

Florida Department of Education

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

Subject Area: Participatory Levels: 9-12
Course Number: 7962030
Course Title: Leisure/Recreation Skills for Improvement of Quality of Life
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to function at their highest levels and participate in appropriate leisure and recreational activities based upon individual capabilities and acceptability.

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

- use of recreational equipment
- use of leisure time
- interpersonal relationships

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

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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.

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 various opportunities for use of leisure skills throughout all environments (e.g., Special Olympics, movie theaters, malls, parks, campgrounds). Activities may also 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. Relate appropriately to objects and events, consistent with own capabilities (e.g., reaching; grasping; using switches, levers, and on/off buttons).

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

1.1. Accept assistance with and participate in recognizing and locating objects to perform leisure activities (e.g., turns toward television, grasps ball). (CL.B.1.Pa.1)

1.2. Locate objects in familiar places during leisure activities (e.g., book on shelf). (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.Pa.1)

Specify method: ___ point ___ look at ___ reach or grasp
 ___ other: _____

Specify setting: ___ home ___ school ___ community/workplace

1.3. Maintain search for desired object or person 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: _____

1.4. Request desired items (e.g., asks for favorite blouse or book). (CL.B.2.In.1, CL.B.2.Su.1)

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

1.5. Use adaptive or assistive devices during leisure and recreational activities (e.g., switch to turn television on, large button to activate game). (IF.A.1.Su.1, IF.A.Pa.1)

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2. Demonstrate appropriate interpersonal relationships during leisure time and recreational activities, consistent with own capabilities.

SE.A.1.Pa.1 participate effectively in group situations—with assistance.

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

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

2.1. Accept assistance with and participate in activities with familiar persons in informal group situations (e.g., holds bowl to serve guests, hits the gong during a game). (SE.A.1.Pa.1)

Specify setting: ___ home ___ school ___ community

2.2. Accept assistance with and wait for turn in a familiar group situation. (SE.A.1.Pa.1)

Specify setting: ___ home ___ school ___ community

2.3. Interact acceptably with peers during leisure activities (e.g., greets others, responds to name and questions, stays quiet when others are talking). (SE.A.2.In.1, SE.A.2.Su.1, SE.A.2.Pa.1)

Specify setting: ___ home ___ school ___ community

2.4. Offer objects to share with others (e.g., give TV remote control to sibling). (SE.A.2.In.1, SE.A.2.Su.2, SE.A.2.Pa.1)

Specify setting: ___ home ___ school ___ community

3. Communicate interest in participating in leisure and recreational activities, consistent with own capabilities.

CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

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6. Participate in a range of appropriate leisure and recreational activities in a variety of settings within the school, the home, and the community in a manner consistent with own interests and capabilities.

CL.C.2.Pa.1 participate in work or community activities—with assistance.

IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.

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

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

6.1. Accept assistance with and participate in a sequence of tasks or activities of leisure and recreation at home. (IF.A.1.Pa.1)

Specify routine: ___ active ___ inactive ___ entertainment
 ___ hobbies ___ other: _____

6.2. Accept assistance with and participate in a sequence of tasks or activities of leisure and recreation at school or in the community. (IF.A.1.Pa.1, CL.C.2.Pa.1)

Specify routine: ___ active ___ inactive ___ entertainment
 ___ hobbies ___ other: _____

6.3. Use skills to engage in a variety of leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ active—swimming, running, swinging, playing catch
 ___ inactive—board games, cards, video games
 ___ hobbies—collections, crafts
 ___ entertainment—using a VCR, listening to music, waiting in line for a movie
 ___ other: _____

Specify setting: ___ home ___ school ___ community

6.4. Use equipment and materials effectively and safely when participating in a variety of leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify activity: ___ active—swimming pool, ball, glove
 ___ inactive—board games, video games
 ___ hobbies—collections, crafts
 ___ entertainment—VCR, CD player
 ___ other: _____

Specify setting: ___ home ___ school ___ community

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- 6.5. Participate in a range of appropriate leisure activities as often as do nondisabled peers (e.g., attends concerts, participates in group activities at community center). (IF.A.1.Pa.1, CL.C.2.Pa.1, IF.A.2.Pa.1)
Specify setting: _____ home _____ school _____ community
- 6.6. Attend sporting events in the community (e.g., high school football game, bowling tournament). (IF.A.2.In.1, IF.A.2.Su.1, IF.A.2.Pa.1)
Specify location and type of activity: _____
- 6.7. Attend cultural events in the community (e.g., concerts in the park, community art show). (IF.A.2.In.1, IF.A.2.Su.1, IF.A.1.Pa.1)
Specify location and type of activity: _____
- 6.8. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in leisure activities or tasks. (IF.B.2.Pa.1)

7. Interact with a typical range of persons when participating in leisure activities, 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

- 7.1. Accept assistance with and participate in interacting with a typical range of persons for leisure activities. (SE.A.1.Pa.1)
Specify persons: _____ family _____ caregivers _____ peers
 _____ event employees _____ other: _____
- 7.2. Interact with a typical range of persons for leisure activities. (SE.A.2.In.2, SE.A.2.Su.2)
Specify persons: _____ family _____ caregivers _____ peers
 _____ event employees _____ other: _____
- 7.3. Initiate interactions with familiar persons during leisure activities (e.g., gains attention, asks for help). (SE.A.2.In.2, SE.A.2.Su.2)
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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8. Manage own behavior in unstructured settings at levels consistent with own capabilities.

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

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

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

8.1. Conduct self in a way that is appropriate for the relationship with an individual during a leisure activity (e.g., responds to event employee, interacts informally with peer). (IF.B.2.In.1, IF.B.2.Su.1)

Specify persons: ___ family ___ caregivers ___ peers
 ___ event employees ___ other: _____

8.2. Accept assistance with and participate in managing own behavior in unstructured settings for leisure activities. (IF.B.2.Pa.1)

8.3. Respond to unexpected events or potentially harmful situations appropriately during leisure activities (e.g., avoids bumping other couples when dancing). (IF.B.2.In.3, IF.B.2.Su.3)

8.4. Accept assistance with and participate in responding to unexpected events or potentially harmful situations appropriately during leisure activities (e.g., moves away to avoid getting hit by a ball). (IF.B.2.Pa.2)

8.5. Communicate in ways that are appropriate for recreation and leisure activities (e.g., vocalizes softly during board game activities, cheers during sporting events). (IF.B.2.In.1, IF.B.2.Su.1)

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9. Meet social and functional expectations for appearance and behavior during participation in leisure and recreational activities at levels consistent with own capabilities.

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

- 9.1. Accept assistance with and participate in meeting social and functional expectations for behavior when participating in leisure activities (e.g., dresses appropriately, uses appropriate greetings). (IF.B.2.Pa.1)
- 9.2. Meet social and functional expectations for behavior when participating in leisure activities (e.g., uses appropriate table manners when dining out). (IF.B.2.Pa1)
- 9.3. Participate in waiting for turn in a group situation. (SE.A.1.Pa.1)
- 9.4. Cooperate when being assisted in leisure activities (e.g., presses switch to activate music when switch is presented). (IF.B.2.Pa.1)
- 9.5. Participate in selection of appropriate clothing and grooming for leisure and recreation activities (e.g., points to shirt with team colors for football game, assists with shower before going into pool). (IF.B.2.Pa.1)