

Florida Department of Education

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

Subject Area: Special Skills Courses
Course Number: 7963070
Course Title: Social and Personal Skills
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction related to environmental, interpersonal, and task-related behavior of students with disabilities.

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

- appropriate classroom behavior
- social and personal development
- communication skills
- behavioral control
- conflict resolution
- responsibility
- interpersonal and intrapersonal problem solving
- appropriate use of leisure time

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

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

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

Students with disabilities who are likely to pursue a standard high school diploma may take this course. This course is also designed to reflect the wide range of

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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 Transitional 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: 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. Students are expected to master benchmarks listed for 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. Use behaviors that promote appropriate student interaction within physical surroundings.

- IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
- IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
- IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

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Compliance with Laws, Rules, and Regulations

- 1.1. Discriminate between examples and non-examples of behaviors that represent compliance with laws, rules, and regulations (examples—wearing a seatbelt in the car, obeying traffic signals, throwing trash in a trash can, staying off other people’s property; non-examples—speeding in a car, throwing trash on the highway, not paying bill at a restaurant, drinking alcohol when underage). (IF.B.2.In.1, IF.B.2.Su.1)
- 1.2. Identify factors that promote behaviors that are in compliance with laws, rules, and regulations (e.g., opportunities to comply with laws, knowledge of the laws, reinforcement for complying with laws, positive role models). (IF.B.2.In.1, IF.B.2.Su.1)
- 1.3. Identify factors that keep one from complying with laws, rules, and regulations (e.g., negative peer pressure, unaware of legal requirements). (IF.B.2.In.1, IF.B.2.Su.1)
- 1.4. Identify factors which indicate that noncompliance with laws, rules, and regulations should be reported to authorities (e.g., life threatening, danger to self or others). (IF.B.2.In.1, IF.B.2.Su.1)
- 1.5. Demonstrate compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 1.6. Monitor own compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 1.7. Accept assistance with and participate in using behaviors that are responsible and that comply with existing laws, rules, and regulations. (IF.B.2.Pa.1)
Specify: _____ home _____ school _____ community/workplace
- 1.8. *Identify rules of citizenship within the community. (Social and Personal H 64: V)*

Identifying Potentially Dangerous Situations

- 1.9. Identify situations in the home which are potentially dangerous (e.g., an intruder such as a stranger at the door, at the window, or attempting to enter the home; fire in the kitchen). (IF.B.2.In.3, IF.B.2.Su.3)
- 1.10. Identify situations in the school which are potentially dangerous (e.g., students fighting, students running in the halls, unsupervised playing on the playground). (IF.B.2.In.3, IF.B.2.Su.3)
- 1.11. Identify situations in the community which are potentially dangerous (e.g., accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in alleys or unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)
- 1.12. Identify situations in the workplace which are potentially dangerous (e.g., exposure to dangerous chemicals, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

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- 1.13. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)
- 1.14. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 1.15. Accept assistance with and participate in alerting others when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
Specify: _____ home _____ school _____ community/workplace

Getting Assistance and Following Safety Procedures

- 1.16. Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)
- 1.17. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 1.18. Ask appropriate persons or agencies for assistance in various emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)
- 1.19. *Identify and use emergency number (0-911) on the telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 1.20. Identify how to handle specific emergency situations (e.g., tornado—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). (IF.B.2.In.3, IF.B.2.Su.3)
- 1.21. Follow safety rules and procedures and use safety equipment when necessary (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 1.22. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 1.23. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 1.24. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
Specify: _____ home _____ school _____ community/workplace

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2. Use behaviors that promote appropriate relationships with peers and adults.

- 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.

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

Identifying Types of Relationships

- 2.1. Differentiate among types of relationships typical for own age (e.g., friends, dates, acquaintances, family, co-workers, club members, members of religious groups, community members). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.2. Identify the various roles and purposes of relationships (e.g., getting information or assistance with daily needs, sharing personal feelings, providing support in times of need, sharing leisure-time activities). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.3. Identify the differences between social relationships and work relationships. (SE.A.2.In.1, SE.A.2.Su.1)
- 2.4. Identify the impact of different environments and situations on relationships (e.g., relationship to people in authority, family needs, neighborhood responsibility). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.5. Identify the differences between being dependent and independent in a relationship. (SE.A.2.In.1, SE.A.2.Su.1)
- 2.6. 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 each other, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.7. Identify qualities of a destructive relationship (e.g., being vengeful toward each other, talking behind each other's back, physically hurting each other, using harsh language toward each other, not sharing with each other, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)

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- 2.8. Identify personal characteristics that make one a good friend (e.g., says positive things about friend, helps friend in time of crisis, makes friend laugh, does not make rude comments to friend, does not physically harm friend, shares with friend, encourages friend, respects friend). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.9. Identify interpersonal skills that will help to maintain a close relationship with family, friends, and peers (e.g., visit others, write to others, call others, show continuous concern for others, offer assistance to others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.10. 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 frightened). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.11. Identify behaviors that could create problems in relationships (e.g., talking about others behind their backs, getting involved in a situation that doesn't concern them, showing favoritism or inappropriate affection to others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.12. Identify possible reasons why some relationships are beneficial and others are harmful (e.g., know expectations of the relationship, know strengths and limitations of the relationship). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.13. Use strategies to determine if own relationships are healthy and beneficial (e.g., keeping a personal journal of own feelings about the relationship, making lists of positive and negative feelings about the relationship, consulting a trusted friend or relative). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.14. Identify how a person wants to be treated by others (e.g., fairly, equally, kindly, respectfully, honestly, genuinely, frankly). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.15. Identify the effects of negative peer pressure on interpersonal relationships (e.g., may persuade a person to do something he or she does not want to do, may experiment with something you are unsure of, may break a rule or law). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.16. Identify effects of positive peer pressure on interpersonal relationships (e.g., may provide a good role model, may encourage you to try something new, may motivate you to work harder). (SE.A.2.In.1, SE.A.2.Su.1)

Using Interpersonal Communication Skills

- 2.17. Identify characteristics of communication which promote good relationships with others (e.g., saying what you mean, using polite language). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.18. Demonstrate characteristics of communication which promote good relationships with others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

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- 2.19. 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
- 2.20. *Express personal beliefs or opinions. (Language C 28: V)*
- 2.21. Use communication skills which promote good relationships with others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.22. 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)
- 2.23. 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
- 2.24. 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)
- 2.25. 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
- 2.26. 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 positively on their appearance, 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)
- 2.27. Identify communications and behaviors that compliment others (e.g., saying “Good job”, “Well done”; honoring others with rewards; commending others; applauding others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.28. Use 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
- 2.29. Accept assistance with and participate in communicating with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ home _____ school _____ community/workplace

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Using Appropriate Behavior

- 2.30. 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)
- 2.31. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., being vengeful to others, physically hurting others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.32. 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, giving others credit for their contribution, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.33. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 2.34. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 2.35. Initiate interactions with peers, family, co-workers, and friends (e.g., saying hello, introducing yourself, asking another's name, stating your role in the community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.36. 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
- 2.37. Use appropriate strategies for establishing, maintaining, and ending a relationship (e.g., getting to know a person in group situations, keeping in contact, checking to see if things are going well, helping the other person to complete a project, saying goodbye in person, changing the nature of a relationship). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.38. 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
- 2.39. 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
- 2.40. *Identify personal feelings. (Social and Personal G 54: IV)*

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- 2.41. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served, let others go first when waiting in line, do not sit down until all others have been seated). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.42. 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

Physical Contact

- 2.43. Identify behaviors that represent appropriate physical contact with 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 on back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.44. Identify behaviors that represent inappropriate physical contact with others (e.g., touching others when they don't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.45. Identify responses to inappropriate physical contact from others that will protect the person (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)
- 2.46. Identify sources of assistance if a person experiences inappropriate physical contacts from others (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.47. Demonstrate behaviors that represent appropriate physical contact with 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). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.48. 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)
- 2.49. Ask for assistance if a person experiences inappropriate physical contact from others (e.g., call for a neighbor's help, ask a peer or 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)
- 2.50. Accept assistance with and participate in making appropriate physical contact with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ home _____ school _____ community/workplace

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- 2.51. Accept assistance with and participate in alerting others of inappropriate physical contact with others. (SE.A.2.Pa.1)
Specify: _____ home _____ school _____ community/workplace

Sexual Relationships

- 2.52. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, uses appropriate language, reflects responsible decisions about when to have a sexual relationships, chooses abstinence prior to marriage). (IF.B.2.In.1, IF.B.2.Su.1)
- 2.53. *Identify body parts and gender. (Social and Personal E 39: III)*
- 2.54. *Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)*
- 2.55. Identify characteristics of behaviors that are irresponsible and inappropriate expressions of sexual relationships (e.g., uses inappropriate displays of affection in public, forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)
- 2.56. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., presence of positive role model, knowledge of refusal techniques). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.57. Identify factors that prevent one from using behaviors that are responsible and appropriate expressions of sexual relationships (e.g., bad role models, lack of reinforcement or feedback, use of alcohol or other drugs, use of physical control, negative peer pressure). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.58. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 2.59. Accept assistance with and participate in using behaviors which are responsible and appropriate expressions of affection towards others. (IF.B.2.Pa.1)
Specify: _____ home _____ school _____ community/workplace

Conflict Resolution

- 2.60. Identify characteristics of human conflicts (e.g., how some goals may exclude or limit other goals, how conflict can have both positive and negative results, how some conflict is irrational and may be a result of misunderstanding or short-sightedness). (SE.A.2.In.1, SE.A.2.Su.1)

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- 2.61. Use conflict resolution skills when faced with a problem (e.g., identify the conflict; deal with feelings; pinpoint the cause of conflict; choose a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation or collaboration; allow time for negotiation). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.62. *Demonstrate use of strategies to resolve interpersonal difficulties.*
(*Social and Personal G 60: VI*)
- 2.63. 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)
- 2.64. 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)
- 2.65. 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 win-win resolution, reach terms that both sides will accept). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

Dealing with Excessive and Abusive Behaviors

- 2.66. Identify techniques to use when faced with a difficult situation to defuse own defensiveness or that of others (e.g., walk away, think of consequences, count to ten). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.67. Identify behaviors that are generally considered to be excessive or abusive (e.g., illegal use of tobacco, alcohol, and other drugs; hitting or beating; use of foul language). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.68. Identify behaviors that make one more susceptible to excessive or abusive behavior (e.g., neglecting personal well-being, using alcohol or other drugs, consistently making excuses for things not done, associating with abusive individuals). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.69. Identify strategies for dealing with excessive and abusive behaviors in self or others (e.g., know how to refuse alcohol or other drugs; give support to victims, including friends and family; know specific resource people and hotlines to contact). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.70. Identify warning signs of addiction or other patterns of excessive and abusive behaviors in self and others and where to get help. (IF.B.2.In.3, IF.B.2.Su.3)
- 2.71. Identify warning signs of severe depression and suicide and where to get help. (IF.B.2.In.3, IF.B.2.Su.3)

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- 2.72. Identify potential impact of excessive and abusive behaviors on an individual, for both short-term and long-term consequences. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ emotional _____ physical _____ social _____ financial
- 2.73. Identify strategies to resolve problems encountered in excessive and abusive problem situations (e.g., contact a help center, use a support group, change your own behaviors). (IF.B.2.In.3, IF.B.2.Su.3)

3. Use behaviors that contribute to the overall effort of groups.

- SE.A.1.In.1 cooperate in a variety of group situations.
SE.A.1.In.2 assist in establishing and meeting group goals.
SE.A.1.In.3 function effectively within formal organizations.
SE.A.1.Su.1 cooperate in group situations—with guidance and support.
SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
SE.A.1.Pa.1 participate effectively in group situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Cooperative Group Skills

- 3.1. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.2. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, friction between members, arguments, hostility between members). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.3. Identify various roles and responsibilities individuals may have when working in a group (e.g., roles—leader, recorder, timekeeper, equipment manager, worker; responsibilities—personal effort toward task completion, possible financial commitment). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.4. Identify the interdependency of members of the group (e.g., assuming needed roles and responsibilities, being willing to compensate for limitations of members, contributing to the best of ability, being willing to do own part even if not pleased with the responsibility assigned, understanding how what one person does reflects on the whole group). (SE.A.1.In.1, SE.A.1.Su.1)

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- 3.5. Identify behaviors that contribute positively to group effort (e.g., coming to work on time, staying on task, limiting comments to assigned topics, complimenting contributions of others, sharing authority, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.6. Identify behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing members' efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early, ganging up against other members). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.7. Identify characteristics of group dynamics (e.g., relationships among group members, influence of expectations on behaviors). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.8. Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.9. Identify steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ discuss the problem
_____ individually list possible causes
_____ record individual group member's suggestions and clarifications
_____ determine most likely cause
_____ implement corrective action or solution
_____ report results
_____ move on to the next most probable cause if initial action is ineffective
_____ other: _____
- 3.10. Use appropriate steps for group problem solving in various situations. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.11. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speak when no one else is speaking, accept criticisms, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.12. Use strategies to self-monitor and control own actions and behaviors in a group in various situations (e.g., know how you are affected by other individuals and their behavior, know how to state dissatisfaction or disagreement appropriately). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.13. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, abiding by rules, respecting the rights of others in group activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

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- 3.14. Identify strategies individuals can use to respect the privacy or confidentiality of other group members (e.g., being cautious about what is said about private lives, being tactful when dealing with the feelings of others, not repeating what has been told in confidence, checking with others before repeating what has been said or done). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.15. Volunteer and assist in the completion of tasks requiring group effort (e.g., volunteering for Special Olympics programs, participating in fund-raisers, working on a task force or committee). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.16. Demonstrate responsibilities individuals have to their friends, peers, and co-workers when working in a group (e.g., being dependable, not talking behind another's back, helping others through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.17. Accept assistance with and participate effectively in activities in group situations. (SE.A.1.Pa.1)
Specify: _____ home _____ school _____ community/workplace
- 3.18. *Cooperate with peers. (Social and Personal G 51: III)*

Leadership Skills

- 3.19. Identify characteristics of leadership in a group activity (e.g., effective speaking skills, confidence in expressing opinions, being knowledgeable, respected, ability to influence group members, ability to facilitate decisions, ability to initiate conversation between group members). (SE.A.1.In.2)
- 3.20. Identify the effects that different kinds of leaders have on a group's productivity and accomplishments. (SE.A.1.In.2)
Specify: _____ supportive leaders—more participation by group members
_____ controlling leaders—group members may operate in fear
_____ negligent leaders—group members may not stay on task
_____ other: _____
- 3.21. Identify individual styles when working in groups (e.g., enthusiastic, meticulous, quiet, expressive, productive). (SE.A.1.In.2)
- 3.22. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions or ideas, using a group reflection, providing opinions). (SE.A.1.In.2)
- 3.23. Identify behaviors used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action, keep lines of communication open). (SE.A.1.In.2)
- 3.24. Identify situations when one must assume a leadership role (e.g., when the leader gets ill, when members of the group are in conflict). (SE.A.1.In.2)

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4. Use behaviors that enhance self-control, self-reliance, and self-esteem.

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.In.2 complete personal care, health, and fitness activities.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
- IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
- IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.
- 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

4.1. Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out productive activities in the home. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: ___ selecting and caring for personal goods
- ___ selecting and caring for clothing
 - ___ caring for personal living space
 - ___ preparing and storing food for self or others
 - ___ cleaning and maintaining exterior areas of the house or apartment
 - ___ managing money and budgeting
 - ___ other: _____

4.2. Accept assistance when initiating and completing productive activities in the home with as much self-control and self-reliance as possible. (IF.A.1.Pa.1)

Specify: _____

4.3. Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out productive activities in the community. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: ___ selecting and caring for personal property
- ___ caring for personal work space
 - ___ carrying out activities of volunteer service
 - ___ respecting property and rights of others
 - ___ accessing or using services of community agencies
 - ___ obtaining goods and services from community businesses
 - ___ other: _____

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- 4.4. Accept assistance when initiating and completing productive activities in the community with as much self-control and self-reliance as possible. (IF.A.1.Pa.1)
Specify: _____
- 4.5. Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting and planning leisure activities
_____ playing indoor games
_____ attending concerts, movies, or other performances
_____ playing active individual or team sports
_____ working with hobbies and crafts
_____ participating in outdoor activities
_____ other: _____
- 4.6. Accept assistance when initiating and completing leisure activities with as much self-control and self-reliance as possible. (IF.A.1.Pa.1)
Specify: _____
- 4.7. Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out personal health care and fitness activities. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ caring for personal hygiene and grooming
_____ maintaining adequate nutrition
_____ engaging in regular exercise or fitness routines
_____ planning and following routines to promote wellness
_____ caring for own illnesses
_____ maintaining own mental health
_____ refusing tobacco, alcohol, or other unnecessary drugs
_____ other: _____
- 4.8. Accept assistance when initiating and completing routine personal health care and fitness activities with as much self-control and self-reliance as possible. (IF.A.1.Pa.2)
Specify: _____

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Functioning Independently

4.9. Identify characteristics of behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)

- Specify: _____ self-initiation—begins tasks on own, asks for additional tasks upon completion, recognizes how individuals get distracted, knows when to show initiative in assuming tasks that have not necessarily been assigned
- _____ self-management—self-monitoring, self-instruction, and self-reinforcement; knows how to divide attention appropriately among tasks; has strategies to handle frustrations and problems associated with task completion; knows how to plan for task completion; knows how to prioritize; has motivation to finish tasks; understands personal responsibilities for tasks; knows how to get assistance or additional instruction; knows how to assess job quality
- _____ self-control—manages unstructured time, controls responses to events, knows how physical changes can affect emotions, can assess what led up to a situation, assumes responsibility for own actions and emotions, understands feelings in response to failure and rejection, makes decisions that reflect personal interests rather than peer group’s interests
- _____ self-advocacy—knows own strengths and weaknesses, recognizes situations that are comfortable and those that are uncomfortable, knows own value system, understands differences in value systems of others, knows when to ask for help, knows how to evaluate consequences of decisions
- _____ self-esteem—has a positive self-image, sets challenging goals, says no to peer pressure, understands own personality traits, knows ways to promote oneself
- _____ other: _____

4.10. Identify characteristics of behaviors that prevent one from functioning independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)

- Specify: _____ self-initiation—waits until the last minute to start, avoids starting at all
- _____ self-management—waits for others to check progress
- _____ self-control—gets upset when unexpected events occur
- _____ self-advocacy—lets others take all needed supplies
- _____ self-esteem—won’t try new tasks, makes negative comments about self
- _____ other: _____

4.11. *Identify appropriate attendance practices for school and work.*
(Social and Personal C 26: IV)

4.12. *Identify mistakes on task assignments with and without assistance.*
(Social and Personal C 28: V)

4.13. *Identify behaviors which reflect a positive attitude toward self.*
(Social and Personal G 58: VI)

4.14. Identify factors that support and require independent functioning in a variety of situations (e.g., availability of choices, availability of adaptive or assistive devices, opportunities to make decisions about activities, access to resources and supplies when needed). (IF.B.2.In.1, IF.B.2.Su.1)

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4.15. Identify factors that prevent one from functioning independently in a variety of situations (e.g., high degree of external control by persons in the environment, extremely rigid rules and requirements, lack of options or personal choices, lack of access to needed resources and supplies, lack of encouragement). (IF.B.2.In.1, IF.B.2.Su.1)

4.16. Use behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify behavior: _____ self-initiation _____ self-management
 _____ self-control _____ self-advocacy
 _____ self-esteem _____ other: _____
Specify setting: _____ home _____ school _____ community _____ workplace

4.17. *Stay on task until its completion. (Social and Personal C 20: III)*

4.18. *Seek help and accept assistance. (Social and Personal C 21: III)*

4.19. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*

4.20. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.2, IF.B.2.Su.2)

Specify behavior: _____ self-initiation _____ self-management
 _____ self-control _____ self-advocacy
 _____ self-esteem _____ other: _____
Specify setting: _____ home _____ school _____ community _____ workplace

4.21. Accept assistance with and participate in exhibiting patterns of conduct that enable one to function independently in a variety of situations. (IF.B.2.Pa.1)

Specify setting: _____ home _____ school _____ community/workplace

5. Use appropriate behaviors and skills when accessing and using community resources.

- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.In.2 demonstrate safe travel within and beyond the community.
- IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.
- IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
- IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.
- IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—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

Identifying Community Resources

- 5.1. 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: _____ employment—state employment services, Vocational Rehabilitation, private employment
_____ housing, home maintenance—real estate agents, rental agencies, pest control
_____ medical, health, wellness—doctors, dentists, hospitals, clinics, support groups
_____ civil—voter registration, tax collector, license bureau
_____ utilities—water, electric, telephone
_____ communication—telephone, mail, e-mail
_____ transportation—bus, taxi, bicycle
_____ personal service—barber, dry cleaner, laundromat
_____ retail—department stores, clothing stores, shoe stores
_____ food service—restaurants
_____ financial—banking, credit cards, investments, insurance, social services
_____ recreation, leisure, entertainment—movies, libraries, community centers
_____ legal, advocacy—lawyers, advocacy and protection groups
_____ educational—adult education, trade schools
_____ emergency—police, fire, ambulance, Red Cross
_____ religious
_____ other: _____

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

- 5.3. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with specific needs would need to be contacted (e.g., when you desire to get a new product, when equipment has broken down, when you don't feel well, when you are looking for a job). (IF.A.2.In.1, IF.A.2.Su.1)

- 5.4. Select the community service agency, business, or other resource that will meet (or is most likely to meet) the individual's specific needs for assistance (e.g., immediate service, low cost, quality service, consistent service, dependability, reliability, location). (IF.A.2.In.1, IF.A.2.Su.1)

- 5.5. Contact community service agencies, businesses, or other resources that assist individuals with specific needs when necessary (e.g., questioning a bill, making an appointment, finding services, getting price estimates). (IF.A.2.In.1, IF.A.2.Su.1)
Specify community service(s): _____

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- 5.6. Use the knowledge and skills to obtain and benefit from a particular service related to specific needs (e.g., knowledge of standard rates, basic knowledge of what needs to be fixed, knowledge of resource's reputation, social skills in talking with others). (IF.A.2.In.1, IF.A.2.Su.1)
Specify community service(s): _____
- 5.7. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, paying for the cost). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ hair care _____ laundromat _____ dry cleaner
_____ other: _____
- 5.8. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ library _____ parks and recreation _____ public safety
_____ transportation _____ other: _____
- 5.9. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate the store, finding the desired items to purchase, using comparison shopping techniques, paying for the cost). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ department stores _____ convenience stores _____ drug stores
_____ grocery stores _____ hardware store _____ specialty stores
_____ flea markets _____ second-hand stores _____ garage sales
_____ other: _____
- 5.10. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying for the bill). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ restaurants _____ cafeterias
_____ fast food chains _____ refreshment stands
_____ vending machines _____ other: _____
- 5.11. *Use coin-operated machines. (Social and Personal H 63: V)*
- 5.12. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide entertainment (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ movies _____ arenas
_____ skating rinks _____ video arcades
_____ museums—science, art, historical
_____ other: _____
- 5.13. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ banks _____ credit unions _____ savings and loan

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- 5.14. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, following doctor’s orders, being on time, making an appointment, filling out a medical history, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ clinics _____ hospitals
_____ doctors’ offices _____ health departments
_____ mental health and guidance clinics
_____ other: _____

- 5.15. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)

Specify community service(s): _____

Traveling

- 5.16. Select appropriate transportation (e.g., is financially feasible, has appropriate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)

- 5.17. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

- 5.18. Practice safety procedures when riding in a car (e.g., use the seatbelt, lock doors when riding, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)

- 5.19. Avoid entering doorways and corridors in buildings and other places designated as “No Entry” or open to “Authorized Personnel Only” when traveling in buildings. (IF.A.2.In.2, IF.A.2.Su.2)

- 5.20. Identify potential dangers, responsibilities, and behavior appropriate to independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keep track of personal belongings, be aware of environment, know destination; behaviors—keep hands to self, do not talk loudly, be polite, ask driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

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

- 5.22. Accept assistance with and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)

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6. 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

Understanding the Components of the Individual Educational Plan

- 6.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.2. Identify the benefits of participation in own IEP meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.3. Identify steps in the IEP development. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: ___ determine school and post-school outcome desires
 ___ assess present levels of performance
 ___ develop annual goals and related short-term objectives or benchmarks
 ___ assign responsibility for objectives
 ___ identify needed services, modifications, and supports
- 6.4. 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
 ___ course of study and diploma options
- 6.5. 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

- 6.6. Identify sources of information about personal interests, preferences, strengths, and needs for determining post-school outcomes (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.7. 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

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- 6.8. 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)
- 6.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)
- 6.10. Assist in identifying the risks and benefits for self of each option considered in the individualized educational plan. (IF.B.1.In.1, IF.B.1.Su.1)
- 6.11. Assist in setting realistic annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present levels of performance. (IF.B.1.In.1, IF.B.1.Su.1)
- 6.12. Assist in identifying the time and resources needed to implement the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 6.13. Assist in allocating, prioritizing, and scheduling own time and resources to implement the IEP (e.g., assign responsibilities, determine timelines, set criteria for completion). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.14. 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)
- 6.15. Accept assistance with and participate in activities related to own IEP. (IF.B.1.Pa.1)

7. Use a systematic approach to making decisions about personal goals and activities.

- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.
- IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial

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Decision Making

- 7.1. Identify the relationship between one's choices and the consequences that result for self and others. (IF.B.1.In.1, IF.B.1.Su.1)
- 7.2. Identify the relationship between one's actions and choices and one's system of values and judgment. (IF.B.1.In.1, IF.B.1.Su.1)
- 7.3. Use age-appropriate decision-making skills in various situations. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ recognizing there is a problem to be resolved or decision to be made
_____ generating choices
_____ considering choices
_____ evaluating the effectiveness of the decision and its possible consequences
_____ making a decision
_____ other: _____
Specify situation: _____
- 7.4. Identify weaknesses in own decision-making processes and strategies for correcting them. (IF.B.1.In.1, IF.B.1.Su.1)
- 7.5. Identify specific routine decisions that may have long-term consequences on goals and desires (e.g., what classes to choose, whether or not to finish homework, how to spend free time, how much help to give family). (IF.B.1.In.1, IF.B.1.Su.1)

Planning Process for Personal Goals and Activities

- 7.6. Identify personal situations that call for a plan (e.g., moving to a new apartment, buying a car, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.7. Identify the benefits of using a planning process to set personal goals (e.g., helps you stay on track, is useful in monitoring progress, can be motivating). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.8. Identify criteria to be used to determine when a plan is needed (e.g., task is complex, choices need to be made, decision has long-term impact). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.9. Describe steps to be followed when making a plan. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ identify goal or outcome
_____ identify needed resources
_____ determine major tasks
_____ schedule tasks
_____ other: _____
- 7.10. Identify sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ individuals—family members, supervisors, teachers
_____ agencies—government agencies, religious organizations, schools
_____ other: _____

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Using Self-appraisal for Personal Goals

- 7.11. Use self-appraisal to indicate personal strengths or weaknesses (e.g., physical appearance, relating to others, personality, how others see you, performance in school, performance outside of school, performance on the job, performance outside the job, interests, preferences for activities). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.12. Evaluate the results of self-appraisal to determine personal goals (e.g., determine personal strengths and weaknesses, identify practices that maximize strengths and minimize weaknesses). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.13. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
- 7.14. Identify how positive view of self can affect personal goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.1.Su.1)

Determining Options and Risks for Personal Goals

- 7.15. Identify alternatives and choices available to reach personal goals (e.g., losing weight—start exercise program, diet, consult a physician). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.16. Identify the risks and benefits associated with each alternative (e.g., dieting risks—body may not get its necessary vitamins, may take dieting to an extreme; dieting benefits—lowers cholesterol, decreases chance of heart attack). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.17. Identify consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.18. Identify previous personal experiences related to making realistic personal goals (e.g., visiting a homeless shelter and then volunteering for a community program, reading a self-help book and then making improvements in personal relationships). (IF.B.1.In.1, IF.B.1.Su.1)

Setting Personal Goals

- 7.19. Set realistic personal goals after selecting from options. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ short-term goals
 _____ long-term goals
 _____ other: _____
- 7.20. Determine if personal goals related to task completion are reasonable (e.g., taking on only what you can handle; not planning too many tasks per day, week, or month). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.21. Identify the need for responsible planning of personal choices (e.g., starting a family, selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)

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- 7.22. Set realistic personal goals related to personal living arrangements (e.g., safe neighborhood, locks on windows and doors, feasible price, accessible for persons with disabilities). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.23. Set realistic school and extracurricular goals (e.g., passing specific courses, obtaining a diploma, joining a service group, joining a sports team). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.24. Set realistic personal goals related to leisure activities (e.g., join a recreational sports team, read self-help books or novels). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.25. Set realistic personal goals related to participation in community activities (e.g., attend religious services, volunteer at a community organization, attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.26. Accept assistance with and participate in expressing personal preferences and desires related to personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)
Specify: _____ home _____ school _____ community/workplace

Making Plans to Implement Personal Goals

- 7.27. Make a plan to implement personal goals (e.g., identify steps; write the steps on paper; have someone look over steps, when assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.28. Identify the time, space, and materials needed to accomplish goals (e.g., fixing bicycle—need an hour depending on extent of repairs, need an open space, need tools, need oil; scoring a certain score on a test—allow several weeks for study time, obtain books on tips and sample questions, obtain copies of past tests). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.29. Allocate, prioritize, and schedule the time, space, and materials needed to accomplish goals. (IF.B.1.In.1, IF.B.1.Su.1)

Carrying Out Personal Plans

- 7.30. Commit to pursue the project when carrying out plans related to personal goals (e.g., start project at decided time, follow plan accordingly, follow plan until project completed). (IF.B.1.In.2, IF.B.1.Su.2)
- 7.31. Choose to undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals (e.g., general activities, school activities, leisure activities, living arrangements). (IF.B.1.In.2, IF.B.1.Su.2)
- 7.32. Use evaluations to improve own performance when carrying out plans related to personal goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do, develop strategy or plan to improve evaluations). (IF.B.1.In.2, IF.B.1.Su.2)

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Monitoring Progress and Making Adjustments to Personal Plans

- 7.33. Periodically monitor own progress when carrying out plans related to personal goals (e.g., determine current status of plans, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 7.34. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)
- 7.35. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)
- 7.36. Accept assistance with and participate in expressing personal preferences and desires related to carrying out and making adjustments in personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)
Specify: _____ home _____ school _____ community/workplace

8. Use systematic approaches to solve problems encountered in school, home, and community.

- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
- CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.
- CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.
- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.Su.2 plan and implement personal work assignments—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

Identifying School Problems

- 8.1. Identify that a problem exists in school, a discrepancy between what is and what should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness, being teased, getting suspended, not completing assignment). (CL.B.4.In.1, CL.B.4.Su.1)

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- 8.2. Identify possible reasons for existing problems in school (e.g., lack of study time, ineffective study habits, difficulty of material). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.3. Identify problems that lead to the breakdown of major goals in school (e.g., not completing homework assignments, watching too much television, getting in fights, procrastinating). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.4. Analyze possible outcomes associated with specific problems in school (e.g., failing courses, getting detention, getting in trouble with parents and school authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)

Identifying Work Problems

- 8.5. Identify that a problem exists at work, a discrepancy between what is and what should or could be (e.g., work tasks continually being completed late, not staying on task, frequent mistakes on assigned tasks, frequent arguments with boss or co-workers). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.6. Identify possible reasons for existing problems at work (e.g., not understanding what is expected, not staying on task, frequent absence from work, not given enough time). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.7. Identify problems that lead to the breakdown of major goals at work (e.g., turning in incomplete work, disagreeing with co-workers, being tardy frequently, treating customers with disrespect). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.8. Analyze possible outcomes associated with specific problems at work (e.g., will not gain respect of others, may be looked over for promotions, may be demoted, may be fired). (CL.B.4.In.1, CL.B.4.Su.1)

Identifying Personal Problems

- 8.9. Identify that a problem exists in personal life, a discrepancy between what is and what should or could be (e.g., gaining weight, not completing chores, not being allowed to see friends). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.10. Identify possible reasons for existing problems in personal life (e.g., poor nutrition habits, lack of communication with family members). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.11. Identify problems that lead to the breakdown of major goals in personal life (e.g., tobacco, alcohol, and other drug abuse; socializing with inappropriate groups; lack of perseverance). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.12. Analyze possible outcomes associated with specific problems in personal life (e.g., feeling isolated, feeling that others don't like to be with you). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.13. Accept assistance with and participate in identifying a problem in a personal care or productive activity (e.g., indicates water glass is empty). (CL.B.4.Pa.1)

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- 8.14. Accept assistance with and participate in identifying a problem in a leisure activity (e.g., indicates TV is not on). (CL.B.4.Pa.1)

Applying Problem-solving Strategies

- 8.15. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 8.16. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)
- 8.17. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ brainstorming—identifying all solutions that come to mind
_____ identifying steps—when a complicated task is involved
_____ estimating—when numbers are involved
_____ matching consequences to actions—for cause and effect
_____ troubleshooting—finding problems within a work process
_____ creative thinking—when multiple solutions are acceptable
_____ modeling—basing actions on those of a good example
_____ other: _____
- 8.18. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.19. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.20. Identify the separate steps of a complicated process when solving a problem involving many tasks (e.g., publishing a school newspaper—assign staff, write articles, arrange for editing and layout, send to printer; planning a surprise party—decide on location, plan entertainment, order or make refreshments, send invitations). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.21. Estimate answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time; estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.22. Match consequences to decisions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted; take in a stray cat—feed it every day, gain a companion, take it to the vet). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.23. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling classes; work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)

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- 8.24. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; work—design a brochure or pamphlet, re-arrange workstation for greater productivity; personal life—decorate for a party, paint a room, cook for a dinner party). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.25. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify behaviors of a successful student that lead to desired performance; work—identify techniques used by most productive employee, use these techniques to improve own performance; personal life—identify crowd that does not use tobacco, alcohol, and other drugs, identify their refusal skills, use same refusal skills when offered tobacco, alcohol, and other drugs). (CL.B.4.In.1, CL.B.4.Su.1)

Evaluating Alternative Solutions

- 8.26. Identify alternative courses of action for solving a particular problem (e.g., missed the bus—catch next bus, get a ride, walk, ride bike; project not complete at deadline—work extra hours, ask for assistance, take work home; gained 10 pounds—start exercise program, talk to a physician, eat healthier foods). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ personal life _____ school _____ workplace
- 8.27. Analyze consequences of each alternative course of action for solving a particular problem (e.g., missed the bus so walk to school—takes longer, may be late for school, exposure to the elements; poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ personal life _____ school _____ workplace
- 8.28. Accept assistance with and demonstrate awareness of cause and effect relationship during functional activities (e.g., if this switch is pressed, the TV will come on). (CL.B.4.Pa.1)
Specify setting: _____ home _____ school _____ community/workplace

Implementing Solutions

- 8.29. Complete tasks needed to solve problems (e.g., limited time to do homework assignments—use time management strategies, talk to teacher about extended time on some assignments; poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving; flat tire—identify jack, lug wrench, and spare tire; jack car up; loosen and take off lug nuts; remove flat; put on spare; put lug nuts back on; jack car down; put parts in trunk). (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ personal life _____ school _____ workplace
- 8.30. Use appropriate techniques or tools to solve problems (e.g., computer software, assignment notebook, counseling sessions; apply active listening skills, make a checklist of work to be accomplished; apply active listening skills, make a checklist of solutions to problems). (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ personal life _____ school _____ workplace

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- 8.31. Seek assistance when needed to solve problems (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; difficulty completing task—consult supervisor or co-workers; use references; consult with family member, talk with a teacher or counselor). (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ personal life _____ school _____ workplace
- 8.32. Accept assistance with and participate in positioning objects for use (e.g., puts spoon on plate, turns switch toward hand). (CL.B.4.Pa.1)
Specify: _____ home _____ school _____ community/workplace
- 8.33. Accept assistance with and participate in efforts to solve problems in routine activities. (CL.B.4.Pa.1)
Specify: _____ home _____ school _____ community/workplace
- 8.34. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities. (IF.B.2.Pa.2)
Specify: _____ home _____ school _____ community/workplace

Evaluating Effectiveness of Solution

- 8.35. 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, CL.B.4.Su.2)
- 8.36. Determine impact of decisions related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

Planning School or Work Assignments

- 8.37. Identify purposes of planning school or work assignments (e.g., clarifies what is required, helps you to stay on task, identifies needed time and resources). (CL.C.2.In.1, CL.C.2.Su.1)
- 8.38. Identify components of a plan to complete a school or work assignment (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, personnel, time, training or instruction; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)
- 8.39. *State steps to complete a task. (Language C 31: VI)*
- 8.40. Identify, prioritize, and schedule job or task responsibilities (e.g., list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

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- 8.41. Accept assistance with and participate in the sequence of tasks or activities of preparing for school, work, or volunteer service routines. (CL.C.2.Pa.1)
Specify routine: _____

Implementing School or Work Assignments

- 8.42. Use strategies to pace work so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ work according to schedule _____ set an alarm clock as a reminder
 _____ track subtasks on calendar _____ check off subtasks when completed
 _____ other: _____
- 8.43. Identify alternative approaches when faced with difficulty in completing a task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ try different techniques _____ seek advice from others
 _____ seek assistance from others _____ read the instructions or references
 _____ other: _____
- 8.44. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ use a checklist or rubric _____ compare with model or example
 _____ use spell-check or similar tool _____ look for errors
 _____ ask peer or co-worker to review _____ ask supervisor to review
 _____ other: _____
- 8.45. Follow a systematic procedure to complete school or work tasks (e.g., janitorial—clean windows; clerical—type a letter, homework). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ identify task
 _____ name steps of task
 _____ perform task following a model or demonstration
 _____ perform task with decreasing feedback
 _____ perform task independently
 _____ monitor own task performance using workplace or course standards
 _____ evaluate own task performance using workplace or course standards
 _____ other: _____
- 8.46. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)
- 8.47. Complete school or work assignments as specified in workbooks, lab and shop manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)
- 8.48. Accept assistance with and participate in the sequence of tasks or activities of completing school, work, or volunteer service routines. (CL.C.2.Pa.1)
Specify routine: _____

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9. Use appropriate skills when communicating with others.

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

Understanding the Concept of Communication

- 9.1. Identify the roles and uses of language (verbal and nonverbal) in communication (e.g., interactive, personal, and informative purposes; way to convey desires, feelings, ideas, and needs; response to others). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.2. Identify the forms of language used in communication (e.g., spoken or written words, phrases, sentences; sign language; finger spelling; symbols and icons). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.3. 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)
- 9.4. 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)
- 9.5. Identify the difference in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing, do not have to have constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.6. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*
- 9.7. 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: _____

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- 9.8. Use appropriate vocabulary, grammar, and sentence structure to communicate messages in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 9.9. Use voice and fluency appropriate for the social situation (e.g., when eating meals, attending a religious service, cheering at a sports event, walking in the halls). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ tone of voice _____ pitch
_____ fluency (rate and rhythm) _____ loudness
_____ duration _____ other: _____

Listening

- 9.10. Identify characteristics of the listening process in order to listen more effectively in conversations, lectures, and discussions (e.g., hearing, understanding, remembering what has been said). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.11. 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)
- 9.12. Identify the difference between attentive and non-attentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; non-attentive—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)
- 9.13. 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: _____
- 9.14. Use strategies to improve listening (e.g., empathize and “read” people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.15. Use strategies to determine if effective communication has taken place (e.g., asking if a person understands, checking the responses of others to the communication, making a follow-up call to see if the message was received). (CO.A.1.In.1, CO.A.1.Su.1)

Communicating Desires, Feelings, and Needs

- 9.16. Use appropriate language to express desires effectively (e.g., “May I have more potatoes?” “I want to finish this job.” “I don’t care for spinach.” “I would rather not go to that movie.”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ requests _____ refusals _____ other: _____

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- 9.17. 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: _____ touch referent object _____ point to actual object
 _____ vocalize or gesture _____ use assistive or augmentative device
 _____ verbalize or sign _____ other: _____
- 9.18. Use appropriate language to express ideas and feelings clearly (e.g., “I believe this is a valuable thing to do” “This is what really happened” “I like you a lot” “I’m upset with what you did”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ opinions _____ facts _____ affection _____ anger
 _____ joy _____ sadness _____ other: _____
- 9.19. Use appropriate language to express need for assistance in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 9.20. Use appropriate language to express the need for assistance in emergency situations (e.g., ask for help, raise hand, call person’s name). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 9.21. *Express wants and needs. (Language C 20: II)*
- 9.22. *Use language to indicate displeasure or dislike. (Language C 16: I)*
- 9.23. *Use language to give simple commands. (Language C 18: II)*
- 9.24. *Use language to indicate danger or give warnings to others. (Language C 22: III)*
- 9.25. Participate in requesting desired person, object, or action (e.g., ask for favorite blouse or book). (CO.A.1.Pa.1)
Specify: _____ touch referent object _____ point to actual object
 _____ vocalize or gesture _____ use assistive or augmentative device
 _____ verbalize or sign _____ other: _____
- 9.26. Participate in requesting help or assistance. (CO.A.1.Pa.1)
Specify: _____ touch referent object _____ point to actual object
 _____ vocalize or gesture _____ use assistive or augmentative device
 _____ verbalize or sign _____ other: _____

Responding to Communication

- 9.27. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., use “I” statements, make apologies, acknowledge discrepancy between actions and statements, ask if you can help, ignore or leave the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

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Specify: _____ home _____ school _____ community _____ workplace

- 9.51. Give effective feedback to others (e.g., by saying things like “You are doing great.” “Try to do five more.” “You did well on your test.” “Keep up the good work.” “Study for an extra hour each night.”). (CO.A.1.In.1, CO.A.1.Su.1)
- Specify: _____ home _____ school _____ community _____ workplace