

Florida Department of Education

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

Subject Area: Participatory Levels: 9-12
Course Number: 7962040
Course Title: Developmental-Functional Motor and Sensory 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 improve motor and sensory skills through interaction with environmental stimuli.

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

- functional behaviors
- recognition of objects
- use of objects
- spatial 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.

Course Number: 7962040 - Developmental-Functional Motor and Sensory Skills

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.

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 the 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.

Course Number: 7962040 - Developmental-Functional Motor and Sensory Skills

- 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. Demonstrate functional behaviors at levels consistent with own capabilities.

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

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

1.1. Direct attention to objects, persons, and events purposefully. (IF.A.1.Pa.1, IF.A.1.Pa.2)

Specify ___ look at ___ make eye contact ___ turn towards
 ___ point to ___ other: _____

1.2. Reach and grasp objects purposefully. (IF.A.1.Pa.1, IF.A.1.Pa.2)

Specify setting: ___ home ___ school ___ community/workplace

1.3. Hold and carry objects purposefully. (IF.A.1.Pa.1, IF.A.1.Pa.2)

Specify setting: ___ home ___ school ___ community/workplace

1.4. Release objects purposefully. (IF.A.1.Pa.1, IF.A.1.Pa.2)

Specify setting: ___ home ___ school ___ community/workplace

1.5. Respond appropriately to routine communications (e.g., responds to request to turn over, stops now). (CL.B.1.Pa.1)

Specify setting: ___ home ___ school ___ community/workplace

Course Number: 7962040 - Developmental-Functional Motor and Sensory Skills

- 1.6. Assist with transfer of self from one location to another. (IF.A.1.Pa.1, IF.A.1.Pa.2)
Specify type: _____ to toilet _____ to desk _____ to table
_____ to bed _____ other: _____
- 1.7. Move about familiar indoor environments purposefully. (IF.A.2.Pa.2)
Specify method: _____
Specify setting: _____ home _____ school _____ community/workplace
- 1.8. Move about familiar outdoor environments purposefully (e.g., rolls around backyard in wheelchair, travels through park to destination). (IF.A.2.Pa.2)
Specify method: _____
Specify setting: _____ home _____ school _____ community/workplace

2. Recognize and relate to familiar objects in ways 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

- 2.1. Accept assistance with and participate in recognizing and relating to familiar objects (e.g., turns toward own bed, reaches for own jacket when leaving). (CL.B.1.Pa.1)
- 2.2. Select desired item, object, or activity when given choices (e.g., snack, shirt, television viewing). (CL.B.1.In.1, CL.B.1.Su.1)
Specify method: _____ point _____ look at _____ reach or grasp
_____ other: _____
- 2.3. Locate object in a familiar place (e.g., spoon beside plate, light switch by bed). (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.Pa.1)
Specify method: _____ point _____ look at _____ reach or grasp
_____ other: _____
- 2.4. 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: _____
- 2.5. Accept assistance with and participate in recognizing and using adaptive or assistive devices during daily activities (e.g., switch to turn television on, large button to activate game). (IF.A.1.Pa.1, IF.A.1.Pa.2)

Course Number: 7962040 - Developmental-Functional Motor and Sensory Skills

3. Use objects to produce a desired effect consistent with own capabilities.

CL.B.2.Pa.1 participate in expressing information 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

3.1. Accept assistance with and participate in requesting objects to produce desired effects during daily activities (e.g., switch to turn television on, large button to activate game, device to communicate). (CL.B.2.Pa.1)

3.2. Request desired objects (e.g., asks for favorite blouse or book). (CL.B.2.In.1, CL.B.2.Su.1)
Specify method: ___ touch referent object ___ use assistive or augmentative device
 ___ verbalize or sign ___ point to actual object
 ___ vocalize or gesture ___ other: _____

3.3. Demonstrate awareness of cause/effect relationship during functional activities (e.g., if I press this switch, the TV will come on). (CL.B.4.Pa.1)
Specify setting: ___ home ___ school ___ community/workplace

3.4. Demonstrate awareness of object permanence during functional activities (e.g., looks at place where favorite object usually is placed, even if object is not there). (CL.B.4.Pa.1)
Specify method: ___ touch referent object ___ use assistive or augmentative device
 ___ verbalize or sign ___ point to actual object
 ___ vocalize or gesture ___ other: _____
Specify setting: ___ home ___ school ___ community/workplace

3.5. Demonstrate awareness of one-to-one correspondence during functional tasks (e.g., one sock on each foot). (CL.B.3.Pa.1)
Specify setting: ___ home ___ school ___ community/workplace

3.6. Use objects to produce desired effect during daily living activities. (IF.A.1.Pa.1)
Specify task: ___ eating ___ dressing ___ hygiene
 ___ other: _____
Specify setting: ___ home ___ school ___ community/workplace

3.7. Use objects to produce desired effect during productive activities (e.g., uses pressure pad to open door). (IF.A.1.Pa.1)
Specify activity: _____
Specify setting: ___ home ___ school ___ community/workplace

Course Number: 7962040 - Developmental-Functional Motor and Sensory Skills

- 4.5. Use objects to perform functional tasks during daily living activities (e.g., uses a spoon to eat). (IF.A.1.In.1, IF.A.1.Su.1, IF.A.1.Pa.1)
Specify task: _____ eating _____ dressing _____ hygiene
_____ other: _____
Specify setting: _____ home _____ school _____ community/workplace
- 4.6. Use objects to perform functional tasks during recreation and leisure activities (e.g., uses switch to activate game). (IF.A.1.In.1, IF.A.1.Su.1, IF.A.1.Pa.1)
Specify task: _____
Specify setting: _____ home _____ school _____ community/workplace
- 4.7. Use objects to perform functional tasks during productive activities (e.g., uses pressure pad to open door, pushes switch to activate TV). (IF.A.1.In.1, IF.A.1.Su.1, IF.A.1.Pa.1)
Specify task: _____
Specify setting: _____ home _____ school _____ community/workplace
- 4.8. Use objects to perform functional tasks during health or safety activities (e.g., rubs face with washcloth). (IF.A.1.In.2, IF.A.2.Su.2, IF.A.1.Pa.2)
Specify task: _____
Specify setting: _____ home _____ school _____ community/workplace
- 4.9. Use objects to perform functional tasks during work or volunteer activities (e.g., activates switch with foot). (CL.C.2.In.1, CL.C.2.Su.1, CL.C.2.Pa.1)
Specify setting: _____ school _____ community/workplace

5. Participate in problem-solving efforts involving functional tasks in ways consistent with own capabilities.

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

- 5.1. Participate in identifying problems involving functional tasks (e.g., indicates water glass is empty). (CL.B.4.Pa.1)
Specify method: _____ vocalize or gesture _____ verbalize or sign
_____ touch _____ use assistive or augmentative device
_____ other: _____
Specify setting: _____ home _____ school _____ community/workplace

