrate responsibilities individuals have to their friends, peers, and co-workers (e.g., being dependable, not talking behind another's back, helping others through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

3.17. Accept assistance with and participate effectively in activities in group situations. (SE.A.1.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

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Leadership Skills

3.18. Identify characteristics of leadership in a group activity (e.g., effective speaking skills, confidence in expressing opinions, being knowledgeable, being respected, ability to influence group members, ability to facilitate decisions, ability to initiate conversation between group members). (SE.A.1.In.2)

3.19. Identify the effects that different kinds of leaders have on a group's effectiveness. (SE.A.1.In.2)
Specify: _____ ❏ supportive leaders—more participation by group members
_____ ❏ controlling leaders—group members may operate in fear
_____ ❏ negligent leaders—group members may not stay on task
_____ ❏ other: _____

3.20. Identify individual styles when working in groups (e.g., slow vs. fast-paced, leading, quiet, expressive, productive). (SE.A.1.In.2)

3.21. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions and ideas, using a group reflection, providing opinions). (SE.A.1.In.2)

3.22. Identify behaviors that are used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action, keep lines of communication open). (SE.A.1.In.2)

3.23. Identify situations when one must assume a leadership role (e.g., when the leader is absent or becomes ill, when members of the group are in conflict). (SE.A.1.In.2)

Organizations

3.24. Identify organizations in which individuals may participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)

3.25. Identify common characteristics of formal organizations (e.g., structures, rules, authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)

3.26. Identify existing rules and code of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ ❏ policy manuals
_____ ❏ rules and regulations
_____ ❏ security systems
_____ ❏ other: _____

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3.27. Identify expectations of behavior within formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)

Specify: _____ ❑ school   _____ ❑ agencies

_____ ❑ businesses   _____ ❑ institutions

_____ ❑ service organizations   _____ ❑ clubs and social organizations

_____ ❑ other: _____

3.28. Identify behaviors of individuals that may conflict with expectations of organizations (e.g., tardiness, not abiding by policies and rules). (SE.A.1.In.3, SE.A.1.Su.2)

3.29. Demonstrate behavior that complies with the existing rules and code of conduct of the organization (e.g., respecting authority and co-workers; refraining from physical conflict; keeping personal problems separate from organization; being polite to others by waiting in line; helping others; not causing physical harm to others; meeting deadlines; complying with dress codes; not using tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community

3.30. Accept assistance with and participate effectively in activities of organizations. (SE.A.1.Pa.1)

Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community

4. Use behaviors that enhance self-control, self-reliance, and self-esteem.

IF.A.1.In.1   complete productive and leisure activities used in the home and community.

IF.A.1.In.2   complete personal care, health, and fitness activities.

IF.A.1.Su.1   complete productive and leisure activities used in the home and community—with guidance and support.

IF.A.1.Su.2   complete personal care, health, and fitness activities—with guidance and support.

IF.A.1.Pa.1   participate in routines of productive and leisure activities used in the home and community—with assistance.

IF.A.1.Pa.2   participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt   ___ verbal prompt   ___ visual prompt

___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:

_____ physical assistance ❑ full ❑ partial   _____ assistive technology ❑ full ❑ partial

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4.1.   Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out productive activities in the home. (IF.A.1.In.1, IF.A.1.Su.1)
Specify:_____ ❏ selecting and caring for personal goods
_____ ❏ selecting and caring for clothing
_____ ❏ caring for personal living space
_____ ❏ preparing and storing food for self or others
_____ ❏ cleaning and maintaining exterior areas of the house or apartment
_____ ❏ managing money and budgeting
_____ ❏ other: _____

4.2.   Accept assistance when initiating and completing productive activities in the home with as much self-control and self-reliance as possible. (IF.A.1.Pa.1)
Specify: _____

4.3.   Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out productive activities in the community. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ selecting and caring for personal property
_____ ❏ caring for personal work space
_____ ❏ carrying out activities of volunteer service
_____ ❏ respecting property and rights of others
_____ ❏ accessing or using services of community agencies
_____ ❏ obtaining goods and services from community businesses
_____ ❏ other: _____

4.4.   Accept assistance when initiating and completing productive activities in the community with as much self-control and self-reliance as possible. (IF.A.1.Pa.1)
Specify: _____

4.5.   Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ selecting and planning leisure activities
_____ ❏ playing indoor games
_____ ❏ attending concerts, movies, or other performances
_____ ❏ playing active individual or team sports
_____ ❏ working with hobbies and crafts
_____ ❏ participating in outdoor activities
_____ ❏ other: _____

4.6.   Accept assistance when initiating and completing leisure activities with as much self-control and self-reliance as possible. (IF.A.1.Pa.1)
Specify: _____

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4.7.   Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out personal health care and fitness activities. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ caring for personal hygiene and grooming
_____ ❏ maintaining adequate nutrition
_____ ❏ engaging in regular exercise or fitness routines
_____ ❏ planning and following routines to promote wellness
_____ ❏ caring for own illnesses
_____ ❏ maintaining own mental health
_____ ❏ refusing tobacco, alcohol, or other unnecessary drugs
_____ ❏ other: _____

4.8.   Accept assistance when initiating and completing routine personal health care and fitness activities with as much self-control and self-reliance as possible. (IF.A.1.Pa.2)
Specify: _____

Functioning Independently

4.9.   Identify characteristics of behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ❏ self-initiation—begins tasks on own, asks for additional tasks upon completion, recognizes how individuals get distracted, knows when to show initiative in assuming tasks that have not necessarily been assigned
_____ ❏ self-management—self-monitoring, self-instruction, and self-reinforcement; knows how to divide attention appropriately among tasks; has strategies to handle frustrations and problems associated with task completion; knows how to plan for task completion; knows how to prioritize; has motivation to finish tasks; understands personal responsibilities for tasks; knows how to get assistance or additional instruction; knows how to assess job quality
_____ ❏ self-control—manages unstructured time, controls responses to events, knows how physical changes can affect emotions, can assess what led up to a situation, assumes responsibility for own actions and emotions, understands feelings in response to failure and rejection, makes decisions that reflect personal interests rather than peer group's interests
_____ ❏ self-advocacy—knows own strengths and weaknesses, recognizes situations that are comfortable and those that are uncomfortable, knows own value system, understands differences in value systems of others, knows when to ask for help, knows how to evaluate consequences of decisions
_____ ❏ self-esteem—has a positive self-image, sets challenging goals, says no to peer pressure, understands own personality traits, knows ways to promote oneself
_____ ❏ other: _____

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4.10. Identify characteristics of behaviors that prevent one from functioning independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ ❏ lack of self-initiation—waits until the last minute to start, avoids starting at all
_____ ❏ lack of self-management—waits for others to check progress
_____ ❏ lack of self-control—gets upset when unexpected events occur
_____ ❏ lack of self-advocacy—lets others take all needed supplies
_____ ❏ lack of self-esteem—won't try new tasks, makes negative comments about self
_____ ❏ other: _____

4.11. Identify factors that support and require independent functioning in a variety of situations (e.g., availability of choices, availability of adaptive or assistive devices, opportunities to make decisions about activities, access to resources and supplies when needed). (IF.B.2.In.1, IF.B.2.Su.1)

4.12. Identify factors that prevent one from functioning independently in a variety of situations (e.g., high degree of external control by persons in the environment, extremely rigid rules and requirements, lack of options or personal choices, lack of access to needed resources and supplies, lack of encouragement). (IF.B.2.In.1, IF.B.2.Su.1)

4.13. Demonstrate behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify behavior:_____ ❏ self-initiation _____ ❏ self-management _____ ❏ self-control
_____ ❏ self-advocacy _____ ❏ self-esteem
_____ ❏ other: _____
Specify setting: _____ ❏ home _____ ❏ school _____ ❏ community

4.14. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.2, IF.B.2.Su.2)

Specify behavior:_____ ❏ self-initiation _____ ❏ self-management _____ ❏ self-control
_____ ❏ self-advocacy _____ ❏ self-esteem
_____ ❏ other: _____
Specify setting: _____ ❏ home _____ ❏ school _____ ❏ community

4.15. Accept assistance with and participate in exhibiting patterns of conduct that will enable one to function as independently as possible in a variety of situations. (IF.B.2.Pa.1)

Specify: _____ ❏ home _____ ❏ school _____ ❏ community

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5.	**Use appropriate behaviors and skills when accessing and using community resources.**

IF.A.2.In.1	select and use community resources and services for specified purposes.

IF.A.2.In.2	demonstrate safe travel within and beyond the community.

IF.A.2.Su.1	use community resources and services for specified purposes—with guidance and support.

IF.A.2.Su.2	demonstrate safe travel within and beyond the community—with guidance and support.

IF.A.2.Pa.1	participate in activities involving the use of community resources and services—with assistance.

IF.A.2.Pa.2	participate in reaching desired locations safely within familiar environments—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt	___ verbal prompt	___ visual prompt
___ assistive technology	___ supervision	___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial	_____ assistive technology ❏ full ❏ partial

Identifying Community Resources

5.1.	Identify community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)
Specify:	_____ ❏ employment—state employment services, Vocational Rehabilitation, private employment agencies
	_____ ❏ housing/home maintenance—real estate agents, rental agencies, pest control
	_____ ❏ medical/health/wellness—doctors, dentists, hospitals, clinics, support groups
	_____ ❏ civil—voter registration, tax collector, license bureau
	_____ ❏ utilities—water, electric, telephone
	_____ ❏ communication—telephone, mail, e-mail
	_____ ❏ transportation—bus, taxi, bicycle
	_____ ❏ personal service—barber, dry cleaner, laundromat
	_____ ❏ retail—department stores, clothing stores, shoe stores
	_____ ❏ food service—restaurants, cafeterias, bakeries
	_____ ❏ financial—banking, credit cards, investments, insurance, social services
	_____ ❏ recreation/leisure/entertainment—movies, libraries, community centers, cable service
	_____ ❏ legal/advocacy—lawyers, advocacy and protection groups
	_____ ❏ educational—adult education, trade schools
	_____ ❏ emergency—police, fire, ambulance, Red Cross
	_____ ❏ religious
	_____ ❏ other: _____

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5.2.   Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with specific needs would need to be contacted (e.g., when you desire to purchase a new product, when equipment has broken down, when you don't feel well, when you are looking for a service). (IF.A.2.In.1, IF.A.2.Su.1)

5.3.   Select the community service agency, business, or other resource that will meet (or is most likely to meet) the individual's specific needs for assistance (e.g., immediate service, low cost, quality service, consistent service, dependability, reliability, location, availability). (IF.A.2.In.1, IF.A.2.Su.1)

5.4.   Contact community service agencies, businesses, or other resources that assist individuals with specific needs when necessary (e.g., questioning a bill, making an appointment, finding services, getting price estimates). (IF.A.2.In.1, IF.A.2.Su.1)
Specify community service(s): _____

5.5.   Use the knowledge and skills to obtain and benefit from a community service related to specific needs (e.g., knowledge of standard rates, basic knowledge of what needs to be fixed, knowledge of resource's reputation, social skills for talking and interacting with others). (IF.A.2.In.1, IF.A.2.Su.1)
Specify community service(s): _____

5.6.   Demonstrate basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❑ hair care   _____ ❑ laundromat   _____ ❑ dry cleaner
_____ ❑ other: _____

5.7.   Demonstrate basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❑ library   _____ ❑ parks and recreation
_____ ❑ public safety   _____ ❑ transportation
_____ ❑ other: _____

5.8.   Demonstrate basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate the store, finding the desired items to purchase, using comparison shopping techniques, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❑ department stores   _____ ❑ convenience stores   _____ ❑ drug stores
_____ ❑ grocery stores   _____ ❑ hardware stores   _____ ❑ specialty stores
_____ ❑ flea markets   _____ ❑ second hand stores   _____ ❑ garage sales
_____ ❑ other: _____

5.9.   Demonstrate basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying the bill). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❑ restaurants   _____ ❑ cafeterias   _____ ❑ fast food chains
_____ ❑ refreshment stands   _____ ❑ vending machines
_____ ❑ other: _____

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5.10. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide entertainment (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❑ movies   _____ ❑ arenas   _____ ❑ skating rinks
          _____ ❑ video arcades   _____ ❑ museums—science, art, historical
          _____ ❑ other: _____

5.11. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❑ banks   _____ ❑ credit unions   _____ ❑ savings and loan
          _____ ❑ other: _____

5.12. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, following doctor's orders, being on time). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❑ clinics   _____ ❑ hospitals   _____ ❑ doctors' offices
          _____ ❑ health departments   _____ ❑ mental health and guidance clinics
          _____ ❑ other: _____

5.13. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)
Specify activity or task: _____

Traveling

5.14. Identify the dangers and responsibilities of, and behavior appropriate to, independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keep track of personal belongings, be aware of environment, know destination; behaviors—keep hands to self, do not talk loudly, be polite, ask driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

5.15. Avoid entering doorways and corridors in buildings and other places designated as "No Entry" or open to "Authorized Personnel Only" when traveling in buildings. (IF.A.2.In.2, IF.A.2.Su.2)

5.16. Select appropriate transportation when planning a trip (e.g., is financially feasible, offers appropriate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)

5.17. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

5.18. Practice safety procedures when riding in a car (e.g., use the seatbelt, lock doors when riding, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)

5.19. Accept assistance with and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)

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6.   Demonstrate awareness of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Understanding the Components of the Individual Educational Plan

6.1.   Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

6.2.   Identify the benefits of participation in own IEP meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1, IF.B.1.Su.1)

6.3.   Identify steps in IEP development. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ determine school and post-school outcome desires
                _____ ❏ present levels of performance
                _____ ❏ develop annual goals and related short-term objectives or benchmarks
                _____ ❏ assign responsibility for objectives
                _____ ❏ identify needed services, modifications, and supports

6.4.   Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ employment
                _____ ❏ instruction and continuing education
                _____ ❏ community participation
                _____ ❏ independent living
                _____ ❏ agency support
                _____ ❏ daily living skills
                _____ ❏ course of study and diploma options

6.5.   Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Participating in the Development of the Individual Educational Plan

6.6.   Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

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6.7.   Identify own desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❑ in-school—course of study, diploma, extracurricular activities
_____ ❑ post-school—postsecondary training, employment
_____ ❑ post-school—living arrangements, community participation

6.8.   Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

6.9.   Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)

6.10. Assist in identifying the risks and benefits of each option considered in the individual plan. (IF.B.1.In.1, IF.B.1.Su.1)

6.11. Assist in setting annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

6.12. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

6.13. Accept assistance with and participate in activities related to own IEP. (IF.B.1.Pa.1)

7.   Use a systematic approach to making decisions about personal goals and activities.

IF.B.1.In.1   make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.In.2   carry out and revise plans related to decisions about personal and career choices.

IF.B.1.Su.1   make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

IF.B.1.Su.2   carry out plans and adjust to changing circumstances—with guidance and support.

IF.B.1.Pa.1   participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❑ full ❑ partial   ____ assistive technology ❑ full ❑ partial

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Decision Making

7.1. Identify the relationship between one's choices and the consequences that may result for self and others. (IF.B.1.In.1, IF.B.1.Su.1)

7.2. Identify the relationship between one's actions and choices and one's system of values and judgment. (IF.B.1.In.1, IF.B.1.Su.1)

7.3. Use age-appropriate decision-making skills. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ recognizing there is a problem to be resolved or decision to be made
_____ ❏ generating choices
_____ ❏ considering choices
_____ ❏ making a decision
_____ ❏ evaluating the effectiveness of the decision and its possible consequences
_____ ❏ other: _____

7.4. Identify weaknesses in own decision-making processes and strategies for correcting them. (IF.B.1.In.1, IF.B.1.Su.1)

7.5. Identify specific routine decisions that may have long-term consequences on goals and desires (e.g., what classes to choose, whether or not to finish homework, how to spend free time, how much help to give family). (IF.B.1.In.1, IF.B.1.Su.1)

Planning Process for Personal Goals and Activities

7.6. Identify personal situations that call for a plan (e.g., moving to a new apartment, buying a car, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)

7.7. Identify the benefits of using a planning process to set personal goals (e.g., helps you stay on track, is useful in monitoring progress, can be motivating). (IF.B.1.In.1, IF.B.1.Su.1)

7.8. Identify criteria to be used to determine when a plan is needed (e.g., task is complex, choices need to be made, decision has a long-term impact). (IF.B.1.In.1, IF.B.1.Su.1)

7.9. Describe steps to be followed when making a plan. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ identify goal or outcome
_____ ❏ identify needed resources
_____ ❏ determine major tasks
_____ ❏ schedule tasks
_____ ❏ other: _____

7.10. Identify sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ individuals—family members, supervisors, teachers
_____ ❏ agencies—government agencies, religious organizations, schools
_____ ❏ other: _____

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Using Self-appraisal for Personal Goals

7.11. Complete a self-appraisal to identify personal strengths and weaknesses (e.g., physical appearance, relating to others, personality, how others see you, performance in school, performance outside of school, interests, preferences for activities). (IF.B.1.In.1, IF.B.1.Su.1)

7.12. Evaluate the results of self-appraisal to determine personal goals (e.g., determine personal strengths and weaknesses, identify practices that maximize strengths and minimize weaknesses). (IF.B.1.In.1, IF.B.1.Su.1)

7.13. Identify how positive view of self can affect personal goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.1.Su.1)

Determining Options and Risks for Personal Goals

7.14. Identify alternatives and choices available to reach personal goals (e.g., losing weight—start exercise program, diet, consult a physician). (IF.B.1.In.1, IF.B.1.Su.1)

7.15. Identify the risks and benefits associated with each alternative (e.g., dieting risks—body may not get its necessary vitamins, may take dieting to an extreme; benefits—lower cholesterol, decreases chance of heart attack). (IF.B.1.In.1, IF.B.1.Su.1)

7.16. Identify the impact and consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

7.17. Identify previous personal experiences related to making realistic personal goals (e.g., visiting a homeless shelter and then volunteering for a community program, talking to a relative about your future and then making plans to get a job). (IF.B.1.In.1, IF.B.1.Su.1)

Setting Personal Goals

7.18. Set personal goals after selecting from options. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ short-term goals
_____ ❏ long-term goals
_____ ❏ other: _____

7.19. Determine if personal goals related to task completion are reasonable (e.g., taking on only what you can handle, not planning too many tasks per day/week/month). (IF.B.1.In.1, IF.B.1.Su.1)

7.20. Identify the need for responsible planning of personal choices (e.g., starting a family, selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)

7.21. Set school and extracurricular goals (e.g., passing specific courses, obtaining a diploma, joining a service group, joining a sports team). (IF.B.1.In.1, IF.B.1.Su.1)

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7.22.   Set personal goals related to leisure activities (e.g., join a recreational sports team, read self-help books or novels). (IF.B.1.In.1, IF.B.1.Su.1)

7.23.   Set personal goals related to participation in community activities (e.g., attend religious service; volunteer at a community organization; attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)

7.24.   Accept assistance with and participate in expressing personal preferences and desires related to personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

Making Plans to Implement Personal Goals

7.25.   Make a plan to implement personal goals (e.g., identify steps; write the steps on paper; have someone look over steps, when assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)

7.26.   Identify the time, space, and materials needed to accomplish personal goals (e.g., fixing bicycle—need an hour depending on extent of repairs, need an open space, need tools; scoring a certain score on a test—allow several weeks for study time, obtain books on tips and sample questions, obtain sample test). (IF.B.1.In.1, IF.B.1.Su.1)

7.27.   Allocate, prioritize, and schedule the time, space, and materials needed to accomplish personal goals. (IF.B.1.In.1, IF.B.1.Su.1)

Carrying Out Personal Plans

7.28.   Commit to pursue the project when carrying out plans related to personal goals (e.g., start project at decided time, follow plan accordingly, follow plan until project completed). (IF.B.1.In.2, IF.B.1.Su.2)

7.29.   Choose to undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals (e.g., general activities, school activities, leisure activities, living arrangements). (IF.B.1.In.2, IF.B.1.Su.2)

7.30.   Use evaluations to improve own performance when carrying out plans related to personal goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do, develop strategy or plan to improve evaluations). (IF.B.1.In.2, IF.B.1.Su.2)

Monitoring Progress and Making Adjustments to Personal Plans

7.31.   Periodically monitor own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current status of plans, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

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7.32. Evaluate actions taken to determine what has been gained, lost, or achieved
(e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)

7.33. Adapt plan and personal goals in response to changing situations and requirements
(e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

7.34. Accept assistance with and participate in expressing personal preferences and desires related to carrying out and making adjustments in personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

8. Use systematic approaches to solve problems encountered in school, home, and community.

CL.B.4.In.1 identify problems and examine alternative solutions.

CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.

CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.

CL.C.2.In.1 plan and implement personal work assignments.

CL.C.2.Su.2 plan and implement personal work assignments—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial ____ assistive technology ❏ full ❏ partial

Identifying Personal Problems

8.1. Identify that a problem exists in school, a discrepancy between what is and what should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness, being teased, not completing assignment). (CL.B.4.In.1, CL.B.4.Su.1)

8.2. Identify possible reasons for existing problems in school (e.g., lack of study time, ineffective study habits, difficulty of material). (CL.B.4.In.1, CL.B.4.Su.1)

8.3. Identify problems that lead to the breakdown of major goals in school (e.g., not completing homework assignments, watching too much television, getting in fights). (CL.B.4.In.1, CL.B.4.Su.1)

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8.4.   Analyze possible outcomes associated with specific problems in school (e.g., failing courses, getting detention, getting in trouble with parents and school authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)

8.5.   Identify that a problem exists in personal life, a discrepancy between what is and what should or could be (e.g., gaining weight, not completing chores, not being allowed to see friends). (CL.B.4.In.1, CL.B.4.Su.1)

8.6.   Identify possible reasons for existing problems in personal life (e.g., poor eating habits, lack of communication with family members). (CL.B.4.In.1, CL.B.4.Su.1)

8.7.   Identify problems that lead to the breakdown of major goals in personal life (e.g., tobacco, alcohol, or other drug abuse; socializing with inappropriate groups; lack of perseverance). (CL.B.4.In.1, CL.B.4.Su.1)

8.8.   Analyze possible outcomes of problems in personal life (e.g., feeling isolated, feeling that others don't like to be with you). (CL.B.4.In.1, CL.B.4.Su.1)

8.9.   Accept assistance with and participate in identifying a problem in a personal care or productive activity. (CL.B.4.Pa.1)
Specify: _____

8.10.   Accept assistance with and participate in identifying a problem in a leisure activity (e.g., indicates TV is not on). (CL.B.4.Pa.1)
Specify: _____

Applying Problem-Solving Strategies

8.11.   Apply a general model for solving problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ ❏ school   _____ ❏ home   _____ ❏ community

8.12.   Identify various ways to respond to and solve problems (e.g., late for class frequently—wake up earlier, leave house earlier, walk faster; car breaks down—take the bus, walk, take car to mechanic). (CL.B.4.In.1, CL.B.4.Su.1)

8.13.   Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)

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8.14. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ ❏ brainstorming—identifying all solutions that come to mind
_____ ❏ identifying steps—when a complicated task is involved
_____ ❏ estimating—when numbers are involved
_____ ❏ matching consequences to actions—for cause and effect
_____ ❏ troubleshooting—finding problems within a work process
_____ ❏ creative thinking—when multiple solutions are acceptable
_____ ❏ modeling—basing actions on those of a good example
_____ ❏ other: _____

8.15. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)

8.16. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)

8.17. Identify the separate steps of a complicated process when solving a problem involving many tasks (e.g., cleaning a room—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; planning a surprise party—decide on location, plan entertainment, order refreshments, send invitations). (CL.B.4.In.1, CL.B.4.Su.1)

8.18. Estimate answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time; estimate the number of pamphlets needed to hand out in class without knowing exactly how many classmates are attending). (CL.B.4.In.1, CL.B.4.Su.1)

8.19. Match consequences to decisions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded; take in a stray cat—feed it every day, gain a companion, take it to the vet). (CL.B.4.In.1, CL.B.4.Su.1)

8.20. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating conflicts prior to scheduling classes). (CL.B.4.In.1, CL.B.4.Su.1)

8.21. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; personal life—decorate for a party, paint a room, cook for a dinner party). (CL.B.4.In.1, CL.B.4.Su.1)

8.22. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify behaviors of successful students that lead to desired performance, use these techniques; personal life—identify crowd that does not use tobacco, alcohol, and other drugs, identify their refusal skills, use same skills when offered tobacco, alcohol, and other drugs). (CL.B.4.In.1, CL.B.4.Su.1)

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Evaluating Alternative Solutions

8.23. Identify alternative courses of action for solving a particular problem at school (e.g., missed the bus—catch next bus, get a ride, walk). (CL.B.4.In.1, CL.B.4.Su.1)

8.24. Analyze consequences of each alternative course of action for solving a particular problem at school (e.g., forgot to bring homework, so turn in late—lower grade, not accepted by teacher). (CL.B.4.In.1, CL.B.4.Su.1)

8.25. Identify alternative courses of action for solving a particular problem in personal life (e.g., gained 10 pounds—start exercise program, talk to a physician, eat healthier foods). (CL.B.4.In.1, CL.B.4.Su.1)

8.26. Analyze consequences of each alternative course of action for solving a particular problem in personal life. (CL.B.4.In.1, CL.B.4.Su.1)

8.27. Demonstrate awareness of cause/effect relationship during functional activities (e.g., if this switch is pressed, the TV will come on). (CL.B.4.Pa.1)
Specify: _____

8.28. Demonstrate awareness of object permanence during functional activities (e.g., looks at place where favorite object usually is placed, to indicate want or need). (CL.B.4.Pa.1)
Specify: _____

Implementing Solutions

8.29. Complete tasks needed to solve problems at school (e.g., limited time to do homework assignments—use time management strategies, talk to teacher about extra help on some assignments). (CL.B.4.In.2, CL.B.4.Su.2)

8.30. Use appropriate techniques or tools to solve problems at school (e.g., computer software, assignment notebook, counseling sessions). (CL.B.4.In.2, CL.B.4.Su.2)

8.31. Seek assistance when needed to solve problems at school (e.g., emotional problems— seek help from school counselor, teacher, or psychologist; problems with a subject area at school—seek help from tutor, teacher, or family member). (CL.B.4.In.2, CL.B.4.Su.2)

8.32. Complete identified tasks to solve problems in personal life (e.g., flat tire—obtain jack, lug wrench, and spare tire; jack car up; loosen and take off lug nuts; remove flat; put on spare; put lug nuts back on; jack car down; put parts in trunk). (CL.B.4.In.2, CL.B.4.Su.2)

8.33. Use appropriate techniques or tools to solve problems in personal life (e.g., apply active listening skills, make a checklist of solutions to problems. (CL.B.4.In.2, CL.B.4.Su.2)

8.34. Seek assistance when needed to solve problems in personal life (e.g., consult with family member, talk with a teacher or counselor). (CL.B.4.In.2, CL.B.4.Su.2)

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8.35. Accept assistance with and participate in positioning objects for use (e.g., puts spoon on plate, turns switch toward hand). (CL.B.4.Pa.1)
Specify setting: _____ ❏ home _____ ❏ school _____ ❏ community

8.36. Accept assistance with and participate in efforts to solve problems in routine activities. (CL.B.4.Pa.1)
Specify location: _____ ❏ home _____ ❏ school _____ ❏ community

8.37. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities. (IF.B.2.Pa.2)
Specify location: _____ ❏ home _____ ❏ school _____ ❏ community

Evaluating Effectiveness of Solution

8.38. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2, CL.B.4.Su.2)

8.39. Determine impact of decisions related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

Planning Class Assignments

8.40. Identify purposes of planning class assignments (e.g., clarifies what is required, helps you to stay on task, identifies needed time and resources). (CL.C.2.In.1, CL.C.2.Su.1)

8.41. Identify components of a plan to complete a class assignment (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)

8.42. Identify, prioritize, and schedule task responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

8.43. Accept assistance with and participate in the sequence of tasks or activities of preparing for class routines. (CL.C.2.Pa.1)
Specify routine: _____

9.   Use appropriate skills when communicating with others.

CO.A.1.In.1   initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1   initiate communication and respond effectively in a variety of situations—with guidance and support.
CO.A.1.Pa.1   participate in effective communication with others—with assistance.

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Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Understanding the Concept of Communication

9.1. Identify the roles and uses of language (verbal and nonverbal) in communication (e.g., interactive, personal, and informative purposes; way to convey desires, feelings, ideas, and needs; response to others). (CO.A.1.In.1, CO.A.1.Su.1)

9.2. Identify the forms of "verbal" language used in communication (e.g., spoken or written words, phrases, sentences; sign language; finger spelling; symbols and icons). (CO.A.1.In.1, CO.A.1.Su.1)

9.3. Identify the meaning of gestures, body language, and hand signals while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

9.4. Identify meaning of various facial expressions while engaging in conversations (e.g., smile, frown, grimace). (CO.A.1.In.1, CO.A.1.Su.1)

9.5. Identify the difference in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing). (CO.A.1.In.1, CO.A.1.Su.1)

9.6. Use appropriate nonverbal language and gestures when communicating.
(CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ facial expressions   _____ ❏ sounds
       _____ ❏ gestures   _____ ❏ body language
       _____ ❏ hand signals   _____ ❏ other: _____

9.7. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

9.8. Use appropriate vocabulary, grammar, and sentence structure to communicate messages in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

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9.9.   Use voice and fluency appropriate for the social situation (e.g., when eating meals, attending a religious service, cheering at a sports event, talking in the halls). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ❑ tone of voice   _____ ❑ pitch
            _____ ❑ fluency (rate and rhythm)   _____ ❑ loudness
            _____ ❑ duration   _____ ❑ other: _____

Specify situation: _____

Listening

9.10.   Identify characteristics of the listening process in order to listen more effectively in conversations, lectures, and discussions (e.g., hearing, understanding, remembering what has been said). (CO.A.1.In.1, CO.A.1.Su.1)

9.11.   Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)

9.12.   Identify the difference between attentive and non-attentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; inattentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)

9.13.   Use critical listening skills to gain understanding. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ❑ listening for content
            _____ ❑ paying attention to cues—first . . .second, in summary, most important
            _____ ❑ linking to prior knowledge and experiences
            _____ ❑ considering emotional meaning
            _____ ❑ other: _____

9.14.   Use strategies to improve listening (e.g., empathize and "read" people, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

9.15.   Use strategies to determine if effective communication has taken place (e.g., asking if a person understands, checking the responses of others to the communication, making a follow-up call to see if the message was received). (CO.A.1.In.1, CO.A.1.Su.1)

Communicating Desires, Feelings, and Needs

9.16.   Use appropriate language to express desires effectively (e.g., "May I have more potatoes?" "I want to finish this job." "I don't care for spinach." "I would rather not go to that movie."). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ❑ requests   _____ ❑ refusals   _____ ❑ other: _____

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9.17.   Participate in conveying desires, feelings, and physical needs effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)
Specify method: _____ ❏ vocalize or gesture   _____ ❏ point to actual object
_____ ❏ verbalize or sign   _____ ❏ touch referent object
_____ ❏ use assistive/augmentative device   _____ ❏ other: _____

9.18.   Participate in requesting desired person, object, or action (e.g., ask for favorite blouse or book). (CO.A.1.Pa.1)
Specify method: _____ ❏ vocalize or gesture   _____ ❏ point to actual object
_____ ❏ verbalize or sign   _____ ❏ touch referent object
_____ ❏ use assistive/augmentative device   _____ ❏ other: _____

9.19.   Use appropriate language to express ideas and feelings clearly (e.g., "I believe this is a valuable thing to do." "This is what really happened." "I like you a lot." "I'm upset with what you did."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ opinions   _____ ❏ facts   _____ ❏ affection   _____ ❏ anger
_____ ❏ joy   _____ ❏ sadness   _____ ❏ other: _____

9.20.   Use appropriate language to express need for assistance in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

Responding to Communication

9.21.   Respond appropriately to actions and expressions of emotions of others in various situations (e.g., use "I" statements, make apologies, acknowledge discrepancy between actions and statements, ask if you can help, ignore or leave the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

9.22.   Respond appropriately to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

9.23.   Respond to other's generosity by stating appreciation (e.g., thanking the person, telling the person how much you like the object or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)

9.24.   Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)

9.25.   Respond appropriately to basic questions, directions, and informational statements (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

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9.26. Show interest in communicating (e.g., turning head, making a nonverbal or verbal response, indicating attention or interest). (CO.A.1.Pa.1)
Specify: _____ ❏ with family _____ ❏ with friends
_____ ❏ with other familiar persons _____ ❏ with unfamiliar persons

9.27. Respond to own name by using one or more observable behaviors. (CO.A.1.Pa.1)
Specify: _____ ❏ intentional body or head movement—move or turn toward speaker
_____ ❏ facial expressions—look at speaker, smile, blink
_____ ❏ oral communication—respond verbally
_____ ❏ gesture—nod head, sign
_____ ❏ other: _____

9.28. Respond to cued commands (e.g., verbal—saying someone's name; nonverbal signs—gestures indicating come here, stop, one minute). (CO.A.1.Pa.1)
Specify: _____ ❏ vocalize or gesture _____ ❏ point to actual object
_____ ❏ touch referent object _____ ❏ verbalize or sign
_____ ❏ use assistive/augmentative device _____ ❏ other: _____

Using Greetings and Conversations

9.29. Use acceptable gestures, body language, and hand signals to initiate a conversation in various situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

9.30. Use acceptable words or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

9.31. Use appropriate greetings when meeting other persons in various situations (e.g., formal—"Hello..."; informal—"Hi !" "How are you?" "Nice to see you."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

9.32. Respond appropriately to greetings in various situations (e.g., "Hello." "Thank you for inviting me." "It's nice to see you, too." "I'm doing well, and you?"). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

9.33. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, finances, your future, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, school, current events). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ with family _____ ❏ with friends
_____ ❏ with other familiar persons _____ ❏ with unfamiliar persons

9.34. Use appropriate language to end conversations (e.g., "It was nice talking with you." "Thank you for stopping by." "It was so good to see you again." "Let's keep in touch." "Talk to you soon." "Good-bye!"). (CO.A.1.In.1, CO.A.1.Su.1)

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9.35. Identify correct verbal responses in telephone interactions (e.g., "May I ask who is calling?" "One moment, please." "May I take a message?" "May I please speak to. . .?" "This is she/he." "Thank you for calling."). (CO.A.1.In.1, CO.A.1.Su.1)

Giving and Receiving Feedback

9.36. Identify situations when feedback is commonly given (e.g., after you have answered a question, after you have finished a project, after you have cleaned your room or house, after you have participated in a sport). (CO.A.1.In.1, CO.A.1.Su.1)

9.37. Respond effectively to feedback given in various situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

9.38. Use feedback to make changes (e.g., correct a math problem, pronounce a word correctly, use a different technique in a sport, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

9.39. Give effective feedback to others (e.g., by saying things like "You are doing great." "Try to do five more." "You did well on your test." "Keep up the good work." "Study for an extra hour each night."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

Course Number	7963140
Course Title:	Self-determination
Number of Credits:	Multiple
Course Length:	Year
General Notes:	**PURPOSE** The purpose of this course is to enable students with disabilities to apply self-determination and self-advocacy skills in school, home, community, and employment settings. Students will increase self-awareness of personal abilities and develop an understanding of the impact of their own disability on learning and on other areas of life. **COURSE REQUIREMENTS** **Self-Determination and Self-Advocacy** 1. Explain how personal abilities and disability impact learning and other areas of life. 2. Identify own interests, strengths, preferences, needs, and possible resources. 3. Describe factors that impact self-esteem and personal feelings of efficacy. 4. Apply strategies to support positive self-esteem and feelings of efficacy in a variety of situations and settings. 5. Apply skills of self-advocacy and self-determination as appropriate in a variety of situations, including accessing community resources, requesting accommodations, and self-disclosure. **Choice Making and Motivation** 6. Make choices based on determination of strengths, interests, and needs; review of possible options; and consideration of consequences in a variety of situations. 7. Assess how internal and external motivation drives personal effort. 8. Employ self-motivation techniques, such as making a list, setting goals, and rewarding accomplishments. **Decision Making and Problem Solving** 9. Use effective decision-making strategies and apply problem-solving skills when completing tasks in a variety of situations. 10. Identify problems, examine alternatives, implement solutions, and evaluate results in a variety of situations. **Personal and Social Relationships** 11. Use communication skills that promote positive interpersonal relationships in a variety of situations. 12. Identify potential consequences of behavior or communication before interacting with others.

	13. Model effective conflict resolution strategies and processes. **Personal and Career Planning** 14. Use a systematic planning process to establish and revise short- and long-term goals. 15. Explain high school diploma options and requirements and their impact on postsecondary education/training and career options. 16. Participate effectively in own IEP meeting for transition planning. 17. Explain the components of own IEP. **Leadership** 18. Exhibit leadership skills, including guiding or directing others on a positive course of action and appropriately influencing the opinion and behavior of others. 19. Assume leadership roles in various situations, including IEP team meetings. **NOTES** Students with disabilities may take this course to assist with their own individual transition planning. At district discretion, students may take this course in middle school for high school credit. Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purposes of training, practice, and validation of skills. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.
Certification:	ANY EXCEPT ED FIELD

Course Number: 7963130 - Unique Skills

3.   **Demonstrate learning skills to acquire knowledge by study and experience.**

CL.B.1.In.1	identify and locate oral, print, or visual information for specified purposes.
CL.B.1.In.2	interpret and use oral, print, or visual information for specified purposes.
CL.B.1.In.3	organize and retrieve oral, print, or visual information for specified purposes.
CL.B.1.Su.1	identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Su.2	interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Pa.1	participate in recognition and use of information when engaged in daily activities—with assistance.
CL.B.2.In.1	prepare oral, written, or visual information for expression or presentation.
CL.B.2.In.2	express oral, written, or visual information for specified purposes.
CL.B.2.Su.1	prepare oral, written, or visual information for expression—with guidance and support.
CL.B.2.Su.2	express oral, written, or visual information to accomplish functional tasks—with guidance and support.
CL.B.2.Pa.1	participate in expressing information in daily routines—with assistance.
CL.B.3.In.1	identify mathematical concepts and processes to solve problems.
CL.B.3.In.2	apply mathematical concepts and processes to solve problems.
CL.B.3.Su.1	identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
CL.B.3.Su.2	apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
CL.B.3.Pa.1	participate in activities involving the use of mathematical concepts in daily routines—with assistance.
CL.B.4.In.1	identify problems and examine alternative solutions.
CL.B.4.In.2	implement solutions to problems and evaluate effectiveness.
CL.B.4.Su.1	identify problems found in functional tasks—with guidance and support.
CL.B.4.Su.2	implement solutions to problems found in functional tasks—with guidance and support.
CL.B.4.Pa.1	participate in problem-solving efforts in daily routines—with assistance.
CL.C.2.In.1	plan and implement personal work assignments.
CL.C.2.In.2	use appropriate technology and equipment to complete tasks in the workplace.
CL.C.2.Su.1	plan and implement personal work assignments—with guidance and support.
CL.C.2.Su.2	use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.
CL.C.2.Pa.1	participate in work or community activities—with assistance.

Course Number: 7963130 - Unique Skills

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❑ full ❑ partial   ____ assistive technology ❑ full ❑ partial

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USING INFORMATION

Sounds

3.1.   Identify the meaning of various environmental sounds (e.g., alerting—doorbells, telephone, weather alerts on television, seat belt alerts in cars; warning—elevator alarms, fire alarms; informational—school bells, busy signal on telephone). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❑ alerting   _____ ❑ warning   _____ ❑ informational
           _____ ❑ other: _____

3.2.   Identify the meaning of various telephone signals (e.g., busy signal, dial tone, ring, flashing light, fax connection). (CL.B.1.In.1, CL.B.1.Su.1)

3.3.   Identify the source or location of various sounds (e.g., where a knock is coming from, the room where the telephone is ringing, where a person calling your name is located, where a dripping sound in the house is located). (CL.B.1.In.1, CL.B.1.Su.1)

3.4.   *Locate a sound source. (Language A 2: I)*

3.5.   Change body tone or produce body movement(s) in response to one or more stimuli. (CL.B.1.Pa.1)
Specify: _____ ❑ turn head   _____ ❑ move toward stimuli
           _____ ❑ move eyes   _____ ❑ change facial expression
           _____ ❑ change vocalization   _____ ❑ other: _____
Specify type of stimuli:
           _____ ❑ voice   _____ ❑ touch   _____ ❑ object/picture
           _____ ❑ smell   _____ ❑ taste   _____ ❑ sound
           _____ ❑ light   _____ ❑ other: _____

3.6.   *Respond to a voice or environmental sound. (Language A 1:I)*

3.7.   Use a consistent response to stimuli that are part of a daily routine (e.g., get ready to leave when the bell rings). (CL.B.1.Pa.1)
Specify stimuli: _____
Specify expected response: _____

Course Number: 7963130 - Unique Skills

Gestures and Actions

3.8.   Identify the meaning of common gestures and other nonverbal language.
(CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ gestures—stop, come here, wave, raise hand, okay
_____ ❏ body language—outstretched hand means shake hands, raised fist means anger
_____ ❏ facial expressions—smile, scowl, grimace

3.9.   Imitate an adult model engaged in a functional behavior (e.g., holding up arm to assist with dressing). (CL.B.1.Pa.1)

3.10. Imitate speech sounds or words to indicate recognition (e.g., saying good-bye, repeating what kind of food is desired). (CL.B.1.Pa.1)

3.11. *Imitate or approximate speech sounds. (Language A 3: I)*

3.12. *Imitate or approximate words. (Language A 4: II)*

Persons, Objects, Areas, and Locations

3.13. Identify persons, objects, and locations when completing productive activities in the home (e.g., cleaning the house, cooking a meal, washing clothes, maintaining the yard).
(CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ cleaning—vacuum, glass cleaner, bleach, ammonia, toilet brush
_____ ❏ cooking—measuring cups, measuring spoons, pots, pans
_____ ❏ laundry—washer, dryer, detergent, bleach, stain remover
_____ ❏ yard work—rake, lawn mower, shovel, hose
_____ ❏ home repair—hammer, wrench, drill, plunger
_____ ❏ other: _____

3.14. Identify persons, objects, and locations when completing workplace activities
(e.g., answering the phone, copying information, faxing information, changing oil, changing a tire, taking an order at the dry cleaners, setting up work station at a restaurant, fixing drinks for customers, selling clothes). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ office—fax machine, copy machine, calculator, envelopes, stamps, desk
_____ ❏ food service—trays, drink machine, sugar caddies, refrigerator
_____ ❏ for employees—time card, locker, mailbox, files, uniform
_____ ❏ maintenance—broom, waste basket, cleaning supplies
_____ ❏ other: _____

3.15. Identify persons, objects, and locations when completing school activities (e.g., in class assignments, homework assignments, reports, taking notes, working in the family and consumer sciences lab, physical education class). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ in class—desks, chalkboard, reference books, computers
_____ ❏ food service—trays, drink containers, waste baskets, cafeteria
_____ ❏ for students—folder, locker, textbook, workbook, restrooms
_____ ❏ general areas—media center, gymnasium, guidance office
_____ ❏ other: _____

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3.16. Identify persons, objects, and locations when completing productive activities in the community (e.g., banking, picking up dry cleaning, grocery shopping, voting). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❑ banking—teller, window, deposit stubs
_____ ❑ shopping—stores, cash register
_____ ❑ eating out—restaurant, cashier, table, menu
_____ ❑ post office—clerk, mail boxes, stamps, mail slots
_____ ❑ using the library—card catalogue, reference books, periodicals
_____ ❑ other: _____

3.17. Identify persons, objects, and locations when completing leisure activities (e.g., packing for a camping trip, practicing for a concert, playing a team sport, using sports equipment). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❑ indoor games   _____ ❑ crafts or hobbies   _____ ❑ outdoor activities
_____ ❑ sports   _____ ❑ entertainment   _____ ❑ other: _____

3.18. Accept assistance with and participate in recognizing and relating to familiar objects used in routine productive activities (e.g., turns toward own bed, reaches for own jacket when leaving). (CL.B.1.Pa.1)

3.19. Participate in identifying an object in a familiar place (e.g., spoon beside plate, lamp by bed). (CL.B.1.Pa.1)
Specify method: _____ ❑ point   _____ ❑ look at
_____ ❑ vocalize   _____ ❑ reach or grasp
_____ ❑ other: _____

3.20. Accept assistance with and participate in recognizing and locating objects to perform leisure activities (e.g., turns toward television, grasps ball). (CL.B.1.Pa.1)
Specify: _____

Pictures

3.21. Identify household objects pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❑ furniture   _____ ❑ appliances   _____ ❑ interior design
_____ ❑ supplies   _____ ❑ entertainment   _____ ❑ other: _____

3.22. Identify persons, objects, and locations in the community pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❑ buildings   _____ ❑ signs   _____ ❑ landmarks
_____ ❑ persons   _____ ❑ other: _____

3.23. Identify persons, objects, and locations pictured in textbooks, reference materials, magazines, and newspapers used in assignments, homework, or field trips (e.g., pictures of historical events, monuments, maps, plants, animals, equipment). (CL.B.1.In.1, CL.B.1.Su.1)

3.24. Identify persons, objects, and locations for leisure activities pictured in books and magazines (e.g., camping equipment, board games, craft supplies). (CL.B.1.In.1, CL.B.1.Su.1)

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3.25. Identify persons, objects, and locations in the workplace pictured in books, manuals, or workplace materials (e.g., equipment, supplies, materials). (CL.B.1.In.1, CL.B.1.Su.1)

3.26. *Match and discriminate pictures and shapes. (Reading A 2: III)*

3.27. *Identify information from a picture. (Reading A 4: IV)*

3.28. *Describe pictures or objects. (Language C 24: III)*

3.29. Identify information obtained from a video recording of a situation (e.g., news footage, movie, instructional video). (CL.B.1.In.2, CL.B.1.Su.2)

Symbols and Icons

3.30. Identify the meaning of symbols and icons on appliances, equipment, or controls when completing functional activities in the home (e.g., off, on, temperature control). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ cooking   _____ ❏ laundry   _____ ❏ cleaning
        _____ ❏ plumbing   _____ ❏ yard care   _____ ❏ heating and cooling
        _____ ❏ other: _____

3.31. Identify the meaning of symbols and icons on machinery, equipment, or controls when completing functional activities in the workplace (e.g., on, off, start, +, -, =). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ duplicating   _____ ❏ cash register   _____ ❏ calculator
        _____ ❏ construction   _____ ❏ food preparation   _____ ❏ cleaning
        _____ ❏ other: _____

3.32. Identify the meaning of symbols and icons on machinery, equipment, or controls when completing leisure activities (e.g., using exercise machines, using entertainment equipment, using camping equipment). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ on, off, start   _____ ❏ do not use, out of order
        _____ ❏ height requirements   _____ ❏ settings—fast, slow
        _____ ❏ directional symbols   _____ ❏ other: _____

3.33. Identify the meaning of symbols and icons used on signs for buildings and public facilities when completing functional activities (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ up, down   _____ ❏ men, women
        _____ ❏ accessible entrance   _____ ❏ other: _____

3.34. *Recognize information communicated by common signs and symbols.*
(Reading A 1: III)

3.35. *Identify and demonstrate understanding of community signs and symbols.*
(Reading B 6: IV, V)

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3.36. Identify the meaning of words on signs in stores, restaurants, and other businesses in the community used in functional activities (e.g., grocery shopping, eating at restaurants or fast food chains, going to the movies). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ order here   _____ ❏ cashier
        _____ ❏ no food or drink allowed   _____ ❏ no smoking
        _____ ❏ cost of admission   _____ ❏ hours of operation
        _____ ❏ wait to be seated   _____ ❏ shirt and shoes required
        _____ ❏ other: _____

3.37. Identify the meaning of road signs encountered in functional activities (e.g., one-way street, U-turn, yield). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ stop   _____ ❏ one way   _____ ❏ right turn
        _____ ❏ speed limit   _____ ❏ no U-turn   _____ ❏ other: _____

3.38. Identify the meaning of symbols and icons used in safety and warning signs when completing functional activities in all areas (e.g., using electric appliances—hair dryer, mixer, iron; walking near construction sites; pumping gasoline at the gas station). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ no smoking, danger, poison
        _____ ❏ do not use near water
        _____ ❏ for outside use only
        _____ ❏ shock, uses grounded outlets, 220 volts only
        _____ ❏ other: _____

3.39. *Demonstrate understanding of safety and warning signs in the environment.*
(Social and Personal D 37: V)

Letters and Numerals

3.40. Identify letters when completing functional tasks (e.g., locating a name by the first letter, identifying a volume of an encyclopedia, locating a word in the dictionary, locating a book using the Dewey decimal system, throwing away the boxes marked with a "P"). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: a-z _____

3.41. *Match and discriminate upper and lower case letters. (Reading A 5: IV)*

3.42. Identify numerals when completing functional tasks (e.g., locating a phone number, reading a thermometer, identifying an account number, identifying the total on a bill, locating a street or route number). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: 0-n _____

3.43. Identify the time and temperature on electronic signs on buildings in the community. (CL.B.1.In.1, CL.B.1.Su.1)

3.44. Identify various coins and denominations of bills when completing functional tasks (e.g., counting change, counting money saved in coin jar, purchasing items, using vending machines). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ coins: ❏ penny ❏ nickel   ❏ dime   ❏ quarter
        _____ ❏ dollars: ❏ one   ❏ five   ❏ ten   ❏ twenty   ❏ fifty

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3.45. Identify the correct value of stamps to use when mailing items (e.g., sending a birthday card, mailing a letter, mailing a package). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❑ post cards _____ ❑ letters _____ ❑ packages
_____ ❑ other: _____

3.46. Identify the meaning of a date on a product or form when completing functional tasks (e.g., selecting fresh milk, returning a library book on time, knowing when a product in the refrigerator has expired, determining when a letter was sent, identifying when a form was completed). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❑ date due _____ ❑ expiration date _____ ❑ date posted
_____ ❑ other: _____

Word Identification Strategies

3.47. Demonstrate awareness of the concept of print (e.g., recognizing the relationship between written and spoken words, identifying upper and lower case letters, recognizing visual forms of words in handwriting and print, determining letter/sound relationships, distinguishing individual words within phrases and sentences). (CL.B.1.In.1, CL.B.1.Su.1)

3.48. Use phonics to identify the pronunciation of unknown words when completing functional tasks (e.g., identifying an unknown word in a textbook assignment, sounding out unknown words in a letter or magazine). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❑ consonants _____ ❑ vowels _____ ❑ blends
_____ ❑ patterns _____ ❑ syllables _____ ❑ other: _____

3.49. Use structural analysis to identify the meaning of unknown words when completing functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❑ compound words _____ ❑ prefix _____ ❑ suffix
_____ ❑ other: _____

3.50. Use the context of the sentence to identify the meaning of unknown words when completing functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❑ examples _____ ❑ direct explanations or definitions
_____ ❑ synonyms _____ ❑ other: _____

3.51. *Identify the meanings of words in context using example clues, direct explanation clues, and synonym clues. (Reading D 15: VI)*

3.52. Use the dictionary or other types of assistance to identify the meaning and pronunciation of unknown words when completing functional tasks (e.g., looking up a word in a newspaper article, clicking on the pronunciation function for a word found in an electronic encyclopedia). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❑ printed dictionary _____ ❑ electronic dictionary
_____ ❑ person _____ ❑ other: _____

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Personal Identification

3.53. Identify own personal information when completing functional tasks (e.g., filling out forms, responding to requests for personal information, signing in at a building). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ name   _____ ❏ address
        _____ ❏ phone number   _____ ❏ date of birth
        _____ ❏ Social Security number   _____ ❏ emergency contact
        _____ ❏ parents or guardian   _____ ❏ other: _____

3.54. Locate personal identification cards when completing functional tasks (e.g., cashing a check, gaining entry into health club, going to a wholesale club, renting a video, going to the library, starting a new job). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ Social Security card   _____ ❏ driver license
        _____ ❏ photo identification card   _____ ❏ cash checking card
        _____ ❏ store or membership card   _____ ❏ other: _____

3.55. Respond to own name by one or more observable behaviors. (CL.B.1.Pa.1)
Specify: _____ ❏ turn head   _____ ❏ move toward voice
        _____ ❏ move eyes   _____ ❏ change facial expression
        _____ ❏ change sounds   _____ ❏ vocalize response
        _____ ❏ make gesture   _____ ❏ other: _____

3.56. *Respond to own name. (Language B 5: I)*

3.57. *Identify own first name in manuscript. (Reading A 3: III)*

3.58. *Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)*

Frequently Used Words

3.59. Identify the meaning of frequently used words when completing functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ common words and expressions   _____ ❏ opposite concepts
        _____ ❏ category concepts   _____ ❏ directional concepts
        _____ ❏ temporal concepts   _____ ❏ other: _____

3.60. *Demonstrate an understanding of common words and expressions (e.g., stop, drink your milk, bye bye). (Language B 6: I, II)*

3.61. *Comprehend simple opposite concepts (e.g., hot/cold, wet/dry, hard/soft, long/short). (Language B 8: II, III)*

3.62. *Demonstrate an understanding of simple category words (e.g., clothing, food, animals). (Language B 11: IV)*

3.63. *Demonstrate an understanding of directional concepts (e.g., above/below, backward/forward, top/bottom, in front/in back, left/right, around/through). (Language B 12: IV)*

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3.64.   *Read and comprehend frequently used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)*

3.65.   Identify the meaning of number words when completing functional tasks (e.g., reading a newspaper article, reading an amount on a check). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: 0-n _____

3.66.   Identify the meaning of ordinal number words when completing functional tasks (e.g., identifying who is first in line, identifying what place a runner won in a race, identifying when it is your turn). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: first-nth _____

3.67.   *Read number words, zero to ten. (Mathematics B 11: V)*

3.68.   *Read number words from eleven to one hundred. (Mathematics B 14: VI)*

School Information

3.69.   Identify the meaning of words related to school activities when completing functional tasks (e.g., participating in field day or a pep rally, running for student government, participating in extracurricular activities). (CL.B.1.In.1, CL.B.1.Su.1)

3.70.   Identify the meaning of words related to specific courses in school when completing functional tasks (e.g., completing a homework assignment, answering questions on a test, filling out a schedule). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ English or language arts   _____ ❏ mathematics   _____ ❏ science
_____ ❏ social studies   _____ ❏ physical education   _____ ❏ health
_____ ❏ the arts   _____ ❏ applied technology
_____ ❏ other: _____

3.71.   Identify the meaning of vocabulary when completing academic tasks (e.g., matching, multiple choice, laboratory, final exam, quiz, pop quiz, test, homework, activity). (CL.B.1.In.1, CL.B.1.Su.1)

3.72.   Identify the meaning of words on school-related forms when asked to provide the correct information. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ class registration—course number, instructor's name
_____ ❏ field trip—permission, destination, arrival, departure
_____ ❏ library request—title, author, due date, year of publication
_____ ❏ other: _____

3.73.   Identify information located on personal records and reports in school. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ report cards   _____ ❏ progress reports
_____ ❏ health records   _____ ❏ Individual Educational Plans
_____ ❏ other: _____

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Personal Care Information

3.74. Identify the meaning of words related to productive activities in the home when completing functional tasks (e.g., finding the right cleaning tool, following recipes, selecting a snack, washing clothes). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ housekeeping—vacuum, disinfect, ammonia
_____ ❏ cooking—stove, ingredients, boil, simmer
_____ ❏ laundry—washer, detergent, dryer, iron
_____ ❏ other: _____

3.75. Identify the meaning of information found on clothing labels when completing functional tasks (e.g., cleaning a garment, choosing the correct size). (CL.B.1.In.1, CL.B.1.Su.1)
Specify _____ ❏ size _____ ❏ brand name _____ ❏ price
_____ ❏ fabric _____ ❏ washing and drying instructions
_____ ❏ other: _____

3.76. Identify the meaning of information found on labels and directions on food products when completing functional tasks (e.g., cooking a meal, storing products, using food products, identifying nutrition information). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ weight _____ ❏ volume
_____ ❏ preparation directions _____ ❏ storage requirements
_____ ❏ expiration date _____ ❏ nutrition information
_____ ❏ serving and portion information _____ ❏ other: _____

3.77. Identify the meaning of words related to personal care activities when completing functional tasks (e.g., getting ready for school; managing finances; maintaining cleanliness of clothing; purchasing items; paying bills—rent, phone, utility). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ personal hygiene—brush teeth, floss teeth, shower, shave
_____ ❏ finances—balance checkbook, deposit money, budget
_____ ❏ maintain clothes—wash, dry clean, hang, mend
_____ ❏ purchasing items—discount, sale, tax, charge
_____ ❏ paying bills—balance, overdue balance, late fee, due date
_____ ❏ other: _____

3.78. Identify the meaning of information found on drug labels when completing functional tasks (e.g., taking medicine, cleaning out a medicine cabinet, storing hazardous materials). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ directions for use _____ ❏ dosage _____ ❏ warnings
_____ ❏ expiration date _____ ❏ storage _____ ❏ antidotes
_____ ❏ prescription and renewal information
_____ ❏ other: _____

3.79. Identify the meaning of information found on product labels when completing functional tasks (e.g., storing food after shopping, opening a package received, using a product). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ directions for use
_____ ❏ safety precautions—this end up, open other side, fragile
_____ ❏ storage—store in dry place, keep from freezing
_____ ❏ warranty information
_____ ❏ other: _____

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Community Information

3.80. Identify the meaning of words related to productive activities in the community when completing functional tasks (e.g., registering to vote, completing transactions at the bank, verifying a balance over the telephone, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ❏ banking—withdrawal, deposit, account number, debit, balance
_____ ❏ library—library card, check out, due date, late charge
_____ ❏ voting—election, party, candidate, voter's registration
_____ ❏ other: _____

3.81. Identify the meaning of information related to travel activities when completing functional tasks (e.g., going on a road trip, flying on a plane, taking a bus). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ❏ north, south, east, west
_____ ❏ Interstate highway, road, street, route
_____ ❏ speed limit, map, exit, traffic signals, railroad crossing
_____ ❏ airfare, bus ticket, departure gate, arrival time, flight number
_____ ❏ other: _____

Workplace Information

3.82. Identify the meaning of words related to workplace activities when completing functional tasks (e.g., participating in a meeting, corresponding with co-workers, taking an appropriate break, working on a car, selling clothes, working on an assembly line). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ❏ work hours—starting time, break, time card
_____ ❏ dress code—uniform, grooming
_____ ❏ locations—reception areas, parking, restrooms
_____ ❏ equipment—storage, maintenance, repairs, supplies
_____ ❏ other: _____

3.83. Identify the meaning of words found on workplace equipment, tools, and supplies when completing functional tasks (e.g., turning on a machine, opening a package, copying papers, faxing information, cleaning the machines, refilling paper or toner, cleaning an office or home, storing cleaning products, totaling purchases). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ❏ directions for use and storage _____ ❏ repair and maintenance
_____ ❏ safety precautions _____ ❏ replacement information
_____ ❏ other: _____

3.84. Identify the meaning of information found on written announcements and memos that must be recorded when completing functional tasks (e.g., putting a date on an office calendar, using a personal calendar). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ❏ meeting announcements _____ ❏ important dates
_____ ❏ procedure changes _____ ❏ other: _____

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Leisure Information

3.85.	Identify the meaning of words related to leisure activities when completing functional tasks (e.g., playing sports, attending a play or movie, playing a board game, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❑ indoor games _____ ❑ outdoor activities _____ ❑ sports
_____ ❑ entertainment _____ ❑ hobbies _____ ❑ other: _____

3.86.	Identify the meaning of written and graphical information provided in instruction booklets and diagrams used for games, sports, and other leisure activities (e.g., card games, board games, water sports, bicycling, fishing). (CL.B.1.In.1, CL.B.1.Su.1)

Abbreviations

3.87.	Identify abbreviations for measurement units when completing functional tasks (e.g., reading days of the week on a calendar, reading the ingredients required in a recipe, reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❑ linear—in., ft., mi., m. _____ ❑ area—sq. ft., sq. yd., sq. mi.
_____ ❑ weight—oz., lb., g. _____ ❑ volume—c., l., tsp., tbsp., gal.
_____ ❑ time—min., hr., Tues., Dec. _____ ❑ other: _____

3.88.	Identify abbreviations for locations when completing functional tasks (e.g., addressing an envelope, looking up an address in a phone book, reading an address). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❑ streets—Rd., Blvd. _____ ❑ states—FL, CA
_____ ❑ post office—PO _____ ❑ buildings—Apt.
_____ ❑ countries—USA, UK _____ ❑ other: _____

3.89.	Identify abbreviations and acronyms for agencies and organizations when completing functional tasks (e.g., sending information by overnight or next-day mail, reading articles in the newspaper, watching a news broadcast). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❑ medical organizations—HMO–Health Maintenance Organization
_____ ❑ government agencies—DS–Developmental Services, VR–Vocational Rehabilitation
_____ ❑ mail services—UPS–United Parcel Service, USPS–United States Postal Service
_____ ❑ other: _____

3.90.	Identify abbreviations for titles when completing functional tasks (e.g., writing a letter, addressing an envelope, finding a person in a directory). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❑ personal—Mr., Ms. _____ ❑ degrees—Ph.D., M.A., B.S.
_____ ❑ professional—C.P.A., M.D. _____ ❑ other: _____

3.91.	Identify abbreviations and acronyms for information sources and mass media when completing functional tasks (e.g., locating a radio or television station in the newspaper, locating a web address). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❑ radio—WFSU _____ ❑ television—WPBS
_____ ❑ web addresses—www.firn.com

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Following Directions

3.92. Use strategies to remember and understand directions when completing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ repeat directions   _____ ❏ paraphrase directions
_____ ❏ follow a diagram   _____ ❏ use a cue card or check list
_____ ❏ make a list   _____ ❏ other: _____

3.93. Use strategies to remember and understand written directions. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ read aloud   _____ ❏ paraphrase
_____ ❏ make a drawing or diagram   _____ ❏ other: _____

3.94. Use strategies to remember and understand oral directions. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ repeat directions   _____ ❏ paraphrase directions
_____ ❏ write directions   _____ ❏ make a drawing or diagram
_____ ❏ other: _____

3.95. Use strategies to remember and understand directions involving demonstrations or models. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ verbalize key features or steps
_____ ❏ break into smaller components for practice
_____ ❏ practice with physical guidance
_____ ❏ practice with verbal cueing
_____ ❏ other: _____

3.96. Follow a list of events in sequential order (e.g., complete a daily to-do list, complete a to-do list for moving, complete a checklist, complete a guide or plan). (CL.B.1.In.2, CL.B.1.Su.2)

3.97. Identify the meaning of instructions found on purchased items (e.g., installation and assembly directions, packaging directions, cooking instructions, user instructions, warranty information). (CL.B.1.In.1, CL.B.1.Su.1)

3.98. Identify the meaning of directions used with school assignments and tasks (e.g., explaining your reasoning, filling in the blanks, solving the problems). (CL.B.1.In.1, CL.B.1.Su.1)

3.99. Follow package or manual directions for assembling products used in the home (e.g., use small appliances, assemble furniture, use equipment for recreation). (CL.B.1.In.2, CL.B.1.Su.2)

3.100. Follow directions to complete productive activities in the home (e.g., follow a recipe, assemble a bicycle, operate a washing machine). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ number of steps—1, 2, multiple
_____ ❏ presentation mode—oral, written, pictorial, graphic, demonstration

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3.101. Follow directions to complete productive activities in the community (e.g., getting a book at the library; voting; assisting in a volunteer service organization or activity—coastal cleanup; participating in a fund-raiser; using the community pool, gym, park). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ number of steps—1, 2, multiple
_____ ❏ presentation mode—oral, written, pictorial, graphic, demonstration

3.102. Follow directions and instructions for participating in exercise and physical fitness activities (e.g., participating in aerobics, strength training, walking, running). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ number of steps—1, 2, multiple
_____ ❏ presentation mode—oral, written, pictorial, graphic, demonstration

3.103. Follow directions when completing school tasks (e.g., class assignment, study guide, report, laboratory activity, test). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ number of steps—1, 2, multiple
_____ ❏ presentation mode—oral, written, pictorial, graphic, demonstration

3.104. Follow directions to complete workplace tasks (e.g., serve customers, stock shelves, assemble parts, repair motors, write correspondence, file documents). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ number of steps—1, 2, multiple
_____ ❏ presentation mode—oral, written, pictorial, graphic, demonstration

3.105. Follow directions to complete leisure activities (e.g., crafts and hobbies—candle making, collages, pottery, photography, sewing; sport activities—basketball, tennis, soccer, water skiing, hiking; games—card games, board games, video games). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ number of steps—1, 2, multiple
_____ ❏ presentation mode—oral, written, pictorial, graphic, demonstration

3.106. Follow directions and information given on vending machines (e.g., how to select products, cost of products, how to deposit bills or coins, where change return is located). (CL.B.1.In.2, CL.B.1.Su.2)

3.107. Participate in responding appropriately to routine directions (e.g., request to turn over, stop now). (CL.B.1.Pa.1)
Specify setting: _____ ❏ home   _____ ❏ school   _____ ❏ community

3.108. *Follow verbal directions with prompts to complete a one-step task. (Language B 7: II)*

3.109. *Follow verbal directions without prompts to complete a one-step task. (Language B 10: III)*

3.110. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*

3.111. *Follow verbal directions with more than two steps. (Language B 14: V)*

3.112. *Follow written directions with one-step. (Reading C 11: V)*

3.113. *Follow written directions with two-steps. (Reading C 13: VI)*

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Comprehension Strategies

3.114. Use cues to locate specific information in a text or visual by scanning when completing functional tasks (e.g., school tasks—finding word in dictionary, finding information for a report; workplace tasks—locating a name in a list; personal care—finding a recipe for dessert; leisure—finding information on a specific location, person, event). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ key words _____ ❏ dates _____ ❏ numbers
 _____ ❏ charts _____ ❏ graphs _____ ❏ pictures
 _____ ❏ maps _____ ❏ other: _____

3.115. Skim material for specific information when completing functional tasks (e.g., reading a book, magazine, or journal for an assignment or report; quickly reading a newspaper article for the main points). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ answers to questions _____ ❏ specific facts _____ ❏ other: _____

3.116. *Answer factual questions about paragraphs. (Reading C 9: V)*

3.117. Paraphrase the meaning of a sentence or phrase for clarification when completing functional tasks (e.g., repeating directions, asking for clarification, requesting information). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ information _____ ❏ questions _____ ❏ directions
 _____ ❏ commands _____ ❏ requests _____ ❏ other: _____

3.118. State the main idea of information by paraphrasing material found in resources when completing functional tasks (e.g., relating information to classmates, co-workers, friends, or family; writing a summary for class; writing a report for class or work; writing a letter). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ newspaper, news broadcast _____ ❏ pamphlet, brochure
 _____ ❏ magazine _____ ❏ television program
 _____ ❏ people _____ ❏ Internet
 _____ ❏ other: _____

3.119. Use strategies to determine the main idea of a paragraph, section, or document as a whole when completing functional tasks (e.g., telling someone about articles in magazines or newspapers, writing a summary of a reading assignment for school or work). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ note the first sentence or topic _____ ❏ paraphrase information
 _____ ❏ note information that is repeated _____ ❏ scan chapter headings
 _____ ❏ other: _____

3.120. *Determine main idea stated in a paragraph. (Reading C 8: V)*

3.121. *Identify the implied main idea in a paragraph. (Reading D 18: VII)*

3.122. *Determine supportive details related to the main idea of a paragraph. (Reading C 14: VI)*

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3.123. Use strategies to identify relevant information in a text or visual by scanning when completing functional tasks (e.g., school tasks—finding answers to study questions; workplace—identifying types of equipment available, completing work assignment; personal care—identifying temperature to set oven, identifying family member's schedule; leisure—checking rules of a game, checking scores of sports events). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ match to a list of key information—dates, names, locations
_____ ❏ match to questions to be answered
_____ ❏ scan chapter titles and subtitles for specific words or phrases
_____ ❏ other: _____

3.124. Use strategies to identify unnecessary information in a text or visual when completing functional tasks (e.g., school—solving problems in school assignments; workplace—reading an announcement; personal care—telling someone about a news story about a new health treatment; leisure—following a visual diagram to assemble a piece of camping equipment, following the instructions for installing a CD player). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ asking yourself "How does this fit?"
_____ ❏ asking yourself "Is it needed?"
_____ ❏ comparing to similar examples or a model
_____ ❏ other: _____

3.125. *Determine the order of events in a paragraph. (Reading C 10: V)*

3.126. *Identify the stated cause and effect of an action or event in a paragraph.*
(Reading C 12: VI)

3.127. *Identify the implied cause or effect in a paragraph. (Reading D 16: VII)*

3.128. Use self-questioning strategies to clarify and remember information (e.g., identify the main points from a passage, determine if I understand what I am reading). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ who, what, when, and where?   _____ ❏ how and why?
_____ ❏ other: _____

3.129. Use self-monitoring strategies to clarify and remember information (e.g., Does what I am reading or doing make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word I don't know?). (CL.B.1.In.2, CL.B.1.Su.2)

3.130. Use strategies to relate and integrate new information with prior knowledge (e.g., relating new concepts to those in the previous chapter, generalizing skills from one situation to another). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ identify common elements or situations
_____ ❏ distinguish what is different
_____ ❏ relate new information to concepts already understood
_____ ❏ other: _____

3.131. Use strategies to link information with other cues to increase recall and understanding. (CL.B.1.In.2, CL.B.1.Su.2)

3.132. Predict outcomes or meaning of information based on previous knowledge to increase understanding (e.g., This is a story like ...). (CL.B.1.In.2, CL.B.1.Su.2)

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3.133. *Determine a logical conclusion or generalization for a paragraph or passage.*
(Reading D 17: VII)

3.134. Use visual imagery to clarify and remember information used in completing functional tasks (e.g., remembering a situation, remembering a person's appearance, remembering a place you have visited). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❑ make mental pictures _____ ❑ create an analogy
_____ ❑ make an association _____ ❑ other: _____

Evaluating Accuracy

3.135. Evaluate accuracy of financial materials to complete functional tasks (e.g., pay the correct amount of money for an object, verify charges and balance on a banking account, charge the correct amount of money to a customer). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❑ bank statements _____ ❑ bills
_____ ❑ receipts _____ ❑ checkbook
_____ ❑ invoices _____ ❑ other: _____

3.136. Evaluate the accuracy of materials developed for own school assignments (e.g., turn in a report or homework assignment with few errors, catch math errors on a test before handing it in). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❑ answers to tests _____ ❑ class assignments
_____ ❑ other: _____

3.137. Evaluate the accuracy of business materials to complete functional tasks (e.g., be sure that contract information is complete, check to make sure that forms are filled out correctly and completely, turn in a report with no errors). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❑ forms _____ ❑ contracts _____ ❑ advertising
_____ ❑ other: _____

3.138. *Distinguish between true and false statements. (Reading E 19: V)*

3.139. Use strategies to distinguish between misleading and truthful advertising when completing functional tasks (e.g., deciding which product to purchase, deciding if a product would work, watching television, reading newspaper advertisements). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❑ identify exaggeration _____ ❑ identify accuracy
_____ ❑ evaluate realism _____ ❑ other: _____

3.140. *Distinguish between fact and opinion in sentences. (Reading E 20: VI)*

3.141. *Distinguish between facts and opinions in paragraphs. (Reading E 21: VII)*

Organizing Information

3.142. Identify characteristics of various methods used to organize information. (CL.B.1.In.3)
Specify: _____ ❑ chronological _____ ❑ alphabetical _____ ❑ categorical
_____ ❑ by size _____ ❑ by topic or subject _____ ❑ hierarchical/outline
_____ ❑ other: _____

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3.143. Choose format for organization based on proposed use of information. (CL.B.1.In.3)
Specify: _____ ❏ chronological   _____ ❏ alphabetical   _____ ❏ categorical
_____ ❏ by size   _____ ❏ by topic or subject   _____ ❏ hierarchical/outline
_____ ❏ other: _____

3.144. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)

3.145. Organize information alphabetically when completing functional tasks (e.g., filing for later reference to return an item, listing names in order). (CL.B.1.In.3)

3.146. *Alphabetize words by using the first letter. (Reading F 22: V)*

3.147. *Alphabetize words using the first two letters. (Reading F 25: VI)*

3.148. Locate an item by category when completing functional tasks (e.g., finding a telephone number in the Yellow Pages, finding a recipe for cookies). (CL.B.1.In.3)

3.149. Organize clothes in dresser or closet by type when completing functional tasks (e.g., organizing closet or drawers by winter and summer wear, putting away clean clothes, putting away clothes that have been worn but are not dirty). (CL.B.1.In.3)

3.150. Sort items by color when completing functional tasks (e.g., putting away clean clothes, towels, or dishes; organizing closets, cabinets, or linen closets; getting ready to wash clothes). (CL.B.1.In.3)

3.151. Sort items into matching pairs when completing functional tasks (e.g., folding clean clothes, organizing jewelry box, putting away shoes). (CL.B.1.In.3)

3.152. Organize items by categories when completing functional tasks (e.g., storing tools, putting groceries away). (CL.B.1.In.3)

3.153. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe for cookies). (CL.B.1.In.3)

3.154. Organize information by categories when completing functional tasks (e.g., identifying members of a class, clustering similar kinds of information). (CL.B.1.In.3)

3.155. Locate an item by date when completing functional tasks (e.g., identifying if a check cleared, verifying a specific deposit, verifying a specific withdrawal, verifying a bill payment, locating a receipt to return a purchased item). (CL.B.1.In.3)

3.156. Organize items chronologically when completing functional tasks (e.g., filing for later reference to return an item, verifying a deposit or withdrawal, verifying a bill payment). (CL.B.1.In.3)

3.157. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.3)
Specify: _____ ❏ personal calendar   _____ ❏ school   _____ ❏ workplace

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3.158. Organize items by topic or subject when completing functional tasks (e.g., planning a wedding, filing bills). (CL.B.1.In.3)

3.159. Locate information by topic or subject when completing functional tasks (e.g., finding a topic in a table of contents, finding a recipe for cookies). (CL.B.1.In.3)

3.160. Organize information by topic or subject when completing functional tasks (e.g., putting together notes for a speech, organizing books on a shelf). (CL.B.1.In.3)

3.161. Sort similar items together when completing functional tasks (e.g., unloading dishwasher, organizing sewing kit, organizing toolbox). (CL.B.1.In.3)

3.162. *Sort like objects. (Social and Personal C 19: II)*

3.163. Organize items numerically (e.g., page numbers, outlines, ages). (CL.B.1.In.3)

3.164. Organize items by size when completing functional tasks (e.g., putting away clean dishes, sorting nails). (CL.B.1.In.3)

3.165. Organize information hierarchically or by outlining when completing functional tasks (e.g., putting together notes for a research report). (CL.B.1.In.3)

3.166. Identify main ideas and facts by summarizing or taking notes of selected lectures, reading materials, and media productions. (CL.B.1.In.3)

Using Table of Contents, Menus, Indexes

3.167. Identify the major sections of information in the table of contents when completing functional tasks (e.g., locating information about a topic of interest, researching information for an academic report, finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ book—introduction, chapter titles, index
_____ ❏ magazines—titles, page numbers, authors
_____ ❏ newspaper—sections, page numbers
_____ ❏ other: _____

3.168. *Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)*

3.169. Identify the major sections of information in the menu or homepage of an electronic document on a CD-ROM, website, or electronic database when completing functional tasks (e.g., locating information about a topic of interest, researching information for a work report, finding the correct section of a database). (CL.B.1.In.1, CL.B.1.Su.1)

3.170. Use an index to locate a subtopic by page number when completing functional tasks (e.g., researching for a report, finding information on a topic of personal interest, locating a specific topic in a textbook). (CL.B.1.In.1, CL.B.1.Su.1)

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Directories

3.171. Find a person's name, address, and phone number in the white pages of the telephone book when completing functional tasks (e.g., finding a friend's telephone number, finding an address for an invitation list, finding the phone number of the community health center). (CL.B.1.In.1, CL.B.1.Su.1)

3.172. Find the name, address, and phone number of businesses and agencies in the Yellow Pages of the telephone book when completing functional tasks (e.g., obtaining information about the type of food or location when planning to go out to eat, finding the phone number of the Social Security office). (CL.B.1.In.1, CL.B.1.Su.1)

3.173. Locate information provided in a telephone directory when completing functional tasks (e.g., placing a long distance call, changing telephone services, calling a government agency, identifying a number not located in the phone book). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ emergency numbers   _____ ❏ dialing assistance
           _____ ❏ telephone service assistance   _____ ❏ community information
           _____ ❏ other: _____

3.174. Find the phone number and address of community resources in a directory when completing functional tasks (e.g., obtaining address of a specific location—parks, libraries, churches; obtaining an address to mail a letter). (CL.B.1.In.1, CL.B.1.Su.1)

General Information Resources

3.175. Identify an appropriate source to obtain information on current events when completing functional tasks (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ newspaper   _____ ❏ magazine   _____ ❏ television
           _____ ❏ radio   _____ ❏ people
           _____ ❏ Internet resource   _____ ❏ other: _____

3.176. Identify types of information found in reference books or resources when completing functional tasks (e.g., finding a route to a vacation spot, finding the meaning of an unknown word, finding information on a specific subject, finding the correct spelling of a word). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ almanac—weather-related information, crop information
           _____ ❏ atlas—road maps, distance charts, state capitals, population
           _____ ❏ dictionary—definitions, spelling, syllable breakdown
           _____ ❏ encyclopedia—general information by subject
           _____ ❏ other: _____

3.177. Identify the appropriate source to obtain information for travel when completing functional tasks (e.g., planning a vacation, picking someone up from the airport, making hotel reservations, planning transportation to visit someone). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ type of information—destinations, schedules, reservations, cost
           _____ ❏ source of information—travel agent, private or commercial carriers, Internet
           _____ ❏ other: _____

3.178. Identify sources to obtain information on leisure activities (e.g., special weekend sections of the newspaper, magazines, Internet, persons). (CL.B.1.In.1, CL.B.1.Su.1)

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3.179. *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic.* (Reading F 28: VI)

3.180. *Identify the appropriate source to obtain information on goods and services (e.g., newspaper, telephone directory, media).* (Reading F 26: VI)

Consumer Information

3.181. Identify consumer information in brochures and pamphlets (e.g., energy-saving hints accompanying utility bill, bank services accompanying bank statements). (CL.B.1.In.1, CL.B.1.Su.1)

3.182. Identify information related to financial services when managing personal finances (e.g., warranties and guarantees—consumer and product protection; deposit slips and withdrawal slips—transfer of funds). (CL.B.1.In.1, CL.B.1.Su.1)

3.183. Locate information about desired goods in a product catalog (e.g., kind of products, prices, ordering procedures, product characteristics). (CL.B.1.In.1, CL.B.1.Su.1)

3.184. Identify sources to obtain information about restaurants (e.g., location, type of food served, days and hours of operation, reservation policy). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ newspapers _____ ❏ magazines _____ ❏ Internet
_____ ❏ Yellow Pages _____ ❏ friends or family _____ ❏ other: _____

3.185. Use information from resources related to community services (e.g., current news, health screening, leisure events and schedules, real estate information). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ radio, TV _____ ❏ newspapers _____ ❏ posters, flyers
_____ ❏ other: _____

3.186. Identify information in a mortgage, lease, or contract to verify obligations and to ensure that contracted services, products, or space are received. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ length of term _____ ❏ cost per month _____ ❏ extra charges
_____ ❏ limits _____ ❏ other: _____

Advertisements and Instructions

3.187. Locate consumer information in the newspaper when completing functional tasks (e.g., looking for a job, clipping coupons, locating sale items). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ sports _____ ❏ recreational activities
_____ ❏ special features or articles _____ ❏ advertisements
_____ ❏ classified ads _____ ❏ other: _____

3.188. Locate advertisements in newspapers, store handouts, and posters to complete productive activities in the home (e.g., purchasing new furniture, remodeling home, purchasing new linens). (CL.B.1.In.1, CL.B.1.Su.1)

3.189. Locate advertisements in newspapers, store handouts, and posters to complete personal care activities (e.g., purchasing medicine, choosing a hairdresser, purchasing new clothes, signing a gym contract). (CL.B.1.In.1, CL.B.1.Su.1)

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3.190. Identify the meaning of information found in newspapers and magazines regarding community activities and resources when completing functional tasks (e.g., community festivals, fairs, concerts, movies, library events or speakers). (CL.B.1.In.2, CL.B.1.Su.2)

3.191. Locate advertisements in newspapers, store handouts, and posters for items needed for leisure activities (e.g., purchasing a baseball glove to play on a community team, purchasing craft materials, purchasing games or books for spare time). (CL.B.1.In.1, CL.B.1.Su.1)

3.192. Use information found in classified ads and advertisement sections of the newspaper (e.g., clipping coupons to purchase new or used items, selling unwanted items, finding a job). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ find a job, place to live, car to buy, furniture, pet
_____ ❏ sell a house, locate lost pet, advertise a garage sale
_____ ❏ other: _____

3.193. Locate personal care information in a magazine, newspaper, or on the Internet when completing functional tasks (e.g., starting a diet, starting a fitness program, finding a desirable hairstyle, locating answers to medical questions). (CL.B.1.In.1, CL.B.1.Su.1)

3.194. Identify information in instructional pamphlets, specialty magazines, computer software, and books on leisure activities when completing functional tasks (e.g., reading for personal interest, reading information on a play before it is seen, learning the various types of dance). (CL.B.1.In.1, CL.B.1.Su.1)

Diagrams, Tables, Graphs, Schedules, and Charts

3.195. Identify events using a schedule (e.g., television programs, transportation, movies, religious services, workshops, cultural events). (CL.B.1.In.1, CL.B.1.Su.1)

3.196. Identify the meaning of simple graphs when completing functional tasks (e.g., identifying a schedule from a table, identifying the number of days without injuries from a bar graph). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ bar graphs   _____ ❏ pie chart   _____ ❏ tables

3.197. Identify information contained in graphics used in the workplace when completing functional tasks (e.g., building a table, preparing a report). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ blueprints   _____ ❏ floor plans   _____ ❏ diagrams
_____ ❏ other: _____

3.198. *Obtain information from charts, graphs, and schedules. (Reading F 24: VI)*

Maps

3.199. Identify the meaning of information provided by map symbols when completing functional tasks (e.g., planning a travel route, locating a specific location). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ roads   _____ ❏ rivers, lakes   _____ ❏ cities and towns
_____ ❏ mileage   _____ ❏ direction   _____ ❏ airports, parks

3.200. *Locate a specific place using maps and floor plans. (Reading F 27: VI)*

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3.201. Use a key or legend to find information on a map when completing functional tasks (e.g., traveling on a road trip, finding locations within a city or town). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ roads, highways   _____ ❏ cities, towns   _____ ❏ mileage
_____ ❏ other: _____

3.202. Find specified geographic areas using a map when completing functional tasks (e.g., traveling in unfamiliar areas, completing a geography exam, locating a destination). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ city, state map   _____ ❏ atlas   _____ ❏ other: _____

3.203. Identify routes of travel between specified locations using a map when completing functional tasks (e.g., planning a trip, calculating distance, estimating time for travel). (CL.B.1.In.2, CL.B.1.Su.2)

EXPRESSING INFORMATION

Writing and Handwriting

3.204. Use appropriate modes in writing for educational and personal needs (e.g., write a letter, leave a message, write in a journal, write a to-do list, complete homework). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❏ handwriting   _____ ❏ typewriter   _____ ❏ word processor
_____ ❏ braille—including braillewriter, slate, and stylus
_____ ❏ other: _____

3.205. *Reproduce upper and lower case letters of the alphabet. (Writing A 2: IV)*

3.206. *Reproduce numerals from 0 to 10. (Mathematics B 10: IV)*

3.207. Produce legible handwritten material to complete functional tasks (e.g., letters, notes, or messages; forms; signatures). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❏ style—manuscript or cursive   _____ ❏ letter formation
_____ ❏ spacing   _____ ❏ orientation
_____ ❏ size   _____ ❏ other: _____

3.208. Produce written communications accurately using a word processor or typewriter (e.g., rough draft of letter, report, or project; list of information for a form, application, graph, or chart). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❏ letters   _____ ❏ reports   _____ ❏ forms
_____ ❏ charts   _____ ❏ other: _____

Personal Information

3.209. Produce required personal information to accomplish functional tasks (e.g., completing forms, signing documents, addressing a letter). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❏ name   _____ ❏ address
_____ ❏ phone number   _____ ❏ date of birth
_____ ❏ Social Security number   _____ ❏ emergency contact
_____ ❏ parents or guardian   _____ ❏ other: _____

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3.210. *Express self-identity by telling first name. (Language C 17: II)*

3.211. *Express self-identity by telling full name. (Language C 22: III)*

3.212. *Reproduce own first and last name. (Writing A 1: IV)*

3.213. *Write from memory or identification card own name, address, telephone number, age, and date of birth. (Writing A 3: V)*

Completing Forms

3.214. Determine information needed to complete forms in order to have the proper personal documents ready (e.g., Social Security card, birth certificate, identification card). (CL.B.2.In.1, CL.B.2.Su.1)

3.215. Transfer information accurately from documents and sources onto appropriate section of forms. (CL.B.2.In.1, CL.B.2.Su.1)

3.216. Write needed information accurately on forms. (CL.B.2.In.2, CL.B.2.Su.2)
　　　 Specify: _____ ❏ personal information—name, address, phone, birth date
　　　　　　　 _____ ❏ sex—male/female
　　　　　　　 _____ ❏ race—White, Hispanic, Black, Asian, Native American
　　　　　　　 _____ ❏ marital status—single or married
　　　　　　　 _____ ❏ employment—employed or self-employed
　　　　　　　 _____ ❏ other: _____

3.217. Accurately complete application forms for specified purposes (e.g., obtaining a driver's license, obtaining a job, seeking entrance to a school or program, applying for medical benefits, buying insurance coverage). (CL.B.2.In.2, CL.B.2.Su.2)
　　　 Specify: _____ ❏ driver's license 　　　 _____ ❏ employment 　 _____ ❏ admission
　　　　　　　 _____ ❏ public assistance 　　 _____ ❏ other: _____

3.218. *Complete forms which require personal data (e.g., W-4, medical history, insurance). (Writing D 13: VII)*

3.219. *Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*

3.220. Accurately complete forms related to financial management to complete functional tasks (e.g., receive a loan, obtain a credit card, apply for insurance). (CL.B.2.In.2, CL.B.2.Su.2)
　　　 Specify: _____ ❏ credit card 　　 _____ ❏ loan application 　　 _____ ❏ bank account
　　　　　　　 _____ ❏ checks 　　　 _____ ❏ deposit slips 　　　 _____ ❏ product warranty
　　　　　　　 _____ ❏ other: _____

3.221. *Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)*

3.222. *Complete forms associated with a savings account. (Mathematics E 45: VI)*

3.223. Accurately complete order forms to accomplish functional tasks (e.g., order merchandise from a catalogue, order merchandise from the Internet, order free sample products from magazines). (CL.B.2.In.2, CL.B.2.Su.2)

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3.224. *Complete simple order blanks. (Writing D 14: VII)*

Making Lists

3.225. Write lists for shopping to complete functional tasks (e.g., Christmas gift list, list of tapes or CDs to purchase, list of items needed for a recipe, list of party items). (CL.B.2.In.1, CL.B.2.Su.1)

3.226. Write to-do lists to complete functional tasks. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❑ daily or weekly—grocery shopping, bank deposit, clean house, pick up dry cleaning
_____ ❑ monthly or quarterly—balance checkbook, get oil change, have hair cut, clean closets
_____ ❑ specific activities—get ready to move, complete work activities
_____ ❑ other: _____

Giving Directions

3.227. Give person oral or written directions to a location. (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ ❑ home   _____❑ school   _____❑ community

3.228. Give directions to another person to accomplish a task. (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ ❑ school task—how to look up a reference, how to dress for physical education
_____ ❑ work task—how to use the cash register, how to fill out a leave form
_____ ❑ personal task—how to use a microwave, how to put away groceries
_____ ❑ leisure task—how to pack for vacation, how to take care of a pet

3.229. *State steps to complete a task. (Language C 31: VI)*

Organizing Communications

3.230. Identify characteristics of key elements of documents and written communications (e.g., narrative writing—telling a story; persuasive writing—letter to the principal; technical writing—lab report). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❑ what is the intent—objectives, target audience, purpose
_____ ❑ what components are needed—introduction, body, summary
_____ ❑ how should the information be organized
_____ ❑ what formatting should be used—layout, text, use of graphics
_____ ❑ other: _____

3.231. Create documents or written communications that relate a series of sequential events (e.g., write about a vacation, write a history report covering a time frame, tell a story). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ ❑ brief descriptions   _____ ❑ letters
_____ ❑ stories   _____ ❑ essays
_____ ❑ reports   _____ ❑ other: _____

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3.232. Create documents or written communications that emphasize main ideas and relevant supporting details (e.g., summarize desired career goals; paraphrase a conversation with the teacher; write an essay on important things to know about communicable diseases). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ ❏ sentences   _____ ❏ paragraphs   _____ ❏ essays
_____ ❏ reports   _____ ❏ other: _____

3.233. Create documents or written communications that use a logical order to express information (e.g., justifying a particular action, explaining a concept). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ ❏ easy/difficult   _____ ❏ specific/general
_____ ❏ least important/most important   _____ ❏ cause and effect
_____ ❏ other: _____

3.234. Record activities or transactions performed to accomplish functional tasks (e.g., keep an accurate account balance, complete all school or work assignments, keep an accurate journal, keep track of daily accomplishments). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ ❏ daily events   _____ ❏ daily tasks
_____ ❏ checks and deposits   _____ ❏ other: _____

3.235. Create documents or written communications that include necessary documentation (e.g., letter about lost mail with list of dates and lost items; application for eligibility for Vocational Rehabilitation with accompanying documentation of disability). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ ❏ report   _____ ❏ summary
_____ ❏ letter of complaint   _____ ❏ other: _____

3.236. Summarize events and conversations in an accurate, complete, and objective manner in documents or written communications (e.g., tell a family member about what someone said, write an article for school newspaper, write a summary describing a field trip, write a description of a community-based experience). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ ❏ article   _____ ❏ report   _____ ❏ letter
_____ ❏ story   _____ ❏ essay   _____ ❏ message
_____ ❏ other: _____

Formatting

3.237. Select the appropriate format for documents and written communications to accomplish functional tasks. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❏ note or e-mail—give a friend directions, let your family know that you will be late
_____ ❏ memo—announce an event to your co-workers at the office
_____ ❏ letter—friendly, complaint, request, application
_____ ❏ message—let a family member know that someone called
_____ ❏ report—report results, identify current status of project
_____ ❏ other: _____

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3.238. Create written communications that are appropriate to the audience, subject matter, and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, give a presentation). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❑ note   _____ ❑ memo/e-mail   _____ ❑ letter
          _____ ❑ brief description   _____ ❑ report   _____ ❑ cards and invitations
          _____ ❑ other: _____

3.239. Write a message to accurately record information from telephone calls or personal conversations (e.g., transferring answering machine or voicemail to paper; write a verbal message from one person to another). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ ❑ caller's name   _____ ❑ date   _____ ❑ who they represent
          _____ ❑ time   _____ ❑ phone number   _____ ❑ message
          _____ ❑ other: _____

3.240. *List information (who, what, when, and where) of a given message. (Writing D 11: VI)*

3.241. Use proper form when writing a letter. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❑ return address   _____ ❑ inside address   _____ ❑ greeting
          _____ ❑ body   _____ ❑ closing   _____ ❑ signature
          _____ ❑ business letter   _____ ❑ friendly letter

3.242. Use proper form when addressing an envelope. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❑ return address   _____ ❑ name and address

3.243. *Write a letter and address an envelope. (Writing D 12: VI)*

Writing Process

3.244. Use the writing process to develop documents and written communications.
(CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❑ organize ideas   _____ ❑ write first draft   _____ ❑ revise and edit
          _____ ❑ write final copy   _____ ❑ other: _____

3.245. Proofread written communications to accomplish functional tasks (e.g., make corrections in a personal or work letter, prepare a report for a second draft, correct a form or application to be submitted). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❑ spelling   _____ ❑ grammar
          _____ ❑ word usage   _____ ❑ formatting—margins, spacing
          _____ ❑ sentence structure   _____ ❑ other: _____

3.246. *Proofread to locate and correct spelling errors. (Writing B 5: VI, VII)*

3.247. Revise documents and written communications to improve meaning and focus.
(CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❑ unity and cohesiveness—words, phrases, and sentences agree and work together
          _____ ❑ content—no irrelevant details
          _____ ❑ organization—logical order
          _____ ❑ style—no run-on sentences or unintentional fragments
          _____ ❑ formatting—margins, spacing, legibility
          _____ ❑ other: _____

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3.248. Use complete sentences to express desired information. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❑ simple _____ ❑ compound
_____ ❑ complex _____ ❑ compound/complex

3.249. *Write simple sentences. (Writing D 10: V)*

3.250. *Combine 3-5 words to verbally express phrases and sentences. (Language C 25: III)*

3.251. Use self-monitoring strategies to assist in writing complete sentences. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❑ select the kind of sentence _____ ❑ think about the meaning
_____ ❑ think about the words _____ ❑ review the sentence when finished
_____ ❑ other: _____

3.252. Use forms of verbs and nouns that follow standard English conventions for grammar. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❑ nouns—singular and plural, possessive
_____ ❑ verbs—present, past, and future tenses, infinitive
_____ ❑ subject-verb agreement

3.253. Use parts of speech appropriately when expressing information in complete sentences. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❑ nouns _____ ❑ pronouns _____ ❑ verbs
_____ ❑ adverbs _____ ❑ adjectives _____ ❑ prepositions
_____ ❑ conjunctions

3.254. Use correct capitalization in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❑ proper nouns _____ ❑ pronoun "I" _____ ❑ acronyms
_____ ❑ abbreviations _____ ❑ first word of sentence _____ ❑ greeting/closing
_____ ❑ titles _____ ❑ other: _____

3.255. *Capitalize the first letter of own first and last name. (Writing C 6: IV)*

3.256. *Capitalize and punctuate common titles (e.g., Mr., Mrs., Dr.), proper nouns which name persons, days of the week, months of the year, and names of streets, cities, and countries. (Writing C 8: VI)*

3.257. Use correct ending punctuation in sentences in preparing written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❑ period _____ ❑ question mark _____ ❑ exclamation point

3.258. Use punctuation correctly within words and sentences in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❑ comma—words in a series, compound sentence, address, date, greeting and closing
_____ ❑ apostrophe—contraction, possession
_____ ❑ quotation marks—direct quotation, titles, words used in a special sense
_____ ❑ semi-colon—phrases in a series with commas
_____ ❑ other: _____

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3.259. *Write a sentence with correct capitalization of the first word and ending punctuation. (Writing C 7: V)*

3.260. *Use correct punctuation and capitalization when writing a letter and addressing an envelope. (Writing C 9: VI)*

3.261. Use correct spelling in preparing written communications (e.g., proper names, proper nouns, personal information, frequently used words). (CL.B.2.In.1, CL.B.2.Su.1)

3.262. Use correct spelling for acronyms and abbreviations when completing functional tasks (e.g., abbreviations—St., Blvd., lb., in., yd.; acronyms—RAM, CD-ROM, RFP, COD). (CL.B.2.In.1, CL.B.2.Su.1)

3.263. Use appropriate resources to aid in spelling (e.g., writing a letter, writing a report, completing homework or class assignments, writing an e-mail). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❏ spelling dictionary   _____ ❏ specialized electronic aid
        _____ ❏ people   _____ ❏ spell-check utility in software program
        _____ ❏ other: _____

3.264. *Spell frequently used words from a specified word list (e.g., Dolch, SSAT, survival, and consumer words). (Writing B 4: V, VI, VII)*

Expressive Language

3.265. Accept assistance with and participate in communicating wants and needs. (CL.B.2.Pa.1)

3.266. Participate in conveying desires, feelings, and physical needs effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CL.B.2.Pa.1)
Specify method: _____ ❏ vocalize or gesture   _____ ❏ verbalize or sign
                 _____ ❏ assistive or augmentative device _____ ❏ look at person
                 _____ ❏ other: _____

3.267. Accept assistance with and participate in requesting objects to produce desired effects during daily activities (e.g., switch to turn television on, large button to activate game, device to communicate). (CL.B.2.Pa.1)

MATHEMATICAL CONCEPTS AND PROCESSES

Quantitative Concepts

3.268. Identify equal and unequal quantities to accomplish functional tasks (e.g., cutting a sandwich in half, sharing a plate of cookies, mixing water and vinegar for cleaning, dealing cards for a game). (CL.B.3.In.1, CL.B.3.Su.1)

3.269. *Distinguish between all, some, and none. (Mathematics A 1: III)*

3.270. *Identify one and one more. (Mathematics A 2: III)*

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3.271. Demonstrate awareness of one-to-one correspondence when participating in functional tasks (e.g., one sock on each foot). (CL.B.3.Pa.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

3.272. *Demonstrate the use of one-to-one correspondence. (Mathematics B 7: III)*

3.273. Accept assistance with and participate in indicating desired quantity or amount of material (e.g., how much milk, how many pillows). (CL.B.3.Pa.1)
Specify: _____ ❏ vocalize indicating enough or more
_____ ❏ gesture indicating enough or more
_____ ❏ point to "stop" or "more" on communication board
_____ ❏ other: _____

Whole Numbers

3.274. Identify whole numbers to accomplish functional tasks (e.g., finding pages in a book, finding a street address, reading speed limit signs, reading temperature gauges, identifying the cost of a house, identifying bus numbers, giving account numbers). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❏ to 10 _____ ❏ to 100 _____ ❏ to 1000
_____ ❏ to 10,000 _____ ❏ to 100,000 _____ ❏ other: _____

3.275. *Match numerals to corresponding sets of objects, 0 to 10. (Mathematics B 9: IV)*

3.276. *Identify numerals which correspond to sets of objects 11 to 100. (Mathematics B 12: V)*

3.277. Count objects to accomplish functional tasks (e.g., home—counting silverware for setting the table, getting towels for guests; leisure—counting number of seconds to go in a basketball game; workplace—counting screws to assemble a product, identifying how many rooms to clean). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ❏ to 10 _____ ❏ to 100 _____ ❏ to 1000 _____ ❏ other: _____

3.278. *Count from 1 to 5. (Mathematics B 8: III)*

3.279. Use skip counting to accomplish functional tasks (e.g., counting large numbers of objects, counting money, counting items in inventory, counting off individuals to form teams, identifying odd and even numbers, searching for a street number—all buildings on one side of the street have odd numbers). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ❏ by 2s _____ ❏ by 5s _____ ❏ by 10s _____ ❏ by 100s

3.280. *Count by 2's, 5's, and 10's to 100. (Mathematics B 13: V)*

3.281. Identify the whole number that comes before, after, or between a given number(s) to accomplish functional tasks (e.g., locating the date after a holiday on a calendar, searching for a book in the library according to number, filing charts by numerical order). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❏ to 10 _____ ❏ to 100 _____ ❏ to 1,000
_____ ❏ to 10,000 _____ ❏ to 100,000

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3.282. Compare numbers to accomplish functional tasks (e.g., placing numbered pages in the correct order, comparing prices, comparing rates of rentals for apartments, comparing scores in a game to determine the winning team). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ❑ to 10   _____ ❑ to 100   _____ ❑ to 1,000
_____ ❑ to 10,000   _____ ❑ to 100,000

3.283. Identify objects in a series by ordinal position to accomplish functional tasks (e.g., identifying the third game in a playoff, identifying the second sentence in a paragraph, identifying the third frame in bowling, identifying the last pay period of the year). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❑ first, middle, last _____ ❑ to 5th _____ ❑ to 10th _____ ❑ to 100th

3.284. *Identify the first and last member of a group of objects. (Mathematics A 3: III)*

3.285. *Demonstrate understanding of the concept of middle. (Mathematics A 4: IV)*

3.286. Identify the meaning of numerals when completing functional tasks (e.g., reading a street sign). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: 0-n _____

3.287. Write numerals when completing functional tasks (e.g., making an inventory). (CL.B.2.In.2, CL.B.2.Su.2)
Specify range: 0-n _____

3.288. Identify the meaning of number words when completing functional tasks (e.g., reading a newspaper article, reading an amount on a check). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: 0-n _____

3.289. Identify the meaning of ordinal number words when completing functional tasks (e.g., identifying who is first in line, identifying what place a runner won in a race, identifying when it is your turn). (CL.B.2.In.1, CL.B.2.Su.1)
Specify range: first-nth _____

Place Value

3.290. Use knowledge of place value for whole numbers and decimals to accomplish functional tasks (e.g., lining up whole numbers and decimals for solving computation problems, identifying the meaning of a number on a digital gauge or clock). (CL.B.3.In.1, CL.B.3.Su.1)
Specify whole numbers: _____ ❑ 1s   _____ ❑ 10s   _____ ❑ 100s
_____ ❑ 1000s   _____ ❑ 10,000s   _____ ❑ 100,000s
Specify decimals: _____ ❑ tenths   _____ ❑ hundredths   _____ ❑ thousandths

3.291. Round whole numbers and decimals to accomplish functional tasks (e.g., estimating distance when traveling, estimating time left for an activity, estimating cost of purchases). (CL.B.3.In.2, CL.B.3.Su.2)
Specify whole numbers: _____ ❑ 1s   _____ ❑ 10s   _____ ❑ 100s
_____ ❑ 1000s   _____ ❑ 10,000s   _____ ❑ 100,000s
Specify decimals: _____ ❑ tenths   _____ ❑ hundredths   _____ ❑ thousandths

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Fractions and Decimals

3.292. Identify the meaning of fractional parts of an object, area, or set of items to accomplish functional tasks (e.g., measuring 1/3 cup of milk, cutting a pie into eighths, cutting a piece of wood in half, determining what fraction of the students are girls). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❏ halves   _____ ❏ thirds   _____ ❏ fourths   _____ ❏ fifths
_____ ❏ sixths   _____ ❏ eighths   _____ ❏ tenths   _____ ❏ twelfths

3.293. *Identify halves and fourths of an area. (Mathematics J 74: V)*

3.294. Identify the meaning of mixed numbers with fractions to accomplish functional tasks (e.g., doubling a recipe, measuring the length of an object or area, identifying lapsed time). (CL.B.3.In.1, CL.B.3.Su.1)

3.295. Identify the decimal equivalent of a fraction to accomplish functional tasks (e.g., determining discounts—half off, calculating savings at a sale). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❏ 1/2 = .50   _____ ❏ 1/4 = .25   _____ ❏ 3/4 = .75
_____ ❏ 1/3 = .33   _____ ❏ 2/3 = .67   _____ ❏ other: _____

3.296. Identify the meaning of numerals with decimals when completing functional tasks (e.g., reading a sale sign, reading a digital clock). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: 0-n _____

3.297. Write numerals with decimals when completing functional tasks (e.g., listing the cost of items). (CL.B.2.In.2, CL.B.2.Su.2)
Specify range: 0-n _____

3.298. Identify the meaning of numerals with fractions when completing functional tasks (e.g., reading a recipe). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: 0-n _____

3.299. Write numerals with fractions when completing functional tasks (e.g., making a building plan). (CL.B.2.In.2, CL.B.2.Su.2)
Specify range: 0-n _____

Using Estimation

3.300. Estimate the number of objects in a set and compare the estimate with the actual number to accomplish functional tasks (e.g., dishes needed for a dinner party, pencils in a packet to distribute to a class, baseballs in a bag to play a game). (CL.B.3.In.2, CL.B.3.Su.2)

3.301. Estimate, by first rounding numbers, the solution to computation problems to accomplish functional tasks (e.g., rounding prices to obtain a subtotal of items before purchasing, estimating how much money is needed for gas to fill the tank, estimating the hourly rate of speed). (CL.B.3.In.2, CL.B.3.Su.2)

3.302. Estimate the length, width, or height of an object or area to accomplish functional tasks (e.g., estimating the width of a box to see if it can be moved through a door, estimating the height of a chair for a desk, estimating the width and length of a frame for a picture). (CL.B.3.In.2, CL.B.3.Su.2)

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3.303. Estimate the solution to problems involving money to accomplish functional tasks (e.g., estimating the costs of electricity for a year—lights, TV, heater; estimating the total cost of groceries). (CL.B.3.In.2, CL.B.3.Su.2)

3.304. Estimate the solution to problems involving time (e.g., estimating the time it will take to reach a destination, estimating the amount of time involved in completing each step of an assignment). (CL.B.3.In.2, CL.B.3.Su.2)

3.305. Estimate the solution to problems involving capacity or volume to accomplish functional tasks (e.g., selecting the right-sized bowl to use in cooking). (CL.B.3.In.2, CL.B.3.Su.2)

3.306. Estimate the solution to problems involving weight when accomplishing functional tasks (e.g., estimating how much fruit is needed, estimating weight of food when dieting, estimating weight that can be lifted when exercising). (CL.B.3.In.2, CL.B.3.Su.2)

Addition

3.307. Identify the meaning of the concept of addition (e.g., totaling, summing up, putting together, depositing, plus sign [+]). (CL.B.3.In.1, CL.B.3.Su.1)

3.308. Identify situations in daily living when addition is used (e.g., totaling distances traveled over several days, determining the number of members on both teams, determining how much inventory was sold). (CL.B.3.In.1, CL.B.3.Su.1)

3.309. Add numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❑ single digit   _____ ❑ multiple digits
          _____ ❑ decimals   _____ ❑ fractions, mixed numbers
          _____ ❑ without regrouping   _____ ❑ with regrouping
Specify method:
          _____ ❑ mentally   _____ ❑ uses a table or chart
          _____ ❑ uses counters or tallies   _____ ❑ uses an abacus
          _____ ❑ uses a calculator   _____ ❑ other: _____

3.310. *Add two sets of objects, sums through 12. (Mathematics C 15: IV)*

3.311. *Add a 2-digit number to a 2-digit number without regrouping, sums through 99. (Mathematics C 16: V)*

3.312. *Add two numbers each having no more than two decimal places. (Mathematics J 77: VII)*

3.313. *Add a 1 or 2-digit number to a 2-digit number with no more than one regrouping. (Mathematics C 19: VI)*

3.314. *Add one 2 or 3-digit number to a 3-digit number with regrouping. (Mathematics C 21: VII)*

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3.315. Solve problems involving addition of whole numbers to accomplish functional tasks (e.g., counting paper money, adding amount of money spent from checkbook in one month, determining a monthly budget, adding number of hours worked in a pay period, adding weight gained in two months). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ❏ single digit _____ ❏ multiple digits
_____ ❏ without regrouping _____ ❏ with regrouping
Specify method:
_____ ❏ mentally _____ ❏ uses a table or chart
_____ ❏ uses counters or tallies _____ ❏ uses an abacus
_____ ❏ uses a calculator _____ ❏ other: _____

3.316. *Apply addition skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics C 17: III)*

3.317. *Apply addition skills involving two 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics C 20: VI)*

3.318. *Use addition skills involving 2-digit numbers to solve one-step applied problems with regrouping. (Mathematics C 22: VI)*

3.319. Solve problems involving addition of numbers with decimals to accomplish functional tasks (e.g., totaling prices). (CL.B.3.In.2, CL.B.3.Su.2)

3.320. Solve problems involving addition of numbers with fractions to accomplish functional tasks (e.g., determining how much fencing is needed for a garden, determining how much border needs to be cut to fit the wall space, doubling a recipe). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ❏ like denominators _____ ❏ unlike denominators _____ ❏ mixed numbers

3.321. *Use addition and subtraction to solve applied problems involving simple fractions and percents. (Mathematics J 76: VII)*

Subtraction

3.322. Identify the meaning of the concept of subtraction (e.g., deducting, taking away, withdrawal, loss, minus sign [-]). (CL.B.3.In.1, CL.B.3.Su.1)

3.323. Identify situations in daily living when subtraction is used (e.g., determining how many newspapers are left to be delivered, comparing the difference in sizes of classes, determining how many hours left to work, determining how many miles are left to be driven). (CL.B.3.In.1, CL.B.3.Su.1)

3.324. Subtract numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❏ single digit _____ ❏ multiple digits
_____ ❏ decimals _____ ❏ fractions, mixed numbers
_____ ❏ without regrouping _____ ❏ with regrouping
Specify method:
_____ ❏ mentally _____ ❏ uses a table or chart
_____ ❏ uses counters or tallies _____ ❏ uses an abacus
_____ ❏ uses a calculator _____ ❏ other: _____

3.325. *Subtract one set of objects from another set no larger than 12. (Mathematics D 23: IV)*

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3.326. *Subtract a 2-digit number from a 2-digit number without regrouping.* *(Mathematics D 24: V)*

3.327. *Apply subtraction skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics D 25: V)*

3.328. *Subtract a 2- or 3-digit number from a 3-digit number with no more than one regrouping. (Mathematics D 27: VI)*

3.329. *Apply subtraction skills involving 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics D 28: VI)*

3.330. *Subtract a 3-digit number from a 3-digit number with regrouping.* *(Mathematics D 29: VII)*

3.331. *Use subtraction skills involving 2-digit numbers to solve one-step applied problems with regrouping. (Mathematics D 30: VII)*

3.332. Solve problems involving subtraction of whole numbers to accomplish functional tasks (e.g., determining how much weight was lost last year, determining how much farther one trip is compared to another, determining by how many points one team beat another). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ❏ single digit   _____ ❏ multiple digits
          _____ ❏ without regrouping   _____ ❏ with regrouping
Specify method:
          _____ ❏ mentally   _____ ❏ uses a table or chart
          _____ ❏ uses counters or tallies   _____ ❏ uses an abacus
          _____ ❏ uses a calculator   _____ ❏ other: _____

3.333. Solve problems involving subtraction of numbers with decimals to accomplish functional tasks (e.g., subtracting the value of outstanding checks when balancing the checkbook, determining the amount of change to give to a customer). (CL.B.3.In.2, CL.B.3.Su.2)

3.334. Solve problems involving subtraction of numbers with fractions to accomplish functional tasks (e.g., determining how much faster one classmate ran in a race compared to another, determining how much greater the width of the room is than the length). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ❏ like denominators _____ ❏ unlike denominators _____ ❏ mixed numbers

Multiplication

3.335. Identify the meaning of the concept of multiplication (e.g., compound, double, triple, times, multiplication sign [x]). (CL.B.3.In.1, CL.B.3.Su.1)

3.336. Identify situations in daily living when multiplication is used (e.g., determining the total cost of tickets for a group, how many people eight buses can hold). (CL.B.3.In.1, CL.B.3.Su.1)

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3.337. Multiply numbers accurately. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❑ single digit   _____ ❑ multiple digits
       _____ ❑ decimals   _____ ❑ fractions, mixed numbers
       _____ ❑ without regrouping   _____ ❑ with regrouping
Specify method:
       _____ ❑ mentally   _____ ❑ uses a table or chart
       _____ ❑ uses counters or tallies   _____ ❑ uses an abacus
       _____ ❑ uses a calculator   _____ ❑ other: _____

3.338. *Identify products of multiplication facts through 81. (Mathematics H 67: VI)*

3.339. *Multiply a 2-digit number by a 1-digit number. (Mathematics H 68: VI)*

3.340. Solve problems involving multiplication of whole numbers to accomplish functional tasks (e.g., determining how many tickets are needed for a family of four to attend eight games, determining the total amount paid on a loan). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ❑ single digit   _____ ❑ multiple digits
       _____ ❑ without regrouping   _____ ❑ with regrouping
Specify method:
       _____ ❑ mentally   _____ ❑ uses a table or chart
       _____ ❑ uses counters or tallies   _____ ❑ uses an abacus
       _____ ❑ uses a calculator   _____ ❑ other: _____

3.341. *Apply multiplication skills to solve one-step applied problems. (Mathematics H 70: VII)*

3.342. Multiply numbers with decimals to accomplish functional tasks (e.g., calculating cost of tax, determining amount of tax on an item, determining the amount to tip a waiter, determining amount of discount from a sale). (CL.B.3.In.2, CL.B.3.Su.2)

3.343. Multiply numbers with fractions to accomplish functional tasks (e.g., calculating how many square yards for new carpet, determining overtime if salary equals time and one-half). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ❑ like denominators   _____ ❑ unlike denominators   _____ ❑ mixed numbers

Division

3.344. Identify the meaning of the concept of division (e.g., portion, distribution, allocation, fraction, part, divided by, division sign [÷]). (CL.B.3.In.1, CL.B.3.Su.1)

3.345. Identify situations in daily living when division is used (e.g., calculating grade percentages, dividing students into groups, dividing money owed for a large purchase over a period of years). (CL.B.3.In.1, CL.B.3.Su.1)

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3.346. Divide numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
     Specify: _____ ❑ single digit   _____ ❑ multiple digits
              _____ ❑ decimals   _____ ❑ fractions, mixed numbers
              _____ ❑ without regrouping   _____ ❑ with regrouping
     Specify method:
              _____ ❑ mentally   _____ ❑ uses a table or chart
              _____ ❑ uses counters or tallies   _____ ❑ uses an abacus
              _____ ❑ uses a calculator   _____ ❑ other: _____

3.347. *Identify basic division facts products through 81. (Mathematics I 71: VI)*

3.348. Solve problems involving division of whole numbers to accomplish functional tasks (e.g., determining how much profit was made per job, determining how long a trip would take if a car traveled at a given speed, determining cost per person for expenses on a trip). (CL.B.3.In.2, CL.B.3.Su.2)
     Specify: _____ ❑ single digit   _____ ❑ multiple digits
               _____ ❑ without remainders   _____ ❑ with remainders
     Specify method:
              _____ ❑ mentally   _____ ❑ uses a table or chart
              _____ ❑ uses counters or tallies   _____ ❑ uses an abacus
              _____ ❑ uses a calculator   _____ ❑ other: _____

3.349. *Use division to solve one-step applied problems. (Mathematics I 72: VII)*

3.350. Divide numbers with decimals to accomplish functional tasks (e.g., budgeting monthly expenses, determining the package that has the lowest cost per unit). (CL.B.3.In.2, CL.B.3.Su.2)

3.351. Divide numbers with fractions to accomplish functional tasks (e.g., determining how many tiles needed for a border). (CL.B.3.In.2, CL.B.3.Su.2)
     Specify: _____ ❑ like denominators   _____ ❑ unlike denominators
               _____ ❑ mixed numbers

3.352. Solve problems involving averages to accomplish functional tasks (e.g., calculating final grade using test scores, calculating the batting average of a baseball player, calculating the average amount of sales per day). (CL.B.3.In.2, CL.B.3.Su.2)

Ratio, Proportion, and Percent

3.353. Identify the meaning of the concept of percent (e.g., divided by 100, percent sign [%]). (CL.B.3.In.1, CL.B.3.Su.1)

3.354. Identify situations in daily living when percent is used (e.g., calculating grade percentages, interest rate, charting growth by percentage increase or decrease). (CL.B.3.In.1, CL.B.3.Su.1)

3.355. Identify the decimal equivalent of a percent to accomplish functional tasks (e.g., multiplying and dividing percentages to calculate discounts, finding the average of test grades, calculating 15% gratuity on a bill). (CL.B.3.In.1, CL.B.3.Su.1)

3.356. Identify the fraction equivalent of a percent to accomplish functional tasks (e.g., reading discounts, identifying amount of growth). (CL.B.3.In.1, CL.B.3.Su.1)

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3.357. *Identify simple fraction and percent equivalents (e.g., 1/2 = 50%, 1/4 = 25%).*
(Mathematics J 75: VI)

3.358. Write numerals with percents when completing functional tasks (e.g., listing the discount on items). (CL.B.2.In.2, CL.B.2.Su.2)
Specify range: 0-n _____

3.359. Solve problems involving percents when completing functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)

3.360. Identify the meaning of ratio (e.g., relation in number or quantity between things). (CL.B.3.In.1, CL.B.3.Su.1)

3.361. Identify situations in daily living when ratio is used (e.g., calculating amounts in a volume). (CL.B.3.In.1, CL.B.3.Su.1)

3.362. Solve problems involving ratios when completing functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)

3.363. Identify the meaning of proportion (e.g., relation in number or quantity of one part to another). (CL.B.3.In.1, CL.B.3.Su.1)

3.364. Identify situations in daily living when proportion is used (e.g., scale drawings, interior design, diluting a mixture). (CL.B.3.In.1, CL.B.3.Su.1)

3.365. Solve problems involving proportions when completing functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)

Linear Measurement

3.366. *Determine which of three or more objects is smallest, largest, shortest, tallest.*
(Mathematics A 5: IV)

3.367. Identify the most appropriate units of linear measurement to accomplish functional tasks (e.g., measuring your height, calculating the length of a room, determining the distance of a trip). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❏ inches _____ ❏ feet _____ ❏ yards _____ ❏ miles _____ ❏ meters
_____ ❏ other: _____

3.368. Identify abbreviations for linear measurement units when completing functional tasks (e.g., reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ linear—in., ft., mi., m. _____ ❏ area—sq. yd., sq. ft.
_____ ❏ other: _____

3.369. Identify appropriate tools and equipment for linear measurement (e.g., length of tool, unit of measurement, effective and ineffective uses). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❏ ruler _____ ❏ tape measure _____ ❏ yardstick
_____ ❏ other: _____

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3.370. *Identify ruler, yardstick, and tape measure. (Mathematics F 47: IV)*

3.371. Measure the length, width, or height of object or area accurately using appropriate tools or equipment to accomplish functional tasks (e.g., use a ruler to measure a short line, use a tape measure to measure a room). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ❏ ruler   _____ ❏ tape measure   _____ ❏ yardstick
_____ ❏ other: _____

3.372. *Measure an object to the nearest inch. (Mathematics F 50: V)*

3.373. *Identify the length, width, or height of an object. (Mathematics F 54: VII)*

3.374. Identify equivalents for commonly used linear measurements to accomplish functional tasks (e.g., determining the length of a football field, determining if a four-foot board will make a 52-inch shelf). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❏ 12 inches = 1 foot   _____ ❏ 3 feet = 1 yard
_____ ❏ 36 inches = 1 yard   _____ ❏ other: _____

3.375. Solve problems involving linear measurement to accomplish functional tasks (e.g., determining which rope is longer, determining miles to desired destination, determining the height of a fence, determining the length of a soccer field, determining amount of fabric needed to make curtains). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ❏ no conversion   _____ ❏ conversion

3.376. *Solve applied problems involving measurement using addition or subtraction. (Mathematics F 55: VII)*

3.377. Participate in indicating awareness of distance (e.g., recognize when destination has been reached). (CL.B.3.Pa.1)
Specify method: _____ ❏ vocalize   _____ ❏ gesture   _____ ❏ touch
_____ ❏ use assistive or augmentative device   _____ ❏ other: _____

Volume and Capacity

3.378. Identify the most appropriate units to measure volume or capacity to accomplish functional tasks (e.g., preparing a recipe, adding oil to the car, purchasing soft drinks). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❏ teaspoon   _____ ❏ tablespoon
_____ ❏ cup   _____ ❏ pint
_____ ❏ quart   _____ ❏ gallon
_____ ❏ liter   _____ ❏ other: _____

3.379. Identify abbreviations for volume or capacity measurement units when completing functional tasks (e.g., reading the ingredients in a recipe). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ tsp., tbs., c.   _____ ❏ pt., qt., gal., l.
_____ ❏ other: _____

3.380. Identify the most appropriate tools or equipment to measure volume or capacity (e.g., dry or liquid ingredients, amount to measure, accuracy). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❏ measuring cups and spoons   _____ ❏ marked containers
_____ ❏ other: _____

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3.381. *Demonstrate an understanding of capacity concepts (e.g., least, most, empty, full).*
(Mathematics A 6: IV)

3.382. Measure volume or capacity accurately using the appropriate equipment to accomplish functional tasks (e.g., measuring a cup of bleach for the laundry, measuring gas into a tank for a lawnmower, measuring quarts of water for tea, measuring a dose of medicine). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ❏ teaspoon   _____ ❏ tablespoon
_____ ❏ cup   _____ ❏ pint
_____ ❏ quart   _____ ❏ gallon
_____ ❏ liter   _____ ❏ other: _____

3.383. *Identify a cup, quart, and gallon as tools to measure capacity. (Mathematics F 49: V)*

3.384. Identify volume or capacity measurement equivalents to accomplish functional tasks (e.g., determining how many cups of water needed for two quarts of lemonade, determining how many tablespoons it takes to fill a 1/4 cup, determining how many pint jars would be needed for a gallon of honey). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❏ 3 teaspoons = 1 tablespoon   _____ ❏ 4 cups = 1 quart
_____ ❏ 4 quarts = 1 gallon   _____ ❏ other: _____

3.385. *Determine capacity by measuring to the nearest cup, quart, or gallon.*
(Mathematics F 51: VI)

3.386. Solve problems involving volume or capacity to accomplish functional tasks (e.g., determining how many 8-oz. glasses can be filled with a 1-quart bottle of soda, getting the right sized can for a recipe). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ❏ no conversion   _____ ❏ conversion

Weight

3.387. Identify the most appropriate units to measure weight to accomplish functional tasks (e.g., weighing an infant, ordering topsoil for a garden, buying produce). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❏ ounce   _____ ❏ pound   _____ ❏ ton   _____ ❏ other: _____

3.388. Identify abbreviations for weight measurement units when completing functional tasks (e.g., reading the ingredients required in a recipe). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ weight—oz., lb., 1 g.   _____ ❏ other: _____

3.389. Identify the most appropriate tools and equipment to measure weight (e.g., capacity, accuracy, type of readout). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❏ bathroom scales   _____ ❏ postal scales   _____ ❏ produce scales
_____ ❏ other: _____

3.390. Measure weight accurately using the appropriate tool when accomplishing functional tasks (e.g., weighing yourself, weighing tomatoes at the grocery store, determining how much postage to put on a large envelope). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ❏ bathroom scales   _____ ❏ postal scales   _____ ❏ produce scales
_____ ❏ other: _____

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3.391. *Determine weight by measuring to the nearest pound. (Mathematics F 52: VI)*

3.392. Identify equivalents for units of weight when accomplishing functional tasks
(e.g., determining cost for mailing a box, determining if truck is strong enough to carry a load of gravel). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❑ 16 ounces = 1 pound   _____ ❑ 2000 pounds = 1 ton

3.393. Solve problems involving weight (e.g., determining how many tons of gravel are needed for a walkway, determining how many ounces of cocoa are in a package). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ❑ no conversion   _____ ❑ conversion

Time

3.394. Identify the most appropriate units of time to accomplish functional tasks
(e.g., making plans for the future, scheduling appointments, predicting the weather).
(CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❑ seconds, minutes, hours _____ ❑ days, weeks, months, years
         _____ ❑ seasons of the year   _____ ❑ now, later, future, past
         _____ ❑ today, tomorrow   _____ ❑ other: _____

3.395. Identify abbreviations for time measurement units when completing functional tasks
(e.g., reading days of the week on a calendar). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❑ time—min., hr., Tues., Dec.
         _____ ❑ other: _____

3.396. *Associate activities with morning, afternoon, and night (e.g., eating breakfast, going to bed). (Mathematics G 56: III)*

3.397. *Demonstrate an understanding of the beginning concepts of time (e.g., today, now, later, yesterday). (Language B 9: III)*

3.398. *Tell which day comes before and after a given day. (Mathematics G 60: V)*

3.399. *Identify the seven days of the week. (Mathematics G 58: IV)*

3.400. *Indicate the date by month, day, and year in numerical form (e.g., 5/13/88). (Mathematics G 64: VI)*

3.401. *Distinguish between a.m. and p.m. to describe time of day. (Mathematics G 62: VI)*

3.402. Identify equivalents units of time when accomplishing functional tasks
(e.g., determining how much time to allow for an activity, recording time worked on a time sheet). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❑ 60 seconds = 1 minute   _____ ❑ 60 minutes = 1 hour
         _____ ❑ 24 hours = 1 day   _____ ❑ 7 days = 1 week
         _____ ❑ other: _____

3.403. *Identify time equivalencies (e.g., 12 months = 1 year; 60 minutes = 1 hour; 24 hours = 1 day; 30 minutes = 1/2 hour, and 1 week = 7 days). (Mathematics G 63: VI)*

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3.404. Identify time on a clock to accomplish functional tasks (e.g., timing a runner, setting a VCR to tape a show, counting time to reach a destination). (CL.B.3.In.1, CL.B.3.Su.1)
Specify type of clock:_____ ❏ analog　　　　　_____ ❏ digital
Specify interval:　　_____ ❏ hour/half hour　　_____ ❏ minutes

3.405. *Tell time to the hour. (Mathematics G 57: IV)*

3.406. *Tell time to the hour and half hour. (Mathematics G 59: V)*

3.407. *Indicate time in hours and minutes using proper notation (e.g., 1:28).*
(Mathematics G 65: VI)

3.408. Identify the date on a calendar to accomplish functional tasks (e.g., planning a party, scheduling an appointment). (CL.B.3.In.1, CL.B.3.Su.1)

3.409. *Given a date, identify the day of the week on a calendar. (Mathematics G 61: V)*

3.410. Determine the elapsed time between events to accomplish functional tasks
(e.g., taking medication every four hours, determining when to schedule next appointment, determining how much time is left to finish a test, determining if warranty is still good). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ❏ conversion　　　_____ ❏ no conversion

3.411. Solve problems involving time to accomplish functional tasks (e.g., setting a VCR to tape a television show, determining how long it has been since last dental checkup). (CL.B.3.In.2, CL.B.3.Su.2)

3.412. *Using addition and subtraction, solve applied problems involving years, months, weeks, days, or hours. (Mathematics G 66: VII)*

3.413. Accept assistance with and participate in relating event or activity to time of day
(e.g., eating breakfast in morning, going to bed at night). (CL.B.3.Pa.1)
Specify: _____ ❏ begin activity　　　　　　_____ ❏ look at referent object
　　　　_____ ❏ use augmentative or assistive device　_____ ❏ other: _____

Temperature

3.414. Identify the most appropriate units for measuring temperature to accomplish functional tasks (e.g., understanding the weather report from another country, describing a fever, preparing food, reading a temperature gauge in a freezer). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❏ degrees Fahrenheit　　_____ ❏ degrees Celsius

3.415. Identify the meaning of commonly used temperatures to accomplish functional tasks
(e.g., reading a thermometer to record a high fever, determining if the freezer is cold enough to make ice, setting a thermostat in a room). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❏ freezing and boiling points of water　_____ ❏ normal body temperature
　　　　_____ ❏ comfortable room temperature　　　_____ ❏ other: _____

3.416. Identify the time and temperature on electronic signs on buildings in the community
(e.g., driving around town, walking in town). (CL.B.1.In.1, CL.B.1.Su.1)

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3.417. Identify the most appropriate equipment for measuring temperature (e.g., purpose, limits, accuracy, type of readout). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❏ thermometers—weather, oral, cooking   _____ ❏ thermostat—furnace, car
_____ ❏ other: _____

3.418. *Identify tools to measure temperature (e.g., thermometer, thermostat). (Mathematics F 48: IV)*

3.419. Measure temperature accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., using a meat thermometer to determine if a roast is fully cooked, reading the thermostat to find the temperature in a room). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ❏ thermometer—weather, oral, cooking
_____ ❏ thermostat—furnace, car, motor
_____ ❏ other: _____

3.420. *Determine the temperature using a Fahrenheit thermometer. (Mathematics F 53: VI)*

3.421. Solve problems involving temperature to accomplish functional tasks (e.g., checking the temperature for cooking). (CL.B.3.In.2, CL.B.3.Su.2)

Money

3.422. Identify the names and values of coins and bills to accomplish functional tasks (e.g., counting money, paying for an item, putting correct change into a vending machine, paying for cab fare). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❏ to $1.00   _____ ❏ to $5.00 _____ ❏ to $20.00 _____ ❏ to $100.00
_____ ❏ other: _____

3.423. *Identify coins as money. (Mathematics E 31: III)*

3.424. *Identify the coins: penny, nickel, dime, and quarter. (Mathematics E 32: IV)*

3.425. *Identify the cent (¢) sign and the dollar ($) sign. (Mathematics E 33: IV)*

3.426. *Identify the cent value of a penny, a nickel, a dime, a quarter, and the dollar value of bills through $10. (Mathematics E 35: V)*

3.427. *Identify money values not to exceed $100.00 (e.g., $62.43). (Mathematics E 42: VI)*

3.428. Count coins and bills to accomplish functional tasks (e.g., rolling pennies to take to a bank, using quarters to pay for a $2.00 item, paying the bill at a restaurant). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ❏ to $1.00 _____ ❏ to $5.00 _____ ❏ to $20.00 _____ ❏ to $100.00

3.429. Identify common coin combinations to accomplish functional tasks (e.g., paying a toll on a highway, paying bus fare, using pay phones, buying a newspaper from a stand, purchasing gum from a machine, placing money in a parking meter). (CL.B.3.In.1, CL.B.3.Su.1)

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3.430. Determine equivalent amounts of money using coins and paper currency to accomplish functional tasks (e.g., giving change for a dollar, collecting a hundred dollars in small bills). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❑ to $1.00 _____ ❑ to $5.00 _____ ❑ to $20.00 _____ ❑ to $100.00
_____ ❑ other: _____

3.431. *Determine equivalent amounts using pennies, nickels, dimes, and quarters (not to exceed $1). (Mathematics E 37: V)*

3.432. *Determine equivalent amounts not to exceed $10.00 using coins and paper currency. (Mathematics E 41: VI)*

3.433. Use numbers and symbols to represent amounts of money to accomplish functional tasks (e.g., adding amounts of money). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ❑ to $1.00 _____ ❑ to $5.00 _____ ❑ to $20.00 _____ ❑ to $100.00
_____ ❑ other: _____

3.434. *Write money values not to exceed $10. (Mathematics E 38: V)*

3.435. Determine the total cost of items to accomplish functional tasks (e.g., determining how much money is needed to purchase the items). (CL.B.3.In.2, CL.B.3.Su.2)

3.436. Compare the cost of two items to accomplish functional tasks (e.g., determining the least expensive brand in a grocery store, determining how much it would cost to buy the name brand). (CL.B.3.In.2, CL.B.3.Su.2)

3.437. *Identify which costs more or less through $5.00, given the cost of two items. (Mathematics E 36: V)*

3.438. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*

3.439. Calculate correct change to accomplish functional tasks (e.g., verifying change from a cashier, verifying change given from a vending machine, counting change as a customer). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ❑ to $1.00 _____ ❑ to $5.00 _____ ❑ to $10.00
_____ ❑ to $20.00 _____ ❑ to $100.00 _____ ❑ other: _____

3.440. *Determine the change to be received from a $5 bill after a purchase (with calculator, if needed). (Mathematics E 40: VI)*

3.441. Solve problems involving purchases with a discount to accomplish functional tasks (e.g. determining cost if shirt is 30% off, determining cost of an item with a rebate). (CL.B.3.In.2, CL.B.3.Su.2)

3.442. Solve problems involving rate of interest and sales tax to accomplish functional tasks (e.g., interest on a car loan, sales tax on books). (CL.B.3.In.2, CL.B.3.Su.2)

3.443. Identify purposes and functions of banks and credit unions (e.g., completing financial transactions, maintaining a savings account). (IF.A.2.In.1, IF.A.2.Su.1)

3.444. *Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)*

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3.445. *Identify the purposes of a checking and savings account. (Mathematics E 39: V)*

Geometry

3.446. Identify two-dimensional shapes to accomplish functional tasks (e.g., drawing a circle, identifying a yield sign, buying a mat for a picture frame, finding a tablecloth for a table). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❏ square _____ ❏ rectangle _____ ❏ triangle _____ ❏ circle
_____ ❏ other: _____

3.447. Identify three-dimensional shapes to accomplish functional tasks (e.g., stacking milk crates for storage, packaging a poster in a tube for shipping, making a cone for frosting). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❏ cube _____ ❏ sphere _____ ❏ cylinder _____ ❏ cone
_____ ❏ other: _____

3.448. Use points, lines, and line segments to accomplish functional tasks (e.g., making a scale drawing of a room, identifying the distance between two points on a map). (CL.B.3.In.2, CL.B.3.Su.2)

3.449. Use angles to accomplish functional tasks (e.g., rearranging furniture, laying tiles on a diagonal, folding a napkin in a triangle, identifying angle of release when shooting a basketball). (CL.B.3.In.2, CL.B.3.Su.2)

3.450. Use parallel or perpendicular lines to accomplish functional tasks (e.g., aligning two pictures on a wall, drawing lines on a paper to write a letter, drawing the intersection of two streets on a map). (CL.B.3.In.2, CL.B.3.Su.2)

3.451. Identify functional situations when it is useful to locate coordinate points on a grid (e.g., reading a map, determining direction of map coordinates when traveling on a boat). (CL.B.3.In.1, CL.B.3.Su.1)

3.452. Solve problems involving the perimeter or area of a rectangle or square to accomplish functional tasks (e.g., calculating the distance around a mall or a block for exercising, determining the area of a room to purchase a carpet). (CL.B.3.In.2, CL.B.3.Su.2)

3.453. Participate in indicating awareness of location (e.g., smiles when gets to own room). (CL.B.3.Pa.1)
Specify method: _____ ❏ vocalize or gesture _____ ❏ verbalize or sign
_____ ❏ touch _____ ❏ use assistive/augmentative device
_____ ❏ other: _____
Specify setting: _____ ❏ home _____ ❏ school _____ ❏ community

3.454. Participate in returning objects to proper location (e.g., puts game on shelf, stacks plate in dishwasher). (CL.B.3.Pa.1)
Specify setting: _____ ❏ home _____ ❏ school _____ ❏ community

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Algebraic Thinking

3.455. Identify patterns and relationships among numbers when accomplishing functional tasks (e.g., finding the odd numbers, estimating the height of steps). (CL.B.3.In.1, CL.B.3.Su.1)

3.456. Apply a pattern to explain how a change in one quantity results in a change in another when accomplishing functional tasks (e.g., skip counting). (CL.B.3.In.1, CL.B.3.Su.1)

3.457. Identify the variables and operations expressed by a formula to accomplish functional tasks (e.g., determining tip for a restaurant bill—total bill x 15%; calculating unit costs—price is 3 lbs. for a dollar). (CL.B.3.In.1, CL.B.3.Su.1)

3.458. Use a formula or equation to solve a problem involving mathematical concepts (e.g., to determining the area of a room—length x width, finding out how long it will take two people to finish a job—time of person A + time of person B; to determine the overdue book fine—days x fine each day). (CL.B.3.In.2, CL.B.3.Su.2)

3.459. Find the value of an unknown variable in a formula or equation to accomplish functional tasks (e.g., calculating the rate of travel given the distance and time—r = d/t, calculating salary—given hourly wage and hours worked). (CL.B.3.In.2, CL.B.3.Su.2)

3.460. Substitute variables in a formula or equation to accomplish functional tasks (e.g., comparing Centigrade to Fahrenheit temperature readings, doubling a recipe, converting square feet to square yards when measuring carpet for a room). (CL.B.3.In.2, CL.B.3.Su.2)

Solving Mathematical Problems

3.461. Follow a systematic approach when using mathematical concepts and processes to solve problems in accomplishing functional tasks. (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)
Specify: _____ ❏ determine nature of the problem
_____ ❏ select correct technique
_____ ❏ make reasonable estimate of results
_____ ❏ apply operation or procedures to obtain result
_____ ❏ check results for accuracy
_____ ❏ explain results
_____ ❏ other: _____

3.462. Determine whether insufficient or extraneous information is given in solving particular mathematical problems (e.g., "Do I have all the information I need?" "What does this information have to do with the problem?"). (CL.B.4.In.1, CL.B.4.Su.1)

3.463. Express mathematical problems using alternative methods to accomplish functional tasks. (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ ❏ drawing pictures or diagrams _____ ❏ using concrete objects
_____ ❏ paraphrasing _____ ❏ using models
_____ ❏ other: _____

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Probability and Chance

3.464. Identify the basic meaning of the concepts of chance and probability (e.g., How likely? What are the odds? What do you predict will happen? Can you count on it? What is the possibility? How do you know?). (CL.B.3.In.1, CL.B.Su.1)

3.465. Identify situations in daily life when the concepts of chance and probability are used (e.g., in weather forecasts—a 30% chance of rain; in winning the lottery—a million-to-one chance to win). (CL.B.3.In.1, CL.B.Su.1)

3.466. Make a prediction of the likelihood of a simple event occurring (e.g., likelihood of the high school football team winning the next game). (CL.B.3.In.2, CL.B.Su.2)

3.467. Determine the odds for and the odds against a given situation (e.g., if it will rain, if a single ticket will be the winner in a lottery). (CL.B.3.In.1, CL.B.Su.1)

Interpreting Graphs, Tables, and Data Displays

3.468. Identify situations when it is useful to gather and organize data (e.g., calculating a bowling average, keeping track of monthly expenditures, charting the growth of a child, preparing to file a tax return). (CL.B.3.In.1, CL.B.3.Su.1)

3.469. Identify the meaning of measures of central tendency, mean (average) and mode (most frequent), to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❏ mean (average)—estimating the average monthly gas bill for budgeting
_____ ❏ mode (most frequent)—determining when the restaurant has the most customers

3.470. Solve problems using measures of central tendency, (mean and mode), to accomplish functional tasks (e.g., determining the median and mode of the exam scores, determining the average number of customers for the paper route). (CL.B.3.In.2, CL.B.3.Su.2)

3.471. Identify the meaning of information that is displayed in various forms of graphs (e.g., locate the team with the highest scores, locating high temperatures in a weather report). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❏ charts   _____ ❏ graphs   _____ ❏ tables

3.472. Solve problems using information displayed in charts and graphs to accomplish functional tasks (e.g., determining the highest temperature for the week from a bar graph, determining from a pie graph what percentage of time the student spends sleeping, determining the class's favorite ice cream flavor from a graph). (CL.B.3.In.2, CL.B.3.Su.2)

Using Calculators, Electronic Tools

3.473. Identify characteristics of common electronic tools used in solving mathematical problems (e.g., calculator, adding machine, automatic cash register). (CL.B.3.In.1, CL.B.3.Su.1)

3.474. Identify situations when it is appropriate to use electronic tools to assist with calculations (e.g., balancing checkbook, working as a cashier, making out a budget). (CL.B.3.In.1, CL.B.3.Su.1)

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3.475. Demonstrate skills to use a calculator correctly. (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ❏ turning on and off
_____ ❏ entering a number
_____ ❏ entering a function—add, subtract, multiply, divide
_____ ❏ getting a total
_____ ❏ using percent
_____ ❏ clearing the display
_____ ❏ correcting a mistake
_____ ❏ other: _____

3.476. Use a calculator to assist with computation to accomplish functional tasks
(e.g., balancing a checkbook, determining purchase price of a 30% off sale, determining the
average of five grades, determining the tax on a hotel room). (CL.B.3.In.2, CL.B.3.Su.2)

3.477. *Use a calculator to perform complex addition computations. (Mathematics C 18: VI)*

3.478. *Use a calculator to perform complex subtraction computations. (Mathematics D 26: VI)*

3.479. *Use a calculator to perform complex division computations. (Mathematics I 73: VII)*

3.480. *Use a calculator to perform complex multiplication problems. (Mathematics H 69: VII)*

PROBLEM SOLVING

Identifying Problems

3.481. Identify that a problem exists in school, a discrepancy between what is and what
should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness,
not completing assignments). (CL.B.4.In.1, CL.B.4.Su.1)

3.482. Identify possible reasons for existing problems in school (e.g., lack of study time,
ineffective study habits, difficulty of material). (CL.B.4.In.1, CL.B.4.Su.1)

3.483. Identify problems that lead to the breakdown of major goals in school (e.g., not
completing homework assignments, watching too much television, getting in fights).
(CL.B.4.In.1, CL.B.4.Su.1)

3.484. Analyze possible outcomes associated with specific problems in school (e.g., failing
courses, getting detention, trouble with parents and school authorities, not graduating).
(CL.B.4.In.1, CL.B.4.Su.1)

Applying Problem-Solving Strategies

3.485. Identify that a problem exists at work, a discrepancy between what is and what
should or could be (e.g., work tasks continually being completed late, not staying on task,
frequent mistakes on assigned tasks, frequent arguments with co-workers). (CL.B.4.In.1,
CL.B.4.Su.1)

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3.486. Identify possible reasons for existing problems at work (e.g., did not understand what is expected, not staying on task, frequent absence from work, not given enough time). (CL.B.4.In.1, CL.B.4.Su.1)

3.487. Identify problems that lead to the breakdown of major goals at work (e.g., turning in incomplete work, disagreements with co-workers, frequent tardiness, treating customers with disrespect). (CL.B.4.In.1, CL.B.4.Su.1)

3.488. Analyze possible outcomes associated with specific problems at work (e.g., will not gain respect of others, may be overlooked for promotions, may be demoted, may be fired). (CL.B.4.In.1, CL.B.4.Su.1)

3.489. Identify that a problem exists in personal life, a discrepancy between what is and what should or could be (e.g., gaining weight, not completing chores, not allowed to see friends). (CL.B.4.In.1, CL.B.4.Su.1)

3.490. Identify possible reasons for existing problems in personal life (e.g., not practicing good nutrition habits, lack of communication with family members). (CL.B.4.In.1, CL.B.4.Su.1)

3.491. Identify problems that lead to the breakdown of major goals in personal lives (e.g., getting involved in tobacco, alcohol, and other drugs; hanging around with inappropriate groups, family conflicts). (CL.B.4.In.1, CL.B.4.Su.1)

3.492. Analyze possible outcomes associated with specific problems in personal life (e.g., feelings of isolation, feeling that others don't like to be with you). (CL.B.4.In.1, CL.B.4.Su.1)

3.493. Accept assistance with and participate in identifying problem in a personal care or productive activity (e.g., indicates water glass is empty). (CL.B.4.Pa.1)

3.494. Accept assistance with and participate in identifying problem in a leisure activity (e.g., indicates TV is not on). (CL.B.4.Pa.1)

Applying Problem-Solving Strategies

3.495. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

3.496. Identify various ways to respond to and solve problems (e.g., late for class frequently—wake up earlier, leave house earlier, walk faster; car breaks down—take the bus, walk, take car to mechanic). (CL.B.4.In.1, CL.B.4.Su.1)

3.497. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)

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3.498. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)

Specify: _____ ❑ brainstorming—identifying all solutions that come to mind
_____ ❑ identifying steps—when a complicated task is involved
_____ ❑ estimating—when numbers are involved
_____ ❑ matching consequences to actions—for cause and effect
_____ ❑ troubleshooting—finding problems with a work process
_____ ❑ creative thinking—when multiple solutions are acceptable
_____ ❑ modeling—basing actions on those of a good example
_____ ❑ other: _____

3.499. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)

3.500. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)

3.501. Identify the steps of a process when solving a problem involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; planning a surprise party—decide on location, plan entertainment, order or make refreshments, send invitations). (CL.B.4.In.1, CL.B.4.Su.1)

3.502. Construct rough estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time; estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)

3.503. Match consequences to actions and decisions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted; take in a stray cat—feed it every day, gain a companion, take it to the vet). (CL.B.4.In.1, CL.B.4.Su.1)

3.504. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling; work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)

3.505. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; work—design a brochure or pamphlet, re-arrange workstation for greater productivity; personal life—decorate for a party, paint a room, cook for a dinner party). (CL.B.4.In.1, CL.B.4.Su.1)

3.506. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify habits of successful students, develop similar habits; work—identify techniques used by most productive employee, use these techniques to improve own performance; personal life—identify crowd that does not use drugs, identify their tactics for refusing drugs, use same tactics when offered drugs). (CL.B.4.In.1, CL.B.4.Su.1)

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Evaluate Alternative Solutions

3.507. Identify alternative courses of action for solving a particular problem at school (e.g., missed the bus: catch next bus, get a ride, ride bike). (CL.B.4.In.1, CL.B.4.Su.1)

3.508. Analyze consequences of each alternative course of action for solving a particular problem at school (e.g., missed the bus so walk to school—takes longer, may be late for school). (CL.B.4.In.1, CL.B.4.Su.1)

3.509. Identify alternative courses of action for solving a particular problem at work (e.g., missed the bus—catch next bus, get a ride, ride bike; project not complete at deadline—work extra hours, ask for assistance, take work home). (CL.B.4.In.1, CL.B.4.Su.1)

3.510. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

3.511. Identify alternative courses of action for solving a particular problem in personal life (e.g., gained 10 pounds—start exercise program, talk to a physician, eat more nutritious foods). (CL.B.4.In.1, CL.B.4.Su.1)

3.512. Analyze consequences of each alternative course of action for solving a particular problem in personal life (e.g., arguing with parents—getting angry and leaving the house won't resolve the anger, talking over cause of disagreement may lead to compromise). (CL.B.4.In.1, CL.B.4.Su.1)

3.513. Demonstrate awareness of cause and effect relationship during functional activities (e.g., if I press this switch, the TV will come on). (CL.B.4.Pa.1)
Specify setting: _____ ❑ home _____ ❑ school _____ ❑ community/workplace

3.514. Demonstrate awareness of object permanence during functional activities (e.g., looks at place where favorite object usually is placed, even if object is not there). (CL.B.4.Pa.1)
Specify setting: _____ ❑ home _____ ❑ school _____ ❑ community/workplace

Implementing Solutions

3.515. Complete tasks needed to solve problems at school (e.g., limited time to do homework assignments—use time-management strategies, ask teacher for extra help on some assignments). (CL.B.4.In.2, CL.B.4.Su.2)

3.516. Use appropriate techniques or tools to solve problems at school (e.g., computer software, assignment notebook, counseling sessions). (CL.B.4.In.2, CL.B.4.Su.2)

3.517. Seek assistance when needed to solve problems at school (e.g., emotional problems— seek help from school counselor, teacher, psychologist; problems with a subject area at school— seek help from tutor, teacher, family member). (CL.B.4.In.2, CL.B.4.Su.2)

3.518. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)

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3.519. Use appropriate techniques or tools to solve problems at work (e.g., apply active listening skills, make a checklist of work to be accomplished). (CL.B.4.In.2, CL.B.4.Su.2)

3.520. Seek assistance when needed to solve problems at work (e.g., consult supervisor, co-workers, or special assistance centers). (CL.B.4.In.2, CL.B.4.Su.2)

3.521. Complete identified tasks to solve problems in personal life (e.g., flat tire—obtain jack, lug wrench, and spare tire; jack car up; loosen and take off lug nuts; remove flat; put on spare; put lug nuts back on; jack car down; put parts in trunk). (CL.B.4.In.2, CL.B.4.Su.2)

3.522. Use appropriate techniques or tools to solve problems in personal life (e.g., use calculator to determine annual income from monthly salary). (CL.B.4.In.2, CL.B.4.Su.2)

3.523. Seek assistance when needed to solve problems in personal life (e.g., consult with family member, talk with a teacher or counselor, ask a relative). (CL.B.4.In.2, CL.B.4.Su.2)

3.524. Participate in positioning objects for use (e.g., puts spoon on plate, turns switch toward hand). (CL.B.4.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

3.525. Accept assistance with and participate in efforts to solve problems in routine activities. (CL.B.4.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

3.526. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities. (IF.B.2.Pa.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

Evaluate Effectiveness of Solution

3.527. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)

3.528. Determine impact of activities and decisions related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

COMPLETING WORK ASSIGNMENTS AND USING TECHNOLOGY

Planning Assignments

3.529. Identify purposes of planning assignments (e.g., clarifies what is required, helps you to stay on task, identifies needed time and resources). (CL.C.2.In.1, CL.C.2.Su.1)

3.530. Identify components of a plan to complete an assignment (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time, training or instruction; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)

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3.531. Identify, prioritize, and schedule responsibilities of assignments (e.g., make a to-do list, list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

3.532. Accept assistance with and participate in the sequence of tasks or activities of preparing for work or volunteer activities. (CL.C.2.Pa.1)
Specify: _____

Implementing Work Assignments

3.533. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ❑ work according to schedule   _____ ❑ set an alarm clock as a reminder
_____ ❑ track subtasks on calendar   _____ ❑ check off subtasks when completed
_____ ❑ other: _____

3.534. Identify alternative approaches when faced with difficulty in completing a task.
(CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ❑ try different techniques   _____ ❑ seek advice from others
_____ ❑ seek assistance from others   _____ ❑ read the instructions or references
_____ ❑ other: _____

3.535. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ❑ use a checklist or rubric   _____ ❑ compare with model or example
_____ ❑ use spellchecker or similar tools   _____ ❑ look for errors
_____ ❑ ask peer or co-worker to review   _____ ❑ ask supervisor to review
_____ ❑ other: _____

3.536. Follow a systematic procedure to complete specific tasks. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ❑ identify task
_____ ❑ name steps of task
_____ ❑ perform task following a model or demonstration
_____ ❑ perform task with decreasing feedback
_____ ❑ perform task independently
_____ ❑ monitor own task performance using workplace or industry standards
_____ ❑ evaluate own task performance using workplace or industry standards
_____ ❑ other: _____

3.537. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

3.538. Complete assignments as specified in lab and shop manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)

3.539. Accept assistance with and participate in the sequence of tasks or activities of completing work or volunteer activities. (CL.C.2.Pa.1)
Specify: _____

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Using Tools, Equipment, and Supplies

3.540. Locate and identify the correct supplies, equipment, and tools required to complete specific assignments. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ ❑ supplies—pens, folders, towels, cleaning agents, parts, packing products
_____ ❑ equipment—copy machine, computer, vacuum cleaner, lawn mower
_____ ❑ tools—air pressure gauge, hammer, balance, wrenches, car jack
_____ ❑ other: _____

3.541. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*

3.542. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific assignments. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ ❑ use a checklist with pictures or descriptions of supplies, tools, and equipment
_____ ❑ set up workstation with all needed supplies and equipment before starting
_____ ❑ other: _____

3.543. Select and use the appropriate materials and supplies for completion of assignments (e.g., writing a report—notebook, pen, references; painting a room—paint, drop cloths, paint rollers, paint brushes, paint pan, cutting-in tools; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—paper, word processor). (CL.C.2.In.2, CL.C.2.Su.2)

3.544. Organize materials and supplies to complete assignments (e.g., tool box, file folders, accordion files, plastic storage containers, cabinets and drawers, closets, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

3.545. Use tools, equipment, and supplies safely and correctly for specific assignments (e.g., do not use electrical equipment near water, use for designated purposes only, wear proper protection when required, don't overload an electrical outlet, carry scissors with tips facing down, do not mix bleach and ammonia). (CL.C.2.In.2, CL.C.2.Su.2)

3.546. *Safely handle potentially harmful objects and materials. (Social and Personal C 34: IV)*

3.547. Use new tools, equipment, and supplies by following instructions from an experienced user or from a manual. (CL.C.2.In.2, CL.C.2.Su.2)

3.548. Clean and maintain tools and equipment (e.g., copy machine—clean glass, change toner; vacuum cleaner—change belt and bag; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)

3.549. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*

3.550. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in cubby, closet, locker; personal work supplies in personal work area; cleaning supplies in cupboard). (CL.C.2.In.2, CL.C.2.Su.2)

3.551. Accept assistance with and participate in recognizing and relating to familiar objects used in assignments (e.g., turns toward own bed, reaches for own jacket when leaving). (CL.C.2.Pa.1)
Specify: _____

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3.552. Accept assistance with and participate in requesting objects to produce desired effects during assignments (e.g., bag to place supplies in, device to communicate). (CL.C.2.Pa.1),
Specify: _____

4. Demonstrate communication skills to transmit or receive concepts, ideas, information, thoughts, or feelings.

CO.A.1.In.1   initiate communication and respond effectively in a variety of situations.

CO.A.1.Su.1   initiate communication and respond effectively in a variety of situations—with guidance and support.

CO.A.1.Pa.1   participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
_____ physical assistance ❏ full ❏ partial   _____ assistive technology ❏ full ❏ partial

Understanding the Concept of Communication

4.1.   Identify the various uses of language (verbal and nonverbal) in communication (e.g., interactive, personal, and informative purposes; to convey desires, feelings, ideas, and needs; to respond to others). (CO.A.1.In.1, CO.A.1.Su.1)

4.2.   Identify the forms of verbal or symbolic language used in communication (e.g., spoken or written words, phrases, sentences; sign language, finger spelling, symbols and icons). (CO.A.1.In.1, CO.A.1.Su.1)

4.3.   Identify the differences in communication skills and styles needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing, do not have to have constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)

4.4.   Identify the meaning of gestures, body language, and hand signals while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

4.5.   *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*

4.6.   Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ facial expressions   _____ ❏ sounds
            _____ ❏ gestures   _____ ❏ body language
            _____ ❏ hand signals   _____ ❏ other: _____

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4.7. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

4.8. Use appropriate grammar and sentence structure to communicate messages in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

4.9. Use voice and fluency appropriate for the social situation (e.g., when eating meals, attending a service, cheering at a sports event, talking in the halls). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ tone of voice   _____ ❏ pitch
_____ ❏ fluency (rate and rhythm)   _____ ❏ loudness
_____ ❏ duration   _____ ❏ other: _____

4.10. Use correct articulation to produce words and sounds correctly. (CO.A.1.In.1, CO.A.1.Su.1)

Listening

4.11. Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ relaxed   _____ ❏ active   _____ ❏ social   _____ ❏ defensive
_____ ❏ other: _____

4.12. Identify the difference between attentive and inattentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; inattentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)

4.13. Use critical listening skills to gain understanding. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ listening for content
_____ ❏ paying attention to cues—first, second..., in summary, most important
_____ ❏ linking to prior knowledge and experiences
_____ ❏ considering emotional meaning
_____ ❏ other: _____

4.14. Use strategies to improve listening (e.g., empathize with and "read" people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

Communicating Desires, Feelings, and Needs

4.15. Use appropriate language to express desires effectively (e.g., "May I have more potatoes?" "I want to finish this job." "I don't care for spinach." "I would rather not go to that movie."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ requests   _____ ❏ refusals   _____ ❏ other: _____

4.16. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*

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4.17.   *Express personal beliefs or opinions. (Language C 28: V)*

4.18.   Participate in conveying desires, feelings, and physical needs effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)
Specify method: _____ ❑ vocalize   _____ ❑ gesture
                          _____ ❑ use assistive or augmentative device   _____ ❑ other: _____

4.19.   *Express wants and needs. (Language C 20: II)*

4.20.   Participate in requesting desired person, object, or action (e.g., ask for favorite blouse or book). (CO.A.1.Pa.1)
Specify method: _____ ❑ touch referent object   _____ ❑ point to actual object
                          _____ ❑ vocalize   _____ ❑ gesture
                          _____ ❑ use assistive or augmentative device   _____ ❑ other: _____

4.21.   Use appropriate language to express ideas and feelings clearly (e.g., "I believe this is a valuable thing to do." "This is what really happened." " I like you a lot." "I'm upset with what you did."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ opinions   _____ ❑ facts   _____ ❑ affection   _____ ❑ anger
              _____ ❑ other: _____

4.22.   *Use language to indicate displeasure or dislike. (Language C 16: I)*

4.23.   Use appropriate language to express need for assistance in various situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

4.24.   *Use language to give simple commands. (Language C 18: II)*

4.25.   Use appropriate language to express the need for assistance in emergency situations (e.g., ask for help, raise hand, call persons name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

4.26.   Participate in requesting help or assistance. (CO.A.1.Pa.1)
Specify method:_____ ❑ vocalize or gesture   _____ ❑ verbalize or sign
                         _____ ❑ use assistive or augmentative device   _____ ❑ other: _____

4.27.   *Use language to indicate danger or give warnings to others. (Language C 22: III)*

Respond to Communication

4.28.   Respond appropriately to actions and expressions of emotions of others in various situations (e.g., using "I" statements, make apologies, acknowledging discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

4.29.   Respond appropriately to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

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4.30. Respond to other's generosity by stating appreciation (e.g., thanking the person, telling them how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

4.31. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

4.32. Respond appropriately to basic questions, directions, and informational statements (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

4.33. Show interest in communicating (e.g., turning head, making a nonverbal or verbal response, indicating attention or interest). (CO.A.1.Pa.1)
Specify: _____ ❏ with family   _____ ❏ with friends
          _____ ❏ with familiar persons   _____ ❏ with unfamiliar persons

4.34. Change body tone or produce body movements in response to communication. (CO.A.1.Pa.1)
Specify: _____ ❏ turn head   _____ ❏ move toward stimuli
          _____ ❏ eye movement   _____ ❏ facial expression
          _____ ❏ raise or lower voice   _____ ❏ other: _____

4.35. Respond to own name by using one or more observable behaviors. (CO.A.1.Pa.1)
Specify: _____ ❏ intentional body or head movement—move or turn toward speaker
          _____ ❏ facial expressions—look at speaker, smile, blink
          _____ ❏ oral communication—respond verbally
          _____ ❏ other: _____

4.36. Respond to cued commands (e.g., verbal—saying someone's name; nonverbal signs—come here, stop, one minute). (CO.A.1.Pa.1)
Specify: _____ ❏ vocalize or gesture   _____ ❏ body movements
          _____ ❏ facial expressions   _____ ❏ verbalize or sign

Using Greetings and Conversations

4.37. Use acceptable gestures, body language, and hand signals to initiate a conversation in various situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

4.38. Use acceptable words or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

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4.39. Use appropriate greetings when meeting other persons in various situations (e.g., formal—Hello...; informal—Hi !, "How are you?" "Nice to see you."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

4.40. *Use language to initiate social greeting. (Language C 23: III)*

4.41. Respond appropriately to greetings in various situations (e.g., "Hello." "Thank you for inviting me." "It's nice to see you too." "I'm doing well, and you?"). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

4.42. *Use language to respond to verbal greetings. (Language C 19: II)*

4.43. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, your future, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ with family   _____ ❏ with friends
         _____ ❏ with other familiar persons   _____ ❏ with unfamiliar persons
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

4.44. *Use language to participate appropriately in conversation. (Language C 29:V)*

4.45. *Use language to initiate conversation. (Language C 30: VI)*

4.46. *Use language to relate recent personal experiences. (Language C 26: IV)*

4.47. Use appropriate language to end conversations (e.g., "It was nice talking with you." "Thank you for stopping by." "It was so good to see you again." "Let's keep in touch." "Talk to you soon." "Good-bye!"). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

4.48. Identify correct verbal responses in telephone interactions (e.g., "May I ask who is calling?" "One moment please." "May I take a message?" "May I please speak to ...?" "This is she/he." "Thank you for calling."). (CO.A.1.In.1, CO.A.1.Su.1)

4.49. Use verbal and nonverbal communication with appropriate style and tone for the audience and occasion when participating in individual or group presentations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

4.50. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ initiating topics
         _____ ❏ maintaining topics
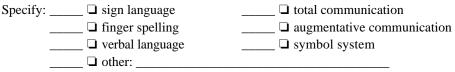   _____ ❏ taking turns
         _____ ❏ ending a conversation
         _____ ❏ repairing communication breakdowns
         _____ ❏ showing sensitivity to cultural differences
         _____ ❏ other: _____

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Feedback

4.51. Identify situations when feedback is usually given (e.g., after you have answered a question, after you have finished a project, after you have cleaned your room, after you have participated in a sport). (CO.A.1.In.1, CO.A.1.Su.1)

4.52. Respond effectively to feedback given in various situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

4.53. Use feedback to make changes in various situations (e.g., correct a math problem, pronounce a word correctly, use a different technique in a sport, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

4.54. Give effective feedback to others (e.g., "You are doing great, try to do five more"; "You need to try to throw the ball straight by looking where you are throwing"; "You did well on your test, keep up the good work"; "Study for an extra hour each night"). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

Communication Systems

4.55. Identify characteristics of different types of alternative, augmentative, and technological devices for communication (e.g., communication boards, switches, electronic buttons with verbal cues, pictures or objects, letters to point and spell, words to point and make sentences, telephone, talking card reader). (CO.A.1.In.1, CO.A.1.Su.1)

4.56. Use a communication system for acquiring information and communication needs that matches linguistic, physical, and cognitive ability. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ sign language   _____ ❏ total communication
        _____ ❏ finger spelling   _____ ❏ augmentative communication
        _____ ❏ verbal language   _____ ❏ symbol system
        _____ ❏ other: _____

4.57. Identify need for own communication system and request its use in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

4.58. Initiate communication using augmentative communication system in various situations. (CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

4.59. Identify and use basic maintenance procedures for own communication system. (CO.A.1.In.1, CO.A.1.Su.1)

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4.60. Use one or more access modes in a functional way to access own communication system in various situations. (CO.A.1.Su.1)

Specify: _____ ❑ activate a switch, eye gaze, manual board, electronic device
_____ ❑ use a scanning array (linear, row/column, block, circular, quadrant, group)
_____ ❑ direct selection (touching)
_____ ❑ other: _____

4.61. Use a presented symbol system to communicate in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ❑ objects   _____ ❑ realistic pictures
_____ ❑ blackened drawings   _____ ❑ icons (multiple meanings)
_____ ❑ written words   _____ ❑ other: _____

4.62. Use appropriate social language skills when using an augmentative communication system in various situations. (CO.A.1.Su.1)

Specify: _____ ❑ initiating topics
_____ ❑ maintaining topics
_____ ❑ taking turns
_____ ❑ ending a conversation
_____ ❑ repairing communication breakdowns
_____ ❑ showing sensitivity to cultural differences
_____ ❑ other: _____

4.63. Select and modify systems of communication to accommodate a variety of settings (e.g., use of sign language and verbal communication, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

5.   Demonstrate awareness of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❑ full ❑ partial   ____ assistive technology ❑ full ❑ partial

Understanding the Components of the Individual Educational Plan

5.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

5.2. Identify the benefits of participation in own IEP meetings (e.g., planning for school year, planning for post-school career and adult living). (IF.B.1.In.1, IF.B.1.Su.1)

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5.3.   Identify characteristics of steps in the IEP development. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify: _____ ❏ determine school and post-school outcome desires
           _____ ❏ determine present levels of performance
           _____ ❏ develop annual goals and related short-term objectives or benchmarks
           _____ ❏ assign responsibility for objectives
           _____ ❏ identify needed services, modifications, and supports

5.4.   Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify: _____ ❏ high school course of study
           _____ ❏ employment
           _____ ❏ instruction and continuing education
           _____ ❏ community participation
           _____ ❏ independent living
           _____ ❏ agency support
           _____ ❏ daily living skills

5.5.   Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Participating in the Development of the Plan

5.6.   Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

5.7.   Identify own desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify: _____ ❏ in-school—course of study, diploma, extracurricular activities
           _____ ❏ post-school—postsecondary training, employment
           _____ ❏ post-school—living arrangements, community participation

5.8.   Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

5.9.   Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)

5.10.   Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

5.11.   Assist in setting realistic annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

5.12.   Assist in identifying the time and resources needed to implement the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

5.13.   Assist in allocating, prioritizing, and scheduling time and resources to implement the IEP (e.g., assign responsibilities, determine timelines, set criteria for completion). (IF.B.1.In.1, IF.B.1.Su.1)

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5.14. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals, participate in discussion, make wants and desires known to participants, make preferences known to participants, express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

5.15. Accept assistance with and participate in activities related to own IEP. (IF.B.1.Pa.1)

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Special Skills Courses
Course Number: 7963130
Course Title: Unique Skills: 9-12
Credit: Multiple

A.   **Major Concepts/Content.** The purpose of this course is to enable students with disabilities to acquire skills that are needed to achieve the maximum level of independent functioning.

The content should include, but not be limited to, the following:

- living skills
- social skills
- learning skills
- communication skills

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1   complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1   complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1   participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B.   **Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Students with disabilities who are pursuing a standard diploma may take this course for elective credit. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

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Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: use of straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

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C.   **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1.   **Demonstrate living skills that enable an individual to function as independently as possible in personal and home care and home and community living.**

IF.A.1.In.1	complete productive and leisure activities used in the home and community.
IF.A.1.In.2	complete personal care, health, and fitness activities.
IF.A.1.Su.1	complete productive and leisure activities used in the home and community—with guidance and support.
IF.A.1.Su.2	complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.1	participate in routines of productive and leisure activities used in the home and community—with assistance.
IF.A.1.Pa.2	participate in personal care, health, and safety routines—with assistance.
IF.A.2.In.1	select and use community resources and services for specified purposes.
IF.A.2.In.2	demonstrate safe travel within and beyond the community.
IF.A.2.Su.1	use community resources and services for specified purposes—with guidance and support.
IF.A.2.Su.2	demonstrate safe travel within and beyond the community—with guidance and support.
IF.A.2.Pa.1	participate in activities involving the use of community resources and services—with assistance.
IF.A.2.Pa.2	participate in reaching desired locations safely within familiar environments—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❑ full ❑ partial   ____ assistive technology ❑ full ❑ partial

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PRODUCTIVE ACTIVITIES IN THE HOME AND COMMUNITY

General Food Preparation, Serving, and Storage

1.1.   Identify persons, objects, tasks, and areas associated with common productive activities in the home involved in food preparation, serving, and storage. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❑ selecting and planning what to eat—following the Food Guide Pyramid for meals and snacks
_____ ❑ serving already prepared food
_____ ❑ preparing simple cold foods—salad, sandwich
_____ ❑ preparing simple hot foods—soup, hot beverages
_____ ❑ preparing more complicated foods—cookies, stews, roasts
_____ ❑ using small appliances in preparing food—blender, mixer, toaster
_____ ❑ using large appliances in preparing food—stove, oven, refrigerator
_____ ❑ following a recipe—measuring, cutting, mixing, cooking, cooling
_____ ❑ setting table and serving food
_____ ❑ cleaning up table, dishes, and kitchen
_____ ❑ storing food—opened food packages, leftovers
_____ ❑ determining food conditions—raw, cooked, frozen, defrosted, spoiled
_____ ❑ using adaptive devices in preparing food
_____ ❑ other: _____

1.2.   Identify when specific activities in the home are needed for food preparation and storage (e.g., preparing a balanced breakfast, lunch, and dinner; clearing food from a dining table; preparing drinks and snacks for a group of friends; disposing of food left after preparation or dinner—placing food in garbage disposal, placing leftovers in refrigerator). (IF.A.1.In.1, IF.A.1.Su.1)

1.3.   Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven, locating the cold water faucet on a sink to obtain water for making iced tea, setting the oven temperature according to recipe directions, setting the timer on a stove or microwave for cooking purposes, turning off burner when cooking is completed, placing food in garbage disposal, selecting the package size and number of packages needed to meet recipe requirements). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community

1.4.   *Select appropriate kitchen utensils for food preparation. (Social and Personal B 11: IV)*

1.5.   *Serve self from food containers. (Social and Personal B 14: IV)*

1.6.   *Follow a simple recipe. (Social and Personal B 15: V)*

1.7.   *Select and operate kitchen appliances for food preparation.*
(Social and Personal B 16: V)

1.8.   *Identify proper storage areas for food. (Social and Personal B 17: V)*

1.9.   *Plan and prepare a meal. (Social and Personal B 18: VI)*

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1.10. Use strategies related to food preparation and storage effectively and efficiently and on a regular basis (e.g., color code measuring tools, use a recipe with pictures of steps to follow, create a menu for the week with pictures of each food or meal using the Food Guide Pyramid, write date on packages when stored in freezer, indicate with words or icons which containers should be used for wet or dry storage, ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

1.11. Accept assistance with and participate in activities and tasks related to food preparation, serving, and storage routines. (IF.A.1.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

Selecting and Caring for Clothing

1.12. Identify persons, objects, tasks, and areas associated with productive activities in the home involved in selecting and caring for clothing. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ selecting and planning what to wear based on occasion, weather, or activity
          _____ ❏ washing and drying clothes, hanging or folding clothes, ironing clothes
          _____ ❏ using a washing machine and clothes dryer
          _____ ❏ determining which clothes require dry cleaning
          _____ ❏ mending clothes
          _____ ❏ organizing and maintaining clothing in closets or drawers
          _____ ❏ recognizing when clothing should no longer be worn
          _____ ❏ other: _____

1.13. Identify when specific productive activities in the home are needed in selecting and caring for clothing (e.g., identifying when clothing needs to be cleaned; determining which clothes to hang to dry and which clothes to be put in the dryer; identifying when clothes should no longer be worn—wrong size, stained). (IF.A.1.In.1, IF.A.1.Su.1)

1.14. Use specific knowledge and skills when completing activities involving selecting and caring for clothing (e.g., setting an iron to the appropriate heat level for various fabrics; performing simple mending—hemming, replacing buttons, patching tears; sorting clothes by color and type before washing; pre-setting temperature dial of a washing machine; donating clothes that are too small to local charities; throwing clothes away that can't be worn; organizing clothing— place all shorts in one drawer, match socks before putting away). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.15. *Perform laundry tasks. (Social and Personal F 49: V)*

1.16. Use strategies related to selecting and caring for clothing effectively and efficiently and on a regular basis (e.g., do laundry every weekend; put dirty clothes into separate baskets according to color; lay out clothes to wear the night before; hang matching outfits together; hang clothes together by seasonal use; make a chart with words of pictures of what type cleansing agent and washer or dryer temperature to use for which types of clothing; ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

1.17. Accept assistance with and participate in activities and tasks related to selecting and caring for clothing routines. (IF.A.1.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

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Selecting Personal Living Environments

1.18. Identify persons, objects, tasks, and areas associated with productive activities involved in selecting personal living environments. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ identifying types of residential alternatives
_____ ❏ selecting and planning where to live
_____ ❏ selecting and obtaining utilities and services—telephone, electricity, cable, waste removal
_____ ❏ identifying information contained in a mortgage or lease
_____ ❏ selecting and obtaining tenant or homeowner insurance
_____ ❏ identifying obligations and responsibilities associated with living independently
_____ ❏ identifying costs associated with obtaining and maintaining a house
_____ ❏ other: _____

1.19. Identify when specific productive activities are needed for selecting personal living environments (e.g., when moving, when renting a room, when looking for a roommate, when making a budget for home expenses). (IF.A.1.In.1, IF.A.1.Su.1)

1.20. Use specific knowledge and skills when completing activities involving selecting personal living environments (e.g., verifying accuracy of mortgage statement or lease agreement; determining if cable, phone, and utilities are included in rental costs; identifying costs associated with buying a house—insurance needs, taxes, mortgage, deposits, repairs, utilities, maintenance; evaluating types of residential alternatives—owning or renting, group homes, living alone or with a roommate, living at home with parents; identify and abide by rules of lease agreement—no pets, no smoking, late fees for rent, dates of move in and move out, fees for damage, repairs, inspections, parking spaces). (IF.A.1.In.1, IF.A.1.Su.1)

1.21. Use strategies to select personal living environments effectively and efficiently (e.g., keep track of listings in classified ads, make a list of desired features—number of bedrooms, parking, washer and dryer hookups; make a list of questions to ask potential landlord; check with others who have lived there before). (IF.A.1.In.1, IF.A.1.Su.1)

1.22. Accept assistance with and participate in activities and tasks related to selecting a personal living environment. (IF.A.1.Pa.1)

Selecting and Caring for Furniture, Appliances, and Other Personal Goods

1.23. Identify persons, objects, tasks, and areas associated with productive activities in the home involved in selecting and caring for furniture, appliances, and other personal goods. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ selecting needed furniture, appliances, and personal goods
_____ ❏ obtaining furniture, appliances, and personal goods by purchasing or borrowing
_____ ❏ observing warning precautions on appliances and furniture
_____ ❏ storing all manuals and warranties
_____ ❏ caring for needed furniture, appliances, and personal goods
_____ ❏ replacing furniture, appliances, and personal goods when needed
_____ ❏ other: _____

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1.24.   Identify when specific activities are needed for selecting and caring for furniture, appliances, and other personal goods (e.g., identifying sources for purchasing furnishings and appliances, comparing prices before purchasing or leasing furniture or appliances, observing warning precautions and care instructions before cleaning stains off furniture). (IF.A.1.In.1, IF.A.1.Su.1)

1.25.   Use specific knowledge and skills when completing activities involving selecting and caring for furniture, appliances, and other personal goods (e.g., comparing prices of furniture and appliances at different stores, storing all manuals and warranties in a safe location, using appropriate cleaning supplies on furniture, reading care and use instructions, knowing where you have stored personal possessions). (IF.A.1.In.1, IF.A.1.Su.1)

1.26.   Use strategies related to selecting and caring for furniture, appliances, and other personal goods effectively and efficiently and on a regular basis (e.g., put all cleaning materials in a plastic bin, keep a list of items to purchase, clean dryer lint trap after drying clothes, wipe off stove after each use). (IF.A.1.In.1, IF.A.1.Su.1)

1.27.   Accept assistance with and participate in activities and tasks related to selecting and caring for furniture, appliances and other personal goods. (IF.A.1.Pa.1)

Household Cleaning and Maintenance of Interior Areas

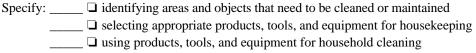1.28.   Identify persons, objects, tasks, and areas associated with productive activities in the home involved in household cleaning, safety, and maintenance of interior areas.
(IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❑ identifying areas and objects that need to be cleaned or maintained
_____ ❑ selecting appropriate products, tools, and equipment for housekeeping
_____ ❑ using products, tools, and equipment for household cleaning
_____ ❑ scheduling tasks that are done daily, weekly, monthly
_____ ❑ recycling items
_____ ❑ using products, tools, and equipment for home maintenance tasks
_____ ❑ securing the home
_____ ❑ maintaining a comfortable temperature in house
_____ ❑ getting assistance, if needed, for tasks
_____ ❑ other: _____

1.29.   Identify when specific productive activities in the home are needed for household cleaning, safety, and maintenance of interior areas (e.g., changing light bulbs when they burn out; adjusting thermostat when the weather outside is cold; unclogging drains; painting a room; changing air filters; replacing items—broken ladders, soiled rugs; storing home cleaning supplies safely; cleaning a bathroom; keeping windows and doors locked; using a fire extinguisher when there is a fire; reporting to the authorities if there is a power outage; selecting a broom, dust rag, or vacuum for cleaning; setting the speed of an electric fan when cooling is needed).
(IF.A.1.In.1, IF.A.1.Su.1)

1.30.   Use specific knowledge and skills when completing productive activities in the home involving household cleaning, safety, and maintenance of interior areas
(e.g., separating cans and paper items for recycling; securing home by locking windows and doors; using a screwdriver for simple home maintenance; selecting correct supplies to clean bathroom; vacuuming floor; adjusting thermostat, changing light bulbs; unclogging drains; painting; knowing if home repairs should be made by professionals or self). (IF.A.1.In.1, IF.A.1.Su.1)

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1.31. *Return items after use to a proper place. (Social and Personal F 46: III)*

1.32. *Pick up trash and dispose properly. (Social and Personal F 47: III)*

1.33. *Identify proper household tools and cleaning supplies for a given task.*
(Social and Personal F 48: IV)

1.34. Use strategies related to household cleaning, safety, and maintenance of interior
areas effectively and efficiently and on a regular basis (e.g., mark major cleaning
activities on the calendar; place a picture of object to be cleaned on cleaning agent; associate
maintenance activities with each other or another event [check the battery in the smoke detector
each time the air conditioner filter is changed]; keep a reasonable number of maintenance supplies
on hand). (IF.A.1.In.1, IF.A.1.Su.1)

1.35. Accept assistance with and participate in activities and tasks related to household
cleaning, safety, and maintenance of interior areas. (IF.A.1.Pa.1)
Specify: _____

Maintenance of Exterior Areas

1.36. Identify persons, objects, tasks, and areas associated with common productive
activities in the home involved in maintenance of exterior areas. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ identifying exterior areas and objects that need to be cleaned
_____ ❏ using products, tools, and supplies to perform yard care skills
_____ ❏ mowing lawn, weeding, raking leaves
_____ ❏ scheduling tasks that are done daily, weekly, monthly
_____ ❏ keeping sidewalk or driveway clean
_____ ❏ maintaining exterior, including outdoor light fixtures
_____ ❏ other: _____

1.37. Identify when specific productive activities in the home are needed for maintenance
of exterior areas (e.g., mowing grass when it gets too long, repainting house when the paint
chips, raking leaves, trimming bushes, sweeping driveway or sidewalk, replacing mailbox if
damaged or knocked down). (IF.A.1.In.1, IF.A.1.Su.1)

1.38. Use specific knowledge and skills when completing activities involving maintenance
of exterior areas (e.g., raking leaves, painting house, mowing grass, edging sidewalk, trimming
bushes, sweeping driveway or sidewalk, laying sod or planting flowers, cleaning front door mat,
replacing mailbox). (IF.A.1.In.1, IF.A.1.Su.1)

1.39. *Perform simple home maintenance chores (e.g., sweeping walk, changing light
bulbs, raking, weeding). (Social and Personal F 50: V)*

1.40. Use strategies related to maintenance of exterior areas effectively and efficiently and
on a regular basis (e.g., mark regular events on calendar; ask landlord about regularly scheduled
maintenance completed by owners; associate activities with seasons or times of year—spring
cleaning, summer grass cutting, fall leaf raking). (IF.A.1.In.1, IF.A.1.Su.1)

1.41. Accept assistance with and participate in activities and tasks related to maintenance
of exterior areas routines. (IF.A.1.Pa.1)
Specify: _____

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Managing Money and Personal Finances

1.42.   Identify persons, objects, tasks, and areas associated with common productive activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ preparing weekly and monthly budgets
_____ ❏ managing and protecting personal cash
_____ ❏ using checking and savings accounts
_____ ❏ paying bills, contributing to charities
_____ ❏ using comparative shopping to make wise purchases
_____ ❏ using a credit card
_____ ❏ using an ATM or debit card
_____ ❏ paying taxes
_____ ❏ saving and investing money
_____ ❏ other: _____

1.43.   Identify when specific productive activities are needed for managing money and personal finances (e.g., depositing pay checks into a checking or savings account, withdrawing money from a checking or savings account, paying bills by due date, establishing a savings or checking account, preparing budgets for monthly food and bills, preparing budgets for trips and leisure activities, saving money for emergencies, filing taxes on time, calculating sales tax on a purchase). (IF.A.1.In.1, IF.A.1.Su.1)

1.44.   Use specific knowledge and skills when completing productive activities involving managing money and personal finances (e.g., donating money to charities, paying taxes, counting money or check amount to deposit, opening a savings or checking account, reviewing and paying monthly bills and statements, paying bills by the due date, using information in advertisements, storing information regarding personal finances). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.45.   *Associate the financial institution (e.g., bank, credit union) with money.* *(Mathematics E 34: IV)*

1.46.   *Identify which documents to show for proper identification for check cashing.* *(Mathematics E 43: VI)*

1.47.   *Complete a check and deposit slip and record in check register.* *(Mathematics E 44: VI)*

1.48.   *Complete forms associated with a savings account.* *(Mathematics E 45: VI)*

1.49.   *Solve applied problems involving comparison shopping.* *(Mathematics E 46: VII)*

1.50.   Use strategies related to managing money and personal finances effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll or benefits checks, mark dates of recurring bills on calendar, use a log to track monthly bill payments, pay bills at regularly scheduled times—1st and 15th of month.) (IF.A.1.In.1, IF.A.1.Su.1)

1.51.   Accept assistance with and participate in activities and tasks related to managing money and personal finances. (IF.A.1.Pa.1)
Specify: _____

Course Number: 7963130 – Unique Skills

Citizenship

1.52. Identify persons, objects, tasks, and areas associated with common productive activities in the community involved in citizenship. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ registering to vote and voting
_____ ❏ becoming knowledgeable about community leaders and elected officials
_____ ❏ learning about and obeying local, state, and federal laws
_____ ❏ other: _____

1.53. Identify when specific productive activities in the community are needed for citizenship (e.g., helping with the election process, keeping informed about issues, volunteering on holidays or times of disaster). (IF.A.1.In.1, IF.A.1.Su.1)

1.54. Use specific knowledge and skills when completing productive activities in the community involving citizenship (e.g., abiding by laws, participating in community events, working at an election; working with others on a service project, obeying rules and laws). (IF.A.1.In.1, IF.A.1.Su.1)

1.55. *Identify rules of citizenship within the community. (Social and Personal H 64: V)*

1.56. *Identify reasons for voting. (Social and Personal H 65: VI)*

1.57. *Demonstrate procedures for voting. (Social and Personal H 66: VI)*

1.58. Use strategies related to citizenship to complete productive activities in the community effectively and efficiently and on a regular basis (e.g., check the newspaper, community bulletin board, or local news for dates and location for voting and places to register for voting). (IF.A.1.In.1, IF.A.1.Su.1)

1.59. Accept assistance with and participate in activities and tasks related to citizenship. (IF.A.1.Pa.1)
Specify: _____

Community Service Organizations

1.60. Identify persons, objects, tasks, and areas associated with common productive activities in the community involving service groups or organizations. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ participating in community service organizations
_____ ❏ participating in service activities of religious organizations
_____ ❏ other: _____

1.61. Identify when specific productive activities in the community are needed for service groups or organizations (e.g., participating in coastal cleanup, assisting certain groups of people, raising money for charity). (IF.A.1.In.1, IF.A.1.Su.1)

1.62. Use specific knowledge and skills when completing activities in the community involving service groups or organizations (e.g., working with others, following the guidelines of the organization, asking others for assistance). (IF.A.1.In.1, IF.A.1.Su.1)

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1.63. Use strategies to identify productive activities in the community related to service groups or organizations effectively and efficiently and on a regular basis (e.g., look at membership of group to see if they are people who share your interests, ask a member of the organization how they like it, read information or view videotapes about the group, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

1.64. Accept assistance with and participate in activities and tasks related to community service groups or organizations. (IF.A.1.Pa.1)
Specify: _____

Informal Gatherings in the Community

1.65. Identify persons, objects, tasks, and areas associated with productive activities in the community involved with informal gatherings of community members and neighbors (e.g., voting, neighborhood picnics, recreational sports teams, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)

1.66. Identify when specific productive activities in the community are needed for informal gatherings of community members and neighbors (e.g., when neighbors are ill, when having a block party, when celebrating a holiday). (IF.A.1.In.1, IF.A.1.Su.1)

1.67. Use specific knowledge and skills when completing activities in the community involving community members and neighbors (e.g., working with others, showing concern for others, selecting the food for a picnic, inviting others to attend, preparing food). (IF.A.1.In.1, IF.A.1.Su.1)

1.68. Use strategies related to identifying informal gatherings of community members and neighbors effectively and efficiently and on a regular basis (e.g., look at past group activities to see if they are things you like to do, ask neighbors about the gatherings, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

1.69. Accept assistance with and participate in activities and tasks related to informal gatherings in the community. (IF.A.1.Pa.1)
Specify: _____

LEISURE ACTIVITIES AT HOME AND IN THE COMMUNITY

1.70. Identify the benefits of leisure and recreational activities (e.g., helps you to meet new people, relieves stress, keeps mind off worries, helps you to learn new things, keeps you active, occupies unstructured time). (IF.A.1.In.1, IF.A.1.Su.1)

1.71. Identify general characteristics of leisure and recreational activities (e.g., individual or team activities, entertaining or relaxing, learn new things). (IF.A.1.In.1, IF.A.1.Su.1)

1.72. *Distinguish between work and leisure time activities. (Social and Personal G 53: IV)*

1.73. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*

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Games for Teams and Pairs

1.74. Identify persons, objects, tasks, and areas involved in playing games with others.
(IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ indoor card and board games—bingo, checkers, rummy
_____ ❏ outdoor team or pairs sports—volleyball, softball, golf, horseshoes
_____ ❏ other: _____

1.75. Identify the appropriate time and occasions for playing games with others
(e.g., physical education class, sporting events, field days, weekends). (IF.A.1.In.1, IF.A.1.Su.1)

1.76. Use specific knowledge and skills when playing games with others (e.g., taking turns,
following the rules, counting the points, keeping track of the scores, identifying scoring
opportunities). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.77. Use strategies related to playing games with others effectively and efficiently and on
a regular basis (e.g., keep rules of various games together in one place, identify games with
certain times of the year [during Christmas holidays, the family enjoys playing cards]).
(IF.A.1.In.1, IF.A.1.Su.1)

1.78. Accept assistance with and participate in activities and tasks related to playing games
with others. (IF.A.1.Pa.1)
Specify: _____

Cultural Activities and Sporting Events

1.79. Identify persons, objects, tasks, and areas associated with attending cultural activities
and sporting events. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ musical performances—concerts, dance performances
_____ ❏ theater and plays
_____ ❏ celebrations—holidays, parades, festivals, exhibits
_____ ❏ sporting events—games, matches
_____ ❏ other: _____

1.80. Identify the appropriate time and occasions for attending or participating in cultural
activities and sporting events (e.g., on holidays, when a performer is on tour, when
transportation is available). (IF.A.1.In.1, IF.A.1.Su.1)

1.81. Use specific knowledge and skills when completing leisure activities in the
community involving attending cultural activities and sporting events (e.g., locating the
event on a schedule, obtaining tickets for a performance, following the rules of behavior for the
attendees, participating in a production). (IF.A.1.In.1, IF.A.1.Su.1)

1.82. Use strategies to plan leisure activities related to cultural activities and sporting
events effectively and efficiently and on a regular basis (e.g., save weekly schedule of
events from the newspaper, listen to radio for announcements, watch the community calendar on
local TV station, get on mailing lists for the types of events of interest, watch billboards or
scrolling marquees at civic or performing arts center, write dates of upcoming events on personal
calendar, pick up and keep free local team schedules, ask friends to alert you to events).
(IF.A.1.In.1, IF.A.1.Su.1)

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1.83. Accept assistance with and participate in activities and tasks related to attending or participating in cultural activities or sporting events. (IF.A.1.Pa.1)
Specify: _____

Hobbies, Crafts, and Collections

1.84. Identify persons, objects, tasks, and areas associated with hobbies, crafts, and collections used by individuals for leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ arts and crafts
_____ ❏ collections
_____ ❏ watching movies, reading, playing video games, listening to music
_____ ❏ other: _____

1.85. Identify the appropriate time for leisure activities involving hobbies, crafts, and collections (e.g., when objects that you collect are available, when you are by yourself). (IF.A.1.In.1, IF.A.1.Su.1)

1.86. Use specific knowledge and skills when engaging in activities involving hobbies, crafts, and collections (e.g., creating the product involved in a craft, knowing where to obtain books to read, knowing how to operate a TV, VCR, or a radio or CD player, organizing a collection by category or date). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

1.87. Use strategies related to hobbies, crafts, and collections effectively and efficiently and on a regular basis (e.g., get on mailing lists of hobby groups; get on mailing list of hobby or crafts stores that carry items of interest; watch the community calendar on local TV station; watch for flyers from community recreation centers; write dates of upcoming events on personal calendar; ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

1.88. Accept assistance with and participate in activities and tasks associated with hobbies, crafts, and collections. (IF.A.1.Pa.1)
Specify: _____

Caring for Pets

1.89. Identify persons, objects, tasks, and areas associated with leisure activities involving pet care. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ selecting the pet
_____ ❏ caring for the pet—walking, feeding, training, grooming, veterinary care
_____ ❏ other: _____

1.90. Identify the appropriate time for activities involving pet care (e.g., when your pet is sick, feeding your pet twice a day, taking your pet for a walk every day, playing with your pet). (IF.A.1.In.1, IF.A.1.Su.1)

1.91. Use specific knowledge and skills when completing activities involving pet care (e.g., measuring the right amount of food, training the pet to come when called, exercising the pet, caring for pet's coat). (IF.A.1.In.1, IF.A.1.Su.1)

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1.92. Use strategies related to pet care effectively and efficiently and on a regular basis (e.g., mark regularly scheduled activities on calendar—annual shots, dog shows; keep records related to pet in a special place; keep backup supplies—food, toys; mark a dipper to assure correct amount of food). (IF.A.1.In.1, IF.A.1.Su.1)

1.93. Accept assistance with and participate in activities and tasks associated with caring for pets. (IF.A.1.Pa.1)
Specify: _____

Gardening and Plants

1.94. Identify persons, objects, tasks, and areas associated with leisure activities involving gardening and plants. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ selecting the plant or type of garden
_____ ❏ caring for the plants—fertilizing, watering, weeding, harvesting
_____ ❏ other: _____

1.95. Identify the appropriate time for leisure activities involving gardening and plants (e.g., when the weather is good; when the plants need water, fertilizer, or maintenance; when it is time to pick vegetables, herbs, or flowers). (IF.A.1.In.1, IF.A.1.Su.1)

1.96. Use specific knowledge and skills when completing leisure activities involving gardening and plants (e.g., giving each type of plant the right amount of water, preparing the soil, gathering vegetables when ripe, knowing the amount of time needed to grow). (IF.A.1.In.1, IF.A.1.Su.1)

1.97. Use strategies related to gardening and plants effectively and efficiently and on a regular basis (e.g., relate certain activities to certain times of year, note what neighbors are doing, buy pre-measured fertilizers or plant foods—fertilizer spikes). (IF.A.1.In.1, IF.A.1.Su.1)

1.98. Accept assistance with and participate in activities and tasks associated with caring for plants and gardening. (IF.A.1.Pa.1)
Specify: _____

Outdoor Activities

1.99. Identify persons, objects, tasks, and areas associated with outdoor leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ outdoor sports—camping, hiking, biking, skating
_____ ❏ water sports—swimming, diving, boating, fishing
_____ ❏ other: _____

1.100. Identify the appropriate time for leisure activities involving outdoor or water sports (e.g., camping, hiking, climbing—when the correct equipment is available, during a season favorable to being outdoors, when you are in the right location). (IF.A.1.In.1, IF.A.1.Su.1)

1.101. Use specific knowledge and skills when completing leisure activities involving outdoor or water sports (e.g., hiking and climbing—using ropes and equipment, following safety procedures; camping—pitching a tent, cooking outdoors, building a fire; fishing—baiting a hook, using different lures, boat safety skills). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

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1.102. Use strategies related to outdoor activities and water sports effectively and efficiently and on a regular basis (e.g., keep equipment and clothing for activity stored in one place; join a group interested in same activity). (IF.A.1.In.1, IF.A.1.Su.1)

1.103. Accept assistance with and participate in activities and tasks associated with outdoor activities and water sports. (IF.A.1.Pa.1)
Specify: _____

PERSONAL CARE, HEALTH AND FITNESS

Eating

1.104. Identify persons, objects, tasks, and areas associated with eating. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ selecting and using dishes, glasses, and utensils properly
_____ ❏ using table manners, including cleaning up
_____ ❏ other: _____

1.105. Use specific knowledge and skills involved in eating (e.g., selecting the appropriate utensil or dish, cutting food correctly, using a napkin, initiating eating when appropriate, knowing which foods are finger foods). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.106. Use strategies related to eating effectively and efficiently on a regular basis (e.g., keep like utensils stored together, watch what others do when selecting proper utensils, ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)

1.107. *Feed self with spoon independently. (Social and Personal B 8: II)*

1.108. *Feed self independently with utensils. (Social and Personal B 9: III)*

1.109. *Use appropriate table manners (e.g., passing food, sharing condiments). (Social and Personal B 12: IV)*

1.110. *Follow correct lunch procedures. (Social and Personal B 13: IV)*

1.111. Accept assistance with and participate in activities and tasks associated with daily eating routines. (IF.A.1.Pa.2)
Specify home routines: _____ ❏ morning _____ ❏ after school   _____ ❏ evening
Specify school routines:_____ ❏ breakfast _____ ❏ lunch   _____ ❏ snack
Specify community routines: _____ ❏ eating out   _____ ❏ volunteer activities

Dressing

1.112. Identify persons, objects, tasks, and areas associated with personal care activities involved in dressing. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ selecting clothing for weather, occasion, and activity
_____ ❏ putting on clothing, closing fasteners
_____ ❏ taking off clothing, opening fasteners
_____ ❏ other: _____

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1.113. Identify when personal care activities involved in dressing are needed (e.g., when you wake up and dress for the day; when clothes need to be changed to fit an occasion—dressy event, exercise, casual dinner; when clothes are soiled; when clothes need to be changed—at the end of the day to get ready for bed). (IF.A.1.In.2, IF.A.1.Su.2)

1.114. Use specific knowledge and skills when completing personal care activities involved in dressing (e.g., tying shoes, buttoning a shirt correctly, matching an outfit, dressing appropriately for the occasion, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community

1.115. *Take off clothing which does not require fasteners. (Social and Personal A 1: II)*

1.116. *Take off clothing with fasteners. (Social and Personal A 3: III)*

1.117. *Put on clothing which does not require fasteners. (Social and Personal A 4: III)*

1.118. *Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)*

1.119. *Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)*

1.120. Use strategies to complete dressing activities effectively and efficiently and on a regular basis (e.g., use sayings to indicate which colors do not match; use a rhyme to remember how to tie your shoes; ask someone to show you correct method to tie a tie; use alternative approaches—clip-on tie, Velcro shoe straps; hang matching clothes together; ask a roommate or friend attending the same event what to wear). (IF.A.1.In.2, IF.A.1.Su.2)

1.121. Accept assistance with and participate in activities and tasks associated with daily dressing routines. (IF.A.1.Pa.2)
Specify home routines: _____ ❑ morning   _____ ❑ after school   _____ ❑ evening
Specify school routines: _____ ❑ arrival   _____ ❑ during day   _____ ❑ departure
Specify community routines: _____ ❑ volunteer activities   _____ ❑ special events

Grooming

1.122. Identify persons, objects, tasks, and areas associated with personal care activities involved in grooming. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❑ hair—shampooing, drying, combing, styling, cutting
          _____ ❑ nails—cutting, cleaning, filing
          _____ ❑ cosmetics—applying, removing
          _____ ❑ shaving
          _____ ❑ other: _____

1.123. Identify when personal care activities involved in grooming are needed (e.g., hair—wash when taking a shower, style before going out, brush when messy or tangled, cut when too long; nails—cut when too long, file when uneven, clean when dirty; cosmetics—apply when dressing up or when desired, remove before bedtime). (IF.A.1.In.2, IF.A.1.Su.2)

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1.124. Use specific knowledge and skills when completing grooming activities (e.g., hair—parting hair evenly, fixing hair according to style, knowing the difference between shampoo and conditioner; nails—not cutting too short, filing evenly, knowing how to clean and file; cosmetics—correctly apply makeup, use the right amount, knowing where each type of cosmetic is applied, knowing how to remove; shaving—knowing about different types of shavers, using electric razors). (IF.A.1.In.2, IF.A.1.Su.2)

1.125. Use strategies when completing grooming activities effectively and efficiently and on a regular basis (e.g., look at pictures in magazines to choose hair style; mark recurring events on calendar—hair cut every six weeks, permanent every six months; mark scheduled appointments on calendar; ask friend, relative, or doctor about appropriate choice of cosmetics; keep grooming supplies stored together). (IF.A.1.In.2, IF.A.1.Su.2)

1.126. Accept assistance with and participate in activities and tasks associated with daily grooming routines. (IF.A.1.Pa.2)
Specify home routines: _____ ❏ morning   _____ ❏ after school   _____ ❏ evening
Specify school routines:_____ ❏ arrival   _____ ❏ during day   _____ ❏ departure
Specify community routines: _____ ❏ volunteer activities   _____ ❏ special events

Hygiene

1.127. Identify persons, objects, tasks, and areas associated with personal care activities involved in hygiene. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ washing and bathing
       _____ ❏ dental care
       _____ ❏ using the toilet
       _____ ❏ menstrual care
       _____ ❏ other: _____

1.128. Identify when personal care activities involved in hygiene are needed (e.g., hand washing—when hands are dirty, before meals, after the bathroom is used; bathing—at least once a day (morning or evening), after a sporting event, after playing outdoors; using the toilet—before getting in the car for a long trip, before bed, after meals; dental hygiene—brush teeth after meals, when you wake up and before you go to bed, floss teeth daily, get teeth cleaned at the dentist every six months; menstrual hygiene—use products monthly as needed, dispose of products appropriately). (IF.A.1.In.2, IF.A.1.Su.2)

1.129. Use specific knowledge and skills when completing hygiene activities (e.g., correctly brushing and flossing teeth, using the toilet, using deodorant, cleaning up afterwards, knowing how to make the water the correct temperature for bathing or hand washing, knowing how to flush toilet, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.130. *Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)*

1.131. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, and toothpaste). (Social and Personal A 6: IV)*

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1.132. Use strategies to complete hygiene activities effectively and efficiently and on a regular basis (e.g., mark spot on water control for comfortable bath or shower temperature; store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means of meeting hygiene needs—special gum for tooth cleaning, personal wipes). (IF.A.1.In.2, IF.A.1.Su.2)

1.133. Accept assistance with and participate in activities and tasks associated with daily hygiene routines. (IF.A.1.Pa.2)
Specify home routines: _____ ❏ morning _____ ❏ after school _____ ❏ evening
Specify school routines:_____ ❏ arrival _____ ❏ during day _____ ❏ departure
Specify community routines: _____ ❏ volunteer activities _____ ❏ special events

Motor Control

1.134. Identify personal care needs involved in motor control. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ strength, stamina, endurance, and muscular flexibility
_____ ❏ postural alignment for sitting, standing, lifting, and movement
_____ ❏ proximity to objects
_____ ❏ other: _____

1.135. Identify when personal care activities are needed for motor control (e.g., weight training or physical therapy to build muscles to complete daily tasks, cardiovascular exercise to increase stamina and endurance, use of assistive devices for correct posture). (IF.A.1.In.2, IF.A.1.Su.2)

1.136. Use specific knowledge and skills when completing personal care activities needed for motor control (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques; knowing how much strength is needed to lift an object; knowing correct posture or positioning for various activities; knowing which objects are too heavy to lift by yourself). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

1.137. Use strategies related to motor control to complete personal care activities effectively and efficiently and on a regular basis (e.g., ask occupational or physical therapist about lifting and moving; use adaptive or assistive devices when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)

1.138. Accept assistance with and participate in activities and tasks associated with motor control routines. (IF.A.1.Pa.2)
Specify home routines: _____ ❏ morning _____ ❏ after school _____ ❏ evening
Specify school routines:_____ ❏ arrival _____ ❏ during day _____ ❏ departure
Specify community routines: _____ ❏ volunteer activities _____ ❏ special events

Nutrition

1.139. Identify persons, objects, tasks, and areas associated with common health care activities involving nutrition. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ selecting food that provides optimum nutritional value
_____ ❏ maintaining, losing, or gaining weight
_____ ❏ choosing a diet that follows the Food Guide Pyramid
_____ ❏ using dietary supplements—vitamins, energy bars
_____ ❏ other: _____

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1.140. Identify when health care activities are needed for nutrition (e.g., when decreasing food intake, when increasing food intake, when maintaining weight, when planning meals for a week, when making a grocery list). (IF.A.1.In.2, IF.A.1.Su.2)

1.141. Use specific knowledge and skills when completing health care activities involving nutrition (e.g., using the Food Guide Pyramid when planning a meal, selecting nutritious snacks or meals, interpreting nutritional information on packages, limiting the amount of intake, identifying benefits and risks with dietary supplements). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community

1.142. *Discriminate food items from nonfood items. (Social and Personal A:10: III)*

1.143. Use strategies related to nutrition to complete health care activities effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals; keep a list of nutrient-dense and nutrient-lacking foods; pre-measure servings—make and freeze hamburger patties ahead of time; use measuring devices to serve food—1/2 cup of mashed potatoes; purchase perishable food in small amounts; ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)

1.144. Accept assistance with and participate in activities and tasks associated with daily nutrition routines. (IF.A.1.Pa.2)
Specify home routines: _____ ❑ morning   _____ ❑ after school _____ ❑ evening
Specify school routines:_____ ❑ breakfast   _____ ❑ lunch   _____ ❑ snack
Specify community routines: _____ ❑ eating out   _____ ❑ volunteer activities

Diseases

1.145. Identify persons, objects, tasks, and areas associated with health care issues involving diseases. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❑ identifying communicable diseases and their symptoms
         _____ ❑ knowing how diseases are transmitted and their incubation periods
         _____ ❑ knowing preventative measures and ways to avoid contact
         _____ ❑ knowing possible treatments for communicable diseases
         _____ ❑ knowing about causes and symptoms of cancer, cardiovascular disease,
             emphysema, diabetes, and other chronic diseases
         _____ ❑ knowing how to get treatment for diseases and illnesses
         _____ ❑ other: _____

1.146. Identify when health care is needed for treatment or control of diseases (e.g., when minor symptoms persist, when you don't feel well enough to continue an activity, when you are in pain). (IF.A.1.In.2, IF.A.1.Su.2)

1.147. Use specific knowledge and skills when completing health care activities involving the treatment and control of diseases (e.g., getting enough fluids and rest, staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community

1.148. *Demonstrate appropriate behavior while coughing, sneezing, or blowing nose.*
(Social and Personal E 38: III)

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1.149. *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)*

1.150. *Identify appropriate storage and use of medications. (Social and Personal E 41: V)*

1.151. Use strategies to complete activities related to disease control effectively and efficiently and on a regular basis (e.g., ask a friend or relative, put daily medicines in compartmentalized container, use proper hygiene to avoid contact). (IF.A.1.In.2, IF.A.1.Su.2)

1.152. Accept assistance with and participate in activities and tasks associated with disease prevention and treatment. (IF.A.1.Pa.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

First Aid

1.153. Identify persons, objects, tasks, and areas associated with health care activities involving first aid. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ stopping bleeding and applying bandages
           _____ ❏ taking care of burns, poisons, and wounds
           _____ ❏ using cardiopulmonary resuscitation (CPR)
           _____ ❏ getting help when needed
           _____ ❏ other: _____

1.154. Identify when first aid is needed (e.g., after an accident; after skin has been cut, burned, or wounded; when somebody is choking; when somebody is unconscious and not breathing). (IF.A.1.In.2, IF.A.1.Su.2)

1.155. Use specific knowledge and skills when completing health care activities involving first aid (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, applying gauze and tape to a wound properly, knowing the methods of stopping bleeding, knowing how to properly clean and apply medicines to wounds and burns, knowing when to not move an injured person, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.156. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*

1.157. Use strategies to provide first aid effectively and efficiently (e.g., keep first aid supplies and guide stored together; take a first aid course; ask someone to show you how to properly administer first aid; keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)

1.158. Accept assistance with and participate in activities and tasks associated with first aid treatment. (IF.A.1.Pa.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

Course Number: 7963130 – Unique Skills

Wellness

1.159. Identify persons, objects, tasks, and areas associated with health care activities involved in maintaining wellness. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ❑ obtaining routine medical care, periodic check-ups

_____ ❑ getting regular rest and exercise

_____ ❑ maintaining a nutritious diet

_____ ❑ taking steps to maintain a positive mental attitude

_____ ❑ other: _____

1.160. Identify health care activities that are needed for wellness (e.g., creating a wellness plan, seeing the general practitioner, gynecologist, and ophthalmologist annually or as needed; seeing the dentist every six months for a cleaning; taking time for yourself; maintaining positive social contacts). (IF.A.1.In.2, IF.A.1.Su.2)

1.161. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying eating habits, maintaining a regular exercise program, identifying sources of stress, balancing own schedule of activities). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ❑ home _____ ❑ school _____ ❑ community

1.162. Use strategies to complete wellness activities effectively and efficiently and on a regular basis (e.g., develop a wellness routine and follow it; participate in wellness activities with a friend; keep nonprescription drugs stored together; check expiration dates on nonprescription drugs every six months; ask doctor and dentist to send out reminders for annual physicals or six-month checkups; ask a friend or relative for advice).(IF.A.1.In.2, IF.A.1.Su.2)

1.163. Accept assistance with and participate in activities and tasks associated with wellness. (IF.A.1.Pa.2)

Specify: _____ ❑ home _____ ❑ school _____ ❑ community

Tobacco, Alcohol, and Other Drug Use and Abuse

1.164. Identify persons, objects, tasks, and areas associated with prevention of tobacco, alcohol, and other drug abuse. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ❑ identifying the appropriate use of prescription and nonprescription drugs

_____ ❑ identifying physical dangers of tobacco, alcohol, and other drug abuse

_____ ❑ identifying mental and social dangers of tobacco, alcohol, and other drug abuse

_____ ❑ identifying legal control of tobacco, alcohol, and other drug use

_____ ❑ identifying the role of peer pressure

_____ ❑ other: _____

1.165. Identify when health care activities are needed for tobacco, alcohol, and other drug abuse (e.g., using alcohol habitually, taking drugs when no medical problem exists). (IF.A.1.In.2, IF.A.1.Su.2)

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1.166. Use specific knowledge and skills related to tobacco, alcohol, and other drug abuse when completing health care activities (e.g., taking only specified amount of prescription and nonprescription drugs; identifying the dangers of tobacco, alcohol, and other drug abuse; abiding by legal restrictions; knowing the characteristics of addiction; knowing how to resist peer pressure; identifying the negative impact of advertising and media related to substance abuse). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

1.167. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*

1.168. Use strategies related to prevention of tobacco, alcohol, and other drug abuse effectively and efficiently and on a regular basis (e.g., keep a list of recommendations or warnings with the prescriptions you take regularly; do not drink alcohol; do not smoke or chew tobacco; join a support group for substance abusers, if needed; ask a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)

1.169. Accept assistance with and participate in activities and tasks associated with prevention and treatment of tobacco, alcohol, and other drug abuse. (IF.A.1.Pa.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

Disability Awareness and Management

1.170. Identify activities involved in disability awareness and management. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ appropriate use of equipment and assistive or adaptive devices
_____ ❏ recognizing the need for repair or maintenance of any prosthesis
_____ ❏ management of daily medical needs
_____ ❏ requesting assistance with disability needs when necessary
_____ ❏ other: _____

1.171. Use specific knowledge and skills when completing activities involving disability awareness and management (e.g., correctly using equipment and assistive or adaptive devices; appropriately administering self-medication; appropriately finding assistance with disability needs; knowing causal factors related to disability and their implications; knowing treatment for disability and any associated problems; knowing limitations due to disability; knowing availability and function of assistive and adaptive devices). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

1.172. Use strategies related to activities involving disability awareness and management effectively and efficiently and on a regular basis (e.g., store instructions for adaptive or assistive equipment in one place; keep all papers related to eligibility for various services in a safe place; join an advocacy group; get on a mailing list of disability advocacy groups; ask friends with similar disabilities; keep a list of agencies to call for assistance or to answer questions—hot line or referral line). (IF.A.1.In.2, IF.A.1.Su.2)

1.173. Accept assistance with and participate in activities and tasks associated with disability awareness and management. (IF.A.1.Pa.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community

Course Number: 7963130 – Unique Skills

Exercise Programs

1.174. Identify persons, objects, tasks, and areas associated with health care activities involved in exercise programs. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ selecting appropriate exercise activities for fitness
_____ ❏ performing specific exercises
_____ ❏ maintaining participation in exercise programs
_____ ❏ identifying potential problems resulting from exercise programs
_____ ❏ evaluating the benefits of an exercise program
_____ ❏ requesting assistance with disability needs when necessary
_____ ❏ other: _____

1.175. Identify when exercise programs are needed (e.g., to control weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

1.176. Use specific knowledge and skills when completing an exercise program (e.g., refining motor skills to complete exercises—using weights, swimming, running; increasing coordination for aerobics, yoga, karate, jumping rope; identifying ways to motivate yourself to continue; identifying symptoms of over-exertion—sore muscles, cramps, incontinence; monitoring own progress). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.177. Use strategies related to exercise programs effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan; set up a schedule for regular exercise and follow it; exercise with a buddy; join an exercise group at local YMCA or community center; watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

1.178. Accept assistance with and participate in activities and tasks associated with exercise programs. (IF.A.1.Pa.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

Mental Health

1.179. Identify persons, objects, tasks, and areas associated with activities for maintaining mental health. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ identifying emotional needs and related social behaviors
_____ ❏ identifying maladaptive behaviors and habits
_____ ❏ identifying sources of stress or anxiety
_____ ❏ determining own ability to deal with perceived causes of problems
_____ ❏ determining potential impact or results of mental health problems
_____ ❏ choosing to engage in alternate behaviors or activities to relieve problems
_____ ❏ requesting assistance with mental health needs when necessary
_____ ❏ other: _____

1.180. Identify when activities for maintaining mental health are needed (e.g., after major changes in your life, when you experience constant failure, when events in your life seem overwhelming, when you are 'burned out'). (IF.A.1.In.2, IF.A.1.Su.2)

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1.181. Use specific knowledge and skills when completing activities to maintain mental health (e.g., identifying types of mental health problems, identifying sources of assistance in the family or community, analyzing the potential impact of maladaptive behavior, examining own habits and behaviors). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.182. Use strategies related to maintaining mental health effectively and efficiently and on a regular basis (e.g., regularly schedule time for yourself, keep long-term goals in sight, set up a network of relatives and friends you can turn to). (IF.A.1.In.2, IF.A.1.Su.2)

1.183. Accept assistance with and participate in activities and tasks associated with mental health. (IF.A.1.Pa.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

USING COMMUNITY RESOURCES AND TRAVEL

Using Community Services (General Process)

1.184. Identify community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ employment—state employment services, Vocational Rehabilitation, private agencies
_____ ❏ housing, home maintenance—real estate agents, rental agencies, pest control
_____ ❏ medical, health, wellness—doctors, dentists, hospitals, clinics, support groups
_____ ❏ civil—voter registration, tax collector, license bureau
_____ ❏ utilities—water, electric, garbage collection
_____ ❏ communication—telephone, mail, e-mail
_____ ❏ transportation—bus, taxi, bicycle
_____ ❏ personal services—barber, dry cleaner, laundromat
_____ ❏ retail stores—department stores, clothing stores, shoe stores, grocery stores
_____ ❏ food services— restaurants, cafeterias, bakeries
_____ ❏ financial—banks, credit unions, insurance agents
_____ ❏ recreation, leisure, entertainment—movies, libraries, community centers
_____ ❏ legal, advocacy—lawyers, advocacy and protection groups
_____ ❏ educational—adult education, trade schools, community colleges, school board
_____ ❏ emergency—police, fire, ambulance, Red Cross
_____ ❏ other: _____

1.185. *Identify services provided by local community agencies. (Social and Personal E 43: V)*

1.186. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with specific needs would need to be contacted (e.g., when you desire to get a new product, when equipment has broken down, when you don't feel well, when you are looking for a job). (IF.A.2.In.1, IF.A.2.Su.1)

1.187. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with specific needs (e.g., government agencies, family, friends, newspaper, phone book, neighbors). (IF.A.2.In.1, IF.A.2.Su.1)

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1.188. Use various sources to gain information about community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)

1.189. Identify advantages and disadvantages of particular types of community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ❑ community service agencies: advantages—usually free or low cost; disadvantages—may have a waiting list, may have eligibility limitations

_____ ❑ businesses: advantages—customer service focus, convenience; disadvantages—higher cost

_____ ❑ other resources (i.e., friends, neighbors, co-workers): advantages—want to help, little or no cost; disadvantages—may have less knowledge than professionals

1.190. Select the community service agency, business, or other resource that will meet (or is most likely to meet) an individual's specific needs for assistance (e.g., immediate service, low cost, quality service, consistent service, dependability, location, availability). (IF.A.2.In.1, IF.A.2.Su.1)

1.191. Locate community service agencies, businesses, or other resources to assist individuals with specific needs (e.g., call to obtain address, look up address in phone book, ask a friend or co-worker for directions). (IF.A.2.In.1, IF.A.2.Su.1)

1.192. Identify ways of contacting community service agencies, businesses, or other resources to assist individuals with specific needs (e.g., telephone, fax, e-mail, personal visit). (IF.A.2.In.1, IF.A.2.Su.1)

1.193. Contact community service agencies, businesses, or other resources to assist individuals with specific needs when necessary (e.g., to ask questions about a bill, to make an appointment, to find out services, to get a price estimate). (IF.A.2.In.1, IF.A.2.Su.1)

1.194. Use the specific knowledge and skills that are required to obtain and benefit from a particular service related to specific needs (e.g., knowing standard rates, knowing what needs to be fixed, knowing a resources reputation, gathering documentation, requesting assistance, maintaining continued contacts if needed). (IF.A.2.In.1, IF.A.2.Su.1)

1.195. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)

Specify setting: _____ ❑ home   _____ ❑ school   _____ ❑ community

Using Specific Community Services

1.196. Use basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, paying for the cost). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ❑ hair care   _____ ❑ laundromat   _____ ❑ dry cleaner

_____ ❑ other: _____

Course Number: 7963130 – Unique Skills

1.197. Use basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ library _____ ❏ parks and recreation
_____ ❏ public safety _____ ❏ public health department
_____ ❏ other: _____

1.198. Use basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate the store, finding the desired items to purchase, using comparison shopping techniques, paying for the cost). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ department stores _____ ❏ convenience stores _____ ❏ drug stores
_____ ❏ grocery stores _____ ❏ hardware stores _____ ❏ specialty stores
_____ ❏ flea markets _____ ❏ second-hand stores _____ ❏ garage sales
_____ ❏ other: _____

1.199. Use basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying for the bill). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ restaurants _____ ❏ cafeterias
_____ ❏ fast food chains _____ ❏ refreshment stands
_____ ❏ vending machines _____ ❏ other: _____

1.200. *Use coin-operated machines. (Social and Personal H 63: V)*

1.201. Use basic knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ movies _____ ❏ arenas
_____ ❏ skating rinks _____ ❏ video arcades
_____ ❏ museums—science, arts, historical _____ ❏ bowling alleys
_____ ❏ other: _____

1.202. Use basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, getting a money order, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ banks _____ ❏ credit unions _____ ❏ savings and loan institutions
_____ ❏ other: _____

1.203. Use basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, making an appointment, filling out an application, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ clinics _____ ❏ hospitals _____ ❏ doctor's offices
_____ ❏ public health department _____ ❏ mental health and guidance clinics
_____ ❏ other: _____

Course Number: 7963130 – Unique Skills

Mail and Telephone Services

1.204. Identify community service agencies, businesses, or other resources that assist individuals with mail, telephone, and e-mail to accomplish functional tasks.
(IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❑ mail—US Post Office; shipping services
_____ ❑ telephone—local provider, long distance carrier, cellular phone company
_____ ❑ e-mail—Internet service providers
_____ ❑ other: _____

1.205. Use basic knowledge and skills when using mail services to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❑ writing a card or letter
_____ ❑ addressing an envelope
_____ ❑ determining and obtaining correct postage
_____ ❑ locating and using mail boxes
_____ ❑ using pickup and delivery services
_____ ❑ registering a change of address
_____ ❑ packing a box for shipping
_____ ❑ selecting and using a shipping service
_____ ❑ other: _____

1.206. Demonstrate the specific knowledge and skills required to use a telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❑ knowing the function and use of telephone parts
_____ ❑ knowing the function of various signals and tones
_____ ❑ selecting correct way to dial local numbers
_____ ❑ knowing how to get assistance with telephone services
_____ ❑ using emergency numbers such as 911
_____ ❑ using adaptive telephones and telephone services
_____ ❑ using basic information numbers such as 411
_____ ❑ using pay telephones
_____ ❑ other: _____

1.207. Demonstrate specific knowledge and skills required to communicate by telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❑ what to say when answering the phone
_____ ❑ what to say when making a call
_____ ❑ what to say when ending a call
_____ ❑ how to maintain a phone conversation
_____ ❑ how to leave a message
_____ ❑ how to take a message
_____ ❑ other: _____

1.208. *Identify and use emergency number (0—911) on telephone in an appropriate manner. (Social and Personal H 61: IV)*

1.209. *Place and answer calls on the telephone in an appropriate manner.*
(Social and Personal H 62: V)

Course Number: 7963130 – Unique Skills

General Knowledge about Travel

1.210. Identify various means of transportation for people with disabilities (e.g., walking; special transit services; special assistance on trains, airlines, taxis). (IF.A.2.In.2, IF.A.2.Su.2)

1.211. Identify the advantages and disadvantages of various means of transportation. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ ❏ cost   _____ ❏ handicap accessibility
          _____ ❏ routes   _____ ❏ hours of operation
          _____ ❏ convenience   _____ ❏ other: _____

1.212. Identify the dangers, responsibilities, and behavior appropriate to independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—keeping hands to self, not talking loudly, being polite, asking driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

1.213. *Identify safety precautions related to traffic and pedestrian travel.*
(Social and Personal D 36: V)

1.214. Select appropriate transportation for routine travel needs (e.g., financially feasible, appropriate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)

Mobility in an Enclosed Space or Room

1.215. Identify and locate desired area in a room (e.g., find a vacant seat in a classroom; sit in student's desk in classroom, not the teacher's). (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.216. Move to desired location in a room safely and effectively (e.g., use least obtrusive route, allow time to reach desired location). (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.217. Accept assistance with and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.218. Accept assistance with and participate in the sequence of tasks or activities to locate exits and entrances in familiar rooms. (IF.A.2.Pa.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

1.219. Accept assistance with and participate in the sequence of tasks or activities to locate specified areas in familiar rooms. (IF.A.2.Pa.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

Mobility in Buildings

1.220. Identify and find specific locations in the school environment when completing functional tasks (e.g., classrooms, administrative offices, gymnasiums, media centers, eating areas, restrooms, recreation areas, waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

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1.221. Identify and find specific locations in the home when completing functional tasks (e.g., living area, eating area, kitchen, bath, recreation area, laundry area, waste disposal area, storage area). (IF.A.2.In.2, IF.A.2.Su.2)

1.222. Identify and find specific locations in stores when completing functional tasks (e.g., grocery store—produce, deli, bakery, frozen foods, canned foods, paper products, cashier, restrooms; department store—dressing rooms, men's clothing, women's clothing, shoes, linens, cashier, restrooms; video store—new releases, science fiction films, horror films, comedy films, cashier). (IF.A.2.In.2, IF.A.2.Su.2)

1.223. Identify and find specific locations in restaurants when completing functional tasks (e.g., nonsmoking and smoking sections, hostess stand, cashier, restrooms, customer dining area, telephones). (IF.A.2.In.2, IF.A.2.Su.2)

1.224. Identify and find specific locations in buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)

1.225. Locate a specific room, apartment, or office according to its name or number (e.g., use directional signs, numbers or letters on doors, directories). (IF.A.2.In.2, IF.A.2.Su.2)

1.226. Enter and exit buildings through appropriate doorways (e.g., attend to "In," "Out," "Enter," "No Entry," "Authorized Personnel Only," and "Exit" designations on doors). (IF.A.2.In.2, IF.A.2.Su.2)

1.227. Accept assistance with and participate in sequence of tasks or activities to locate desired areas in familiar buildings. (IF.A.2.Pa.2)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community

1.228. Accept assistance with and participate in the sequence of tasks or activities to perform ancillary mobility tasks (e.g., closing door, opening window). (IF.A.2.Pa.2)

1.229. Operate a self-service elevator when moving about a building (e.g., press call button, step inside, press desired floor, exit). (IF.A.2.In.2, IF.A.2.Su.2)

1.230. Use an escalator safely (e.g., step on, hold on to rail, step off). (IF.A.2.In.2, IF.A.2.Su.2)

1.231. Accept assistance with and participate in the sequence of tasks or activities to travel within or between buildings in the local community. (IF.A.2.Pa.2)

Traveling in the Community

1.232. Locate community facilities on a local map and in the phone book (e.g., determine desired location, use index to find facility or street address, identify coordinates, locate on map). (IF.A.2.In.2, IF.A.2.Su.2)

1.233. Find a desired location in the community by street signs (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)

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1.234. Find desired location in the community by building or house number (e.g., determine number of desired location, identify if odd or even number, determine which side odd and even numbers are on, determine if numbers are ascending or descending, identify direction, identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)

1.235. Move about in the immediate neighborhood from one location to another (e.g., walking, bicycle, car, roller blades, roller skates). (IF.A.2.In.2, IF.A.2.Su.2)

1.236. Use available modes of transportation to reach desired locations in the community (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)

1.237. Practice safety procedures when walking or biking (e.g., wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

1.238. Practice safety procedures when riding in a car (e.g., use the seatbelt, lock car doors, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)

1.239. Accept assistance with and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)
Specify: _____

Using Public Transportation

1.240. Locate the bus stop for a desired bus (e.g., obtain schedule, identify bus stops, identify closest stop). (IF.A.2.In.2, IF.A.2.Su.2)

1.241. Signal a bus to stop from numeral and destination names appearing on the bus. (IF.A.2.In.2, IF.A.2.Su.2)

1.242. Use maps to travel on a bus and other mass transit vehicles and systems as appropriate to the community (e.g., determine if route system goes to destination). (IF.A.2.In.2, IF.A.2.Su.2)

1.243. Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train, or flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)

1.244. Accept assistance with and participate in the sequence of tasks or activities to travel on public transportation (e.g., bus, airplane). (IF.A.2.Pa.2)

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2. **Demonstrate social skills to respond appropriately to the environment, including the ability to build and maintain satisfactory interpersonal relationships and solve personal problems.**

IF.B.1.In.1	make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
IF.B.1.In.2	carry out and revise plans related to decisions about personal and career choices.
IF.B.1.Su.1	make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
IF.B.1.Su.2	carry out plans and adjust to changing circumstances—with guidance and support.
IF.B.1.Pa.1	participate in expressing personal needs—with assistance.
IF.B.2.In.1	identify patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.3	respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.1	identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.3	respond effectively to unexpected events and potentially harmful situations—with guidance and support.
IF.B.2.Pa.1	participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
IF.B.2.Pa.2	participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.
SE.A.1.In.1	cooperate in a variety of group situations.
SE.A.1.In.2	assist in establishing and meeting group goals.
SE.A.1.In.3	function effectively within formal organizations.
SE.A.1.Su.1	cooperate in group situations—with guidance and support.
SE.A.1.Su.2	function effectively within formal organizations—with guidance and support.
SE.A.1.Pa.1	participate effectively in group situations—with assistance.
SE.A.2.In.1	interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1	interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
SE.A.2.Pa.1	engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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MAKING AND CARRYING OUT PLANS

Planning Process for Personal Goals

2.1. Identify personal situations that call for a plan (e.g., creating a wellness plan, moving to a new apartment, buying a car, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)

2.2. Identify the benefits of using a planning process to set personal goals (e.g., helps you to stay on track, useful in monitoring progress, can be motivating). (IF.B.1.In.1, IF.B.1.Su.1)

2.3. Identify criteria to use to determine when a plan is needed (e.g., availability of options, time and resources available for planning, long-term impact of decision). (IF.B.1.In.1, IF.B.1.Su.1)

2.4. Describe steps to be followed when making a plan. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ identify goal or outcome
_____ ❏ identify needed resources
_____ ❏ determine major tasks
_____ ❏ schedule tasks
_____ ❏ other: _____

2.5. Identify sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ individuals—family members, supervisors, teachers
_____ ❏ agencies—government agencies, religious organizations, schools
_____ ❏ other: _____

Using Self-appraisal for Personal Goals

2.6. Use self-appraisal to indicate personal strengths or needs (e.g., physical appearance, personality, social skills, performance in school, performance outside of school, performance on the job, talents, interests, preferences for activities). (IF.B.1.In.1, IF.B.1.Su.1)

2.7. Evaluate the results of self-appraisal to determine personal goals (e.g., determine personal strengths and needs, identify practices that maximize strengths and minimize needs). (IF.B.1.In.1, IF.B.1.Su.1)

2.8. *Identify personal strengths and weaknesses. (Social and Personal G 59:VI)*

2.9. Identify how a positive view of self can affect personal goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.1.Su.1)

Determining Options and Risks for Personal Goals

2.10. Identify alternatives and choices available to reach personal goals (e.g., lose weight—follow the Food Guide Pyramid, start exercise program, consult a physician). (IF.B.1.In.1, IF.B.1.Su.1)

2.11. Identify the risks and benefits associated with each alternative choice (e.g., dieting risks—body may not get its necessary vitamins, may take food decrease to an extreme; dieting benefits—clothes fit better, may decrease chance of heart attack). (IF.B.1.In.1, IF.B.1.Su.1)

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2.12. Identify consequences of decisions before acting (e.g., starting to smoke—may cause cancer, heart disease, or hypertension, and affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

2.13. Identify previous personal experiences related to setting personal goals (e.g., visiting a homeless shelter and then volunteering for a community program, getting into frequent arguments and then making improvements in personal relationships). (IF.B.1.In.1, IF.B.1.Su.1)

Setting Personal Goals

2.14. Set personal goals after selecting from options. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ short-term goals
_____ ❏ long-term goals
_____ ❏ other: _____

2.15. Determine if tasks needed to reach personal goals are reasonable (e.g., taking on only what you can handle; not planning too many tasks per day, week, or month). (IF.B.1.In.1, IF.B.1.Su.1)

2.16. Identify when responsible planning is needed for personal choices (e.g., selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)

2.17. Set achievable personal goals related to personal living arrangements (e.g., safe neighborhood, well-constructed building, reasonable costs, meets accessibility needs). (IF.B.1.In.1, IF.B.1.Su.1)

2.18. Set goals for preferred school and extracurricular activities (e.g., passing specific courses, obtaining a diploma, joining a service group, joining a sports team). (IF.B.1.In.1, IF.B.1.Su.1)

2.19. Set personal goals related to preferred leisure activities (e.g., joining a recreational sports team, reading books). (IF.B.1.In.1, IF.B.1.Su.1)

2.20. Set personal goals related to preferred participation in community activities (e.g., participating in religious organization; volunteering at a community organization; attending community affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)

2.21. Accept assistance with and participate in expressing personal preferences and desires related to own activities. (IF.B.1.Pa.1)
Specify: _____ ❏ personal care   _____ ❏ productive activities
_____ ❏ leisure and recreation activities
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

Making Plans to Implement Personal Goals

2.22. Make a plan to implement personal goals (e.g., identify steps, record the steps, have someone look over steps, if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)

2.23. Identify the time, space, and materials needed to accomplish personal goals (e.g., fixing bicycle—need hour or so depending on extent of repairs, need an open space, a wrench, screw driver, and oil; scoring a certain score on a test—allow several weeks for study time, obtain books on tips and sample questions, obtain copies of past tests for practice). (IF.B.1.In.1, IF.B.1.Su.1)

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2.24.   Allocate, prioritize, and schedule the time, space, and materials needed to accomplish personal goals. (IF.B.1.In.1, IF.B.1.Su.1)

Carrying Out Personal Plans

2.25.   Commit to pursue the project when carrying out plans related to personal goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)

2.26.   Undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals (e.g., schedule changes, unavailable resources, personal illness). (IF.B.1.In.2, IF.B.1.Su.2)

2.27.   Use evaluations to improve own performance when carrying out plans related to personal goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do, develop a plan to improve evaluations). (IF.B.1.In.2, IF.B.1.Su.2)

Monitoring Progress and Making Adjustments to Personal Plans

2.28.   Periodically monitor own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current status, determine if on schedule, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

2.29.   Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., compare to original situation, review steps taken, calculate costs in time and money). (IF.B.1.In.2, IF.B.1.Su.2)

2.30.   Adapt plan and personal goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

2.31.   Accept assistance with and participate in expressing personal preferences and desires related to carrying out and making adjustments to plans. (IF.B.1.Pa.1)
Specify: _____ ❏ personal care   _____ ❏ productive activities
              _____ ❏ leisure and recreational activities
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

Career Planning Process

2.32.   Identify the benefits of using a planning process to set career goals (e.g., increases motivation, improves organization, helps you to stay on track). (IF.B.1.In.1, IF.B.1.Su.1)

2.33.   Identify criteria to determine when a career plan is needed (e.g., long-term impact of decisions, availability of options). (IF.B.1.In.1, IF.B.1.Su.1)

2.34.   Identify steps in a planning process to set career goals (e.g., determine strengths and needs, identify interests and abilities, match to opportunities, identify desired career and lifestyle). (IF.B.1.In.1, IF.B.1.Su.1)

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2.35. Describe the steps to be used for making a career plan (e.g., identify goal or post-school outcome, identify needed resources, determine major tasks, schedule tasks). (IF.B.1.In.1, IF.B.1.Su.1)

2.36. Identify sources of assistance for planning careers. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ individuals—family members, supervisors, teachers, employers
_____ ❏ agencies—government agencies, schools, private counselors
_____ ❏ other: _____

2.37. *Identify resources for finding employment. (Social and Personal C 30: VI)*

2.38. Identify sources of information about setting career goals (e.g., parents, teachers, relatives, possible employers, school counselor, career counselor). (IF.B.1.In.1, IF.B.1.Su.1)

2.39. Use self-appraisal to indicate own strengths and needs related to possible careers (e.g., certificates received, test scores, previous experiences, physical strengths, interests, talents, desires). (IF.B.1.In.1, IF.B.1.Su.1)

2.40. Complete a personal appraisal to determine current status related to career planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ self-concept and values clarification
_____ ❏ personality characteristics and personal style
_____ ❏ motivational patterns and personal preferences
_____ ❏ occupational interests
_____ ❏ personal and educational background
_____ ❏ work history and experience
_____ ❏ physical fitness and stamina
_____ ❏ school performance
_____ ❏ key accomplishments and successes
_____ ❏ satisfying and dissatisfying experiences
_____ ❏ other: _____

2.41. Complete self-appraisal to determine career goals and desires. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ analysis of current job—behavioral demands
_____ ❏ significance of various job elements—likes and dislikes
_____ ❏ values, skills, and abilities—professional or technical, managerial, personal
_____ ❏ personal insight of capabilities—personal qualities, special needs
_____ ❏ ideal job description
_____ ❏ preferred working environment
_____ ❏ ideal life-style
_____ ❏ career goals
_____ ❏ other: _____

2.42. Identify personal strengths which affect realistic job choices (e.g., desire to please, problem-solving, communication, self-management, cheerfulness, cooperation, acceptance of criticism, manual dexterity, hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)

2.43. Identify personal limitations that may affect career choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)

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2.44. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., interests, talents, ambition, social skills, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)

2.45. *Identify characteristics of a good employee. (Social and Personal C 23: IV)*

2.46. Evaluate the results of self-appraisal and other relevant assessments to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)

2.47. Identify options available that are associated with selected careers (e.g., local job market, hiring practices, availability of support and training on the job, availability of entry-level positions). (IF.B.1.In.1, IF.B.1.Su.1)

2.48. Identify risks associated with selected occupations and careers (e.g., dangerous working conditions, exposure to the illnesses of others, exposure to the elements, work with or around hazardous materials, long-term future is unknown). (IF.B.1.In.1, IF.B.1.Su.1)

2.49. Conduct an environmental assessment of the workplace to determine degree of match for employment. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❑ accessibility
_____ ❑ job requirements and selection standards
_____ ❑ available career paths or options
_____ ❑ amount and type of employee training or orientation
_____ ❑ workplace culture, and support
_____ ❑ other: _____

2.50. Select preferred occupational and career choices for self (e.g., identify personal strengths and needs, evaluate experiences and education, identify jobs and careers that relate to personal preferences). (IF.B.1.In.1, IF.B.1.Su.1)

2.51. Identify goals relating to own plan for high school and postsecondary training (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving a professional certificate). (IF.B.1.In.1, IF.B.1.Su.1)

2.52. Identify goals related to immediate employment for self (e.g., type of job, location, hours, salary). (IF.B.1.In.1, IF.B.1.Su.1)

2.53. Identify various methods of achieving career goals when employed (e.g., choosing jobs with high probability of promotion, working hard, living up to expectations, obtaining additional training). (IF.B.1.In.1, IF.B.1.Su.1)

2.54. Accept assistance with and participate in expressing personal preferences and desires related to volunteer or community service activities. (CL.C.1.Pa.1)

2.55. Use a goal-directed strategy to prepare plan to meet career goals. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❑ reconcile self-assessment with environmental assessment
_____ ❑ identify long-range alternatives
_____ ❑ specify short-range goals
_____ ❑ set priorities and prepare an action plan
_____ ❑ develop a contingency plan
_____ ❑ other: _____

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2.56. Identify the time, training, and resources needed to accomplish career goals (e.g., allowing several weeks to locate potential jobs, preparing a resume and application, obtaining Social Security card, knowing how to use specific types of equipment). (IF.B.1.In.1, IF.B.1.Su.1)

2.57. Identify the time, training, and resources needed to gain promotions within a specific job (e.g., completing training at a technical institution, passing a qualifying exam, getting excellent evaluations). (IF.B.1.In.1, IF.B.1.Su.1)

2.58. Allocate, prioritize, and schedule the time, training, and resources needed to accomplish career goals. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ make a list of tasks
_____ ❏ arrange list chronologically or in order of importance
_____ ❏ estimate time requirements for each task
_____ ❏ identify resources and assistance needed
_____ ❏ other: _____

2.59. Commit to complete necessary training activities when carrying out plans related to career goals. (IF.B.1.In.2, IF.B.1.Su.2)

2.60. Commit to make necessary contacts and inquiries in a job search when carrying out plans related to career goals. (IF.B.1.In.2, IF.B.1.Su.2)

2.61. Undertake new tasks and adapt to changes when carrying out plans related to career goals (e.g., if you don't score high enough on exam to obtain a job—get help to prepare for exam, retake exam, alter career goal if necessary). (IF.B.1.In.2, IF.B.1.Su.2)

2.62. Use evaluations to improve own performance carrying out plans related to career goals (e.g., use positive outcomes as benchmarks, determine causes for poor evaluations and use as examples of what not to do, develop plan to improve performance). (IF.B.1.In.2, IF.B.1.Su.2)

2.63. Periodically monitor progress in a specific activity when carrying out plans related to career goals (e.g., determine current status, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

2.64. Evaluate actions taken to determine what has been gained, lost, or achieved in carrying out career plan. (IF.B.1.In.2, IF.B.1.Su.2)

2.65. Adapt career plan and goals in response to changing situations and requirements (e.g., if you don't get a job after applying, apply for other jobs that are similar; adjust plan to obtain another job). (IF.B.1.In.2, IF.B.1.Su.2)

2.66. Accept assistance with and participate in expressing personal preferences and desires related to making adjustments in volunteer and workplace activities. (IF.B.1.Pa.1)
Specify: _____ ❏ school   _____ ❏ community/workplace

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PATTERNS OF CONDUCT

Independent Behaviors

2.67. Identify characteristics of behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ❏ self-initiation—begins tasks on own, asks for additional tasks upon completion
_____ ❏ self-management—uses self-monitoring, self-instruction, and self-reinforcement techniques
_____ ❏ self-control—manages unstructured time, controls responses to events
_____ ❏ self-advocacy—requests needed resources, questions practices that appear unfair
_____ ❏ self-esteem—sets challenging goals, says no to peer pressure
_____ ❏ other: _____

2.68. Identify characteristics of behaviors that prevent one from functioning independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ❏ procrastinates—waits until the last minute to start, avoids starting at all
_____ ❏ dependent—waits for others to check progress
_____ ❏ lacks self-control—gets upset when unexpected events occur
_____ ❏ passive—lets others take all needed supplies
_____ ❏ low self-esteem —won't try new tasks, makes negative comments about self
_____ ❏ other: _____

2.69. *Identify appropriate attendance practices for school and work.*
(Social and Personal C 26: IV)

2.70. *Identify mistakes on task assignments with and without assistance.*
(Social and Personal C 28: V)

2.71. *Identify behaviors which reflect a positive attitude toward self.*
(Social and Personal G 58: VI)

2.72. Identify factors that support and require independent functioning in a variety of situations (e.g., availability of choices, availability of adaptive or assistive devices, opportunities to make decisions about activities, access to resources and supplies when needed). (IF.B.2.In.1, IF.B.2.Su.1)

2.73. Identify factors that prevent one from functioning independently in a variety of situations (e.g., high degree of external control by persons in the environment, extremely rigid rules and requirements, lack of options or personal choices, lack of access to needed resources and supplies, lack of encouragement). (IF.B.2.In.1, IF.B.2.Su.1)

2.74. Demonstrate behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ❏ self-initiation   _____ ❏ self-management   _____ ❏ self-control
_____ ❏ self-advocacy   _____ ❏ self-esteem   _____ ❏ other: _____
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.75. *Stay on task until its completion. (Social and Personal C 20: III)*

2.76. *Seek help and accept assistance. (Social and Personal C 21: III)*

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2.77. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*

2.78. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ❏ self-initiation   _____ ❏ self-management   _____ ❏ self-control
_____ ❏ self-advocacy   _____ ❏ self-esteem   _____ ❏ other: _____
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.79. Accept assistance with and participate in exhibiting patterns of conduct that will increase own ability to function as independently as possible in a variety of situations. (IF.B.2.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

Social Behaviors

2.80. Identify characteristics of behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ❏ consideration—makes polite comments, shares resources with others
_____ ❏ cooperation—does share of work on projects, accepts others' suggestions
_____ ❏ assertiveness—raises hand to participate in class, makes needs known to others
_____ ❏ response to humor or teasing—laughs without drawing attention, ignores
_____ ❏ response to criticism—makes needed changes, acknowledges others' views
_____ ❏ other: _____

2.81. Identify characteristics of behaviors that prevent one from functioning effectively in a variety of social situations. (IF.B.2.In.1, IF.2.Su.1)
Specify: _____ ❏ lack of consideration—doesn't wait for turn, will not clean up after finished with task
_____ ❏ lack of cooperation—doesn't help others with task, keeps all supplies
_____ ❏ lack of assertiveness—lets others take over equipment
_____ ❏ inappropriate response to humor or teasing—makes loud noises, gets angry
_____ ❏ inappropriate response to criticism—takes personally, makes negative comments, gets angry
_____ ❏ other: _____

2.82. Identify factors that support effective functioning in a variety of social situations (e.g., availability of choices, availability of positive role models, opportunities to make decisions about activities). (IF.B.2.In.1, IF.B.2.Su.1)

2.83. Identify factors that prevent one from functioning effectively in a variety of social situations (e.g., lack of control by persons in the environment, lack of knowledge or non-compliance with rules and requirements, lack of options or personal choices, threats, peer pressure, lack of encouragement). (IF.B.2.In.1, IF.B.2.Su.1)

2.84. Demonstrate behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ❏ consideration   _____ ❏ assertiveness
_____ ❏ response to humor or teasing   _____ ❏ response to criticism
_____ ❏ cooperation   _____ ❏ other: _____
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

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2.85. *Cooperate with peers. (Social and Personal G 51: III)*

2.86. *Show respect for property of others. (Social and Personal G 52: III)*

2.87. *Identify appropriate responses to praise and constructive criticism.*
(Social and Personal G 57: V)

2.88. Monitor own behaviors that enable one to function effectively in a variety of social situations and make adjustments if needed. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ❏ consideration   _____ ❏ assertiveness
          _____ ❏ response to humor or teasing   _____ ❏ response to criticism
          _____ ❏ cooperation   _____ ❏ other: _____
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.89. Accept assistance with and participate in exhibiting patterns of conduct that will promote one's ability to function effectively in a variety of social situations.
(IF.B.2.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

Sexual Relationships

2.90. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respects partner's desires, is consistent with expectations or rules of the situation and location, uses appropriate language, makes responsible decisions about when to have sexual relationships, chooses abstinence prior to marriage). (IF.B.2.In.1, IF.B.2.Su.1)

2.91. *Identify body parts and gender. (Social and Personal E 39: III)*

2.92. *Identify body functions and recognize personal responsibility for human sexuality.*
(Social and Personal E 44: V)

2.93. Identify behaviors that are irresponsible and inappropriate expressions of sexual relationships (e.g., uses inappropriate displays of affection in public, forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)

2.94. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., presence of positive role models, knowledge of consequences of behaviors). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.95. Identify factors that may encourage behaviors that are not responsible and/or appropriate expressions of sexual relationships (e.g., bad role models, lack of reinforcement or feedback, use of alcohol, use of power or control, peer pressure). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.96. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*

2.97. Accept assistance with and participate in using behaviors which are responsible and appropriate expressions of affection and sexual relations with others. (IF.B.2.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

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Compliance with Laws, Rules, and Regulations

2.98.   Discriminate between examples and non-examples of behaviors that are in compliance with laws, rules, and regulations (examples—wearing a seatbelt in the car, obeying traffic signals, throwing trash in a trash can, not trespassing; non-examples—speeding in a car, stealing from the grocery store, not paying bill at a restaurant, drinking alcohol or smoking underage). (IF.B.2.In.1, IF.B.2.Su.1)

2.99.   Identify factors that promote behaviors that are in compliance with laws, rules, and regulations (e.g., knowledge of the laws, reinforcement for complying with laws, positive role models). (IF.B.2.In.1, IF.B.2.Su.1)

2.100. Identify factors in situations that may encourage behaviors that are not in compliance with laws, rules, and regulations (e.g., lack of knowledge of laws, peer pressure, lack of reinforcement for complying with laws). (IF.B.2.In.1, IF.B.2.Su.1)

2.101. Identify factors which indicate when non-compliance with laws, rules, and regulations should be reported to authorities (e.g., life-threatening, danger to self or others). (IF.B.2.In.1, IF.B.2.Su.1)

2.102. Demonstrate compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

2.103. Monitor own compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

2.104. Accept assistance with and participate in behaviors that comply with existing laws, rules, and regulations. (IF.B.2.Pa.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community/workplace

Identifying Potentially Dangerous Situations

2.105. Identify situations in the home that are potentially dangerous (e.g., an intruder at the door, window, or attempting to enter the home; flood; fire; hurricane; tornado). (IF.B.2.In.3, IF.B.2.Su.3)

2.106. Identify situations in the school that are potentially dangerous (e.g., fighting, running in the halls, weapons, unsupervised playing on the school grounds). (IF.B.2.In.3, IF.B.2.Su.3)

2.107. Identify situations in the community that are potentially dangerous (e.g., accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in alleys or unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)

2.108. Identify situations in the workplace that are potentially dangerous (e.g., exposure to dangerous chemicals, co-workers with firearms, robbery, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

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2.109. Identify the hazards associated with adverse weather conditions (e.g., rainstorms—thunder, lightning, strong winds, poor visibility, dangerous driving conditions; hurricanes and tornadoes—dangerously high winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)

2.110. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, another person making threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)

2.111. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*

2.112. Accept assistance with and participate in alerting others when unexpected events or potentially harmful situations occur. (IF.B.2.Pa.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community/workplace

Getting Assistance and Following Safety Procedures

2.113. Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)

2.114. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*

2.115. Demonstrate ways to ask appropriate persons or agencies for assistance in various situations and emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)

2.116. Identify how to react to specific emergency situations (e.g., tornado—get under desk or in hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber's commands, report to police). (IF.B.2.In.3, IF.B.2.Su.3)

2.117. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.118. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*

2.119. Identify safety procedures for fire drills and emergencies (e.g., remain calm, determine quickest exit route, do not collect belongings, walk, do not crowd doorways, look for smoke under doors, do not touch door knobs, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)

2.120. Behave in ways that comply with fire drills and emergency procedures. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.121. Identify safety procedures for adverse weather conditions (e.g., rainstorms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, go into bathroom or inner hallway). (IF.B.2.In.3, IF.B.2.Su.3)

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2.122. Behave in ways that comply with safety procedures used during adverse weather conditions. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ❑ home _____ ❑ school _____ ❑ community _____ ❑ workplace

2.123. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2.Pa.2)
Specify: _____ ❑ home _____ ❑ school _____ ❑ community/workplace

WORKING IN GROUPS AND ORGANIZATIONS

Working in a Group

2.124. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1, SE.A.1.Su.1)

2.125. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)

2.126. Identify various roles and responsibilities individuals may have when working in a group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

2.127. Identify behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, delegating authority, taking turns, sharing materials, willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control or restraint when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)

2.128. Identify behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing member's efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early, working against other members). (SE.A.1.In.1, SE.A.1.Su.1)

2.129. Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)

2.130. Identify steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❑ discuss the problem
_____ ❑ individually list possible causes
_____ ❑ record individual member's suggestions and clarifications
_____ ❑ discuss and verify causes
_____ ❑ implement corrective action or solution
_____ ❑ report results
_____ ❑ move to next most probable cause or solution if initial action is ineffective
_____ ❑ other: _____

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2.131. Use appropriate steps for group problem solving in various situations. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.132. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speak when no one else is speaking, accept criticisms, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.133. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, understanding rules, abiding by rules, respecting the rights of others in group activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.134. Volunteer for and assist in the completion of tasks requiring group effort (e.g., volunteering for the Special Olympics, participating in fund-raisers, taking part in charities, putting together a dance, decorating for a club or organization). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.135. Demonstrate responsibilities individuals have to their friends, peers, and co-workers when working in a group (e.g., being trustworthy and dependable, not talking behind one another's back, helping through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.136. Accept assistance with and participate effectively in activities that involve groups. (SE.A.1.Pa.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community/workplace

2.137. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*

Leadership Skills

2.138. Identify characteristics of leaders in a group activity (e.g., uses good speaking skills, shows confidence in expressing opinions, is knowledgeable, is respected, influences group members, facilitates decisions, initiates interactions between group members). (SE.A.1.In.2)

2.139. Identify the effects that different kinds of leaders have on a group's productivity. (SE.A.1.In.2)
Specify: _____ ❏ supportive leaders—more participation by group members, more flexible
_____ ❏ controlling leaders—group members may operate in fear
_____ ❏ negligent leaders—group members may not stay on task
_____ ❏ other: _____

2.140. Identify behaviors that are used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action). (SE.A.1.In.2)

2.141. Identify individual styles when working in groups (e.g., leader, follower, negotiator, productive worker). (SE.A.1.In.2)

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2.142. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions, using group reflection). (SE.A.1.In.2)

Functioning in Organizations

2.143. Identify organizations in which individuals participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)

2.144. Identify characteristics of formal organizations (e.g., structures for authority, governed by rules, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)

2.145. Identify rules and codes of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ ❑ policy manuals
_____ ❑ rules and regulations
_____ ❑ security systems
_____ ❑ other: _____

2.146. Identify expectations of behavior within selected formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ ❑ school   _____ ❑ agencies
_____ ❑ businesses   _____ ❑ institutions
_____ ❑ service organizations   _____ ❑ other: _____

2.147. Identify behaviors that may conflict with expectations of organizations (e.g., rearranging schedule; dressing inappropriately; stating personal, ethical, or moral issues that may conflict with organization). (SE.A.1.In.3, SE.A.1.Su.2)

2.148. Demonstrate behaviors that comply with existing rules and codes of conduct of the organization (e.g., respecting authority and co-workers; refraining from physical conflict; not causing physical harm to others; complying with dress codes; keeping tobacco, alcohol, and other drugs out of the organization). (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ ❑ school   _____ ❑ community   _____ ❑ workplace

2.149. Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., personal, ethical, or moral issues may conflict with the job; personal choices may conflict with moving to a new location or transferring to a new site; personal choices may conflict with rearranging work schedule; personal behaviors can conflict with working on a job). (SE.A.1.In.3, SE.A.1.Su.2)

2.150. Accept assistance with and participate effectively in activities of organizations. (SE.A.1.Pa.1)
Specify: _____ ❑ school   _____ ❑ community/workplace

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INTERACTING WITH OTHERS

Identifying Types of Relationships

2.151. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, religious groups, community members). (SE.A.2.In.1, SE.A.2.Su.1)

2.152. Identify qualities of a positive relationship (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting others for who they are, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)

2.153. Identify qualities of a destructive relationship (e.g., being vengeful to each other, talking behind each other's back, physically hurting the other, using harsh language toward the other, not sharing with each other, arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)

2.154. Identify personal characteristics that makes one a good friend (e.g., does not talk negatively about the other, says positive things about one's friend, helps friend in time of crisis, makes friend laugh, does not make rude comments to one's friend, does not physically harm friend, shares with friend, respects friend, encourages friend). (SE.A.2.In.1, SE.A.2.Su.1)

2.155. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, angry people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)

2.156. Identify effects of negative peer pressure on interpersonal relationships (e.g., persuading a person to do something he or she does not want to do, breaking a rule or law, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)

Interpersonal Communication Skills

2.157. Identify characteristics of communication which promote good relationships with others (e.g., using polite language, saying polite comments). (SE.A.2.In.1, SE.A.2.Su.1)

2.158. Demonstrate characteristics of communication which promote good relationships with others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.159. Identify steps for introducing oneself to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

2.160. Demonstrate steps for introducing oneself to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.161. Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)

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2.162. Demonstrate behaviors that represent active listening (e.g., checking for understanding, using 'I' messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.163. Identify verbal and nonverbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another, crossing arms over chest; verbal comments—commenting on their appearance, telling someone they did a good job, telling someone to leave you alone, walking away from someone). (SE.A.2.In.1, SE.A.2.Su.1)

2.164. Identify behaviors and communications that compliment others (e.g., saying "Good job" or "Well done"; honoring others with rewards; commending others; giving social praise to others; applauding others; approving of others' efforts). (SE.A.2.In.1, SE.A.2.Su.1)

2.165. Demonstrate behaviors and communications that are complimentary to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.166. *Compliment others. (Language C 16: IV)*

2.167. Accept assistance with and participate in communicating with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

Using Appropriate Behavior

2.168. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, being friendly, showing respect, sharing with others). (SE.A.2.In.1, SE.A.2.Su.1)

2.169. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., being vengeful to others, physically hurting others). (SE.A.2.In.1, SE.A.2.Su.1)

2.170. Identify attitudes and behaviors toward others that help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others, giving others credit for contributions). (SE.A.2.In.1, SE.A.2.Su.1)

2.171. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*

2.172. Initiate interactions with peers, family, co-workers, and friends (e.g., saying "Hello," introducing yourself, asking another's name, identifying your role in community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.173. Use appropriate techniques to invite a peer to join a group (e.g., gain attention; check if interested; give time to consider invitation and respond; show appreciation; show understanding, if refused). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

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2.174. Display acceptance for a person with characteristics different than one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.175. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.176. *Identify personal feelings. (Social and Personal G 54: IV)*

2.177. Use actions of others as social cues (e.g., wait to start eating until all have been served, let others go first when waiting in line, do not sit down until all others are seated). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.178. Accept assistance with and participate in interacting with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community/workplace

Physical Contact

2.179. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands; displays of affection—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

2.180. Demonstrate behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands, waving; displays of friendship—patting on back, shaking hands; displays of affection—giving a hug, giving a kiss, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.181. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when they don't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)

2.182. Identify responses to inappropriate physical contact from others in ways that will protect the person (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

2.183. Use effective responses to inappropriate physical contact from others (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

2.184. Identify sources of assistance if a person experiences inappropriate physical contacts from others (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)

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2.185. Accept assistance with and participate in making appropriate physical contact with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

2.186. Accept assistance with and participate in alerting others of inappropriate physical contact with others. (SE.A.2.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

Conflict Resolution

2.187. Identify characteristics of human conflicts (e.g., how conflict can have both positive and negative results; how some conflict is irrational and may be a result of misunderstanding or short-sightedness). (SE.A.2.In.1, SE.A.2.Su.1)

2.188. Use conflict resolution skills when faced with a problem (e.g., identifying the nature of the conflict; dealing with feelings; pinpointing the cause of conflict; allowing time for negotiation; choosing a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation, collaboration). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.189. *Demonstrate use of strategies to resolve interpersonal difficulties.*
(Social and Personal G 60: VI)

2.190. Identify the benefits of effective negotiation (e.g., improved relationships, increased productivity, increased personal competence). (SE.A.2.In.1, SE.A.2.In.1)

2.191. Identify characteristics of a successful negotiator (e.g., planning skills, ability to think clearly under stress, communication skills, practical intelligence, personal integrity, ability to perceive and use power effectively). (SE.A.2.In.1, SE.A.2.In.1)

2.192. Use negotiation skills when faced with a problem (e.g., determine the magnitude of the conflict, identify benefits gained from the resolution, establish acceptable negotiating guidelines, establish ground rules for time, give commitment to the process, pick a mediator, practice confidentiality, use strategy and tactics for a win-win resolution, reach terms that both sides will accept). (SE.A.2.In.1, SE.A.2.In.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area:	Special Skills Courses
Course Number:	7963120
Course Title:	Skills for Students who are Deaf-Blind
Previous Course Title:	Skills for Deaf-Blind Learners
Credit:	Multiple

A.   **Major Concepts/Content.** The purpose of this course is to provide instruction and reinforcement in the unique skills needed by the student who is deaf-blind.

The content should include, but not be limited to, the following:

-   sensory awareness
-   self-concept
-   self-direction
-   orientation and mobility
-   social skills
-   communication skills
-   functional living skills
-   household management
-   vocational training
-   leisure and recreation skills

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1   complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1   complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1   participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B.   **Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the

student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with dual sensory impairments. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

For each course requirement and performance objective, mastery should be determined with consideration of the student's individual sensory limitations and ability to use sensory and tactual cues provided by others.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

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The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may be arranged to be extended beyond scheduled school hours.

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Compensate for distorted or absent visual and auditory processes to maximize learning.**

CL.B.4.In.1   identify problems and examine alternative solutions.

CL.B.4.In.2   implement solutions to problems and evaluate effectiveness.

CL.B.4.Su.1   identify problems found in functional tasks—with guidance and support.

CL.B.4.Su.2   implement solutions to problems found in functional tasks—with guidance and support.

CL.B.4.Pa.1   participate in problem-solving efforts in daily routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

1.1. Actively respond to pleasurable sensory stimulation. (CL.B.4.Pa.1)
      Note: Students at this level will only learn their responses have communicative intent when they truly want the presented stimulus to continue.
      Specify: _____ ❏ voluntary movement   _____ ❏ facial expression
               _____ ❏ vocalization   _____ ❏ other: _____

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1.2. Discriminate between presence or absence of vibration associated with music, speech, or environmental sounds. (CL.B.4.Pa.1)
Specify type of sounds: _____

1.3. Use touch and smell to locate desired food items, people, or preferred activities if vision is absent or unreliable. (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____

1.4. Alert to environmental cues such as vibration, touch, movement, smell, and any usable vision or hearing awareness. (CL.B.4.Pa.1)
Specify: _____ ❏ voluntary movement   _____ ❏ facial expression
              _____ ❏ vocalization   _____ ❏ other: _____

1.5. Anticipate activities and events from whole body cues or signals (e.g., sitting at a table, standing up, walking to a certain location, swinging). (CL.B.4.In.1, CL.B.4.Su.1)
Specify cues or signals: _____

1.6. Anticipate routine events or activities when given an object of reference, gesture, sign, picture, or other cue. (CL.B.4.In.1, CL.B.4.Su.1)
Specify cues or signals: _____

1.7. Participate and accept assistance in direct, first-hand experiences in natural contexts to compensate for impaired vision and hearing. (CL.B.4.Pa.1)
Specify experience: _____

1.8. Distinguish between distinctively different shapes or objects by tactile and/or visual means. (CL.B.4.In.2, CL.B.4.Su.2)
Note: The student may be able to match shapes or familiar objects by shape, size, texture, and/or color if some vision is present.
Specify objects: _____

1.9. Associate familiar objects with function or routine tasks. (CL.B.4.Pa.2)
Specify objects: _____

1.10. Demonstrate ability to use a combination of sensory input to recognize and orient oneself to place, activity, people, and objects in the immediate environment.
(CL.B.4.In.2, CL.B.4.Su.2)
Specify: ____ ❏ place: _____
           ____ ❏ activity: _____
           ____ ❏ people: _____
           ____ ❏ objects: _____

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1.11. Demonstrate understanding of cause and effect in the context of various situations (e.g., standing by the door to request going outside). (CL.B.4.In.1, CL.B.4.Su.1)

Specify: _____ ❏ interacting socially
_____ ❏ activating reactive items
_____ ❏ using behavior as a means to gain a specific outcome
_____ ❏ other: _____

1.12. Demonstrate ability to perform needed gross motor movements (e.g., clapping; rocking; moving head, arms, legs, or trunk) during structured activities. (CL.B.4.In.2, CL.B.4.Su.2)

1.13. Cooperate with an intervenor or teacher to actively participate in a variety of movement-based experiences (e.g., bending to pick up an object on the floor, carrying objects to the table, pushing a cart, moving through an obstacle course). (CL.B.4.Pa.1)

1.14. *Identify body parts and gender. (Social and Personal E 39: III)*

2. Display a realistic and positive self-concept and self-direction to help in independent functioning and in establishing appropriate relationships with peers and adults.

IF.B.1.In.1	make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
IF.B.1.In.2	carry out and revise plans related to decisions about personal and career choices.
IF.B.1.Su.1	make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
IF.B.1.Su.2	carry out plans and adjust to changing circumstances—with guidance and support.
IF.B.1.Pa.1	participate in expressing personal needs—with assistance.
IF.B.2.In.1	identify patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.3	respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.1	identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.3	respond effectively to unexpected events and potentially harmful situations—with guidance and support.
IF.B.2.Pa.1	participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
IF.B.2.Pa.2	participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

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Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial ____ assistive technology ❏ full ❏ partial

Self-concept

2.1. Differentiate between self, objects, and others during activities such as taking turns. (CL.B.1.Pa.1)

2.2. Recognize his or her name (written, spoken, signed, or gestured). (CL.B.1.In.1, CL.B.1.Su.1)

2.3. Identify self as male or female. (CL.B.1.In.1, CL.B.1.Su.1)

2.4. Provide personal data such as last name, address (or city), or show ID card. (CL.B.2.In.1, CL.B.2.In.2)

2.5. Recognize familiar objects belonging to him or herself. (CL.B.1.In.1, CL.B.1.Su.1)

Planning

2.6. Identify personal situations that call for a plan (e.g., moving to a new apartment, getting a job, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)

2.7. Identify sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ individuals—family members, supervisors, teachers
_____ ❏ agencies—government agencies, religious organizations, schools
_____ ❏ other: _____

2.8. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*

2.9. Identify alternatives and choices available to reach personal goals (e.g., dieting to lose weight—start exercise program, consult a physician). (IF.B.1.In.1, IF.B.1.Su.1)

2.10. Identify consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

Setting Personal Goals

2.11. Set personal goals after selecting from options. (IF.B.1.In.1, IF.B.1.Su.1)

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2.12. Accept assistance with and participate in expressing personal preferences and desires related to personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

2.13. Make a plan to implement personal goals (e.g., identify steps; record the steps; have someone review steps, if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)

2.14. Commit to pursue the project when carrying out plans related to personal goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)

2.15. Periodically monitor own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current status, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

2.16. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)

2.17. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

Functioning Independently

2.18. Identify behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ❑ self-initiation—begins tasks on own, asks for additional tasks upon completion
_____ ❑ self-management—uses self-monitoring, self-instruction, and self-reinforcement techniques
_____ ❑ self-control—manages unstructured time, controls responses to events
_____ ❑ self-advocacy—requests needed resources, questions practices that appear unfair
_____ ❑ self-esteem—sets challenging goals, says no to negative peer pressure
_____ ❑ other: _____

2.19. Identify behaviors that prevent one from functioning independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ❑ procrastinates—waits until the last minute to start, avoids starting at all
_____ ❑ dependent—waits for others to check progress
_____ ❑ lacks self-control—gets upset when unexpected events occur
_____ ❑ passive—lets others take all needed supplies
_____ ❑ low self-esteem—won't try new tasks, makes negative comments about self
_____ ❑ other: _____

2.20. *Identify behaviors which reflect a positive attitude toward self.*
(Social and Personal G 58: VI)

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2.21. Demonstrate behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify behavior:_____ ❏ self-initiation _____ ❏ self-management _____ ❏ self-control
_____ ❏ self-advocacy _____ ❏ self-esteem
_____ ❏ other: _____

Specify setting: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.22. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.23. Accept assistance with and participate in various situations, using behavior appropriate to the specific situation. (IF.B.2.Pa.1)

Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

Handling Emergencies

2.24. Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)

2.25. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*

2.26. Ask appropriate persons or agencies for assistance in various situations and emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)

2.27. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*

2.28. *Identify and use emergency number (0-911) on the telephone in an appropriate manner. (Social and Personal H 61: IV)*

2.29. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm, etc.; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume, etc.; robbery—stay calm, do not try to be a hero, comply with robber's demands). (IF.B.2.In.3, IF.B.2.Su.3)

2.30. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)

Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.31. *Use safety equipment and procedures when necessary. (Social and Personal D 32: VI)*

2.32. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*

2.33. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)

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Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

3.   **Show sensitivity to others and comply with social rules and norms in a variety of social contexts.**

SE.A.2.In.1   interact acceptably with others within the course of social, vocational, and community living.

SE.A.2.Su.1   interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

SE.A.2.Pa.1   engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

Recognizing Others

3.1.   Demonstrate awareness that he or she is in the presence of others. (SE.A.2.Pa.1)

3.2.   Identify familiar persons in close proximity by residual sight, hearing, personal greeting, touch, or smell. (SE.A.2.In.1, SE.A.2.Su.1)

3.3.   Identify individuals associated with specific activities they perform with the student. (SE.A.2.In.1, SE.A.2.Su.1)

3.4.   Identify preferred individuals and family members by touch, smell, sight, or voice sounds. (SE.A.2.In.1, SE.A.2.Su.1)

3.5.   Participate in identifying others by residual sight, hearing, greeting, touch, or smell. (SE.A.2.Pa.1)

Identifying Types of Relationships

3.6.   Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, members of religious groups, community members). (SE.A.2.In.1, SE.A.2.Su.1)

3.7.   Identify interpersonal skills needed to maintain a close relationship with family, friends, and peers (e.g., keeping in touch—visit others, call others, show continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)

3.8.   Identify the effects of negative peer pressure on interpersonal relationships (e.g., persuading a person to do something he or she does not want to do, breaking a rule or law, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)

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Interpersonal Communication Skills

3.9.   Demonstrate communication which promotes good relationships with others in various situations (e.g., smile, shake hands, turn toward person, attend to social interaction from them). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

3.10.   Express likes or dislikes through appropriate behavior, facial expressions, body movement, or gestures when interacting with others. (SE.A.2.In.1, SE.A.2.Su.1)

3.11.   Accept assistance with and participate in expressing likes or dislikes through appropriate behavior or facial expressions. (SE.A.2.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

3.12.   Accept assistance with and participate in expressing likes or dislikes through appropriate behaviors or facial expressions. (SE.A.2.Pa.1)

Using Appropriate Behavior

3.13.   Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, being friendly, showing respect, taking turns, sharing with others). (SE.A.2.In.1, SE.A.2.Su.1)

3.14.   Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., taking things without permission, physically hurting others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)

3.15.   *Cooperate with peers. (Social and Personal G 51: III)*

3.16.   Initiate interactions with peers, family, co-workers, and friends. (SE.A.2.In.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____❏ workplace

3.17.   Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

3.18.   *Show respect for property of others. (Social and Personal G 52: III)*

3.19.   Exhibit socially acceptable behavior in the company of others in a variety of situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

3.20.   *Identify personal feelings. (Social and Personal G 54: IV)*

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3.21. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

3.22. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*

3.23. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*

3.24. Accept assistance with and participate in initiating interaction with others. (SE.A.2.Pa.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

3.25. Accept assistance with and participate in interacting with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

3.26. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*

Physical Contact

3.27. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

3.28. Demonstrate behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

3.29. Accept assistance with and participate in making physical contact with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

3.30. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when he or she doesn't want to be touched, hugging someone that you do not know, striking others). (SE.A.2.In.1, SE.A.2.Su.1)

3.31. Identify responses to inappropriate physical contact from others that will protect the person (e.g., asks person to stop, walks away from person, backs away from person, seeks assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

3.32. Identify sources of assistance if a person experiences inappropriate physical contacts from others. (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

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3.33. Use effective responses to inappropriate physical contact from others that will protect the person (e.g., ask person to stop, walk away from person, back away from person, seek assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

3.34. Seek assistance if a person experiences inappropriate physical contact from others (e.g., neighbor, peer, family member, teacher, police officer). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

3.35. Accept assistance with and participate in alerting others to inappropriate physical contact with others. (SE.A.2.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

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4.   Comprehend and use primary forms of communication and vocabulary of the student's peer group and school and home environment for meaningful communication of survival needs and basic wants.

CO.A.1.In.1   initiate communication and respond effectively in a variety of situations.

CO.A.1.Su.1   initiate communication and respond effectively in a variety of situations—with guidance and support.

CO.A.1.Pa.1   participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Using Communication

4.1. Identify the meaning of gestures, body language, and hand signals through touch while engaging in communications (e.g., gestures—head nod, wave; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

4.2. Identify meaning of various facial expressions through touch while engaging in conversations (e.g., smile, frown, grimace). (CO.A.1.In.1, CO.A.1.Su.1)

4.3. Identify the difference in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing; informal—use first names, use slang or casual terminology, use informal greeting and closing). (CO.A.1.In.1, CO.A.1.Su.1)

4.4. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*

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4.5. Use appropriate nonverbal language and gestures when communicating.
(CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify: _____ ❏ facial expressions _____ ❏ sounds
_____ ❏ gestures _____ ❏ body language
_____ ❏ hand signals _____ ❏ other: _____

4.6. Use vocabulary to communicate messages clearly and effectively when sharing ideas, opinions, and information in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

4.7. *Imitate or approximate words. (Language A 4: II)*

Communicating Desires, Feelings, and Needs

4.8. Seek the attention of another person through vocalizations, gestures, body movements, or mechanical devices such as a buzzer. (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)

4.9. Take turns with a familiar adult or dependable peer during a routine activity when provided touch cues. (CO.A.1.Pa.1)

4.10. Imitate gesture, sign, or movement to signal a basic want or need. (CO.A.1.Su.1)
Specify: _____ ❏ toileting _____ ❏ eating
_____ ❏ drinking _____ ❏ preferred activity
_____ ❏ person _____ ❏ object
_____ ❏ other: _____

4.11. Use language to express desires effectively to familiar persons. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ requests _____ ❏ refusals _____ ❏ other: _____

4.12. Use appropriate language to express ideas and feelings clearly. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ opinions _____ ❏ facts _____ ❏ affection
_____ ❏ anger _____ ❏ happiness _____ ❏ sadness
_____ ❏ other: _____

4.13. Use appropriate language to express need for assistance in various situations, including emergencies (e.g., ask for help, raise hand, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

4.14. *Use language to indicate displeasure or dislike. (Language C 16: I)*

4.15. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*

4.16. *Express personal beliefs or opinions. (Language C 28: V)*

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4.17.   *Express wants and needs. (Language C 20: II)*

4.18.   *Use language to give simple commands. (Language C 18: II)*

4.19.   Accept assistance with and participate in conveying feelings and physical needs effectively to familiar persons (e.g., express discomfort, ask for a drink of water when thirsty). (CO.A.1.Pa.1)
Specify method: _____ ❑ touch referent object   _____ ❑ point to actual object
                _____ ❑ vocalize or gesture   _____ ❑ verbalize or sign
                _____ ❑ use assistive/augmentative device _____ ❑ other: _____

4.20.   Accept assistance with and participate in requesting desired person, object, or action (e.g., ask for favorite blouse or book). (CO.A.1.Pa.1)
Specify method: _____ ❑ touch referent object   _____ ❑ point to actual object
                _____ ❑ vocalize or gesture   _____ ❑ verbalize or sign
                _____ ❑ use assistive/augmentative device _____ ❑ other: _____

4.21.   Accept assistance with and participate in requesting help or assistance. (CO.A.1.Pa.1)
Specify method: _____ ❑ touch referent object   _____ ❑ point to actual object
                _____ ❑ vocalize or gesture   _____ ❑ verbalize or sign
                _____ ❑ use assistive/augmentative device _____ ❑ other: _____

4.22.   *Use language to indicate danger or give warnings to others. (Language C 22: III)*

Responding to Communication

4.23.   Respond appropriately to communication cues (e.g., natural context—running water in a tub; movement—swinging leg to kick a ball; touch—touching lip to indicate open mouth for food; objects—keys mean time to go; gestures—waving good-bye; presented symbols— pictures, line drawings, textured symbols; verbal language or signs—speech, written words, braille words, fingerspelling). (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify: _____ ❑ natural context cues   _____ ❑ movement cues   _____ ❑ touch cues
         _____ ❑ object cues   _____ ❑ gesture cues
         _____ ❑ presented symbols   _____ ❑ verbal language or signs
         _____ ❑ other: _____

4.24.   *Respond to a voice or environmental sound. (Language A 1: I)*

4.25.   Respond to own name by using one or more observable behaviors. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ intentional body or head movement—move or turn toward speaker
         _____ ❑ facial expressions—look at speaker, smile
         _____ ❑ oral communication—respond verbally or sign
         _____ ❑ gestures—head nod
         _____ ❑ other: _____

4.26.   *Respond to own name. (Language B 5: I)*

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4.27. Respond to cued commands (e.g., verbal—saying someone's name; nonverbal signs—come here, stop, wait a minute). (CO.A.1.Su.1, CO.A.1.Pa.1)
Specify method: _____ ❏ vocalization or gesture _____ ❏ body movements
_____ ❏ facial expressions _____ ❏ verbalization or signing
_____ ❏ other: _____

4.28. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., returning a friendly greeting). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

4.29. Respond appropriately to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, applauding in a theatre). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

4.30. Respond to nonverbal messages and body language in ways that demonstrate understanding. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

4.31. Respond appropriately to basic questions, directions, and informational statements. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

Using Greetings and Conversations

4.32. Use acceptable gestures, body language, and hand signals to initiate communication in various situations (e.g., gestures—head nod, wave; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

4.33. Use acceptable symbols, words, or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

4.34. Use appropriate greetings when meeting other persons in various situations (e.g., formal—"Hello."; informal—"Hi!" "How are you?" "Nice to see you."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

4.35. *Use language to initiate social greeting. (Language C 23: III)*

4.36. Respond appropriately to greetings in various situations (e.g., "Hello." "Thank you for inviting me." "It's nice to see you, too." "I'm doing well, and you?"). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

4.37. *Use language to respond to verbal greetings. (Language C 19: II)*

4.38. *Use language to participate appropriately in conversation. (Language C 29: V)*

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4.39. *Use language to initiate conversation. (Language C 30: VI)*

4.40. *Use language to relate recent personal experiences. (Language C 26: IV)*

4.41. Use appropriate language to end conversations (e.g., "It was nice talking with you." "Thank you for stopping by." "It was so good to see you again." "Let's keep in touch." "Talk to you soon." "Good-bye!"). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

4.42. Identify correct verbal responses in telephone interactions (e.g., "May I ask who is calling?" "One moment, please." "May I take a message?" "May I please speak to ...?" "This is she/he." "Thank you for calling"). (CO.A.1.In.1, CO.A.1.Su.1)

4.43. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ initiating topics
        _____ ❏ maintaining topics
        _____ ❏ taking turns
        _____ ❏ ending a conversation
        _____ ❏ repairing communication breakdowns
        _____ ❏ showing sensitivity to cultural differences
        _____ ❏ other: _____

5.   Demonstrate the appropriate use of alternative, augmentative, and technological communication.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

5.1. Use a communication system for acquiring information and communicating that matches linguistic, physical, and cognitive ability. (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify: _____ ❏ sign language   _____ ❏ total communication
        _____ ❏ Signed English   _____ ❏ augmentative communication
        _____ ❏ finger spelling   _____ ❏ braille reading and writing
        _____ ❏ touch cues   _____ ❏ large print reading and writing
        _____ ❏ object symbols   _____ ❏ picture symbols
        _____ ❏ lip-reading speech   _____ ❏ Tadoma method of speech reading
        _____ ❏ other: _____

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5.2.   Identify need for own communication system and request its use in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify setting: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace
Specify system: _____

5.3.   Initiate communication using own communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify setting: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace
Specify system: _____

5.4.   Identify and use basic maintenance procedures for own communication system. (CO.A.1.In.1, CO.A.1.Su.1)
Specify setting: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace
Specify system: _____

5.5.   Use one or more access modes in a functional way to access own communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ activate a switch, manual board, electronic device
_____ ❑ use a scanning array (linear, row/column, block, circular, quadrant, group)
_____ ❑ use direct selection (touching)
_____ ❑ other: _____

5.6.   Use a presented symbol system to communicate in various situations. (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify: _____ ❑ objects   _____ ❑ realistic pictures
_____ ❑ blackline drawings   _____ ❑ icons (multiple meanings)
_____ ❑ written words   _____ ❑ other: _____

5.7.   Use appropriate social language skills when using an augmentative communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ initiating topics   _____ ❑ maintaining topics
_____ ❑ taking turns   _____ ❑ ending a conversation
_____ ❑ repairing communication breakdowns
_____ ❑ showing sensitivity to cultural differences
_____ ❑ other: _____

5.8.   Select and modify systems of communication to accommodate a variety of settings so that a reciprocal relationship can be established (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

5.9.   Express and/or interpret ideas, information, attitudes, relationships, and experiences using own communication system. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

5.10. Receive communication through speech reading, finger spelling, and sign language with the aid of an interpreter in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

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6. Use functional skills necessary for performance of personal, daily living, and community activities.

IF.A.1.In.1	complete productive and leisure activities used in the home and community.
IF.A.1.In.2	complete personal care, health, and fitness activities.
IF.A.1.Su.1	complete productive and leisure activities used in the home and community—with guidance and support.
IF.A.1.Su.2	complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.1	participate in routines of productive and leisure activities used in the home and community—with assistance.
IF.A.1.Pa.2	participate in personal care, health, and safety routines—with assistance.
IF.A.2.In.1	select and use community resources and services for specified purposes.
IF.A.2.Su.1	use community resources and services for specified purposes—with guidance and support.
IF.A.2.Pa.1	participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Wellness

6.1. Identify persons, objects, tasks, and areas associated with health care activities involved in maintaining wellness. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ scheduling routine medical care and periodic dental and medical check-ups
_____ ❏ getting regular rest and exercise
_____ ❏ maintaining a nutritious diet, using the Food Guide Pyramid
_____ ❏ taking steps to maintain a positive mental attitude
_____ ❏ other: _____

6.2. Identify when health care activities are needed for maintaining wellness (e.g., seeing the general practitioner, gynecologist, and ophthalmologist annually or as needed; seeing the dentist every six months for a cleaning; taking time for yourself each day). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

6.3. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying eating habits, maintaining a regular exercise program, using nonprescription medicines, identifying sources of stress, balancing activities). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

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6.4. Use strategies related to wellness to complete health care activities effectively and efficiently and on a regular basis (e.g., participate in wellness activities with a friend; keep nonprescription drugs stored together; have doctor and dentist send out reminders for annual physicals or six-month checkups; ask a friend or relative for advice).(IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

6.5. Accept assistance with and participate in activities and tasks associated with wellness. (IF.A.1.Pa.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

Diseases

6.6. Identify persons, objects, tasks, and areas associated with health care and diseases. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ identifying communicable diseases and their symptoms
   _____ ❏ knowing ways to avoid contact with communicable diseases
   _____ ❏ knowing possible treatments for communicable diseases
   _____ ❏ knowing about causes and symptoms of cancer, heart attack, and other major illnesses
   _____ ❏ knowing how to get treatment for diseases and illnesses
   _____ ❏ other: _____

6.7. Identify when health care is needed for treatment or control of diseases (e.g., when minor symptoms persist, when you don't feel well enough to continue an activity, when you are in pain). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

6.8. Use specific knowledge and skills when completing health care activities involving the treatment and control of diseases (e.g., staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed, knowing how to get medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

6.9. *Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal E 38: III)*

6.10. *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)*

6.11. *Identify appropriate storage and use of medications. (Social and Personal E 41: V)*

6.12. *Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)*

6.13. Use strategies related to disease control to complete health care activities effectively and efficiently and on a regular basis (e.g., ask a friend or relative, put daily medicines in compartmentalized container, connect taking of medicine with other daily routine such as a meal). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

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6.14. Accept assistance with and participate in activities and tasks associated with disease prevention and treatment. (IF.A.1.Pa.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

First Aid

6.15. Identify persons, objects, tasks, and areas associated with first aid. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ stopping bleeding and applying bandages
_____ ❏ getting help when needed
_____ ❏ other: _____

6.16. Identify when first aid is needed (e.g., after an accident; after skin has been wounded; when somebody is choking). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

6.17. Use specific knowledge and skills when giving first aid (e.g., applying a bandage properly, cleaning cuts and wounds properly, knowing when assistance is needed, knowing how to get medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

6.18. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*

6.19. Use strategies related to first aid effectively and efficiently and on a regular basis (e.g., keep first aid supplies together, code emergency numbers for automatic dialing). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

6.20. Accept assistance with and participate in activities and tasks associated with first aid treatment. (IF.A.1.Pa.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

Avoiding Tobacco, Alcohol, and Other Drug Abuse

6.21. Identify persons, objects, tasks, and areas associated with health care issues involved in tobacco, alcohol, and other drug use and abuse. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ identifying the appropriate use of prescription and nonprescription drugs
_____ ❏ identifying physical dangers of tobacco, alcohol, and other drug abuse
_____ ❏ identifying mental and social dangers of tobacco, alcohol, and other drug abuse
_____ ❏ identifying legal control of tobacco, alcohol, and other drug use
_____ ❏ identifying the role of peer pressure
_____ ❏ other: _____

6.22. Identify when health care activities are needed for controlling tobacco, alcohol, and other drug abuse (e.g., using alcohol and tobacco habitually, taking drugs when no medical problem exists). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

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6.23. Use specific knowledge and skills to use drugs safely and avoid tobacco, alcohol, and other drug abuse (e.g., taking only specified amount of prescription and nonprescription drugs; identifying the dangers of tobacco, alcohol, and other drugs; abiding by legal restrictions; knowing the characteristics of addiction; knowing how to resist negative peer pressure; identifying the negative impact of advertising and media related to tobacco, alcohol, and other drug abuse). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

6.24. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*

6.25. Use strategies related to controlling tobacco, alcohol, and other drug use and abuse effectively and efficiently and on a regular basis (e.g., keep a list of names and dosages of all prescription medications in wallet or purse; list dates to renew prescriptions; keep a list of recommendations or warnings with the prescriptions you take regularly—take with food or do not drink alcohol; set and honor personal limits on alcohol use if over 21; join a support group for tobacco, alcohol, or other drug abusers, if needed; ask a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

6.26. Accept assistance with and participate in activities and tasks associated with prevention and treatment of tobacco, alcohol, and other drug abuse. (IF.A.1.Pa.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

Disability Awareness and Management

6.27. Identify personal care activities involved in disability awareness and management. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ managing daily medical needs
_____ ❏ requesting assistance with disability needs when necessary
_____ ❏ other: _____

6.28. Use specific knowledge and skills when completing personal care activities involving disability awareness and management (e.g., appropriately administering self-medication, appropriately finding assistance with disability needs, knowing causal factors related to disability and the implications, knowing treatment for disability and any associated problems, knowing limitations due to disability). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

6.29. Use strategies related to disability awareness and management to complete personal care activities effectively and efficiently and on a regular basis (e.g., keep all papers related to eligibility for various services in a safe place; join an advocacy group; get on a mailing list of disability advocacy groups; ask friends with similar disabilities; keep a list of agencies to call for assistance or to answer questions—hot line or referral line). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

6.30. Accept assistance with and participate in activities and tasks associated with disability awareness and management. (IF.A.1.Pa.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

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Eating

6.31. Identify familiar persons, objects, tasks, and areas, including assistive or adaptive equipment as appropriate, associated with eating. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❑ selecting and using dishes, glasses, and utensils properly
_____ ❑ using table manners, including cleaning up
_____ ❑ other: _____

6.32. Use specific knowledge and skills when completing activities involved in eating (e.g., selecting the appropriate utensil or dish, cutting food correctly, using a napkin, initiating eating when appropriate, knowing which foods are finger foods). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❑ home _____ ❑ school _____ ❑ community _____ ❑ workplace

6.33. *Feed self with spoon independently. (Social and Personal B 8: II)*

6.34. *Feed self independently with utensils. (Social and Personal B 9: III)*

6.35. *Discriminate food items from nonfood items. (Social and Personal B 10: III)*

6.36. *Use appropriate table manners (e.g., passing food, sharing condiments). (Social and Personal B 12: IV)*

6.37. *Follow correct lunch procedures. (Social and Personal B 13: IV)*

6.38. Accept assistance with and participate in activities and tasks associated with daily eating routines. (IF.A.1.Pa.2)
Specify home routines: _____ ❑ morning _____ ❑ after school _____ ❑ evening
Specify school routines: _____ ❑ breakfast _____ ❑ lunch _____ ❑ snack
Specify community routines: _____ ❑ eating out _____ ❑ workplace or volunteer activities

Dressing

6.39. Identify familiar persons, objects, tasks, and areas, including assistive or adaptive equipment as appropriate, associated with dressing. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❑ selecting clothing for weather, occasion, and activity
_____ ❑ putting on clothing, closing fasteners
_____ ❑ taking off clothing, opening fasteners
_____ ❑ other: _____

6.40. Use specific knowledge and skills when dressing (e.g., tying shoes, buttoning a shirt correctly, dressing appropriately to fit occasion, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❑ home _____ ❑ school _____ ❑ community _____ ❑ workplace

6.41. *Take off clothing which does not require fasteners. (Social and Personal A 1: II)*

6.42. *Take off clothing with fasteners. (Social and Personal A 3: III)*

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6.43. *Put on clothing which does not require fasteners. (Social and Personal A 4: III)*

6.44. *Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)*

6.45. *Distinguish between appropriate dress for school, work, and leisure activities.*
       (Social and Personal A 7: V)

6.46. Use strategies related to dressing effectively and efficiently and on a regular basis
       (e.g., use alternative approaches—clip-on tie, Velcro shoe straps; hang matching clothes together;
       ask a roommate or same-age friend attending the same event what to wear). (IF.A.1.In.2,
       IF.A.1.Su.2)
       Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

6.47. Accept assistance with and participate in activities and tasks associated with daily
       dressing routines. (IF.A.1.Pa.2)
       Specify home routines: _____ ❑ morning   _____ ❑ after school   _____ ❑ evening
       Specify school routines: _____ ❑ arrival   _____ ❑ during day   _____ ❑ departure
       Specify community routines: _____ ❑ workplace or volunteer activities
                                               _____ ❑ special events

Grooming

6.48. Identify objects, tasks, and areas, including assistive or adaptive equipment as
       appropriate, associated with grooming. (IF.A.1.In.2, IF.A.1.Su.2)
       Specify: _____ ❑ hair—shampooing, drying, combing, styling, cutting
                    _____ ❑ nails—cutting, polishing, cleaning, filing
                    _____ ❑ cosmetics—applying, removing
                    _____ ❑ shaving
                    _____ ❑ other: _____

6.49. Use specific knowledge and skills when completing grooming activities   (e.g.,
       brushing and combing hair, using cosmetics). (IF.A.1.In.2, IF.A.1.Su.2)
       Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

6.50. Use strategies related to grooming effectively and efficiently and on a regular basis
       (e.g., mark recurring events on a calendar; ask friend, relative, or doctor about appropriate choice of
       cosmetics; keep grooming supplies stored together). (IF.A.1.In.2, IF.A.1.Su.2)
       Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

6.51. Accept assistance with and participate in activities and tasks associated with daily
       grooming routines. (IF.A.1.Pa.2)
       Specify home routines: _____ ❑ morning   _____ ❑ after school   _____ ❑ evening
       Specify school routines: _____ ❑ arrival   _____ ❑ during day   _____ ❑ departure
       Specify community routines: _____ ❑ workplace or volunteer activities   _____ ❑ special events

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Hygiene

6.52. Identify persons, objects, tasks, and areas, including assistive or adaptive equipment as appropriate, associated with personal hygiene. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ washing and bathing
_____ ❏ dental care
_____ ❏ using the toilet
_____ ❏ menstrual care
_____ ❏ other: _____

6.53. Use specific knowledge and skills when completing personal hygiene activities (e.g., correctly brushing and flossing teeth, using the toilet, cleaning up afterwards, knowing how to make the water the correct temperature for bathing or hand washing, knowing how to flush toilet, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

6.54. *Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)*

6.55. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*

6.56. Use strategies related to personal hygiene to complete activities effectively and efficiently and on a regular basis (e.g., mark spot on water control for comfortable bath or shower temperature; store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means of meeting hygiene needs—special gum for tooth cleaning, personal wipes). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

6.57. Accept assistance with and participate in activities and tasks associated with daily personal hygiene routines. (IF.A.1.Pa.2)
Specify home routines: _____ ❏ morning _____ ❏ after school _____ ❏ evening
Specify school routines: _____ ❏ arrival _____ ❏ during day _____ ❏ departure
Specify community routines: _____ ❏ workplace or volunteer activities _____ ❏ special events

Managing Money and Personal Finances

6.58. Identify persons, objects, tasks, and areas involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ preparing weekly and monthly budgets
_____ ❏ managing and protecting personal cash
_____ ❏ using checking and savings accounts
_____ ❏ paying bills, contributing to charities
_____ ❏ using comparative shopping to make wise purchases
_____ ❏ using a credit, debit, or ATM card
_____ ❏ paying income taxes
_____ ❏ saving and investing money
_____ ❏ other: _____

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6.59. Use specific knowledge and skills when managing money and personal finances (e.g., donating money to charities, filing taxes, counting money or check amount to deposit, opening a savings or checking account, reviewing and paying monthly bills and statements, paying bills by the due date using information in advertisements, storing information regarding personal finances). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❑ home _____ ❑ school _____ ❑ community _____ ❑ workplace

6.60. *Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)*

6.61. *Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)*

6.62. *Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)*

6.63. *Complete forms associated with a savings account. (Mathematics E 45: VI)*

6.64. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*

6.65. Use strategies related to managing money and personal finances to complete activities effectively and efficiently and on a regular basis (e.g., use direct deposit for payroll and/or benefits checks, mark dates of recurring bills on calendar, use a log to track monthly bill payments, pay bills at regularly scheduled times—1st and 15th of month). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❑ home _____ ❑ school _____ ❑ community _____ ❑ workplace

6.66. Accept assistance with and participate in activities and tasks related to managing money and personal finances. (IF.A.1.Pa.1)
Specify: _____ ❑ home _____ ❑ school _____ ❑ community _____ ❑ workplace

Home Care

6.67. Use specific knowledge and skills in activities involving food preparation, serving, and storage, including the use of assistive adaptive equipment as appropriate. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❑ selecting and planning what to eat—balanced meal, healthy snack
_____ ❑ preparing foods and beverages
_____ ❑ following a recipe—measuring, cutting, mixing, cooking, cooling
_____ ❑ storing food—organizing by type
_____ ❑ determining food conditions—spoiled, raw, cooked, frozen, defrosted
_____ ❑ using adaptive devices in preparing food
_____ ❑ other: _____

6.68. *Select appropriate kitchen utensils for food preparation. (Social and Personal B 11: IV)*

6.69. *Serve self from food containers. (Social and Personal B 14: IV)*

6.70. *Follow a simple recipe. (Social and Personal B 15: V)*

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6.71. *Select and operate kitchen appliances for food preparation.*
(Social and Personal B 16: V)

6.72. *Identify proper storage areas for food. (Social and Personal B 17: V)*

6.73. *Plan and prepare a meal. (Social and Personal B 18: VI)*

6.74. Use strategies and skills related to household cleaning, safety, and maintenance of interior areas, including the use of assistive adaptive equipment as appropriate, to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., store chemicals safely, use special labels on cleaning agents, arrange furniture to facilitate easy flow of traffic, organize cupboards and other storage areas). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ identifying areas and objects that need to be cleaned or maintained
_____ ❏ selecting appropriate products, tools, and equipment for housekeeping
_____ ❏ using products, tools, and equipment for household cleaning
_____ ❏ securing the home with locks on doors and windows
_____ ❏ maintaining a comfortable temperature in house
_____ ❏ maintaining exterior, including outdoor light fixtures
_____ ❏ using adaptive devices in household and exterior maintenance
_____ ❏ getting assistance with tasks, if needed
_____ ❏ other: _____

6.75. Accept assistance with and participate in the sequence of tasks or activities of daily home care routines. (IF.A.1.Pa.1)
Specify routine: _____

6.76. *Return items after use to a proper place. (Social and Personal F 46: III)*

6.77. *Pick up trash and dispose properly. (Social and Personal F 47: III)*

6.78. *Identify proper household tools and cleaning supplies for a given task. (Social and Personal F 48: IV)*

6.79. *Perform laundry tasks. (Social and Personal F 49: V)*

6.80. *Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)*

Participating in the Community

6.81. Use specific knowledge and skills when completing activities with community members and neighbors (e.g., working with others; showing concern for others; helping organize a picnic—selecting the food, inviting others to attend, preparing the food). (IF.A.1.In.1, IF.A.1.Su.1)

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6.82. Use strategies to choose informal gatherings of community members and neighbors effectively and efficiently and on a regular basis (e.g., look at past group activities to see if they are things you like to do, ask neighbors about the gatherings, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

6.83. Accept assistance with and participate in activities and tasks involved in informal gatherings in the community. (IF.A.1.Pa.1)
Specify: _____

Using Community Resources

6.84. Use basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service; making an appointment; paying for service; accessing interpreters, intervenors, or sighted guides). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ hair care _____ ❏ laundromat _____ ❏ dry cleaner
_____ ❏ other: _____

6.85. Use basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ library _____ ❏ parks and recreation _____ ❏ public safety
_____ ❏ other: _____

6.86. Use basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate a store, finding the desired items to purchase, using comparison shopping techniques, paying for item). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ department store _____ ❏ convenience store _____ ❏ drug store
_____ ❏ grocery store _____ ❏ hardware store _____ ❏ specialty store
_____ ❏ flea market _____ ❏ second-hand store _____ ❏ garage sale
_____ ❏ other: _____

6.87. Use basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate a restaurant, ordering from a menu, paying the bill). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ restaurants _____ ❏ cafeterias _____ ❏ fast food chains
_____ ❏ refreshment stands _____ ❏ vending machines
_____ ❏ other: _____

6.88. *Identify services provided by local community agencies. (Social and Personal E 43: V)*

6.89. *Use coin-operated machines. (Social and Personal H 63: V)*

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6.90. Use basic knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate an event, buying a ticket, finding a reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ movies _____ ❏ arenas _____ ❏ skating rinks
_____ ❏ video arcades _____ ❏ museums—science, art, historical
_____ ❏ other: _____

6.91. Use basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, getting a money order, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ banks _____ ❏ credit unions _____ ❏ savings and loan
_____ ❏ other: _____

6.92. Use basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, making an appointment, filling out a medical history, paying for service). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ clinics _____ ❏ hospitals _____ ❏ doctors' offices
_____ ❏ health department _____ ❏ mental health and guidance clinics
_____ ❏ other: _____

6.93. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)
Specify type of resource: _____

7. Use orientation and mobility skills related to developing safe, efficient, and independent travel skills.

IF.A.2.In.2 demonstrate safe travel within and beyond the community.

IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial ____ assistive technology ❏ full ❏ partial

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Learning Spatial Concepts

7.1.   Identify information related to concepts of space needed for independent travel.
Specify: _____ ❑ body concepts—parts of body, location, movement, relationship, and functions
_____ ❑ spatial concepts of shapes
_____ ❑ measurement concepts—distances, time, rate
_____ ❑ positional and relational concepts—compass, position in space

7.2.   Identify information related to environmental and spatial concepts used in independent travel.
Specify: _____ ❑ topography
_____ ❑ temperature
_____ ❑ differences among fixed and moveable objects
_____ ❑ acoustics and sound reflection

Using Perceptual and Cognitive Processes

7.3.   Use compass directions in everyday travel.
Specify: _____ ❑ read a compass
_____ ❑ identify direction of destination
_____ ❑ other: _____

7.4.   Use knowledge of spatial concepts in interpreting a map.
Specify: _____ ❑ read and interpret a tactile or visual map
_____ ❑ identify locations of origin and destination
_____ ❑ trace intended route
_____ ❑ other: _____

7.5.   Use sensory information to apply concepts of space and the environment when traveling. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ ❑ estimate distances both in a room and out of doors using feet and yards.
_____ ❑ relate travel time to rate of travel
_____ ❑ use spatial updating to establish self-to-object relationships
_____ ❑ use knowledge of spatial layout (object-to-object relationship)
_____ ❑ use knowledge of perimeter and gridline search patterns
_____ ❑ use reference systems
_____ ❑ other: _____

7.6.   Use knowledge of rules, principles, and systems of spatial concepts for establishing and maintaining orientation while traveling (e.g., landmarks and clues, numbering systems, compass directions, measurement concepts). (IF.A.2.In.2, IF.A.2.Su.2)

Moving within an Enclosed Space or Room

7.7.   Identify and locate appropriate area in a classroom (e.g., vacant seat in a classroom). (IF.A.2.In.2, IF.A.2.Su.2)

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7.8.　Identify and find specific locations in home or apartment when completing functional tasks (e.g., living areas, eating areas, kitchen, bath, recreation areas, laundry areas, waste disposal, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

7.9.　Move to appropriate location in a room safely and effectively (e.g., use least obtrusive route, time to reach desired location). (IF.A.2.In.2, IF.A.2.Su.2)

7.10.　Accept assistance with and participate in the sequence of tasks or activities of moving about the home, school, or community. (IF.A.2.Pa.2)
Specify routine: _____ ❏ within a room　　_____ ❏ between rooms　　_____ ❏ using stairs
　　　　　　　　_____ ❏ other: _____

Moving within Buildings and Schools

7.11.　Identify and find specific locations in the school environment when completing functional tasks (e.g., classrooms, administrative offices, gymnasiums, media centers, eating areas, restrooms, recreation areas, waste disposal area, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

7.12.　Identify and find specific locations using landmarks to confirm orientation. (IF.A.2.In.2, IF.A.2.Su.2)
Note:　Landmarks include any familiar object, sound, odor, temperature, or tactile method that is permanent, constant, and easily recognized.

7.13.　Operate a self-service elevator when moving about a (familiar or unfamiliar) building (e.g., press call button, step inside, press desired floor, exit). (IF.A.2.In.2, IF.A.2.Su.2)

7.14.　Use an escalator or moving walkway safely (e.g., step on, hold on to rail, step off). (IF.A.2.In.2, IF.A.2.Su.2)

7.15.　Enter and exit buildings through appropriate doorways (e.g., attend to "In," "Out," "Enter," and "Exit" designations on doors). (IF.A.2.In.2, IF.A.2.Su.2)
Specify methods: _____

7.16.　Avoid entering doorways and corridors in buildings and other places designated as "No Entry" or open to "Authorized Personnel Only" when traveling in (familiar or unfamiliar) buildings. (IF.A.2.In.2, IF.A.2.Su.2)

7.17.　Accept assistance with and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)

7.18.　Accept assistance with and participate in the sequence of tasks or activities involved in moving in the school or other buildings in the community. (IF.A.1.Pa.2)
Specify routine:　_____ ❏ within a structured space　　_____ ❏ between structured areas
　　　　　　　　_____ ❏ on a walkway　　　　　　　_____ ❏ within an unstructured area
　　　　　　　　_____ ❏ other: _____
Specify setting:　_____ ❏ school _____ ❏ community _____ ❏ workplace

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Traveling within the Community

7.19. Select appropriate transportation (e.g., is financially feasible, has appropriate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)

7.20. Negotiate specific travel obstacles when traveling. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ ❏ curbs, steps, ramps
_____ ❏ turnstiles, sliding doors, revolving doors
_____ ❏ crossing streets
_____ ❏ other: _____

7.21. *Identify safety precautions related to traffic and pedestrian travel.*
(Social and Personal D 36: V)

7.22. *Demonstrate understanding of safety and warning signs in the environment.*
(Social and Personal D 37: V)

7.23. Recognize changes in walking surfaces and use these to orient self and travel safely (e.g., stay on sidewalk, feel edge of carpet). (IF.A.2.In.2, IF.A.2.Su.2)

7.24. Move about in the immediate neighborhood from one location to another (e.g., walking, bicycle, car, roller blades or roller skates). (IF.A.2.In.2, IF.A.2.Su.2)
Specify mode: _____

7.25. Use available modes of transportation to reach desired locations in the community (IF.A.2.In.2, IF.A.2.Su.2)
Specify modes: _____ ❏ walking   _____ ❏ bicycle   _____ ❏ bus
_____ ❏ taxi   _____ ❏ car   _____ ❏ other: _____

7.26. Accept assistance with and participate in the sequence of tasks or activities of moving outdoors. (IF.A.2.Pa.2)
Specify activity: _____ ❏ within a structured space _____ ❏ between structured areas
_____ ❏ on a walkway   _____ ❏ within an unstructured area
_____ ❏ other: _____
Specify setting: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

Using Adaptive Aids and Equipment

7.27. Use cane techniques when traveling. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ ❏ diagonal and diagonal trailing
_____ ❏ ascending/descending stairs
_____ ❏ touch, touch and slide, touch and drag
_____ ❏ constant contact, 3 point touch
_____ ❏ other: _____

7.28. Use telescopic aids for reading signs when traveling. (IF.A.2.In.2, IF.A.2.Su.2)

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7.29. Use mobility techniques to travel within areas of the local community, including school grounds. (IF.A.2.In.2, IF.A.2.Su.2)

Specify: _____ ❑ sighted guide

_____ ❑ protective (hand and forearm) skills

_____ ❑ advanced techniques, such as cane or electronic aids

_____ ❑ adaptive mobility aids such as wheelchairs, walkers, braces, orthopedic canes

_____ ❑ other: _____

Planning Travel

7.30. Identify and find specific locations in unfamiliar buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)

7.31. Locate a specific room, apartment, or office (e.g., use directional signs, numbers or letters on doors, directories). (IF.A.2.In.2, IF.A.2.Su.2)

7.32. Identify and find specific locations in unfamiliar stores or restaurants when completing functional tasks (e.g., cashier, specific department, telephone, restroom, hostess station). (IF.A.2.In.2, IF.A.2.Su.2)

7.33. Demonstrate effective behaviors when approaching others to seek assistance (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

7.34. Identify situations when it is appropriate to approach a stranger for assistance in traveling, and when it is not appropriate. (IF.A.2.In.2, IF.A.2.Su.2)

7.35. Identify personal rights, responsibilities, manners, and etiquette with respect to travel. (SE.A.2.In.1, SE.A.2.Su.1)

8. Select and demonstrate appropriate vocational skills, including basic employability and job-seeking skills.

CL.C.1.In.1	use knowledge of occupations and characteristics of the workplace in making career choices.
CL.C.1.In.2	identify individual rights and responsibilities in the workplace.
CL.C.1.In.3	make general preparations for entering the work force.
CL.C.1.Su.1	recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
CL.C.1.Su.2	recognize individual rights and responsibilities in the workplace—with guidance and support.
CL.C.1.Su.3	make general preparations for entering the work force—with guidance and support.
CL.C.1.Pa.1	show willingness or interest in participating in work or community activities—with assistance.

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CL.C.2.In.1	plan and implement personal work assignments.
CL.C.2.In.2	use appropriate technology and equipment to complete tasks in the workplace.
CL.C.2.In.3	display reliability and work ethic according to the standards of the workplace.
CL.C.2.In.4	follow procedures to ensure health and safety in the workplace.
CL.C.2.In.5	apply employability skills in the workplace.
CL.C.2.Su.1	plan and implement personal work assignments—with guidance and support.
CL.C.2.Su.2	use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.
CL.C.2.Su.3	display reliability and work ethic according to the standards of the workplace—with guidance and support.
CL.C.2.Su.4	follow procedures to ensure health and safety in the workplace—with guidance and support.
CL.C.2.Su.5	apply employability skills in the workplace—with guidance and support.
CL.C.2.Pa.1	participate in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial ____ assistive technology ❏ full ❏ partial

Exploring Careers

8.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)

8.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)

8.3. Identify advantages and disadvantages of occupations in various clusters (e.g., yard care—outdoors, varied in tasks; recycling—helpful to environment, time-consuming to sort items, dependent on transportation to collect; construction—outdoors, labor intensive, dangerous). (CL.C.1.In.1, CL.C.1.Su.1)

8.4. Identify entry-level skills needed to fulfill performance requirements for specific jobs within a career cluster (e.g., secretary—reading, writing, keyboarding; seamstress—ability to sew, to measure, and to use fractions; dishwasher—manual dexterity, physical stamina, speed). (CL.C.1.In.1, CL.C.1.Su.1)

8.5. Identify trends in the local job market for different career clusters and occupations (e.g., use of computer skills; environmental issues, use of technology, hiring of the elderly, minorities, and the handicapped; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)

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8.6.   Evaluate present and future local job market of a specific occupation or career cluster. (CL.C.1.In.1, CL.C.1.Su.1)

Understanding Rights and Responsibilities

8.7.   Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pension, Social Security benefits, investment plan, overtime, maternity leave, contracts, unemployment benefits, minimum wage, workman's compensation). (CL.C.1.In.1, CL.C.1.Su.1)

8.8.   Identify ways in which individuals who are employed help society (e.g., contributing goods and services, paying taxes). (CL.C.1.In.2, CL.C.1.Su.2)

8.9.   Describe laws that protect employees (e.g., anti-discrimination, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)

8.10.   Identify the purposes and protections of the Americans with Disabilities Act (e.g., protects civil rights, provides workplace accommodations, provides accessibility to businesses, increases public awareness of individual rights, encourages self-advocacy, provides legal services). (CL.C.1.In.2, CL.C.1.Su.2)

8.11.   Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney). (CL.C.1.In.2, CL.C.1.Su.2)

Finding a Job

8.12.   Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find a job opening, make a resume, fill out application, contact employer, set up interview, prepare for interview). (CL.C.1.In.3, CL.C.1.Su.3)

8.13.   Identify community resources for employment (e.g., TV, newspaper, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)

8.14.   *Identify resources for finding employment. (Social and Personal C 30: VI)*

8.15.   Identify the items that are generally included in a resume and portfolio (e.g., resume—name, address, phone number, work experience, education, job training, awards; portfolio—sample of writing or artwork; positive work evaluations; video of task performance). (CL.C.1.In.3, CL.C.1.Su.3)

8.16.   Identify people or agencies who can assist a person in writing a resume and preparing a portfolio (e.g., parents, teachers, friends, employment agencies). (CL.C.1.In.3, CL.C.1.Su.3)

8.17.   Identify the importance of a job interview (e.g., provide positive first impression, identify job requirements, build rapport, learn about an organization). (CL.C.1.In.3, CL.C.1.Su.3)

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8.18. Demonstrate appropriate responses to specific interview questions during a simulated interview. (CL.C.1.In.3, CL.C.1.Su.3)
Specify: _____ ❑ work history   _____ ❑ related experiences
            _____ ❑ training   _____ ❑ career goals
            _____ ❑ personal strengths and interests   _____ ❑ other: _____

8.19. Identify inappropriate grooming and attire for job interview (e.g., low-cut shirts, dirty clothes, excessive perfume or cologne, uncombed hair). (CL.C.1.In.3, CL.C.1.Su.3)

8.20. Identify specific information requested on job application forms (e.g., personal history, job interests and skills, references and education, employment records). (CL.C.1.In.3, CL.C.1.Su.3)

8.21. *Using appropriate sources for information, complete job-related applications forms. (Social and Personal C 31: VI)*

8.22. Identify common tests necessary for employment (e.g., drug test, eye and physical examinations). (CL.C.1.In.3, CL.C.1.Su.3)

8.23. Identify special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., separate setting, extra time). (CL.C.1.In.3, CL.C.1.Su.3)

8.24. Identify sources of assistance in obtaining information and accessing special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., private agencies, public agencies, equal opportunity offices, counselors). (CL.C.1.In.3, CL.C.1.Su.3)

8.25. Identify purposes of obtaining references when looking for a job (e.g., employer can talk to applicant's former employer, employer can gain insight into applicant's responsibility, work ethic, and personality traits). (CL.C.1.In.3, CL.C.1.Su.3)

8.26. Identify kinds of information that the person requesting the reference should provide to the potential references (e.g., a description of job that you are seeking, why you want the job, personal information). (CL.C.1.In.3, CL.C.1.Su.3)

8.27. Identify types of follow-up procedures to use when seeking a job (e.g., thank you letter, telephone inquiry, written inquiry). (CL.C.1.In.3, CL.C.1.Su.3)

8.28. Identify common legal documents necessary for employment (e.g., identification card, driver's license, birth certificate, Social Security card, W-4 form, work permit). (CL.C.1.In.3, CL.C.1.Su.3)

8.29. Accept assistance with and participate in expressing personal preferences and desires related to volunteer or workplace activities. (CL.C.1.Pa.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community/workplace

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Effective Work Habits

8.30.   Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

8.31.   Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ❏ work according to schedule   _____ ❏ use an alarm clock as a reminder
          _____ ❏ track subtasks on calendar   _____ ❏ check off subtasks when completed
          _____ ❏ other: _____

8.32.   Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ❏ try different techniques   _____ ❏ seek advice from others
          _____ ❏ seek assistance from others   _____ ❏ read the instructions or references
          _____ ❏ other: _____

8.33.   Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ❏ use a checklist or rubric   _____ ❏ compare with model or example
          _____ ❏ use spellchecker or similar tool   _____ ❏ look for errors
          _____ ❏ ask peer or co-worker to review   _____ ❏ ask supervisor to review
          _____ ❏ other: _____

8.34.   *Identify characteristics of a good employee. (Social and Personal C 23: IV)*

8.35.   Follow a systematic procedure to complete job-specific tasks (e.g., janitorial—clean windows, clerical—type a letter) (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ❏ identify task
          _____ ❏ name steps of task
          _____ ❏ perform task following a model or demonstration
          _____ ❏ perform task with decreasing feedback
          _____ ❏ perform task independently
          _____ ❏ monitor own task performance using workplace or industry standards
          _____ ❏ evaluate own task performance using workplace or industry standards
          _____ ❏ other: _____

8.36.   Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

8.37.   *Sort like objects. (Social and Personal C 19: II)*

8.38.   Complete assignments as specified in workbooks, lab and shop manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)

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8.39. Accept assistance with and participate in routine work tasks (CL.C.2.Pa.1)
Specify: _____

Using Tools, Equipment, and Supplies

8.40. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ ❑ supplies—seeds, detergent, oil, paper
_____ ❑ equipment—computer, copier
_____ ❑ tools—shovel, ruler
_____ ❑ other: _____

8.41. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*

8.42. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ ❑ use box with compartments for each component
_____ ❑ set up workstation with all needed supplies and equipment before starting
_____ ❑ other: _____

8.43. Organize materials and supplies to complete work assignments (e.g., tool box, plastic storage containers, cabinets and drawers, supply rooms, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

8.44. Use tools, equipment, and supplies safely and correctly for specific work assignments (e.g., do not use electrical equipment near water, use for designated purposes only, wear proper protection when required, don't overload an electrical outlet, safely use hand tools and power tools). (CL.C.2.In.2, CL.C.2.Su.2)

8.45. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*

8.46. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*

8.47. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)

8.48. Use measuring devices appropriately to complete functional tasks on the job (e.g., rulers; beakers; flasks; scales; tapes; instruments such as micrometers, calipers, and depth gauges). (CL.C.2.In.2, CL.C.2.Su.2)

8.49. Use a telephone to complete work-related tasks (e.g., make a call to a customer, get information about a delivery). (CL.C.2.In.2, CL.C.2.Su.2)

8.50. Use the various capabilities of e-mail to complete work-related tasks (e.g., send a co-worker or supervisor messages, notes, letters, instructions, or other information; send a co-worker or supervisor an attached file; send a co-worker or supervisor a downloaded document related to work). (CL.C.2.In.2, CL.C.2.Su.2)

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Work Ethic

8.51. Demonstrate dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)

8.52. Demonstrate flexibility when working (e.g., completes task even if requirements have changed, considers the opinions of others, adapts to changes in procedures). (CL.C.2.In.3, CL.C.2.Su.3)

8.53. Demonstrate responsibility and self-control when working (e.g., do not cry or get angry when criticized; do not argue with co-workers; do not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)

8.54. Demonstrate self-directed behavior in the workplace (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)

Attendance

8.55. Use strategies to maintain an acceptable attendance record at work (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ ❏ report to work regularly and be on time
_____ ❏ stay until quitting time
_____ ❏ return from breaks promptly
_____ ❏ inform supervisor if unable to work—illness, lateness, scheduling conflict
_____ ❏ other: _____

8.56. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

8.57. *Identify appropriate attendance practices for school and work.*
(Social and Personal C 26: IV)

Employability Skills

8.58. Demonstrate a positive work attitude (e.g., do not complain when given a difficult task, do not talk negatively about supervisor or co-workers, talk positively about the job when not at work). (CL.C.2.In.3, CL.C.2.Su.3)

8.59. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)

8.60. Identify appropriate responses to interactions from supervisors and co-workers (e.g., sir, ma'am, please, thank you, excuse me). (CL.C.2.In.3, CL.C.2.Su.3)

8.61. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*

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8.62. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*

8.63. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.3, CL.C.2.Su.3, CL.C.2.Pa.1)

8.64. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.3, CL.C.2.Su.3)

8.65. Identify safety rules and procedures required for a specific job (e.g., wear necessary protective equipment, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)

8.66. Follow safety rules and procedures required for work performed (e.g., wear protective clothing—eyewear, smock, gloves, hardhat; use an oven mitt; do not use electrical appliances near water). (CL.C.2.In.4, CL.C.2.Su.4)

8.67. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (CL.C.2.In.4, CL.C.2.Su.4)

8.68. Demonstrate specific skills in completing health and safety activities in the workplace (e.g., washing hands after toileting, removing objects from walkway, reporting dangerous situations). (CL.C.2.In.4, CL.C.2.Su.4)

8.69. Demonstrate the meaning of laws and regulations which help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—requires worker to be over 18 to operate dangerous machinery such as meat cutters, requires worker to acquire work permit if 15 or under, requires employer to allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or drug use while on duty, may require tests prior to employment, provides treatment for employees with drug or alcohol problems; Fire Codes— requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)

8.70. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)

8.71. Identify the responsibility of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)

8.72. Stay on-task for the duration of a work activity (e.g., work on only one task at a time, ask for assistance if necessary, do not give up, use resources if necessary, determine alternative methods, work continuously and efficiently, work until stopping is appropriate). (CL.C.2.In.5, CL.C.2.Su.5)

8.73. *Stay on task until its completion. (Social and Personal C 20: III)*

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8.74.   *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*

8.75.   Demonstrate self-management skills necessary for job performance (e.g., staying on tasks, setting goals, monitoring daily and monthly tasks necessary to fulfill short- and long-term goals, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)

8.76.   Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ ❏ use a timer or alarm clock to monitor time or deadlines
            _____ ❏ keep a model of final product for reference
            _____ ❏ use breaks appropriately
            _____ ❏ other: _____

8.77.   Demonstrate behavior that complies with the existing rules and code of conduct of the workplace (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

8.78.   Use strategies to assist with the maintenance of on-task behavior when on the job. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ❏ work on only one task at a time
            _____ ❏ pace work so tasks are completed on time
            _____ ❏ do not take prolonged or unnecessary breaks
            _____ ❏ reward yourself periodically for completing subtasks
            _____ ❏ other: _____

8.79.   *Identify mistakes on task assignments with and without assistance.*
         (Social and Personal C 28: V)

8.80.   Demonstrate how to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)

8.81.   Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5, CL.C.2.Pa.1)

8.82.   *Seek help and accept assistance. (Social and Personal C 21: III)*

8.83.   Evaluate the quality of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)

8.84.   Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5, CL.C.2.Pa.1)
Specify: _____ ❏ work schedule   _____ ❏ work duties
            _____ ❏ work site   _____ ❏ supervisor
            _____ ❏ other: _____

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Grooming and Hygiene

8.85.   Identify characteristics of appropriate grooming and attire selection for work for specified jobs (e.g., clean clothes, no short skirts or shorts, neatly styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)

8.86.   Arrive at work clean and dressed properly (e.g., take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)

8.87.   Use strategies to achieve acceptable grooming and hygiene when completing work-related activities effectively and efficiently and on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access, lay out clothes the night before). (CL.C.2.In.3, CL.C.2.Su.3)

8.88.   Accept assistance and participate in needed grooming and hygiene routine when preparing for work. (CL.C.2.Pa.1)
Specify: _____

9.   Select and use leisure and recreation activities appropriate for the student's age and capabilities.

IF.A.1.In.1   complete productive and leisure activities used in the home and community.

IF.A.1.Su.1   complete productive and leisure activities used in the home and community— with guidance and support.

IF.A.1.Pa.1   participate in routines of productive and leisure activities used in the home and community—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

Leisure Activities

9.1.   Identify the benefits of leisure and recreational activities (e.g., help you to meet new people, relieve stress, keep mind off worries, help you to learn new things, keep you active, occupy leisure time). (IF.A.1.In.1, IF.A.1.Su.1)

9.2.   *Distinguish between work and leisure time activities. (Social and Personal G 53: IV)*

9.3.   *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*

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9.4. Identify persons, objects, tasks, and areas associated with common leisure activities.
(IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ indoor card and board games
_____ ❏ outdoor sports
_____ ❏ other: _____

9.5. Indicate choice of leisure activity after exploring, identifying, or being shown choices through vision, sound, touch, smell, movement, or demonstration.
(IF.A.1.In.1, IF.A.1.Su.1, IF.A.1.Pa.1)

9.6. Use specific knowledge and skills when completing leisure activities (e.g., taking turns, following the rules, counting the points, using tools and supplies). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

9.7. Occupy self for an appropriate amount of time with a preferred leisure activity.
(IF.A.1.Pa.1)

9.8. Accept assistance with and participate in activities and tasks related to leisure activities. (IF.A.1.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

Attending Cultural Activities and Sporting Events

9.9. Identify persons, objects, tasks, and areas involving attending cultural activities and sporting events. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ musical performances—concerts, dance performances
_____ ❏ theatre and plays
_____ ❏ celebrations—holidays, parades, festivals, exhibits
_____ ❏ school or professional sporting events
_____ ❏ other: _____

9.10. Use specific knowledge and skills when attending cultural activities and sporting events (e.g., obtaining tickets for a performance, following the rules of behavior for the attendees, participating in a production, playing on a team). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

9.11. Accept assistance with and participate in activities and tasks related to attending or participating in cultural activities or sporting events. (IF.A.1.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

Outdoor Activities

9.12. Identify persons, objects, tasks, and areas associated with common outdoor leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ outdoor sports—camping, hiking
_____ ❏ water sports—swimming, fishing, boating
_____ ❏ other: _____

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9.13. Use specific knowledge and skills when completing leisure activities involving outdoor activities (e.g., walking on a trail, following safety procedures). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community

9.14. Accept assistance with and participate in activities and tasks associated with outdoor activities. (IF.A.1.Pa.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community

10.   Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❑ full ❑ partial   ____ assistive technology ❑ full ❑ partial

Understanding the Components of the Individual Educational Plan

10.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

10.2. Identify the benefits of participation in own (IEP) meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1, IF.B.1.Su.1)

10.3. Identify characteristics of steps in the IEP development. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❑ determine school and post-school outcome desires
         _____ ❑ determine present levels of performance
         _____ ❑ develop annual goals and related short-term objectives or benchmarks
         _____ ❑ assign responsibility for objectives
         _____ ❑ identify needed services, modifications, and supports

10.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❑ employment
         _____ ❑ instruction and continuing education
         _____ ❑ community participation
         _____ ❑ independent living
         _____ ❑ agency support
         _____ ❑ daily living skills

10.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

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Participating in the Development of the Individual Educational Plan

10.6.   Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

10.7.   Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ in-school—course of study, diploma, extracurricular activities
_____ ❏ post-school—post-secondary training, employment
_____ ❏ post-school—living arrangements, community participation
_____ ❏ other: _____

10.8.   Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

10.9.   Assist in identifying alternatives and choices available to reach IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)

10.10. Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

10.11. Assist in setting IEP annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

10.12. Apply self-advocacy and self-determination skills in the IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

10.13. Accept assistance with and participate in activities related to developing own IEP. (IF.B.1.Pa.1)
Specify: _____

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Special Skills Courses
Course Number: 7963110
Course Title: Skills for Students with Autism
Previous Course Title: Skills for Autistic Learners
Credit: Multiple

A.   **Major Concepts/Content.** The purpose of this course is to provide instruction in the unique skills to be mastered by a student with autism. The skills are divided into learning, living, social, and communication areas.

The content should include, but not be limited to, the following:

- activities of daily living, recreation, and leisure
- behavioral and social functioning
- language and communication
- academic skills
- functional academics
- sensory motor integration

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1   complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1   complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1   participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B.   **Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with autism. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired

post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require

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that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Demonstrate hygiene in personal care and socially appropriate toileting, grooming, and eating skills.**

IF.A.1.In.2   complete personal care, health, and fitness activities.

IF.A.1.Su.2   complete personal care, health, and fitness activities—with guidance and support.

IF.A.1.Pa.2   participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❑ full ❑ partial   ____ assistive technology ❑ full ❑ partial

1.1.   Identify persons, objects, tasks, and areas associated with common personal care activities. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❑ eating
         _____ ❑ dressing
         _____ ❑ hygiene
         _____ ❑ grooming
         _____ ❑ other: _____

1.2.   Use specific knowledge and skills when completing personal care activities
(e.g., cutting food correctly, putting on and taking off clothing, bathing and shampooing).
(IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

1.3.   Use adaptive or assistive devices, as needed, to complete personal care activities.
(IF.A.1.Su.2, IF.A.1.Pa.2)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

1.4.   *Take off clothing which does not require fasteners. (Social and Personal A 1: II)*

1.5.   *Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)*

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1.6.   *Take off clothing with fasteners. (Social and Personal A 3: III)*

1.7.   *Put on clothing which does not require fasteners. (Social and Personal A 4: III)*

1.8.   *Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)*

1.9.   *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*

1.10.   *Feed self with spoon independently. (Social and Personal B 8: II)*

1.11.   *Feed self independently with utensils. (Social and Personal B 9: III)*

1.12.   *Use appropriate table manners (e.g., passing food, sharing condiments). (Social and Personal B 12: IV)*

1.13.   *Follow correct lunch procedures. (Social and Personal B 13: IV)*

1.14.   Accept assistance with and participate in activities and tasks associated with daily personal care routines. (IF.A.1.Pa.2)
Specify home routines: _____ ❏ morning _____ ❏ after school _____ ❏ evening
Specify school routines: _____ ❏ meals _____ ❏ during class _____ ❏ after school
Specify routines in community: _____

 2.   Demonstrate knowledge and skills needed to deal appropriately with personal health care and safety, including sexuality, first aid, and avoidance of danger.

IF.A.1.In.2	complete personal care, health, and fitness activities.
IF.A.1.Su.2	complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.2	participate in personal care, health, and safety routines—with assistance.
IF.B.2.In.1	identify patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.3	respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.1	identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.3	respond effectively to unexpected events and potentially harmful situations—with guidance and support.
IF.B.2.Pa.1	participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
IF.B.2.Pa.2	participate in responding appropriately to unexpected events and potentially harmful situation—with assistance.

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Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

Health Care

2.1.   Identify persons, objects, tasks, and areas associated with health care activities involved in maintaining wellness. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ getting routine medical care, periodic dental and medical check-ups
_____ ❏ getting regular rest and exercise
_____ ❏ maintaining a nutritious diet, according to the Food Guide Pyramid
_____ ❏ maintaining a positive mental attitude
_____ ❏ other: _____

2.2.   Use specific knowledge and skills when creating a wellness plan (e.g., identifying eating habits, maintaining a regular exercise program, planning nutrition according to the Food Guide Pyramid, using medicines for minor aches and pains, identifying sources of stress, balancing activities). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ____ ❏ home   ___ ❏ school   ___ ❏ community   ___ ❏ workplace

2.3.   *Discriminate food items from nonfood items. (Social and Personal B 10: III)*

2.4.   *Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal E 38: III)*

2.5.   *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)*

2.6.   *Identify appropriate storage and use of medications. (Social and Personal E 41: V)*

2.7.   Use strategies related to wellness effectively and efficiently and on a regular basis (e.g., develop a wellness routine and follow it, participate in wellness activities with a friend, keep nonprescription drugs stored together, check expiration dates on nonprescription drugs every six months, ask doctor and dentist to send out reminders for annual physicals or six-month checkups, ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)

2.8.   Accept assistance with and participate in activities and tasks associated with wellness. (IF.A.1.Pa.2)
Specify: ____ ❏ home   ___ ❏ school   ___ ❏ community/workplace

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Social Behaviors

2.9. Identify behaviors that enable one to function safely and effectively in a variety of social situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ❑ consideration—makes polite comments, shares resources with others
_____ ❑ cooperation—does share of work on projects, accepts others' suggestions
_____ ❑ assertiveness—raises hand to participate in class, makes needs known to others
_____ ❑ responding to humor or teasing—laughs without drawing attention, ignores
_____ ❑ responding to criticism—makes needed changes, acknowledges others' views
_____ ❑ other: _____

2.10. Identify characteristics of behaviors that inhibit one from functioning safely and effectively in a variety of social situations. (IF.B.2.In.1, IF.B.2.Su.2)
Specify: _____ ❑ inconsiderate—won't wait for turn, won't clean up after finished with task
_____ ❑ uncooperative—won't help others with task, keeps all supplies
_____ ❑ unassertive—lets others take over equipment
_____ ❑ responding to humor or teasing—makes loud noises, gets angry
_____ ❑ responding to criticism—takes personally, makes negative comments
_____ ❑ other: _____

2.11. Identify factors that support safe and effective functioning in a variety of social situations (e.g., availability of choices, availability of positive role models, opportunities to make decisions about activities). (IF.B.2.In.1)

2.12. *Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)*

2.13. Identify factors that inhibit one from functioning safely and effectively in a variety of social situations (e.g., lack of control by persons in the environment, ignorance or non-compliance with rules and requirements, lack of options or personal choices, threats, peer pressure, lack of encouragement). (IF.B.2.In.1)

2.14. Demonstrate behaviors that enable one to function safely and effectively in a variety of social situations. (IF.B.2.In.1, IF.B.2.Su.2)
Specify behavior:_____ ❑ consideration   _____ ❑ assertiveness
_____ ❑ positive response to humor or teasing
_____ ❑ positive response to criticism   _____ ❑ cooperation
Specify setting: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

2.15. *Cooperate with peers. (Social and Personal G 51: III)*

2.16. *Show respect for property of others. (Social and Personal G 52: III)*

2.17. *Identify appropriate responses to praise and constructive criticism.*
(Social and Personal G 57: V)

2.18. *Demonstrate use of strategies to resolve interpersonal difficulties.*
(Social and Personal G 60: VI)

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2.19.   Monitor own behaviors that enable one to function safely and effectively in a variety of social situations and make adjustments if needed. (IF.B.2.In.1, IF.B.2.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.20.   Cooperate when being assisted physically to engage in daily routines of interaction with others (e.g., smiles at others, reaches for objects). (IF.B.2.Pa.1)
Specify routine: _____

Identifying Potentially Dangerous Situations

2.21.   Identify situations that are potentially dangerous (e.g., an intruder such as a stranger at the door, at the window, or attempting to enter the home; flood; fire; hurricane; tornado). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.22.   Identify the hazards associated with adverse weather conditions (e.g., rainstorms—thunder, lightning, strong winds, poor visibility, dangerous driving conditions; hurricanes and tornadoes—dangerously high winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)

2.23.   Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

2.24.   *Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)*

2.25.   Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when he or she doesn't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)

2.26.   Identify responses to inappropriate physical contact from others that will protect the person (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

2.27.   Identify sources of assistance if one experiences inappropriate physical contact from others. (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)

2.28.   Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)

2.29.   *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*

2.30.   Accept assistance with and participate in alerting others when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

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Following Safety Procedures

2.31. Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.32. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*

2.33. Ask appropriate persons or agencies for assistance in various situations and emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)

2.34. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*

2.35. *Identify and use emergency number (0-911) on the telephone in an appropriate manner. (Social and Personal H 61: IV)*

2.36. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber's commands, later report to police). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.37. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.38. *Use safety equipment and procedures when necessary. (Social and Personal D 32: VI)*

2.39. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

2.40. Identify safety procedures for fire drills and emergencies (e.g., remain calm, determine quickest exit route, do not collect belongings, walk, do not crowd doorways, look for smoke under doors, do not touch door knob, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.41. Behave in ways that comply with fire drill and emergency procedures. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

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2.42. Identify safety procedures used during adverse weather conditions (e.g., rainstorms—
       stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and
       hurricanes—stay away from windows, go into bathroom, go to inner hallway). (IF.B.2.In.3,
       IF.B.2.Su.3)
       Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.43. Behave in ways that comply with safety procedures used during adverse weather
       conditions. (IF.B.2.In.3, IF.B.2.Su.3)
       Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.44. Accept assistance with and participate in following safety procedures when
       unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
       Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

First Aid

2.45. Identify persons, objects, tasks, and areas associated with first aid. (IF.A.1.In.2,
       IF.A.1.Su.2)
       Specify: _____ ❏ stopping bleeding and applying bandages
                _____ ❏ taking care of burns, poisons, and wounds
                _____ ❏ getting help when needed
                _____ ❏ other: _____

2.46. Identify when first aid is needed (e.g., after an accident; after skin has been cut, burned, or
       wounded; when somebody is choking; when somebody is unconscious and not breathing).
       (IF.A.1.In.2, IF.A.1.Su.2)
       Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.47. Use specific knowledge and skills when providing first aid (e.g., wrapping a bandage
       properly, cleaning cuts and wounds properly, applying gauze and tape to a wound properly,
       knowing the methods of stopping bleeding, knowing how to properly clean and apply medicines to
       wounds and burns, knowing when to not move an injured person, knowing when medical
       assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
       Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.48. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal
       E 45: VI)*

2.49. Use strategies related to first aid effectively and efficiently and on a regular basis
       (e.g., keep first aid supplies and guide stored together, take a first aid course, ask someone to show
       you how to properly administer first aid, keep emergency numbers on wall by phone).
       (IF.A.1.In.2, IF.A.1.Su.2)
       Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.50. Accept assistance with and participate in activities and tasks associated with first aid
       treatment. (IF.A.1.Pa.2)
       Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

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Avoiding Tobacco, Alcohol, and Other Drug Abuse

2.51. Identify persons, objects, tasks, and areas associated with preventing tobacco, alcohol, and other drug abuse. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ identifying the appropriate use of prescription and nonprescription drugs
_____ ❏ identifying physical dangers of tobacco, alcohol, and other drug abuse
_____ ❏ identifying mental and social dangers of tobacco, alcohol, and other drug abuse
_____ ❏ identifying legal control of tobacco, alcohol, and other drug use
_____ ❏ identifying the role of peer pressure
_____ ❏ other: _____

2.52. Identify when health care activities are needed to control tobacco, alcohol, and other drug use and abuse (e.g., using tobacco and alcohol habitually, taking drugs when no medical problem exists). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.53. Use specific knowledge and skills related to controlling tobacco, alcohol, and other drug use (e.g., taking only specified amount of prescription and nonprescription drugs; identifying the dangers of tobacco, alcohol, and other drugs; abiding by legal restrictions; knowing the characteristics of addiction; knowing how to resist negative peer pressure; identifying the impact of advertising and media on tobacco, alcohol, and other drug abuse). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.54. *Recognize the health risk associated with substance abuse.*
(Social and Personal E 42 :V)

2.55. Use strategies related to controlling tobacco, alcohol, and other drug use effectively and efficiently and on a regular basis (e.g., keep a list of names and dosages of all prescription medications in wallet or purse; list dates to renew prescriptions; keep a list of recommendations or warnings with the prescriptions you take regularly—take with food or do not drink alcohol; do not drink alcohol if under 21; join a support group for tobacco, alcohol, or other drug abusers, if needed; ask a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.56. Accept assistance with and participate in activities and tasks associated with prevention and treatment of tobacco, alcohol, and other drug abuse. (IF.A.1.Pa.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community/workplace

3. Use knowledge and skills for functioning productively in the home and community (e.g., money management, care of home, participation in community events).

IF.A.1.In.1   complete productive and leisure activities used in the home and community.

IF.A.1.Su.1   complete productive and leisure activities used in the home and community—with guidance and support.

IF.A.1.Pa.1   participate in routines of productive and leisure activities used in the home and community—with assistance.

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___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Managing Money and Personal Finances

3.1.   Identify persons, objects, tasks, and areas involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ preparing weekly and monthly budgets
_____ ❏ managing and protecting personal cash
_____ ❏ using checking and savings accounts
_____ ❏ paying bills, contributing to charities
_____ ❏ using comparative shopping to make wise purchases
_____ ❏ using a credit, debit, or ATM card
_____ ❏ paying income and other taxes
_____ ❏ saving and investing money
_____ ❏ other: _____

3.2.   Identify when specific productive activities are needed for managing money and personal finances (e.g., depositing paychecks into a checking or savings account, withdrawing money from a checking or savings account, paying bills by due date, establishing a savings or checking account, preparing budgets for monthly food and bills, preparing budgets for trips and leisure activities, saving money for emergencies, filing taxes on time, determining sales tax on a purchase). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

3.3.   Use specific knowledge and skills when completing productive activities involving managing money and personal finances (e.g., donating money to charities, filing taxes, counting money or check amount to deposit, opening a savings or checking account, reviewing and paying monthly bills and statements, paying bills by the due date, using information in advertisements, storing information regarding personal finances). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

3.4.   *Associate the financial institution (e.g., bank, credit union) with money.*
(Mathematics E 34: IV)

3.5.   *Identify which documents to show for proper identification for check cashing.*
(Mathematics E 43: VI)

3.6.   *Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)*

3.7.   *Complete forms associated with a savings account. (Mathematics E 45: VI)*

3.8.   *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*

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3.9.   Use strategies related to managing money and personal finances to complete activities effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll and/or benefits checks, mark dates of recurring bills on calendar, use a log to track monthly bill payments, pay bills at regularly scheduled times—1st and 15th of month). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

3.10.   Accept assistance with and participate in activities and tasks related to managing money and personal finances. (IF.A.1.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

Care of Home

3.11.   Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven, locating the cold water faucet on a sink, washing raw foods, setting the oven temperature, turning off burner when cooking is completed, selecting and marking the package size and number of packages needed to meet recipe requirements). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ selecting and planning what to eat—balanced meal, healthy snack
_____ ❏ preparing foods and beverages
_____ ❏ following a recipe—measuring, cutting, mixing, cooking, cooling
_____ ❏ washing raw food
_____ ❏ storing food—organizing by type
_____ ❏ determining food conditions—spoiled, raw, cooked, frozen, defrosted
_____ ❏ using adaptive devices in preparing food
_____ ❏ other: _____

3.12.   *Select appropriate kitchen utensils for food preparation. (Social and Personal B 11: IV)*

3.13.   *Service self from food containers. (Social and Personal B 14: IV)*

3.14.   *Follow a simple recipe. (Social and Personal B 15: V)*

3.15.   *Select and operate kitchen appliances for food preparation. (Social and Personal B 16: V)*

3.16.   *Identify proper storage areas for food. (Social and Personal B 17: V)*

3.17.   *Plan and prepare a meal. (Social and Personal B 18: VI)*

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3.18. Use strategies related to household cleaning, safety, and maintenance of interior and exterior areas of home or apartment to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., store chemicals safely, use special labels on cleaning agents, arrange furniture to facilitate easy flow of traffic, organize cupboards and other storage areas). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ❏ identifying areas and objects that need to be cleaned or maintained
_____ ❏ selecting appropriate products, tools, and equipment for housekeeping
_____ ❏ using products, tools, and equipment for household cleaning
_____ ❏ securing the home with locks on windows and doors
_____ ❏ maintaining a comfortable temperature in house
_____ ❏ maintaining exterior, including outdoor light fixtures
_____ ❏ using adaptive devices in household and exterior maintenance
_____ ❏ getting assistance if needed for tasks
_____ ❏ other: _____

3.19. *Return items after use to a proper place. (Social and Personal F 46: III)*

3.20. *Pick up trash and dispose properly. (Social and Personal F 47: III)*

3.21. *Identify proper household tools and cleaning supplies for a given task. (Social and Personal F 48: IV)*

3.22. *Perform laundry tasks. (Social and Personal F 49: V)*

3.23. *Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)*

3.24. Accept assistance with and participate in the sequence of tasks or activities of daily home care routines. (IF.A.1.Pa.1)

Specify routine: _____ ❏ home   _____ ❏ school   _____ ❏ community

Informal Gatherings in the Community

3.25. Identify specific activities in the community that involve informal gatherings of community members and neighbors (e.g., providing food for a family in distress, participating in a team activity, having a neighborhood picnic). (IF.A.1.In.1, IF.A.1.Su.1)

3.26. Use specific knowledge and skills when participating in informal gatherings involving community members and neighbors (e.g., working with others; showing concern for others; organizing a picnic—selecting the food, inviting others to attend, preparing the food). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

3.27. Use strategies to identify informal gatherings of community members and neighbors (e.g., look at past group activities to see if they are things you like to do, ask neighbors about the gatherings, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

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3.28. Accept assistance with and participate in activities and tasks related to informal gatherings in the community. (IF.A.1.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

Using Community Resources

3.29. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community

3.30. Use basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, paying for services). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ hair care   _____ ❏ laundromat   _____ ❏ dry cleaner
_____ ❏ other: _____

3.31. Use basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ library   _____ ❏ parks and recreation   _____ ❏ public safety
_____ ❏ other: _____

3.32. Use basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate a store, finding the desired items to purchase, using comparison shopping techniques, paying for item). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ department store   _____ ❏ convenience store
_____ ❏ drug store   _____ ❏ grocery store
_____ ❏ hardware store   _____ ❏ specialty store
_____ ❏ flea market   _____ ❏ second-hand store
_____ ❏ garage sale   _____ ❏ other: _____

3.33. Use basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate a restaurant, ordering from a menu, paying the bill). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ restaurants   _____ ❏ cafeterias   _____ ❏ fast food chains
_____ ❏ refreshment stands   _____ ❏ vending machines
_____ ❏ other: _____

3.34. *Identify services provided by local community agencies. (Social and Personal E 43: V)*

3.35. *Use coin-operated machines. (Social and Personal H 63: V)*

3.36. Use basic knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate an event, buying a ticket, finding a reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ skating rinks _____ ❏ arenas _____ ❏ museums—science, art, historical
_____ ❏ video arcades _____ ❏ movies _____ ❏ other: _____

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3.37. Use basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., locating the bank, depositing money, getting a money order, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❑ banks   _____ ❑ credit unions   _____ ❑ savings and loans

3.38. Use basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, making an appointment, filling out a medical history, paying for services). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❑ clinics   _____ ❑ hospitals   _____ ❑ health departments
_____ ❑ doctors' offices   _____ ❑ mental health and guidance clinics
_____ ❑ other: _____

4.   Demonstrate appropriate vocational skills, including basic employability and job-seeking skills.

CL.C.1.In.1	use knowledge of occupations and characteristics of the workplace in making career choices.
CL.C.1.In.2	identify individual rights and responsibilities in the workplace.
CL.C.1.In.3	make general preparations for entering the work force.
CL.C.1.Su.1	recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
CL.C.1.Su.2	recognize individual rights and responsibilities in the workplace—with guidance and support.
CL.C.1.Su.3	make general preparations for entering the work force—with guidance and support.
CL.C.1.Pa.1	show willingness or interest in participating in work or community activities—with assistance.
CL.C.2.In.1	plan and implement personal work assignments.
CL.C.2.In.2	use appropriate technology and equipment to complete tasks in the workplace.
CL.C.2.In.3	display reliability and work ethic according to the standards of the workplace.
CL.C.2.In.4	follow procedures to ensure health and safety in the workplace.
CL.C.2.In.5	apply employability skills in the workplace.
CL.C.2.Su.1	plan and implement personal work assignments—with guidance and support.
CL.C.2.Su.2	use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.
CL.C.2.Su.3	display reliability and work ethic according to the standards of the workplace—with guidance and support.
CL.C.2.Su.4	follow procedures to ensure health and safety in the workplace—with guidance and support.
CL.C.2.Su.5	apply employability skills in the workplace—with guidance and support.
CL.C.2.Pa.1	participate in work or community activities—with assistance.

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Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Knowledge of the Workplace

4.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)

4.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)

4.3. Identify specific jobs associated with selected occupations and career clusters (e.g., health care/medicine—nurse, lab assistant, nurse's aide; construction—carpenter, plumber, drywall installer; marketing—cashier, salesperson; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)

4.4. Identify entry-level skills needed to fulfill performance requirements for specific jobs within a career cluster (e.g., secretary—reading, writing, keyboarding; seamstress—ability to sew, taking measurements, using fractions; truck driver—reading maps, writing in travel logs, passing licensing exams; dishwasher—manual dexterity, ability to stand for long periods of time). (CL.C.1.In.1, CL.C.1.Su.1)

4.5. Identify educational and training requirements for specific jobs within a career cluster (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school diploma or equivalency, technical school training; millwright—apprenticeship; cashier—high school education, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)

4.6. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security benefits, investment plans, overtime, maternity leave, contracts, unemployment benefits, minimum wage, workman's compensation). (CL.C.1.In.1, CL.C.1.Su.1)

4.7. Describe laws that protect employees (e.g., anti-discrimination, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)

4.8. Identify the purpose and protections of the Americans with Disabilities Act (e.g., protects civil rights, provides workplace accommodations, provides accessibility to businesses, increases public awareness of individual's rights, encourages self-advocacy, provides legal services). (CL.C.1.In.2, CL.C.1.Su.2)

4.9. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney). (CL.C.1.In.2, CL.C.1.Su.2)

4.10. Identify the characteristics and purposes of workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee protection, behavioral guidelines, consequences for breaking rules). (CL.C.1.In.2, CL.C.1.Su.2)

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4.11. Identify ways of getting information and clarification about workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee handbooks, supervisor, bulletin boards, company web sites). (CL.C.1.In.2, CL.C.1.Su.2)

4.12. Identify strategies that employees may use to achieve job retention (e.g., using a planner, checking with supervisor when assistance is needed, following a checklist to complete all parts of the job). (CL.C.1.In.2, CL.C.1.Su.2)

4.13. Identify proper procedures for terminating a job (e.g., provide written and verbal notice; inform all superiors—boss, manager, supervisor, regional manager; allow two weeks). (CL.C.1.In.2, CL.C.1.Su.2)

Preparing to Enter the Workforce

4.14. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find a job opening, make a resume, fill out application, contact employer, set up interview, prepare for interview). (CL.C.1.In.3, CL.C.1.Su.3)

4.15. Identify community resources for employment (e.g., TV, newspaper, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)

4.16. *Identify resources for finding employment. (Social and Personal C 30: VI)*

4.17. Identify items that are generally included in a resume and a portfolio (e.g., resume—name, address, phone number, work experience, education, job training, awards; portfolio—sample of drawings, photographs, and artwork; positive work evaluations; video of task performance). (CL.C.1.In.3, CL.C.1.Su.3)

4.18. Demonstrate appropriate responses to specific interview questions during a simulated interview. (CL.C.1.In.3, CL.C.1.Su.3)
Specify: _____ ❏ work history   _____ ❏ related experiences
          _____ ❏ training   _____ ❏ career goals
          _____ ❏ personal strengths and interests   _____ ❏ other: _____

4.19. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*

4.20. Identify inappropriate grooming and attire for job interview (e.g., revealing clothes, dirty clothes, excessive perfume or cologne, uncombed hair). (CL.C.1.In.3, CL.C.1.Su.3)

4.21. Identify purposes of job application forms (e.g., provide personal information, serve as a basis for matching individual to job opening, describe special needs of job). (CL.C.1.In.3, CL.C.1.Su.3)

4.22. *Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*

4.23. Identify types of information provided by references (e.g., name, address, business title, telephone number, relationship with individual, opinions about applicant's work ethic, applicant's performance abilities, letters of recommendation). (CL.C.1.In.3, CL.C.1.Su.3)

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4.24. Identify types of follow-up procedures to use when seeking a job (e.g., thank-you letter, telephone inquiry, written inquiry). (CL.C.1.In.3, CL.C.1.Su.3)

4.25. Identify common legal documents necessary for employment (e.g., identification card, driver's license, birth certificate, Social Security card, W-4 form, work permit). (CL.C.1.In.3, CL.C.1.Su.3)

4.26. Accept assistance with and participate in expressing personal preferences and desires related to volunteer or workplace activities. (CL.C.1.Pa.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community/workplace

Planning Work Assignments

4.27. Identify purposes of planning work assignments (e.g., clarifies what is required, helps to stay on task, identifies needed time and resources). (CL.C.2.In.1, CL.C.2.Su.1)

4.28. Identify components of a plan to complete a work assignment (e.g., identify the goal or end product; including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, personnel, time, training or instruction; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)

4.29. *State steps to complete a task. (Language C 31: VI)*

4.30. Accept assistance with and participate in the sequence of tasks or activities of preparing for work or volunteer service routines. (CL.C.2.Pa.1)
Specify routine: _____

Implementing Work Assignments

4.31. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

4.32. *Sort like objects. (Social and Personal C 19: II)*

4.33. *Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)*

4.34. Accept assistance with and participate in the sequence of tasks or activities of completing work or volunteer service routines. (CL.C.2.Pa.1)
Specify routine: _____ ❏ shopping _____ ❏ personal care
_____ ❏ health care _____ ❏ leisure and recreation
_____ ❏ other: _____

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Using Tools, Equipment, and Supplies

4.35. Select and use the appropriate materials and supplies for completion of work assignments (e.g., writing a report—notebook, pen, references; painting a room—paint, drop cloths, paint rollers, paint brushes, paint pan, cutting-in tools; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—paper, computer, printer). (CL.C.2.In.2, CL.C.2.Su.2)

4.36. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*

4.37. Organize materials and supplies to complete work assignments (e.g., tool box, file folders, accordion files, plastic storage containers, cabinets and drawers, closets, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

4.38. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*

4.39. Clean and maintain tools and equipment (e.g., copy machine—clean glass, change toner; vacuum cleaner—change belt and bag; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)

4.40. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*

4.41. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in cubby, closet, or locker; personal work supplies in personal work area; cleaning supplies in cupboard). (CL.C.2.In.2, CL.C.2.Su.2)

4.42. Accept assistance with and participate in recognizing and relating to familiar objects used in work assignments (e.g., turns toward own workstation, reaches for own jacket when leaving). (CL.C.2.Pa.1)
Specify routine: _____

4.43. Accept assistance with and participate in recognizing and using adaptive or assistive devices used in work assignments (e.g., switch to turn on computer, raised workstation). (CL.C.2.Pa.1)
Specify routine: _____

4.44. Accept assistance with and participate in requesting objects to produce desired effects during work assignments (e.g., bag to place supplies in, device to communicate). (CL.C.2.Pa.1)

4.45. Identify the importance of being dependable when working (e.g., work is done efficiently, work is done consistently, work always meets expectations). (CL.C.2.In.3, CL.C.2.Su.3)

4.46. Identify the importance of being flexible when working (e.g., adapts to changes in time, expectations, and processes; compromises with others; is open to others' opinions). (CL.C.2.In.3, CL.C.2.Su.3)

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4.47.   Identify the importance of being responsible and having self-control when working (e.g., controls emotions, has willpower and self-restraint, accepts criticism, accepts blame, admits when wrong). (CL.C.2.In.3, CL.C.2.Su.3)

4.48.   *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*

4.49.   Identify the importance of being self-directed in the workplace (e.g., keeps motivated and enthusiastic, makes decisions independently, sets goals, does not procrastinate, paces work assignments). (CL.C.2.In.3, CL.C.2.Su.3)

4.50.   Identify the importance of paying attention to details when working (e.g., stays focused, meets expectations, meets quality standards). (CL.C.2.In.3, CL.C.2.Su.3)

4.51.   Identify reasons for good attendance and punctuality on the job (e.g., responsibility to employer, production quotas, deadlines, promotion). (CL.C.2.In.3, CL.C.2.Su.3)

4.52.   Identify the consequences of not being punctual on the job (e.g., docked pay, loss of respect and trust, demotion, loss of job). (CL.C.2.In.3, CL.C.2.Su.3)

4.53.   Identify actions to be taken if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

4.54.   *Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)*

4.55.   Distinguish among appropriate types of clothing for school, work, and leisure activities (e.g., school—uniform if required, no short or tight clothing, shirts tucked in; work—uniform if required, clothes ironed, no short or tight clothing; leisure—casual, comfortable). (CL.C.2.In.3, CL.C.2.Su.3)

4.56.   *Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)*

4.57.   Identify safety rules and procedures required for a specific job (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)

Employability Skills

4.58.   Identify examples and non-examples of appropriate employee/employer interactions. (CL.C.2.In.5, CL.C.2.Su.5)
   Specify: _____ ❏ examples—being punctual, following rules, showing respect for superiors
   _____ ❏ non-examples—disrupting work, making negative statements about co-workers

4.59.   *Identify characteristics of a good employee. (Social and Personal C 23: IV)*

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4.60. Identify the importance of recognizing and showing respect for the authority of a supervisor (e.g., listening, treating authority figures with respect, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.5, CL.C.2.Su.5)

4.61. Identify appropriate verbal responses to interactions from supervisors and co-workers (e.g., sir, ma'am, please, thank you, excuse me). (CL.C.2.In.5, CL.C.2.Su.5)

4.62. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*

4.63. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*

4.64. Identify types of inappropriate physical contact with others and self within a work setting (e.g., hugging, patting, kissing, hitting, pushing). (CL.C.2.In.5, CL.C.2.Su.5)

5. Select and use leisure and recreation activities that are appropriate for the student's age and capabilities.

IF.A.1.In.1   complete productive and leisure activities used in the home and community.

IF.A.1.Su.1   complete productive and leisure activities used in the home and community—with guidance and support.

IF.A.1.Pa.1   participate in routines of productive and leisure activities used in the home and community—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

5.1. Use specific knowledge and skills when completing a variety of leisure and recreation activities (e.g., taking turns, following the rules, counting the points, keeping track of the scores, participating in movement routines, using free weights, keeping track of progress, mentally picturing the game pattern, using a graphic representation of playing area). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ indoor team or pairs games–basketball, racquetball, volleyball
_____ ❏ outdoor team or pairs games–softball, horseshoes, tennis, boating
_____ ❏ exercise programs—aerobics, strength training, jogging
_____ ❏ dance, gymnastics
_____ ❏ other: _____

5.2. *Distinguish between work and leisure time activities. (Social and Personal G 53: IV)*

5.3. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*

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5.4.　Use adaptive or assistive devices to perform leisure activities involved in common leisure and recreation activities (e.g., bowling rail, beeping ball, special game boards). (IF.A.1.Su.1)

5.5.　Accept assistance with and participate in performing various physical activities involved in common leisure and recreation activities. (IF.A.1.Pa.1)
Specify routine: _____

5.6.　Accept assistance with and participate in using adaptive or assistive devices to perform various leisure and recreation activities. (IF.A.1.Pa.1)
Specify routine: _____

5.7.　Identify activities in the community involved with gatherings of community members, friends, and neighbors (e.g., voting, neighborhood picnics, recreational sports teams, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)

5.8.　Use strategies related to seeking out social contacts with peers and family when participating in community gatherings on a regular basis (e.g., investigate past group activities to see if they are things you like to do; ask neighbors about the gatherings; ask a trusted friend or relative; listen to announcements on TV or the radio; check hotlines). (IF.A.1.In.1, IF.A.1.Su.1)

5.9.　Identify community service agencies, businesses, or other resources that assist individuals with transportation needs (e.g., city buses, taxis, trains, dial-a-ride programs, airlines, car rental services, shuttles). (IF.A.2.In.1, IF.A.2.Su.1)

5.10.　Identify ways of contacting community service agencies, businesses, or other resources that assist individuals with transportation needs (e.g., call on the telephone, personal visit, fax, e-mail). (IF.A.2.In.1, IF.A.2.Su.1)

5.11.　Accept assistance with and participate in a sequence of tasks or activities of leisure activities at home. (IF.A.1.Pa.2)
Specify routine: _____ ❏ active _____ ❏ inactive _____ ❏ entertainment
_____ ❏ hobbies _____ ❏ other: _____

5.12.　Accept assistance with and participate in a sequence of tasks or activities of leisure activities at school or in the community. (IF.A.1.Pa.2)
Specify routine: _____ ❏ active _____ ❏ inactive _____ ❏ entertainment
_____ ❏ hobbies _____ ❏ other: _____
Specify setting: _____ ❏ school _____ ❏ community

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6. **Use appropriate interpersonal skills, including social communication, decreased negative stereotypic or perseverative behaviors, and increased socially appropriate behaviors.**

SE.A.1.In.1	cooperate in a variety of group situations.
SE.A.1.In.2	assist in establishing and meeting group goals.
SE.A.1.In.3	function effectively within formal organizations.
SE.A.1.Su.1	cooperate in group situations—with guidance and support.
SE.A.1.Su.2	function effectively within formal organizations—with guidance and support.
SE.A.1.Pa.1	participate effectively in group situations—with assistance.
SE.A.2.In.1	interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1	interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
SE.A.2.Pa.1	engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Interpersonal Skills

6.1.   Identify communications which promote good relationships with others (e.g., using kind language, making polite comments). (SE.A.2.In.1, SE.A.2.Su.1)

6.2.   Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, complimenting others, being friendly, showing respect, sharing with others, calling others by their proper name, using calm tone of voice when talking to others). (SE.A.2.In.1, SE.A.2.Su.1)

6.3.   Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., criticizing others, being vengeful to others, physically hurting others, using harsh language toward others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)

6.4.   Identify attitudes and behaviors toward others that maintain good working relationships (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)

6.5.   Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, members of a religious group, community members). (SE.A.2.In.1, SE.A.2.Su.1)

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6.6. Identify interpersonal skills to maintain a close relationship with family, friends, and peers (e.g., visit others, write to others, call others, show continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)

6.7. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, mean people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)

6.8. Initiate interactions with peers, family, co-workers, and friends (e.g., saying hello, introducing yourself, asking another's name, stating what your role is in the community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)

6.9. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)

6.10. *Identify personal feelings. (Social and Personal G 54: IV)*

6.11. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served, let others go first when waiting in line, do not sit down until all others have been seated). (SE.A.2.In.1, SE.A.2.Su.1)

6.12. Respond appropriately to situations involving teasing (e.g., ignore, ask person to stop, call for assistance). (SE.A.2.In.1, SE.A.2.Su.1)

6.13. Demonstrate respect for other's rights and property (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)

6.14. Offer assistance to peers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)

6.15. Display self-control in social situations (e.g., control temper, accept friendly teasing, accept disappointments, accept constructive criticism). (SE.A.2.In.1, SE.A.2.Su.1)

6.16. Accept assistance with and participate in group situations. (SE.A.1.Pa.1)
Specify: _____ ❑ home _____ ❑ school _____ ❑ community/workplace

Leadership Skills

6.17. Identify characteristics of leadership in a group activity (e.g., strong speaking skills, confidence in expressing opinions, wide knowledge, respect of others, ability to influence group members, ability to facilitate decisions, initiate conversation between group members). (SE.A.1.In.2)

6.18. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions or ideas, using a group reflection, providing opinions.) (SE.A.1.In.2)

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6.19. Identify behaviors that are used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action). (SE.A.1.In.2)

6.20. Identify occasions when one must assume a leadership role based on the demands of the situation (e.g., when the leader gets ill, when members of the group are in conflict). (SE.A.1.In.2)

Organizations

6.21. Identify organizations in which individuals participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)

6.22. Identify common characteristics of formal organizations (e.g., structure, authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)

6.23. Identify existing rules and code of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ ❏ policy manuals
_____ ❏ rules and regulations
_____ ❏ security systems
_____ ❏ other: _____

6.24. Identify expectations of behavior within formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ ❏ school   _____ ❏ agencies
_____ ❏ businesses   _____ ❏ institutions
_____ ❏ workplace   _____ ❏ other: _____

6.25. Identify behaviors that may conflict with expectations of organizations (e.g., rearranging work schedule without approval, interacting inappropriately with people in authority). (SE.A.1.In.3, SE.A.1.Su.2)

6.26. Demonstrate behavior that complies with the existing rules and code of conduct of the organization (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school _____ ❏ community   _____ ❏ workplace

6.27. Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., personal ethical or moral issues may conflict with the job, personal choices may conflict with moving to a new location or transferring to a new site, personal choices may conflict with rearranging work schedule, disruptive personal behaviors can conflict with working on a job). (SE.A.1.In.3, SE.A.1.Su.2)

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6.28. Accept assistance with and participate effectively in activities of organizations. (SE.A.1.Pa.1)

Specify : _____ ❏ home _____ ❏ school _____ ❏ community/workplace

6.29. Accept assistance with and participate in communicating with others in ways appropriate for the relationship. (SE.A.2.Pa.1)

Specify : _____ ❏ home _____ ❏ school _____ ❏ community/workplace

7. Use attending, relational, and on-task behaviors appropriate in a learning environment.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
_____ physical assistance ❏ full ❏ partial   _____ assistive technology ❏ full ❏ partial

Independent Behaviors

7.1. Identify behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ ❏ self-initiation—begins tasks on own, asks for additional tasks upon completion
_____ ❏ self-management—uses self-monitoring, self-instruction, and self-reinforcement techniques
_____ ❏ self-control—manages unstructured time, controls responses to events
_____ ❏ self-advocacy—requests needed resources, questions practices that appear unfair
_____ ❏ self-esteem—sets challenging goals, says no to negative peer pressure
_____ ❏ other: _____

7.2. Identify behaviors that inhibit one from functioning independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.2)

Specify: _____ ❏ procrastinates—waits until the last minute to start, avoids starting at all
_____ ❏ dependent—waits for others to check progress
_____ ❏ lacks self-control—gets upset when unexpected events occur
_____ ❏ passive—lets others take all needed supplies
_____ ❏ low self-esteem—won't try new tasks, makes negative comments about self
_____ ❏ other: _____

7.3. *Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)*

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7.4. Identify factors that support and require independent functioning in a variety of situations (e.g., availability of choices, availability of adaptive or assistive devices, opportunities to make decisions about activities, access to resources and supplies when needed). (IF.B.2.In.1, IF.B.2.Su.1)

7.5. Identify factors that inhibit one from functioning independently in a variety of situations (e.g., high degree of external control by persons in the environment, extremely rigid rules and requirements, lack of options or personal choices, lack of access to needed resources and supplies, lack of encouragement). (IF.B.2.In.1, IF.B.2.Su.2)

7.6. Demonstrate behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.2).
Specify behavior:_____ ❏ self-initiation _____ ❏ self-management _____ ❏ self-control
_____ ❏ self-advocacy _____ ❏ self-esteem _____ ❏ other: _____
Specify setting: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

7.7. *Stay on task until its completion. (Social and Personal C 20: III)*

7.8. *Seek help and accept assistance. (Social and Personal C 21: III).*

7.9. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*

7.10. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.1, IF.B.2.Su.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

8. Use language functions to comprehend and transmit communicative intent appropriate to the social context.

CO.A.1.In.1   initiate communication and respond effectively in a variety of situations.

CO.A.1.Su.1   initiate communication and respond effectively in a variety of situations—with guidance and support.

CO.A.1.Pa.1   participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

Structuring Communication

8.1. Identify meaning of various facial expressions while engaging in conversations (e.g., smile, frown, grimace). (CO.A.1.In.1, CO.A.1.Su.1)

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8.2. Identify the difference in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing, do not have to have constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)

8.3. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*

8.4. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ facial expressions   _____ ❏ sounds
         _____ ❏ gestures   _____ ❏ body language
         _____ ❏ hand signals   _____ ❏ other: _____

8.5. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

8.6. Use appropriate grammar and sentence structure to communicate messages in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

8.7. Use voice and fluency appropriate for the social situation (e.g., when eating meals, attending a religious service, cheering at a sports event, or talking in the halls in school). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ tone of voice   _____ ❏ pitch
         _____ ❏ fluency (rate and rhythm) _____ ❏ loudness
         _____ ❏ duration   _____ ❏ other: _____

8.8. Use correct articulation to produce words and sounds correctly. (CO.A.1.In.1, CO.A.1.Su.1)

8.9. *Imitate or approximate speech sounds. (Language A 3: I)*

8.10. *Imitate or approximate words. (Language A 4: II)*

8.11. *Use language to indicate displeasure or dislike. (Language C 16: I)*

8.12. *Express self-identity by telling first name. (Language C 17: II)*

8.13. *Use language to give simple commands. (Language C 18: II)*

8.14. *Express self-identity by telling full name. (Language C 21: III)*

8.15. *Use language to indicate danger or give warnings to others. (Language C 22: III)*

8.16. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*

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8.17. *Express personal beliefs or opinions. (Language C 28: V)*

Using Expressive Communication

8.18. Use appropriate language to express desires effectively (e.g., "May I have more potatoes?" "I want to finish this job." "I don't care for spinach." "I would rather not go to that movie."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ requests   _____ ❏ refusals   _____ ❏ other: _____

8.19. Use appropriate language to express ideas and feelings clearly (e.g., "I believe this is a valuable thing to do." "This is what really happened." "I like you a lot." "I'm upset with what you did."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ opinions   _____ ❏ facts   _____ ❏ affection
        _____ ❏ anger   _____ ❏ happiness   _____ ❏ sadness
        _____ ❏ other: _____

8.20. Use appropriate language to express need for assistance in various situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

8.21. Use appropriate language to express need for assistance in emergency situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

8.22. *Express wants and needs. (Language C 20: II)*

8.23. Respond appropriately to basic questions, directions, and informational statements (e.g., ask for more information related to the topic being discussed, answer a question correctly and briefly, comment by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

8.24. Use verbal and nonverbal communication with appropriate style and tone for the audience and occasion when participating in conversation, discussion, dialogue, and/or group presentations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify style and tone: _____
Specify audience and occasion: _____

Responding to Communication

8.25. Show interest in communicating (e.g., turning head, making a nonverbal or verbal response, indicating attention or interest). (CO.A.1.Pa.1)
Specify: _____ ❏ with family   _____ ❏ with friends
        _____ ❏ with other familiar persons   _____ ❏ with unfamiliar persons

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8.26. Change body tone or produce body movements in response to one or more stimuli.
(CO.A.1.Pa.1)
Specify: _____ ❏ turn head   _____ ❏ move toward stimuli
     _____ ❏ move eyes   _____ ❏ change facial expression
     _____ ❏ raise or lower voice   _____ ❏ other: _____

Specify type of stimuli: _____ ❏ auditory   _____ ❏ tactile   _____ ❏ voice
     _____ ❏ visual   _____ ❏ olfactory

8.27. *Respond to a voice or environmental sound. (Language A 1: I)*

8.28. Respond to own name by using one or more observable behaviors. (CO.A.1.Pa.1)
Specify: _____ ❏ intentional body or head movement—move or turn toward speaker
     _____ ❏ facial expressions—look at speaker, smile, blink
     _____ ❏ oral communication—respond verbally
     _____ ❏ gestures—nod head
     _____ ❏ other: _____

8.29. *Respond to own name. (Language B 5: I).*

8.30. Respond to cued commands (e.g., verbal—saying someone's name; nonverbal signs—come here, stop, one minute). (CO.A.1.Su.1, CO.A.1.Pa.1)
Specify: _____ ❏ vocalization   _____ ❏ body movements
     _____ ❏ facial expressions   _____ ❏ gestures
     _____ ❏ other: _____

8.31. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., using "I" statements, making apologies, acknowledging discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

8.32. Respond to other's generosity by stating appreciation (e.g., thanking the person, telling the person how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

8.33. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

Using Greetings and Conversations

8.34. Use acceptable gestures, body language, and hand signals to initiate a conversation in various situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

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8.35. Use acceptable words or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

8.36. Use appropriate greetings when meeting other persons in various situations (e.g., formal—Hello...; informal—Hi! "How are you?" "Nice to see you."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

8.37. *Use language to initiate social greeting. (Language C 23: III)*

8.38. Respond appropriately to greetings in various situations (e.g., "Hello." "Thank you for inviting me." "It's nice to see you, too." "I'm doing well, and you?"). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

8.39. *Use language to respond to verbal greetings. (Language C 19: II)*

8.40. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, finances, your future, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)
Specify persons: _____ ❏ with family   _____ ❏ with friends
                   _____ ❏ with other familiar persons   _____ ❏ with unfamiliar persons
Specify setting: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

8.41. *Use language to participate appropriately in conversation. (Language C 29: V)*

8.42. *Use language to initiate conversation. (Language C 30: VI)*

8.43. *Use language to relate recent personal experiences. (Language C 26: IV)*

8.44. Use appropriate language to end conversations (e.g., "It was nice talking with you." "Thank you for stopping by." "It was so good to see you again." "Let's keep in touch." "Talk to you soon." "Good-bye!"). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

8.45. Identify correct verbal responses in telephone interactions (e.g., "May I ask who is calling?" "One moment please." "May I take a message?" "May I please speak to ...?" "This is she/he." "Thank you for calling."). (CO.A.1.In.1, CO.A.1.Su.1)

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Using Social Language Skills

8.46. Use appropriate social language skills when communicating. (CO.A.1.In.1,
CO.A.1.Su.1)
Specify: _____ ❏ initiating topics
_____ ❏ maintaining topics
_____ ❏ taking turns
_____ ❏ ending a conversation
_____ ❏ repairing communication breakdowns
_____ ❏ showing sensitivity to cultural differences
_____ ❏ other: _____

**9.   Demonstrate knowledge of own Individual Educational Plan, including
participation in the team meeting, if appropriate.**

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Understanding the Components of the Individual Educational Plan

9.1. Identify characteristics and purpose of an Individual Educational Plan (IEP).
(IF.B.1.In.1, IF.B.1.Su.1)

9.2. Identify the benefits of participation in own IEP meetings (e.g., planning for school year,
planning for post-school career and living). (IF.B.1.In.1, IF.B.1.Su.1)

9.3. Identify characteristics of steps in the IEP development. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ determine school and post-school outcome desires
_____ ❏ determine present levels of performance
_____ ❏ develop annual goals and related short-term objectives or benchmarks
_____ ❏ assign responsibility for objectives
_____ ❏ identify needed services, modifications, and supports

9.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ employment
_____ ❏ instruction and continuing education
_____ ❏ community participation
_____ ❏ independent living
_____ ❏ agency support
_____ ❏ daily living skills

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9.5.   Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Participating in the Development of the Individual Educational Plan

9.6.   Identify sources of information about personal interests, preferences, strengths, and needs for use in the IEP meeting (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

9.7.   Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❑ in-school—course of study, diploma, extracurricular activities
_____ ❑ post-school—postsecondary training, employment
_____ ❑ post-school—living arrangements, community participation

9.8.   Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

9.9.   Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)

9.10.   Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

9.11.   Assist in setting IEP annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

9.12.   Apply self-advocacy and self-determination skills in the IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion, make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

9.13.   Accept assistance with and participate in activities related to own IEP. (IF.B.1.Pa.1)

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Special Skills Courses
Course Number: 7963090
Course Title: Skills for Students who are Gifted
Previous Course Title: Skills for Gifted Learners
Credit   Multiple

A. **Major Concepts/Content.** The purpose of this course is to enable students who are gifted to acquire and apply the knowledge and skills needed to enhance personal and academic achievement.

The content should include, but not be limited to, the following:

- academic subject matter
- higher-order thinking skills
- communication
- leadership
- self-evaluation and self-awareness
- planning and goal setting
- decision making

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter.

B. **Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Instructional activities used to meet course requirements and address individual student needs may occur in the schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, special tools, and equipment; terminology; and methodologies essential to personal academic achievement.

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The performance objectives listed below are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

C.   Course Requirements.

After successfully completing this course, the student will:

1.   Use creativity, problem-solving, and higher-order thinking skills when completing tasks and projects.

Creativity

1.1.   Demonstrate understanding of characteristics of the processes and results of creative-thinking (e.g., fluency, flexibility, originality, elaboration).

1.2.   Identify situations when creative-thinking processes are effective and beneficial and situations when creative-thinking processes are not helpful.

1.3.   Use creative-thinking processes effectively in initiating, carrying out, and completing tasks and projects.

Higher-order Thinking

1.4.   Demonstrate understanding of characteristics of the processes and results of higher-order thinking.
Specify: _____ ❏ analysis—whole to part
_____ ❏ synthesis—part to whole
_____ ❏ evaluation—comparing results
_____ ❏ identifying patterns and trends
_____ ❏ identifying relationships—causes and correlations
_____ ❏ systems thinking
_____ ❏ modeling
_____ ❏ other: _____

1.5.   Identify situations when higher-order thinking processes are effective and beneficial and situations when higher-order thinking processes are not helpful.

1.6.   Use higher-order thinking processes effectively in initiating, carrying out, and completing tasks and projects.

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Problem Solving

1.7.   Demonstrate understanding of characteristics of problem-solving strategies.
Specify: _____ ❑ brainstorming—identifying all solutions that come to mind
_____ ❑ identifying steps—when a complicated process is involved
_____ ❑ estimating—when numbers are involved
_____ ❑ analyzing probability—when making predictions
_____ ❑ matching consequences to actions—for cause and effect
_____ ❑ troubleshooting—finding problems within a process
_____ ❑ creative-thinking—when multiple solutions are acceptable
_____ ❑ modeling—basing actions on those of a good example
_____ ❑ other: _____

1.8.   Apply a general model for solving problems when completing tasks and projects
(e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose
appropriately from a variety of techniques, implement solution, evaluate results).

1.9.   Use a discrepancy analysis of actual versus ideal conditions to describe the nature of
a problem when completing tasks and projects.

1.10.   Analyze a problem, identifying its component elements, when completing tasks and
projects (e.g., causes; effects; social culture; expectations; availability of time, space, and
resources).

1.11.   Differentiate between problems individuals can solve by themselves and those that
require assistance from others.
Specify: _____ ❑ determine the scope of the problem
_____ ❑ determine the severity of the problem
_____ ❑ evaluate how to accomplish a solution
_____ ❑ determine if individual has the necessary knowledge, skills, and tools
_____ ❑ seek assistance if necessary

1.12.   Select and use effective problem-solving strategies based on requirements of the
situation.

Identifying Solutions

1.13.   Describe the similarities and differences between a targeted problem and other
problems that are familiar to identify possible effective solutions.

1.14.   Identify available resources to solve a problem when completing tasks and projects
(e.g., time, space, money, personnel, information).

1.15.   Establish criteria for evaluating possible solutions to a problem to determine the
likelihood of improving the situation when completing tasks and projects.

1.16.   Evaluate the possible solutions, using identified evaluation criteria, to determine
preferred course of action when completing tasks and projects.

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Implementing a Solution

1.17.   Choose to implement a preferred solution to a problem when completing tasks and projects.

1.18.   Establish and follow a procedure to monitor own progress in solving a problem and make adjustments as circumstances require.

1.19.   Reflect on the problem-solving process when completing tasks and projects to analyze what worked, why it worked, what could be improved, and how the problem-solving process could be improved.

 2.   Convey information, concepts, and ideas using appropriate and/or advanced language, graphics, representations, styles, organization, and format.

2.1.   Use vocabulary that is specific to the discipline and topic to convey information, concepts, and ideas effectively (e.g., technical language, jargon, idioms, slang).

2.2.   Use graphics to convey information, concepts, and ideas effectively (e.g., pictures, diagrams, models, concept maps, flow charts, organizational charts, tables, graphs, symbols, icons).

2.3.   Use a style of communication that effectively reflects the content and purpose of the information, concepts, and ideas conveyed (e.g., narrative, descriptive, expository, persuasive, dramatic, poetic).

2.4.   Use a tone of communication that effectively reflects the purpose of the information, concepts, and ideas conveyed as well as the expectations of the intended audience (e.g., informal, business, academic, technical, humorous).

2.5.   Use an organizational structure that effectively represents the content and supports the intended purpose of the information, concepts, and ideas conveyed.
Specify: _____ ❏ chronological   _____ ❏ hierarchical
              _____ ❏ importance (most to least, least to most)   _____ ❏ categorical
              _____ ❏ cause-effect   _____ ❏ other: _____

2.6.   Use formatting that emphasizes the essential nature and the purpose of the information, concepts, and ideas conveyed (e.g., layout, use of illustrations, type and size of fonts).

2.7   Use electronic tools to prepare written text and visuals (e.g., word processor, presentation software, desktop publishing software, printer).

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3. **Demonstrate evidence of measurable cognitive and affective growth in targeted academic subject areas.**

3.1.   Create a plan to improve own cognitive and affective growth in targeted academic subject areas that emphasizes in-depth learning of concepts and theories and applies to real-world issues and interdisciplinary connections.

3.2.   Measure own cognitive and affective baseline abilities in targeted academic subject areas.
Specify: _____ ❏ identify indicators of growth
_____ ❏ use self-assessment tool to gather information
_____ ❏ compile results
_____ ❏ other: _____

3.3.   Compare results of self-assessment with results of other types of assessments including teacher-made tests, teacher observations, peer review, and standardized tests to measure own cognitive and affective growth in targeted academic subject areas.

3.4.   Analyze discrepancies among results of other types of assessments and between the results of self-assessment and the results of each other type of assessment to evaluate own cognitive and affective growth in targeted academic subject areas.

3.5.   Carry out plan to improve own cognitive and affective growth in targeted academic subject areas.

3.6.   Analyze results of subsequent self-evaluations and other types of assessments to evaluate own cognitive and affective growth in targeted academic subject areas.

3.7.   Use appropriate technology to plan, monitor, and evaluate own plan for cognitive and affective growth.

4. **Use effective leadership skills in specific situations (e.g., community service, school project).**

4.1.   Demonstrate understanding of knowledge and skills required for effective and successful participation in leadership roles (e.g., understanding the purpose and intent of the project, using strategies for effective management and organization, using conflict resolution and negotiation strategies, accessing broad and deep knowledge base, using effective speaking and listening skills, using self-control, exhibiting mutual respect, motivating and persuading members of the group, facilitating decision making).

4.2.   Demonstrate understanding of different leadership styles and the impact of each style on group behavior and accomplishments.

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4.3. Use behaviors characteristic of an appropriate style of leadership, based on the requirements of the situation, membership of the group, and expected accomplishments.

4.4. Demonstrate respect for the ideas, feelings, and abilities of others by ensuring opportunities for active participation by each member of the group when initiating, organizing, and carrying out tasks and projects.

4.5. Demonstrate knowledge and understanding of the needs of diverse social, ethnic, economic, and gender groups when initiating, organizing, and carrying out tasks and projects.

4.6. Establish reasonable group goals related to completion of project (e.g., set deadlines for each step in the process, assign roles to each member of the group, revise schedule as needed).

4.7. Use skills to keep group on task when initiating, organizing, and carrying out tasks and projects (e.g., establishing ground rules collaboratively, setting goals, planning to achieve goals according to a timeline, continuously monitoring progress toward goals, exchanging information, processing information, adhering to time schedules, staying on task, revising plans as needed).

4.8. Use skills to maintain group efforts when initiating, organizing, and carrying out tasks and projects (e.g., maintaining open communication, managing conflict, providing resources of time and supplies, being enthusiastic and positive, complimenting contributions of others, sharing power, sharing resources, practicing self-control when disagreeing).

4.9. Identify possible sources of conflict in a group when initiating, organizing, and carrying out tasks and projects (e.g., viewpoints, styles of communication and behavior, motivation, personalities).

4.10. Use conflict resolution skills when faced with a problem when initiating, organizing, and carrying out tasks and projects (e.g., identify the conflict, deal with feelings, pinpoint the cause of conflict, choose a strategy to resolve the conflict [avoidance, delay, confrontation, negotiation, collaboration], allow time for negotiation).

4.11. Implement steps for group problem-solving when initiating, organizing, and carrying out activities and projects (e.g., identify a problem, discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, discuss and verify causes, reach consensus on a solution, implement solution, report results, move on to the next most probable course of action if initial action is ineffective).

4.12. Monitor and evaluate effectiveness of own leadership skills on group process, accomplishments of group as a whole, and accomplishments of individual members.

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5. Set personal, academic, and career goals by developing realistic and systematic plans for achievement and make progress toward achieving these goals.

Setting Personal, Academic, and Career Goals

5.1.   Use self-appraisal to identify own strengths that relate to personal, academic, and career goals.
   Specify: _____ ❑ self-concept and values clarification
   _____ ❑ personality characteristics and personal style
   _____ ❑ motivational patterns and personal preferences
   _____ ❑ occupational interests
   _____ ❑ personal and educational background
   _____ ❑ work history and experience
   _____ ❑ key accomplishments and successes
   _____ ❑ satisfying and dissatisfying experiences
   _____ ❑ other: _____

5.2.   Conduct self-assessment to determine personal, academic, and career goals and desires.
   Specify: _____ ❑ analysis of current lifestyle—school program, activities, job
   _____ ❑ values, skills, and abilities—professional or technical, managerial, personal
   _____ ❑ insight into capabilities—personal qualities, developmental needs
   _____ ❑ ideal job description
   _____ ❑ preferred working environment
   _____ ❑ ideal life-style
   _____ ❑ career goals
   _____ ❑ other: _____

5.3.   Identify alternatives and choices available to reach personal, academic, or career goals (e.g., careers in technology, the arts, science, business).

5.4.   Identify the risks and benefits associated with each alternative choice.

5.5.   Set goals that relate to personal, academic, and career goals that reflect one's strengths, interests, and desires.

5.6.   Identify educational and experiential requirements for preferred career(s).

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Developing a Comprehensive Plan

5.7.   Use a systematic planning process to identify tasks and timelines for accomplishing personal, academic, or career goals.
        Specify: _____ ❑ identifying goal or outcome
                 _____ ❑ identifying needed information, resources, or training
                 _____ ❑ determining major tasks
                 _____ ❑ scheduling tasks

5.8.   Integrate personal, academic, and career goals into a comprehensive plan, with a detailed action plan and timeline for the achievement of each goal.

5.9.   Monitor completion of the tasks and timelines of the plan to determine any necessary changes.

5.10.   Revise the plan as personal, academic, and career-related strengths, interests, and/or goals change.

6.   Demonstrate decision-making skills and meaningful operational planning.

Decision-making Skills

6.1.   Demonstrate understanding of the characteristics of effective decision-making skills (e.g., clearly understanding situational factors, evaluating consequences before acting, considering impact on other events or on other individuals).

6.2.   Use effective decision-making skills in carrying out tasks and projects.
        Specify: _____ ❑ recognizing there is a problem to be resolved or decision to be made
                 _____ ❑ generating alternatives
                 _____ ❑ considering alternatives
                 _____ ❑ evaluating the effectiveness of each alternative and its possible consequences
                 _____ ❑ making a decision

Operational Planning

6.3.   Demonstrate understanding of purposes and benefits of planning tasks and projects (e.g., clarifying what is required, helping to stay on task, identifying needed time and resources).

6.4.   Identify components of a plan to complete tasks and projects (e.g., identifying the goal or end product, including quality standards—how well, how accurate, how fast; identifying resources needed—equipment, supplies, personnel, time, training or instruction; determining substeps needed to accomplish the task; determining schedule for completing task).

6.5.   Identify, prioritize, and schedule task and project responsibilities (e.g., make a to-do list, list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task).

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6.6.   Use strategies to monitor own work so that task or project is completed according to expectations or required standards.
Specify: _____ ❏ use a checklist or rubric   _____ ❏ compare with model or example
              _____ ❏ ask peer or coworker to review   _____ ❏ other: _____

6.7.   Use appropriate technology to plan, monitor, and evaluate a task or project.

7.   Demonstrate evidence of self-awareness, self-evaluation, and self-actualization.

Self-awareness

7.1.   Identify individual physical strengths and areas of need, including talents, attributes, and interests.

7.2.   Identify individual social strengths and areas of need, including talents, attributes, and interests.

7.3.   Identify individual emotional strengths and areas of need, including talents, attributes, and interests.

7.4.   Identify individual cognitive strengths and areas of need, including talents, attributes, and interests.

7.5.   Identify options for meeting individual physical, social, emotional, and cognitive needs (e.g., reading primary sources in a targeted academic subject area to meet cognitive need for complexity; asking teacher and peers for emotional support while performing a challenging task).

Self-evaluation

7.6.   Identify options for developing one's strengths, talents, attributes, and interests.

7.7.   Set standards for achieving quality (a commitment to continuous improvement) in individual physical, social, emotional, and cognitive tasks.
Specify: _____ ❏ define individual quality standards
              _____ ❏ monitor one's progress in meeting those standards
              _____ ❏ assess potential impact of standards on self and others
              _____ ❏ adjust standards based on self-monitoring of their impact
              _____ ❏ other: _____

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Self-actualization

7.8.   Identify understanding of own accomplishments and achievements.

7.9.   Express personal points of view, even when those opinions are contrary to the accepted ideas expressed by others.

7.10.   Respond receptively and critically to ideas that are new or divergent from one's own.

7.11.   Use coping skills to deal effectively with change (e.g., flexibility, openness, willingness to risk, tolerance of the unknown).

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Special Skills Courses
Course Number: 7963080
Course Title: Learning Strategies
Credit: Multiple

A. **Major Concepts/Content.** The purpose of this course is to provide instruction that enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.

The content should include, but not be limited to, the following:

- strategies for acquiring and storing knowledge
- strategies for oral and written expression
- strategies for problem solving
- strategies for linking new information with prior knowledge
- strategies for active participation in reading, viewing, and listening
- self-regulated use of comprehension strategies
- test-taking skills
- time management and organization skills
- social skills
- self-advocacy and planning skills

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1   complete specified Sunshine State Standards with modifications as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Students with disabilities who are likely to pursue a standard high school diploma may take this course. This course is also designed primarily for students functioning at independent levels who are generally capable of living and working independently with occasional assistance. Three levels of functioning, independent,

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supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

   Physical prompt—a touch, pointing, or other type of gesture as a reminder

   Verbal prompt—a sound, word, phrase, or sentence as a reminder

   Visual prompt—color coding, icons, symbols, or pictures as a reminder

   Assistive technology—an alarm, an electronic tool

   Supervision—from occasional inspection to continuous observation

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C.   **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

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After successfully completing this course, the student will:

 1. **Apply skills and strategies to gain information from printed materials or oral presentations (e.g., scanning, paraphrasing, rereading, retelling, self-questioning, notetaking, outlining).**

CL.B.1.In.1   identify and locate oral, print, or visual information for specified purposes.

CL.B.1.In.2   interpret and use oral, print, or visual information for specified purposes.

1.1.   Use cues in a document to locate specific information in a text or visual by skimming or scanning when completing functional tasks (e.g., school tasks—find word in dictionary, find information for a report; workplace tasks—locate name in a list; leisure—find information on a specific location, person, event). (CL.B.1.In.1)
Specify: _____ ❏ key words   _____ ❏ dates   _____ ❏ numbers
            _____ ❏ charts   _____ ❏ graphs   _____ ❏ pictures
            _____ ❏ maps   _____ ❏ other: _____

1.2.   Skim material for specific information when completing functional tasks (e.g., reading a book, magazine, or journal for an assignment or report; quickly reading a newspaper article for the main points). (CL.B.1.In.2)
Specify: _____ ❏ answers to questions   _____ ❏ specific facts
            _____ ❏ other: _____

1.3.   *Answer factual questions about paragraphs. (Reading C 9: V)*

1.4.   *Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)*

1.5.   Paraphrase a sentence or phrase to clarify meaning when completing functional tasks (e.g., repeating directions, asking for clarification, requesting information). (CL.B.1.In.2)
Specify: _____ ❏ statements   _____ ❏ questions   _____ ❏ directions
            _____ ❏ commands   _____ ❏ requests
            _____ ❏ other: _____

1.6.   Use strategies to determine the essential message of a paragraph, section, or document as a whole when completing functional tasks (e.g., telling someone about articles in magazines or newspapers, writing a summary of a reading assignment for school or work). (CL.B.1.In.2)
Specify: _____ ❏ identify the first sentence or topic
            _____ ❏ paraphrase information
            _____ ❏ note information that is repeated
            _____ ❏ scan chapter headings
            _____ ❏ other: _____

1.7.   State the essential meaning of information by paraphrasing material found in resources when completing functional tasks (e.g., relating information to classmates,

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co-workers, friends, or family; writing a summary for class; writing a report for class or work; writing a letter). (CL.B.1.In.2)

1.8.   *Determine main idea stated in a paragraph. (Reading C 8: V)*

1.9.   *Identify the implied main idea in a paragraph. (Reading D 18: VII)*

1.10.   *Determine supportive details related to the main idea of a paragraph. (Reading C 14: VI)*

1.11.   Use strategies to identify relevant information in a text or visual by skimming or scanning when completing functional tasks (e.g., school—finding answers to study questions; workplace—identifying types of equipment available, completing work assignment). (CL.B.1.In.2)
Specify: _____ ❏ match to a list of key information–dates, names, locations
_____ ❏ match to questions to be answered
_____ ❏ scan chapter titles and subtitles for specific words or phrases
_____ ❏ other: _____

1.12.   Use strategies to identify irrelevant information in a text or visual when completing functional tasks (e.g., school—solving problems in school assignments; workplace—reading an announcement; personal—telling someone about a news story; leisure—following a visual diagram to assemble a piece of camping equipment, following the instructions for installing a CD player). (CL.B.1.In.2)
Specify: _____ ❏ ask yourself "How does this fit?"
_____ ❏ ask yourself "Is it needed?"
_____ ❏ compare to similar examples or a model
_____ ❏ other: _____

1.13.   *Identify the stated cause or effect of an action or event in a paragraph. (Reading C 12: VI)*

1.14.   *Identify the implied cause or effect in a paragraph. (Reading D 16: VII)*

1.15.   *Distinguish between true and false statements. (Reading E 19: V)*

1.16.   *Determine the order of events in a paragraph. (Reading C 10: V)*

1.17.   Use self-questioning strategies to clarify and remember information (e.g., identify the main points from a passage, determine if you understand what you are reading). (CL.B.1.In.2)
Specify: _____ ❏ who, what, where, when, and how?
_____ ❏ other: _____

 2.   Apply skills and strategies to enhance recall and understanding of information from print or oral presentations (e.g., vocabulary, associations, visual imagery, mnemonics).

CL.B.1.In.3   organize and retrieve oral, print, or visual information for specified purposes.

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2.1. Use self-monitoring strategies to clarify and remember information obtained when reading or listening (e.g., Does what I am reading or doing make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word I don't know?). (CL.B.1.In.2)

2.2. Use strategies to relate and integrate new information with background knowledge (e.g., relating new concepts to those in the previous chapter, generalizing skills from one class to another). (CL.B.1.In.2)
Specify: _____ ❏ review background knowledge first
_____ ❏ identify common elements or events
_____ ❏ distinguish what is different
_____ ❏ relate new information to concepts already understood
_____ ❏ other: _____

2.3. Use prior knowledge to predict outcomes or meaning of information being read or heard (e.g., This is a story like...). (CL.B.1.In.2)

2.4. *Determine a logical conclusion or generalization for a paragraph or passage.*
(Reading D17: VII)

2.5. Use visual imagery to clarify and remember information used in completing functional tasks. (CL.B.1.In.2)
Specify: _____ ❏ make mental pictures   _____ ❏ create an association or analogy
_____ ❏ other: _____

Organizing Information

2.6. Use mnemonic devices to identify and organize key facts, ideas, or events to increase recall (e.g., when studying for a test, when learning meanings of important vocabulary). (CL.B.1.In.3)
Specify: _____ ❏ visual devices—mental pictures, mental movies, stories, associations
_____ ❏ keyword devices—boxing, associations
_____ ❏ first-letter—acronym, sentence
_____ ❏ series—pegword, location
_____ ❏ rhyming, coding
_____ ❏ other: _____

2.7. Identify characteristics of methods used to organize information. (CL.B.1.In.3)
Specify: _____ ❏ chronological   _____ ❏ alphabetical
_____ ❏ categorical   _____ ❏ topical
_____ ❏ hierarchical or outlining   _____ ❏ other: _____

2.8. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)

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2.9.   Organize information alphabetically when completing functional tasks (e.g., filing for later reference, listing names in order). (CL.B.1.In.3)

2.10.   Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe for cookies). (CL.B.1.In.3)

2.11.   Organize information by categories when completing functional tasks (e.g., identifying key ideas and concepts to include in a report, clustering similar kinds of information to compare and contrast concepts). (CL.B.1.In.3)

2.12.   Organize information hierarchically or by outlining when completing functional tasks (e.g., identifying the relationship among the ideas or events, organizing notes for a research report). (CL.B.1.In.3)

2.13.   Identify essential ideas and facts by summarizing selected lectures, reading materials, and media productions. (CL.B.1.In.3)

2.14.   Identify essential ideas and facts by taking notes on selected lectures, reading materials, and media productions. (CL.B.1.In.3)

2.15.   Evaluate the accuracy and reliability of information in materials used in school activities (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2)

Listening

2.16.   Identify components of the listening process in order to listen more effectively to conversations, lectures, and discussions (e.g., hears, understands, and remembers what has been said). (CO.A.1.In.1)

2.17.   Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1)
Specify: _____ ❏ relaxed   _____ ❏ attentive
            _____ ❏ social   _____ ❏ defensive
            _____ ❏ other: _____

2.18.   Identify the difference between active and inactive listening when participating in conversations (e.g., active—looking at speaker, taking notes, nodding head; inactive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1)

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2.19.   Use critical listening skills to gain understanding. (CO.A.1.In.1)
Specify: _____ ❏ listening for content
_____ ❏ paying attention to cues—first, second...; in summary; most important
_____ ❏ linking to prior knowledge and experiences
_____ ❏ considering emotional meaning
_____ ❏ other: _____

2.20.   Use strategies to improve listening (e.g., be flexible in use of listening styles, be sensitive to the environment, make notes about things that are important to remember, request and accept feedback on own listening patterns). (CO.A.1.In.1)

3.   Apply skills and strategies to enhance competence in oral and written communication (e.g., planning, creating drafts, editing and proofing, rehearsing, revising).

CL.B.2.In.1   prepare oral, written, or visual information for expression or presentation.

CL.B.2.In.2   express oral, written, or visual information for specified purposes.

3.1.   Identify characteristics of key elements of documents and oral communications (e.g., narrative writing—telling a story; persuasive writing—letter to the principal; technical writing—lab report). (CL.B.2.In.1)
Specify: _____ ❏ intent—objectives, target audience, purpose
_____ ❏ what components are needed—introduction, body, summary
_____ ❏ how the information should be organized
_____ ❏ what formatting should be used—layout, text, use of graphics
_____ ❏ other: _____

3.2.   Use strategies to create documents or oral communications that relate a series of sequential events. (CL.B.2.In.1)
Specify: _____ ❏ make a list of events in order
_____ ❏ use words such as first, next, and last to indicate order of events
_____ ❏ note dates of events
_____ ❏ other: _____

3.3.   Use strategies to create documents or oral communications that are organized around key ideas and relevant supporting details. (CL.B.2.In.1)
Specify: _____ ❏ use a graphic organizer to arrange main ideas and supporting details
_____ ❏ use an outline to organize main ideas and supporting details
_____ ❏ introduce the overall main idea in the beginning
_____ ❏ state the main idea in the topic sentence of the paragraph
_____ ❏ link the details to the main idea of the paragraph
_____ ❏ summarize the overall main idea in the conclusion
_____ ❏ other: _____

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3.4. Use strategies to create documents or oral communications that use a logical order to express information. (CL.B.2.In.1)

Specify: _____ ❏ select the type of organization that fits the topic—specific to general, cause and effect, least important to most important, easy to difficult, chronological

_____ ❏ use a graphic organizer or outline to organize ideas

_____ ❏ indicate how the information is organized in the beginning

_____ ❏ include words throughout the text that remind the reader of the organization

_____ ❏ other: _____

Formatting

3.5. Select the appropriate format for documents and oral communications to accomplish functional tasks. (CL.B.2.In.1)

Specify: _____ ❏ note—give directions, let your school know that you will be late

_____ ❏ memo—announce an event to your co-workers at the office

_____ ❏ letter—friendly, complaint, request, application

_____ ❏ message—let a family member know that someone called

_____ ❏ report—describe progress in completing a project

_____ ❏ other: _____

3.6. Create written communications that are appropriate to the audience, subject matter and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, give a presentation). (CL.B.2.In.2)

Specify: _____ ❏ note   _____ ❏ memo or e-mail

_____ ❏ letter   _____ ❏ brief description

_____ ❏ report   _____ ❏ cards and invitations

_____ ❏ other: _____

Writing Process

3.7. Use the writing process to develop documents and other types of written communications. (CL.B.2.In.1)

Specify: _____ ❏ organize ideas   _____ ❏ write first draft

_____ ❏ review draft   _____ ❏ revise

_____ ❏ edit   _____ ❏ write final copy

_____ ❏ other: _____

3.8. Use complete sentences to express desired information when writing or speaking. (CL.B.2.In.1)

Specify: _____ ❏ simple   _____ ❏ compound

_____ ❏ complex   _____ ❏ compound or complex

3.9. *Write simple sentences. (Writing D 10: V)*

3.10. *Combine 3-5 words to verbally express phrases and sentences. (Language C 25: III)*

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3.11. Use self-monitoring strategies to assist in writing complete sentences. (CL.B.2.In.1)
Specify: _____ ❏ select the kind of sentence _____ ❏ think about the meaning
_____ ❏ think about the words _____ ❏ review the sentence when finished
_____ ❏ other: _____

3.12. Use the standard conventions of grammar, punctuation, and mechanics in preparing written text. (CL.B.2.In.1)
Specify: _____ ❏ agreement _____ ❏ use of punctuation within sentences
_____ ❏ tense and case _____ ❏ use of punctuation within words
_____ ❏ mechanics—use of capital letters, abbreviations, and numbers
_____ ❏ other: _____

3.13. *Capitalize the first letter of own first and last name. (Writing C 6: IV)*

3.14. *Write a sentence with correct capitalization of the first word and ending punctuation. (Writing C 7: V)*

3.15. *Capitalize and punctuate common titles (e.g., Mr., Mrs., Dr.), proper nouns which name persons, days of the week, months of the year, and names of streets, cities, and countries. (Writing C 8: VI)*

3.16. *Use correct punctuation and capitalization when writing a letter and addressing an envelope. (Writing C 9: VI)*

3.17. Use appropriate resources to aid in spelling. (CL.B.2.In.1)
Specify: _____ ❏ spelling dictionary _____ ❏ specialized electronic aid
_____ ❏ people _____ ❏ spell-check utility in software program
_____ ❏ other: _____

3.18. *Spell frequently used words from a specified word list (e.g., Dolch, SSAT, survival, and consumer words). (Writing B 4: V, VI, VII)*

3.19. Proofread written communications to identify errors and needed revisions. (CL.B.2.In.1)
Specify: _____ ❏ spelling _____ ❏ grammar
_____ ❏ sentence structure _____ ❏ word choice
_____ ❏ formatting—margins, spacing, legibility
_____ ❏ punctuation _____ ❏ other: _____

3.20. *Proofread to locate and correct spelling errors. (Writing B 5: VI, VII)*

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3.21. Revise documents and written communications to improve meaning and focus.
(CL.B.2.In.1)

Specify: _____ ❑ unity and coherence—words, phrases, and clauses agree and work together
_____ ❑ content—no irrelevant details
_____ ❑ organization—logical order
_____ ❑ clarity—ideas clearly expressed
_____ ❑ style—no run-on sentences or unintentional fragments, word choice
_____ ❑ formatting—margins, spacing, legibility
_____ ❑ grammar
_____ ❑ other: _____

4. Apply skills and strategies to enhance ability to solve problems.

CL.B.3.In.1   identify mathematical concepts and processes to solve problems.

CL.B.3.In.2   apply mathematical concepts and processes to solve problems.

CL.B.4.In.1   identify problems and examine alternative solutions.

CL.B.4.In.2   implement solutions to problems and evaluate effectiveness.

Solving Mathematical Problems

4.1. Follow a systematic approach when using mathematical concepts and processes to solve problems in accomplishing functional tasks. (CL.B.3.In.1, CL.B.3.In.2, CL.B.4.In.1, CL.B.4.In.2)

Specify: _____ ❑ determine nature of the problem
_____ ❑ select correct technique
_____ ❑ make reasonable estimate of results
_____ ❑ apply operation or procedures to obtain result
_____ ❑ check results for accuracy and reliability
_____ ❑ explain results
_____ ❑ other: _____

4.2. Determine whether insufficient, sufficient, or extraneous information is given in solving particular mathematical problems. (CL.B.3.In.2, CL.B.4.In.1)

4.3. Express mathematical problems using alternative methods to accomplish functional tasks. (CL.B.3.In.2, CL.B.4.In.1)

Specify: _____ ❑ drawing pictures or diagrams   _____ ❑ using concrete objects
_____ ❑ paraphrasing   _____ ❑ using models
_____ ❑ other: _____

Identifying Problems

4.4. Identify that a problem exists in school, in personal life, or at work, a discrepancy between what is and what should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness, failure to complete chores). (CL.B.4.In.1)

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4.5. Identify possible reasons for existing problems in school, in personal life, or at work (e.g., lack of study time, ineffective study habits, material too difficult). (CL.B.4.In.1)

4.6. Identify problems that lead to the breakdown of major goals in school, in personal life, or at work (e.g., not completing homework assignments, watching too much television, getting in fights, procrastinating). (CL.B.4.In.1)

4.7. Analyze possible consequences associated with specific problems in school, in personal life, or at work (e.g., failing courses, getting detention, trouble with parents and local authorities, not graduating). (CL.B.4.In.1)

Applying Problem–solving Strategies

4.8. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1)
Specify: _____ ❏ school   _____ ❏ work   _____ ❏ personal life

4.9. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1)

4.10. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1)
Specify: _____ ❏ brainstorming—identifying all solutions that come to mind
_____ ❏ identifying steps—when a complicated task is involved
_____ ❏ estimating—when numbers are involved
_____ ❏ matching consequences to actions—for cause and effect
_____ ❏ troubleshooting—finding problems within a work process
_____ ❏ creative thinking—when multiple solutions are acceptable
_____ ❏ modeling—basing actions on those of a good example
_____ ❏ other: _____

4.11. Select and use effective problem–solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1)

4.12. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1)

4.13. Identify the separate steps of a complicated process when solving a problem involving many tasks (e.g., conducting a science experiment, completing a community service project). (CL.B.4.In.1)

4.14. Construct estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1)

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4.15. Match consequences to decisions when solving problems involving cause and effect (e.g. doing extra credit work to make up for low grades). (CL.B.4.In.1)

4.16. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating class conflicts prior to scheduling classes). (CL.B.4.In.1)

4.17. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; work—design a brochure or pamphlet, re-arrange workstation for greater production). (CL.B.4.In.1)

4.18. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify study techniques used by successful student and apply to own work; work—identify techniques used by most productive employee, use these techniques to improve own performance; personal life—identify crowd that does not use drugs, identify their refusal skills, drugs, use same skills when offered drugs). (CL.B.4.In.1)

Evaluating Alternative Solutions

4.19. Identify alternative courses of action for solving a particular problem at school, in personal life, or at work (e.g., tape recording class lecture or taking notes). (CL.B.4.In.1)

4.20. Analyze consequences of each alternative course of action for solving a particular problem at school, in personal life, or at work (e.g., using tape recorder—tape it to listen to again; writing notes—have brief outline to study). (CL.B.4.In.1)

Implementing Solutions

4.21. Complete tasks needed to solve problems at school, in personal life, or at work (e.g., limited time to do homework assignments—use time management strategies, talk to teacher about extended time on some assignments). (CL.B.4.In.2)

4.22. Use appropriate techniques or tools to solve problems at school, in personal life, or at work (e.g., computer software, assignment notebook, counseling sessions). (CL.B.4.In.2)

4.23. Seek assistance when needed to solve problems at school, in personal life, or at work (e.g., emotional problems—seek help from school counselor, teacher or psychologist; problems with a subject area at school—seek help from tutor, teacher, or family member). (CL.B.4.In.2)

Evaluating Effectiveness of Solution

4.24. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2)

4.25. Determine impact of decisions and activities related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2)

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5. Use effective time management and organization strategies to complete class and work assignments.

CL.C.2.In.1   plan and implement personal work assignments.

Planning Class and Work Assignments

5.1.   Identify purposes of planning class and work assignments (e.g., clarifies what is required, helps to stay on task, identifies needed time and resources). (CL.C.2.In.1)

5.2.   Identify components of a plan to complete class and work assignments (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, personnel, time, training or instruction; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1)

5.3.   *State steps to complete a task. (Language C 31: VI)*

5.4.   Identify, prioritize, and schedule job responsibilities (e.g., make a to-do list, list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1)

Implementing Work Assignments

5.5.   Use strategies to pace work so that assignment is completed according to a schedule. (CL.C.2.In.1)

Specify: _____ ❑ work according to schedule   _____ ❑ set an alarm clock as a reminder
_____ ❑ track subtasks on calendar   _____ ❑ check off subtasks when completed
_____ ❑ other: _____

5.6.   Identify alternative approaches when faced with difficulty in completing a task. (CL.C.2.In.1)

Specify: _____ ❑ try different tools or techniques   _____ ❑ visualize the steps
_____ ❑ seek assistance from others   _____ ❑ read the instructions or references
_____ ❑ other: _____

5.7.   Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1)

Specify: _____ ❑ use a checklist or rubric   _____ ❑ compare with model or example
_____ ❑ use spell-check or similar tool   _____ ❑ look for errors
_____ ❑ ask peer or co-worker to review
_____ ❑ ask teacher or supervisor to review
_____ ❑ other: _____

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5.8.   Follow a systematic procedure to complete specific tasks with increasing independence. (CL.C.2.In.1)
        Specify: _____ ❏ identify task
                 _____ ❏ name steps of task
                 _____ ❏ perform task following a model or demonstration
                 _____ ❏ perform task with decreasing feedback
                 _____ ❏ perform task independently
                 _____ ❏ monitor own task performance using applicable standards
                 _____ ❏ evaluate own task performance using applicable standards
                 _____ ❏ other: _____

5.9.   *Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)*

Using Tools, Equipment, and Supplies

5.10.   Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work assignments. (CL.C.2.In.2)
        Specify: _____ ❏ use a checklist with pictures or descriptions of supplies, tools, and equipment
                 _____ ❏ set up workstation with all needed supplies and equipment before starting
                 _____ ❏ identify available sources of needed supplies and equipment
                 _____ ❏ other: _____

5.11.   Select and use the appropriate materials and supplies for completion of work assignments (e.g., writing a report—notebook, pen, references; printing a letter—paper, wordprocessor, printer). (CL.C.2.In.2)

5.12.   *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*

5.13.   *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*

5.14.   *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*

5.15.   Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.2)
        Specify: _____ ❏ personal calendar   _____ ❏ school   _____ ❏ work

5.16.   *Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)*

5.17.   *Identify the appropriate source to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)*

5.18.   *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)*

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6. **Use effective test-taking skills (e.g., previewing, allocating time, outlining response to essays, reviewing answers).**

    CL.B.4.In.1   identify problems and examine alternative solutions.

    CL.B.4.In.2   implement solutions to problems and evaluate effectiveness.

6.1. Use strategies to prepare for successful performance on tests. (CL.B.4.In.1, CL.B.4.In.2)
    Specify: _____ ❏ clarify what is being tested—check notes, check with peers or teacher
    _____ ❏ review and rehearse expected responses to anticipated questions
    _____ ❏ practice with similar questions
    _____ ❏ perform task with decreasing feedback
    _____ ❏ other: _____

6.2. Use strategies to perform successfully on tests. (CL.B.4.In.2)
    Specify: _____ ❏ preview the test by reading instructions and skimming questions
    _____ ❏ ask for clarification, if appropriate
    _____ ❏ determine the order for completing each section
    _____ ❏ schedule time for each section
    _____ ❏ create a brief outline of responses to essay questions before answering
    _____ ❏ skip difficult questions and come back to them
    _____ ❏ notice particular use of words and phrases in test items
    _____ ❏ monitor own time
    _____ ❏ check answers to avoid careless mistakes
    _____ ❏ other: _____

6.3. Use strategies to improve performance on subsequent tests. (CL.B.4.In.2)
    Specify: _____ ❏ note questions answered correctly
    _____ ❏ review own preparation practices, noting strengths and weaknesses
    _____ ❏ debrief performance with peer or teacher
    _____ ❏ make a list of behaviors to change when taking the next test
    _____ ❏ other: _____

7. **Use effective social and interpersonal skills to interact appropriately with peers and adults in a variety of settings.**

    IF.B.2.In.1   identify patterns of conduct that comply with social and environmental expectations in specified situations.

    IF.B.2.In.2   demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.

    IF.B.2.In.3   respond effectively to unexpected events and potentially harmful situations.

    SE.A.1.In.1   cooperate in a variety of group situations.

    SE.A.1.In.2   assist in establishing and meeting group goals.

    SE.A.1.In.3   function effectively within formal organizations.

    SE.A.2.In.1   interact acceptably with others within the course of social, vocational, and community living.

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Social Behaviors

7.1.   Identify characteristics of behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.1)
Specify: _____ ❑ considerate —makes polite comments, shares resources with others
_____ ❑ cooperative —does share of work on projects, accepts others' suggestions
_____ ❑ assertive—raises hand to participate in class, makes needs known to others
_____ ❑ positive response to humor or teasing—laughs without drawing attention, ignores
_____ ❑ positive response to criticism—makes needed changes, acknowledges others' views
_____ ❑ other: _____

7.2.   Identify characteristics of behaviors that prevent one from functioning effectively in a variety of social situations. (IF.B.2.In.1)
Specify: _____ ❑ inconsiderate —won't wait for turn, does not clean up after finished with task
_____ ❑ uncooperative —won't help others with task, keeps all supplies for self
_____ ❑ unassertive —lets others take over equipment
_____ ❑ negative response to humor or teasing—makes loud noises, gets angry
_____ ❑ negative response to criticism—takes personally, makes negative comments
_____ ❑ other: _____

7.3.   *Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)*

7.4.   Identify situational factors that support effective functioning in a variety of social situations (e.g., availability of choices, availability of positive role models, opportunities to make decisions about activities). (IF.B.2.In.1)

7.5.   Identify situational factors that prevent one from functioning effectively in a variety of social situations (e.g., ignorance of or noncompliance with rules and requirements, lack of options or personal choices, threats, peer pressure, lack of encouragement). (IF.B.2.In.1)

7.6.   Identify social expectations of a variety of situations and characteristics of conduct and interactions that are appropriate for each (e.g., class discussion, pep rally, funeral, family dinner, concert). (SE.A.2.In.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

7.7.   Demonstrate behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.1, SE.A.2.In.2)
Specify behavior:_____ ❑ consideration   _____ ❑ assertiveness
_____ ❑ response to humor or teasing   _____ ❑ response to criticism
_____ ❑ cooperation
Specify setting: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

7.8.   *Cooperate with peers. (Social and Personal G 51: III)*

7.9.   *Show respect for property of others. (Social and Personal G 52: III)*

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7.10. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: VI)*

7.11. *Use language to initiate conversation. (Language C 30: VI)*

7.12. Monitor own behaviors that enable one to function effectively in a variety of social situations and make adjustments if needed. (IF.B.2.In.1, SE.A.2.In.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

7.13. Identify ways to handle unexpected events and specific emergency situations (e.g., identify the current status of events, note the individuals involved, check on previous experiences, ask for assistance). (IF.B.2.In.3)

7.14. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

Working in a Group

7.15. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1)

7.16. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, friction between members, arguments arising, hostility between two or more members). (SE.A.1.In.1)

7.17. Identify various roles and responsibilities individuals may have when working in a group (e.g., roles—leader, recorder, timekeeper, equipment manager, worker; responsibilities—personal effort toward task completion, sharing equipment). (SE.A.1.In.1)

7.18. Identify behaviors that contribute positively to group effort (e.g., coming to work on time, staying on task, limiting comments to assigned topics, complimenting contributions of others, sharing authority, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control and restraint when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1)

7.19. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*

7.20. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*

7.21. Identify behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing members' efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early, ganging up against other members). (SE.A.1.In.1)

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7.22.   Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1)

7.23.   Identify steps for group problem solving. (SE.A.1.In.1)
Specify: _____ ❏ discuss the problem
_____ ❏ individually list possible causes
_____ ❏ record individual group members' suggestions and clarifications
_____ ❏ discuss and determine causes
_____ ❏ implement corrective action, or solution
_____ ❏ report results
_____ ❏ move on to the next most probable cause if initial action is ineffective
_____ ❏ other: _____

7.24.   Use appropriate steps for group problem solving in various situations. (SE.A.1.In.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

7.25.   Use appropriate interpersonal communication skills when working in a group (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticisms, providing feedback). (SE.A.1.In.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

7.26.   Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, understanding rules, abiding by rules, respecting the rights of others in group activities, being polite). (SE.A.1.In.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

Leadership Skills

7.27.   Identify characteristics of leadership in a group activity (e.g., good speaking skills, confidence in expressing opinions, knowledgeable, respected, ability to influence group members, ability to facilitate decisions, and initiate conversation between group member). (SE.A.1.In.2)

7.28.   Identify the effects that different kinds of leaders have on a group's effectiveness. (SE.A.1.In.2)
Specify: _____ ❏ supportive leaders—more participation by group members, more flexible
_____ ❏ controlling leaders—group members may operate in fear
_____ ❏ negligent leaders—group members may not stay on task
_____ ❏ other: _____

7.29.   Identify individual styles when working in groups (e.g., relaxed worker, conscientious worker, quiet worker, expressive worker, productive worker). (SE.A.1.In.2)

7.30.   Identify appropriate methods for giving feedback to group members (e.g., offering constructive criticism, offering suggestions or ideas, using a group reflection, providing opinions). (SE.A.1.In.2)

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7.31.   Identify behaviors that are used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action). (SE.A.1.In.2)

Functioning in Organizations

7.32.   Identify aspects of organizations that require different kinds of behaviors (e.g., rigid—line of command, support for individual problem solving, opportunity for group collaboration, working at a distance, flexible work schedule, concern for others in the organization). (SE.A.1.In.3)

7.33.   Demonstrate behavior that complies with the existing rules and code of conduct of the organization (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from the organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, keeping drugs and alcohol out of the organization). (SE.A.1.In.3)
Specify: _____ ❑ school   _____ ❑ community   _____ ❑ workplace

7.34.   Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., personal ethical or moral issues may conflict with the expectations of the organization, personal choices may conflict with moving to a new location or transferring to a new site, personal choices may conflict with rearranging work schedule, personal behaviors such as being disruptive can conflict with working on a job). (SE.A.1.In.3)

8.   Demonstrate awareness of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Understanding the Components of the Individual Educational Plan

8.1.   Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1)

8.2.   Identify the benefits of and reasons for participation in own IEP meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1)

8.3.   Identify characteristics of steps in IEP development. (IF.B.1.In.1)
Specify: _____ ❑ participate in premeeting activities
_____ ❑ determine school and post-school outcome desires
_____ ❑ determine present levels of performance
_____ ❑ develop annual goals and related short-term objectives or benchmarks
_____ ❑ assign responsibility for objectives
_____ ❑ identify needed services, modifications, and supports

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8.4.   Identify important areas to explore for transition planning. (IF.B.1.In.1)
         Specify: _____ ❏ employment
                  _____ ❏ instruction and continuing education
                  _____ ❏ community participation
                  _____ ❏ independent living
                  _____ ❏ agency support
                  _____ ❏ daily living skills

8.5.   Identify required and optional participants in the IEP meeting. (IF.B.1.In.1)

Participating in the Development of the Plan

8.6.   Identify sources of information about personal interests, preferences, strengths, and
         needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1)

8.7.   Identify desired long-term outcomes. (IF.B.1.In.1)
         Specify: _____ ❏ in-school—course of study, diploma, extracurricular activities
                  _____ ❏ post-school—postsecondary training, employment
                  _____ ❏ post-school—living arrangements, community participation

8.8.   Evaluate the results of self-appraisal to assist in the development of present level of
         performance statements for the IEP. (IF.B.1.In.1)

8.9.   Assist in identifying alternatives and choices available to reach the IEP goals and
         objectives. (IF.B.1.In.1)

8.10.   Assist in identifying the risks and benefits of each option considered in the
         individual plan. (IF.B.1.In.1)

8.11.   Assist in setting realistic annual goals and short-term objectives or benchmarks
         considering desired in-school or post-school outcomes and present level of
         performance. (IF.B.1.In.1)

8.12.   Assist in identifying the time and resources needed to implement the IEP.
         (IF.B.1.In.1)

8.13.   Assist in allocating, prioritizing, and scheduling time and resources to implement the
         IEP (e.g., assign responsibilities, determine timelines, set criteria for completion). (IF.B.1.In.1)

8.14.   Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the
         meeting by reviewing own progress and goals, participate in discussion, make wants and desires
         known to participants, make preferences known to participants, express disagreement, if
         appropriate). (IF.B.1.In.1)

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9. **Apply skills and strategies that promote self-advocacy and goal setting for personal needs.**

    IF.B.1.In.1   make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

    IF.B.1.In.2   carry out and revise plans related to decisions about personal and career choices.

Functioning Independently

9.1.   Identify characteristics of behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1)

Specify: _____ ❑ self-initiation—begins tasks on own, asks for additional tasks upon completion

    _____ ❑ self-management—self-monitoring, self-instruction, and self-reinforcement

    _____ ❑ self-control—manages unstructured time, controls responses to events

    _____ ❑ self-advocacy—requests needed resources, questions practices that appear unfair, requests needed modification and service

    _____ ❑ self-esteem—sets challenging goals, says no to peer pressure

    _____ ❑ other: _____

9.2.   Identify characteristics of behaviors that prevent one from functioning independently in a variety of situations. (IF.B.2.In.1)

Specify: _____ ❑ self-initiation—waits until the last minute to start, avoids starting at all

    _____ ❑ self-management—waits for others to check progress

    _____ ❑ self-control—gets upset when unexpected events occur

    _____ ❑ self-advocacy—lets others take all needed supplies, does not request needed modification and service

    _____ ❑ self-esteem—won't try new tasks, makes negative comments about self

    _____ ❑ other: _____

9.3.   Identify factors that support and require independent functioning in a variety of situations (e.g., availability of choices, availability of adaptive or assistive devices, opportunities to make decisions about activities, access to resources and supplies when needed). (IF.B.2.In.1)

9.4.   Identify factors that prevent one from functioning independently in a variety of situations (e.g., high degree of external control by persons in the environment, extremely rigid rules and requirements, lack of options or personal choices, lack of access to needed resources and supplies, lack of encouragement). (IF.B.2.In.1)

9.5.   Demonstrate behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.2)

Specify behavior:_____ ❑ self-initiation   _____ ❑ self-management   _____ ❑ self-control

    _____ ❑ self-advocacy   _____ ❑ self-esteem

    _____ ❑ other: _____

Specify setting: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

9.6.   *Stay on task until its completion. (Social and Personal C 20: III)*

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9.7.   *Seek help and accept assistance. (Social and Personal C 21: III)*

9.8.   *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*

9.9.   Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.2)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

Planning Process for Personal Goals

9.10.   Identify the benefits of using a planning process to set personal goals (e.g., helps stay on track, useful in monitoring progress, can be motivating). (IF.B.1.In.1)

9.11.   Describe steps to be followed when making a plan. (IF.B.1.In.1)
Specify: _____ ❑ identify goal or outcome
_____ ❑ identify needed resources
_____ ❑ determine major tasks
_____ ❑ schedule tasks
_____ ❑ obtain assistance and resources, if needed
_____ ❑ other: _____

9.12.   Identify ways that planning and goal setting affect one's feeling of self-control and effectiveness (e.g., anticipate problems, work around barriers, make own choices). (IF.B.1.In.1)

9.13.   Identify ways that a lack of planning can have negative outcomes for personal situations (e.g., may not have enough time or resources, can't handle emergencies, may lack direction). (IF.B.1.In.1)

9.14.   Use self-appraisal to indicate personal strengths or weaknesses (e.g., physical appearance, relating to others, personality, how others see you, performance in school, performance outside of school, performance on the job, performance outside the job, interests, preferences for activities). (IF.B.1.In.1)

9.15.   Evaluate the results of self-appraisal to determine personal goals (e.g., determine personal strengths and weaknesses, identify practices that maximize strengths and minimize weaknesses). (IF.B.1.In.1)

9.16.   *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*

9.17.   Identify how positive view of self can affect personal goals (e.g., makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1)

9.18.   Identify the risks and benefits associated with choices available to reach personal goals (e.g., deciding to go to college, taking a part-time job). (IF.B.1.In.1)

9.19.   Identify previous personal experiences related to making realistic personal goals (e.g., visiting a homeless shelter and then volunteering for a community program, reading a self-help book and then making improvements in personal relationships). (IF.B.1.In.1)

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9.20.   Set realistic personal goals after selecting from options. (IF.B.1.In.1)
Specify: _____ ❏ short-term goals
_____ ❏ long-term goals
_____ ❏ other: _____

9.21.   Allocate, prioritize, and schedule the time, space, and materials needed to accomplish goals. (IF.B.1.In.1)

9.22.   Commit to pursue the project when carrying out plans related to personal goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2)

9.23.   Periodically monitor and evaluate own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current state, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2)

9.24.   Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach—reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2)

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Special Skills Courses
Course Number: 7963070
Course Title: Social and Personal Skills
Credit: Multiple

A.   **Major Concepts/Content.** The purpose of this course is to provide instruction related to environmental, interpersonal, and task-related behavior of students with disabilities.

The content should include, but not be limited to, the following:

- appropriate classroom behavior
- social and personal development
- communication skills
- behavioral control
- conflict resolution
- responsibility
- interpersonal and intrapersonal problem solving
- appropriate use of leisure time

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1   complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1   complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1   participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B.   **Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Students with disabilities who are likely to pursue a standard high school diploma may take this course. This course is also designed to reflect the wide range of

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abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transitional Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C.   **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1.   **Use behaviors that promote appropriate student interaction within physical surroundings.**

IF.B.2.In.1	identify patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.3	respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.1	identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.3	respond effectively to unexpected events and potentially harmful situations—with guidance and support.
IF.B.2.Pa.1	participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
IF.B.2.Pa.2	participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Compliance with Laws, Rules, and Regulations

1.1.   Discriminate between examples and non-examples of behaviors that represent compliance with laws, rules, and regulations (examples—wearing a seatbelt in the car, obeying traffic signals, throwing trash in a trash can, staying off other people's property; non-examples—speeding in a car, throwing trash on the highway, not paying bill at a restaurant, drinking alcohol when underage). (IF.B.2.In.1, IF.B.2.Su.1)

1.2.   Identify factors that promote behaviors that are in compliance with laws, rules, and regulations (e.g., opportunities to comply with laws, knowledge of the laws, reinforcement for complying with laws, positive role models). (IF.B.2.In.1, IF.B.2.Su.1)

1.3.   Identify factors that keep one from complying with laws, rules, and regulations (e.g., negative peer pressure, unaware of legal requirements). (IF.B.2.In.1, IF.B.2.Su.1)

1.4.   Identify factors which indicate that noncompliance with laws, rules, and regulations should be reported to authorities (e.g., life threatening, danger to self or others). (IF.B.2.In.1, IF.B.2.Su.1)

1.5.   Demonstrate compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
       Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

1.6.   Monitor own compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
       Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

1.7.   Accept assistance with and participate in using behaviors that are responsible and that comply with existing laws, rules, and regulations. (IF.B.2.Pa.1)
       Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

1.8.   *Identify rules of citizenship within the community.* *(Social and Personal H 64: V)*

Identifying Potentially Dangerous Situations

1.9.   Identify situations in the home which are potentially dangerous (e.g., an intruder such as a stranger at the door, at the window, or attempting to enter the home; fire in the kitchen). (IF.B.2.In.3, IF.B.2.Su.3)

1.10. Identify situations in the school which are potentially dangerous (e.g., students fighting, students running in the halls, unsupervised playing on the playground). (IF.B.2.In.3, IF.B.2.Su.3)

1.11. Identify situations in the community which are potentially dangerous (e.g., accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in alleys or unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)

1.12. Identify situations in the workplace which are potentially dangerous (e.g., exposure to dangerous chemicals, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

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1.13.   Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)

1.14.   *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*

1.15.   Accept assistance with and participate in alerting others when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

Getting Assistance and Following Safety Procedures

1.16.   Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)

1.17.   *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*

1.18.   Ask appropriate persons or agencies for assistance in various emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)

1.19.   *Identify and use emergency number (0-911) on the telephone in an appropriate manner. (Social and Personal H 61: IV)*

1.20.   Identify how to handle specific emergency situations (e.g., tornado—go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero). (IF.B.2.In.3, IF.B.2.Su.3)

1.21.   Follow safety rules and procedures and use safety equipment when necessary (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

1.22.   *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*

1.23.   *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*

1.24.   Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

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2.   Use behaviors that promote appropriate relationships with peers and adults.

SE.A.2.In.1   interact acceptably with others within the course of social, vocational, and community living.

SE.A.2.Su.1   interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

SE.A.2.Pa.1   engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

Identifying Types of Relationships

2.1.   Differentiate among types of relationships typical for own age (e.g., friends, dates, acquaintances, family, co-workers, club members, members of religious groups, community members). (SE.A.2.In.1, SE.A.2.Su.1)

2.2.   Identify the various roles and purposes of relationships (e.g., getting information or assistance with daily needs, sharing personal feelings, providing support in times of need, sharing leisure-time activities). (SE.A.2.In.1, SE.A.2.Su.1)

2.3.   Identify the differences between social relationships and work relationships. (SE.A.2.In.1, SE.A.2.Su.1)

2.4.   Identify the impact of different environments and situations on relationships (e.g., relationship to people in authority, family needs, neighborhood responsibility). (SE.A.2.In.1, SE.A.2.Su.1)

2.5.   Identify the differences between being dependent and independent in a relationship. (SE.A.2.In.1, SE.A.2.Su.1)

2.6.   Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting each other, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)

2.7.   Identify qualities of a destructive relationship (e.g., being vengeful toward each other, talking behind each other's back, physically hurting each other, using harsh language toward each other, not sharing with each other, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)

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2.8.   Identify personal characteristics that make one a good friend (e.g., says positive things about friend, helps friend in time of crisis, makes friend laugh, does not make rude comments to friend, does not physically harm friend, shares with friend, encourages friend, respects friend). (SE.A.2.In.1, SE.A.2.Su.1)

2.9.   Identify interpersonal skills that will help to maintain a close relationship with family, friends, and peers (e.g., visit others, write to others, call others, show continuous concern for others, offer assistance to others). (SE.A.2.In.1, SE.A.2.Su.1)

2.10.   Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, angry people can make others frightened). (SE.A.2.In.1, SE.A.2.Su.1)

2.11.   Identify behaviors that could create problems in relationships (e.g., talking about others behind their backs, getting involved in a situation that doesn't concern them, showing favoritism or inappropriate affection to others). (SE.A.2.In.1, SE.A.2.Su.1)

2.12.   Identify possible reasons why some relationships are beneficial and others are harmful (e.g., know expectations of the relationship, know strengths and limitations of the relationship). (SE.A.2.In.1, SE.A.2.Su.1)

2.13.   Use strategies to determine if own relationships are healthy and beneficial (e.g., keeping a personal journal of own feelings about the relationship, making lists of positive and negative feelings about the relationship, consulting a trusted friend or relative). (SE.A.2.In.1, SE.A.2.Su.1)

2.14.   Identify how a person wants to be treated by others (e.g., fairly, equally, kindly, respectfully, honestly, genuinely, frankly). (SE.A.2.In.1, SE.A.2.Su.1)

2.15.   Identify the effects of negative peer pressure on interpersonal relationships (e.g., may persuade a person to do something he or she does not want to do, may experiment with something you are unsure of, may break a rule or law). (SE.A.2.In.1, SE.A.2.Su.1)

2.16.   Identify effects of positive peer pressure on interpersonal relationships (e.g., may provide a good role model, may encourage you to try something new, may motivate you to work harder). (SE.A.2.In.1, SE.A.2.Su.1)

Using Interpersonal Communication Skills

2.17.   Identify characteristics of communication which promote good relationships with others (e.g., saying what you mean, using polite language). (SE.A.2.In.1, SE.A.2.Su.1)

2.18.   Demonstrate characteristics of communication which promote good relationships with others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

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2.19. Use appropriate language to conduct social interactions including greetings, apologies, and introductions (e.g., shake hands, use polite words such as "Thank you." "You're welcome." "Please." "Excuse me." "May I?" "I'm sorry." "Nice to meet you."). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.20. *Express personal beliefs or opinions.* (Language C 28: V)

2.21. Use communication skills which promote good relationships with others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.22. Identify steps for introducing oneself to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

2.23. Demonstrate steps for introducing oneself to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.24. Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)

2.25. Demonstrate behaviors that represent active listening (e.g., checking for understanding, using 'I' messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.26. Identify verbal and nonverbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another, walking away from someone; verbal comments—commenting positively on their appearance, telling someone he or she did a good job, telling someone to leave you alone). (SE.A.2.In.1, SE.A.2.Su.1)

2.27. Identify communications and behaviors that compliment others (e.g., saying "Good job", "Well done"; honoring others with rewards; commending others; applauding others). (SE.A.2.In.1, SE.A.2.Su.1)

2.28. Use behaviors and communications that are complimentary to others in various situations.(SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.29. Accept assistance with and participate in communicating with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community/workplace

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Using Appropriate Behavior

2.30. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, being friendly, showing respect, sharing with others). (SE.A.2.In.1, SE.A.2.Su.1)

2.31. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., being vengeful to others, physically hurting others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)

2.32. Identify attitudes and behaviors toward others that help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, giving others credit for their contribution, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)

2.33. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*

2.34. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*

2.35. Initiate interactions with peers, family, co-workers, and friends (e.g., saying hello, introducing yourself, asking another's name, stating your role in the community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.36. Use appropriate techniques to invite a peer to join a group (e.g., gain attention, check if interested, give time to consider invitation and respond, show appreciation, show understanding if refused). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.37. Use appropriate strategies for establishing, maintaining, and ending a relationship (e.g., getting to know a person in group situations, keeping in contact, checking to see if things are going well, helping the other person to complete a project, saying goodbye in person, changing the nature of a relationship). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.38. Display acceptance for persons with characteristics different from one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.39. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.40. *Identify personal feelings. (Social and Personal G 54: IV)*

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2.41. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served, let others go first when waiting in line, do not sit down until all others have been seated). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.42. Accept assistance with and participate in interacting with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community/workplace

Physical Contact

2.43. Identify behaviors that represent appropriate physical contact with others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting on back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

2.44. Identify behaviors that represent inappropriate physical contact with others (e.g., touching others when they don't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)

2.45. Identify responses to inappropriate physical contact from others that will protect the person (e.g., asks person to stop, walks away from person, backs away from person, asks for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

2.46. Identify sources of assistance if a person experiences inappropriate physical contacts from others (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)

2.47. Demonstrate behaviors that represent appropriate physical contact with others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.48. Use effective responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

2.49. Ask for assistance if a person experiences inappropriate physical contact from others (e.g., call for a neighbor's help, ask a peer or family member for help, call for a teacher's assistance, call a police officer for help, ask a pedestrian for assistance). (SE.A.2.In.1, SE.A.2.Su.1)

2.50. Accept assistance with and participate in making appropriate physical contact with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community/workplace

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2.51. Accept assistance with and participate in alerting others of inappropriate physical contact with others. (SE.A.2.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

Sexual Relationships

2.52. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, uses appropriate language, reflects responsible decisions about when to have a sexual relationships, chooses abstinence prior to marriage). (IF.B.2.In.1, IF.B.2.Su.1)

2.53. *Identify body parts and gender. (Social and Personal E 39: III)*

2.54. *Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)*

2.55. Identify characteristics of behaviors that are irresponsible and inappropriate expressions of sexual relationships (e.g., uses inappropriate displays of affection in public, forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)

2.56. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., presence of positive role mode, knowledge of refusal techniques). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.57. Identify factors that prevent one from using behaviors that are responsible and appropriate expressions of sexual relationships (e.g., bad role models, lack of reinforcement or feedback, use of alcohol or other drugs, use of physical control, negative peer pressure). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.58. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*

2.59. Accept assistance with and participate in using behaviors which are responsible and appropriate expressions of affection towards others. (IF.B.2.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

Conflict Resolution

2.60. Identify characteristics of human conflicts (e.g., how some goals may exclude or limit other goals, how conflict can have both positive and negative results, how some conflict is irrational and may be a result of misunderstanding or short-sightedness). (SE.A.2.In.1, SE.A.2.Su.1)

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2.61. Use conflict resolution skills when faced with a problem (e.g., identify the conflict; deal with feelings; pinpoint the cause of conflict; choose a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation or collaboration; allow time for negotiation). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.62. *Demonstrate use of strategies to resolve interpersonal difficulties.*
(Social and Personal G 60: VI)

2.63. Identify the benefits of effective negotiation (e.g., improved relationships, increased productivity, increased personal competence). (SE.A.2.In.1, SE.A.2.Su.1)

2.64. Identify characteristics of a successful negotiator (e.g., planning skills, ability to think clearly under stress, communication skills, practical intelligence, personal integrity, ability to perceive and use power effectively). (SE.A.2.In.1, SE.A.2.Su.1)

2.65. Use negotiation skills when faced with a problem (e.g., determine the magnitude of the conflict, identify benefits gained from the resolution, establish acceptable negotiating guidelines, establish ground rules for time, give commitment to the process, pick a mediator, practice confidentiality, use strategy and tactics for a win-win resolution, reach terms that both sides will accept). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

Dealing with Excessive and Abusive Behaviors

2.66. Identify techniques to use when faced with a difficult situation to defuse own defensiveness or that of others (e.g., walk away, think of consequences, count to ten). (IF.B.2.In.3, IF.B.2.Su.3)

2.67. Identify behaviors that are generally considered to be excessive or abusive (e.g., illegal use of tobacco, alcohol, and other drugs; hitting or beating; use of foul language). (IF.B.2.In.3, IF.B.2.Su.3)

2.68. Identify behaviors that make one more susceptible to excessive or abusive behavior (e.g., neglecting personal well-being, using alcohol or other drugs, consistently making excuses for things not done, associating with abusive individuals). (IF.B.2.In.3, IF.B.2.Su.3)

2.69. Identify strategies for dealing with excessive and abusive behaviors in self or others (e.g., know how to refuse alcohol or other drugs; give support to victims, including friends and family; know specific resource people and hotlines to contact). (IF.B.2.In.3, IF.B.2.Su.3)

2.70. Identify warning signs of addiction or other patterns of excessive and abusive behaviors in self and others and where to get help. (IF.B.2.In.3, IF.B.2.Su.3)

2.71. Identify warning signs of severe depression and suicide and where to get help. (IF.B.2.In.3, IF.B.2.Su.3)

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2.72. Identify potential impact of excessive and abusive behaviors on an individual, for both short-term and long-term consequences. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ❏ emotional   _____ ❏ physical   _____ ❏ social   _____ ❏ financial

2.73. Identify strategies to resolve problems encountered in excessive and abusive problem situations (e.g., contact a help center, use a support group, change your own behaviors). (IF.B.2.In.3, IF.B.2.Su.3)

3.   Use behaviors that contribute to the overall effort of groups.

SE.A.1.In.1   cooperate in a variety of group situations.

SE.A.1.In.2   assist in establishing and meeting group goals.

SE.A.1.In.3   function effectively within formal organizations.

SE.A.1.Su.1   cooperate in group situations—with guidance and support.

SE.A.1.Su.2   function effectively within formal organizations—with guidance and support.

SE.A.1.Pa.1   participate effectively in group situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Cooperative Group Skills

3.1.   Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1, SE.A.1.Su.1)

3.2.   Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, friction between members, arguments, hostility between members). (SE.A.1.In.1, SE.A.1.Su.1)

3.3.   Identify various roles and responsibilities individuals may have when working in a group (e.g., roles—leader, recorder, timekeeper, equipment manager, worker; responsibilities— personal effort toward task completion, possible financial commitment). (SE.A.1.In.1, SE.A.1.Su.1)

3.4.   Identify the interdependency of members of the group (e.g., assuming needed roles and responsibilities, being willing to compensate for limitations of members, contributing to the best of ability, being willing to do own part even if not pleased with the responsibility assigned, understanding how what one person does reflects on the whole group). (SE.A.1.In.1, SE.A.1.Su.1)

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3.5.   Identify behaviors that contribute positively to group effort (e.g., coming to work on time, staying on task, limiting comments to assigned topics, complimenting contributions of others, sharing authority, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)

3.6.   Identify behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing members' efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early, ganging up against other members). (SE.A.1.In.1, SE.A.1.Su.1)

3.7.   Identify characteristics of group dynamics (e.g., relationships among group members, influence of expectations on behaviors). (SE.A.1.In.1, SE.A.1.Su.1)

3.8.   Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)

3.9.   Identify steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❑ discuss the problem
              _____ ❑ individually list possible causes
              _____ ❑ record individual group member's suggestions and clarifications
              _____ ❑ determine most likely cause
              _____ ❑ implement corrective action or solution
              _____ ❑ report results
              _____ ❑ move on to the next most probable cause if initial action is ineffective
              _____ ❑ other: _____

3.10.   Use appropriate steps for group problem solving in various situations. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

3.11.   Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speak when no one else is speaking, accept criticisms, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

3.12.   Use strategies to self-monitor and control own actions and behaviors in a group in various situations (e.g., know how you are affected by other individuals and their behavior, know how to state dissatisfaction or disagreement appropriately). (SE.A.1.In.1, SE.A.1.Su.1)

3.13.   Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, abiding by rules, respecting the rights of others in group activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

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3.14. Identify strategies individuals can use to respect the privacy or confidentiality of other group members (e.g., being cautious about what is said about private lives, being tactful when dealing with the feelings of others, not repeating what has been told in confidence, checking with others before repeating what has been said or done). (SE.A.1.In.1, SE.A.1.Su.1)

3.15. Volunteer and assist in the completion of tasks requiring group effort (e.g., volunteering for Special Olympics programs, participating in fund-raisers, working on a task force or committee). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

3.16. Demonstrate responsibilities individuals have to their friends, peers, and co-workers when working in a group (e.g., being dependable, not talking behind another's back, helping others through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

3.17. Accept assistance with and participate effectively in activities in group situations. (SE.A.1.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

3.18. *Cooperate with peers. (Social and Personal G 51: III)*

Leadership Skills

3.19. Identify characteristics of leadership in a group activity (e.g., effective speaking skills, confidence in expressing opinions, being knowledgeable, respected, ability to influence group members, ability to facilitate decisions, ability to initiate conversation between group members). (SE.A.1.In.2)

3.20. Identify the effects that different kinds of leaders have on a group's productivity and accomplishments. (SE.A.1.In.2)
Specify: _____ ❏ supportive leaders—more participation by group members
_____ ❏ controlling leaders—group members may operate in fear
_____ ❏ negligent leaders—group members may not stay on task
_____ ❏ other: _____

3.21. Identify individual styles when working in groups (e.g., enthusiastic, meticulous, quiet, expressive, productive). (SE.A.1.In.2)

3.22. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions or ideas, using a group reflection, providing opinions). (SE.A.1.In.2)

3.23. Identify behaviors used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action, keep lines of communication open). (SE.A.1.In.2)

3.24. Identify situations when one must assume a leadership role (e.g., when the leader gets ill, when members of the group are in conflict). (SE.A.1.In.2)

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Organizations

3.25. Identify organizations in which individuals may participate (e.g., schools, clubs, religious groups, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)

3.26. Identify common characteristics of formal organizations (e.g., structures, governed by rules, authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)

3.27. Identify existing rules and code of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ ❏ policy manuals
_____ ❏ rules and regulations
_____ ❏ security systems
_____ ❏ other: _____

3.28. Identify expectations of behavior within formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ ❏ school   _____ ❏ agencies
_____ ❏ businesses   _____ ❏ institutions
_____ ❏ service organizations   _____ ❏ workplace
_____ ❏ clubs and social organizations   _____ ❏ other: _____

3.29. Identify behaviors of individuals that may conflict with expectations of organizations (e.g., not being on time, not abiding by policies and rules). (SE.A.1.In.3, SE.A.1.Su.2)

3.30. Demonstrate behavior that complies with the existing rules and code of conduct of the organization (e.g., respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from work, not causing physical harm to others, meeting deadlines, complying with dress codes, not using alcohol and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

3.31. Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., personal ethical or moral issues may conflict with the job, personal choices may conflict with moving to a new location or transferring to a new site, personal choices may conflict with rearranging work schedule, personal behaviors such as being disruptive can conflict with working on a job). (SE.A.1.In.3, SE.A.1.Su.2)

3.32. Accept assistance with and participate effectively in activities of organizations. (SE.A.1.Pa.1)
Specify setting: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

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4.   Use behaviors that enhance self-control, self-reliance, and self-esteem.

IF.A.1.In.1   complete productive and leisure activities used in the home and community.

IF.A.1.In.2   complete personal care, health, and fitness activities.

IF.A.1.Su.1   complete productive and leisure activities used in the home and community–with guidance and support.

IF.A.1.Su.2   complete personal care, health, and fitness activities—with guidance and support.

IF.A.1.Pa.1   participate in routines of productive and leisure activities used in the home and community—with assistance.

IF.A.1.Pa.2   participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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4.1.   Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out productive activities in the home. (IF.A.1.In.1, IF.A.1.Su.1)
Specify:_____ ❏ selecting and caring for personal goods
_____ ❏ selecting and caring for clothing
_____ ❏ caring for personal living space
_____ ❏ preparing and storing food for self or others
_____ ❏ cleaning and maintaining exterior areas of the house or apartment
_____ ❏ managing money and budgeting
_____ ❏ other: _____

4.2.   Accept assistance when initiating and completing productive activities in the home with as much self-control and self-reliance as possible. (IF.A.1.Pa.1)
Specify: _____

4.3.   Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out productive activities in the community. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ selecting and caring for personal property
_____ ❏ caring for personal work space
_____ ❏ carrying out activities of volunteer service
_____ ❏ respecting property and rights of others
_____ ❏ accessing or using services of community agencies
_____ ❏ obtaining goods and services from community businesses
_____ ❏ other: _____

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4.4.   Accept assistance when initiating and completing productive activities in the community with as much self-control and self-reliance as possible. (IF.A.1.Pa.1)
Specify: _____

4.5.   Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❑ selecting and planning leisure activities
_____ ❑ playing indoor games
_____ ❑ attending concerts, movies, or other performances
_____ ❑ playing active individual or team sports
_____ ❑ working with hobbies and crafts
_____ ❑ participating in outdoor activities
_____ ❑ other: _____

4.6.   Accept assistance when initiating and completing leisure activities with as much self-control and self-reliance as possible. (IF.A.1.Pa.1)
Specify: _____

4.7.   Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out personal health care and fitness activities. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❑ caring for personal hygiene and grooming
_____ ❑ maintaining adequate nutrition
_____ ❑ engaging in regular exercise or fitness routines
_____ ❑ planning and following routines to promote wellness
_____ ❑ caring for own illnesses
_____ ❑ maintaining own mental health
_____ ❑ refusing tobacco, alcohol, or other unnecessary drugs
_____ ❑ other: _____

4.8.   Accept assistance when initiating and completing routine personal health care and fitness activities with as much self-control and self-reliance as possible. (IF.A.1.Pa.2)
Specify: _____

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Functioning Independently

4.9.   Identify characteristics of behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ ❏ self-initiation—begins tasks on own, asks for additional tasks upon completion, recognizes how individuals get distracted, knows when to show initiative in assuming tasks that have not necessarily been assigned

_____ ❏ self-management—self-monitoring, self-instruction, and self-reinforcement; knows how to divide attention appropriately among tasks; has strategies to handle frustrations and problems associated with task completion; knows how to plan for task completion; knows how to prioritize; has motivation to finish tasks; understands personal responsibilities for tasks; knows how to get assistance or additional instruction; knows how to assess job quality

_____ ❏ self-control—manages unstructured time, controls responses to events, knows how physical changes can affect emotions, can assess what led up to a situation, assumes responsibility for own actions and emotions, understands feelings in response to failure and rejection, makes decisions that reflect personal interests rather than peer group's interests

_____ ❏ self-advocacy—knows own strengths and weaknesses, recognizes situations that are comfortable and those that are uncomfortable, knows own value system, understands differences in value systems of others, knows when to ask for help, knows how to evaluate consequences of decisions

_____ ❏ self-esteem—has a positive self-image, sets challenging goals, says no to peer pressure, understands own personality traits, knows ways to promote oneself

_____ ❏ other: _____

4.10.   Identify characteristics of behaviors that prevent one from functioning independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ ❏ self-initiation—waits until the last minute to start, avoids starting at all

_____ ❏ self-management—waits for others to check progress

_____ ❏ self-control—gets upset when unexpected events occur

_____ ❏ self-advocacy—lets others take all needed supplies

_____ ❏ self-esteem—won't try new tasks, makes negative comments about self

_____ ❏ other: _____

4.11.   *Identify appropriate attendance practices for school and work.*
(Social and Personal C 26: IV)

4.12.   *Identify mistakes on task assignments with and without assistance.*
(Social and Personal C 28: V)

4.13.   *Identify behaviors which reflect a positive attitude toward self.*
(Social and Personal G 58: VI)

4.14.   Identify factors that support and require independent functioning in a variety of situations (e.g., availability of choices, availability of adaptive or assistive devices, opportunities to make decisions about activities, access to resources and supplies when needed). (IF.B.2.In.1, IF.B.2.Su.1)

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4.15. Identify factors that prevent one from functioning independently in a variety of situations (e.g., high degree of external control by persons in the environment, extremely rigid rules and requirements, lack of options or personal choices, lack of access to needed resources and supplies, lack of encouragement). (IF.B.2.In.1, IF.B.2.Su.1)

4.16. Use behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify behavior: _____ ❑ self-initiation   _____ ❑ self-management
                  _____ ❑ self-control   _____ ❑ self-advocacy
                  _____ ❑ self-esteem   _____ ❑ other: _____
Specify setting: _____ ❑ home _____ ❑ school _____ ❑ community _____ ❑ workplace

4.17. *Stay on task until its completion. (Social and Personal C 20: III)*

4.18. *Seek help and accept assistance. (Social and Personal C 21: III)*

4.19. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*

4.20. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.2, IF.B.2.Su.2)
Specify behavior:_____ ❑ self-initiation   _____ ❑ self-management
                  _____ ❑ self-control   _____ ❑ self-advocacy
                  _____ ❑ self-esteem   _____ ❑ other: _____
Specify setting: _____ ❑ home _____ ❑ school _____ ❑ community _____ ❑ workplace

4.21. Accept assistance with and participate in exhibiting patterns of conduct that enable one to function independently in a variety of situations. (IF.B.2.Pa.1)
Specify setting: _____ ❑ home _____ ❑ school _____ ❑ community/workplace

5.   Use appropriate behaviors and skills when accessing and using community resources.

IF.A.2.In.1   select and use community resources and services for specified purposes.

IF.A.2.In.2   demonstrate safe travel within and beyond the community.

IF.A.2.Su.1   use community resources and services for specified purposes—with guidance and support.

IF.A.2.Su.2   demonstrate safe travel within and beyond the community—with guidance and support.

IF.A.2.Pa.1   participate in activities involving the use of community resources and services—with assistance.

IF.A.2.Pa.2   participate in reaching desired locations safely within familiar environments—with assistance.

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Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❑ full ❑ partial   ____ assistive technology ❑ full ❑ partial

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Identifying Community Resources

5.1. Identify community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)
    Specify: _____ ❑ employment—state employment services, Vocational Rehabilitation, private employment
    _____ ❑ housing, home maintenance—real estate agents, rental agencies, pest control
    _____ ❑ medical, health, wellness—doctors, dentists, hospitals, clinics, support groups
    _____ ❑ civil—voter registration, tax collector, license bureau
    _____ ❑ utilities—water, electric, telephone
    _____ ❑ communication—telephone, mail, e-mail
    _____ ❑ transportation—bus, taxi, bicycle
    _____ ❑ personal service—barber, dry cleaner, laundromat
    _____ ❑ retail—department stores, clothing stores, shoe stores
    _____ ❑ food service—restaurants
    _____ ❑ financial—banking, credit cards, investments, insurance, social services
    _____ ❑ recreation, leisure, entertainment—movies, libraries, community centers
    _____ ❑ legal, advocacy—lawyers, advocacy and protection groups
    _____ ❑ educational—adult education, trade schools
    _____ ❑ emergency—police, fire, ambulance, Red Cross
    _____ ❑ religious
    _____ ❑ other: _____

5.2. *Identify services provided by local community agencies. (Social and Personal E 43: V)*

5.3. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with specific needs would need to be contacted (e.g., when you desire to get a new product, when equipment has broken down, when you don't feel well, when you are looking for a job). (IF.A.2.In.1, IF.A.2.Su.1)

5.4. Select the community service agency, business, or other resource that will meet (or is most likely to meet) the individual's specific needs for assistance (e.g., immediate service, low cost, quality service, consistent service, dependability, reliability, location). (IF.A.2.In.1, IF.A.2.Su.1)

5.5. Contact community service agencies, businesses, or other resources that assist individuals with specific needs when necessary (e.g., questioning a bill, making an appointment, finding services, getting price estimates). (IF.A.2.In.1, IF.A.2.Su.1)
    Specify community service(s): _____

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5.6.   Use the knowledge and skills to obtain and benefit from a particular service related to specific needs (e.g., knowledge of standard rates, basic knowledge of what needs to be fixed, knowledge of resource's reputation, social skills in talking with others). (IF.A.2.In.1, IF.A.2.Su.1)
Specify community service(s): _____

5.7.   Demonstrate basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, paying for the cost). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ hair care   _____ ❏ laundromat   _____ ❏ dry cleaner
_____ ❏ other: _____

5.8.   Demonstrate basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ library   _____ ❏ parks and recreation _____ ❏ public safety
_____ ❏ transportation   _____ ❏ other: _____

5.9.   Demonstrate basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate the store, finding the desired items to purchase, using comparison shopping techniques, paying for the cost). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ department stores   _____ ❏ convenience stores   _____ ❏ drug stores
_____ ❏ grocery stores   _____ ❏ hardware store   _____ ❏ specialty stores
_____ ❏ flea markets   _____ ❏ second-hand stores   _____ ❏ garage sales
_____ ❏ other: _____

5.10.   Demonstrate basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying for the bill). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ restaurants   _____ ❏ cafeterias
_____ ❏ fast food chains   _____ ❏ refreshment stands
_____ ❏ vending machines   _____ ❏ other: _____

5.11.   *Use coin-operated machines. (Social and Personal H 63: V)*

5.12.   Demonstrate basic knowledge and skills required to benefit from resources in the community that provide entertainment (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ movies   _____ ❏ arenas
_____ ❏ skating rinks   _____ ❏ video arcades
_____ ❏ museums—science, art, historical
_____ ❏ other: _____

5.13.   Demonstrate basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ banks   _____ ❏ credit unions   _____ ❏ savings and loan

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5.14. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, following doctor's orders, being on time, making an appointment, filling out a medical history, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❑ clinics   _____ ❑ hospitals
_____ ❑ doctors' offices   _____ ❑ health departments
_____ ❑ mental health and guidance clinics
_____ ❑ other: _____

5.15. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)
Specify community service(s): _____

Traveling

5.16. Select appropriate transportation (e.g., is financially feasible, has appropriate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)

5.17. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

5.18. Practice safety procedures when riding in a car (e.g., use the seatbelt, lock doors when riding, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)

5.19. Avoid entering doorways and corridors in buildings and other places designated as "No Entry" or open to "Authorized Personnel Only" when traveling in buildings. (IF.A.2.In.2, IF.A.2.Su.2)

5.20. Identify potential dangers, responsibilities, and behavior appropriate to independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keep track of personal belongings, be aware of environment, know destination; behaviors—keep hands to self, do not talk loudly, be polite, ask driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

5.21. *Identify safety precautions related to traffic and pedestrian travel.*
   (Social and Personal D 36: V)

5.22. Accept assistance with and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)

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6.   Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Understanding the Components of the Individual Educational Plan

6.1.   Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

6.2.   Identify the benefits of participation in own IEP meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1, IF.B.1.Su.1)

6.3.   Identify steps in the IEP development. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ determine school and post-school outcome desires
         _____ ❏ assess present levels of performance
         _____ ❏ develop annual goals and related short-term objectives or benchmarks
         _____ ❏ assign responsibility for objectives
         _____ ❏ identify needed services, modifications, and supports

6.4.   Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ employment
         _____ ❏ instruction and continuing education
         _____ ❏ community participation
         _____ ❏ independent living
         _____ ❏ agency support
         _____ ❏ daily living skills
         _____ ❏ course of study and diploma options

6.5.   Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Participating in the Development of the Individual Educational Plan

6.6.   Identify sources of information about personal interests, preferences, strengths, and needs for determining post-school outcomes (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

6.7.   Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ in-school—course of study, diploma, extracurricular activities
         _____ ❏ post-school—postsecondary training, employment
         _____ ❏ post-school—living arrangements, community participation

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6.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

6.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)

6.10. Assist in identifying the risks and benefits for self of each option considered in the individualized educational plan. (IF.B.1.In.1, IF.B.1.Su.1)

6.11. Assist in setting realistic annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present levels of performance. (IF.B.1.In.1, IF.B.1.Su.1)

6.12. Assist in identifying the time and resources needed to implement the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

6.13. Assist in allocating, prioritizing, and scheduling own time and resources to implement the IEP (e.g., assign responsibilities, determine timelines, set criteria for completion). (IF.B.1.In.1, IF.B.1.Su.1)

6.14. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

6.15. Accept assistance with and participate in activities related to own IEP. (IF.B.1.Pa.1)

7. Use a systematic approach to making decisions about personal goals and activities.

IF.B.1.In.1   make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.In.2   carry out and revise plans related to decisions about personal and career choices.

IF.B.1.Su.1   make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

IF.B.1.Su.2   carry out plans and adjust to changing circumstances—with guidance and support.

IF.B.1.Pa.1   participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Decision Making

7.1.   Identify the relationship between one's choices and the consequences that result for self and others. (IF.B.1.In.1, IF.B.1.Su.1)

7.2.   Identify the relationship between one's actions and choices and one's system of values and judgment. (IF.B.1.In.1, IF.B.1.Su.1)

7.3.   Use age-appropriate decision-making skills in various situations. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ recognizing there is a problem to be resolved or decision to be made
        _____ ❏ generating choices
        _____ ❏ considering choices
        _____ ❏ evaluating the effectiveness of the decision and its possible consequences
        _____ ❏ making a decision
        _____ ❏ other: _____
Specify situation: _____

7.4.   Identify weaknesses in own decision-making processes and strategies for correcting them. (IF.B.1.In.1, IF.B.1.Su.1)

7.5.   Identify specific routine decisions that may have long-term consequences on goals and desires (e.g., what classes to choose, whether or not to finish homework, how to spend free time, how much help to give family). (IF.B.1.In.1, IF.B.1.Su.1)

Planning Process for Personal Goals and Activities

7.6.   Identify personal situations that call for a plan (e.g., moving to a new apartment, buying a car, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)

7.7.   Identify the benefits of using a planning process to set personal goals (e.g., helps you stay on track, is useful in monitoring progress, can be motivating). (IF.B.1.In.1, IF.B.1.Su.1)

7.8.   Identify criteria to be used to determine when a plan is needed (e.g., task is complex, choices need to be made, decision has long-term impact). (IF.B.1.In.1, IF.B.1.Su.1)

7.9.   Describe steps to be followed when making a plan. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ identify goal or outcome
        _____ ❏ identify needed resources
        _____ ❏ determine major tasks
        _____ ❏ schedule tasks
        _____ ❏ other: _____

7.10.   Identify sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ individuals—family members, supervisors, teachers
        _____ ❏ agencies—government agencies, religious organizations, schools
        _____ ❏ other: _____

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Using Self-appraisal for Personal Goals

7.11. Use self-appraisal to indicate personal strengths or weaknesses (e.g., physical appearance, relating to others, personality, how others see you, performance in school, performance outside of school, performance on the job, performance outside the job, interests, preferences for activities). (IF.B.1.In.1, IF.B.1.Su.1)

7.12. Evaluate the results of self-appraisal to determine personal goals (e.g., determine personal strengths and weaknesses, identify practices that maximize strengths and minimize weaknesses). (IF.B.1.In.1, IF.B.1.Su.1)

7.13. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*

7.14. Identify how positive view of self can affect personal goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.1.Su.1)

Determining Options and Risks for Personal Goals

7.15. Identify alternatives and choices available to reach personal goals (e.g., losing weight—start exercise program, diet, consult a physician). (IF.B.1.In.1, IF.B.1.Su.1)

7.16. Identify the risks and benefits associated with each alternative (e.g., dieting risks—body may not get its necessary vitamins, may take dieting to an extreme; dieting benefits—lowers cholesterol, decreases chance of heart attack). (IF.B.1.In.1, IF.B.1.Su.1)

7.17. Identify consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

7.18. Identify previous personal experiences related to making realistic personal goals (e.g., visiting a homeless shelter and then volunteering for a community program, reading a self-help book and then making improvements in personal relationships). (IF.B.1.In.1, IF.B.1.Su.1)

Setting Personal Goals

7.19. Set realistic personal goals after selecting from options. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ short-term goals
_____ ❏ long-term goals
_____ ❏ other: _____

7.20. Determine if personal goals related to task completion are reasonable (e.g., taking on only what you can handle; not planning too many tasks per day, week, or month). (IF.B.1.In.1, IF.B.1.Su.1)

7.21. Identify the need for responsible planning of personal choices (e.g., starting a family, selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)

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7.22. Set realistic personal goals related to personal living arrangements (e.g., safe neighborhood, locks on windows and doors, feasible price, accessible for persons with disabilities). (IF.B.1.In.1, IF.B.1.Su.1)

7.23. Set realistic school and extracurricular goals (e.g., passing specific courses, obtaining a diploma, joining a service group, joining a sports team). (IF.B.1.In.1, IF.B.1.Su.1)

7.24. Set realistic personal goals related to leisure activities (e.g., join a recreational sports team, read self-help books or novels). (IF.B.1.In.1, IF.B.1.Su.1)

7.25. Set realistic personal goals related to participation in community activities (e.g., attend religious services, volunteer at a community organization, attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)

7.26. Accept assistance with and participate in expressing personal preferences and desires related to personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

Making Plans to Implement Personal Goals

7.27. Make a plan to implement personal goals (e.g., identify steps; write the steps on paper; have someone look over steps, when assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)

7.28. Identify the time, space, and materials needed to accomplish goals (e.g., fixing bicycle—need an hour depending on extent of repairs, need an open space, need tools, need oil; scoring a certain score on a test—allow several weeks for study time, obtain books on tips and sample questions, obtain copies of past tests). (IF.B.1.In.1, IF.B.1.Su.1)

7.29. Allocate, prioritize, and schedule the time, space, and materials needed to accomplish goals. (IF.B.1.In.1, IF.B.1.Su.1)

Carrying Out Personal Plans

7.30. Commit to pursue the project when carrying out plans related to personal goals (e.g., start project at decided time, follow plan accordingly, follow plan until project completed). (IF.B.1.In.2, IF.B.1.Su.2)

7.31. Choose to undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals (e.g., general activities, school activities, leisure activities, living arrangements). (IF.B.1.In.2, IF.B.1.Su.2)

7.32. Use evaluations to improve own performance when carrying out plans related to personal goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do, develop strategy or plan to improve evaluations). (IF.B.1.In.2, IF.B.1.Su.2)

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Monitoring Progress and Making Adjustments to Personal Plans

7.33. Periodically monitor own progress when carrying out plans related to personal goals
(e.g., determine current status of plans, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

7.34. Evaluate actions taken to determine what has been gained, lost, or achieved
(e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)

7.35. Adapt plan and goals in response to changing situations and requirements
(e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

7.36. Accept assistance with and participate in expressing personal preferences and desires related to carrying out and making adjustments in personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

8.   Use systematic approaches to solve problems encountered in school, home, and community.

CL.B.4.In.1   identify problems and examine alternative solutions.

CL.B.4.In.2   implement solutions to problems and evaluate effectiveness.

CL.B.4.Su.1   identify problems found in functional tasks—with guidance and support.

CL.B.4.Su.2   implement solutions to problems found in functional tasks—with guidance and support.

CL.B.4.Pa.1   participate in problem-solving efforts in daily routines—with assistance.

CL.C.2.In.1   plan and implement personal work assignments.

CL.C.2.Su.2   plan and implement personal work assignments—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

Identifying School Problems

8.1. Identify that a problem exists in school, a discrepancy between what is and what should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness, being teased, getting suspended, not completing assignment). (CL.B.4.In.1, CL.B.4.Su.1)

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8.2. Identify possible reasons for existing problems in school (e.g., lack of study time, ineffective study habits, difficulty of material). (CL.B.4.In.1, CL.B.4.Su.1)

8.3. Identify problems that lead to the breakdown of major goals in school (e.g., not completing homework assignments, watching too much television, getting in fights, procrastinating). (CL.B.4.In.1, CL.B.4.Su.1)

8.4. Analyze possible outcomes associated with specific problems in school (e.g., failing courses, getting detention, getting in trouble with parents and school authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)

Identifying Work Problems

8.5. Identify that a problem exists at work, a discrepancy between what is and what should or could be (e.g., work tasks continually being completed late, not staying on task, frequent mistakes on assigned tasks, frequent arguments with boss or co-workers). (CL.B.4.In.1, CL.B.4.Su.1)

8.6. Identify possible reasons for existing problems at work (e.g., not understanding what is expected, not staying on task, frequent absence from work, not given enough time). (CL.B.4.In.1, CL.B.4.Su.1)

8.7. Identify problems that lead to the breakdown of major goals at work (e.g., turning in incomplete work, disagreeing with co-workers, being tardy frequently, treating customers with disrespect). (CL.B.4.In.1, CL.B.4.Su.1)

8.8. Analyze possible outcomes associated with specific problems at work (e.g., will not gain respect of others, may be looked over for promotions, may be demoted, may be fired). (CL.B.4.In.1, CL.B.4.Su.1)

Identifying Personal Problems

8.9. Identify that a problem exists in personal life, a discrepancy between what is and what should or could be (e.g., gaining weight, not completing chores, not being allowed to see friends). (CL.B.4.In.1, CL.B.4.Su.1)

8.10. Identify possible reasons for existing problems in personal life (e.g., poor nutrition habits, lack of communication with family members). (CL.B.4.In.1, CL.B.4.Su.1)

8.11. Identify problems that lead to the breakdown of major goals in personal life (e.g., tobacco, alcohol, and other drug abuse; socializing with inappropriate groups; lack of perseverance). (CL.B.4.In.1, CL.B.4.Su.1)

8.12. Analyze possible outcomes associated with specific problems in personal life (e.g., feeling isolated, feeling that others don't like to be with you). (CL.B.4.In.1, CL.B.4.Su.1)

8.13. Accept assistance with and participate in identifying a problem in a personal care or productive activity (e.g., indicates water glass is empty). (CL.B.4.Pa.1)

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8.14.   Accept assistance with and participate in identifying a problem in a leisure activity (e.g., indicates TV is not on). (CL.B.4.Pa.1)

Applying Problem-solving Strategies

8.15.   Apply a general model for solving problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

8.16.   Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)

8.17.   Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ ❑ brainstorming—identifying all solutions that come to mind
_____ ❑ identifying steps—when a complicated task is involved
_____ ❑ estimating—when numbers are involved
_____ ❑ matching consequences to actions—for cause and effect
_____ ❑ troubleshooting—finding problems within a work process
_____ ❑ creative thinking—when multiple solutions are acceptable
_____ ❑ modeling—basing actions on those of a good example
_____ ❑ other: _____

8.18.   Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)

8.19.   Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)

8.20.   Identify the separate steps of a complicated process when solving a problem involving many tasks (e.g., publishing a school newspaper—assign staff, write articles, arrange for editing and layout, send to printer; planning a surprise party—decide on location, plan entertainment, order or make refreshments, send invitations). (CL.B.4.In.1, CL.B.4.Su.1)

8.21.   Estimate answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time; estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)

8.22.   Match consequences to decisions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted; take in a stray cat—feed it every day, gain a companion, take it to the vet). (CL.B.4.In.1, CL.B.4.Su.1)

8.23.   Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling classes; work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)

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8.24. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; work—design a brochure or pamphlet, re-arrange workstation for greater productivity; personal life—decorate for a party, paint a room, cook for a dinner party). (CL.B.4.In.1, CL.B.4.Su.1)

8.25. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify behaviors of a successful student that lead to desired performance; work—identify techniques used by most productive employee, use these techniques to improve own performance; personal life—identify crowd that does not use tobacco, alcohol, and other drugs, identify their refusal skills, use same refusal skills when offered tobacco, alcohol, and other drugs). (CL.B.4.In.1, CL.B.4.Su.1)

Evaluating Alternative Solutions

8.26. Identify alternative courses of action for solving a particular problem (e.g., missed the bus—catch next bus, get a ride, walk, ride bike; project not complete at deadline—work extra hours, ask for assistance, take work home; gained 10 pounds—start exercise program, talk to a physician, eat healthier foods). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ ❏ personal life _____ ❏ school _____ ❏ workplace

8.27. Analyze consequences of each alternative course of action for solving a particular problem (e.g., missed the bus so walk to school—takes longer, may be late for school, exposure to the elements; poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ ❏ personal life _____ ❏ school _____ ❏ workplace

8.28. Accept assistance with and demonstrate awareness of cause and effect relationship during functional activities (e.g., if this switch is pressed, the TV will come on). (CL.B.4.Pa.1)
Specify setting: _____ ❏ home _____ ❏ school _____ ❏ community/workplace

Implementing Solutions

8.29. Complete tasks needed to solve problems (e.g., limited time to do homework assignments—use time management strategies, talk to teacher about extended time on some assignments; poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving; flat tire—identify jack, lug wrench, and spare tire; jack car up; loosen and take off lug nuts; remove flat; put on spare; put lug nuts back on; jack car down; put parts in trunk). (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ ❏ personal life _____ ❏ school _____ ❏ workplace

8.30. Use appropriate techniques or tools to solve problems (e.g., computer software, assignment notebook, counseling sessions; apply active listening skills, make a checklist of work to be accomplished; apply active listening skills, make a checklist of solutions to problems). (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ ❏ personal life _____ ❏ school _____ ❏ workplace

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8.31. Seek assistance when needed to solve problems (e.g., emotional problems—seek help from school counselor, teacher, or psychologist; problems with a subject area at school—seek help from tutor, teacher, or family member; difficulty completing task—consult supervisor or co-workers; use references; consult with family member, talk with a teacher or counselor). (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ ❏ personal life   _____ ❏ school   _____ ❏ workplace

8.32. Accept assistance with and participate in positioning objects for use (e.g., puts spoon on plate, turns switch toward hand). (CL.B.4.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

8.33. Accept assistance with and participate in efforts to solve problems in routine activities. (CL.B.4.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

8.34. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities. (IF.B.2.Pa.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

Evaluating Effectiveness of Solution

8.35. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2, CL.B.4.Su.2)

8.36. Determine impact of decisions related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

Planning School or Work Assignments

8.37. Identify purposes of planning school or work assignments (e.g., clarifies what is required, helps you to stay on task, identifies needed time and resources). (CL.C.2.In.1, CL.C.2.Su.1)

8.38. Identify components of a plan to complete a school or work assignment (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, personnel, time, training or instruction; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)

8.39. *State steps to complete a task. (Language C 31: VI)*

8.40. Identify, prioritize, and schedule job or task responsibilities (e.g., list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

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8.41. Accept assistance with and participate in the sequence of tasks or activities of preparing for school, work, or volunteer service routines. (CL.C.2.Pa.1)
Specify routine: _____

Implementing School or Work Assignments

8.42. Use strategies to pace work so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ❏ work according to schedule   _____ ❏ set an alarm clock as a reminder
_____ ❏ track subtasks on calendar   _____ ❏ check off subtasks when completed
_____ ❏ other: _____

8.43. Identify alternative approaches when faced with difficulty in completing a task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ❏ try different techniques   _____ ❏ seek advice from others
_____ ❏ seek assistance from others   _____ ❏ read the instructions or references
_____ ❏ other: _____

8.44. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ❏ use a checklist or rubric   _____ ❏ compare with model or example
_____ ❏ use spell-check or similar tool   _____ ❏ look for errors
_____ ❏ ask peer or co-worker to review   _____ ❏ ask supervisor to review
_____ ❏ other: _____

8.45. Follow a systematic procedure to complete school or work tasks (e.g., janitorial—clean windows; clerical—type a letter, homework). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ❏ identify task
_____ ❏ name steps of task
_____ ❏ perform task following a model or demonstration
_____ ❏ perform task with decreasing feedback
_____ ❏ perform task independently
_____ ❏ monitor own task performance using workplace or course standards
_____ ❏ evaluate own task performance using workplace or course standards
_____ ❏ other: _____

8.46. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

8.47. Complete school or work assignments as specified in workbooks, lab and shop manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)

8.48. Accept assistance with and participate in the sequence of tasks or activities of completing school, work, or volunteer service routines. (CL.C.2.Pa.1)
Specify routine: _____

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9.   Use appropriate skills when communicating with others.

CO.A.1.In.1   initiate communication and respond effectively in a variety of situations.

CO.A.1.Su.1   initiate communication and respond effectively in a variety of situations—with guidance and support.

CO.A.1.Pa.1   participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Understanding the Concept of Communication

9.1.   Identify the roles and uses of language (verbal and nonverbal) in communication (e.g., interactive, personal, and informative purposes; way to convey desires, feelings, ideas, and needs; response to others). (CO.A.1.In.1, CO.A.1.Su.1)

9.2.   Identify the forms of language used in communication (e.g., spoken or written words, phrases, sentences; sign language; finger spelling; symbols and icons). (CO.A.1.In.1, CO.A.1.Su.1)

9.3.   Identify the meaning of gestures, body language, and hand signals while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

9.4.   Identify meaning of various facial expressions while engaging in conversations (e.g., smile, frown, grimace). (CO.A.1.In.1, CO.A.1.Su.1)

9.5.   Identify the difference in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing, do not have to have constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)

9.6.   *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*

9.7.   Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ facial expressions   _____ ❏ sounds
              _____ ❏ gestures   _____ ❏ body language
              _____ ❏ hand signals   _____ ❏ other: _____

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9.8.　Use appropriate vocabulary, grammar, and sentence structure to communicate messages in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home　　_____ ❏ school　　_____ ❏ community　　_____ ❏ workplace

9.9.　Use voice and fluency appropriate for the social situation (e.g., when eating meals, attending a religious service, cheering at a sports event, walking in the halls). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ tone of voice　　　　_____ ❏ pitch
　　　　 _____ ❏ fluency (rate and rhythm)　_____ ❏ loudness
　　　　 _____ ❏ duration　　　　　　　　 _____ ❏ other: _____

Listening

9.10.　Identify characteristics of the listening process in order to listen more effectively in conversations, lectures, and discussions (e.g., hearing, understanding, remembering what has been said). (CO.A.1.In.1, CO.A.1.Su.1)

9.11.　Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)

9.12.　Identify the difference between attentive and non-attentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; non-attentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)

9.13.　Use critical listening skills to gain understanding. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ listening for content
　　　　 _____ ❏ paying attention to cues—first, second..., in summary, most important
　　　　 _____ ❏ linking to prior knowledge and experiences
　　　　 _____ ❏ considering emotional meaning
　　　　 _____ ❏ other: _____

9.14.　Use strategies to improve listening (e.g., empathize and "read" people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

9.15.　Use strategies to determine if effective communication has taken place (e.g., asking if a person understands, checking the responses of others to the communication, making a follow-up call to see if the message was received). (CO.A.1.In.1, CO.A.1.Su.1)

Communicating Desires, Feelings, and Needs

9.16.　Use appropriate language to express desires effectively (e.g., "May I have more potatoes?" "I want to finish this job." "I don't care for spinach." "I would rather not go to that movie."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ requests　　_____ ❏ refusals　　_____ ❏ other: _____

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9.17. Participate in conveying desires, feelings, and physical needs effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)
Specify: _____ ❑ touch referent object _____ ❑ point to actual object
_____ ❑ vocalize or gesture _____ ❑ use assistive or augmentative device
_____ ❑ verbalize or sign _____ ❑ other: _____

9.18. Use appropriate language to express ideas and feelings clearly (e.g., "I believe this is a valuable thing to do" "This is what really happened" "I like you a lot" "I'm upset with what you did"). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ opinions _____ ❑ facts _____ ❑ affection _____ ❑ anger
_____ ❑ joy _____ ❑ sadness _____ ❑ other: _____

9.19. Use appropriate language to express need for assistance in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ home _____ ❑ school _____ ❑ community _____ ❑ workplace

9.20. Use appropriate language to express the need for assistance in emergency situations (e.g., ask for help, raise hand, call person's name). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ home _____ ❑ school _____ ❑ community _____ ❑ workplace

9.21. *Express wants and needs. (Language C 20: II)*

9.22. *Use language to indicate displeasure or dislike. (Language C 16: I)*

9.23. *Use language to give simple commands. (Language C 18: II)*

9.24. *Use language to indicate danger or give warnings to others. (Language C 22: III)*

9.25. Participate in requesting desired person, object, or action (e.g., ask for favorite blouse or book). (CO.A.1.Pa.1)
Specify: _____ ❑ touch referent object _____ ❑ point to actual object
_____ ❑ vocalize or gesture _____ ❑ use assistive or augmentative device
_____ ❑ verbalize or sign _____ ❑ other: _____

9.26. Participate in requesting help or assistance. (CO.A.1.Pa.1)
Specify: _____ ❑ touch referent object _____ ❑ point to actual object
_____ ❑ vocalize or gesture _____ ❑ use assistive or augmentative device
_____ ❑ verbalize or sign _____ ❑ other: _____

Responding to Communication

9.27. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., use "I" statements, make apologies, acknowledge discrepancy between actions and statements, ask if you can help, ignore or leave the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ home _____ ❑ school _____ ❑ community _____ ❑ workplace

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9.28. Respond appropriately to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ home _____ ❑ school _____ ❑ community _____ ❑ workplace

9.29. Respond to other's generosity by stating appreciation (e.g., thanking the person, telling the person how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)

9.30. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)

9.31. Respond appropriately to basic questions, directions, and informational statements (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

9.32. *Respond to own name. (Language B 5: I)*

9.33. Show interest in communicating (e.g., turning head, making a nonverbal or verbal response, indicating attention or interest). (CO.A.1.Pa.1)
Specify: _____ ❑ with family _____ ❑ with friends
_____ ❑ with other familiar persons _____ ❑ with unfamiliar persons

9.34. Respond to own name by using one or more observable behaviors. (CO.A.1.Pa.1)
Specify: _____ ❑ intentional body or head movement—move or turn toward speaker
_____ ❑ facial expressions—look at speaker, smile, blink
_____ ❑ oral communication—respond verbally
_____ ❑ gesture—nod head, sign
_____ ❑ other: _____

9.35. Respond to cued commands (e.g., verbal—saying someone's name; non-verbal signs—come here, stop, one minute). (CO.A.1.Pa.1)
Specify: _____ ❑ vocalize or gesture _____ ❑ point to actual object
_____ ❑ touch referent object _____ ❑ use assistive or augmentative device
_____ ❑ verbalize or sign _____ ❑ other: _____

Using Greetings and Conversations

9.36. Use acceptable gestures, body language, and hand signals to initiate a conversation in various situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

9.37. Use acceptable words or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

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9.38. Use appropriate greetings when meeting other persons in various situations (e.g., formal—"Hello..."; informal—"Hi !" "How are you?" "Nice to see you."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ home _____ ❑ school _____ ❑ community _____ ❑ workplace

9.39. *Use language to initiate social greetings. (Language C 23: III)*

9.40. Respond appropriately to greetings in various situations (e.g., "Hello." "Thank you for inviting me." "It's nice to see you, too." "I'm doing well, and you?"). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ home _____ ❑ school _____ ❑ community _____ ❑ workplace

9.41. *Use language to respond to verbal greeting. (Language C 19: II)*

9.42. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, finances, your future, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, school, current events). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ with family _____ ❑ with friends
_____ ❑ with other familiar persons _____ ❑ with unfamiliar persons

9.43. *Use language to participate appropriately in conversation. (Language C 29: V)*

9.44. *Use language to initiate conversation. (Language C 30: VI)*

9.45. *Use language to relate recent personal experiences. (Language C 26: IV)*

9.46. Use appropriate language to end conversations (e.g., "It was nice talking with you." "Thank you for stopping by." "It was so good to see you again." "Let's keep in touch." "Talk to you soon." "Good-bye!"). (CO.A.1.In.1, CO.A.1.Su.1)

9.47. Identify correct verbal responses in telephone interactions (e.g., "May I ask who is calling?" "One moment, please." "May I take a message?" "May I please speak to. . .?" "This is she/he." "Thank you for calling."). (CO.A.1.In.1, CO.A.1.Su.1)

Giving and Receiving Feedback

9.48. Identify situations when feedback is commonly given (e.g., after you have answered a question, after you have finished a project, after you have cleaned your room or house, after you have participated in a sport). (CO.A.1.In.1, CO.A.1.Su.1)

9.49. Respond effectively to feedback given in various situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ home _____ ❑ school _____ ❑ community _____ ❑ workplace

9.50. Use feedback to make changes (e.g., correct a math problem, pronounce a word correctly, use a different technique in a sport, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)

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Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

9.51. Give effective feedback to others (e.g., by saying things like "You are doing great." "Try to do five more." "You did well on your test." "Keep up the good work." "Study for an extra hour each night."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Special Skills Courses
Course Number: 7963060
Course Title: Orientation and Mobility Skills

A.   **Major Concepts/Content.** The purpose of this course is to provide instruction in skills involving orientation and mobility. Orientation is the collection and organization of information concerning the environment and one's relationship to it. Mobility is the ability to move efficiently within that environment.

The content should include, but not be limited to, the following:

- developing safe, efficient, and independent travel skills in one's neighborhood, community, and school environment
- using major forms of public transportation
- traveling to specified destinations in an unfamiliar environment
- locating and reading survival symbols in order to access public places

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1   complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1   complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1   participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B.   **Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Due to safety considerations, training students with visual impairments for independent travel requires a fully trained orientation and mobility instructor. In order to address the full range of special skills, a student with a visual impairment may be enrolled in Skills for Students who are Visually Impaired, Course Number: 7963050.

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Students with visual impairments who are likely to pursue a standard high school diploma may take this course for elective credit. This course is also designed to reflect the wide range of abilities within the population of students with visual impairments who also have other types of disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours.

C.   **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma. Note that a student with a visual impairment *and* other disabilities may pursue a Special Diploma.

After successfully completing this course, the student will:

1.   **Demonstrate understanding of concepts and perceptual and cognitive processes involved in orientation, planning for travel, and negotiating specific travel obstacles involved in independent orientation and mobility for safe and efficient travel.**

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
_____ physical assistance ❏ full ❏ partial   _____ assistive technology ❏ full ❏ partial

Concepts

1.1.   Identify information related to concepts of space.
Specify: _____ ❏ body concepts—parts of body, location, movement, relationships, and functions
_____ ❏ spatial concepts of shapes
_____ ❏ measurement concepts—distances, time, rate
_____ ❏ positional and relational concepts—compass, position in space

1.2.   Identify information related to environmental concepts.
Specify: _____ ❏ topography
_____ ❏ temperature
_____ ❏ differences among fixed and moveable objects
_____ ❏ acoustics and sound reflection

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Perceptual and Cognitive Processes

1.3. Use compass directions in everyday travel.
Specify: _____ ❏ read a compass
_____ ❏ identify direction of destination

1.4. Use knowledge of spatial concepts on a map.
Specify: _____ ❏ read and interpret a tactile or visual map
_____ ❏ identify locations of origin and destination
_____ ❏ trace intended route

1.5. Use sensory information to apply information related to concepts of space and the environment when traveling.
Specify: _____ ❏ estimate distances both in a room and out of doors using feet and yards
_____ ❏ connect travel time to rate of travel
_____ ❏ use spatial updating to establish self-to-object relationships
_____ ❏ use knowledge of spatial layout (object-to-object relationship)
_____ ❏ use knowledge of perimeter and gridline search patterns
_____ ❏ use reference systems

1.6. Use knowledge of rules, principles, and systems of spatial concepts for establishing and maintaining orientation while traveling (e.g., using landmarks and clues, numbering systems, compass directions, measurement concepts).

Planning for Travel

1.7. Select appropriate transportation (e.g., is financially feasible, has appropriate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)

1.8. Plan time needed for travel to a new location. (IF.A.2.In.2, IF.A.2.Su.2)

1.9. Plan route for travel. (IF.A.2.In.2, IF.A.2.Su.2)

1.10. Locate community facilities on a local map and in the phone book (e.g., determine desired location, use index to find city, identify coordinates, locate on map). (IF.A.2.In.2, IF.A.2.Su.2)

1.11. Find a desired location in the community by street signs (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)

1.12. Find a desired location in the community by building or house numbers (e.g., determine number of desired location, identify if odd or even number, determine which side odd and even numbers are on, determine if numbers are ascending or descending, identify direction, identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)

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1.13. Negotiate specific travel obstacles when traveling. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ ❏ curbs, steps, ramps
_____ ❏ turnstiles, sliding doors, revolving doors
_____ ❏ street intersections
_____ ❏ other: _____

1.14. Operate a self-service elevator when moving about a (familiar or unfamiliar) building (e.g., press call button, step inside, press desired floor, exit). (IF.A.2.In.2, IF.A.2.Su.2)

1.15. Use an escalator or moving walkway safely (e.g., step on, hold on to rail, step off). (IF.A.2.In.2, IF.A.2.Su.2)

1.16. Enter and exit buildings through appropriate doorways. (IF.A.2.In.2, IF.A.2.Su.2)

1.17. Avoid entering doorways and corridors in buildings and other places designated as "No Entry" or open to "Authorized Personnel Only" when traveling in (familiar or unfamiliar) buildings. (IF.A.2.In.2, IF.A.2.Su.2)

1.18. Accept assistance with and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)

2. **Demonstrate travel skills including use of adaptive aids and equipment (e.g., techniques for indoor/outdoor travel; use of electronic aids, sighted guide, or long cane for travel; and use of major forms of public transportation).**

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

Moving about within an Enclosed Space or Room

2.1. Identify and locate appropriate area in a classroom (e.g., vacant seat in a classroom, computer station). (IF.A.2.In.2, IF.A.2.Su.2)

2.2. Identify and find specific locations in the home or apartment when completing functional tasks (e.g., living areas, eating areas, kitchen, bath, recreation areas, laundry areas, waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

2.3. Move to appropriate location in a room safely and effectively (e.g., use least obtrusive route, allow time to reach desired location). (IF.A.2.In.2, IF.A.2.Su.2)

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2.4.   Accept assistance with with and participate in the sequence of tasks or activities of moving about the home or school. (IF.A.2.Pa.2)
Specify routine: _____ ❏ within a room   _____ ❏ between rooms   _____ ❏ using stairs
_____ ❏ other: _____
Specify setting: _____ ❏ home   _____ ❏ school

Moving about in Buildings and Schools

2.5.   Identify and find specific locations in the school environment when completing functional tasks (e.g., classrooms, administrative offices, gymnasiums, media centers, eating areas, restrooms, recreation areas, waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

2.6.   Accept assistance with and participate in the sequence of tasks or activities when going from one room to another in the school or other buildings in the community. (IF.A.1.Pa.2)
Specify routine: _____ ❏ within a structured space   _____ ❏ between structured areas
_____ ❏ on a walkway   _____ ❏ within an unstructured area
_____ ❏ other: _____
Specify setting: _____ ❏ school   _____ ❏ community   _____ ❏ workplace

Traveling within the Community

2.7.   Move about in the immediate neighborhood from one location to another. (IF.A.2.In.2, IF.A.2.Su.2)

2.8.   Use available modes of transportation to reach desired locations in the community. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ ❏ walking   _____ ❏ bicycle   _____ ❏ bus
_____ ❏ taxi   _____ ❏ car   _____ ❏ other: _____

2.9.   Accept assistance with and participate in the sequence of tasks or activities when walking outdoors. (IF.A.2.Pa.2)
Specify routine: _____ ❏ within a structured space   _____ ❏ between structured areas
_____ ❏ on a walkway   _____ ❏ within an unstructured area
_____ ❏ other: _____
Specify setting: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

Using Adaptive Aids and Equipment

2.10.   Use cane techniques when traveling. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ ❏ diagonal and diagonal trailing
_____ ❏ ascending or descending stairs
_____ ❏ touch, touch and slide, touch and drag
_____ ❏ constant contact, three point touch
_____ ❏ other: _____

2.11.   Use telescopic aids for reading signs when traveling. (IF.A.2.In.2, IF.A.2.Su.2)

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2.12.   Use mobility techniques to travel within areas of the local community, including school grounds. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ ❏ sighted guide
_____ ❏ protective (hand and forearm) skills
_____ ❏ advanced techniques, such as cane or electronic aids
_____ ❏ other: _____

Using Public Transportation

2.13.   Identify characteristics of major forms of public transportation. (IF.A.2.In.2, IF.A.2.Su.2)

2.14.   Identify the advantages and disadvantages of various means of transportation. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ ❏ cost   _____ ❏ accessibility for individuals with disabilities
_____ ❏ routes   _____ ❏ hours of operation
_____ ❏ other: _____

2.15.   Identify various means of special transportation assistance for people with visual impairments (e.g., walking; special transit services; special assistance on trains, airlines, and taxis). (IF.A.2.In.2, IF.A.2.Su.2)

2.16.   Make reservations and pay fare or purchase ticket for public transportation. (IF.A.2.In.2, IF.A.2.Su.2)

2.17.   Read and understand transportation schedules and time tables. (IF.A.2.In.2, IF.A.2.Su.2)

2.18.   Identify safety procedures associated with forms of public transportation (e.g., use of seatbelts, finding exits). (IF.A.2.In.2, IF.A.2.Su.2)

2.19.   Locate the bus stop for a desired bus (e.g., obtain schedule, identify bus stops, identify nearest stop). (IF.A.2.In.2, IF.A.2.Su.2)

2.20.   Use maps to travel on a bus and other mass transit systems as appropriate to the community (e.g., identify destination, obtain route for mode of transportation, locate destination on map, determine if route goes to destination). (IF.A.2.In.2, IF.A.2.Su.2)

2.21.   Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train, or flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)

2.22.   Accept assistance with and participate in traveling using public transportation. (IF.A.2.Pa.2)

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3.   Travel to specified destinations in an unfamiliar environment by evaluating and planning travel and demonstrating safe decision making.

IF.A.2.In.2   demonstrate safe travel within and beyond the community.

IF.A.2.Su.2   demonstrate safe travel within and beyond the community—with guidance and support.

IF.A.2.Pa.2   participate in reaching desired locations safely within familiar environments—with assistance.

IF.B.2.In.3   respond effectively to unexpected events and potentially harmful situations.

IF.B.2.Su.3   respond effectively to unexpected events and potentially harmful situations—with guidance and support.

IF.B.2.Pa.2   participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

Planning Travel

3.1.   Identify and find specific locations in unfamiliar buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)

3.2.   Locate a specific room, apartment, or office (e.g., use directional signs, numbers or letters on doors, directories). (IF.A.2.In.2, IF.A.2.Su.2)

3.3.   Identify and find specific locations in unfamiliar stores or restaurants when completing functional tasks (e.g., cashier, specific department, telephone, restroom, hostess station). (IF.A.2.In.2, IF.A.2.Su.2)

3.4.   Locate exits and entrances when traveling in unfamiliar buildings (e.g., use directional signs, use emergency exit diagram). (IF.A.2.In.2, IF.A.2.Su.2)

Evaluating Travel

3.5.   Identify situations when travel plans need to be adjusted (e.g., your activity plans change, you get lost, your mode of transportation isn't available). (IF.A.2.In.2, IF.A.2.Su.2)

3.6.   Plan and adapt route of travel in an unfamiliar environment. (IF.A.2.In.2, IF.A.2.Su.2)

3.7.   Identify alternate route of travel, if needed. (IF.A.2.In.2, IF.A.2.Su.2)

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3.8.   Identify the dangers and responsibilities of, and behavior appropriate to, independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—asking driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

3.9.   *Identify safety precautions related to traffic and pedestrian travel.*
       (Social and Personal D 36: V)

3.10. *Demonstrate understanding of safety and warning signs in the environment.*
       (Social and Personal D 37: V)

3.11. Accept assistance with and participate in activities and tasks associated with traveling in unfamiliar environments. (IF.A.2.Pa.2)

Handling Emergencies

3.12. Identify situations in the community related to travel which are potentially dangerous (e.g., accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)

3.13. Identify how to handle specific emergency situations when traveling (e.g., when you are in an accident, if you or someone else gets motion sickness, when you get lost). (IF.B.2.In.3, IF.B.2.Su.3)

3.14. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*

3.15. *Identify procedures for seeking assistance in unfamiliar or emergency situations.*
       (Social and Personal D 35: V)

3.16. Accept assistance with and participate in the sequence of tasks or activities involved in responding to unexpected events or potentially dangerous situations involving travel. (IF.B.2.Pa.2)

4.   Interact with others when traveling and use their assistance appropriately.

SE.A.2.In.1   interact acceptably with others within the course of social, vocational, and community living.

SE.A.2.Su.1   interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

SE.A.2.Pa.1   engage in routine patterns of interaction with others when participating in daily activities—with assistance.

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Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

4.1. Demonstrate effective behaviors when approaching others when assistance is needed (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

4.2. Identify situations when it is appropriate to approach a stranger for assistance, and when it is not appropriate. (SE.A.2.In.1, SE.A.2.Su.1)

4.3. Appropriately solicit others' cooperation or assistance when traveling. (SE.A.2.In.1, SE.A.2.Su.1)

4.4. Identify personal rights, responsibilities, manners, and etiquette with respect to travel. (SE.A.2.In.1, SE.A.2.Su.1)

4.5. Demonstrate behaviors that represent active listening when getting assistance from others (e.g., check for understanding, use 'I' messages, face speaker, comment or nod in response to conversation, look at speaker). (SE.A.2.In.1, SE.A.2.Su.1)

4.6. Use the telephone to call for assistance using the information operator (e.g., 411). (SE.A.2.In.1, SE.A.2.Su.1)

4.7. *Identify and use emergency number (0-911) on telephone in an appropriate manner. (Social and Personal H 61: IV)*

4.8. Ask driver of public transportation vehicle to identify destination. (SE.A.2.In.1, SE.A.2.Su.1)

4.9. Use actions of others as social cues when traveling. (SE.A.2.In.1, SE.A.2.Su.1)

4.10. Identify persons and agencies to ask for assistance (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)

4.11. Ask for assistance in various situations and emergencies. (IF.B.2.In.3, IF.B.2.Su.3)

4.12. *Seek help and accept assistance. (Social and Personal C 21: III)*

4.13. Accept assistance with and participate in the sequence of tasks or activities involved in interacting with others when traveling with familiar persons. (SE.A.2.Pa.1)
Specify persons: _____ ❏ family   _____ ❏ caregivers
      _____ ❏ peers   _____ ❏ authority figures
      _____ ❏ community workers   _____ ❏ other: _____

Course Number: 7963060 - Orientation and Mobility Skills

5. **Locate and read survival symbols in order to access public places by understanding basic components and designs of public buildings, using assistance of others appropriately.**

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.

CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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5.1. Identify the meaning of survival symbols and braille abbreviations used in signs for buildings and public facilities when traveling (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ up, down   _____ ❏ men, women
        _____ ❏ handicapped entrance   _____ ❏ other: _____

5.2. *Recognize information communicated by common symbols and signs.*
(Reading A 1: III)

5.3. *Identify and demonstrate understanding of community symbols and signs.*
(Reading B 6: IV, V)

5.4. Orient self in public buildings using survival symbols and braille abbreviations on signs. (CL.B.1.In.2, CL.B.1.Su.2)

5.5. Identify appropriate sources of information for travel when completing functional tasks (e.g., planning a vacation, making hotel reservations, planning transportation to visit someone). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ type of information—destinations, schedules, reservations, cost
        _____ ❏ source of information—travel agent, private or commercial carriers

5.6. Use information obtained from persons and other resources to travel from destination to destination. (CL.B.1.In.2, CL.B.1.Su.2)

5.7. Accept assistance with and participate in the sequence of tasks or activities when recognizing or using survival symbols to access public places. (CL.B.1.Pa.1)

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6.   Apply motor skills of balance, coordination, and forms of posture and gait required for efficiency of movement and travel.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❑ full ❑ partial   ____ assistive technology ❑ full ❑ partial

6.1.   Use basic locomotor movements when traveling.
Specify: _____ ❑ walking   _____ ❑ running   _____ ❑ other: _____

6.2.   Use skills of balance when using locomotor movements.

6.3.   Use control of a variety of body parts when traveling.
Specify: _____ ❑ forward travel   _____ ❑ backward travel
          _____ ❑ change of direction   _____ ❑ change of speed
          _____ ❑ other: _____

6.4.   Use correct posture and gait when traveling.

6.5.   Accept assistance with and participate in the sequence of tasks or activities when using motor skills of balance and coordination for efficiency of movement and travel.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Special Skills Courses
Course Number: 7963050
Course Title: Skills for Students who are Visually Impaired
Previous Course Title: Skills for Visually Impaired Learners
Credit: Multiple

A. **Major Concepts/Content.** The purpose of this course is to provide instruction for students who have visual impairments which affect their ability to function in the home, community, or educational setting.

The content should include, but not be limited to, the following:

- maximum use of sensory input
- access to print information through use of strategies and modifications for completion of general education requirements
- personal communication systems
- personal management
- social and interpersonal relationships
- productivity and career options

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1   complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1   complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1   participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

In order to address the full range of special skills, students with visual impairments may be enrolled in Orientation and Mobility Skills, Course Number: 7963060.

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Students with visual impairments who are pursuing a standard diploma may take this course for elective credit. This course is also designed to reflect the wide range of abilities within the population of students with visual impairments who also have other types of disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: use of straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may

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need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours.

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma. Note that a student with a visual impairment *and* other disabilities may pursue a Special Diploma.

After successfully completing this course, the student will:

1. **Use strategies and modifications for completion of education requirements for a standard or special diploma.**

   CL.A.1.In.1   complete specified Sunshine State Standards with modifications as appropriate for the individual student.

   CL.A.1.Su.1   complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

   CL.A.1.Pa.1   participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

   Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt   ___ verbal prompt   ___ visual prompt
   ___ assistive technology   ___ supervision   ___ other: _____

   Indicate assistance necessary for mastery at participatory level:
   ____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Classroom Instruction and Assignments

1.1.   Participate in classroom instructional activities with one or more accomodations in presentation mode and notetaking as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)

Specify: _____ ❏ record sessions on a tape recorder

_____ ❏ use alternate format to obtain information from materials—braille, large print, and/or recorded books with compressed speech

_____ ❏ use adapted reading aid—scanning devices, CCTV, and/or hand-held magnifier

_____ ❏ use calculating device—portable notetakers, calculator, and/or abacus

_____ ❏ use adapted aids, materials, or devices—adapted ruler, yardstick, compass or protractor, and/or tactile globes and maps

_____ ❏ use concrete objects and graphics

_____ ❏ use materials embossed in Nemeth Code for mathematics

_____ ❏ use slate and stylus or braillewriter

_____ ❏ use refreshable braille device

_____ ❏ use notetaker—obtain copies of notes from instructor, designated staff member or volunteer, or other student in class

_____ ❏ use adapted devices for travel or distant activities—telescopic lens, cane, and/or compass

_____ ❏ other: _____

1.2.   Complete classroom assignments with one or more accomodations in response mode, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)

Specify: _____ ❏ dictating responses on a tape recorder

_____ ❏ recording responses using an adapted typewriter or word processor

_____ ❏ recording responses using a typewriter or word processor

_____ ❏ dictating responses to a person

_____ ❏ creating alternate products or performances specified by instruction

_____ ❏ other: _____

1.3.   Participate in classroom instructional activities with one or more accomodations in setting, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)

Specify: _____ ❏ separate setting—in a small group

_____ ❏ separate setting—individually

_____ ❏ use of individual behavior management procedures

_____ ❏ other: _____

1.4.   Participate in classroom instructional activities with one or more accomodations to schedule, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)

Specify: _____ ❏ activities and assignments given in short time segments

_____ ❏ extended time for assignment completion, if appropriate

_____ ❏ extended time for course completion, if appropriate

_____ ❏ other: _____

1.5.   Participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student. (CL.A.1.Pa.1)

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Assessments and Tests

1.6. Take exams with one or more accomodations in response mode, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
Specify: _____ ❏ recording answers on a tape recorder
_____ ❏ recording answers using a typewriter or word processor
_____ ❏ recording answers using an adapted typewriter or word processor
_____ ❏ dictating answers to a proctor
_____ ❏ other: _____

1.7. Take exams with one or more accomodations in presentation mode, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
Specify: _____ ❏ large print
_____ ❏ braille
_____ ❏ questions and/or instructions read to student
_____ ❏ other: _____

1.8. Take exams with one or more accomodations in setting, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
Specify: _____ ❏ separate setting—in a small group
_____ ❏ separate setting—individually
_____ ❏ other: _____

1.9. Take exams with one or more accommodations to schedule, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
Specify: _____ ❏ sections of test given in short time segments
_____ ❏ extended time, if appropriate
_____ ❏ other: _____

Program and Course Requirements

1.10. Participate in classroom instructional activities with one or more modifications to program or course requirements, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1, CL.A.1.Pa.1)

Note: Credit earned in basic courses for grades 9-12 that have modified requirements or outcomes will not meet graduation requirements for a standard diploma.
Specify: _____ ❏ use partial course requirements
_____ ❏ use modified requirements in ESE courses
_____ ❏ use modified requirements that are below grade level
_____ ❏ other: _____

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2. **Maximize use of sensory abilities through knowledge of personal visual loss as well as functioning and application of assistive devices, techniques, and resources.**

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

Understanding Personal Visual Loss

2.1. Demonstrate knowledge of how the eye functions and what glasses and low vision aids do to improve vision.

2.2. Identify characteristics of own visual functioning, including personal visual restrictions, acuity, side effects, and prognosis.

2.3. Demonstrate knowledge of personal eye pathology, including genetic factors and any progressive symptoms.

2.4. Identify symptoms that may indicate visual degeneration and procedures to follow if needed, including methods of monitoring visual functioning.

2.5. Differentiate among vision specialists, including optometrists, opticians, and ophthalmologists.

2.6. Identify effective techniques for gaining the most from a visit to an eye specialist (e.g., how to use prescribed medications, low vision aids or techniques; what precautions to take; other aspects of eye care; when to seek a second opinion).

2.7. Demonstrate knowledge and skills needed to use and care for own optical aids, prosthesis, and/or medication.

Maximizing Visual Efficiency

2.8. Identify situations and conditions in the environment that reduce own functional vision.

2.9. Identify environmental conditions that enhance personal visual efficiency and act to modify conditions, if appropriate.

2.10. Employ techniques needed to maximize personal near and distance vision, including use of low vision devices, if applicable.

2.11. Use tactile and visual exploration skills to obtain information from symbols, objects, and areas in the environment.

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2.12.   Change body tone or produce body movement(s) consistently in response to specific stimuli. (CL.B.1.Pa.1)

Specify response:

_____ ❑ turn head	_____ ❑ move toward stimuli
_____ ❑ move eyes	_____ ❑ change facial expression
_____ ❑ change vocalization	_____ ❑ other: _____

Specify type of stimuli:

_____ ❑ voice	_____ ❑ touch	_____ ❑ object or picture
_____ ❑ smell	_____ ❑ taste	_____ ❑ sound
_____ ❑ light	_____ ❑ other: _____	

Using Low Vision and Blindness Materials and Techniques

2.13.   Use a telescopic lens for distance viewing of chalkboards, street signs, and numbers on buses.

2.14.   Use materials embossed in Nemeth Code in understanding mathematical concepts and skills.

2.15.   Use concrete objects and graphics (tactile and/or print) in understanding concepts and skills in various subject areas (e.g., geometry, science, social studies).

2.16.   Use adapted aids, materials, or devices skillfully to complete assignments (e.g., ruler, yardstick, compass, protractor, tactile globes, tactile maps).

2.17.   Use adaptive pouring and measuring techniques.

2.18.   Solve problems using mental mathematics.

2.19.   Take notes and write problems in classes in a read-back medium.

2.20.   Use calculating devices skillfully to solve mathematical problems (e.g., portable notetakers, calculators.

2.21.   Use the abacus skillfully to perform basic computation.

2.22.   Determine appropriate uses of adapted aids or techniques to accomplish learning tasks in school, home, or the community.

2.23.   Demonstrate effective organizational skills for the effective use, maintenance, and storage of devices.

2.24.   Evaluate effectiveness and efficiency of selected adapted aids and technology for selected tasks.

2.25.   Use adaptive equipment or assistive devices with physical assistance to participate in daily activities. (IF.A.1.Pa.1)
Specify activity: _____
Specify type of equipment or device: _____

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3. **Access print information through a personal communication system or appropriate technological devices.**

CL.B.1.In.1	identify and locate oral, print, or visual information for specified purposes.
CL.B.1.In.2	interpret and use oral, print, or visual information for specified purposes.
CL.B.1.In.3	organize and retrieve oral, print, or visual information for specified purposes.
CL.B.1.Su.1	identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Su.2	interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Pa.1	participate in recognition and use of information when engaged in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial ____ assistive technology ❏ full ❏ partial

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3.1. Demonstrate knowledge and skills to use adapted print materials, as appropriate to the individual student. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ large print _____ ❏ braille _____ ❏ recorded material

3.2. Demonstrate efficiency in all braille skills. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)

3.3. Use tapes of speeded or compressed speech to acquire information from recorded textbooks or other types of resources. (CL.B.1.Su.2)

3.4. Demonstrate efficiency in using recorded materials (e.g., accuracy of listening comprehension at 250-275 wpm). (CL.B.1.In.2, CL.B.1.Su.2)

3.5. Identify print size required for optimal personal efficiency in reading, if appropriate. (CL.B.1.In.1, CL.B.1.Su.1)

3.6. Combine use of tactile and low vision aids, if appropriate. (CL.B.1.In.2, CL.B.1.Su.2, CL.B.1.In.2, CL.B.1.Su.2)

3.7. Demonstrate knowledge and skills to use adapted tables, graphs, and charts in tactile or print formats. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)

3.8. Use adapted reading aid skillfully (e.g., scanning devices, CCTV, hand-held magnifier, tape player). (CL.B.1.In.1, CL.B.1.Su.1)

3.9. Use a variety of low vision aids skillfully with a computer, typewriter, or other communication tools. (CL.B.1.Su.1, CL.B.1.Su.1, CL.B.2.In.2, CL.B.2.Su.2)

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3.10.   Demonstrate knowledge and skills needed to use glossaries, dictionaries, tables of contents, and indexes in appropriate reading mediums. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)

3.11.   Demonstrate knowledge and skills needed to access materials in appropriate reading mediums in the library, media center, or other resource using a card catalog or other type of directory. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)

3.12.   Accept assistance with and participate in the use of a personal communication system or appropriate technological devices to access information. (CL.B.1.Pa.1)

4.   Use appropriate skills when communicating with others.

CO.A.1.In.1   initiate communication and respond effectively in a variety of situations.

CO.A.1.Su.1   initiate communication and respond effectively in a variety of situations—with guidance and support.

CO.A.1.Pa.1   participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❑ full ❑ partial   ____ assistive technology ❑ full ❑ partial

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4.1.   Demonstrate knowledge and skills needed to communicate in a read-back mode using an appropriate adaptive device. (CO.A.1.Su.1)
Specify: _____ ❑ braillewriter   _____ ❑ refreshable braille device   _____ ❑ computer
_____ ❑ slate and stylus _____ ❑ typewriter/word processor
_____ ❑ other: _____

4.2.   Demonstrate proficiency in using keyboarding skills, if print or tactile reader (e.g., 35-45 wpm using a typewriter or computer). (CO.A.1.In.1, CO.A.1.Su.1)

4.3.   Demonstrate proficiency in using slate and stylus writing skills, if braille user (e.g., 30-45 wpm using a slate and stylus). (CO.A.1.In.1, CO.A.1.Su.1)

4.4.   Demonstrate proficiency in using a braillewriter. (CO.A.1.In.1, CO.A.1.Su.1)

4.5.   Use knowledge and skills when proofreading, revising, or editing own written material. (CL.B.2.In.1, CL.B.2.Su.1)

4.6.   Transfer braille or handwritten notes to print copy using a computer printer or typewriter. (CL.B.2.In.1, CL.B.2.Su.1)

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4.7.   Use a word processor skillfully with synthesized speech or large print screen, if appropriate, in a read-back medium to prepare written communications. (CL.B.2.In.1, CL.B.2.Su.1)

4.8.   Use a nonadapted word processor to take notes or prepare written communications. (CL.B.2.In.1, CL.B.2.Su.1)

4.9.   Demonstrate knowledge and skills needed to review and take notes from tape recordings of oral presentations or lectures. (CO.A.1.In.1, CO.A.1.Su.1)

4.10.   Demonstrate knowledge and skills needed for dictating communication using a tape recorder or other recording device. (CO.A.1.In.1, CO.A.1.Su.1)

4.11.   Accept assistance with and participate in using an appropriate system of communication to interact with others. (CO.A.1.Pa.1)
Specify method: _____ ❏ vocalize or gesture   _____ ❏ use assistive or augmentative device
                         _____ ❏ verbalize or sign   _____ ❏ other: _____

5.   Demonstrate knowledge of services, agencies, and organizations available to persons with visual impairments.

IF.A.2.In.1   select and use community resources and services for specified purposes.

IF.A.2.Su.1   use community resources and services for specified purposes—with guidance and support.

IF.A.2.Pa.1   participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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5.1.   Identify services, agencies, and organizations with special services available to persons with visual impairments (e.g., American Foundation for the Blind, Division of Blind Services, Medicaid, social services programs, transcriber services, transportation services for the disabled). (IF.A.2.In.1, IF.A.2.Su.1)

5.2.   *Identify services provided by local community agencies. (Social and Personal E 43: V)*

5.3.   Identify circumstances or situations when services, agencies, and organizations with special services available to persons with visual impairments would need to be contacted (e.g., getting help with medical needs, orienting self in a new neighborhood). (IF.A.2.In.1, IF.A.2.Su.1)

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5.4.   Identify sources of information about services, agencies, and organizations with special services available to persons with visual impairments (e.g., community agencies, teachers, counselors, friends, family). (IF.A.2.In.1, IF.A.2.Su.1)

5.5.   Use various sources to gain information about community service agencies, businesses, or other resources with special services available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)

5.6.   Identify advantages and disadvantages of particular types of services, agencies, and organizations with special services available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)

5.7.   Demonstrate the specific knowledge and skills that are required to use and benefit from a particular service, agency, or organization for individuals with visual impairments (e.g., ability to give directions and describe location, ability to call for help, ability to call for transportation purposes). (IF.A.2.In.1, IF.A.2.Su.1)

5.8.   Accept assistance with and participate in the sequence of tasks or activities in preparing for community service routines. (IF.A.1.Pa.2)
Specify routine: _____ ❏ services for visually impaired   _____ ❏ health care
_____ ❏ other: _____

6.   Demonstrate knowledge and skills needed to obtain books, tapes, and other personally useful resources.

IF.A.2.In.1   select and use community resources and services for specified purposes.

IF.A.2.Su.1   use community resources and services for specified purposes—with guidance and support.

IF.A.2.Pa.1   participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   _____ assistive technology ❏ full ❏ partial

6.1.   Identify community service agencies or other resources that assist individuals in obtaining books, tapes, and other personally useful resources available to persons with visual impairments (e.g., Division of Blind Services, Florida Instructional Materials Center for the Visually Handicapped, American Foundation for the Blind, Reading Services for the Blind, American Printing House for the Blind, transcriber services). (IF.A.2.In.1, IF.A.2.Su.1)

6.2.   Identify circumstances or situations when community service agencies or other resources that assist individuals in obtaining books, tapes, and other resources for persons with visual impairments would need to be contacted (e.g., locating reading material, ordering educational materials). (IF.A.2.In.1, IF.A.2.Su.1)

6.3.   Use various sources to gain information about community service agencies or other resources that assist with obtaining books, tapes, and other personally useful resources available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)

6.4.   Identify advantages and disadvantages of particular types of community service agencies or other resources that assist with obtaining books, tapes, and other personally useful resources available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)

6.5.   Select the community service agency or other resource that will meet (or is most likely to meet) individual needs in obtaining books, tapes, and other personally useful resources available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)

6.6.   Identify ways of contacting community service agencies or other resources that assist with obtaining books, tapes, and other personally useful resources available to persons with visual impairments (e.g., phone call, e-mail, fax, letter, personal visit). (IF.A.2.In.1, IF.A.2.Su.1)

6.7.   Contact community service agencies or other resources that assist with obtaining books, tapes, and other personally useful resources available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)

6.8.   Demonstrate the specific knowledge and skills required to use and benefit from a particular service for obtaining books, tapes, and resources for individuals with visual impairments (e.g., ability to give directions and describe location, ability to call for help, ability to call for transportation purposes). (IF.A.2.In.1, IF.A.2.Su.1)

6.9.   Accept assistance with and participate in the sequence of tasks or activities in preparing for community service routines to obtain books, tapes and other personally useful resources. (IF.A.1.Pa.2)
Specify routine: _____ ❏ services for visually impaired   _____ ❏ books and tapes
                             _____ ❏ other: _____

7.   Demonstrate techniques of personal management that enable an individual to function as independently as possible in the areas of personal care, sexuality, health, first aid and safety, home care, community living, use of leisure time, and use of practical skills, including telephone usage, time management, and money skills.

IF.A.1.In.1   complete productive and leisure activities used in the home and community.

IF.A.1.In.2   complete personal care, health, and fitness activities.

IF.A.1.Su.1   complete productive and leisure activities used in the home and community—with guidance and support.

IF.A.1.Su.2   complete personal care, health, and fitness activities—with guidance and support.

IF.A.1.Pa.1   participate in routines of productive and leisure activities used in the home and community—with assistance.

IF.A.1.Pa.2   participate in personal care, health, and safety routines—with assistance.

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Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Note: Teachers of this course may wish to seek assistance from district or school health educators when instructing students on this requirement.

Personal Care

7.1. Use strategies to complete dressing, hygiene, and grooming activities effectively and efficiently and on a regular basis (e.g., organize clothes in drawers by type, label clothes by occasion or care requirements, store grooming supplies together, place medications in daily dosage container, mark raised spot on water control for comfortable bath or shower temperature, use an adapted scale). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ selecting clothing for weather, occasion, or activity
_____ ❏ caring for clothing
_____ ❏ grooming and hygiene
_____ ❏ using personal services
_____ ❏ other: _____

7.2. *Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)*

7.3. *Identify the appropriate uses of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*

7.4. *Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)*

7.5. Accept assistance with and participate in the sequence of tasks or activities of daily personal care and hygiene routines. (IF.A.1.Pa.2)
Specify routine: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

Sexuality

7.6. Demonstrate awareness of basic concepts of adolescent growth and development, including concepts related to reproduction. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ knowledge of the physical and emotional changes in adolescent development
_____ ❏ knowledge of the development of the reproductive system—males and females
_____ ❏ knowledge of the process of fertilization and stages of pregnancy
_____ ❏ other: _____

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7.7. Demonstrate awareness of individual responsibilities in family planning and pregnancy. (SE.A.2.In.1, SE.A.2.Su.1)

Specify: _____ ❏ knowledge of birth control practices—abstinence and use of contraceptives
_____ ❏ knowledge of individual risks of sexually transmitted diseases, HIV/AIDS
_____ ❏ knowledge of prenatal care
_____ ❏ knowledge of risks to the unborn from disease, tobacco, alcohol, and other drugs
_____ ❏ knowledge of assistance available through community agencies
_____ ❏ other: _____

7.8. *Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)*

7.9. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, include appropriate language, reflect responsible decisions about not having sexual relationships until the appropriate time). (IF.B.2.In.1, IF.B.2.Su.1)

7.10. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*

7.11. Identify the effects of negative peer pressure on sexual relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)

7.12. Identify behaviors that represent illegal, physically abusive, and violent actions related to sexual relationships (e.g., rape, forcing sex, making sexually explicit comments, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

7.13. Demonstrate effective responses and refusal skills needed to deal with negative peer pressure. (SE.A.2.In.1, SE.A.2.Su.1)

Health and First Aid

7.14. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying good nutritional habits and planning meals or snacks according to the Food Guide Pyramid, planning an exercise program, identifying specific health problems, describing problems to a doctor or medical assistant, participating in weight training). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ❏ getting routine medical care—annual checkup, routine daily activities
_____ ❏ exercising regularly
_____ ❏ maintaining a nutritious diet
_____ ❏ identifying and managing common diseases
_____ ❏ other: _____

7.15. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*

7.16. Use strategies related to wellness to complete health care activities effectively and efficiently on a regular basis (e.g., develop and follow a wellness plan that includes nutrition, exercise, stress management, and social activities; participate in wellness activities with a friend;

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keep nonprescription drugs stored together; check expiration dates on drugs; ask doctor and dentist to send out reminders for periodic physicals or checkups; keep a list of nutritious meals; pre-measure servings; identify symptoms; put medication in compartmentalized container for daily dosages). (IF.A.1.In.2, IF.A.1.Su.2)

7.17. *Recognize those illnesses that require a doctor's or dentist's attention.*
(Social and Personal E 40: IV)

7.18. *Identify appropriate storage and uses of medications. (Social and Personal E 41: V)*

7.19. Use strategies related to first aid to complete health care activities effectively and efficiently and on a regular basis (e.g., keep first aid supplies and guide stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ stopping bleeding and applying bandages
_____ ❏ taking care of burns, poisons, and wounds
_____ ❏ getting help when needed
_____ ❏ other: _____

7.20. *Demonstrate or indicate knowledge of basic first aid principles.*
(Social and Personal E 45: VI)

7.21. Accept assistance with and participate in the sequence of tasks or activities of daily health care routines. (IF.A.1.Pa.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community/workplace

Identifying Unsafe Factors or Situations

7.22. Identify unsafe factors or situations in the home that are potentially dangerous (e.g., overloaded electrical outlets; firearms in the home; faulty wiring; dangerous chemicals stored in an open place; an intruder such as a stranger at the door or window, attempting to enter the home; adverse weather, such as flood, hurricane, or tornado). (IF.B.2.In.3, IF.B.2.Su.3)

7.23. Identify daily procedures to protect the home from intruders (e.g., keep doors and windows locked, keep garage door shut, keep curtains closed). (IF.B.2.In.3, IF.B.2.Su.3)

7.24. Identify unsafe factors or situations in the school or community that are potentially dangerous (e.g., slippery floors, broken desks, wet stairwells, students fighting, students running in the halls, unlit streets, accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas). (IF.B.2.In.3, IF.B.2.Su.3)

7.25. Identify unsafe factors or situations in the workplace that are potentially dangerous (e.g., improper ventilation, exposure to dangerous chemicals, co-workers with firearms, robbery, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

7.26. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*

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Following Safety Procedures

7.27. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head between knees, cover head, stay calm; robbery—stay calm, do not try to be a hero, comply with robber's commands). (IF.B.2.In.3, IF.B.2.Su.3)

7.28. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*

7.29. Identify persons and agencies to ask for assistance in emergency situations (e.g., police, fire department, parents, teachers, Poison Control Center, 911 on phone). (IF.B.2.In.3, IF.B.2.Su.3)

7.30. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt, wear protective gear for sports). (IF.B.2.In.3, IF.B.2.Su.3)

7.31. Respond to unexpected stimuli in a way that is not disruptive or does not interfere with or prohibit participation in activities or tasks. (IF.B.2.Pa.2)

Dealing with Fires

7.32. Identify potential hazards of open fires, matches, electrical appliances, and outlets. (IF.B.2.In.3, IF.B.2.Su.3)

7.33. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*

7.34. Use safety procedures for fire drills and emergencies (e.g., remain calm, accept assistance as appropriate, determine quickest exit route, do not collect belongings, walk, do not crowd doorways, do not touch door knob, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)

Dealing with Adverse Weather

7.35. Identify the hazards associated with adverse weather conditions (e.g., rain storms—hurricanes, thunder, lightning, strong winds, poor visibility; tornadoes—dangerously high winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)

7.36. Follow safety procedures used during adverse weather conditions (e.g., rain storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, go to inner hallway). (IF.B.2.In.3, IF.B.2.Su.3)

Dealing with Violence and Aggression

7.37. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)

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7.38. Identify ways to avoid confrontation with violent or aggressive individuals (e.g., walking away, not provoking, not becoming violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

7.39. Demonstrate appropriate ways to avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

Home Care

7.40. Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven, locating the cold water faucet on a sink, setting the oven temperature, turning off burner when cooking is completed, selecting and marking the package size and number of packages needed to meet recipe requirements). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ selecting and planning what to eat—using the Food Guide Pyramid
_____ ❏ preparing foods and beverages safely
_____ ❏ following a recipe—measuring, cutting, mixing, cooking, cooling
_____ ❏ storing food—organizing by type
_____ ❏ determining food conditions—spoiled, raw, cooked, frozen, defrosted
_____ ❏ using adaptive devices in preparing food
_____ ❏ other: _____

7.41. *Follow a simple recipe. (Social and Personal B 15: V)*

7.42. *Select and operate kitchen appliances for food preparation. (Social and Personal B 16: V)*

7.43. *Identify proper storage areas for food. (Social and Personal B 17: V)*

7.44. *Plan and prepare a meal (Social and Personal B 18: VI)*

7.45. Use strategies related to cleaning, safety, and maintenance of household areas to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., store chemicals safely, use special labels on cleaning agents, arrange furniture to facilitate easy flow of traffic, organize cupboards and other storage areas). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ identifying areas and objects that need to be cleaned or maintained
_____ ❏ selecting appropriate products, tools, and equipment for housekeeping
_____ ❏ using products, tools, and equipment for household cleaning
_____ ❏ securing the home by locking doors and windows
_____ ❏ maintaining a comfortable temperature in house
_____ ❏ maintaining exterior, including outdoor light fixtures
_____ ❏ using adaptive devices in household and exterior maintenance
_____ ❏ getting assistance if needed for tasks
_____ ❏ other: _____

7.46. *Perform laundry tasks. (Social and Personal F 49: V)*

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7.47. *Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding. (Social and Personal F 50: V)*

7.48. *Identify proper household tools and cleaning supplies for a given task. (Social and Personal F 48: IV)*

7.49. Accept assistance with and participate in the sequence of tasks or activities of daily home care routines. (IF.A.1.Pa.1)
Specify routine: _____

Using Leisure Time

7.50. Use specific knowledge and skills when completing a variety of leisure and recreation activities (e.g., taking turns, following the rules, counting the points, keeping track of the scores, following movement routines, using free weights, keeping track of progress, mentally picturing the game pattern, using a graphic representation of playing area). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ indoor team or pairs games   _____ ❏ attending performances
          _____ ❏ outdoor team or pairs games   _____ ❏ hobbies
          _____ ❏ exercise programs   _____ ❏ outdoor activities
          _____ ❏ dance, gymnastics   _____ ❏ pets and gardening
          _____ ❏ other: _____

7.51. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*

7.52. Use adaptive or assistive devices to perform leisure activities involved in common leisure and recreation activities (e.g., bowling rail, beeping ball, special game boards). (IF.A.1.Su.1)

7.53. Accept assistance with and participate in performing various physical activities involved in common leisure and recreation activities. (IF.A.1.Pa.1)
Specify activity: _____

7.54. Accept assistance with and participate in using adaptive or assistive devices to perform various leisure and recreation activities. (IF.A.1.Pa.1)
Specify activity: _____

7.55. Identify activities in the community involving informal gatherings of community members, friends, and neighbors (e.g., voting, neighborhood picnics, recreational sports teams, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)

7.56. Use strategies to make social contacts with peers and family in informal gatherings on a regular basis (e.g., make weekly phone calls, keep a birthday calendar). (IF.A.1.In.1, IF.A.1.Su.1)

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7.57.　Identify community service agencies, businesses, and/or other resources that assist individuals with transportation needs (e.g., city buses, taxis, trains, dial-a-ride programs, airlines, car rental services, shuttles). (IF.A.2.In.1, IF.A.2.Su.1)

7.58.　Identify ways of contacting community service agencies, businesses, and/or other resources that assist individuals with transportation needs (e.g., phone call, personal visit, fax, e-mail). (IF.A.2.In.1, IF.A.2.Su.1)

7.59.　Accept assistance with and participate in a sequence of tasks involved in leisure and recreation activities at home. (IF.A.1.Pa.2)
　　　Specify routine: _____ ❏ active 　　　_____ ❏ inactive 　　　_____ ❏ entertainment
　　　　　　　　　_____ ❏ hobbies 　　　_____ ❏ other: _____

7.60.　Accept assistance with and participate in a sequence of tasks involved in leisure and recreation activities at school or in the community. (IF.A.1.Pa.2)
　　　Specify routine: _____ ❏ active 　　　_____ ❏ inactive 　　　_____ ❏ entertainment
　　　　　　　　　_____ ❏ hobbies 　　　_____ ❏ other: _____
　　　Specify setting: _____ ❏ school 　　　_____ ❏ community

Using the Telephone

7.61.　Demonstrate the specific knowledge and skills required to use a telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)
　　　Specify: _____ ❏ function and use of telephone parts
　　　　　　　_____ ❏ function of various signals and tones
　　　　　　　_____ ❏ correct way to dial local numbers
　　　　　　　_____ ❏ how to get assistance with telephone services
　　　　　　　_____ ❏ using emergency numbers such as 0 or 911
　　　　　　　_____ ❏ using basic information numbers such as 411 and weather
　　　　　　　_____ ❏ using pay telephones
　　　　　　　_____ ❏ other: _____

7.62.　*Identify and use emergency number (O, 911) on telephone in an appropriate manner. (Social and Personal H 61: IV)*

7.63.　*Place and answer calls on the telephone in an appropriate manner.
　　　(Social and Personal H 62: V)*

Managing Time

7.64.　Identify components of a plan to complete assignments and tasks (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, personnel, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)
　　　Specify: _____ ❏ personal 　　　_____ ❏ school 　　　_____ ❏ workplace

7.65.　*State steps to complete a task. (Language C 31: VI)*

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7.66. Use strategies to pace work so that assignment or other task is completed on time. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ❏ work according to schedule   _____ ❏ set an alarm clock as a reminder
_____ ❏ track subtasks on calendar   _____ ❏ check off subtasks when completed
_____ ❏ begin subtasks on time   _____ ❏ adjust to unforeseen circumstances
_____ ❏ other: _____

7.67. Identify alternative approaches when faced with difficulty in completing an assignment or other task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ❏ try different techniques   _____ ❏ seek advice from others
_____ ❏ seek assistance from others   _____ ❏ read the instructions or references
_____ ❏ other: _____

7.68. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates; record information as needed; record daily to-do lists; plan a daily schedule; use a talking clock, calendar in braille, or visual or tactile watch). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ❏ personal   _____ ❏ school   _____ ❏ workplace

7.69. Use strategies to assist with organizing materials and supplies to complete assignments and other tasks (e.g., locker, file folders, accordion files, plastic storage containers, desk space). (CL.C.2.In.2, CL.C.2.Su.2)

Money Skills

7.70. Use specific knowledge and skills when completing productive activities involving managing money and personal finances (e.g., folding bills for identification and retrieval, organizing money in a wallet, instructing a sighted writer for check writing, reviewing and paying monthly bills and statements, paying bills by the due date, storing information regarding personal finances, using direct deposit for payroll and/or benefits). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ preparing a budget
_____ ❏ managing and protecting personal cash
_____ ❏ using comparative shopping to make wise purchases
_____ ❏ other: _____

7.71. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*

7.72. *Identify which documents to show for proper identification for check cashing. (Mathematics E 43: V)*

7.73. *Complete check and deposit slip and record in check register. (Mathematics E 44: V)*

7.74. *Complete forms associated with a savings account. (Mathematics E 45: V)*

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8. **Demonstrate knowledge and skills needed to build and maintain satisfactory interpersonal relationships, to behave appropriately in social situations, to solve interpersonal and intrapersonal problems appropriately, to interact socially, and to communicate one's thoughts for constructive daily living interaction.**

IF.B.2.In.1	identify patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.3	respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.1	identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.3	respond effectively to unexpected events and potentially harmful situations—with guidance and support.
IF.B.2.Pa.1	participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
IF.B.2.Pa.2	participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.
SE.A.2.In.1	interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1	interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
SE.A.2.Pa.1	engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Interacting With Others

8.1.   Use appropriate language to express need for assistance in various situations (e.g., ask for help in reading the menu, ask bus driver to call out desired stop). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ articulate precise questions   _____ ❏ use appropriate body language
          _____ ❏ seek feedback   _____ ❏ listen to act on what is told
          _____ ❏ other: _____
Specify setting: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

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8.2. Use acceptable facial expressions, gestures, body language, and hand signals when communicating with others in various situations (e.g., facial expressions—smile, frown, puzzled look; gestures—wave, welcome; body language—head nod, arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

8.3. Recognize and take steps to avoid stereotypic behaviors or mannerisms, such as body rocking and head swaying, out of concern for their impact on others. (IF.B.2.In.2, IF.B.2.Su.2)

8.4. Identify characteristics of own disability when asked by peers, adults, and others.

8.5. Demonstrate awareness of perceptions and misperceptions of others about blindness and respond appropriately. (IF.B.2.In.1, IF.B.2.Su.1)

8.6. Use sensory cues to identify the person(s) with whom one is communicating (e.g., smell of perfume or aftershave, tone of voice, sound of footsteps). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ olfactory cues _____ ❏ auditory cues _____ ❏ other: _____

8.7. Discriminate between examples and non-examples of self-advocacy behaviors (examples—presenting self in front of boss to ask for a deserved raise, making needs known to others; non-examples—not being able to state personal strengths when asked, talking negatively about self, not being assertive). (IF.B.2.In.1, IF.B.2.Su.1)

8.8. Demonstrate self-advocacy in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ❏ home—family gatherings, chores
_____ ❏ school—in class, between classes, extracurricular activities
_____ ❏ community—events, organizations, services
_____ ❏ community—leisure activities, stores, restaurants, traveling
_____ ❏ workplace—on the job, breaks

8.9. Discriminate between examples and non-examples of behaviors that reflect positive self-esteem (examples—using refusal skills, setting challenging yet attainable goals; non-examples—saying negative things about self, avoiding risks). (IF.B.2.In.1, IF.B.2.Su.1)

8.10. *Identify behaviors which reflect a positive attitude toward self.*
(Social and Personal G 58: VI)

8.11. Demonstrate positive self-esteem in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ❏ home—family gatherings, chores
_____ ❏ school—in class, between classes, extracurricular activities
_____ ❏ community—events, organizations, services
_____ ❏ community—leisure activities, stores, restaurants, traveling
_____ ❏ workplace—on the job, breaks

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8.12. Discriminate between examples and non-examples of behaviors that are considerate of others (examples—offering assistance, listening to others, asking permission before taking another person's belongings, consoling a neighbor; non-examples—shouting, pushing, hitting, making threats, laughing when your friend is upset). (IF.B.2.In.1, IF.B.2.Su.1)

8.13. Behave in ways that represent self-control in response to unexpected events and potentially harmful situations in various situations. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ❑ home—family gatherings, chores
_____ ❑ school—in class, between classes, extracurricular activities
_____ ❑ community—events, organizations, services
_____ ❑ community—leisure activities, stores, restaurants, traveling
_____ ❑ workplace—on the job, breaks

8.14. Accept assistance with and participate in responding appropriately to unexpected events and potentially harmful situations. (IF.B.2.Pa.2)

Using Group Skills

8.15. Identify various roles and responsibilities individuals may have when working in a group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

8.16. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of a lineup, practicing fair play and sportsmanship, understanding rules, abiding by rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

8.17. *Cooperate with peers. (Social and Personal G 51: III)*

8.18. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

8.19. Identify behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, completing share of group activities, using self-control and restraint when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)

8.20. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*

8.21. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)

8.22. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*

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8.23. Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)

8.24. Identify steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ❏ discuss the problem
_____ ❏ individually list possible cause
_____ ❏ record individual group member's suggestions and clarifications
_____ ❏ identify most probable cause
_____ ❏ implement corrective action or solution
_____ ❏ report results
_____ ❏ move on to the next probable cause if action is ineffective
_____ ❏ other: _____

8.25. Accept assistance with and participate appropriately in group situations. (SE.A.1.Pa.1)

Using Interpersonal Communication Skills

8.26. Use appropriate interpersonal communication skills when working in a group (e.g., checking for understanding, expressing opinions tactfully, providing input, speaking while no one else is speaking, accepting criticisms, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)

8.27. Demonstrate steps for introducing oneself to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

8.28. Demonstrate behaviors that represent active listening (e.g., checking for understanding, using "I" messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)

8.29. Demonstrate communications and behaviors that are complimentary to others (e.g., saying "Good job" or "Well done"; honoring others with rewards, commending others, complimenting others, applauding others). (SE.A.2.In.1, SE.A.2.Su.1)

8.30. Identify interpersonal skills needed to maintain a close relationship with family, friends, and peers (e.g., keeping in touch—visiting others, writing to others, calling others, showing continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)

8.31. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others sad, cruel people can make others afraid). (SE.A.2.In.1, SE.A.2.Su.1)

8.32. Display acceptance for persons with characteristics different from one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)

8.33. Recognize and display sensitivity to others' feelings (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for a happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)

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8.34.   *Identify personal feelings. (Social and Personal G 54: IV)*

8.35.   Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

8.36.   Identify behaviors that represent inappropriate physical contact from others (e.g., touching others when they don't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others). (SE.A.2.In.1, SE.A.2.Su.1)

8.37.   Identify responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

8.38.   Accept assistance with and participate in interacting with a typical range of persons for daily activities. (SE.A.1.Pa.1)
Specify persons: _____ ❑ family   _____ ❑ caregivers   _____ ❑ peers
_____ ❑ other: _____

8.39.   Accept assistance with and participate in managing own behavior in unstructured settings for daily activities. (IF.B.2.Pa.1)
Specify setting: _____ ❑ home   _____ ❑ school   _____ ❑ community/workplace

8.40.   Accept assistance with and participate in meeting social and functional expectations for behavior when participating in daily activities (e.g., cheer loudly when the home team scores, keep hands to self, do not tear at clothing). (IF.B.2.Pa.1)
Specify setting: _____ ❑ home   _____ ❑ school   _____ ❑ community/workplace

9.   Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❑ full ❑ partial   ____ assistive technology ❑ full ❑ partial

Understanding the Components of the Individual Educational Plan

9.1.   Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

9.2.   Identify the benefits of and reasons for participation in own IEP meetings (e.g., planning for school year, planning for post-school career and adult living). (IF.B.1.In.1, IF.B.1.Su.1)

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9.3. Identify characteristics of steps in IEP development. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify: _____ ❏ participate in pre-meeting activities
   _____ ❏ determine school and post-school outcome desires
   _____ ❏ determine present levels of performance
   _____ ❏ develop annual goals and related short-term objectives or benchmarks
   _____ ❏ assign responsibility for objectives
   _____ ❏ identify needed services, modifications, and supports

9.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify: _____ ❏ employment
   _____ ❏ instruction and continuing education
   _____ ❏ community participation
   _____ ❏ independent living
   _____ ❏ agency support
   _____ ❏ daily living skills
   _____ ❏ course of study

9.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Participating in the Development of the Individual Educational Plan

9.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

9.7. Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify: _____ ❏ in-school—course of study, type of diploma, extracurricular activities
   _____ ❏ post-school—postsecondary training, employment
   _____ ❏ post-school—living arrangements, community participation

9.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

9.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)

9.10. Assist in setting realistic annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

9.11. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

9.12. Accept assistance with and participate in activities related to own IEP development. (IF.B.1.Pa.1)

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10. **Demonstrate knowledge of productivity and career options by setting goals, organizing tasks toward meeting goals, and carrying out plans commensurate with personal, daily living, or work needs.**

IF.B.1.In.1	make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
IF.B.1.In.2	carry out and revise plans related to decisions about personal and career choices.
IF.B.1.Su.1	make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
IF.B.1.Su.2	carry out plans and adjust to changing circumstances—with guidance and support.
IF.B.1.Pa.1	participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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10.1. Identify personal situations that call for a plan (e.g., moving to a new apartment, buying a car, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)

10.2. Identify resources and sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ individuals—family members, supervisors, teachers,
        _____ ❏ agencies—community agencies, religious organizations, schools
        _____ ❏ other: _____

10.3. Identify own strengths and weaknesses to determine personal goals (e.g., determine personal strengths and weaknesses, identify practices that maximize strengths and minimize weaknesses). (IF.B.1.In.1, IF.B.1.Su.1)

10.4. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*

10.5. Identify consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

10.6. Set personal goals, weighing individual strengths and weaknesses. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ short-term goals
        _____ ❏ long-term goals
        _____ ❏ other: _____

10.7. Make a plan to implement personal goals (e.g., identify steps, record the steps in writing, have someone look over steps, determine if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)

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10.8.   Commit to do the tasks when carrying out plans related to personal goals (e.g., start project at given time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)

10.9.   Commit to undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals (e.g., general activities, school activities, leisure activities, living arrangements). (IF.B.1.In.2, IF.B.1.Su.2)

10.10. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

10.11. Accept assistance with and communicate interest in participating in specific activities and tasks. (IF.B.1.Pa.1)

11.   Articulate a realistic vocational/career goal or vocational educational plan.

CL.C.1.In.1   use knowledge of occupations and characteristics of the workplace in making career choices.

CL.C.1.In.2   identify individual rights and responsibilities in the workplace.

CL.C.1.In.3   make general preparations for entering the work force.

CL.C.1.Su.1   recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

CL.C.1.Su.2   recognize individual rights and responsibilities in the workplace—with guidance and support.

CL.C.1.Su.3   make general preparations for entering the work force—with guidance and support.

CL.C.1.Pa.1   show willingness or interest in participating in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

Understanding Career Opportunities

11.1.   Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)

11.2.   Identify general characteristics of different career clusters (e.g., health care or medicine, construction, marketing, administrative or clerical). (CL.C.1.In.1, CL.C.1.Su.1)

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11.3.   Identify specific jobs associated with various career clusters (e.g., health care or medicine—nurse, lab assistant, nurse's aide; construction—carpenter, plumber, drywall installer; administrative or clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)

11.4.   Describe advantages and disadvantages associated with each occupation studied (e.g., benefits, vacation, work in the outdoors, flexible hours, customers). (CL.C.1.In.1, CL.C.1.Su.1)

11.5.   Identify trends in the local job market for different career clusters and occupations (e.g., need for computer skills; need for jobs related to environmental issues; use of technology; hiring of the elderly, minorities, and individuals with disabilities; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)

11.6.   Evaluate present and future local job market of a specific job or career cluster. (CL.C.1.In.1, CL.C.1.Su.1)

11.7.   Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security benefits, investment plans, overtime, maternity leave, contracts, unemployment benefits, salary, worker's compensation). (CL.C.1.In.1, CL.C.1.Su.1)

11.8.   Identify the differences between being paid by the hour and by salary (e.g., hourly wage—overtime, predictable set schedule, may be temporary; salary—benefits, sick and vacation days, predictable pay check). (CL.C.1.In.1, CL.C.1.Su.1)

11.9.   Describe laws that protect employees (e.g., anti-discriminatory, minimum wage, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)

11.10. Identify the purpose and protections of the Americans with Disabilities Act (e.g., purpose—protects civil rights, tasks—provides workplace accommodations, provides accessibility to businesses, increases public awareness of individual's rights, encourages self-advocacy, provides legal services). (CL.C.1.In.2, CL.C.1.Su.2)

Job Search Skills

11.11. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find job openings, prepare a resume, fill out applications, contact employer, set up interviews, prepare for interviews, follow-up with thank you). (CL.C.1.In.3, CL.C.1.Su.3)

11.12. *Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*

11.13. Identify community resources for employment (e.g., TV, newspaper, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)

11.14. Identify agencies that can provide assistance when searching for a job (e.g., Vocational Rehabilitation, state employment agencies, private employment agencies, welfare department). (CL.C.1.In.3, CL.C.1.Su.3)

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11.15. Identify possible community jobs using local resources (e.g., parents, teachers, classified ads, job board, employment counselor). (CL.C.1.In.3, CL.C.1.Su.3)

11.16. *Identify resources for finding employment. (Social and Personal C 30: VI)*

Using a Career Planning Process

11.17. Identify the benefits of using a planning process to set career goals (e.g., helps to gather information, helps you to get organized, helps you to stay on track). (IF.B.1.In.1, IF.B.1.Su.1)

11.18. Identify steps in a planning process to set career goals (e.g., determine strengths and weaknesses, identify interests and abilities, match to opportunities, identify desired career). (IF.B.1.In.1, IF.B.1.Su.1)

11.19. Identify resources and sources of assistance for planning for a career. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ individuals—family members, supervisors, teachers, counselors
_____ ❏ agencies—government agencies, religious organizations, schools
_____ ❏ other: _____

11.20. Identify sources of information about setting career goals (e.g., parents, teachers, relatives, possible employers, school counselor, career counselor). (IF.B.1.In.1, IF.B.1.Su.1)

11.21. Complete a personal assessment to determine strengths and interests related to career choices. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ self-concept and values clarification
_____ ❏ personality characteristics and personal style
_____ ❏ motivational patterns and personal preferences
_____ ❏ occupational interests
_____ ❏ personal and educational background
_____ ❏ work history and experience
_____ ❏ key accomplishments and successes
_____ ❏ satisfying and dissatisfying experiences
_____ ❏ other: _____

11.22. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., communication skills, mechanical abilities, special talents, previous experience, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)

11.23. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repairer; playing with animals— pet caregiver; gardening—landscaper). (CL.C.1.In.1, CL.C.1.Su.1)

11.24. Evaluate the results of self-appraisal to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)

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11.25. Identify risks associated with certain careers (e.g., dangerous working conditions, exposure to the illnesses of others, exposure to the elements, work with or around hazardous materials). (IF.B.1.In.1, IF.B.1.Su.1)

11.26. Identify preferred goals relating to own plan for high school and postsecondary education (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving a degree). (IF.B.1.In.1, IF.B.1.Su.1)

11.27. Identify goals related to immediate employment for self (e.g., type of job, salary, hours). (IF.B.1.In.1, IF.B.1.Su.1)

11.28. Identify occupational goals for self (e.g., work in office setting, obtain a stable job, work three days a week, receive a paycheck, receive a promotion). (IF.B.1.In.1, IF.B.1.Su.1)

11.29. Identify the time, training, and resources needed to accomplish career goals (e.g., obtaining an office job—allow several weeks to locate potential jobs, need a resume and application, need Social Security card, need to know how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)

11.30. Identify individual strengths and weaknesses that may affect preferred postsecondary educational opportunities (e.g., study skills, ability to work independently, grades, test scores). (CL.C.1.In.1, CL.C.1.Su.1)

11.31. Accept assistance with and communicate interest in participating in specific activities and tasks involving volunteer or work activities. (CL.C.1.Pa.1)

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Special Skills Courses
Course Number: 7963040
Course Title: Skills for Students who are Deaf or Hard of Hearing
Previous Course Title: Skills for Hearing Impaired Learners
Credit: Multiple

A. **Major Concepts/Content.** The purpose of this course is to enhance the acquisition, comprehension, and use of language for students who are deaf or hard of hearing.

The content should include, but not be limited to, the following:

- communication
- hearing aids and assistive devices
- community resources and services
- hearing loss
- deaf culture and heritage
- interpreters and notetakers

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Students with hearing impairments who are pursuing a standard diploma may take this course for elective credit. This course is also designed to reflect the wide range

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of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: use of straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Demonstrate understanding of a variety of language functions.**

CL.B.1.In.1	identify and locate oral, print, or visual information for specified purposes.
CL.B.1.In.2	interpret and use oral, print, or visual information for specified purposes.
CL.B.1.In.3	organize and retrieve oral, print, or visual information for specified purposes.
CL.B.1.Su.1	identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Su.2	interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Pa.1	participate in recognition and use of information when engaged in daily activities—with assistance.
CL.B.2.In.1	prepare oral, written, or visual information for expression or presentation.
CL.B.2.In.2	express oral, written, or visual information for specified purposes.
CL.B.2.Su.1	prepare oral, written, or visual information for expression—with guidance and support.
CL.B.2.Su.2	express oral, written, or visual information to accomplish functional tasks—with guidance and support.
CL.B.2.Pa.1	participate in expressing information in daily routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Language Forms and Functions

1.1. Identify the roles and uses of language (verbal and nonverbal) in communication (e.g., serve interactive, personal, and informative purposes; convey desires, feelings, ideas, and needs). (CO.A.1.In.1, CO.A.1.Su.1)

1.2. Identify the forms of language used in communication (e.g., spoken or written words, phrases and sentences; sign language; fingerspelling; symbols and icons). (CO.A.1.In.1, CO.A.1.Su.1)

1.3. Identify the difference in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing, do not need constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)

1.4. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*

Receptive Language

1.5. Identify meaning of language used in daily tasks and activities involved in various situations (e.g., academic or applied technology classes, leisure activities, service activities, work activities). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

1.6. Interpret the meaning of language used in daily tasks and activities involved in various situations (e.g., noting inferences, relating to similar situations, evaluating meaning, comparing and contrasting). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

1.7. Identify meaning of figurative language used in daily tasks and activities (e.g., idioms, slang, metaphors, sarcasm, irony). (CL.B.1.In.2, CL.B.1.Su.2)

1.8. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)

1.9. Respond appropriately to basic questions, directions, and informational statements (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

1.10. Respond consistently to own name by using one or more observable behaviors. (CL.B.1.Pa.1)
Specify: _____ ❏ turn head   _____ ❏ move toward voice
_____ ❏ move eyes   _____ ❏ change facial expression
_____ ❏ change vocalization tone   _____ ❏ vocalize response
_____ ❏ make gesture   _____ ❏ other: _____

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1.11. Use a consistent response to stimuli that are a part of a daily routine (e.g., participates in getting ready to leave when the bell rings). (CL.B.1.Pa.1)
Specify stimuli: _____
Specify expected response: _____

Expressive Language

1.12. Use appropriate vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

1.13. *Combine 3-5 words to verbally express phrases and sentences. (Language C 25: III)*

1.14. Structure communication by sequential events to complete functional tasks (e.g., describe a vacation, ask a friend to relate the activities of the past month, tell a story). (CL.B.2.In.1, CL.B.2.Su.1)

1.15. Structure communications with main ideas and relevant supporting details to accomplish functional tasks (e.g., summarize desired job, paraphrase a conversation to co-workers, contribute to a discussion, answer a question in class). (CL.B.2.In.1, CL.B.2.Su.1)

1.16. Structure communications using logical order to express information for functional tasks (e.g., justifying a particular action, explaining a concept). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❏ easy to difficult   _____ ❏ specific to general
        _____ ❏ least important to most important   _____ ❏ general to specific
        _____ ❏ most important to least important   _____ ❏ cause and effect
        _____ ❏ other: _____

1.17. Accept assistance with and participate in communicating wants and needs. (CL.B.2.Pa.1, IF.B.1.Pa.1)

1.18. Indicate preference for desired person, object, or action. (CL.B.2.Pa.1)
Specify method: _____ ❏ touch referent object   _____ ❏ use assistive or augmentative device
              _____ ❏ verbalize or sign   _____ ❏ point to actual object
              _____ ❏ vocalize or gesture   _____ ❏ other: _____

1.19. Protest nonpreferred activity or object (e.g., frowns when presented with unwanted food for lunch). (CL.B.2.Pa.1)
Specify method: _____ ❏ verbalize or sign   _____ ❏ look away or move away
              _____ ❏ point to actual object   _____ ❏ use assistive or augmentative device
              _____ ❏ vocalize or gesture   _____ ❏ other: _____

1.20. Request help or assistance. (CL.B.2.Pa.1)
Specify method: _____ ❏ look at person   _____ ❏ use assistive or augmentative device
              _____ ❏ verbalize or sign   _____ ❏ point to actual object
              _____ ❏ vocalize or gesture   _____ ❏ other: _____

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1.21. Request termination of activities (e.g., asks to stop swinging on swing). (CL.B.2.Pa.1)
Specify method: _____ ❏ vocalize or gesture   _____ ❏ use assistive or augmentative device
_____ ❏ verbalize or sign   _____ ❏ other: _____

1.22. Participate in conveying desires, feelings, and physical needs effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)
Specify method: _____ ❏ touch referent object   _____ ❏ use assistive or augmentative device
_____ ❏ verbalize or sign   _____ ❏ point to actual object
_____ ❏ vocalize or gesture   _____ ❏ other: _____

1.23. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*

1.24. *Express personal beliefs or opinions. (Language C 28: V)*

1.25. *Identify personal feelings. (Social and Personal G 54: IV)*

1.26. *Express wants and needs. (Language C 20: II)*

1.27. *Use language to indicate displeasure or dislike. (Language C 16: I)*

1.28. *Use language to give simple commands. (Language C 18: II)*

1.29. *Use language to indicate danger or give warnings to others. (Language C 22: III)*

Conversations and Greetings

1.30. Use appropriate greetings when meeting other persons in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

1.31. *Use language to initiate social greeting. (Language C 23: III)*

1.32. Respond appropriately to greetings in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

1.33. *Use language to respond to verbal greetings. (Language C 19: II)*

1.34. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, finances, your future, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ with family   _____ ❏ with friends
_____ ❏ with other familiar persons   _____ ❏ with unfamiliar persons

1.35. *Use language to participate appropriately in conversation. (Language C 29: V)*

1.36. *Use language to initiate conversation. (Language C 30: VI)*

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1.37. *Use language to relate recent personal experiences. (Language C 26: IV)*

1.38. Use appropriate language to end conversations (e.g., "It was nice talking with you." "Thank you for stopping by." "It was so good to see you again." "Let's keep in touch." "Talk to you soon." "Good-bye."). (CO.A.1.In.1, CO.A.1.Su.1)

1.39. Identify correct verbal responses in telephone interactions (e.g., "May I ask who is calling?" "One moment, please." "May I take a message?" "May I please speak to ...?" "This is she/he." "Thank you for calling."). (CO.A.1.In.1, CO.A.1.Su.1)

1.40. Use verbal and nonverbal communication with appropriate style and tone for the audience and occasion when participating in individual or group presentations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify style and tone: _____
Specify audience and occasion: _____

Written Communication

1.41. Identify characteristics of key elements of documents and written communications (e.g., narrative writing—telling a story; persuasive writing—letter to the editor; technical writing—lab report). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❏ what is the intent—objectives, target audience, purpose
_____ ❏ what components are needed—introduction, body, summary
_____ ❏ how should the information be organized
_____ ❏ what formatting should be used—layout, text, use of graphics
_____ ❏ other: _____

1.42. Identify characteristics of types of written communications that are appropriate to the audience, subject matter, and purpose (e.g., informal—letters to friends; formal—letters of complaint, technical reports). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❏ note   _____ ❏ letter   _____ ❏ memo or e-mail
_____ ❏ brief description   _____ ❏ report   _____ ❏ cards and invitations
_____ ❏ other: _____

1.43. Create written communications that are appropriate to the audience, subject matter, and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, give a presentation). (CL.B.2.In.2, CL.B.2.Su.1)
Specify: _____ ❏ note   _____ ❏ letter   _____ ❏ memo or e-mail
_____ ❏ brief description   _____ ❏ report   _____ ❏ cards and invitations
_____ ❏ other: _____

Reading Comprehension

1.44. Identify the meanings of written words used in tasks at home, school, and in the community. (CL.B.1.In.1, CL.B.1.Su.1)

1.45. *Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)*

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1.46. *Read number words, zero to ten. (Mathematics B 11: V)*

1.47. Use skills and strategies to determine the main ideas of a paragraph, section, or document. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ identify the first sentence or topic
_____ ❏ paraphrase information
_____ ❏ identify information that is repeated
_____ ❏ scan chapter headings
_____ ❏ other: _____

1.48. *Determine main idea stated in a paragraph. (Reading C 8: V)*

1.49. Use skills and strategies to identify relevant information in a text or visual by skimming or scanning. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❏ match to a list of key information—dates, names, locations
_____ ❏ match to questions to be answered
_____ ❏ scan chapter titles and subtitles for specific words or phrases
_____ ❏ scan pictures or graphics for specific information
_____ ❏ other: _____

1.50. *Answer factual questions about paragraphs. (Reading C 9: V)*

1.51. Use strategies to link (oral or written) information with other cues to increase recall. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ create a first letter mnemonic   _____ ❏ make a visual association
_____ ❏ determine order of events   _____ ❏ other: _____

1.52. *Determine the order of events in a paragraph. (Reading C 10: V)*

1.53. Use skills and strategies to distinguish whether written information is accurate or inaccurate, true or false, or fact or opinion. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ match information with other sources
_____ ❏ look for words such as *always, never*
_____ ❏ identify words that indicate feelings or emotions
_____ ❏ other: _____

1.54. *Distinguish between true and false statements. (Reading E 19: V)*

Temporal Concepts

1.55. Identify the most appropriate units of time to accomplish functional tasks (e.g., making plans for the week, scheduling appointments, predicting the weather). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ❏ seconds, minutes, hours   _____ ❏ days, weeks, months, years
_____ ❏ seasons of the year   _____ ❏ now, later, future, past
_____ ❏ today, tomorrow   _____ ❏ other: _____

1.56. *Tell time to the hour and half hour. (Mathematics G 59: V)*

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1.57.   *Tell which day of the week comes before and after a given day.*
        (Mathematics G 60: V)

1.58.   *Given a date, identify the day of the week on a calendar. (Mathematics G 61: V)*

Organizing Information

1.59.   Identify characteristics of various methods used to organize information.
        (CL.B.1.In.3)
        Specify: _____ ❏ chronological   _____ ❏ alphabetical
                 _____ ❏ categorical   _____ ❏ topic or subject
                 _____ ❏ hierarchical or outline   _____ ❏ other: _____

1.60.   Choose method for organizing information based on intended use of that
        information. (CL.B.1.In.3)
        Specify: _____ ❏ chronological   _____ ❏ alphabetical
                 _____ ❏ categorical   _____ ❏ topic or subject
                 _____ ❏ hierarchical or outline   _____ ❏ other: _____

1.61.   *Alphabetize words by using the first letter. (Reading F 22: V)*

1.62.   Use graphic organizers to display relationships between and among ideas, events,
        and facts. (CL.B.1.In.3)
        Specify: _____ ❏ concept map   _____ ❏ tree diagram   _____ ❏ flow chart
                 _____ ❏ semantic web   _____ ❏ other: _____

**2.   Use appropriate means of communication (e.g., speaking, listening,
        fingerspelling, signing, gestures, cueing, writing).**

        CO.A.1.In.1   initiate communication and respond effectively in a variety of situations.

        CO.A.1.Su.1   initiate communication and respond effectively in a variety of situations—with
                       guidance and support.

        CO.A.1.Pa.1   participate in effective communication with others—with assistance.

        Indicate guidance and support necessary for mastery at supported level:
        ___ physical prompt   ___ verbal prompt   ___ visual prompt
        ___ assistive technology   ___ supervision   ___ other: _____

        Indicate assistance necessary for mastery at participatory level:
        ____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Speaking

2.1.   Use voice and fluency appropriate for the situation. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ tone of voice   _____ ❏ pitch
       _____ ❏ fluency (rate and rhythm)   _____ ❏ loudness
       _____ ❏ duration   _____ ❏ other: _____
Specify situation: _____

2.2.   Use articulation and breathing skills to produce words and sounds as clearly as possible. (CO.A.1.In.1, CO.A.1.Su.1)

2.3.   Monitor own speech through auditory, visual, and tactile feedback. (CO.A.1.In.1, CO.A.1.Su.1)

2.4.   Use understandable conversational speech in formal and informal speaking situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify situation: _____

2.5.   Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ facial expressions   _____ ❏ sounds
       _____ ❏ gestures   _____ ❏ body language
       _____ ❏ hand signals   _____ ❏ other: _____

2.6.   Use clarification strategies when communication breaks down (e.g., improve articulation, change grammar or sentence structure, slow down rate of speech, rephrase, use visual or written techniques). (CO.A.1.In.1, CO.A.1.Su.1)

Listening

2.7.   Identify meaning of sounds and words heard with amplification when communicating with others. (CO.A.1.In.1, CO.A.1.Su.1)

2.8.   Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ relaxed   _____ ❏ active
       _____ ❏ social   _____ ❏ defensive
       _____ ❏ other: _____

2.9.   Identify the difference between attentive and inattentive listening when participating in conversations (e.g., attentive—looking at speaker or interpreter, taking notes, nodding head; inattentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)

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2.10.   Use critical listening skills to gain understanding. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ listening for content
  _____ ❏ paying attention to cues—first, second..., in summary, most important
  _____ ❏ linking to prior knowledge and experiences
  _____ ❏ considering emotional meaning
  _____ ❏ other: _____

2.11.   Identify and use equipment and strategies to manage your listening environment, as appropriate for individual needs (e.g., hearing aids, FM system, preferential seating). (CO.A.1.In.1, CO.A.1.Su.1)

Fingerspelling and Signing

2.12.   Identify major differences between American Sign Language and various sign systems (e.g. signing exact English, signed English, and other systems of manually coded English). (CO.A.1.In.1, CO.A.1.Su.1)

2.13.   Use appropriate directionality, facial expressions, classifiers, use of space and contrast, plurality, intensity, and repetition when using sign language. (CO.A.1.In.1, CO.A.1.Su.1)

2.14.   Identify sources of sign language programs and videos in the local community (e.g., interpreted news programs and special broadcasts, Deaf Mosaic, Deaf Network, religious programs). (CO.A.1.In.1, CO.A.1.Su.1)

2.15.   Identify sources of sign language instruction in the community. (IF.A.2.In.1, IF.A.2.Su.1)

Gestures and Cueing

2.16.   Identify the meaning of gestures, body language, and hand signals while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

2.17.   Identify meaning of various facial expressions while engaging in conversations. (e.g., smile, frown, grimace). (CO.A.1.In.1, CO.A.1.Su.1)

2.18.   Use acceptable gestures, body language, and hand signals to initiate a conversation in various situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

2.19.   Use acceptable words or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

2.20.   Respond to cued commands (e.g., verbal—saying someone's name; non-verbal—come here, stop, one minute). (CO.A.1.Pa.1)
Specify: _____

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Writing

2.21. Use appropriate modes in writing for educational and personal needs (e.g., write a letter, leave a message, write in a journal, write a to-do list, complete homework). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❏ handwriting   _____ ❏ typewriter   _____ ❏ word processor

2.22. *Reproduce upper and lower case letters of the alphabet. (Writing A 2: IV)*

2.23. *Reproduce numerals from 0 to 10. (Mathematics B 10: V)*

2.24. Reproduce required personal information to accomplish functional tasks
(e.g., completing forms, signing documents, addressing a letter). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❏ name   _____ ❏ address   _____ ❏ phone number
           _____ ❏ date of birth   _____ ❏ race group   _____ ❏ other: _____

2.25. *Write from memory or identification card own name, address, telephone number, age, and date of birth. (Writing A 3: V)*

2.26. Produce legible handwritten material to complete functional tasks (e.g., letters, notes, or messages; forms; signature; tests; checks). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❏ style—manuscript or cursive   _____ ❏ letter formation
           _____ ❏ spacing   _____ ❏ size
           _____ ❏ orientation   _____ ❏ other: _____

2.27. Produce written communications accurately using a computer, typewriter, or TTY
(e.g., rough draft of letter, report, or project; list of information for a form). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❏ letters   _____ ❏ reports   _____ ❏ forms
           _____ ❏ charts   _____ ❏ other: _____

2.28. Use correct spelling in preparing written text (e.g., proper names, proper nouns, personal information, frequently used words). (CL.B.2.In.1, CL.B.2.Su.1)

2.29. Use appropriate resources to aid in spelling (e.g., writing a letter, writing a report, completing homework or class assignments, writing an e-mail message). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❏ spelling dictionary   _____ ❏ specialized electronic aid
           _____ ❏ people   _____ ❏ spell-check utility in software program
           _____ ❏ other: _____

2.30. *Spell frequently used words from a specified word list (e.g., Dolch, SSAT, survival and consumer words). (Writing B 4: V, VI, VII)*

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2.31. Use punctuation correctly within words and sentences in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ❑ comma—words in a series, compound sentence, address, date, greeting and closing
_____ ❑ apostrophe—contraction, possession
_____ ❑ quotation marks—direct quotation, titles, words used in a special sense
_____ ❑ semi-colon—main clauses without conjunctions, items in a series containing other punctuation
_____ ❑ other: _____

2.32. *Write a sentence with correct capitalization of the first word and ending punctuation. (Writing C 7: V)*

2.33. *Write simple sentences. (Writing D 10: V)*

2.34. Accept assistance with and participate in using appropriate means of communication in daily activities and tasks. (CO.1.Pa.1)
Specify: _____

3. Use and maintain hearing aids as prescribed.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt

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4.   Demonstrate understanding of value of assistive devices (e.g., TTY, flashing alarm devices, captioned media) and of consumer information regarding their purchase.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

4.1.   Identify the purpose and functions of general assistive devices for individuals who are deaf or hard of hearing.
Specify: _____ ❏ caption decoder
              _____ ❏ telephone amplifier
              _____ ❏ Telecommunication Devices for the Deaf
              _____ ❏ alerting systems for doorbells, phone ringing, alarm clock, and smoke alarms
              _____ ❏ other: _____

4.2.   Use assistive devices in daily living, as appropriate for the situation and individual needs.
Specify setting: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace
Specify device: _____

4.3.   Identify purpose and function of a hearing dog for certain individuals who are deaf or hard of hearing.

4.4.   Identify purpose and function of augmentative or assistive communication devices such as voice simulators and electronic communication devices for certain individuals who are deaf or hard of hearing.

4.5.   Identify resources for purchase and repair of assistive devices (e.g., stores, specialized electronic companies, hearing aid dealers, Telecommunications for the Deaf, National Captioning Institute).

5.   Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Understanding the Components of the Individual Educational Plan

5.1.   Identify characteristics and purpose of an Individual Educational Plan (IEP).
(IF.B.1.In.1, IF.B.1.Su.1)

5.2.   Identify the benefits of participation in own IEP meetings (e.g., planning for school year, planning for post-school career and adult living). (IF.B.1.In.1, IF.B.1.Su.1)

5.3.   Identify characteristics of steps in IEP development. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❑ determine school and post-school outcome desires
_____ ❑ determine present levels of performance
_____ ❑ develop annual goals and related short-term objectives or benchmarks
_____ ❑ assign responsibility for objectives
_____ ❑ identify needed services, modifications, and supports

5.4.   Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❑ employment
_____ ❑ instruction and continuing education
_____ ❑ community participation
_____ ❑ independent living
_____ ❑ agency support
_____ ❑ daily living skills

5.5.   Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Participating in the Development of the Individual Educational Plan

5.6.   Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

5.7.   Identify desired long-term outcomes (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❑ in-school—course of study, diploma, extracurricular activities
_____ ❑ post-school—postsecondary training, employment
_____ ❑ post-school—living arrangements, community participation

5.8.   Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

5.9.   Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)

5.10.   Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

5.11.   Assist in setting annual goals and short-term objectives or benchmarks for the IEP considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

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5.12. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

5.13. Accept assistance with and participate in activities related to developing own IEP. (IF.B.1.Pa.1)
Specify: _____

6.   Demonstrate knowledge of community resources and services.

IF.A.2.In.1   select and use community resources and services for specified purposes.

IF.A.2.Su.1   use community resources and services for specified purposes—with guidance and support.

IF.A.2.Pa.1   participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

6.1. Identify community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ❏ disability—Deaf Service Center, speech and hearing clinics
_____ ❏ employment—state agencies, Vocational Rehabilitation, private agencies
_____ ❏ medical, wellness—doctors, hospitals, support groups, mental health services
_____ ❏ civil—voter registration, tax collector, license bureau, Social Security
_____ ❏ communication—telephone, TTY, computer, mail, e-mail
_____ ❏ financial—banking, credit cards, investments, insurance, social services
_____ ❏ recreation, leisure, entertainment—movies, libraries, community centers
_____ ❏ legal, advocacy—lawyers, advocacy groups, National Association for the Deaf
_____ ❏ educational—adult education, trade schools, community colleges, universities
_____ ❏ emergency—police, fire, ambulance, Red Cross
_____ ❏ other: _____

6.2. *Identify services provided by local community agencies. (Social and Personal E 43: V)*

6.3. *Identify and demonstrate understanding of community signs and symbols.*
(Reading B 6: V)

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6.4.   Identify advantages and disadvantages of particular types of community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ❏ community service agencies:
            advantages—are usually free or inexpensive
            disadvantages—may have a waiting list, may have limited services
        _____ ❏ businesses:
            advantages—have customer service focus, competitive rates
            disadvantages—cost more
        _____ ❏ other resources—friends, neighbors, co-workers:
            advantages—want to help, do not usually charge fees
            disadvantages—may have less knowledge than professionals

6.5.   Select the community service agency, business, or other resource that will meet (or is most likely to meet) individual needs for assistance (e.g., immediate service, low cost, quality service, consistent service, dependability, convenient location, availability). (IF.A.2.In.1, IF.A.2.Su.1)

6.6.   Use the specific knowledge and skills that are required to obtain and benefit from a service related to specific needs (e.g., knowing what services are provided, knowing eligibility criteria, making an appointment, making a follow-up call or visit, paying for services). (IF.A.2.In.1, IF.A.2.Su.1)

6.7.   Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)
Specify setting: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

Using Banks and Other Financial Institutions

6.8.   Solve problems involving purchases to accomplish functional tasks (e.g. determining cost if shirt is 30% off, determining cost of an item with a rebate). (CL.B.3.In.2, CL.B.3.Su.2)

6.9.   Solve problems involving rate of interest and sales tax to accomplish functional tasks (e.g., interest on a car loan, sales tax). (CL.B.3.In.2, CL.B.3.Su.2)

6.10.   Identify purposes and functions of banks and credit unions (e.g., financial transactions, maintaining a savings account, establishing credit for future loans). (IF.A.2.In.1, IF.A.2.Su.1)

6.11.   *Identify the cent value of a penny, a nickel, a dime, a quarter, and the dollar value of bills through $10. (Mathematics E 35: V)*

6.12.   *Identify which costs more or less through $5, given the cost of two items. (Mathematics E 36: V)*

6.13.   *Determine equivalent amounts using pennies, nickels, dimes, and quarters (not to exceed $1). (Mathematics E 37: V)*

6.14.   *Write money values not to exceed $10. (Mathematics E 38: V)*

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6.15. *Identify the purposes of a checking and savings account. (Mathematics E 39: V)*

6.16. *Use coin-operated machines. (Social and Personal H 63: V)*

7. Demonstrate understanding of concepts and vocabulary regarding career, political, and personal rights and responsibilities.

CL.C.1.In.2   identify individual rights and responsibilities in the workplace.

CL.C.1.Su.2   recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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7.1. Identify accommodations and modifications to courses and tests that may be needed by students who are deaf or hard of hearing when enrolled in middle or high school programs. (CL.C.1.In.2, CL.C.1.Su.2)

7.2. Identify ways students can get information about their rights (e.g., teacher, dean, counselor, parents, Internet, advocacy group). (CL.C.1.In.2, CL.C.1.Su.2)

7.3. Identify special services and accommodations commonly available to individuals with disabilities when taking tests related to employment and admission to colleges and universities (e.g., separate setting, extra time). (CL.C.1.In.2, CL.C.1.Su.2)

7.4. Identify sources of assistance in obtaining information and accessing special services and accommodations commonly available to individuals with disabilities when taking tests related to employment or admission to colleges and universities (e.g., private agencies, public agencies, equal opportunity personnel, counselors). (IF.A.1.In.1, IF.A.1.Su.1)

7.5. Identify the purpose and protections of Section 504, Vocational Rehabilitation Act (e.g., protect civil rights; ensure school and workplace accommodations; ensure accessibility to businesses, services, and activities). (CL.C.1.In.2, CL.C.1.Su.2)

7.6. Identify the purpose and protections of the Americans with Disabilities Act (e.g., protect civil rights, ensure workplace accommodations, ensure accessibility to businesses, increase public awareness of rights, encourage self-advocacy, ensure legal services). (CL.C.1.In.2, CL.C.1.Su.2)

7.7. Identify special services and accommodations commonly available to individuals with disabilities regarding modifications to the employment situation (e.g., use of amplification, availability of an interpreter, special telephone). (CL.C.1.In.2, CL.C.1.Su.2)

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7.8.   Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney, advocacy groups). (CL.C.1.In.2, CL.C.1.Su.2)

7.9.   Identify special services and accommodations commonly available to individuals with disabilities when participating in activities in the community or traveling (e.g., closed-caption television broadcasts, special telephone systems). (IF.A.2.In.2, IF.A.2.Su.2)

8.   Use alternative modes of communication with persons who are hearing, deaf, or hard of hearing.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

8.1.   Select and use alternative communication techniques effectively when not understood by others (e.g., signs, gestures, speech, written language). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ prepare—have paper and pencil ready, know signs
         _____ ❏ check for understanding
         _____ ❏ ask for clarification
         _____ ❏ exhibit flexibility when communication breaks down
         _____ ❏ arrange for interpreter, if needed
         _____ ❏ other: _____

8.2.   Use appropriate social language skills when using an alternate communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ initiating topics
         _____ ❏ maintaining topics
         _____ ❏ taking turns
         _____ ❏ ending a conversation
         _____ ❏ repairing communication breakdowns
         _____ ❏ showing sensitivity to cultural differences
         _____ ❏ other: _____

8.3.   Select and modify systems of communication to accommodate a variety of settings (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

8.4.   Accept assistance with and participate in using alternate modes of communication with persons who are hearing, hard of hearing, or deaf. (CO.A.1.Pa.1)
Specify mode: _____

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9. Demonstrate knowledge of causes of hearing loss and the effects physically, socially, and emotionally to the student.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

9.1. Identify degree and impact of personal hearing loss, including effect on speech and language.

9.2. Identify cause(s) and prognosis of personal hearing loss, if known.

9.3. Identify characteristics of medical treatment and care related to hearing loss.
Specify: _____ ❏ audiogram
_____ ❏ roles of audiologist and otologist
_____ ❏ audiological speech assessment
_____ ❏ audiological prescription
_____ ❏ audiological management
_____ ❏ other: _____

9.4. Identify how amplification may help to improve hearing level.

9.5. Identify the advantages and disadvantages of a cochlear implant.

9.6. Identify ways to preserve hearing by using safety precautions (e.g., ear plugs at loud concerts and shooting ranges).

9.7. Identify ways to appropriately handle common reactions and responses by others to individuals who are deaf or hard of hearing (e.g., may speak louder, may not try to communicate at all).

9.8. Identify potential impact of hearing loss on future life roles (e.g., occupation, parenting, child-bearing).

9.9. Identify ways to seek and use support of others in dealing with personal concerns and issues involving living with and managing hearing impairment.

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10.   Demonstrate understanding of deaf culture and heritage.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

10.1.   Identify historical and current attitudes held by others toward individuals who are deaf or hard of hearing.

10.2.   Identify examples of individuals who are deaf or hard of hearing who have contributed significantly to the local, state, or national community.

10.3.   Identify artists and entertainers who are deaf or hard of hearing (e.g., well-known authors, performers, dancers, actors, storytellers).

10.4.   Identify ways that individuals who are deaf or hard of hearing provide support for each other in the community.

10.5.   Identify ways that deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard of hearing.

11.   Use interpreters and notetakers effectively.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

11.1.   Identify the role and responsibility of an interpreter.

11.2.   Use strategies and skills to obtain maximum benefit from an interpreter (e.g., sit where you can clearly see the interpreter, ask for clarification of unknown signs).

11.3.   Identify ways to obtain assistance of certified interpreters and with any costs associated with such services (e.g., using a directory, Deaf Services Center, local speech and hearing centers).

11.4.   Identify situations when an individual has a legal right to an interpreter.

11.5.   Identify the role and responsibility of a notetaker.

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11.6. Use strategies and skills to obtain maximum benefit from a notetaker (e.g., review notes daily, ask for clarification if needed, review new vocabulary or abbreviations used in the notes).

12. Demonstrate knowledge and use of study skills (e.g., time management, research, organization, test-taking).

CL.B.1.In.1	identify and locate oral, print, or visual information for specified purposes.
CL.B.1.In.2	interpret and use oral, print, or visual information for specified purposes.
CL.B.1.In.3	organize and retrieve oral, print, or visual information for specified purposes.
CL.B.2.In.1	prepare oral, written, or visual information for expression or presentation.
CL.B.2.In.2	express oral, written, or visual information for specified purposes.
CL.B.3.In.1	identify mathematical concepts and processes to solve problems.
CL.B.3.In.2	apply mathematical concepts and processes to solve problems.
CL.B.4.In.1	identify problems and examine alternative solutions.
CL.B.4.In.2	implement solutions to problems and evaluate effectiveness.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Planning and Time Management

12.1. Identify purposes of planning school assignments (e.g., stay on task, finish work on time, live up to expectations). (CL.C.2.In.1, CL.C.2.Su.1)

12.2. Identify components of a plan to complete school assignments (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, personnel, time; determine substeps needed to accomplish the task; determine schedule for completing the task). (CL.C.2.In.1, CL.C.2.Su.1)

12.3. *State steps to complete a task. (Language C 31: VI)*

12.4. *Follow verbal directions with more than two steps (Language D 14: V)*

12.5. Identify, prioritize, and schedule responsibilities for school assignments (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

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12.6. Use strategies to pace effort so that school assignment is completed on time. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: _____ ❏ work according to schedule   _____ ❏ set an alarm clock as a reminder
_____ ❏ track subtasks on calendar   _____ ❏ check off subtasks when completed
_____ ❏ begin subtasks on time   _____ ❏ adjust to unforeseen circumstances
_____ ❏ other: _____

12.7. Identify alternative approaches when faced with difficulty in completing a school assignment. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: _____ ❏ try different techniques   _____ ❏ use additional resources or tools
_____ ❏ seek assistance from others   _____ ❏ read the instructions or references
_____ ❏ other: _____

12.8. *Identify mistakes on task assignments with and without assistance.*
(Social and Personal C 28: V)

12.9. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ❏ personal   _____ ❏ school   _____ ❏ work

12.10. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific school-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: _____ ❏ use a checklist with pictures or descriptions of supplies, tools, and equipment
_____ ❏ set up workstation with needed supplies, tools, and equipment before starting
_____ ❏ other: _____

12.11. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*

12.12. Identify the characteristics and importance of being self-directed when completing school assignments (e.g., keeps self-motivated and enthusiastic, makes decisions independently, sets goals, does not procrastinate, paces work assignments). (IF.B.2.In.1, IF.B.2.Su.1)

12.13. Demonstrate self-directed behavior when completing school assignments (e.g., starting tasks when they are assigned, getting needed materials, asking for assistance when needed). (IF.B.2.In.2, IF.B.2.Su.2)

12.14. Identify the characteristics and importance of paying attention to details when completing school assignments (e.g., stays focused, meets expectations). (CL.C.2.In.3, CL.C.2.Su.3)

12.15. Demonstrate attentive behavior when completing school assignments (e.g., staying on task—not talking to others, listening to directions). (CL.C.2.In.3, CL.C.2.Su.3)

12.16. Request clarification regarding school assignments from teachers, family, and peers when needed (e.g., do not understand a class assignment, passage of text, work project, role in an assignment, or how to do chores). (CL.B.2.In.2, CL.B.2.Su.2)

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12.17. Use skills and strategies to remember and understand oral or written directions. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❑ read aloud   _____ ❑ paraphrase
          _____ ❑ make a drawing or diagram   _____ ❑ other: _____

12.18. *Follow written directions with one-step. (Reading C 11: V)*

12.19. *Follow written directions with two-steps. (Reading C 13: VI)*

12.20. Use self-monitoring strategies to clarify and remember information for school assignments (e.g., Does what I am reading make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word I don't know?). (CL.B.1.In.2, CL.B.1.Su.2)

Research and Organization

12.21. Use an appropriate source to obtain written information on current events (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❑ newspapers   _____ ❑ magazines   _____ ❑ television
          _____ ❑ radio   _____ ❑ people   _____ ❑ Internet
          _____ ❑ other: _____

12.22. Identify types of information in reference books or resources (e.g., finding a route to a vacation spot, finding the meaning of an unknown word, finding information on a specific subject, finding the correct spelling of a word). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ❑ atlas—road maps, distance charts, state capitals, population
          _____ ❑ dictionary—definitions, spelling, syllabication
          _____ ❑ encyclopedia—general information by subject
          _____ ❑ textbook—information for instructional purposes
          _____ ❑ magazine or newspaper—current information by subject
          _____ ❑ directory—information lists by subject, agency, product
          _____ ❑ other: _____

12.23. *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)*

12.24. *Identify the appropriate source to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)*

12.25. Use an appropriate reference or resource to obtain written information on a desired topic (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❑ atlas   _____ ❑ dictionary   _____ ❑ encyclopedia
          _____ ❑ textbook   _____ ❑ magazine   _____ ❑ newspaper
          _____ ❑ directory   _____ ❑ other: _____

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12.26. Identify the major sections of information in the table of contents (e.g., locating information about a topic of interest, finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ❏ book—introduction, chapter titles
_____ ❏ magazines—titles, page numbers, authors
_____ ❏ newspaper—sections, page numbers
_____ ❏ other: _____

12.27. *Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)*

12.28. Use visual imagery to clarify and remember information for school assignments (e.g., remembering a situation, remembering a person's appearance, remembering a place you have visited). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ❏ make mental pictures   _____ ❏ create an association
_____ ❏ other: _____

12.29. Use mnemonic devices to identify and organize main facts, ideas, or events to increase recall (e.g., use the word spelled by the first letter of each word in a list to help remember the entire list, create a sentence with each word cueing another word or phrase). (CL.B.1.In.3)

Specify: _____ ❏ visual—mental pictures, mental movies, stories, associations
_____ ❏ keyword—boxing, associations
_____ ❏ first-letter—acronym, sentence
_____ ❏ series—pegword, location
_____ ❏ rhyming, coding
_____ ❏ other: _____

12.30. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)

12.31. Organize information alphabetically when completing functional tasks (e.g., filing a receipt for later reference to return an item, listing names in order). (CL.B.1.In.3)

12.32. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe for cookies). (CL.B.1.In.3)

12.33. Organize information by categories when completing functional tasks (e.g., identifying main ideas and concepts to include in a report, clustering similar kinds of information to compare and contrast concepts). (CL.B.1.In.3)

12.34. Organize information hierarchically or by outlining when completing functional tasks (e.g., identifying the relationships among the ideas or events, organizing notes for a research report). (CL.B.1.In.3)

12.35. Identify main ideas and facts by summarizing selected lectures, reading materials, and media productions. (CL.B.1.In.3)

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12.36. Identify main ideas and facts by taking notes on selected lectures, reading materials, and media productions. (CL.B.1.In.3)

12.37. Evaluate the accuracy and reliability of information in materials used in school activities (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2)

Taking Tests

12.38. Follow a systematic procedure to research a topic and write a report. (CL.B.2.In.1, CL.B.2.In.2)
Specify: _____ ❏ identify topic or main question
_____ ❏ specify questions to be answered or subtopics
_____ ❏ conduct a preliminary search for information using appropriate references and resources
_____ ❏ take notes and cite sources
_____ ❏ review notes and obtain additional information, if needed
_____ ❏ other: _____

12.39. Use strategies to prepare for successful performance on tests. (CL.B.4.In.1)
Specify: _____ ❏ clarify what will be tested—check notes, check with peers or teacher
_____ ❏ review and rehearse expected responses
_____ ❏ practice with similar questions
_____ ❏ perform task with decreasing feedback
_____ ❏ other: _____

12.40. Use strategies to perform successfully on tests. (CL.B.4.In.2)
Specify: _____ ❏ preview the test by reading instructions and skimming questions
_____ ❏ ask for clarification, if appropriate
_____ ❏ schedule time for each section
_____ ❏ create a brief outline of responses to essay questions before answering
_____ ❏ skip difficult questions and come back to them
_____ ❏ notice particular usage of words and phrases in test items
_____ ❏ monitor own time
_____ ❏ check answers to avoid careless mistakes
_____ ❏ other: _____

12.41. Use strategies to improve performance on subsequent tests. (CL.B.4.In.2)
Specify: _____ ❏ analyze error patterns
_____ ❏ note questions answered correctly
_____ ❏ review own preparation practices, noting strengths and weaknesses
_____ ❏ debrief performance with peer or teacher
_____ ❏ make a list of behaviors to change when taking the next test
_____ ❏ other: _____

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Solving Mathematical Problems

12.42. Follow a systematic approach when using mathematical concepts and processes to solve problems in accomplishing functional tasks. (CL.B.3.In.2, CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)
Specify: _____ ❑ determine nature of the problem
_____ ❑ select correct technique
_____ ❑ make reasonable estimate of results
_____ ❑ apply operation or procedures to obtain result
_____ ❑ check results for accuracy
_____ ❑ explain results
_____ ❑ other: _____

12.43. Determine whether insufficient or extraneous information is given in solving particular mathematical problems (e.g., "Do I have all the information I need?" "What does this information have to do with the problem?"). (CL.B.4.In.1, CL.B.4.Su.1)

12.44. Express mathematical problems using alternative methods to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.In.2)
Specify: _____ ❑ drawing pictures or diagrams   _____ ❑ using concrete objects
_____ ❑ paraphrasing   _____ ❑ using models
_____ ❑ other: _____

12.45. *Identify numerals which correspond to sets of objects 11 to 100.*
(Mathematics B 12: V)

12.46. *Count by 2's, 5's, and 10's to 100. (Mathematics B 13: V)*

12.47. *Identify simple fraction and percent equivalents (e.g., 1/2 = 50%, 1/4 = 25%).*
(Mathematics J 75: VI)

12.48. *Add a 2-digit number to a 2-digit number without regrouping, sums through 99.*
(Mathematics C 16: V)

12.49. *Apply addition skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics C 17: III)*

12.50. *Subtract a 2-digit number from a 2-digit number without regrouping.*
(Mathematics D 24: V)

12.51. *Apply subtraction skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics D 25: V)*

12.52. *Identify a cup, quart, and gallon as tools to measure capacity. (Mathematics F 49: V)*

12.53. *Measure an object to the nearest inch. (Mathematics F 50: V)*

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Using Feedback

12.54. Identify characteristics of corrective feedback commonly given for school assignments (e.g., points out mistakes, gives hints for correcting mistakes, identifies what is correct). (CO.A.1.In.1, CO.A.1.Su.1)

12.55. Respond effectively to feedback given in various situations regarding school assignments (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)

12.56. Use feedback to make changes on school assignments (e.g., correct a math problem, pronounce a word correctly, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)

12.57. Give effective feedback to others when working together on school assignments (e.g., "You are doing great." "You did very well on your test, keep up the good work." "Study for an extra hour each night."). (CO.A.1.In.1, CO.A.1.Su.1)

12.58. Evaluate the correctness and accuracy of own work completed for school assignments (e.g., turning in a report or homework assignment with few errors, catching math errors on a test before handing it in). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ❏ answers to tests _____ ❏ class assignments
_____ ❏ other: _____

12.59. *Identify appropriate responses to praise and constructive criticism.*
(Social and Personal G 57: V)

Problem Solving

12.60. Apply a general model for solving problems in completing school assignments or tests. (CL.B.4.In.1, CL.B.4.Su.1, CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ ❏ identify the problem
_____ ❏ identify alternatives
_____ ❏ choose appropriately from a variety of techniques
_____ ❏ implement solution
_____ ❏ evaluate results

12.61. Differentiate between problems with completing school assignments and tests that students can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)

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12.62. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1)

Specify: _____ ❏ brainstorming—identifying all solutions that come to mind

_____ ❏ identifying steps—when a complicated task is involved

_____ ❏ estimating—when numbers are involved

_____ ❏ matching consequences to actions—for cause and effect

_____ ❏ troubleshooting—finding problems within a work process

_____ ❏ creative thinking—when multiple solutions are acceptable

_____ ❏ modeling—basing actions on those of a good example

_____ ❏ other: _____

12.63. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1)

12.64. Complete tasks needed to solve problems at school, in personal life, or at work (e.g., limited time to do homework assignments—use time management strategies, talk to teacher about extended time on some assignments). (CL.B.4.In.2)

12.65. Use appropriate techniques or tools to solve problems at school, in personal life, or at work (e.g., computer software, assignment notebook, counseling sessions). (CL.B.4.In.2)

12.66. Seek assistance when needed to solve problems at school, in personal life, or at work (e.g., emotional problems—seek help from school counselor, teacher, or psychologist; problems with a subject area at school—seek help from tutor, teacher, or family member). (CL.B.4.In.2)

12.67. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2)

12.68. Determine impact of decisions and activities related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2)

13. Demonstrate understanding of responsible practices regarding personal behavior and interactions with others.

SE.A.2.In.1   interact acceptably with others within the course of social, vocational, and community living.

SE.A.2.Su.1   interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

SE.A.2.Pa.1   engage in routine patterns of interaction with others when participating in daily activities—with assistance.

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Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

Identifying Types of Relationships

13.1. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, members of religious organizations, community members). (SE.A.2.In.1, SE.A.2.Su.1)

13.2. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting others for who they are, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)

13.3. Identify qualities of a destructive relationship (e.g., being vengeful toward each other, talking or signing behind each other's back, physically hurting the other, using harsh language toward the other, not sharing with others, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)

13.4. Identify personal characteristics that make one a good friend (e.g., does not talk negatively about one's friend, says positive things about one's friend, helps friend in time of crisis, makes friend laugh, does not make rude comments to one's friend, does not physically harm friend, shares with friend, respects friend). (SE.A.2.In.1, SE.A.2.Su.1)

13.5. Identify interpersonal skills that support a close relationship with family, friends, and peers (e.g., visit others, write to others, call others, show continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)

13.6. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, angry people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)

13.7. Identify how a person wants to be treated by others (e.g., fairly, equally, respectfully, honestly). (SE.A.2.In.1, SE.A.2.Su.1)

13.8. Identify the effects of peer pressure on interpersonal relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of, encouraging a person to accomplish a positive goal). (SE.A.2.In.1, SE.A.2.Su.1)

Interpersonal Communication Skills

13.9. Identify characteristics of communication that promote good relationships with others (e.g., using polite language, saying what you mean, using conceptually accurate signs). (SE.A.2.In.1, SE.A.2.Su.1)

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13.10. Use appropriate language to conduct social interactions including greetings, apologies, and introductions (e.g., shake hands; use polite words such as "Thank you." "You're welcome." "Please." "Excuse me." "May I." "I'm sorry." "Nice to meet you"). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

13.11. Identify steps for introducing oneself to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

13.12. Demonstrate steps for introducing oneself to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

13.13. Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)

13.14. Demonstrate behaviors that represent active listening (e.g., checking for understanding, using 'I' messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

13.15. Identify verbal and nonverbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another, walking away from someone; verbal comments—commenting on their appearance or physique, telling someone he or she did a good job, telling someone to leave you alone). (SE.A.2.In.1, SE.A.2.Su.1)

13.16. Identify communications and behaviors that compliment others (e.g., saying "Good job," "Well done"; honoring others with rewards, commending others, praising others; applauding others; approving of others' efforts). (SE.A.2.In.1, SE.A.2.Su.1)

13.17. Demonstrate behaviors and communications that are complimentary to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

13.18. Accept assistance with and participate in communicating with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify setting: _____ ❏ home _____ ❏ school _____ ❏ community/workplace

Using Appropriate Behavior

13.19. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, being friendly, showing respect, sharing with others). (SE.A.2.In.1, SE.A.2.Su.1)

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13.20. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., being vengeful toward others, physically hurting others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)

13.21. Identify attitudes and behaviors toward others that help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well being, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)

13.22. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*

13.23. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*

13.24. Initiate interactions with peers, family, co-workers, and friends (e.g., saying "hello," introducing yourself, asking another's name, stating what your role is in the community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

13.25. Use appropriate techniques to invite a peer to join a group (e.g., gain attention, check if interested, give time to consider invitation and respond, show appreciation, show understanding if refused). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

13.26. Display acceptance for persons with characteristics different from one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

13.27. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

13.28. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served, let others go first when waiting in line, do not sit down until all others are seated). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

13.29. Accept assistance with and participate in interacting with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community/workplace

Course Number: 7963040 - Skills for Students who are Deaf or Hard of Hearing

Physical Contact

13.30. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

13.31. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when he or she doesn't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)

13.32. Identify responses to inappropriate physical contact from others that will protect oneself (e.g., asks person to stop, walks away from person, backs away from person, asks for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

13.33. Identify sources of assistance if a person experiences inappropriate physical contact from others (e.g., neighbors, peers, family, teachers, police). (SE.A.2.In.1, SE.A.2.Su.1)

13.34. Demonstrate behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, giving a hug; displays of love—giving a hug, giving a kiss). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

13.35. Use effective responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

13.36. Ask for assistance if one experiences inappropriate physical contact from others (e.g., call for a neighbor's help, ask a peer for help, ask a family member for help, call for a teacher's assistance, call a police officer for help, ask a pedestrian for assistance). (SE.A.2.In.1, SE.A.2.Su.1)

13.37. Accept assistance with and participate in making physical contact with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

13.38. Accept assistance with and participate in alerting others to inappropriate physical contact with others. (SE.A.2.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

Conflict Resolution

13.39. Use conflict resolution skills when faced with a problem (e.g., identifying the conflict; dealing with feelings; pinpointing the cause of conflict; allowing time for negotiation; choosing a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation, collaboration, mediation). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

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13.40. *Demonstrate use of strategies to resolve interpersonal difficulties.*
(Social and Personal G 60: VI)

13.41. Identify the benefits of effective negotiation (e.g., improved relationships, increased productivity, increased personal competence). (SE.A.2.In.1, SE.A.2.Su.1)

13.42. Identify characteristics of a successful negotiator (e.g., planning skills, ability to think clearly under stress, communication skills, practical intelligence, personal integrity, ability to perceive and use power effectively). (SE.A.2.In.1, SE.A.2.Su.1)

13.43. Use negotiation skills when faced with a problem (e.g., determine the magnitude of the conflict, identify benefits gained from the resolution, establish acceptable negotiating guidelines, establish ground rules for time, give commitment to the process, pick a mediator, practice confidentiality, use strategy and tactics for a positive resolution, reach terms that both sides will accept). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

Personal Care

13.44. Use knowledge and skills to care for personal living needs (e.g., selecting place to live, preparing food, caring for clothing, keeping household clean). (IF.A.1.In.2, IF.A.1.Su.2)

13.45. *Distinguish between appropriate dress for school, work, and leisure activities.*
(Social and Personal A 7: V)

13.46. *Follow a simple recipe. (Social and Personal B 15: V)*

13.47. *Select and operate kitchen appliances for food preparation. (Social and Personal B 16: V)*

13.48. *Identify proper storage areas for food. (Social and Personal B 17: V)*

13.49. *Perform laundry tasks. (Social and Personal F 49: V)*

13.50. *Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)*

13.51. Use specific knowledge and skills when completing personal health care activities involving the treatment and control of diseases (e.g., getting enough fluids and rest, staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community/workplace

13.52. *Identify appropriate storage and use of medications. (Social and Personal E 41: V)*

13.53. *Identify body functions and recognize personal responsibility for human sexuality.*
(Social and Personal E 44: V)

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13.54. Use specific knowledge and skills related to prevention of drug use and substance abuse when completing health care activities (e.g., taking only specified amount of prescription and non-prescription drugs; identifying the dangers of tobacco, alcohol, and other drugs; abiding by the legal restrictions; knowing the characteristics of addiction; knowing how to resist peer pressure; identifying the negative impact of advertising and media related to substance abuse). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community/workplace

13.55. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*

Leisure

13.56. Identify the benefits of leisure and recreational activities (e.g., helps you to meet new people, relieves stress, keeps mind off worries, helps you to learn new things, keeps you active, occupies leisure time). (IF.A.1.In.1, IF.A.1.Su.1)

13.57. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*

Following Safety Procedures

13.58. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber's commands). (IF.B.2.In.3, IF.B.2.Su.3)

13.59. *Identify procedures for seeking assistance in unfamiliar or emergency situations (Social and Personal D 35: V)*

13.60. *Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)*

13.61. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Special Skills Courses
Course Number: 7963030
Course Title: Skills for Students who are Motor and Other Health
Impaired
Previous Course Title: Skills for Motor and Other Health Impaired Learners
Credit: Multiple

A. **Major Concepts/Content.** The purpose of this course is to provide instruction for students who have physically disabling conditions or other health impairments that substantially limit one or more major life activities and require adaptation of the school environment or curriculum in order to benefit from an educational program.

The content should include, but not be limited to, the following:

- independent functioning in home, school, and community
- communication
- social participation
- employment and post-school adult living
- use of adaptive equipment and assistance

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1   complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1   complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1   participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Students with disabilities who are pursuing a standard diploma may take this course for elective credit. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a

course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

This course may be used with students who require the assistance of communication systems including signing, communication boards, or other adaptive equipment. Course requirements should be modified as appropriate.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Course Number: 7963030 - Skills for Students who are Motor and Other Health Impaired

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Demonstrate knowledge and skills needed to function independently in the classroom, home, and community within the limitations of physical ability.**

IF.A.1.In.1	complete productive and leisure activities used in the home and community.
IF.A.1.In.2	complete personal care, health, and fitness activities.
IF.A.1.Su.1	complete productive and leisure activities used in the home and community—with guidance and support.
IF.A.1.Su.2	complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.1	participate in routines of productive and leisure activities used in the home and community—with assistance.
IF.A.1.Pa.2	participate in personal care, health, and safety routines—with assistance.
IF.A.2.In.1	select and use community resources and services for specified purposes.
IF.A.2.In.2	demonstrate safe travel within and beyond the community.
IF.A.2.Su.1	use community resources and services for specified purposes—with guidance and support.
IF.A.2.Su.2	demonstrate safe travel within and beyond the community—with guidance and support.
IF.A.2.Pa.1	participate in activities involving the use of community resources and services—with assistance.
IF.A.2.Pa.2	participate in reaching desired locations safely within familiar environments—with assistance.

Course Number: 7963030 - Skills for Students who are Motor and Other Health Impaired

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❑ full ❑ partial   ____ assistive technology ❑ full ❑ partial

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Motor Control

1.1. Use body posture and attention appropriate to a variety of tasks including positioning and/or moving to perform tasks and functional movements. (IF.A.1.In.1, IF.A.1.Su.1)
Specify task: _____ ❑ locomotor   _____ ❑ non-locomotor   _____ ❑ travel skill:
      _____ ❑ object control   _____ ❑ body control   _____ ❑ other: _____
Specify setting: _____ ❑ home _____ ❑ school _____ ❑ community _____ ❑ workplace

1.2. Use assistive or adaptive equipment or orthotic devices to perform tasks needed to function independently. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

1.3. Use comfortable and appropriate mannerisms when positioning self or moving to perform tasks and functional movements.
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

1.4. Identify common personal care needs involved in motor control and managing self. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❑ strength, stamina, endurance, and muscular flexibility
      _____ ❑ postural alignment for sitting, standing, lifting, and movement
      _____ ❑ proximity to objects
      _____ ❑ other: _____

1.5. Identify when personal care activities are needed for motor control (e.g., weight training or physical therapy to build muscles for daily tasks, cardiovascular exercise to increase stamina and endurance, use of assistive devices for correct posture). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

1.6. Use specific knowledge and skills when completing personal care activities needed for motor control (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques; knowing how much strength is needed to lift an object; knowing correct posture or positioning for various activities; knowing which objects are too heavy to lift). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

1.7.   Use strategies related to motor control to complete personal care activities effectively and efficiently and on a regular basis (e.g., ask occupational or physical therapist about lifting and moving; use adaptive or assistive devices when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

1.8.   Accept assistance with and participate in activities and tasks associated with motor control routines. (IF.A.1.Pa.2)
Specify home routines: _____ ❑ morning   _____ ❑ after school   _____ ❑ evening
Specify school routines: _____ ❑ arrival   _____ ❑ during day   _____ ❑ departure
Specify community routines: _____ ❑ workplace or volunteer activities _____ ❑ special events

Personal Care

1.9.   Identify persons, objects, tasks, and areas associated with common personal care activities. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❑ eating
_____ ❑ dressing
_____ ❑ hygiene
_____ ❑ grooming
_____ ❑ other: _____

1.10. Use specific knowledge and skills when completing personal care activities (e.g., cutting food correctly, putting on and taking off clothing, bathing and shampooing). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

1.11. Use adaptive or assistive devices, as needed, to complete personal care activities.
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community   _____ ❑ workplace

1.12. *Feed self with spoon independently. (Social and Personal B 8: II)*

1.13. *Feed self independently with utensils. (Social and Personal B 9: III)*

1.14. *Use appropriate table manners (e.g., passing food, sharing condiments). (Social and Personal B 12: IV)*

1.15. *Follow lunch procedures. (Social and Personal B 13: IV)*

1.16. Accept assistance with and participate in activities and tasks associated with daily personal care routines. (IF.A.1.Pa.2)
Specify home routines: _____ ❑ morning _____ ❑ after school   _____ ❑ evening
Specify school routines: _____ ❑ meals   _____ ❑ during class   _____ ❑ after school
Specify routines in community: _____

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Health Care

1.17.   Identify persons, objects, tasks, and areas associated with common health care activities involved in maintaining wellness. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ routine medical care, periodic check-ups
_____ ❏ regular rest and exercise
_____ ❏ maintaining a nutritious diet
_____ ❏ taking steps to maintain a positive mental attitude
_____ ❏ other: _____

1.18.   Identify when health care activities are needed for wellness (e.g., seeing the general practitioner, gynecologist, and ophthalmologist annually or as needed; seeing the dentist every six months for a cleaning; taking time for yourself). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

1.19.   Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying positive eating habits, maintaining a regular exercise program, using nonprescription medicines for minor aches and pains, identifying sources of stress, balancing activities). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

1.20.   *Discriminate food items from nonfood items. (Social and Personal A 10: III)*

1.21.   *Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal E 38: III)*

1.22.   *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)*

1.23.   *Identify appropriate storage and use of medications. (Social and Personal E 41: V)*

1.24.   *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*

1.25.   *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*

1.26.   Use strategies to complete wellness activities effectively and efficiently and on a regular basis (e.g., develop a wellness plan and follow it, participate in wellness activities with a friend, keep nonprescription drugs stored together, check expiration dates on nonprescription drugs every six months, ask doctor and dentist to send out reminders for annual physicals or six-month checkups, ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

1.27.   Accept assistance with and participate in activities and tasks associated with wellness. (IF.A.1.Pa.2)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

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Home Care

1.28. Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven; locating the cold water faucet on a sink; setting the oven temperature; turning off the burner when cooking is completed; washing fresh meats, fruits, and vegetables before cooking or serving). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ selecting and planning what to eat—according to the Food Guide Pyramid
_____ ❏ preparing foods and beverages
_____ ❏ following a recipe—measuring, cutting, mixing, cooking, cooling
_____ ❏ storing food—organizing by type
_____ ❏ determining food conditions—spoiled, raw, cooked, frozen, defrosted
_____ ❏ using adaptive devices in preparing food
_____ ❏ other: _____

1.29. *Select appropriate kitchen utensils for food preparation. (Social and Personal B 11: IV)*

1.30. *Serve self from food containers. (Social and Personal B 14: IV)*

1.31. *Follow a simple recipe. (Social and Personal B 15: V)*

1.32. *Select and operate kitchen appliances for food preparation. (Social and Personal B 16:V)*

1.33. *Identify proper storage areas for food. (Social and Personal B 17: V)*

1.34. *Plan and prepare a meal. (Social and Personal B 18: VI)*

1.35. Use strategies related to household cleaning, safety, and maintenance of interior areas to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., store chemicals safely, use special labels on cleaning agents, arrange furniture to facilitate easy flow of traffic, organize cupboards and other storage areas). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ identifying areas and objects that need to be cleaned or maintained
_____ ❏ selecting appropriate products, tools, and equipment for housekeeping
_____ ❏ using products, tools, and equipment for household cleaning
_____ ❏ securing the home by locking doors and windows
_____ ❏ maintaining a comfortable temperature in house
_____ ❏ maintaining exterior, including outdoor light fixtures
_____ ❏ using adaptive devices in household and exterior maintenance
_____ ❏ getting assistance for tasks if needed
_____ ❏ other: _____

1.36. *Return items after use to a proper place. (Social and Personal F 46: III)*

1.37. *Pick up trash and dispose properly. (Social and Personal F 47: III)*

1.38. *Identify proper household tools and cleaning supplies for a given task. (Social and Personal F 48: IV)*

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1.39.   *Perform laundry tasks. (Social and Personal F 49: V)*

1.40.   *Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)*

1.41.   Accept assistance with and participate in the sequence of tasks and activities of daily home care routines. (IF.A.1.Pa.1)
Specify routine: _____

Using Leisure Time

1.42.   Use specific knowledge and skills when completing a variety of leisure and recreation activities (e.g., taking turns, following the rules, counting the points, keeping track of scores, using free weights, keeping track of progress, mentally picturing the game pattern, using a graphic representation of playing area). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ indoor team or pairs games—basketball, racquetball, volleyball
_____ ❏ outdoor team or pairs games—dodgeball, softball, baseball, horseshoes
_____ ❏ exercise programs—aerobics, strength training, jogging
_____ ❏ dance, gymnastics
_____ ❏ other: _____

1.43.   *Distinguish between work and leisure time activities. (Social and Personal G 53: IV)*

1.44.   *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*

1.45.   Use adaptive or assistive devices to perform tasks involved in common leisure and recreation activities (e.g., bowling rail, beeping ball, special game boards). (IF.A.1.Su.1)
Specify task: _____

1.46.   Accept assistance with and participate in performing various physical tasks involved in common leisure and recreation activities. (IF.A.1.Pa.1)
Specify task: _____

1.47.   Accept assistance with and participate in using adaptive or assistive devices to perform various leisure and recreation activities. (IF.A.1.Pa.1)
Specify activity: _____

1.48.   Identify activities in the community involving informal gatherings of community members, friends, and neighbors (e.g., voting, neighborhood picnics, recreational sports teams, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)

1.49.   Use strategies related to seeking out social contacts with peers and family when participating in informal gatherings on a regular basis (e.g., investigate past group activities to see if they are things you like to do, ask neighbors about the gatherings, ask a trusted friend or relative, listen to announcements on TV or the radio, check hotlines). (IF.A.1.In.1, IF.A.1.Su.1)

1.50. Identify community service agencies, businesses, or other resources that assist individuals with transportation needs (e.g., city buses, taxis, trains, dial-a-ride programs, airlines, car rental services, shuttles). (IF.A.2.In.1, IF.A.2.Su.1)

1.51. Identify ways of contacting community service agencies, businesses, or other resources that assist individuals with transportation needs (e.g., office appointment, telephone, personal visit, fax, e-mail). (IF.A.2.In.1, IF.A.2.Su.1)

1.52. Accept assistance with and participate in leisure tasks and activities at home. (IF.A.1.Pa.2)
Specify routine: _____ ❏ active   _____ ❏ inactive   _____ ❏ entertainment
                 _____ ❏ hobbies   _____ ❏ other: _____

1.53. Accept assistance with and participate in a sequence of leisure tasks or activities at school or in the community. (IF.A.1.Pa.2)
Specify routine: _____ ❏ active   _____ ❏ inactive   _____ ❏ entertainment
                 _____ ❏ hobbies   _____ ❏ other: _____
Specify setting: _____ ❏ home   _____ ❏ school   _____ ❏ community

2.   Demonstrate knowledge and skills needed for use of expressive communication to the highest level possible within the limitations of physical ability.

CL.B.2.In.1   prepare oral, written, or visual information for expression or presentation.

CL.B.2.In.2   express oral, written, or visual information for specified purposes.

CL.B.2.Su.1   prepare oral, written, or visual information for expression—with guidance and support.

CL.B.2.Su.2   express oral, written, or visual information to accomplish functional tasks—with guidance and support.

CL.B.2.Pa.1   participate in expressing information in daily routines—with assistance.

CO.A.1.In.1   initiate communication and respond effectively in a variety of situations.

CO.A.1.Su.1   initiate communication and respond effectively in a variety of situations—with guidance and support.

CO.A.1.Pa.1   participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Using Expressive Communication

2.1. Use appropriate language to express desires effectively (e.g., "May I have more potatoes?" "I want to finish this job." "I don't care for spinach." "I would rather not go to that movie."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify type: _____ ❏ requests _____ ❏ refusals _____ ❏ other: _____
Specify setting: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.2. Use appropriate language to express ideas and feelings clearly (e.g., "I believe this is a valuable thing to do." "This is what really happened. "I like you a lot." "I'm upset with what you did."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ facts _____ ❏ opinions _____ ❏ emotions
_____ ❏ other: _____

2.3. Use appropriate language to express need for assistance in various routine situations (e.g., ask for help, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.4. Use appropriate language to express the need for assistance in emergency situations (e.g., ask for help, call person's name, press a buzzer.). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

2.5. *Express wants and needs. (Language C 20: II)*

2.6. *Express self-identity by telling full name. (Language C 21: III)*

2.7. *Use language to indicate danger or give warnings to others. (Language C 22: III)*

2.8. *Use language to initiate social greeting. (Language C 23: III)*

2.9. *Describe pictures or objects. (Language C 24: III)*

2.10. *Combine 3-5 words to verbally express phrases or sentences. (Language C 25: III)*

2.11. *Use language to relate recent personal experiences. (Language C 26: IV)*

2.12. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*

2.13. *Express personal beliefs or opinions. (Language C 28: V)*

2.14. *Use language to participate appropriately in conversation. (Language C 29: V)*

2.15. *Use language to initiate conversation. (Language C 30: VI)*

2.16. *State steps to complete a task. (Language C 31: VI)*

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2.17.   Respond appropriately to basic questions, directions, and informational statements (e.g., answer a question correctly and briefly, comment by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

2.18.   Use appropriate style and tone for the audience and occasion when participating in conversation, discussion, dialogue, and/or group presentations. (CO.A.1.In.1, CO.A.1.Su.1)

Using Communication Systems

2.19.   Identify characteristics of different types of alternative, augmentative, and technological devices for communication (e.g., communication boards; switches; electronic buttons with verbal cues; pictures, or objects, letters to point and spell; words to point and make sentences; telephone; talking card reader.). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ typewriter   _____ ❏ electronic switch mechanisms
             _____ ❏ word processor   _____ ❏ augmentative communication
             _____ ❏ audio recorder   _____ ❏ signaling system
             _____ ❏ other: _____

2.20.   Use a communication system that matches personal, linguistic, physical, and cognitive ability. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ verbal language   _____ ❏ augmentative communication
             _____ ❏ symbol system   _____ ❏ other: _____

2.21.   Request use of own communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.22.   Initiate communication using augmentative communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

2.23.   Use basic maintenance procedures for own communication system. (CO.A.1.In.1, CO.A.1.Su.1)

2.24.   Use one or more access modes in a functional way to access own communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ activate a switch, eye gaze, manual board, electronic device
             _____ ❏ use a scanning array—linear, row or column, block, circular, quadrant, group
             _____ ❏ direct selection—touching

2.25.   Use a presented symbol system to communicate in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ objects   _____ ❏ realistic pictures
             _____ ❏ blackline drawings   _____ ❏ icons (multiple meanings)
             _____ ❏ written words

2.26. Use appropriate social language skills when using an augmentative communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ❏ initiating topics   _____ ❏ maintaining topics

_____ ❏ turn-taking   _____ ❏ ending a conversation

_____ ❏ repairing communication breakdowns

_____ ❏ showing sensitivity to cultural differences

_____ ❏ other: _____

2.27. Select and modify systems of communication to accommodate a variety of settings so that a reciprocal relationship can be established in various situations (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

3.   Demonstrate interactive skills needed to participate in home, school, and community activities within the limitations of physical ability.

IF.B.2.In.1	identify patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.3	respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.1	identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.3	respond effectively to unexpected events and potentially harmful situations—with guidance and support.
IF.B.2.Pa.1	participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
IF.B.2.Pa.2	participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.
SE.A.2.In.1	interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1	interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
SE.A.2.Pa.1	engage in routine patterns of interaction with others when participating in daily activities—with assistance.

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Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Social Behaviors

3.1. Identify characteristics of behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ❏ considerate—makes polite comments, shares resources with others
_____ ❏ cooperative—does share of work on projects, accepts other's suggestions
_____ ❏ assertive—raises hand to participate in class, makes needs known to others
_____ ❏ positive response to humor or teasing—laughs without drawing attention, ignores
_____ ❏ positive response to criticism—makes needed changes, acknowledges other's view
_____ ❏ other: _____

3.2. Identify characteristics of behaviors that prevent one from functioning effectively in a variety of social situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ❏ inconsiderate—won't wait for turn, not cleaning up after finished with task
_____ ❏ uncooperative—won't help others with task, keeps all supplies
_____ ❏ unassertive—lets others take over equipment
_____ ❏ negative response to humor or teasing—makes loud noises, gets angry
_____ ❏ negative response to criticism—takes personally, makes negative comments
_____ ❏ other: _____

3.3. *Identify behaviors which reflect a positive attitude toward self.*
(Social and Personal G 58: VI)

3.4. Identify situational factors that support effective functioning in a variety of social situations (e.g., availability of choices, availability of positive role models, opportunities to make decisions about activities). (IF.B.2.In.1, IF.B.2.Su.1)

3.5. Identify situational factors that prevent one from functioning effectively in a variety of social situations (e.g., lack of support by persons in the environment, ignorance or non-compliance with rules and requirements, lack of options or personal choices, threats, peer pressure, lack of encouragement). (IF.B.2.In.1, IF.B.2.Su.1)

3.6. Identify expectations in a variety of social situations and characteristics of conduct and interactions that are appropriate for each (e.g., class discussion, pep rally, funeral, family dinner, concert).
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

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3.7. Demonstrate behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.1, IF.B.2.Su.2)

Specify behavior:_____ ❏ consideration   _____ ❏ assertiveness
                  _____ ❏ response to humor or teasing   _____ ❏ response to criticism
                  _____ ❏ cooperation

Specify setting: _____ ❏ home _____ ❏ school _____ ❏ community _____ ❏ workplace

3.8. *Cooperate with peers. (Social and Personal G 51: III)*

3.9. *Show respect for property of others. (Social and Personal G 52: III)*

3.10. *Identify appropriate responses to praise and constructive criticism.*
(Social and Personal G 57: V)

3.11. Monitor own behaviors that enable one to function effectively in a variety of social situations and make adjustments if needed. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

3.12. Cooperate when being assisted physically to engage in daily routines of interaction with others (e.g., smiles at others, reaches for objects). (IF.B.2.Pa.1)

Specify routine: _____

Handling Unexpected Events

3.13. Identify ways to handle unexpected events and specific emergency situations (e.g., note the current status of events and note the individuals involved, recall previous experiences, ask for assistance). (IF.B.2.In.3, IF.B.2.Su.3)

3.14. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)

Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community   _____ ❏ workplace

3.15. Maintain self-control during unexpected events and potentially harmful situations (e.g., wait until told to leave, keep quiet while being told what to do). (IF.B.2.In.2, IF.B.2.Su.2)

3.16. Accept assistance with and participate in responding to unexpected events and potentially harmful situations (e.g., do not protest when evacuating during a fire drill). (IF.B.2.Pa.2)

Interpersonal Skills

3.17. Identify characteristics of communication which promote good relationships with others (e.g., using polite language, making polite comments, saying what you mean). (SE.A.2.In.1, SE.A.2.Su.1)

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3.18. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, complimenting others, being friendly, showing respect, sharing with others, calling others by their proper names, using appropriate tone of voice when talking to others). (SE.A.2.In.1, SE.A.2.Su.1)

3.19. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., criticizing others, being vengeful toward others, physically hurting others, using harsh language toward others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)

3.20. Identify attitudes and behaviors toward others that maintain good working relationships (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)

3.21. Differentiate among types of relationships (e.g., friends, family, co-workers, club members, members of religious groups, community members). (SE.A.2.In.1, SE.A.2.Su.1)

3.22. Identify interpersonal skills to maintain a close relationship with family, friends, and peers (e.g., keep in touch—visit others, write to others, call others, show continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)

3.23. Identify how one's behavior affects others (e.g., a happy person can make others happy, a positive person can motivate others, a depressed person can make others unhappy, a mean person can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)

3.24. Initiate interactions with peers, family, co-workers, and friends (e.g., saying hello, introducing yourself, explaining your hobbies and interests, asking a co-worker how you can help). (SE.A.2.In.1, SE.A.2.Su.1)

3.25. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)

3.26. *Identify personal feelings. (Social and Personal G 54: IV)*

3.27. Use actions of others as social cues for appropriate behavior (e.g., waiting to start eating until all have been served, letting others go first when waiting in line, not sitting down until all others have sat down). (SE.A.2.In.1, SE.A.2.Su.1)

3.28. Respond appropriately to situations involving teasing (e.g., ignore, ask the person to stop, call for assistance). (SE.A.2.In.1, SE.A.2.Su.1)

3.29. Demonstrate respect for others' rights and property (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)

3.30. Offer assistance to peers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)

3.31.   Display self-control in social situations (e.g., controls temper, accepts friendly teasing, accepts disappointments, accepts constructive criticism). (SE.A.2.In.1, SE.A.2.Su.1)

3.32.   Accept assistance with and participate in group situations. (SE.A.1.Pa.1)
Specify: _____ ❑ home   _____ ❑ school   _____ ❑ community/workplace

3.33.   Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

3.34.   Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when he or she doesn't want to be touched, hitting others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)

3.35.   Identify responses to inappropriate physical contact from others that will protect the person (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

3.36.   Identify sources of assistance if a person experiences inappropriate physical contacts from others (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)

4.   Establish realistic employment and post-school adult living goals based on assessment of physical limitations.

IF.B.1.In.1   make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.In.2   carry out and revise plans related to decisions about personal and career choices.

IF.B.1.Su.1   make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

IF.B.1.Su.2   carry out plans and adjust to changing circumstances—with guidance and support.

IF.B.1.Pa.1   participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❑ full ❑ partial   ____ assistive technology ❑ full ❑ partial

4.1.   Identify personal situations that call for a plan (e.g., moving to a new apartment, maintaining health and wellness, buying a car, giving a party). (IF.B.1.In.1, IF.B.Su.1)

4.2.   Identify the benefits of using a planning process to set personal goals and career goals (e.g., personal—helps you stay on track, monitors progress, provides motivation; career—provides motivation, helps you to be organized). (IF.B.1.In.1, IF.B.Su.1)

4.3.   Identify the time, space, and materials needed to accomplish goals (e.g., fixing bicycle—need an hour or more depending on extent of repairs, need a wrench, screw driver, oil; passing an admissions test—allow several weeks for study time, obtain books on tips and sample questions, obtain copies of past tests). (IF.B.1.In.1, IF.B.Su.1)

4.4.   Identify criteria to determine when a plan is needed (e.g., assess long-term impact of goals, determine options). (IF.B.1.In.1, IF.B.Su.1)

4.5.   Identify steps in a planning process to set personal and career goals (e.g., personal—assess current situation, identify desired situation; career—determine strengths and weaknesses, identify interests and abilities, match interests and abilities to opportunities, identify desired situation). (IF.B.1.In.1, IF.B.Su.1)

4.6.   Identify resources, sources of information, and sources of assistance for personal and career planning and goal setting. (IF.B.1.In.1, IF.B.Su.1)
Specify: _____ ❑ individuals—family, supervisor, teacher, counselor, potential employers
_____ ❑ agencies—government agencies, schools
_____ ❑ other: _____

4.7.   *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*

4.8.   Identify how a positive view of self affects personal goals (e.g., higher goals are set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.Su.1)

4.9.   Identify alternatives and choices available to reach personal and career goals (e.g., personal goal to lose weight—starting an exercise program, consulting a physician; career goal to work in a hospital—train to be a nurse's aide, work in a hospital cafeteria). (IF.B.1.In.1, IF.B.Su.1)

4.10.   Identify the risks and benefits associated with each alternative choice (e.g., dieting risks—may not get necessary vitamins, make take dieting to an extreme; dieting benefits—lower cholesterol, decreased chance of heart attack). (IF.B.1.In.1, IF.B.Su.1)

4.11.   Identify impact and consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.Su.1)

4.12.   Identify previous personal experiences related to making realistic personal and career goals (e.g., visiting a homeless shelter and then volunteering for a community program, reading a self-help book and then making improvements in personal relationships). (IF.B.1.In.1, IF.B.Su.1)

4.13.   Identify preferred occupational goals for self (e.g., work in office setting, obtain a stable job with high probability of promotion, receive a paycheck, receive a promotion). (IF.B.1.In.1, IF.B.Su.1)

4.14.   Accept assistance with and participate in expressing personal preferences and desires related to personal career-related activities. (IF.B.1.Pa.1)
Specify: _____ ❏ home   _____ ❏ school   _____ ❏ community/workplace

5.   Demonstrate knowledge and skills needed to use adaptive equipment, devices, or assistance from others to overcome deficits in skills in fine and gross motor functioning as they relate to daily living.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

Using Adaptive or Assistive Devices

5.1.   Determine appropriate uses of adaptive equipment, devices or techniques to accomplish learning tasks in the school, home, community, or the workplace.

5.2.   Demonstrate effective organizational skills for the effective use, maintenance, and storage of devices.

5.3.   Evaluate effectiveness and efficiency of selected adaptive equipment, devices, and technology for selected tasks.

5.4.   Use adaptive equipment or assistive devices with physical assistance to participate in daily activities. (IF.A.1.Pa.1)
Specify activity: _____
Specify type of equipment or device: _____

Requesting Assistance

5.5.   Identify situations when it is appropriate to approach a stranger for assistance, and when it is not appropriate.

5.6.   Demonstrate effective behaviors when approaching others for assistance (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

5.7.   Identify personal rights, responsibilities, and appropriate etiquette that relate to obtaining assistance for persons with disabilities. (SE.A.2.In.1, SE.A.2.Su.1)

5.8.   Ask for assistance in various situations and emergencies (e.g., seek assistance from teacher during a fire drill). (IF.B.2.In.3, IF.B.2.Su.3)

5.9.   Accept assistance with and participate in the sequence of tasks or activities involved in interacting with others. (SE.A.2.Pa.1)
Specify persons: _____ ❏ family   _____ ❏ caregivers   _____ ❏ peers
                          _____ ❏ authority figures   _____ ❏ community workers
                          _____ ❏ other: _____

6.   Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.
Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
_____ physical assistance ❏ full ❏ partial   _____ assistive technology ❏ full ❏ partial

Understanding the Components of the Individual Educational Plan

6.1.   Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

6.2.   Identify the benefits of participation in own IEP meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1, IF.B.1.Su.1)

6.3.   Identify characteristics of steps in IEP development. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ determine school and post-school outcome desires
              _____ ❏ identify present levels of performance
              _____ ❏ develop annual goals and related short-term objectives or benchmarks
              _____ ❏ assign responsibility for objectives
              _____ ❏ identify needed services, modifications, and supports

6.4.   Identify important activity areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ employment
              _____ ❏ instruction and continuing education
              _____ ❏ community participation
              _____ ❏ independent living
              _____ ❏ agency support
              _____ ❏ daily living skills

6.5.   Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Course Number: 7963030 - Skills for Students who are Motor and Other Health Impaired

Participating in the Development of the Individual Educational Plan

6.6.   Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

6.7.   Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❑ in-school—course of study, type of diploma, extracurricular activities
_____ ❑ post-school—postsecondary training, employment
_____ ❑ post-school—living arrangements, community participation

6.8.   Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

6.9.   Assist in identifying alternatives and choices available to reach IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)

6.10.   Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

6.11.   Assist in setting realistic annual goals and short-term objectives or benchmarks, considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

6.12.   Assist in identifying the time and resources needed to implement the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

6.13.   Assist in allocating, prioritizing, and scheduling time and resources to implement the IEP (e.g., assigning responsibilities, determining timelines, setting criteria for completion). (IF.B.1.In.1, IF.B.1.Su.1)

6.14.   Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

6.15.   Accept assistance with and participate in activities related to own IEP. (IF.B.1.Pa.1)

Course Number:	7963010
Course Title:	Preparation for Adult Living
Number of Credits:	Multiple
Course Length:	Year
General Notes:	**PURPOSE** The purpose of this course is to enable students with disabilities to gain the knowledge and skills needed for postschool adult living. **COURSE REQUIREMENTS** **Adult Living Arrangements** 1. Describe requirements and responsibilities associated with the acquisition of adult living arrangements, such as rent, contracts, insurance, utilities, and household goods. 2. Describe options and resources available for independent or supported living in the community. 3. Exhibit the knowledge and skills needed for basic housekeeping and household maintenance and repair. **Financial Management** 4. Apply knowledge and skills involved in personal financial management, such as budgeting, banking, using credit/debit cards, obtaining insurance, and paying taxes using technology and other forms of assistance. **Citizenship and Community Involvement** 5. Identify and select events in the community based on personal interests and preferences. 6. Plan and participate in a variety of recreation and leisure activities that align with personal interests and abilities and are based on available opportunities and funds. 7. Explain how to access community agencies and resources, such as Social Security Administration, health department, disability-specific resources, and other support services, to obtain benefits and services. 8. Fulfill legal and civic responsibilities, such as understanding the roles of federal, state, and local government; obtaining photo identification; registering to vote; registering for Selective Service; obeying local laws; and participating in optional volunteer services. 9. Demonstrate knowledge of and ability to travel in the community, including use of available means of transportation and local resources.

Self-Determination and Self-Advocacy
10. Apply knowledge and skills of self-advocacy and self-determination in situations associated with adult life across school, community, home, and employment settings.
11. Use a systematic process to solve problems associated with adult life in situations across school, community, home, and employment settings.

Personal and Social Competencies
12. Apply appropriate communication skills and etiquette when using phone, mail, e-mail, or social networking and other methods of interaction.
13. Demonstrate personal and social competencies necessary for successful interpersonal relationships in a variety of situations.
14. Model techniques to avoid potential negative influences of others, such as peer pressure, bullying, or coercion.

Personal Health and Safety
15. Use knowledge and skills to maintain and enhance health and personal care, including hygiene, appearance, nutrition, personal fitness, and disease prevention.
16. Use knowledge and skills to maintain and enhance personal safety, such as first aid and prevention of abuse.
17. Describe considerations and available resources when seeking medical care for self and family.

Personal and Career Planning
18. Review and revise personal goals related to adult living, including measurable postsecondary goals on own individual educational plan.
19. Explain options for postsecondary education/training programs—such as degree or certificate programs, continuing education, adult education, and on-the-job training—including program offerings, admission requirements, and disability resources.
20. Create a plan that reflects personal career options.
21. Apply job-seeking skills and use a variety of resources to find employment.
22. Explain the meaning and implications of age of majority status.

NOTES
This course is designed for students with disabilities who have not graduated with a standard diploma and are 18–22 years old and need transition services in the area of adult living.

Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment

| | settings for the purposes of training, practice, and validation of skills. These applications may require that the student use related technology, tools, and equipment.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs. |
|---|---|
| **Certification:** | ANY EXCEPT ED FIELD |