

**Florida Department of Education**

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

**Subject Area:** Participatory Levels: 9-12  
**Course Number:** 7962010  
**Course Title:** Cognitive and Linguistic Skills  
**Credit:** Multiple

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to function at their highest levels and develop the ability to transmit or receive information, thoughts, or feelings through a communication system.

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

- response to auditory stimulation
- use of communication modes: oral, gestures, or sign language
- use of assistive technology systems and devices, especially those designed for augmentative communication and environmental motor control

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

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

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at participatory levels, who are generally capable of participating in major life activities and require extensive support systems. The potential for mastery of the course requirements will vary according to the student's capabilities. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

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

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functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

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

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

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

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

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

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

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

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

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

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

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

This course may be used with students who require the assistance of communication systems including signing, communication boards, or other adaptive equipment. Course requirements should be modified as appropriate.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.

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

**After successfully completing this course, the student will:**

**1. Respond to environmental stimuli through observable behavior, consistent with own capabilities.**

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

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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**1.1. Change body tone or produce body movement(s) in response to one or more stimuli. (CL.B.1.Pa.1)**

Specify: \_\_\_  turn head                      \_\_\_  move toward stimuli  
          \_\_\_  move eyes                      \_\_\_  change facial expression  
          \_\_\_  change vocalization                      \_\_\_  other: \_\_\_\_\_

Specify type of stimuli:

\_\_\_  voice                      \_\_\_  touch                      \_\_\_  object or picture  
\_\_\_  smell                      \_\_\_  taste                      \_\_\_  sound  
\_\_\_  light                      \_\_\_  other: \_\_\_\_\_

**1.2. Respond to a voice or environmental sound. (Language A 1: I)**

**1.3. Locate a sound source. (Language A 2: I)**

**1.4. Respond to own name by one or more observable behaviors. (CL.B.1.Pa.1)**

Specify: \_\_\_  turn head                      \_\_\_  move toward voice  
          \_\_\_  move eyes                      \_\_\_  change facial expression  
          \_\_\_  change vocalization tone                      \_\_\_  vocalize response  
          \_\_\_  make gesture                      \_\_\_  other: \_\_\_\_\_



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**3. Imitate verbal and nonverbal behaviors, consistent with own capabilities.**

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

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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3.1. Imitate an adult or peer model engaged in a functional behavior (e.g., holding up arm to assist with dressing). (CL.B.1.Pa.1)

3.2. Imitate speech sounds or words to indicate recognition (e.g., saying good-bye, repeating what kind of food is desired). (CL.B.1.Pa.1)

3.3. *Imitate or approximate speech sounds. (Language A 3: I)*

3.4. *Imitate or approximate words. (Language A 4: II)*

**4. Communicate wants and needs through communication mode(s), consistent with own capabilities.**

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

IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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4.1. Accept assistance with and participate in communicating wants and needs. (CL.B.2.Pa.1, IF.B.1.Pa.1)

4.2. Indicate preference for desired person, object, or action. (CL.B.2.Pa.1)

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



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4.12. Request termination of activities (e.g., asks to stop swinging on swing). (CL.B.2.In.1, CL.B.2.Su.2, CL.B.2.Pa.1)  
Specify method: \_\_\_\_\_  vocalize or gesture      \_\_\_\_\_  use assistive or augmentative device  
                                 \_\_\_\_\_  verbalize or sign      \_\_\_\_\_  other: \_\_\_\_\_

4.13. Convey desires, feelings, and physical needs effectively to familiar persons (e.g., asks for a drink of water when thirsty). (CL.B.2.Pa.1)  
Specify method: \_\_\_\_\_  look at person      \_\_\_\_\_  use assistive or augmentative device  
                                 \_\_\_\_\_  verbalize or sign      \_\_\_\_\_  vocalize or gesture  
                                 \_\_\_\_\_  other: \_\_\_\_\_

4.14. *Express wants and needs. (Language C 20: II)*

**5. Use systems of communication to interact with others in various situations, consistent with own capabilities.**

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

5.2. Use appropriate system of communication to express feelings. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify method: \_\_\_\_\_  vocalize or gesture      \_\_\_\_\_  use assistive or augmentative device  
                                 \_\_\_\_\_  verbalize or sign      \_\_\_\_\_  other: \_\_\_\_\_

5.3. Use appropriate system of communication to respond effectively to others. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify method: \_\_\_\_\_  vocalize or gesture      \_\_\_\_\_  use assistive or augmentative device  
                                 \_\_\_\_\_  verbalize or sign      \_\_\_\_\_  other: \_\_\_\_\_

5.4. Use appropriate system of communication to interact with others. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home—parents, siblings, extended family members, visitors  
                                 \_\_\_\_\_  school—teachers, school staff, classmates  
                                 \_\_\_\_\_  community—workers, neighbors, strangers  
                                 \_\_\_\_\_  workplace—supervisor, co-workers, customers

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- 5.5. Repeat or modify communication when needed (e.g., tries repeatedly to gain someone’s attention, changes method of communication if necessary). (CO.A.1.In.1, CO.A.1.Su.1)
- 5.6. Accept assistance with and participate in the sequence of tasks or activities involved in the use of a personal augmentative or assistive communication mode. (CO.A.1.Pa.1)
- 5.7. Participate in the care and maintenance of a personal augmentative or assistive communication mode. (CO.A.1.Pa.1)
- 5.8. Produce intelligible communication using a personal augmentative or assistive communication mode. (CO.A.1.Su.1, CO.A.1.Pa.1)
- 5.9. Initiate communication using a personal augmentative or assistive communication system in various situations. (CO.A.1.Su.1, CO.A.1.Pa.1)  
Specify location: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community/workplace
- 5.10. Respond to communication using a personal augmentative or assistive communication system in various situations. (CO.A.1.Su.1, CO.A.1.Pa.1)  
Specify location: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community/workplace
- 5.11. Use repair strategies when a communication breakdown occurs with an augmentative or assistive system (point to sign again, restate if output isn’t clear, point to picture more slowly). (CO.A.1.Su.1, CO.A.1.Pa.1)  
Specify location: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community/workplace

**6. Interact with a range of persons including peers, family members, authority figures, and other adults as appropriate, consistent with own capabilities.**

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

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt      \_\_\_ verbal prompt      \_\_\_ visual prompt  
\_\_\_ assistive technology      \_\_\_ supervision      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance  full  partial      \_\_\_ assistive technology  full  partial

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- 6.1. Accept assistance with and participate in a sequence of tasks or activities in which others are involved at home. (SE.A.2.Pa.1)  
Specify persons: \_\_\_\_\_  family      \_\_\_\_\_  caregivers      \_\_\_\_\_  peers  
                         \_\_\_\_\_  authority figures      \_\_\_\_\_  community workers  
                         \_\_\_\_\_  other: \_\_\_\_\_

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6.2. Accept assistance with and participate in a sequence of tasks or activities in which familiar persons are involved at school. (SE.A.2.Pa.1)

Specify persons: \_\_\_\_\_  family                      \_\_\_\_\_  caregivers                      \_\_\_\_\_  peers  
                                 \_\_\_\_\_  authority figures                      \_\_\_\_\_  community workers  
                                 \_\_\_\_\_  other: \_\_\_\_\_

6.3. Accept assistance with and participate in a sequence of tasks or activities in which unfamiliar persons are involved at school. (SE.A.2.Pa.1)

Specify persons: \_\_\_\_\_  caregivers                      \_\_\_\_\_  peers  
                                 \_\_\_\_\_  authority figures                      \_\_\_\_\_  community workers  
                                 \_\_\_\_\_  other: \_\_\_\_\_

6.4. Accept assistance with and participate in a sequence of tasks or activities in which familiar persons are involved in the community. (SE.A.2.Pa.1)

Specify persons: \_\_\_\_\_  family                      \_\_\_\_\_  caregivers  
                                 \_\_\_\_\_  peers                      \_\_\_\_\_  authority figures  
                                 \_\_\_\_\_  community workers                      \_\_\_\_\_  other: \_\_\_\_\_

6.5. Accept assistance with and participate in a sequence of tasks or activities in which unfamiliar persons are involved in the community. (SE.A.2.Pa.1)

Specify persons: \_\_\_\_\_  caregivers                      \_\_\_\_\_  peers  
                                 \_\_\_\_\_  authority figures                      \_\_\_\_\_  community workers  
                                 \_\_\_\_\_  other: \_\_\_\_\_

**7. Initiate and respond to interactions with familiar persons, consistent with own capabilities.**

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

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance  full  partial                      \_\_\_ assistive technology  full  partial

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7.1. Accept assistance with and participate in interacting with familiar persons in the home. (SE.A.2.Pa.1)

Specify persons: \_\_\_\_\_  family                      \_\_\_\_\_  caregivers  
                                 \_\_\_\_\_  peers                      \_\_\_\_\_  authority figures  
                                 \_\_\_\_\_  community workers                      \_\_\_\_\_  other: \_\_\_\_\_

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7.2. Accept assistance with and participate in interacting with familiar persons in the school. (SE.A.2.Pa.1)

Specify persons: \_\_\_\_\_  family \_\_\_\_\_  caregivers  
\_\_\_\_\_  peers \_\_\_\_\_  authority figures  
\_\_\_\_\_  community workers \_\_\_\_\_  other: \_\_\_\_\_

7.3. Accept assistance with and participate in interacting with familiar persons in the community. (SE.A.2.Pa.1)

Specify persons: \_\_\_\_\_  family \_\_\_\_\_  caregivers  
\_\_\_\_\_  peers \_\_\_\_\_  authority figures  
\_\_\_\_\_  community workers \_\_\_\_\_  other: \_\_\_\_\_

7.4. Express greetings to familiar persons appropriately (e.g., pushes button for “good morning” on communication board, smiles when classroom aide comes to room). (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)

Specify method: \_\_\_\_\_  look at person \_\_\_\_\_  use assistive or augmentative device  
\_\_\_\_\_  verbalize or sign \_\_\_\_\_  point to object  
\_\_\_\_\_  vocalize or gesture \_\_\_\_\_  other: \_\_\_\_\_

7.5. Respond appropriately to greetings from familiar persons (e.g., waves, vocalizes). (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)

Specify method: \_\_\_\_\_  look at person \_\_\_\_\_  use assistive or augmentative device  
\_\_\_\_\_  verbalize or sign \_\_\_\_\_  point to object  
\_\_\_\_\_  vocalize or gesture \_\_\_\_\_  other: \_\_\_\_\_

7.6. Follow social cues to initiate interaction (e.g., greets someone when entering a room). (IF.B.2.In.2, IF.B.2.Su.2, IF.B.2.Pa.1)

7.7. Initiate interactions with familiar persons as situations necessitate (e.g., to gain attention, to ask for help). (IF.B.2.In.2, IF.B.2.Su.2, IF.B.2.Pa.1)

Specify method: \_\_\_\_\_  look at person \_\_\_\_\_  use assistive or augmentative device  
\_\_\_\_\_  verbalize or sign \_\_\_\_\_  point to object  
\_\_\_\_\_  vocalize or gesture \_\_\_\_\_  other: \_\_\_\_\_

7.8. Respond appropriately to routine directions and requests from familiar persons (e.g., request to turn over, stop now). (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.Pa.1)

Specify method: \_\_\_\_\_  look at person \_\_\_\_\_  use assistive or augmentative device  
\_\_\_\_\_  verbalize or sign \_\_\_\_\_  point to object  
\_\_\_\_\_  vocalize or gesture \_\_\_\_\_  other: \_\_\_\_\_

7.9. Respond to nonroutine directions, instructions, requests, and questions from familiar persons (e.g., look at object when asked to do so). (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.Pa.1)

Specify method: \_\_\_\_\_  look at person \_\_\_\_\_  use assistive or augmentative device  
\_\_\_\_\_  verbalize or sign \_\_\_\_\_  point to object  
\_\_\_\_\_  vocalize or gesture \_\_\_\_\_  other: \_\_\_\_\_

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**8. Participate in efforts to solve problems encountered in routine activities at levels consistent with own capabilities (e.g., tolerate relocation, alert others, have others start game).**

CL.B.3.Pa.1 participate in activities involving the use of mathematical concepts in daily routines—with assistance.

CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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**8.1. Accept assistance with and participate in efforts to solve problems in routine activities. (CL.B.4.Pa.1)**

Specify activities: \_\_\_\_\_

Specify location: \_\_\_  home                      \_\_\_  school                      \_\_\_  community/workplace

**8.2. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities. (IF.B.2.Pa.1)**

Specify location: \_\_\_  home                      \_\_\_  school                      \_\_\_  community/workplace

**8.3. Relate event or activity to time of day (e.g., eating breakfast in morning, going to bed at night). (CL.B.3.Su.1, CL.B.3.Pa.1)**

Specify: \_\_\_  begin activity                      \_\_\_  use augmentative or assistive device  
          \_\_\_  look at referent object                      \_\_\_  other: \_\_\_\_\_

**8.4. Indicate desired quantity or amount of material (e.g., how much milk, how many pillows). (CL.B.3.Su.1, CL.B.3.Pa.1)**

Specify: \_\_\_  vocalize indicating enough or more  
          \_\_\_  gesture indicating enough or more  
          \_\_\_  point to "stop" or "more" on communication board  
          \_\_\_  other: \_\_\_\_\_

**8.5. Indicate completion of an activity (e.g., finishes range of motion exercises, hands out all flyers). (CL.B.2.Su.1, CL.B.2.Pa.1)**

Specify method: \_\_\_  stop activity                      \_\_\_  look away                      \_\_\_  put materials down  
                          \_\_\_  other: \_\_\_\_\_

**8.6. Accept assistance with and participate in identifying problem (e.g., indicates water glass is empty). (CL.B.4.Pa.1)**

Specify method: \_\_\_  vocalize or gesture                      \_\_\_  look at referent object  
                          \_\_\_  verbalize or sign                      \_\_\_  use assistive or augmentative device  
                          \_\_\_  other: \_\_\_\_\_

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- 8.7. Alert others to start or stop equipment (e.g., asks peers to turn on radio, asks caregiver to turn off air conditioner). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  point                      \_\_\_\_\_  look at referent object  
              \_\_\_\_\_  vocalize                      \_\_\_\_\_  verbalize or sign  
              \_\_\_\_\_  other: \_\_\_\_\_
- 8.8. Maintain search for desired object until found (e.g., searches for and finds signaling button, searches for and locates familiar person in a group). (CL.B.4.In.1, CL.B.4.Su.1)  
Specify type of search: \_\_\_\_\_  visual    \_\_\_\_\_  manual    \_\_\_\_\_  other: \_\_\_\_\_
- 8.9. Go around barriers to change locations or obtain objects (e.g., avoids chairs and desks to get to work area). (CL.B.4.In.2, CL.B.Su.2)
- 8.10. Participate in identifying an object in a familiar place (e.g., spoon beside plate, light switch by bed). (CL.B.4.Pa.1)  
Specify method: \_\_\_\_\_  point                      \_\_\_\_\_  look at referent object  
                          \_\_\_\_\_  vocalize                      \_\_\_\_\_  reach or grasp  
                          \_\_\_\_\_  verbalize or sign                      \_\_\_\_\_  other: \_\_\_\_\_