

**Florida Department of Education**

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

<b>Subject Area:</b>	Special Skills Courses
<b>Course Number:</b>	7963040
<b>Course Title:</b>	Skills for Students who are Deaf or Hard of Hearing
<b>Previous Course Title:</b>	Skills for Hearing Impaired Learners
<b>Credit:</b>	Multiple

- A. Major Concepts/Content.** The purpose of this course is to enhance the acquisition, comprehension, and use of language for students who are deaf or hard of hearing.

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

- communication
- hearing aids and assistive devices
- community resources and services
- hearing loss
- deaf culture and heritage
- interpreters and notetakers

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 student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Students with hearing impairments who are pursuing a standard diploma may take this course for elective credit. This course is also designed to reflect the wide range

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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

Assistive technology—full: props, bolsters, pads, electric wheelchair;  
partial: use of 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.

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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. Demonstrate understanding of a variety of language functions.**

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
- CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
- CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
- CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.
- CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
- CL.B.2.In.2 express oral, written, or visual information for specified purposes.
- CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.
- CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.
- 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
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- 1.11. Use a consistent response to stimuli that are a part of a daily routine (e.g., participates in getting ready to leave when the bell rings). (CL.B.1.Pa.1)  
Specify stimuli: \_\_\_\_\_  
Specify expected response: \_\_\_\_\_

**Expressive Language**

- 1.12. Use appropriate vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 1.13. *Combine 3-5 words to verbally express phrases and sentences. (Language C 25: III)*
- 1.14. Structure communication by sequential events to complete functional tasks (e.g., describe a vacation, ask a friend to relate the activities of the past month, tell a story). (CL.B.2.In.1, CL.B.2.Su.1)
- 1.15. Structure communications with main ideas and relevant supporting details to accomplish functional tasks (e.g., summarize desired job, paraphrase a conversation to co-workers, contribute to a discussion, answer a question in class). (CL.B.2.In.1, CL.B.2.Su.1)
- 1.16. Structure communications using logical order to express information for functional tasks (e.g., justifying a particular action, explaining a concept). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  easy to difficult \_\_\_\_\_  specific to general  
\_\_\_\_\_  least important to most important \_\_\_\_\_  general to specific  
\_\_\_\_\_  most important to least important \_\_\_\_\_  cause and effect  
\_\_\_\_\_  other: \_\_\_\_\_
- 1.17. Accept assistance with and participate in communicating wants and needs. (CL.B.2.Pa.1, IF.B.1.Pa.1)
- 1.18. 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: \_\_\_\_\_
- 1.19. Protest nonpreferred activity or object (e.g., frowns when presented with unwanted food for lunch). (CL.B.2.Pa.1)  
Specify method: \_\_\_\_\_  verbalize or sign \_\_\_\_\_  look away or move away  
\_\_\_\_\_  point to actual object \_\_\_\_\_  use assistive or augmentative device  
\_\_\_\_\_  vocalize or gesture \_\_\_\_\_  other: \_\_\_\_\_
- 1.20. Request help or assistance. (CL.B.2.Pa.1)  
Specify method: \_\_\_\_\_  look at person \_\_\_\_\_  use assistive or augmentative device  
\_\_\_\_\_  verbalize or sign \_\_\_\_\_  point to actual object  
\_\_\_\_\_  vocalize or gesture \_\_\_\_\_  other: \_\_\_\_\_

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- 1.21. Request termination of activities (e.g., asks to stop swinging on swing). (CL.B.2.Pa.1)  
Specify method: \_\_\_\_\_  vocalize or gesture      \_\_\_\_\_  use assistive or augmentative device  
                                 \_\_\_\_\_  verbalize or sign      \_\_\_\_\_  other: \_\_\_\_\_
- 1.22. Participate in conveying desires, feelings, and physical needs effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)  
Specify method: \_\_\_\_\_  touch referent object      \_\_\_\_\_  use assistive or augmentative device  
                                 \_\_\_\_\_  verbalize or sign      \_\_\_\_\_  point to actual object  
                                 \_\_\_\_\_  vocalize or gesture      \_\_\_\_\_  other: \_\_\_\_\_
- 1.23. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 1.24. *Express personal beliefs or opinions. (Language C 28: V)*
- 1.25. *Identify personal feelings. (Social and Personal G 54: IV)*
- 1.26. *Express wants and needs. (Language C 20: II)*
- 1.27. *Use language to indicate displeasure or dislike. (Language C 16: I)*
- 1.28. *Use language to give simple commands. (Language C 18: II)*
- 1.29. *Use language to indicate danger or give warnings to others. (Language C 22: III)*

### Conversations and Greetings

- 1.30. Use appropriate greetings when meeting other persons in various situations.  
(CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community      \_\_\_\_\_  workplace
- 1.31. *Use language to initiate social greeting. (Language C 23: III)*
- 1.32. Respond appropriately to greetings in various situations. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community      \_\_\_\_\_  workplace
- 1.33. *Use language to respond to verbal greetings. (Language C 19: II)*
- 1.34. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, finances, your future, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; familiar persons—about shared interests, common experiences; unfamiliar persons—about the 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
- 1.35. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 1.36. *Use language to initiate conversation. (Language C 30: VI)*

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- 1.37. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 1.38. Use appropriate language to end conversations (e.g., “It was nice talking with you.” “Thank you for stopping by.” “It was so good to see you again.” “Let’s keep in touch.” “Talk to you soon.” “Good-bye.”). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.39. Identify correct verbal responses in telephone interactions (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)
- 1.40. Use verbal and nonverbal communication with appropriate style and tone for the audience and occasion when participating in individual or group presentations. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify style and tone: \_\_\_\_\_  
Specify audience and occasion: \_\_\_\_\_

**Written Communication**

- 1.41. Identify characteristics of key elements of documents and written communications (e.g., narrative writing—telling a story; persuasive writing—letter to the editor; technical writing—lab report). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify:  what is the intent—objectives, target audience, purpose  
 what components are needed—introduction, body, summary  
 how should the information be organized  
 what formatting should be used—layout, text, use of graphics  
 other: \_\_\_\_\_
- 1.42. Identify characteristics of types of written communications that are appropriate to the audience, subject matter, and purpose (e.g., informal—letters to friends; formal—letters of complaint, technical reports). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify:  note  letter  memo or e-mail  
 brief description  report  cards and invitations  
 other: \_\_\_\_\_
- 1.43. Create written communications that are appropriate to the audience, subject matter, and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, give a presentation). (CL.B.2.In.2, CL.B.2.Su.1)  
Specify:  note  letter  memo or e-mail  
 brief description  report  cards and invitations  
 other: \_\_\_\_\_

**Reading Comprehension**

- 1.44. Identify the meanings of written words used in tasks at home, school, and in the community. (CL.B.1.In.1, CL.B.1.Su.1)
- 1.45. *Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)*

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- 1.46. *Read number words, zero to ten. (Mathematics B 11: V)*
- 1.47. Use skills and strategies to determine the main ideas of a paragraph, section, or document. (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  identify the first sentence or topic  
          \_\_\_\_\_  paraphrase information  
          \_\_\_\_\_  identify information that is repeated  
          \_\_\_\_\_  scan chapter headings  
          \_\_\_\_\_  other: \_\_\_\_\_
- 1.48. *Determine main idea stated in a paragraph. (Reading C 8: V)*
- 1.49. Use skills and strategies to identify relevant information in a text or visual by skimming or scanning. (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  match to a list of key information—dates, names, locations  
          \_\_\_\_\_  match to questions to be answered  
          \_\_\_\_\_  scan chapter titles and subtitles for specific words or phrases  
          \_\_\_\_\_  scan pictures or graphics for specific information  
          \_\_\_\_\_  other: \_\_\_\_\_
- 1.50. *Answer factual questions about paragraphs. (Reading C 9: V)*
- 1.51. Use strategies to link (oral or written) information with other cues to increase recall. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  create a first letter mnemonic      \_\_\_\_\_  make a visual association  
          \_\_\_\_\_  determine order of events                      \_\_\_\_\_  other: \_\_\_\_\_
- 1.52. *Determine the order of events in a paragraph. (Reading C 10: V)*
- 1.53. Use skills and strategies to distinguish whether written information is accurate or inaccurate, true or false, or fact or opinion. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  match information with other sources  
          \_\_\_\_\_  look for words such as *always, never*  
          \_\_\_\_\_  identify words that indicate feelings or emotions  
          \_\_\_\_\_  other: \_\_\_\_\_
- 1.54. *Distinguish between true and false statements. (Reading E 19: V)*

**Temporal Concepts**

- 1.55. Identify the most appropriate units of time to accomplish functional tasks (e.g., making plans for the week, scheduling appointments, predicting the weather). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  seconds, minutes, hours      \_\_\_\_\_  days, weeks, months, years  
          \_\_\_\_\_  seasons of the year                      \_\_\_\_\_  now, later, future, past  
          \_\_\_\_\_  today, tomorrow                      \_\_\_\_\_  other: \_\_\_\_\_
- 1.56. *Tell time to the hour and half hour. (Mathematics G 59: V)*

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1.57. *Tell which day of the week comes before and after a given day.*  
(Mathematics G 60: V)

1.58. *Given a date, identify the day of the week on a calendar.* (Mathematics G 61: V)

**Organizing Information**

1.59. Identify characteristics of various methods used to organize information.  
(CL.B.1.In.3)

Specify:  chronological  alphabetical  
 categorical  topic or subject  
 hierarchical or outline  other: \_\_\_\_\_

1.60. Choose method for organizing information based on intended use of that information. (CL.B.1.In.3)

Specify:  chronological  alphabetical  
 categorical  topic or subject  
 hierarchical or outline  other: \_\_\_\_\_

1.61. *Alphabetize words by using the first letter.* (Reading F 22: V)

1.62. Use graphic organizers to display relationships between and among ideas, events, and facts. (CL.B.1.In.3)

Specify:  concept map  tree diagram  flow chart  
 semantic web  other: \_\_\_\_\_

**2. Use appropriate means of communication (e.g., speaking, listening, fingerspelling, signing, gestures, cueing, writing).**

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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**Speaking**

- 2.1. Use voice and fluency appropriate for the situation. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  tone of voice                      \_\_\_\_\_  pitch  
                  \_\_\_\_\_  fluency (rate and rhythm)                      \_\_\_\_\_  loudness  
                  \_\_\_\_\_  duration    \_\_\_\_\_  other: \_\_\_\_\_  
Specify situation: \_\_\_\_\_
- 2.2. Use articulation and breathing skills to produce words and sounds as clearly as possible. (CO.A.1.In.1, CO.A.1.Su.1)
- 2.3. Monitor own speech through auditory, visual, and tactile feedback. (CO.A.1.In.1, CO.A.1.Su.1)
- 2.4. Use understandable conversational speech in formal and informal speaking situations. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify situation: \_\_\_\_\_
- 2.5. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  facial expressions                      \_\_\_\_\_  sounds  
                  \_\_\_\_\_  gestures    \_\_\_\_\_  body language  
                  \_\_\_\_\_  hand signals    \_\_\_\_\_  other: \_\_\_\_\_
- 2.6. Use clarification strategies when communication breaks down (e.g., improve articulation, change grammar or sentence structure, slow down rate of speech, rephrase, use visual or written techniques). (CO.A.1.In.1, CO.A.1.Su.1)

**Listening**

- 2.7. Identify meaning of sounds and words heard with amplification when communicating with others. (CO.A.1.In.1, CO.A.1.Su.1)
- 2.8. Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  relaxed                      \_\_\_\_\_  active  
                  \_\_\_\_\_  social    \_\_\_\_\_  defensive  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 2.9. Identify the difference between attentive and inattentive listening when participating in conversations (e.g., attentive—looking at speaker or interpreter, taking notes, nodding head; inattentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)

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- 2.10. Use critical listening skills to gain understanding. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  listening for content  
\_\_\_\_\_  paying attention to cues—first, second..., in summary, most important  
\_\_\_\_\_  linking to prior knowledge and experiences  
\_\_\_\_\_  considering emotional meaning  
\_\_\_\_\_  other: \_\_\_\_\_
- 2.11. Identify and use equipment and strategies to manage your listening environment, as appropriate for individual needs (e.g., hearing aids, FM system, preferential seating). (CO.A.1.In.1, CO.A.1.Su.1)

### Fingerspelling and Signing

- 2.12. Identify major differences between American Sign Language and various sign systems (e.g. signing exact English, signed English, and other systems of manually coded English). (CO.A.1.In.1, CO.A.1.Su.1)
- 2.13. Use appropriate directionality, facial expressions, classifiers, use of space and contrast, plurality, intensity, and repetition when using sign language. (CO.A.1.In.1, CO.A.1.Su.1)
- 2.14. Identify sources of sign language programs and videos in the local community (e.g., interpreted news programs and special broadcasts, Deaf Mosaic, Deaf Network, religious programs). (CO.A.1.In.1, CO.A.1.Su.1)
- 2.15. Identify sources of sign language instruction in the community. (IF.A.2.In.1, IF.A.2.Su.1)

### Gestures and Cueing

- 2.16. Identify the meaning of gestures, body language, and hand signals while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
- 2.17. Identify meaning of various facial expressions while engaging in conversations. (e.g., smile, frown, grimace). (CO.A.1.In.1, CO.A.1.Su.1)
- 2.18. Use acceptable gestures, body language, and hand signals to initiate a conversation in various situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
- 2.19. Use acceptable words or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
- 2.20. Respond to cued commands (e.g., verbal—saying someone's name; non-verbal—come here, stop, one minute). (CO.A.1.Pa.1)  
Specify: \_\_\_\_\_

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**Writing**

- 2.21. Use appropriate modes in writing for educational and personal needs (e.g., write a letter, leave a message, write in a journal, write a to-do list, complete homework). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  handwriting      \_\_\_\_\_  typewriter      \_\_\_\_\_  word processor
- 2.22. *Reproduce upper and lower case letters of the alphabet. (Writing A 2: IV)*
- 2.23. *Reproduce numerals from 0 to 10. (Mathematics B 10: V)*
- 2.24. Reproduce required personal information to accomplish functional tasks (e.g., completing forms, signing documents, addressing a letter). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  name      \_\_\_\_\_  address      \_\_\_\_\_  phone number  
          \_\_\_\_\_  date of birth      \_\_\_\_\_  race group      \_\_\_\_\_  other: \_\_\_\_\_
- 2.25. *Write from memory or identification card own name, address, telephone number, age, and date of birth. (Writing A 3: V)*
- 2.26. Produce legible handwritten material to complete functional tasks (e.g., letters, notes, or messages; forms; signature; tests; checks). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  style—manuscript or cursive      \_\_\_\_\_  letter formation  
          \_\_\_\_\_  spacing      \_\_\_\_\_  size  
          \_\_\_\_\_  orientation      \_\_\_\_\_  other: \_\_\_\_\_
- 2.27. Produce written communications accurately using a computer, typewriter, or TTY (e.g., rough draft of letter, report, or project; list of information for a form). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  letters      \_\_\_\_\_  reports      \_\_\_\_\_  forms  
          \_\_\_\_\_  charts      \_\_\_\_\_  other: \_\_\_\_\_
- 2.28. Use correct spelling in preparing written text (e.g., proper names, proper nouns, personal information, frequently used words). (CL.B.2.In.1, CL.B.2.Su.1)
- 2.29. Use appropriate resources to aid in spelling (e.g., writing a letter, writing a report, completing homework or class assignments, writing an e-mail message). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  spelling dictionary      \_\_\_\_\_  specialized electronic aid  
          \_\_\_\_\_  people      \_\_\_\_\_  spell-check utility in software program  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.30. *Spell frequently used words from a specified word list (e.g., Dolch, SSAT, survival and consumer words). (Writing B 4: V, VI, VII)*

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2.31. Use punctuation correctly within words and sentences in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)

- Specify: \_\_\_\_\_  comma—words in a series, compound sentence, address, date, greeting and closing  
\_\_\_\_\_  apostrophe—contraction, possession  
\_\_\_\_\_  quotation marks—direct quotation, titles, words used in a special sense  
\_\_\_\_\_  semi-colon—main clauses without conjunctions, items in a series containing other punctuation  
\_\_\_\_\_  other: \_\_\_\_\_

2.32. *Write a sentence with correct capitalization of the first word and ending punctuation. (Writing C 7: V)*

2.33. *Write simple sentences. (Writing D 10: V)*

2.34. Accept assistance with and participate in using appropriate means of communication in daily activities and tasks. (CO.1.Pa.1)

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

**3. Use and maintain hearing aids as prescribed.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt

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**4. Demonstrate understanding of value of assistive devices (e.g., TTY, flashing alarm devices, captioned media) and of consumer information regarding their purchase.**

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. Identify the purpose and functions of general assistive devices for individuals who are deaf or hard of hearing.

Specify: \_\_\_  caption decoder  
          \_\_\_  telephone amplifier  
          \_\_\_  Telecommunication Devices for the Deaf  
          \_\_\_  alerting systems for doorbells, phone ringing, alarm clock, and smoke alarms  
          \_\_\_  other: \_\_\_\_\_

4.2. Use assistive devices in daily living, as appropriate for the situation and individual needs.

Specify setting: \_\_\_  home    \_\_\_  school    \_\_\_  community    \_\_\_  workplace  
Specify device: \_\_\_\_\_

4.3. Identify purpose and function of a hearing dog for certain individuals who are deaf or hard of hearing.

4.4. Identify purpose and function of augmentative or assistive communication devices such as voice simulators and electronic communication devices for certain individuals who are deaf or hard of hearing.

4.5. Identify resources for purchase and repair of assistive devices (e.g., stores, specialized electronic companies, hearing aid dealers, Telecommunications for the Deaf, National Captioning Institute).

**5. 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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**Understanding the Components of the Individual Educational Plan**

- 5.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.2. Identify the benefits of participation in own IEP meetings (e.g., planning for school year, planning for post-school career and adult living). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.3. Identify characteristics of steps in IEP development. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_\_\_  determine school and post-school outcome desires  
\_\_\_\_\_  determine present levels of performance  
\_\_\_\_\_  develop annual goals and related short-term objectives or benchmarks  
\_\_\_\_\_  assign responsibility for objectives  
\_\_\_\_\_  identify needed services, modifications, and supports
- 5.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_\_\_  employment  
\_\_\_\_\_  instruction and continuing education  
\_\_\_\_\_  community participation  
\_\_\_\_\_  independent living  
\_\_\_\_\_  agency support  
\_\_\_\_\_  daily living skills
- 5.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

**Participating in the Development of the Individual Educational Plan**

- 5.6. 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)
- 5.7. 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
- 5.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.10. Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.11. Assist in setting annual goals and short-term objectives or benchmarks for the IEP considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

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- 5.12. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.13. Accept assistance with and participate in activities related to developing own IEP. (IF.B.1.Pa.1)  
Specify: \_\_\_\_\_

**6. Demonstrate knowledge of community resources and services.**

- 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
- 

6.1. Identify community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)

- Specify: \_\_\_  disability—Deaf Service Center, speech and hearing clinics  
\_\_\_  employment—state agencies, Vocational Rehabilitation, private agencies  
\_\_\_  medical, wellness—doctors, hospitals, support groups, mental health services  
\_\_\_  civil—voter registration, tax collector, license bureau, Social Security  
\_\_\_  communication—telephone, TTY, computer, mail, e-mail  
\_\_\_  financial—banking, credit cards, investments, insurance, social services  
\_\_\_  recreation, leisure, entertainment—movies, libraries, community centers  
\_\_\_  legal, advocacy—lawyers, advocacy groups, National Association for the Deaf  
\_\_\_  educational—adult education, trade schools, community colleges, universities  
\_\_\_  emergency—police, fire, ambulance, Red Cross  
\_\_\_  other: \_\_\_\_\_

6.2. *Identify services provided by local community agencies. (Social and Personal E 43: V)*

6.3. *Identify and demonstrate understanding of community signs and symbols. (Reading B 6: V)*



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6.15. *Identify the purposes of a checking and savings account. (Mathematics E 39: V)*

6.16. *Use coin-operated machines. (Social and Personal H 63: V)*

**7. Demonstrate understanding of concepts and vocabulary regarding career, political, and personal rights and responsibilities.**

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. Identify accommodations and modifications to courses and tests that may be needed by students who are deaf or hard of hearing when enrolled in middle or high school programs. (CL.C.1.In.2, CL.C.1.Su.2)

7.2. Identify ways students can get information about their rights (e.g., teacher, dean, counselor, parents, Internet, advocacy group). (CL.C.1.In.2, CL.C.1.Su.2)

7.3. Identify special services and accommodations commonly available to individuals with disabilities when taking tests related to employment and admission to colleges and universities (e.g., separate setting, extra time). (CL.C.1.In.2, CL.C.1.Su.2)

7.4. Identify sources of assistance in obtaining information and accessing special services and accommodations commonly available to individuals with disabilities when taking tests related to employment or admission to colleges and universities (e.g., private agencies, public agencies, equal opportunity personnel, counselors). (IF.A.1.In.1, IF.A.1.Su.1)

7.5. Identify the purpose and protections of Section 504, Vocational Rehabilitation Act (e.g., protect civil rights; ensure school and workplace accommodations; ensure accessibility to businesses, services, and activities). (CL.C.1.In.2, CL.C.1.Su.2)

7.6. Identify the purpose and protections of the Americans with Disabilities Act (e.g., protect civil rights, ensure workplace accommodations, ensure accessibility to businesses, increase public awareness of rights, encourage self-advocacy, ensure legal services). (CL.C.1.In.2, CL.C.1.Su.2)

7.7. Identify special services and accommodations commonly available to individuals with disabilities regarding modifications to the employment situation (e.g., use of amplification, availability of an interpreter, special telephone). (CL.C.1.In.2, CL.C.1.Su.2)

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- 7.8. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney, advocacy groups). (CL.C.1.In.2, CL.C.1.Su.2)
- 7.9. Identify special services and accommodations commonly available to individuals with disabilities when participating in activities in the community or traveling (e.g., closed-caption television broadcasts, special telephone systems). (IF.A.2.In.2, IF.A.2.Su.2)

**8. Use alternative modes of communication with persons who are hearing, deaf, or hard of hearing.**

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. Select and use alternative communication techniques effectively when not understood by others (e.g., signs, gestures, speech, written language). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: \_\_\_  prepare—have paper and pencil ready, know signs  
          \_\_\_  check for understanding  
          \_\_\_  ask for clarification  
          \_\_\_  exhibit flexibility when communication breaks down  
          \_\_\_  arrange for interpreter, if needed  
          \_\_\_  other: \_\_\_\_\_

- 8.2. Use appropriate social language skills when using an alternate communication system in various situations. (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: \_\_\_\_\_

- 8.3. Select and modify systems of communication to accommodate a variety of settings (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)

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

- 8.4. Accept assistance with and participate in using alternate modes of communication with persons who are hearing, hard of hearing, or deaf. (CO.A.1.Pa.1)

Specify mode: \_\_\_\_\_

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**9. Demonstrate knowledge of causes of hearing loss and the effects physically, socially, and emotionally to the student.**

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 degree and impact of personal hearing loss, including effect on speech and language.
- 9.2. Identify cause(s) and prognosis of personal hearing loss, if known.
- 9.3. Identify characteristics of medical treatment and care related to hearing loss.  
Specify: \_\_\_  audiogram  
          \_\_\_  roles of audiologist and otologist  
          \_\_\_  audiological speech assessment  
          \_\_\_  audiological prescription  
          \_\_\_  audiological management  
          \_\_\_  other: \_\_\_\_\_
- 9.4. Identify how amplification may help to improve hearing level.
- 9.5. Identify the advantages and disadvantages of a cochlear implant.
- 9.6. Identify ways to preserve hearing by using safety precautions (e.g., ear plugs at loud concerts and shooting ranges).
- 9.7. Identify ways to appropriately handle common reactions and responses by others to individuals who are deaf or hard of hearing (e.g., may speak louder, may not try to communicate at all).
- 9.8. Identify potential impact of hearing loss on future life roles (e.g., occupation, parenting, child-bearing).
- 9.9. Identify ways to seek and use support of others in dealing with personal concerns and issues involving living with and managing hearing impairment.

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**10. Demonstrate understanding of deaf culture and heritage.**

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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- 10.1. Identify historical and current attitudes held by others toward individuals who are deaf or hard of hearing.
- 10.2. Identify examples of individuals who are deaf or hard of hearing who have contributed significantly to the local, state, or national community.
- 10.3. Identify artists and entertainers who are deaf or hard of hearing (e.g., well-known authors, performers, dancers, actors, storytellers).
- 10.4. Identify ways that individuals who are deaf or hard of hearing provide support for each other in the community.
- 10.5. Identify ways that deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard of hearing.

**11. Use interpreters and notetakers effectively.**

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. Identify the role and responsibility of an interpreter.
- 11.2. Use strategies and skills to obtain maximum benefit from an interpreter (e.g., sit where you can clearly see the interpreter, ask for clarification of unknown signs).
- 11.3. Identify ways to obtain assistance of certified interpreters and with any costs associated with such services (e.g., using a directory, Deaf Services Center, local speech and hearing centers).
- 11.4. Identify situations when an individual has a legal right to an interpreter.
- 11.5. Identify the role and responsibility of a notetaker.

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11.6. Use strategies and skills to obtain maximum benefit from a notetaker (e.g., review notes daily, ask for clarification if needed, review new vocabulary or abbreviations used in the notes).

**12. Demonstrate knowledge and use of study skills (e.g., time management, research, organization, test-taking).**

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
- CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
- CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
- CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
- CL.B.2.In.2 express oral, written, or visual information for specified purposes.
- CL.B.3.In.1 identify mathematical concepts and processes to solve problems.
- CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

Indicate guidance and support necessary for mastery at supported level:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> physical prompt      | <input type="checkbox"/> verbal prompt | <input type="checkbox"/> visual prompt |
| <input type="checkbox"/> assistive technology | <input type="checkbox"/> supervision   | <input type="checkbox"/> other: _____  |
- 

**Planning and Time Management**

- 12.1. Identify purposes of planning school assignments (e.g., stay on task, finish work on time, live up to expectations). (CL.C.2.In.1, CL.C.2.Su.1)
- 12.2. Identify components of a plan to complete school assignments (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, personnel, time; determine substeps needed to accomplish the task; determine schedule for completing the task). (CL.C.2.In.1, CL.C.2.Su.1)
- 12.3. *State steps to complete a task. (Language C 31: VI)*
- 12.4. *Follow verbal directions with more than two steps (Language D 14: V)*
- 12.5. Identify, prioritize, and schedule responsibilities for school assignments (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

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- 12.6. Use strategies to pace effort so that school assignment is completed on time. (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 on time      \_\_\_\_\_  adjust to unforeseen circumstances  
          \_\_\_\_\_  other: \_\_\_\_\_
- 12.7. Identify alternative approaches when faced with difficulty in completing a school assignment. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  try different techniques      \_\_\_\_\_  use additional resources or tools  
          \_\_\_\_\_  seek assistance from others      \_\_\_\_\_  read the instructions or references  
          \_\_\_\_\_  other: \_\_\_\_\_
- 12.8. *Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)*
- 12.9. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  personal      \_\_\_\_\_  school      \_\_\_\_\_  work
- 12.10. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific school-related tasks. (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 needed supplies, tools, and equipment before starting  
          \_\_\_\_\_  other: \_\_\_\_\_
- 12.11. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 12.12. Identify the characteristics and importance of being self-directed when completing school assignments (e.g., keeps self-motivated and enthusiastic, makes decisions independently, sets goals, does not procrastinate, paces work assignments). (IF.B.2.In.1, IF.B.2.Su.1)
- 12.13. Demonstrate self-directed behavior when completing school assignments (e.g., starting tasks when they are assigned, getting needed materials, asking for assistance when needed). (IF.B.2.In.2, IF.B.2.Su.2)
- 12.14. Identify the characteristics and importance of paying attention to details when completing school assignments (e.g., stays focused, meets expectations). (CL.C.2.In.3, CL.C.2.Su.3)
- 12.15. Demonstrate attentive behavior when completing school assignments (e.g., staying on task—not talking to others, listening to directions). (CL.C.2.In.3, CL.C.2.Su.3)
- 12.16. Request clarification regarding school assignments from teachers, family, and peers when needed (e.g., do not understand a class assignment, passage of text, work project, role in an assignment, or how to do chores). (CL.B.2.In.2, CL.B.2.Su.2)

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- 12.17. Use skills and strategies to remember and understand oral or written directions. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  read aloud \_\_\_\_\_  paraphrase  
\_\_\_\_\_  make a drawing or diagram \_\_\_\_\_  other: \_\_\_\_\_
- 12.18. *Follow written directions with one-step. (Reading C 11: V)*
- 12.19. *Follow written directions with two-steps. (Reading C 13: VI)*
- 12.20. Use self-monitoring strategies to clarify and remember information for school assignments (e.g., Does what I am reading make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word I don't know?). (CL.B.1.In.2, CL.B.1.Su.2)

**Research and Organization**

- 12.21. Use an appropriate source to obtain written information on current events (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  newspapers \_\_\_\_\_  magazines \_\_\_\_\_  television  
\_\_\_\_\_  radio \_\_\_\_\_  people \_\_\_\_\_  Internet  
\_\_\_\_\_  other: \_\_\_\_\_
- 12.22. Identify types of information in reference books or resources (e.g., finding a route to a vacation spot, finding the meaning of an unknown word, finding information on a specific subject, finding the correct spelling of a word). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  atlas—road maps, distance charts, state capitals, population  
\_\_\_\_\_  dictionary—definitions, spelling, syllabication  
\_\_\_\_\_  encyclopedia—general information by subject  
\_\_\_\_\_  textbook—information for instructional purposes  
\_\_\_\_\_  magazine or newspaper—current information by subject  
\_\_\_\_\_  directory—information lists by subject, agency, product  
\_\_\_\_\_  other: \_\_\_\_\_
- 12.23. *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)*
- 12.24. *Identify the appropriate source to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)*
- 12.25. Use an appropriate reference or resource to obtain written information on a desired topic (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  atlas \_\_\_\_\_  dictionary \_\_\_\_\_  encyclopedia  
\_\_\_\_\_  textbook \_\_\_\_\_  magazine \_\_\_\_\_  newspaper  
\_\_\_\_\_  directory \_\_\_\_\_  other: \_\_\_\_\_

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- 12.26. Identify the major sections of information in the table of contents (e.g., locating information about a topic of interest, finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  book—introduction, chapter titles  
          \_\_\_\_\_  magazines—titles, page numbers, authors  
          \_\_\_\_\_  newspaper—sections, page numbers  
          \_\_\_\_\_  other: \_\_\_\_\_
- 12.27. *Use a table of contents to identify the location (page number) of specific information.* (Reading F 23: V)
- 12.28. Use visual imagery to clarify and remember information for school assignments (e.g., remembering a situation, remembering a person’s appearance, remembering a place you have visited). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  make mental pictures      \_\_\_\_\_  create an association  
          \_\_\_\_\_  other: \_\_\_\_\_
- 12.29. Use mnemonic devices to identify and organize main facts, ideas, or events to increase recall (e.g., use the word spelled by the first letter of each word in a list to help remember the entire list, create a sentence with each word cueing another word or phrase). (CL.B.1.In.3)  
Specify: \_\_\_\_\_  visual—mental pictures, mental movies, stories, associations  
          \_\_\_\_\_  keyword—boxing, associations  
          \_\_\_\_\_  first-letter—acronym, sentence  
          \_\_\_\_\_  series—pegword, location  
          \_\_\_\_\_  rhyming, coding  
          \_\_\_\_\_  other: \_\_\_\_\_
- 12.30. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)
- 12.31. Organize information alphabetically when completing functional tasks (e.g., filing a receipt for later reference to return an item, listing names in order). (CL.B.1.In.3)
- 12.32. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe for cookies). (CL.B.1.In.3)
- 12.33. Organize information by categories when completing functional tasks (e.g., identifying main ideas and concepts to include in a report, clustering similar kinds of information to compare and contrast concepts). (CL.B.1.In.3)
- 12.34. Organize information hierarchically or by outlining when completing functional tasks (e.g., identifying the relationships among the ideas or events, organizing notes for a research report). (CL.B.1.In.3)
- 12.35. Identify main ideas and facts by summarizing selected lectures, reading materials, and media productions. (CL.B.1.In.3)

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- 12.36. Identify main ideas and facts by taking notes on selected lectures, reading materials, and media productions. (CL.B.1.In.3)
- 12.37. Evaluate the accuracy and reliability of information in materials used in school activities (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2)

**Taking Tests**

- 12.38. Follow a systematic procedure to research a topic and write a report. (CL.B.2.In.1, CL.B.2.In.2)  
Specify: \_\_\_\_\_  identify topic or main question  
          \_\_\_\_\_  specify questions to be answered or subtopics  
          \_\_\_\_\_  conduct a preliminary search for information using appropriate references and resources  
          \_\_\_\_\_  take notes and cite sources  
          \_\_\_\_\_  review notes and obtain additional information, if needed  
          \_\_\_\_\_  other: \_\_\_\_\_
- 12.39. Use strategies to prepare for successful performance on tests. (CL.B.4.In.1)  
Specify: \_\_\_\_\_  clarify what will be tested—check notes, check with peers or teacher  
          \_\_\_\_\_  review and rehearse expected responses  
          \_\_\_\_\_  practice with similar questions  
          \_\_\_\_\_  perform task with decreasing feedback  
          \_\_\_\_\_  other: \_\_\_\_\_
- 12.40. Use strategies to perform successfully on tests. (CL.B.4.In.2)  
Specify: \_\_\_\_\_  preview the test by reading instructions and skimming questions  
          \_\_\_\_\_  ask for clarification, if appropriate  
          \_\_\_\_\_  schedule time for each section  
          \_\_\_\_\_  create a brief outline of responses to essay questions before answering  
          \_\_\_\_\_  skip difficult questions and come back to them  
          \_\_\_\_\_  notice particular usage of words and phrases in test items  
          \_\_\_\_\_  monitor own time  
          \_\_\_\_\_  check answers to avoid careless mistakes  
          \_\_\_\_\_  other: \_\_\_\_\_
- 12.41. Use strategies to improve performance on subsequent tests. (CL.B.4.In.2)  
Specify: \_\_\_\_\_  analyze error patterns  
          \_\_\_\_\_  note questions answered correctly  
          \_\_\_\_\_  review own preparation practices, noting strengths and weaknesses  
          \_\_\_\_\_  debrief performance with peer or teacher  
          \_\_\_\_\_  make a list of behaviors to change when taking the next test  
          \_\_\_\_\_  other: \_\_\_\_\_

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**Solving Mathematical Problems**

12.42. Follow a systematic approach when using mathematical concepts and processes to solve problems in accomplishing functional tasks. (CL.B.3.In.2, CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)

- Specify: \_\_\_\_\_  determine nature of the problem  
\_\_\_\_\_  select correct technique  
\_\_\_\_\_  make reasonable estimate of results  
\_\_\_\_\_  apply operation or procedures to obtain result  
\_\_\_\_\_  check results for accuracy  
\_\_\_\_\_  explain results  
\_\_\_\_\_  other: \_\_\_\_\_

12.43. Determine whether insufficient or extraneous information is given in solving particular mathematical problems (e.g., "Do I have all the information I need?" "What does this information have to do with the problem?"). (CL.B.4.In.1, CL.B.4.Su.1)

12.44. Express mathematical problems using alternative methods to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.In.2)

- Specify: \_\_\_\_\_  drawing pictures or diagrams      \_\_\_\_\_  using concrete objects  
\_\_\_\_\_  paraphrasing      \_\_\_\_\_  using models  
\_\_\_\_\_  other: \_\_\_\_\_

12.45. *Identify numerals which correspond to sets of objects 11 to 100.*  
(Mathematics B 12: V)

12.46. *Count by 2's, 5's, and 10's to 100.* (Mathematics B 13: V)

12.47. *Identify simple fraction and percent equivalents (e.g.,  $1/2 = 50%$ ,  $1/4 = 25%$ ).*  
(Mathematics J 75: VI)

12.48. *Add a 2-digit number to a 2-digit number without regrouping, sums through 99.*  
(Mathematics C 16: V)

12.49. *Apply addition skills involving two 1-digit numbers to solve one-step applied problems.* (Mathematics C 17: III)

12.50. *Subtract a 2-digit number from a 2-digit number without regrouping.*  
(Mathematics D 24: V)

12.51. *Apply subtraction skills involving two 1-digit numbers to solve one-step applied problems.* (Mathematics D 25: V)

12.52. *Identify a cup, quart, and gallon as tools to measure capacity.* (Mathematics F 49: V)

12.53. *Measure an object to the nearest inch.* (Mathematics F 50: V)

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**Using Feedback**

- 12.54. Identify characteristics of corrective feedback commonly given for school assignments (e.g., points out mistakes, gives hints for correcting mistakes, identifies what is correct). (CO.A.1.In.1, CO.A.1.Su.1)
- 12.55. Respond effectively to feedback given in various situations regarding school assignments (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
- 12.56. Use feedback to make changes on school assignments (e.g., correct a math problem, pronounce a word correctly, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 12.57. Give effective feedback to others when working together on school assignments (e.g., “You are doing great.” “You did very 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)
- 12.58. Evaluate the correctness and accuracy of own work completed for school assignments (e.g., turning in a report or homework assignment with few errors, catching math errors on a test before handing it in). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  answers to tests                      \_\_\_\_\_  class assignments  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 12.59. *Identify appropriate responses to praise and constructive criticism.*  
(*Social and Personal G 57: V*)

**Problem Solving**

- 12.60. Apply a general model for solving problems in completing school assignments or tests. (CL.B.4.In.1, CL.B.4.Su.1, CL.B.4.In.2, CL.B.4.Su.2)  
Specify: \_\_\_\_\_  identify the problem  
                  \_\_\_\_\_  identify alternatives  
                  \_\_\_\_\_  choose appropriately from a variety of techniques  
                  \_\_\_\_\_  implement solution  
                  \_\_\_\_\_  evaluate results
- 12.61. Differentiate between problems with completing school assignments and tests that students 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)

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- 12.62. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1)  
Specify: \_\_\_\_\_  brainstorming—identifying all solutions that come to mind  
\_\_\_\_\_  identifying steps—when a complicated task is involved  
\_\_\_\_\_  estimating—when numbers are involved  
\_\_\_\_\_  matching consequences to actions—for cause and effect  
\_\_\_\_\_  troubleshooting—finding problems within a work process  
\_\_\_\_\_  creative thinking—when multiple solutions are acceptable  
\_\_\_\_\_  modeling—basing actions on those of a good example  
\_\_\_\_\_  other: \_\_\_\_\_
- 12.63. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1)
- 12.64. Complete tasks needed to solve problems at school, in personal life, or at work (e.g., limited time to do homework assignments—use time management strategies, talk to teacher about extended time on some assignments). (CL.B.4.In.2)
- 12.65. Use appropriate techniques or tools to solve problems at school, in personal life, or at work (e.g., computer software, assignment notebook, counseling sessions). (CL.B.4.In.2)
- 12.66. Seek assistance when needed to solve problems at school, in personal life, or at work (e.g., emotional problems—seek help from school counselor, teacher, or psychologist; problems with a subject area at school—seek help from tutor, teacher, or family member). (CL.B.4.In.2)
- 12.67. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2)
- 12.68. Determine impact of decisions and activities related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2)
- 13. Demonstrate understanding of responsible practices regarding personal behavior and interactions with others.**
- 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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### Identifying Types of Relationships

- 13.1. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, members of religious organizations, community members). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.2. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting others for who they are, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.3. Identify qualities of a destructive relationship (e.g., being vengeful toward each other, talking or signing behind each other's back, physically hurting the other, using harsh language toward the other, not sharing with others, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.4. Identify personal characteristics that make one a good friend (e.g., does not talk negatively about one's friend, says positive things about one's friend, helps friend in time of crisis, makes friend laugh, does not make rude comments to one's friend, does not physically harm friend, shares with friend, respects friend). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.5. Identify interpersonal skills that support a close relationship with family, friends, and peers (e.g., visit others, write to others, call others, show continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.6. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, angry people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.7. Identify how a person wants to be treated by others (e.g., fairly, equally, respectfully, honestly). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.8. Identify the effects of peer pressure on interpersonal relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of, encouraging a person to accomplish a positive goal). (SE.A.2.In.1, SE.A.2.Su.1)

### Interpersonal Communication Skills

- 13.9. Identify characteristics of communication that promote good relationships with others (e.g., using polite language, saying what you mean, using conceptually accurate signs). (SE.A.2.In.1, SE.A.2.Su.1)

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- 13.10. Use appropriate language to conduct social interactions including greetings, apologies, and introductions (e.g., shake hands; use polite words such as “Thank you.” “You’re welcome.” “Please.” “Excuse me.” “May I.” “I’m sorry.” “Nice to meet you”). (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 13.11. Identify steps for introducing oneself to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.12. Demonstrate steps for introducing oneself to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 13.13. Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.14. 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)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 13.15. Identify verbal and nonverbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another, walking away from someone; verbal comments—commenting on their appearance or physique, telling someone he or she did a good job, telling someone to leave you alone). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.16. Identify communications and behaviors that compliment others (e.g., saying “Good job,” “Well done”; honoring others with rewards, commending others, praising others; applauding others; approving of others’ efforts). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.17. Demonstrate behaviors and communications that are complimentary to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 13.18. Accept assistance with and participate in communicating with others in ways appropriate for the relationship. (SE.A.2.Pa.1)  
Specify setting: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community/workplace

### Using Appropriate Behavior

- 13.19. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, being friendly, showing respect, sharing with others). (SE.A.2.In.1, SE.A.2.Su.1)

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- 13.20. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., being vengeful toward others, physically hurting others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.21. Identify attitudes and behaviors toward others that help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well being, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.22. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 13.23. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 13.24. 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)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace
- 13.25. 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)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace
- 13.26. Display acceptance for persons 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)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace
- 13.27. 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 there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace
- 13.28. 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 are seated). (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace
- 13.29. Accept assistance with and participate in interacting with others in ways appropriate for the relationship. (SE.A.2.Pa.1)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community/workplace

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### Physical Contact

- 13.30. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.31. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when he or she doesn'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.Su.1)
- 13.32. Identify responses to inappropriate physical contact from others that will protect oneself (e.g., asks person to stop, walks away from person, backs away from person, asks for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.33. Identify sources of assistance if a person experiences inappropriate physical contact from others (e.g., neighbors, peers, family, teachers, police). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.34. Demonstrate behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, giving a hug; displays of love—giving a hug, giving a kiss). (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace
- 13.35. 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)
- 13.36. Ask for assistance if one experiences inappropriate physical contact from others (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)
- 13.37. Accept assistance with and participate in making physical contact with others in ways appropriate for the relationship. (SE.A.2.Pa.1)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community/workplace
- 13.38. Accept assistance with and participate in alerting others to inappropriate physical contact with others. (SE.A.2.Pa.1)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community/workplace

### Conflict Resolution

- 13.39. Use conflict resolution skills when faced with a problem (e.g., identifying the conflict; dealing with feelings; pinpointing the cause of conflict; allowing time for negotiation; choosing a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation, collaboration, mediation). (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace

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- 13.40. *Demonstrate use of strategies to resolve interpersonal difficulties.*  
(Social and Personal G 60: VI)
- 13.41. 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)
- 13.42. Identify characteristics of a successful negotiator (e.g., planning skills, ability to think clearly under stress, communication skills, practical intelligence, personal integrity, ability to perceive and use power effectively). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.43. 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, give commitment to the process, pick a mediator, practice confidentiality, use strategy and tactics for a positive resolution, reach terms that both sides will accept). (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace

**Personal Care**

- 13.44. Use knowledge and skills to care for personal living needs (e.g., selecting place to live, preparing food, caring for clothing, keeping household clean). (IF.A.1.In.2, IF.A.1.Su.2)
- 13.45. *Distinguish between appropriate dress for school, work, and leisure activities.*  
(Social and Personal A 7: V)
- 13.46. *Follow a simple recipe.* (Social and Personal B 15: V)
- 13.47. *Select and operate kitchen appliances for food preparation.* (Social and Personal B 16: V)
- 13.48. *Identify proper storage areas for food.* (Social and Personal B 17: V)
- 13.49. *Perform laundry tasks.* (Social and Personal F 49: V)
- 13.50. *Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding).* (Social and Personal F 50: V)
- 13.51. Use specific knowledge and skills when completing personal health care activities involving the treatment and control of diseases (e.g., getting enough fluids and rest, staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community/workplace
- 13.52. *Identify appropriate storage and use of medications.* (Social and Personal E 41: V)
- 13.53. *Identify body functions and recognize personal responsibility for human sexuality.*  
(Social and Personal E 44: V)

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13.54. Use specific knowledge and skills related to prevention of drug use and substance abuse when completing health care activities (e.g., taking only specified amount of prescription and non-prescription drugs; identifying the dangers of tobacco, alcohol, and other drugs; abiding by the legal restrictions; knowing the characteristics of addiction; knowing how to resist peer pressure; identifying the negative impact of advertising and media related to substance abuse). (IF.A.1.In.2, IF.A.1.Su.2)

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

13.55. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*

**Leisure**

13.56. Identify the benefits of leisure and recreational activities (e.g., helps you to meet new people, relieves stress, keeps mind off worries, helps you to learn new things, keeps you active, occupies leisure time). (IF.A.1.In.1, IF.A.1.Su.1)

13.57. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*

**Following Safety Procedures**

13.58. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber’s commands). (IF.B.2.In.3, IF.B.2.Su.3)

13.59. *Identify procedures for seeking assistance in unfamiliar or emergency situations (Social and Personal D 35: V)*

13.60. *Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)*

13.61. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*