

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.
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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.
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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)