

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

<b>Subject Area:</b>	Academics: Subject Areas
<b>Course Number:</b>	7960010
<b>Course Title:</b>	Life Management and Transition: 9-12
<b>Previous Course Title:</b>	Applied Life Management
<b>Credit:</b>	Multiple

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their desired post-school outcomes. These plans will address all critical transition service areas, including instruction, related services, community experiences, employment, post-school adult living, and, if needed, daily living skills and functional vocational evaluation.

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

- personal and career planning
- information about careers
- diploma options and postsecondary education
- community involvement and participation
- personal care
- interpersonal relationships
- communication
- 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

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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 high school diploma may take this course for elective credit to assist with individual transition planning. However, this course does not meet the standard diploma graduation requirement for life management.

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.

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

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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 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. Effectively use a planning process to establish and revise personal and career goals.**

- 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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### **Personal Planning**

- 1.1. Determine if personal goals related to task completion are reasonable (e.g., take on only what you can handle; do not plan too many tasks per day, week, or month). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.2. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
- 1.3. 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)
- 1.4. Set school and extracurricular goals for preferred activities (e.g., passing specific courses, obtaining a diploma, joining a civic group, joining a sports team, joining a service club). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.5. Set personal goals related to preferred 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)
- 1.6. Set personal goals related to preferred 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)
- 1.7. Make a plan to implement personal goals (e.g., identify steps; record the steps on paper; have someone review steps, if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.8. Identify the time, space, and materials needed to accomplish goals (e.g., fixing bicycle—need hour or so depending on extent of repairs, need an open space, a wrench, a 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 practice tests). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.9. Describe steps to be followed when making a plan (e.g., identify goal or desired outcome, identify needed resources, determine major tasks and schedule, commit to following the plan). (IF.B.1.In.1, IF.B.1.Su.1)

### **Career Planning**

- 1.10. Select and plan preferred occupational choices (e.g., identify personal strengths and weaknesses, evaluate experiences and education, identify jobs that correlate). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.11. Identify various methods of achieving career goals when employed (e.g., working hard, living up to expectations, choosing jobs with high probability of promotion). (IF.B.1.In.1, IF.B.1.Su.1)

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- 1.12. 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/orientation  
          \_\_\_\_\_  workplace culture and support  
          \_\_\_\_\_  other: \_\_\_\_\_
- 1.13. 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 of workplace  
          \_\_\_\_\_  identify long-range alternatives  
          \_\_\_\_\_  specify short-range goals  
          \_\_\_\_\_  set priorities and prepare an action plan  
          \_\_\_\_\_  develop a contingency plan  
          \_\_\_\_\_  other: \_\_\_\_\_
- 1.14. Identify the time, training, and resources needed to accomplish career goals (e.g., obtaining an office job—allow several weeks to locate potential jobs, prepare a resume and application, get a Social Security card, learn how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.15. *Identify resources for finding employment. (Social and Personal C 30: VI)*

**Carrying Out Personal and Career Plans**

- 1.16. Commit to pursue the project when carrying out plans related to personal or career goals (e.g., start project on time, follow plans accordingly, follow plans until project is completed). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.17. Choose to undertake new tasks and adapt to changes in routine when carrying out plans related to personal or career goals (e.g., learn how to use new equipment, join a club, practice your skills). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.18. Use evaluations to improve own performance when carrying out plans related to personal or career 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). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.19. Periodically monitor own progress in specific activities when carrying out plans related to personal or career goals (e.g., determine current status of plans, determine if on schedule or track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.20. 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)

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- 1.21. Adapt personal or career 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)
- 1.22. Accept assistance with and participate in expressing preference for productive activities in schools and community. (IF.B.1.Pa.1)
- 1.23. Accept and adapt to changes in routine when participating in volunteer or work activities. (IF.B.1.Pa.1)

**2. 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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- 2.1. Identify the benefits of participation in own IEP meetings (e.g., school program planning, post-school planning). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.2. Identify steps in IEP development (e.g., determine long-term outcome desires, determine present level of performance, develop annual goals and related short-term objectives, assign responsibility for objectives). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.3. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_  employment  
          \_\_\_  continuing education  
          \_\_\_  community participation  
          \_\_\_  independent living  
          \_\_\_  agency support  
          \_\_\_  daily living skills  
          \_\_\_  other: \_\_\_\_\_
- 2.4. Identify required and optional IEP meeting participants. (IF.B.1.In.1, IF.B.1.Su.1)
- 2.5. 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)
- 2.6. 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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- 2.7. Use the results of a personal 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)
- 2.8. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)
- 2.9. Assist in identifying the risks and benefits of each option in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 2.10. Assist in setting annual goals and objectives, considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)
- 2.11. Commit to engage in activities that are related to the IEP goals and objectives. (IF.B.1.In.2, IF.B.1.Su.2)
- 2.12. Undertake new tasks and adapt to changes in routine when carrying out plans related to the IEP goals and objectives (e.g., if you haven't mastered competencies in vocational program to reach an exit point—work with employment specialist, get additional training, alter exit point). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.13. Periodically monitor progress in a specific activity when carrying out the IEP goals and objectives (e.g., determine current status, determine if on schedule or track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.14. Accept assistance with and participate in expressing own desires for own IEP process and meeting. (IF.B.1.Pa.1)

**3. Demonstrate understanding of personal career options.**

CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.

CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—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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- 3.1. Identify general characteristics of various career clusters (e.g., agribusiness, business technology, family and consumer science). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.2. Identify specific jobs associated with various career clusters (e.g., health care/medicine—nurse, lab assistant, nurse's aide; construction—carpenter, plumber, drywall installer; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)

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- 3.3. Identify advantages and disadvantages of specific occupations (e.g., stuffing envelopes—essential, repetitive; yard care—outdoors, varied tasks). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.4. Identify how characteristics of a given occupation may be perceived differently by individuals. (CL.C.1.In.1, CL.C.1.Su.1)  
Specify: \_\_\_\_\_  activity level required  
          \_\_\_\_\_  work environment  
          \_\_\_\_\_  interaction with customers  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.5. Identify entry-level skills needed to fulfill performance requirements for specific occupations (e.g., secretary—reading, writing, keyboarding; seamstress—ability to sew, take measurements, use fractions; truck driving—reading maps, writing in travel logs, passing licensing exams; dishwasher—stacking dishes, running dishwasher). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.6. Identify trends in the local job market for various career clusters and occupations (e.g., increase or decrease in computer skills; environmental issues; use of technology; hiring of the elderly, minorities, or individuals with disabilities; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.7. Evaluate present and future local job market of a specific career cluster or occupation. (CL.C.1.In.1, CL.C.1.Su.1)
- 3.8. Identify licenses and certification requirements for specific jobs within career clusters and occupations (e.g., aerobic instructor—American Council on Exercise (ACE) certification; hairdresser—cosmetology license; lifeguard—certificates for first aid, cardio-pulmonary resuscitation (CPR), and water safety instructor; medical records technician—Accredited Records Technician (ART) certification; electrician—National Electric Code Exam). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.9. Identify characteristics of different types of work hours and schedules associated with employment. (CL.C.1.In.1, CL.C.1.Su.1)  
Specify: \_\_\_\_\_  day shifts           \_\_\_\_\_  night shifts  
          \_\_\_\_\_  part-time           \_\_\_\_\_  full-time  
          \_\_\_\_\_  overtime           \_\_\_\_\_  other: \_\_\_\_\_
- 3.10. Identify the differences between being paid by the hour and by salary (e.g., hourly wage—paid for time worked, possible overtime pay; salary—benefits, sick and vacation days, stable paycheck). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.11. Identify advantages and disadvantages of labor unions (e.g., improved employee benefits, higher salaries, legal protection, improved work conditions, restrictions, costs). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.12. Identify jobs in which labor unions commonly play an important role (e.g., welder, painter, bricklayer, teacher, secretary, nurse, bus driver, plumber, pipefitter). (CL.C.1.In.1, CL.C.1.Su.1)

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- 3.13. Identify jobs which are generally not associated with labor unions (e.g., waiter or waitress, landscaper, movie theater clerk, animal care worker). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.14. 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, worker’s compensation). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.15. Identify career advancement opportunities within specific occupations. (CL.C.1.In.1, CL.C.1.Su.1)
- 3.16. Select and plan preferred occupational choices (e.g., identify personal strengths and weaknesses, evaluate experiences and education, identify jobs that correlate). (IF.B.1.In.1, IF.B.1.Su.1)
- 3.17. *Using appropriate sources of information, complete job-related application forms. (Social and Personal C 31: VI)*

**4. Demonstrate understanding of job responsibilities and social competencies necessary for successful employment.**

- 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.

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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### Personal Work Assignments

- 4.1. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, putting away dishes, cutting vegetables, feeding animals, watering plants). (CL.C.2.In.1, CL.C.2.Su.1)
- 4.2. Follow a procedure to complete an assigned task (e.g., obtain necessary information, follow directions, begin promptly, apply instructions to task, check accuracy, complete on time). (CL.C.2.In.1, CL.C.2.Su.1)
- 4.3. Use appropriate materials for completing a task (e.g., baking a pie—recipe, ingredients, oven; changing a tire—car jack, lug wrench, inflated tire). (CL.C.2.In.1, CL.C.2.Su.1)
- 4.4. 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  
          \_\_\_\_\_  begin subtasks at designated times  
          \_\_\_\_\_  adjust to unforeseen circumstances  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.5. *Sort like objects. (Social and Personal C 19: II)*
- 4.6. *Stay on task until its completion. (Social and Personal C 20: III)*
- 4.7. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 4.8. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 4.9. *Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)*

### Using Tools and Technology

- 4.10. 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 a checklist with pictures or descriptions of supplies, tools, and equipment  
          \_\_\_\_\_  set up workstation with separate areas for needed supplies and equipment  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.11. 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, typewriter or word processor). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.12. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*

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- 4.13. 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)
- 4.14. 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, carry scissors with tips pointing down, do not mix bleach and ammonia). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.15. *Recognize dangerous situations in the environment. (Social and Personal C 33: III)*
- 4.16. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 4.17. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 4.18. 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)
- 4.19. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 4.20. Store tools, supplies, and equipment in appropriate areas (e.g., personal supplies in lockers, cleaning supplies in cupboard, tools in tool box). (CL.C.2.In.2, CL.C.2.Su.2)

**Reliability and Work Ethic**

- 4.21. Identify the characteristics and importance of being reliable 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)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 4.22. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 26: IV)*
- 4.23. Identify the characteristics and importance of being self-directed when working (e.g., keep self-motivated and enthusiastic, make decisions independently, set goals, do not procrastinate, pace work assignments). (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 4.24. Identify reasons for using time clocks (e.g., keep track of hours worked, verify paycheck, verify time for starting and quitting work). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.25. 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  
\_\_\_\_\_  return from breaks promptly  
\_\_\_\_\_  inform supervisor if unable to work—illness, tardiness, scheduling conflicts  
\_\_\_\_\_  other: \_\_\_\_\_

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- 4.26. *Identify appropriate attendance practice for school and work.*  
(*Social and Personal C 26: IV*)
- 4.27. Identify 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)
- 4.28. Identify actions to take 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)
- 4.29. Identify behavior or activities on the job that may cause problems for the worker (e.g., using supplies for personal needs, taking extended breaks, using sick leave as vacation). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.30. Identify the differences between a positive attitude and a negative attitude when on the job (e.g., positive attitude—optimistic, works hard, doesn't talk negatively about projects or people, doesn't complain; negative attitude—pessimistic, lazy, makes negative comments, complains about work load). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.31. Identify the benefits of a positive attitude towards a job (e.g., reduces stress, makes others more willing to work with you, improves relationships with co-workers and supervisors, makes job more enjoyable). (CL.C.2.In.3, CL.C.2.Su.3)

### **Ensuring Health and Safety**

- 4.32. 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)
- 4.33. Follow safety rules and procedures required for work performed (e.g., wear protective clothing—hardhat, eyewear, smock, gloves; use an oven mitt; do not use electrical appliances near water). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.34. Identify the meaning of laws and regulations which help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—worker must be over 18 to operate dangerous machinery such as meat cutters, worker must acquire work permit if 15 or under, employer must allow a 15-minute break for every four hours worked; Drug Free Workplaces—law 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)
- 4.35. Identify ways to get information about laws and regulations that protect the safety of workers (e.g., employee manuals, Occupational Safety and Health Administration, fire department). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.36. Identify materials and tools that should be found in the workplace to use in emergency situations at work (e.g., fire extinguisher, flashlight, candles, matches, first aid kits, battery-operated radio). (CL.C.2.In.4, CL.C.2.Su.4)

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- 4.37. *Demonstrate understanding of safety and warning signs in the environment.* (Social and Personal D 37: V)
- 4.38. Identify persons to ask for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.39. *Identify procedures for seeking assistance in unfamiliar or emergency situations.* (Social and Personal D 35: V)

### **Employability Skills**

- 4.40. Identify generic employability skills necessary for optimal job performance (e.g., efficiency, accuracy, responsibility, dependability, communication skills, manual dexterity, reading ability, hand-eye coordination). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.41. Identify behaviors that do not comply with workplace policy (e.g., taking extended breaks, disrupting work area, being late, not adhering to company policy, making negative statements about supervisor or co-workers). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.42. *Identify the characteristics of a good employee.* (Social and Personal C 23: IV)
- 4.43. 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)
- 4.44. Identify the characteristics and importance of being flexible when working (e.g., adapt to changes in time, expectations, and processes; compromise with others; be open to others' opinions). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.45. Identify the characteristics and importance of paying attention to details when working (e.g., stay focused, meet expectations, practice quality assurance, impress supervisors). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.46. Identify the characteristics and 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.3, CL.C.2.Su.3)
- 4.47. 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)
- 4.48. Identify types of inappropriate physical contact with others within a work setting (e.g., hugging, patting, kissing, hitting, pushing). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.49. *Demonstrate interpersonal skills necessary for task completion when working with another person.* (Social and Personal C 25: IV)

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- 4.50. 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)
- 4.51. Interact appropriately with customers or clients (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.52. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*

**5. Evaluate and review own interests and abilities as related to career and postsecondary educational opportunities.**

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

IF.B.1.Su.1      make plans about personal and career choices after identifying and evaluating personal interests and goals—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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5.1. Complete an initial personal appraisal to determine current status. (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  
          \_\_\_\_\_  test scores  
          \_\_\_\_\_  physical stamina  
          \_\_\_\_\_  other: \_\_\_\_\_

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5.2. Complete a personal appraisal to determine career wants and desires. (IF.B.1.In.1, IF.B.1.Su.1)

- Specify: \_\_\_\_\_  analysis of current job—behavioral demands  
\_\_\_\_\_  significance of various job elements—personal preferences  
\_\_\_\_\_  values, skills, and abilities—professional/technical, managerial, personal  
\_\_\_\_\_  insight into capabilities—personal qualities, functional abilities  
\_\_\_\_\_  ideal job description  
\_\_\_\_\_  preferred working environment  
\_\_\_\_\_  ideal life-style  
\_\_\_\_\_  career goals  
\_\_\_\_\_  other: \_\_\_\_\_

5.3. Identify personal strengths which affect realistic job choices (e.g., desire to please; ability to solve problems, communicate, and follow directions; cheerfulness; cooperation; acceptance of criticism; manual dexterity; hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)

5.4. Identify personal limitations negatively affecting job choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)

5.5. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., diplomas received, skills, talents, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)

5.6. Identify individual strengths and weaknesses which may affect realistic post-secondary educational opportunities and job choices (e.g., desire to please, social skills, motivation). (IF.B.1.In.1, IF.B.1.Su.1)

5.7. 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). (IF.B.1.In.1, IF.B.1.Su.1)

5.8. Evaluate the results of personal appraisal to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)

**6. Demonstrate understanding of options for high school diploma and requirements for post-school training that relate to desired career and post-school outcomes.**

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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- 6.1. Identify preferred goals relating to own plan for high school and postsecondary training (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving an advanced degree). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.2. Describe educational and training requirements for specific jobs within a career cluster (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency and technical school training; millwright—apprenticeship; cashier—high school education and on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.3. Describe the characteristics of postsecondary education and training opportunities within career available to provide the skills associated with specific job types clusters (e.g., computer courses, apprenticeships, trade school). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.4. Demonstrate knowledge of diploma options and requirements for each diploma (e.g., standard diploma—number of credits, grade point average, pass HSCT or FCAT; special diploma—mastery of standards, number and types of courses). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.5. Demonstrate understanding of diploma options, including benefits and limitations of each (e.g., standard diploma—accepted by colleges and armed services; special diploma—accepted by employers, but not by colleges). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.6. Use knowledge and understanding of diploma options to plan high school course of study. (CL.C.1.In.1, CL.C.1.Su.1)

**7. Demonstrate the ability to apply skills of self-advocacy and self-determination, including accessing community resources, as appropriate in a variety of situations.**

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. Demonstrate self-advocating behaviors (e.g., acting decisively, speaking up for oneself, voicing opinion). (CL.C.1.In.2, CL.C.1.Su.2)
  - 7.2. Discriminate between examples and non-examples of self-advocating behavior (examples—promoting self when interviewing for a job, identifying personal strengths, stating own needs; non-examples—not being able to list personal strengths when asked by a supervisor, talking negatively about oneself, not standing up for oneself). (CL.C.1.In.2, CL.C.1.Su.2)

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- 7.3. Identify factors that foster self-advocating behaviors in various situations (e.g., opportunities for self-advocacy, reinforcement for self-advocating behaviors, training in self-advocacy). (CL.C.1.In.2, CL.C.1.Su.2)  
Specify: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community      \_\_\_\_\_  workplace
- 7.4. Identify factors that inhibit self-advocating behaviors in various situations (e.g., lack of opportunity for self-advocacy, rigid authority). (CL.C.1.In.2, CL.C.1.Su.2)  
Specify: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community      \_\_\_\_\_  workplace
- 7.5. 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.2.In.2, IF.B.2.Su.2)
- 7.6. Demonstrate self-advocacy in various situations. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  home—personal care, meals, family gatherings  
          \_\_\_\_\_  school—in class, between classes, extracurricular activities  
          \_\_\_\_\_  community—events, organizations, services,  
          \_\_\_\_\_  community—leisure activities, stores, restaurants, traveling  
          \_\_\_\_\_  workplace—on-the-job, breaks  
          \_\_\_\_\_  other: \_\_\_\_\_
- 7.7. Monitor self-advocacy behaviors in various situations. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  home—personal care, meals, family gatherings  
          \_\_\_\_\_  school—in class, between classes, extracurricular activities  
          \_\_\_\_\_  community—events, organizations, services  
          \_\_\_\_\_  community—leisure activities, stores, restaurants, traveling  
          \_\_\_\_\_  workplace—on-the-job, breaks  
          \_\_\_\_\_  other: \_\_\_\_\_
- 8. Demonstrate effective strategies and problem-solving skills when completing tasks in a variety of situations.**
- 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.

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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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- 8.1. Use strategies to assist with the maintenance of on-task behavior. (CL.C.2.In.5, CL.C.2.Su.5)  
Specify: \_\_\_\_  work on only one task at a time  
          \_\_\_\_  pace self so tasks are completed on time  
          \_\_\_\_  do not take prolonged or unnecessary breaks  
          \_\_\_\_  reward yourself periodically for completing subtasks  
          \_\_\_\_  other: \_\_\_\_\_
- 8.2. Use strategies to maintain the expected level of productivity for the assignment or task. (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: \_\_\_\_\_
- 8.3. 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, failure to stay on task, frequent mistakes on assigned tasks, frequent arguments with co-workers). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.4. Identify possible reasons for existing problems at work (e.g., not understanding what is expected, not staying on task, frequent absences from work, insufficient time to complete task). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.5. 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)
- 8.6. Predict 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)
- 8.7. Apply a general model for solving real-world 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    \_\_\_\_  workplace  
          \_\_\_\_  community    \_\_\_\_  personal life

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- 8.8. 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)  
Specify: \_\_\_\_\_  school                      \_\_\_\_\_  workplace  
                  \_\_\_\_\_  community                      \_\_\_\_\_  personal life
- 8.9. Match consequences to decisions and actions 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; poor evaluation by a supervisor—need to improve performance; take in a stray cat—feed it every day, gain a companion, take it to the vet). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.10. 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.2, CL.B.4.Su.2)
- 8.11. Apply the strategy of 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)
- 8.12. 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 to increase productivity; personal life—decorate for a party, paint a room, cook for a dinner party). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.13. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify behaviors 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 drugs, identify their refusal skills, use same tactics when offered drugs). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.14. Predict possible outcomes associated with specific problems (e.g., school—truancy: miss lectures and homework assignments, serve detention, have trouble with parents and school; work—arguments with co-workers: will not gain respect of others, may be overlooked for promotions, may be demoted; personal life—lack of time to take frequent showers: body odor, poor hygiene, social isolation). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.15. Identify alternative courses of action for solving a particular problem in personal life (e.g., gained ten pounds—start exercise program, talk to a physician, eat healthier foods according to the Food Guide Pyramid). (CL.B.4.In.1, CL.B.4.Su.1)

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8.16. Select the most appropriate alternative or strategy for solving a specified problem (e.g., modeling—when a good example exists; estimation—when solving problems dealing with money, time, weight, distance; creative thinking—when developing stories, scenarios, situations with limited options). (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: \_\_\_\_\_

8.17. Complete identified tasks to solve problems at home, school, or 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)

8.18. Seek assistance when needed to solve problems at home, school, or work (e.g., difficulty completing work task—consult supervisor, co-workers, references). (CL.B.4.In.2, CL.B.4.Su.2)

8.19. Complete identified tasks to solve problems in personal life (e.g., 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)

8.20. Describe 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)

8.21. Accept assistance with and participate in problem-solving activities in a variety of situations. (CL.B.4.Pa.1)  
Specify: \_\_\_\_\_

**9. Demonstrate understanding of contributing factors for positive self-esteem and personal feelings of efficacy.**

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

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—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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- 9.1. 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, IF.B.1.Su.1)
- 9.2. Identify ways that lack of planning can result in 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, IF.B.1.Su.1)
- 9.3. Identify behaviors that reflect positive self-esteem (e.g., pride, confidence, self-respect, positive attitude, setting high goals for self). (IF.B.2.In.1, IF.B.2.Su.1)
- 9.4. Discriminate between examples and non-examples of behaviors that demonstrate self-esteem (examples—having self-confidence to say no to peer pressure, setting high yet attainable goals; non-examples—having a negative attitude about self, lacking self-confidence). (IF.B.2.In.1, IF.B.2.Su.1)
- 9.5. Identify factors that promote self-esteem (e.g., supportive family and friends, opportunities for making choices and stating preferences, recognition for effort and results). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community      \_\_\_\_\_  workplace
- 9.6. *Identify behaviors which reflect a positive attitude toward self.*  
(*Social and Personal G 58: VI*)
- 9.7. Identify factors that inhibit self-esteem (e.g., lack of opportunities for reinforcement, excessive criticism). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community      \_\_\_\_\_  workplace
- 9.8. Use behaviors that reflect 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  
          \_\_\_\_\_  other: \_\_\_\_\_
- 9.9. Monitor own feelings of 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  
          \_\_\_\_\_  other: \_\_\_\_\_

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**10. Use appropriate personal care skills to meet demands of a variety of situations (e.g., hygiene, grooming, maintaining fitness).**

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

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**Grooming and Hygiene**

- 10.1. Demonstrate specific skills in completing grooming activities (e.g., hair—part hair evenly, fix hair according to style; nails—clean, file evenly, polish; cosmetics—apply makeup correctly). (IF.A.1.In.2, IF.A.1.Su.2)
- 10.2. Use strategies related to grooming when completing grooming activities effectively and efficiently and on a regular basis (e.g., look at pictures in magazines to choose hair styles; 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 grooming supplies—aftershave lotion, cosmetics; keep grooming supplies stored together). (IF.A.1.In.2, IF.A.1.Su.2)
- 10.3. Demonstrate specific skills in completing hygiene activities (e.g., correctly brushing and flossing teeth, using the toilet, 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)
- 10.4. Use strategies related to 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 for meeting hygiene needs—special gum for tooth cleaning, personal wipes or bidets for toileting hygiene). (IF.A.1.In.2, IF.A.1.Su.2)
- 10.5. *Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)*
- 10.6. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*
- 10.7. *Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)*

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- 10.8. Accept assistance with and participate in completing routine grooming and hygiene activities. (IF.A.1.Pa.2)  
Specify: \_\_\_\_\_

**Motor Control and Exercises**

- 10.9. Demonstrate specific skills in correct lifting, standing, moving, bending, and carrying techniques (e.g., 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)
- 10.10. Use strategies related to motor control and managing self 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)
- 10.11. Identify when exercise programs are needed (e.g., to lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, and muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)
- 10.12. Demonstrate specific skills in completing an exercise program (e.g., motor skills to complete exercises appropriate to ability level—using weights, swimming, running; coordination for aerobics, yoga, karate, jumping rope; skills to monitor own progress). (IF.A.1.In.2, IF.A.1.Su.2)
- 10.13. Use strategies to complete 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 an exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)
- 10.14. Accept assistance with and participate in routine motor control and exercise activities. (IF.A.1.Pa.2)  
Specify: \_\_\_\_\_

**11. Demonstrate knowledge and skills of budgeting and financial planning to manage personal funds effectively.**

- 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.

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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- 11.1. Demonstrate skills in 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; storing information regarding personal finances; knowing how much money is in your savings or checking account; knowing to check monthly bills for accuracy; knowing to account for food, bills, and unexpected events when preparing a budget; knowing tax regulations). (IF.A.1.In.1, IF.A.1.Su.1)
- 11.2. Use strategies related to managing money and personal finances to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll and/or benefits check, mark due dates of recurring bills on calendar, pay bills immediately upon receipt, pay bills at regularly scheduled times—first and fifteenth of the month). (IF.A.1.In.1, IF.A.1.Su.1)
- 11.3. Use various sources to gain information about community service agencies, businesses, or other resources that assist individuals with financial needs. (IF.A.2.In.1, IF.A.2.Su.1)
- 11.4. Select the community agency, business, or other resource that will meet (or is most likely to meet) individual needs for assistance with finances (e.g., high interest savings account, high interest checking account, low or no monthly fees, low interest loans). (IF.A.2.In.1, IF.A.2.Su.1)
- 11.5. Contact community service agencies, businesses, or other resources that assist individuals with financial needs when necessary. (IF.A.2.In.1, IF.A.2.Su.1)
- 11.6. Demonstrate the specific knowledge and skills that are required to use and benefit from a financial service (e.g., knowledge of loans, knowledge of insurance, knowledge of banking and financial terminology, knowledge of how to manage a checking account). (IF.A.2.In.1, IF.A.2.Su.1)
- 11.7. Document activities or transactions performed to accomplish personal money management (e.g., keep an accurate account balance, keep track of daily expenditures, enter deposits when made). (IF.A.1.In.1, IF.A.1.Su.1)
- 11.8. *Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)*
- 11.9. *Complete forms associated with a savings account. (Mathematics E 45: VI)*
- 11.10. Determine the total cost of items to accomplish functional tasks (e.g., determining how much you spent for a specific project, determining how much more money is needed to purchase the items). (IF.A.1.In.1, IF.A.1.Su.1)
- 11.11. 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)
- 11.12. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*

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- 11.13. 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)
- 11.14. Solve problems involving rate of interest and sales tax to accomplish functional tasks (e.g., interest on a student loan, sales tax on books). (CL.B.3.In.2, CL.B.3.Su.2)
- 11.15. Estimate the solution to problems involving money to accomplish functional tasks (e.g., estimating the costs of electricity for a year—lights, television, heater; estimating the total cost of groceries). (CL.B.3.In.2, CL.B.3.Su.2)

**12. Demonstrate understanding of requirements and responsibilities associated with adult living arrangements (e.g., rent, insurance, property maintenance, care of personal goods).**

- 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.

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
- 

**Adult Living Arrangements**

- 12.1. Identify common productive activities involved in selecting adult living environments. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_  identifying types of residential alternatives  
          \_\_\_  selecting and planning where to live  
          \_\_\_  identifying information contained in a mortgage or lease  
          \_\_\_  identifying costs associated with obtaining and maintaining a house or apartment  
          \_\_\_  other: \_\_\_\_\_
- 12.2. Identify when specific productive activities are needed for selecting adult living environments (e.g., deciding when to move, deciding when to rent a room, deciding when to look for a roommate, deciding when to make a budget for home expenses). (IF.A.1.In.1, IF.A.1.Su.1)

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- 12.3. Demonstrate knowledge and skills in completing productive activities involving selecting adult 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, 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; identifying and abiding by rules of lease agreement—no pets, no smoking, late fees for rent, dates of moving in and moving out, fees for damage, repairs, inspections, and parking spaces; knowing the advantages and disadvantages in purchasing a house versus renting an apartment; knowing one’s rights as a renter or homeowner, identifying papers or forms necessary for purchasing a home or renting an apartment, knowing to call a landlord for repairs). (IF.A.1.In.1, IF.A.1.Su.1)
- 12.4. Use strategies related to selecting adult living environments when completing productive activities (e.g., ask people at work and friends with similar income levels where they live and how they like it, ask relative for advice, check newspaper for classified advertisements, note proximity of neighborhood to stores and bus routes). (IF.A.1.In.1, IF.A.1.Su.1)

**Furniture, Appliances, and Personal Goods**

- 12.5. Identify common 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: \_\_\_\_\_  identifying types of furniture, appliances, and personal goods  
\_\_\_\_\_  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 furniture, appliances, and personal goods  
\_\_\_\_\_  replacing furniture, appliances, and personal goods when needed  
\_\_\_\_\_  other: \_\_\_\_\_
- 12.6. Identify when specific productive activities in the home are needed for selecting and caring for furniture, appliances, and other personal goods (e.g., selecting furniture items for need, comfort, quality, economy, and usefulness; identifying places to purchase furnishings and appliances; comparing prices before purchasing furniture or appliances; covering furniture when leaving town for a long period of time; observing warning precautions and care instructions before cleaning stains off furniture). (IF.A.1.In.1, IF.A.1.Su.1)
- 12.7. Demonstrate knowledge and skills when completing productive activities in the home 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 instructions before cleaning furniture, knowing if an item is of good quality, knowing how to locate sources for acquiring furnishings or appliances, knowing the advantages and disadvantages of purchasing new or used furniture or appliances, knowing where you have stored personal possessions). (IF.A.1.In.1, IF.A.1.Su.1)

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- 12.8. Use strategies related to selecting and caring for furniture, appliances, and other personal goods to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., keep a list of items to purchase; check for need for cleaning after each use—clean dryer lint trap after drying clothes, wipe off the stove after each use; store all cleaning materials in a plastic bin). (IF.A.1.In.1, IF.A.1.Su.1)

**Household Cleaning, Safety, and Maintenance**

- 12.9. Identify common 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  
\_\_\_\_\_  selecting appropriate tools and equipment to perform basic housekeeping  
\_\_\_\_\_  scheduling chores that are done daily  
\_\_\_\_\_  recycling items  
\_\_\_\_\_  completing home maintenance chores  
\_\_\_\_\_  securing the home by locking doors and windows  
\_\_\_\_\_  maintaining the temperature in house depending upon weather conditions  
\_\_\_\_\_  other: \_\_\_\_\_

- 12.10. *Identify proper household tools and cleaning supplies for a given task. (Social and Personal F 48: IV)*

- 12.11. 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 light bulbs burn out; adjusting thermostat when the weather outside is cold; unclogging drains; painting a room; changing air filters; replacing items—broken ladders, soiled carpet; storing home cleaning supplies safely; cleaning 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 to dust; setting the speed of an electric fan when cooling is needed). (IF.A.1.In.1, IF.A.1.Su.1)

- 12.12. Demonstrate skills in completing productive activities in the home involving household cleaning, safety, and maintenance of interior areas (e.g., separating cans and paper items for recycling; unplugging a lamp before changing the light bulb; securing home by locking windows and doors; using a screwdriver for simple home maintenance; selecting correct supplies to clean bathroom; performing light housekeeping—dusting, making bed, emptying trash, mopping, vacuuming; performing simple home maintenance—adjusting thermostat, changing light bulbs, unclogging drains, painting, knowing to set the dial on the vacuum to the appropriate setting for carpet versus tile, knowing when to clean home, knowing to select a broom to sweep the floor, knowing to store cleaning supplies after using, knowing to shut off water supply valves during emergency plumbing situations, knowing if home repairs should be made by professionals or self). (IF.A.1.In.1, IF.A.1.Su.1)

- 12.13. *Pick up trash and dispose properly. (Social and Personal F 47: III)*

- 12.14. *Return items after use to a proper place. (Social and Personal F 46: III)*

- 12.15. *Perform laundry tasks. (Social and Personal F 49: V)*

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- 12.16. 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., associate maintenance activities with each other or another event—check the battery in the smoke detector whenever a new month on the wall calendar is turned over; keep a reasonable number of maintenance supplies an hand—light bulbs; mark major cleaning activities on the calendar; place a picture of object to be cleaned on cleaning agent). (IF.A.1.In.1, IF.A.1.Su.1)

**Maintaining Exterior Areas**

- 12.17. Identify 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 tools and supplies to perform yard care tasks  
\_\_\_\_\_  keeping sidewalk and/or driveway clean  
\_\_\_\_\_  maintaining outdoor light fixtures  
\_\_\_\_\_  other: \_\_\_\_\_

- 12.18. 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 annually, sweeping driveway or sidewalk when dirty, replacing burned-out lights around front door, replacing mailbox if damaged or knocked down). (IF.A.1.In.1, IF.A.1.Su.1)

- 12.19. Demonstrate knowledge and skills in completing productive activities in the home involving maintenance of exterior areas (e.g., raking leaves, painting house, mowing grass, edging sidewalk, trimming bushes, sweeping driveway or sidewalk, laying sod, planting flowers, cleaning front door mat, replacing mailbox, knowing to replace outside lights when burned out, knowing to rake leaves in a pile and throw them away). (IF.A.1.In.1, IF.A.1.Su.1)

- 12.20. *Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)*

- 12.21. Use strategies related to maintenance of exterior areas to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., mark regular events on calendar; ask someone such as a landlord about regularly scheduled maintenance completed by owners—painting, lawn care; 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)

- 12.22. Set personal goals related to satisfactory living arrangements after high school (e.g., safe neighborhood, feasible price, accessible). (IF.A.1.In.1, IF.A.1.Su.1)

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**13. Demonstrate ability to move about the community including using public or private transportation, if appropriate.**

- 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
- 

**General Travel Skills**

- 13.1. Demonstrate basic personal safety skills when traveling to and from school, work, or community location (e.g., by car—wear seat belt, follow speed limits, drive defensively; by bus—remain in seat, don't put hands outside windows, don't fight, determine closest exit; by cab—determine route in advance, inform driver of destination, have enough money; by foot—watch for cars, look both ways, don't talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.2. 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)
- 13.3. 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)
- 13.4. 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)
- 13.5. Practice safety procedures when moving about the community (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)
- 13.6. *Identify safety precautions related to traffic and pedestrian travel.*  
(*Social and Personal D 36: V*)
- 13.7. Move about familiar environments purposefully—with assistance. (IF.A.2.Pa.2)
- 13.8. Obey traffic signs (e.g., stop lights, stop signs, railroad crossings, pedestrian crosswalks, yield signs). (IF.A.2.In.2, IF.A.2.Su.2)

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### **Traveling by Bus**

- 13.9. Signal the desired bus to stop from numeral and destination names appearing on the bus. (IF.A.2.In.2, IF.A.2.Su.2)
- 13.10. Use maps to travel on a bus and other mass transit systems in the community (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system includes destination). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.11. 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)
- 13.12. Accept assistance with and participate in traveling by bus or other mass transit system in the community. (IF.A.2.Pa.2)  
Specify: \_\_\_\_\_

### **Driving an Automobile**

- 13.13. Demonstrate basic automotive maintenance skills (e.g., checking oil, tires, power steering, radiator, battery, windshield washer fluid). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.14. List items which should be checked routinely for safety and efficiency (e.g., air conditioner, oil level, wiper blades, oil filter, level of air in tires, washer fluid, battery). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.15. Describe selection of appropriate type of fuel and the correct procedure for filling the fuel tank (e.g., determine gas type as specified under gas gauge, in owner's manual, or by fuel tank; locate corresponding type at gas station pump; open fuel tank door; remove fuel tank cap; lift gas nozzle; push handle up on pump; place nozzle in fuel tank; fill; replace nozzle on gas pump; replace fuel tank cap; close fuel tank door). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.16. Explain the need for auto insurance and the consequences for non-compliance (e.g., need—protection from lawsuits, coverage of cost of repairs to own vehicle, coverage of cost of repairs to another vehicle, compliance with laws, coverage of costs of hospital bills if injured; consequences—law suits, fines, jail time, costs if in an accident and uninsured). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.17. Describe the steps to take when involved in an accident (e.g., call police; produce operator's license, car registration, and insurance card; obtain copy of police report; call insurance company; obtain three estimates for repairs). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.18. Obey parking signs (e.g., handicapped spaces, time limits, no parking, loading zones). (IF.A.2.In.2, IF.A.2.Su.2)

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**14. Demonstrate understanding of appropriate activities for recreation and leisure.**

- 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

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- 14.1. Set personal goals related to leisure activities (e.g., join a recreational sports team, read self-help books). (IF.A.1.In.1, IF.A.1.Su.1)
- 14.2. Identify personal preferences for activities for leisure and recreation. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_  weekdays after work or school  
          \_\_\_\_  weekends  
          \_\_\_\_  vacations  
          \_\_\_\_  other: \_\_\_\_\_
- 14.3. Demonstrate knowledge and skills needed to complete various types of leisure and recreation activities. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_  games                      \_\_\_\_  sports                      \_\_\_\_  hobbies  
          \_\_\_\_  outdoor activities                      \_\_\_\_  entertainment                      \_\_\_\_  other: \_\_\_\_\_
- 14.4. Use various sources to gain information about community service agencies, businesses, or other resources that assist individuals with recreation needs. (IF.A.2.In.1, IF.A.2.Su.1)
- 14.5. Select the community service agency, business, or other resource that will meet (or is most likely to meet) individual needs for assistance with recreation needs (e.g., cost effectiveness, proximity, accessibility, positive reputation). (IF.A.2.In.1, IF.A.2.Su.1)
- 14.6. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular recreation service (e.g., movies—access to transportation and start times; libraries—library card, knowledge of numbering systems, literacy). (IF.A.2.In.1, IF.A.2.Su.1)
- 14.7. *Distinguish between work and leisure time activities. (Social and Personal G 53: IV)*
- 14.8. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*

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- 14.9. Accept assistance with and participate in leisure and recreation activities. (IF.A.1.Pa.1)  
Specify activity: \_\_\_\_\_

**15. Demonstrate understanding of the nature and importance of community involvement and participation.**

- 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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- 15.1. Demonstrate skills in completing productive activities in the community involving citizenship (e.g., discussing politics, public issues, and current events; voting in an election; working with others; obeying rules and laws). (IF.A.1.In.1, IF.A.1.Su.1)
- 15.2. *Identify rules of citizenship within the community. (Social and Personal H 64: V)*
- 15.3. *Identify reasons for voting. (Social and Personal H 65: VI)*
- 15.4. *Demonstrate procedures for voting. (Social and Personal H 66: VI)*
- 15.5. Use strategies related to citizenship to complete productive activities in the community effectively and efficiently and on a regular basis (e.g., mark election days on calendar; keep articles from newspaper (or video clips) of candidates' views on issues; carry driver's license or identification card at all times; ask trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)
- 15.6. Demonstrate skills in completing productive activities in the community involving community organizations (e.g., working with others, following the guidelines of the organization, asking others for assistance, knowing how to join an organization, identifying the officers and leaders of organizations or groups, determining guidelines for membership). (IF.A.2.In.1, IF.A.2.Su.1)
- 15.7. *Identify services provided by local community agencies. (Social and Personal E 43: V)*
- 15.8. Use strategies related to selecting community organizations to be able to engage in productive activities in the community on a regular basis (e.g., look at membership of group to see if they are people who share your interests, ask members of the organization how they like it, read information and/or view video tapes about the group, ask a trusted friend or relative). (IF.A.2.In.1, IF.A.2.Su.1)

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15.9. Demonstrate skills in completing productive activities involving informal gatherings of community members and neighbors (e.g., working with others; showing concern for others; planning a picnic—selecting food, inviting others to attend, preparing food). (IF.A.1.In.1, IF.A.1.Su.1)

15.10. Accept assistance with and participate in activities involving community resources. (IF.A.2.Pa.1)

Specify activity: \_\_\_\_\_

**16. Demonstrate effective communication skills in a variety of settings.**

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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**General Communication Skills**

16.1. 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: \_\_\_\_\_

16.2. 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

16.3. Use voice and fluency appropriate for the social situation (e.g., eating meals, attending a religious service, cheering at a sports event, 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: \_\_\_\_\_

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- 16.4. *Identify personal feelings. (Social and Personal G 54: IV)*
- 16.5. Use appropriate language to express need for assistance in various 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
- 16.6. 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
- 16.7. Respond 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
- 16.8. Respond to other's generosity by stating appreciation (e.g., thank the person, tell person how much you like the gift or action, let the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)
- 16.9. 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)
- 16.10. 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: \_\_\_\_\_

**Conversations and Greetings**

- 16.11. Respond to greetings appropriately (e.g., "Hello." "Thank you for inviting me." "It is nice to see you, too." "I am doing well, and you?"). (CO.A.1.In.1, CO.A.1.Su.1)
- 16.12. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, about finances, about your future, about personal problems, about school problems; friends—about what is happening in other friends' lives, about the future, about personal problems, about schoolwork; familiar persons—about shared interests, about common experiences; unfamiliar persons—about 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
- 16.13. Identify correct verbal responses in telephone interaction (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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- 16.23. 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

**Using Written Communication**

- 16.24 Use the appropriate format for documents and written communications to accomplish functional tasks in the workplace. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  note or e-mail—brief message to co-worker or supervisor  
          \_\_\_\_\_  memo—announcement of an event to your customers  
          \_\_\_\_\_  letter—business correspondence, response to complaint, request for information  
          \_\_\_\_\_  report—progress report, business plan  
          \_\_\_\_\_  other: \_\_\_\_\_
- 16.25 Write a message to accurately record information from telephone calls or personal conversations. (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  caller’s name                      \_\_\_\_\_  date  
          \_\_\_\_\_  who caller represents              \_\_\_\_\_  time  
          \_\_\_\_\_  phone number                      \_\_\_\_\_  message  
          \_\_\_\_\_  other: \_\_\_\_\_
- 16.26 *List information (who, what, when, and where) of a given message. (Writing D 11: VI)*
- 16.27 *Write a letter and address an envelope. (Writing D 12: VI)*
- 16.28 Use an appropriate source to obtain written information for a work assignment (e.g., manuals, procedures documents, operating instructions, schedules, policies). (CL.B.1.In.2, CL.B.1.Su.2)

**17. Demonstrate understanding of interpersonal relationships as they relate to post-school adult living, including marriage and family life.**

- 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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### Interpersonal Communication Skills

- 17.1. Demonstrate characteristics of communication which promote good relationships with others (e.g., speaking clearly, using polite language, saying what you mean). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.2. 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)
- 17.3. 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)
- 17.4. 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)

### Relationships

- 17.5. Differentiate between types of relationships (e.g., friendship, family, co-workers, club members, community members). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.6. Display acceptance of people 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)
- 17.7. 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 available to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.8. 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)
- 17.9. Respond appropriately to humorous situations (e.g., telling jokes—laugh, smile, giggle, do not heckle, do not laugh loudly). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.10. 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)

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- 17.11. 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)
- 17.12. 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)
- 17.13. 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)

### **Physical Contact**

- 17.14. 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 down). (SE.A.2.In.1, SE.A.2.In.1)
- 17.15. 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)
- 17.16. Identify sources of assistance if experiencing inappropriate physical contact from others (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.17. Demonstrate behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; display of friendship—patting on back, shaking hands, giving a hug; display of love—giving a hug, giving a kiss, patting back). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.18. 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)
- 17.19. Ask for assistance if one experiences inappropriate physical contact from another (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)

### **Responsibilities to Others**

- 17.20. Identify responsibilities individuals have to their friends, peers, and co-workers (e.g., keeping a trusting relationship, being dependable, not talking behind others' backs, helping others through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)
- 17.21. *Cooperate with peers. (Social and Personal G 51: III)*
- 17.22. *Show respect for property of others. (Social and Personal G 52: III)*

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17.23. Identify the responsibilities individuals have to themselves as they relate to family and society. (SE.A.1.In.1, SE.A.1.Su.1)

- Specify: \_\_\_\_\_  socially—feeling equal to peers, helping others  
\_\_\_\_\_  physically—maintaining wellness and physical fitness  
\_\_\_\_\_  emotionally—respecting yourself, trusting in yourself  
\_\_\_\_\_  other: \_\_\_\_\_

17.24. Identify individual roles and responsibilities of family members. (SE.A.1.In.1, SE.A.1.Su.1)

- Specify: \_\_\_\_\_  parents—nurture children, maintain household, keep the family together  
\_\_\_\_\_  children—assist parents with chores, include family in activities  
\_\_\_\_\_  extended family—communicate, offer assistance if needed, share in joys and sorrows  
\_\_\_\_\_  other: \_\_\_\_\_

17.25. Identify knowledge and skills needed for caring for children (e.g., groom appropriately, bathe daily, feed at appropriate times, give first aid, take care of hygiene). (SE.A.1.In.1, SE.A.1.Su.1)

17.26. 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  
\_\_\_\_\_  event employees \_\_\_\_\_  other: \_\_\_\_\_

17.27. Interact with a typical range of persons for daily activities. (SE.A.2.Pa.1)

- Specify: \_\_\_\_\_  family \_\_\_\_\_  caregivers \_\_\_\_\_  peers  
\_\_\_\_\_  event employees \_\_\_\_\_  other: \_\_\_\_\_

17.28. Initiate interactions with familiar persons during daily activities (e.g., to gain attention, to ask for help). (SE.A.2.Pa.1)

- Specify: \_\_\_\_\_  touch referent object \_\_\_\_\_  point to actual object  
\_\_\_\_\_  vocalize or gesture \_\_\_\_\_  use assistive augmentative device  
\_\_\_\_\_  verbalize or sign \_\_\_\_\_  other: \_\_\_\_\_

17.29. Conduct self in a way that is appropriate for the relationship with an individual during a daily activity (e.g., respond to staff members, interact informally with peer). (IF.B.2.In.1, IF.B.2.Su.1)

- Specify: \_\_\_\_\_  family \_\_\_\_\_  caregivers \_\_\_\_\_  peers  
\_\_\_\_\_  staff members \_\_\_\_\_  other: \_\_\_\_\_

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**18. Demonstrate understanding of strategies used for conflict resolution.**

- 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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**Group Problem Solving**

- 18.1. Demonstrate behaviors that contribute positively to group efforts (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, helping others if needed, completing proper share of group activities, showing self-control when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)
- 18.2 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)
- 18.3 Identify characteristics of group dynamics (e.g., need to listen and express clearly; need to differ in order to explore other ideas; need to follow proper etiquette and have good manners; need to reflect on the group dynamics before, during, and after working as a group). (SE.A.1.In.1, SE.A.1.Su.1)
- 18.4 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)
- 18.5 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 members' suggestions and clarifications  
          \_\_\_  discuss and determine most probable causes  
          \_\_\_  implement corrective action or solution  
          \_\_\_  report results  
          \_\_\_  examine the next most probable cause if initial action is ineffective  
          \_\_\_  other: \_\_\_\_\_

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- 18.6 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

**Using Conflict Resolution**

- 18.7. Identify characteristics of the diverse nature 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)
- 18.8. 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, collaboration; allow time for negotiation). (SE.A.2.In.1, SE.A.2.Su.1)
- 18.9. 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)
- 18.10. Identify characteristics of a successful negotiator (e.g., planning skills, ability to think clearly under stress, communication skills, practical intelligence, demonstrates personal integrity, ability to perceive and use power effectively). (SE.A.2.In.1, SE.A.2.Su.1)
- 18.11. 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 commitment to the process, who will serve as the mediator, and 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)
- 18.12. *Demonstrate use of strategies to resolve interpersonal difficulties.*  
(*Social and Personal G 60: VI*)

**Understanding Organizations**

- 18.13 Identify organizations in which individuals participate (e.g., schools, clubs, religious groups, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)
- 18.14 Identify common characteristics of organizations (e.g., structures, governance by rules, necessity for authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)
- 18.15 Identify expectations of behavior within formal organizations, including rules and codes of conduct. (SE.A.1.In.3, SE.A.1.Su.2)  
Specify: \_\_\_\_\_  school                      \_\_\_\_\_  agencies  
          \_\_\_\_\_  businesses                      \_\_\_\_\_  institutions  
          \_\_\_\_\_  workplace                      \_\_\_\_\_  service clubs  
          \_\_\_\_\_  other: \_\_\_\_\_

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- 18.16 Identify ways in which various organizations function according to different sets of expectations (e.g., line of command, support for independent work, need for group collaboration, unsupervised work setting, flexibility of work schedule). (SE.A.1.In.3, SE.A.1.Su.2)
- 18.17 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, 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: \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace
- 18.18 Identify the impact of personal values, choices, and behaviors on an individual’s ability to work in an organization (e.g., personal/ethical/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 will conflict with working on a job). (SE.A.1.In.3, SE.A.1.Su.2)
- 18.19 Accept assistance with and participate effectively in activities of organizations. (SE.A.1.Pa.1)  
Specify: \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace

**19. Use knowledge and skills to promote and maintain personal health and safety, including knowledge of health care, nutrition, human diseases, substance abuse, human sexuality, first aid, and cardiopulmonary resuscitation.**

- 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
- 

**Nutrition**

- 19.1. Demonstrate specific skills in completing health care activities involving nutrition (e.g., preparing nutritious snacks or meals, limiting the amount of intake, using the Food Guide Pyramid when planning meals, using knowledge of serving sizes, using knowledge of how to interpret nutritional information on packages). (IF.A.1.In.2, IF.A.1.Su.2)

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- 19.2. Use strategies related to nutrition when completing health care activities effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals according to the Food Guide Pyramid, pre-measure servings—make and freeze hamburger patties ahead of time; use measuring devices to serve food—one-half 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)

### Health Care and Wellness

- 19.3. Demonstrate specific skills in providing first aid and treating diseases (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, applying gauze and tape to a wound properly, 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)
- 19.4. *Identify appropriate storage and use of medications. (Social and Personal E 41: V)*
- 19.5. *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: V)*
- 19.6. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*
- 19.7. Use strategies related to first aid and treating diseases 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)
- 19.8. Demonstrate knowledge and skills needed for cardiopulmonary resuscitation (CPR) (e.g., possible indicators of need, who to call for assistance). (IF.A.1.In.2, IF.A.1.Su.2)
- 19.9. Demonstrate specific skills in completing health care activities involving wellness (e.g., developing a wellness plan, identifying specific health problems, describing problems to a doctor or medical assistant, knowing what over-the-counter medicines to take for minor aches and pains, knowing what doctor to call for a specific problem, knowing the type of fitness program appropriate for your personal abilities). (IF.A.1.In.2, IF.A.1.Su.2)
- 19.10. Use strategies related to wellness to complete health care 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 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)
- 19.11. Use knowledge related to prevention of tobacco, alcohol, and other drug abuse when completing health care activities (e.g., taking only specified dose of prescription and nonprescription drugs; knowing potential dangers of alcohol, tobacco, and other drug abuse). (IF.A.1.In.2, IF.A.1.Su.2)
- 19.12. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*

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- 19.13. Use strategies related to the prevention of tobacco, alcohol, and other drug abuse when completing health care activities 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 with dates to renew prescriptions; keep a list of recommendations or warnings with the prescriptions you take regularly—take with food, do not drink alcohol; join a support group for tobacco, alcohol, or other drug abusers, if needed; get advice from a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)
- 19.14. Accept assistance with and participate in completing routine personal care activities. (IF.A.1.Pa.2)  
Specify: \_\_\_\_\_

**Disability Awareness**

- 19.15. Demonstrate specific skills in completing activities involving disability awareness (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)
- 19.16. Use strategies related to disability awareness 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)
- 19.17. Use various sources to gain information about community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs. (IF.A.2.In.2, IF.A.2.Su.2)
- 19.18. Select the community service agency, business, or other resource that will meet (or is most likely to meet) individual needs for assistance with medical needs (e.g., low in cost, covered by insurance, dependable, close to home, appropriate in matching doctor's specialization to illness or needs). (IF.A.2.In.2, IF.A.2.Su.2)
- 19.19. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular disability-related service (e.g., knowledge of body parts and their functions, ability to match ailment to doctor's specialization). (IF.A.2.In.2, IF.A.2.Su.2)
- 19.20. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular service for persons with disabilities (e.g., ability to give directions and describe location, ability to call for help, ability to call for transportation purposes). (IF.A.1.In.2, IF.A.1.Su.2)
- 19.21. Accept assistance with and participate in using needed services provided in the community. (IF.A.2.Pa.2)  
Specify: \_\_\_\_\_

**Course Number: 7960010 - Life Management and Transition: 9-12**

**Sexuality**

- 19.22. Identify sexual behaviors that are responsible and safe (e.g., being respectful of partner's desires, being consistent with expectations or rules of the situation and location, using appropriate touch). (IF.A.1.In.2, IF.A.1.Su.2)
- 19.23. *Identify body functions and recognize personal responsibility for human sexuality.* (Social and Personal E 44: V)
- 19.24. Discriminate between examples and non-examples of sexual behaviors that are responsible and safe (examples—chooses abstinence prior to marriage, uses acceptable terms of endearment; non-examples—forces partner to participate, uses derogatory language). (IF.A.1.In.2, IF.A.1.Su.2)
- 19.25. Identify factors in situations that promote and/or inhibit sexual behaviors that are responsible and safe (e.g., promote—presence of positive role models, reinforcers, training, and opportunities to practice; inhibit—negative role models, use of alcohol, lack of reinforcement for appropriate behaviors, peer pressure). (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community      \_\_\_\_\_  workplace
- 19.26. Demonstrate behaviors that represent responsible and safe expressions of sexuality (e.g., using abstinence, birth control, appropriate touch, self-control; refraining from use of alcohol and other drugs; ignoring peer pressure). (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community      \_\_\_\_\_  workplace
- 19.27. Accept assistance with and participate in responsible and safe expressions of sexuality. (IF.A.1.Pa.2)  
Specify: \_\_\_\_\_