

Florida Department of Education

**COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Academics - General
Course Number: 7855050
Course Title: Developmental Skills: 6-8

- A. Major Concepts/Content.** The purpose of the course is to assist students with disabilities to function at their highest level and develop the skills and competencies needed to function as fully as possible within the home, school, and community setting.

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

- skills for transmitting and receiving information
- motor and sensory skills
- communication systems
- personal care
- daily activities
- leisure and recreation activities

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.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.

This course is primarily designed for students functioning at participatory levels, who are generally capable of participating in major life activities and require extensive support systems. The potential for mastery of the course requirements will vary according to the student's capabilities. 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

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requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

The phrase "consistent with own capabilities" used in requirements indicates that mastery should be determined with consideration of the individual physical and mental limitations of the student.

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.

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.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and the 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

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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. 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. Respond to specific stimuli, consistent with own capabilities.

CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.

Indicate assistance necessary for mastery at participatory level:

____ physical assistance full partial ____ assistive technology full partial

1.1. 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: _____

1.2. 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 vocalization ____ vocalize response
 ____ make gesture or sign ____ other: _____

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1.3. 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: _____

1.4. Respond consistently to own name by using one of more observable behaviors. (CL.B.1.Pa.1)
Specify: turn head move toward voice
 move eyes change facial expression
 change vocalization vocalize response
 make gesture other: _____

1.5. Use a consistent response to stimuli that are 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: _____

1.6. Consistently respond to 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)

2. Use a system of communication to interact with others in various situations, consistent with own capabilities.

CL.B.2.Pa.1 participate in expressing information in daily routines—with assistance.

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

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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- 2.8. Use appropriate system of communication to interact with others. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home—parents, siblings, extended family members, visitors
 _____ school—teachers, school staff, classmates
 _____ community—workers, neighbors, strangers
 _____ other: _____
- 2.9. Initiate communication using personal augmentative/assistive communication system in various situations. (CO.A.1.Su.1, CO.A.1.Pa.1)
Specify location: _____ home _____ school _____ community
- 2.10. Respond to communication using personal augmentative/assistive communication system in various situations. (CO.A.1.Su.1, CO.A.1.Pa.1)
Specify location: _____ home _____ school _____ community
- 2.11. Use repair strategies when a communication breakdown occurs with an augmentative/assistive system (e.g., points to sign again, restates if output isn't clear, points to picture more slowly). (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify location: _____ home _____ school _____ community
- 2.12. Accept assistance with and participate in the sequence of tasks or activities involved in the use of an augmentative/assistive communication mode. (CO.A.1.Pa.1)
- 2.13. Participate in the care and maintenance of the selected augmentative/assistive communication mode (e.g., helps to cover keyboard, looks at connections). (CO.A.1.Pa.1)

3. Demonstrate knowledge and skills needed to meet personal hygiene needs, consistent with own capabilities.

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

Personal Care and Hygiene

- 3.1. Complete personal care and hygiene activities effectively. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ wash in a sink _____ bathe or shower
 _____ wash and dry hair _____ brush teeth
 _____ use deodorant _____ use toilet
 _____ menstrual care _____ other: _____
Specify setting: _____ school _____ home _____ community

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- 3.2. Use fixtures, facilities, equipment, and supplies effectively and safely when completing personal care and hygiene activities (e.g., controls temperature of water, turns on shower, uses appropriate amounts of shampoo or toothpaste). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: faucets bath tub or shower
 toilet sink
 hair dryer drain stopper
 tooth brush tooth paste and mouthwash
 soap, shampoo menstrual care products
 deodorant other: _____
Specify setting: home school community
- 3.3. Initiate desired personal care or hygiene activity when needed. (IF.A.1.In.2, IF.A.1.Su.2)
Specify activity: _____
- 3.4. Request desired personal care or hygiene. (IF.B.1.Pa.1)
Specify method: touch referent object point to actual object
 verbalize or sign vocalize or gesture
 use assistive/augmentative device other: _____
- 3.5. Accept assistance with and participate in the sequence of tasks or activities of daily personal care and hygiene routines at home. (IF.A.1.Pa.2)
Specify routine: morning after school before bed
- 3.6. Accept assistance with and participate in the sequence of tasks or activities of daily personal care and hygiene routines at school. (IF.A.1.Pa.2)
Specify routine: upon arrival during activities before departure
- 3.7. Accept assistance with and participate in the sequence of tasks or activities of personal care and hygiene routines in the community. (IF.A.1.Pa.2)
Specify routine: regular activities special events in transit
- 3.8. Clean up after personal care or hygiene activities (e.g., throws away waste paper, wipes off the sink, flushes toilet, unplugs hair dryer). (IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: home school community
- 3.9. Accept assistance with and participate in cleaning up after personal care or hygiene activities. (IF.A.1.Pa.2)
Specify setting: home school community
- 3.10. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in personal care or hygiene activities or tasks. (IF.B.2.Pa.1)

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4. Demonstrate knowledge and skills needed to dress and groom oneself for daily activities, consistent with own capabilities.

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

Dressing

4.1. Put on and take off own clothing or accessories. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ socks/shoes ___ shirt/blouse ___ pants/skirt
 ___ outerwear ___ apron ___ belts, accessories
 ___ hat or cap ___ gloves ___ protective items
 ___ other: _____

Specify setting: ___ home ___ school ___ community

4.2. Manipulate clothing fasteners effectively when putting on or taking off clothing. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ Velcro ___ buttons ___ zippers
 ___ snaps ___ ties ___ buckles
 ___ other: _____

4.3. Select desired clothing from choices appropriate to age, style, activity, weather, and occasion. (IF.A.1.In.2, IF.A.1.Su.2)

4.4. Initiate or request desired dressing activity. (IF.A.1.Pa.2)

Specify method: ___ touch referent object ___ point to actual object
 ___ verbalize or sign ___ vocalize or gesture
 ___ use assistive/augmentative device ___ other: _____

4.5. Accept assistance with and participate in the sequence of tasks or activities of dressing routines at home. (IF.A.1.Pa.2)

Specify routine: ___ morning ___ after school ___ before bed

4.6. Accept assistance with and participate in the sequence of tasks or activities of dressing routines at school. (IF.A.1.Pa.2)

Specify routine: ___ upon arrival ___ activity change ___ before departure

4.7. Accept assistance with and participate in the sequence of tasks or activities of dressing routines in the community. (IF.A.1.Pa.2)

Specify routine: ___ regular activities ___ special events ___ in transit

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- 4.8. Clean up after dressing activities (e.g., hangs up coat, hangs up clothes, folds clothes, puts dirty clothes in hamper). (IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: _____ home _____ school _____ community
- 4.9. Accept assistance with and participate in cleaning up after dressing activities. (IF.A.1.Pa.2)
Specify setting: _____ home _____ school _____ community
- 4.10. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in dressing activities or tasks. (IF.B.2.Pa.1)

Grooming

- 4.11. Groom self effectively. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ brush and comb hair _____ keep clothes neat while wearing them
_____ shave _____ other: _____
- 4.12. Initiate or request desired grooming activity. (IF.A.1.Pa.2)
Specify method: _____ touch referent object _____ point to actual object
_____ verbalize or sign _____ vocalize or gesture
_____ use assistive/augmentative device _____ other: _____
- 4.13. Accept assistance with and participate in the sequence of tasks or activities of grooming routines at home. (IF.A.1.Pa.2)
Specify routine: _____ morning _____ after school _____ before bed
- 4.14. Accept assistance with and participate in the sequence of tasks or activities of grooming routines at school. (IF.A.1.Pa.2)
Specify routine: _____ upon arrival _____ during activities _____ before departure
- 4.15. Accept assistance with and participate in the sequence of tasks or activities of grooming routines in the community. (IF.A.1.Pa.2)
Specify routine: _____ regular activities _____ special events _____ in transit
- 4.16. Clean up after grooming activities (e.g., puts away comb, cleans out sink after shaving). (IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: _____ home _____ school _____ community
- 4.17. Accept assistance with and participate in cleaning up after grooming activities. (IF.A.1.Pa.2)
Specify setting: _____ home _____ school _____ community
- 4.18. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in grooming activities or tasks. (IF.B.2.Pa.1)

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5. Demonstrate knowledge and skills needed to eat and drink independently, consistent with own capabilities.

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

5.1. Follow typical patterns of table manners and routine activities when eating

(e.g., passes food, serves food, asks to be excused). (IF.A.1.In.2, IF.A.1.Su.2)

Specify setting: ___ home ___ school ___ community

5.2. Use utensils and containers effectively when eating. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ glass ___ cup or mug ___ plate
 ___ bowl ___ spoon ___ fork
 ___ knife ___ other: _____

5.3. Pass, pour, and serve food effectively when requested. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ pass
 ___ pour
 ___ serve

5.4. Open prepared packaged foods for eating. (IF.A.1.In.2, IF.A.1.Su.2)

5.5. Select desired food or drink from choices appropriate to meal, diet, and activity. (IF.A.1.In.2, IF.A.1.Su.2)

5.6. Select and order desired food or drink from choices appropriate to meal, diet, and activity when in a fast food restaurant, cafeteria, or full service restaurant. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ fast food restaurant ___ cafeteria ___ full service restaurant

5.7. Request desired food, drink, container, or utensil. (IF.A.1.Pa.2)

Specify method: ___ touch referent object ___ point to actual object
 ___ verbalize or sign ___ vocalize or gesture
 ___ use assistive/augmentative device ___ other: _____

5.8. Accept assistance with and participate in the sequence of tasks or activities of daily eating routines at home. (IF.A.1.Pa.2)

Specify routine: ___ breakfast ___ lunch ___ dinner ___ snacks

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- 7.3. Participate in locating object in a familiar place (e.g., spoon beside plate, light switch by bed). (CL.B.1.Pa.1)
Specify method: _____ point _____ look at _____ reach/grasp
 _____ other: _____
- 7.4. Accept assistance with and participate in recognizing and using adaptive/assistive devices during daily activities (e.g., switch to turn television on, large button to activate game). (IF.A.1.Pa.1)

Using Objects

- 7.5. Demonstrate awareness of cause/effect relationship with assistance 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
- 7.6. Demonstrate awareness of object permanence with assistance 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 setting: _____ home _____ school _____ community
- 7.7. Demonstrate awareness of one-to-one correspondence with assistance during functional tasks (e.g., one sock on each foot). (CL.B.3.Pa.1)
Specify setting: _____ home _____ school _____ community
- 7.8. Use objects to produce desired effect with assistance during daily living activities. (IF.A.1.Pa.1)
Specify task: _____ eating _____ dressing _____ hygiene
 _____ other: _____
Specify setting: _____ home _____ school _____ community
- 7.9. Use objects to produce desired effect with assistance during productive activities (e.g., uses pressure pad to open door). (IF.A.1.Pa.1)
Specify activity: _____ cleaning room _____ caring for clothing
 _____ other: _____
Specify setting: _____ home _____ school _____ community
- 7.10. Use objects to produce desired effect with assistance during health/safety activities (e.g., uses signaling device to request assistance). (IF.A.1.Pa.1)
Specify activity: _____
Specify setting: _____ home _____ school _____ community
- 7.11. Use objects to produce desired effect with assistance during recreation and leisure activities (e.g., rolls ball when bowling). (IF.A.1.Pa.1)
Specify activity: _____
Specify setting: _____ home _____ school _____ community

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Problem Solving

- 7.12. Participate in identifying problems involving functional tasks (e.g., indicates water glass is empty). (CL.B.4.Pa.1)
Specify method: _____ vocalize _____ gesture _____ touch
 _____ use assistive/augmentative device _____ other: _____
Specify setting: _____ home _____ school _____ community
- 7.13. Alert others to start or stop equipment used in functional tasks (e.g., asks peers to turn on radio, asks caregiver to turn off air conditioner). (CL.B.2.Pa.1)
Specify method: _____ vocalize _____ gesture _____ touch
 _____ use assistive/augmentative device _____ other: _____
Specify setting: _____ home _____ school _____ community
- 7.14. Maintain search for desired person or object until found (e.g., searches for and finds signaling button, searches for and locates familiar person in a group). (CL.B.4.Pa.1)
Specify type of search: _____ visual _____ manual _____ other: _____
Specify setting: _____ home _____ school _____ community
- 7.15. Go around barriers to change locations or obtain objects (e.g., avoids chairs and desks to get to work area). (IF.A.2.In.2, IF.A.2.In.2)
Specify setting: _____ home _____ school _____ community

Spatial Relationships

- 7.16. Participate in indicating awareness of distance (e.g., recognizes when destination has been reached). (CL.B.3.Pa.1)
Specify method: _____ vocalize _____ gesture _____ touch
 _____ use assistive/augmentative device _____ other: _____
Specify setting: _____ home _____ school _____ community
- 7.17. Participate in indicating awareness of location (e.g., recognizes own room). (CL.B.3.Pa.1)
Specify method: _____ vocalize _____ gesture _____ touch
 _____ use assistive/augmentative device _____ other: _____
Specify setting: _____ home _____ school _____ community
- 7.18. 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
- 7.19. 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

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8. Demonstrate skills for interacting with others during leisure time activities, consistent with own capabilities.

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

8.1. Interact acceptably with peers during leisure activities (e.g., greets others, responds to name and questions, stays quiet when others are talking). (IF.A.1.In.1, IF.A.1.Su.1)

Specify setting: ___ home ___ school ___ community

8.2. Indicate desired leisure/recreational activities. (CL.B.2.Pa.1)

Specify method: ___ touch referent object ___ verbalize or sign
 ___ use assistive/augmentative device ___ point to actual object
 ___ vocalize or gesture ___ other: _____

Specify setting: ___ home ___ school ___ community

8.3. Communicate interest in participating in leisure/recreation activities (e.g., smiles when asked about going to a movie). (IF.A.1.Pa.2)

Specify method: ___ touch referent object ___ verbalize or sign
 ___ use assistive/augmentative device ___ point to actual object
 ___ vocalize or gesture ___ other: _____

Specify setting: ___ home ___ school ___ community

8.4. Initiate desired leisure activity. (IF.A.1.In.2, IF.A.1.Su.2)

8.5. Advocate for own involvement in leisure activities (e.g., smile when ballgame mentioned, point to referent object for music). (IF.A.1.Pa.1)

Specify method: ___ touch referent object ___ verbalize or sign
 ___ use assistive/augmentative device ___ point to actual object
 ___ vocalize or gesture ___ other: _____

8.6. 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: _____

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- 8.7. Accept assistance with and participate in leisure activities at school or in the community. (IF.A.1.Pa.2)
Specify routine: _____ active _____ inactive _____ entertainment
 _____ hobbies _____ other: _____
Specify setting: _____ school _____ community
- 8.8. Use skills to engage in a variety of leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ active—swimming, running, swinging, playing catch
 _____ inactive—board games, card games, video games
 _____ hobbies—collections, crafts
 _____ entertainment—using a VCR, listening to music
Specify setting: _____ home _____ school _____ community
- 8.9. Use equipment and materials effectively and safely when participating in a variety of leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify activity: _____ active—swimming pool, ball, glove
 _____ inactive—board games, video games
 _____ hobbies—collections, crafts
 _____ entertainment—VCR, CD player
Specify setting: _____ home _____ school _____ community
- 8.10. Participate in a range of appropriate leisure activities with a frequency observed in typical peers (e.g., attends school sports events, participates in group activities at community center). (IF.A.1.Pa.2)
Specify setting: _____ home _____ school _____ community
- 8.11. Attend sports events in the community (e.g., high school football game, Special Olympics, bowling tournament). (IF.A.1.In.2, IF.A.1.Su.2, IF.A.1.Pa.2)
Specify location: _____
Specify type: _____
- 8.12. Attend cultural events in the community (e.g., concerts in the park, school art show). (IF.A.1.In.2, IF.A.1.Su.2, IF.A.1.Pa.2)
Specify location: _____
Specify type: _____
- 8.13. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in leisure activities or tasks. (IF.B.2.Pa.1)

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9. Demonstrate skills needed for participating in activities in the community.

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

9.1. Select desired community shopping and service routines from choices appropriate to time, location, resources, transportation, and needs. (IF.A.1.In.2, IF.A.1.Su.2)

9.2. Use needed community services appropriately and effectively. (IF.A.2.In.1, IF.A.2.Su.1)

Specify routine: ___ shopping ___ personal care ___ health care
 ___ leisure and recreation ___ other: _____

9.3. Use disability-specific community services appropriately and effectively (e.g., special transportation for the disabled, readers for the blind). (IF.A.2.In.1, IF.A.2.Su.1, IF.A.2.Pa.1)

Specify service: _____

9.4. Demonstrate awareness of community activities (e.g., goes to a movie or restaurant, shops, attends a religious service, walks in the park). (IF.A.2.Pa.1)

Specify method: ___ touch referent object ___ point to actual object
 ___ verbalize or sign ___ vocalize or gesture
 ___ use assistive/augmentative device ___ other: _____

9.5. Accept assistance with and participate in the sequence of tasks or activities of preparing for community shopping and service routines. (IF.A.1.Pa.2)

Specify routine: ___ shopping ___ personal care ___ health care
 ___ leisure and recreation ___ other: _____

9.6. Accept assistance with and participate in the sequence of tasks or activities of completing community shopping and service routines. (IF.A.1.Pa.2)

Specify routine: ___ shopping ___ personal care ___ health care
 ___ leisure and recreation ___ other: _____

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- 9.7. Request desired community shopping and service routines with assistance. (IF.B.1.Pa.2)
Specify method: _____ touch referent object _____ point to actual object
 _____ verbalize or sign _____ vocalize or gesture
 _____ use assistive/augmentative device _____ other: _____

- 9.8. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in using community shopping and service routines. (IF.B.2.Pa.1)

10. Use acceptable patterns of behavior when interacting with familiar peers and adults.

- 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.Pa.1 participate effectively in group situations—with assistance.
- 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

- 10.1. Conduct self in a way that is appropriate for the relationship with an individual during a daily activity (e.g., responds to event employees, interacts informally with peer). (IF.B.2.In.1, IF.B.2.Su.1)
Specify persons: _____ family _____ caregivers _____ peers
 _____ event employees _____ other: _____
- 10.2. Meet social and functional expectations for behavior when participating in daily activities (e.g., walks in line to next event, talks to nearby person). (IF.B.2.In.2, IF.B.2.Su.2)
- 10.3. Accept assistance with and participate in meeting social and functional expectations for behavior when involved in daily activities (e.g., cheers when the home team scores, keeps hands to self when held by caregiver). (IF.B.2.Pa.1)
- 10.4. Participate in selection of appropriate clothing and grooming for daily activities (e.g., point to shirt with team colors for football game, assist with shower before going in pool). (IF.B.2.Pa.1)
- 10.5. Accept assistance with and participate in managing own behavior in unstructured settings for daily activities. (IF.B.2.Pa.1)

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- 10.6. Accept assistance with and participate in responding to unexpected events or potentially harmful situations appropriately during daily activities (e.g., looks at object when asked to do so). (IF.B.2.Pa.2)
- 10.7. Respond to unexpected events or potentially harmful situations appropriately with assistance during daily activities (e.g., look at object when asked to do so). (IF.B.2.In.3, IF.B.2.Su.3)
- 10.8. Participate and wait for turn in a group situation with assistance. (SE.A.1.Pa.1)
- 10.9. Accept assistance with and participate in interacting with a typical range of persons for daily activities. (SE.A.2.Pa.1)
Specify persons: _____ family _____ caregivers _____ peers
 _____ event employees _____ other: _____
- 10.10. Interact with a typical range of persons for daily activities. (SE.A.2.In.2, SE.A.2.Su.2)
Specify persons: _____ family _____ caregivers _____ peers
 _____ event employees _____ other: _____
- 10.11. Initiate interactions with familiar persons during daily activities (e.g., to gain attention, to ask for help). (SE.A.2.In.2, SE.A.2.Su.2, SE.A.2.Pa.2)
Specify method: _____ touch referent object _____ point to actual object
 _____ verbalize or sign _____ vocalize or gesture
 _____ use assistive/augmentative device _____ other: _____
- 10.12. Cooperate when being assisted in daily activities (e.g., press switch to activate music). (SE.A.2.Pa.1)