

Florida Department of Education

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

Subject Area: Special Skills Courses
Course Number: 7963080
Course Title: Learning Strategies
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction that enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.

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

- strategies for acquiring and storing knowledge
- strategies for oral and written expression
- strategies for problem solving
- strategies for linking new information with prior knowledge
- strategies for active participation in reading, viewing, and listening
- self-regulated use of comprehension strategies
- test-taking skills
- time management and organization skills
- social skills
- self-advocacy and planning skills

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.

- 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 primarily for students functioning at independent levels who are generally capable of living and working independently with occasional assistance. Three levels of functioning, independent,

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supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The 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

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

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school 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.

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After successfully completing this course, the student will:

1. Apply skills and strategies to gain information from printed materials or oral presentations (e.g., scanning, paraphrasing, rereading, retelling, self-questioning, notetaking, outlining).

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.

1.1. Use cues in a document to locate specific information in a text or visual by skimming or scanning when completing functional tasks (e.g., school tasks—find word in dictionary, find information for a report; workplace tasks—locate name in a list; leisure—find information on a specific location, person, event). (CL.B.1.In.1)

Specify: key words dates numbers
 charts graphs pictures
 maps other: _____

1.2. Skim material for specific information when completing functional tasks (e.g., reading a book, magazine, or journal for an assignment or report; quickly reading a newspaper article for the main points). (CL.B.1.In.2)

Specify: answers to questions specific facts
 other: _____

1.3. *Answer factual questions about paragraphs. (Reading C 9: V)*

1.4. *Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)*

1.5. Paraphrase a sentence or phrase to clarify meaning when completing functional tasks (e.g., repeating directions, asking for clarification, requesting information). (CL.B.1.In.2)

Specify: statements questions directions
 commands requests
 other: _____

1.6. Use strategies to determine the essential message of a paragraph, section, or document as a whole when completing functional tasks (e.g., telling someone about articles in magazines or newspapers, writing a summary of a reading assignment for school or work). (CL.B.1.In.2)

Specify: identify the first sentence or topic
 paraphrase information
 note information that is repeated
 scan chapter headings
 other: _____

1.7. State the essential meaning of information by paraphrasing material found in resources when completing functional tasks (e.g., relating information to classmates,

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co-workers, friends, or family; writing a summary for class; writing a report for class or work; writing a letter). (CL.B.1.In.2)

- 1.8. *Determine main idea stated in a paragraph. (Reading C 8: V)*
- 1.9. *Identify the implied main idea in a paragraph. (Reading D 18: VII)*
- 1.10. *Determine supportive details related to the main idea of a paragraph. (Reading C 14: VI)*
- 1.11. Use strategies to identify relevant information in a text or visual by skimming or scanning when completing functional tasks (e.g., school—finding answers to study questions; workplace—identifying types of equipment available, completing work assignment). (CL.B.1.In.2)
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
 _____ other: _____
- 1.12. Use strategies to identify irrelevant information in a text or visual when completing functional tasks (e.g., school—solving problems in school assignments; workplace—reading an announcement; personal—telling someone about a news story; leisure—following a visual diagram to assemble a piece of camping equipment, following the instructions for installing a CD player). (CL.B.1.In.2)
Specify: _____ ask yourself “How does this fit?”
 _____ ask yourself “Is it needed?”
 _____ compare to similar examples or a model
 _____ other: _____
- 1.13. *Identify the stated cause or effect of an action or event in a paragraph. (Reading C 12: VI)*
- 1.14. *Identify the implied cause or effect in a paragraph. (Reading D 16: VII)*
- 1.15. *Distinguish between true and false statements. (Reading E 19: V)*
- 1.16. *Determine the order of events in a paragraph. (Reading C 10: V)*
- 1.17. Use self-questioning strategies to clarify and remember information (e.g., identify the main points from a passage, determine if you understand what you are reading). (CL.B.1.In.2)
Specify: _____ who, what, where, when, and how?
 _____ other: _____
- 2. Apply skills and strategies to enhance recall and understanding of information from print or oral presentations (e.g., vocabulary, associations, visual imagery, mnemonics).**

CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.

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- 2.1. Use self-monitoring strategies to clarify and remember information obtained when reading or listening (e.g., Does what I am reading or doing 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)
- 2.2. Use strategies to relate and integrate new information with background knowledge (e.g., relating new concepts to those in the previous chapter, generalizing skills from one class to another). (CL.B.1.In.2)
Specify: _____ review background knowledge first
_____ identify common elements or events
_____ distinguish what is different
_____ relate new information to concepts already understood
_____ other: _____
- 2.3. Use prior knowledge to predict outcomes or meaning of information being read or heard (e.g., This is a story like...). (CL.B.1.In.2)
- 2.4. *Determine a logical conclusion or generalization for a paragraph or passage.* (Reading D17: VII)
- 2.5. Use visual imagery to clarify and remember information used in completing functional tasks. (CL.B.1.In.2)
Specify: _____ make mental pictures _____ create an association or analogy
_____ other: _____

Organizing Information

- 2.6. Use mnemonic devices to identify and organize key facts, ideas, or events to increase recall (e.g., when studying for a test, when learning meanings of important vocabulary). (CL.B.1.In.3)
Specify: _____ visual devices—mental pictures, mental movies, stories, associations
_____ keyword devices—boxing, associations
_____ first-letter—acronym, sentence
_____ series—pegword, location
_____ rhyming, coding
_____ other: _____
- 2.7. Identify characteristics of methods used to organize information. (CL.B.1.In.3)
Specify: _____ chronological _____ alphabetical
_____ categorical _____ topical
_____ hierarchical or outlining _____ other: _____
- 2.8. 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)

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- 2.9. Organize information alphabetically when completing functional tasks (e.g., filing for later reference, listing names in order). (CL.B.1.In.3)
- 2.10. 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)
- 2.11. Organize information by categories when completing functional tasks (e.g., identifying key ideas and concepts to include in a report, clustering similar kinds of information to compare and contrast concepts). (CL.B.1.In.3)
- 2.12. Organize information hierarchically or by outlining when completing functional tasks (e.g., identifying the relationship among the ideas or events, organizing notes for a research report). (CL.B.1.In.3)
- 2.13. Identify essential ideas and facts by summarizing selected lectures, reading materials, and media productions. (CL.B.1.In.3)
- 2.14. Identify essential ideas and facts by taking notes on selected lectures, reading materials, and media productions. (CL.B.1.In.3)
- 2.15. 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)

Listening

- 2.16. Identify components of the listening process in order to listen more effectively to conversations, lectures, and discussions (e.g., hears, understands, and remembers what has been said). (CO.A.1.In.1)
- 2.17. 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)
Specify: _____ relaxed _____ attentive
 _____ social _____ defensive
 _____ other: _____
- 2.18. Identify the difference between active and inactive listening when participating in conversations (e.g., active—looking at speaker, taking notes, nodding head; inactive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1)

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2.19. Use critical listening skills to gain understanding. (CO.A.1.In.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: _____

2.20. Use strategies to improve listening (e.g., be flexible in use of listening styles, be sensitive to the environment, make notes about things that are important to remember, request and accept feedback on own listening patterns). (CO.A.1.In.1)

3. Apply skills and strategies to enhance competence in oral and written communication (e.g., planning, creating drafts, editing and proofing, rehearsing, revising).

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.

3.1. Identify characteristics of key elements of documents and oral communications (e.g., narrative writing—telling a story; persuasive writing—letter to the principal; technical writing—lab report). (CL.B.2.In.1)

- Specify: _____ intent—objectives, target audience, purpose
_____ what components are needed—introduction, body, summary
_____ how the information should be organized
_____ what formatting should be used—layout, text, use of graphics
_____ other: _____

3.2. Use strategies to create documents or oral communications that relate a series of sequential events. (CL.B.2.In.1)

- Specify: _____ make a list of events in order
_____ use words such as first, next, and last to indicate order of events
_____ note dates of events
_____ other: _____

3.3. Use strategies to create documents or oral communications that are organized around key ideas and relevant supporting details. (CL.B.2.In.1)

- Specify: _____ use a graphic organizer to arrange main ideas and supporting details
_____ use an outline to organize main ideas and supporting details
_____ introduce the overall main idea in the beginning
_____ state the main idea in the topic sentence of the paragraph
_____ link the details to the main idea of the paragraph
_____ summarize the overall main idea in the conclusion
_____ other: _____

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- 3.4. Use strategies to create documents or oral communications that use a logical order to express information. (CL.B.2.In.1)
- Specify: _____ select the type of organization that fits the topic—specific to general, cause and effect, least important to most important, easy to difficult, chronological
- _____ use a graphic organizer or outline to organize ideas
- _____ indicate how the information is organized in the beginning
- _____ include words throughout the text that remind the reader of the organization
- _____ other: _____

Formatting

- 3.5. Select the appropriate format for documents and oral communications to accomplish functional tasks. (CL.B.2.In.1)
- Specify: _____ note—give directions, let your school know that you will be late
- _____ memo—announce an event to your co-workers at the office
- _____ letter—friendly, complaint, request, application
- _____ message—let a family member know that someone called
- _____ report—describe progress in completing a project
- _____ other: _____
- 3.6. 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)
- Specify: _____ note _____ memo or e-mail
- _____ letter _____ brief description
- _____ report _____ cards and invitations
- _____ other: _____

Writing Process

- 3.7. Use the writing process to develop documents and other types of written communications. (CL.B.2.In.1)
- Specify: _____ organize ideas _____ write first draft
- _____ review draft _____ revise
- _____ edit _____ write final copy
- _____ other: _____
- 3.8. Use complete sentences to express desired information when writing or speaking. (CL.B.2.In.1)
- Specify: _____ simple _____ compound
- _____ complex _____ compound or complex
- 3.9. *Write simple sentences. (Writing D 10: V)*
- 3.10. *Combine 3-5 words to verbally express phrases and sentences. (Language C 25: III)*

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- 3.11. Use self-monitoring strategies to assist in writing complete sentences. (CL.B.2.In.1)
Specify: _____ select the kind of sentence _____ think about the meaning
 _____ think about the words _____ review the sentence when finished
 _____ other: _____
- 3.12. Use the standard conventions of grammar, punctuation, and mechanics in preparing written text. (CL.B.2.In.1)
Specify: _____ agreement _____ use of punctuation within sentences
 _____ tense and case _____ use of punctuation within words
 _____ mechanics—use of capital letters, abbreviations, and numbers
 _____ other: _____
- 3.13. *Capitalize the first letter of own first and last name. (Writing C 6: IV)*
- 3.14. *Write a sentence with correct capitalization of the first word and ending punctuation. (Writing C 7: V)*
- 3.15. *Capitalize and punctuate common titles (e.g., Mr., Mrs., Dr.), proper nouns which name persons, days of the week, months of the year, and names of streets, cities, and countries. (Writing C 8: VI)*
- 3.16. *Use correct punctuation and capitalization when writing a letter and addressing an envelope. (Writing C 9: VI)*
- 3.17. Use appropriate resources to aid in spelling. (CL.B.2.In.1)
Specify: _____ spelling dictionary _____ specialized electronic aid
 _____ people _____ spell-check utility in software program
 _____ other: _____
- 3.18. *Spell frequently used words from a specified word list (e.g., Dolch, SSAT, survival, and consumer words). (Writing B 4: V, VI, VII)*
- 3.19. Proofread written communications to identify errors and needed revisions. (CL.B.2.In.1)
Specify: _____ spelling _____ grammar
 _____ sentence structure _____ word choice
 _____ formatting—margins, spacing, legibility
 _____ punctuation _____ other: _____
- 3.20. *Proofread to locate and correct spelling errors. (Writing B 5: VI, VII)*

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3.21. Revise documents and written communications to improve meaning and focus.

(CL.B.2.In.1)

- Specify: _____ unity and coherence—words, phrases, and clauses agree and work together
_____ content—no irrelevant details
_____ organization—logical order
_____ clarity—ideas clearly expressed
_____ style—no run-on sentences or unintentional fragments, word choice
_____ formatting—margins, spacing, legibility
_____ grammar
_____ other: _____

4. Apply skills and strategies to enhance ability to solve problems.

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.

Solving Mathematical Problems

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

CL.B.4.In.1, CL.B.4.In.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 and reliability
_____ explain results
_____ other: _____

4.2. Determine whether insufficient, sufficient, or extraneous information is given in solving particular mathematical problems. (CL.B.3.In.2, CL.B.4.In.1)

4.3. Express mathematical problems using alternative methods to accomplish functional tasks. (CL.B.3.In.2, CL.B.4.In.1)

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

Identifying Problems

4.4. Identify that a problem exists in school, in personal life, or at work, a discrepancy between what is and what should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness, failure to complete chores). (CL.B.4.In.1)

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- 4.5. Identify possible reasons for existing problems in school, in personal life, or at work (e.g., lack of study time, ineffective study habits, material too difficult). (CL.B.4.In.1)
- 4.6. Identify problems that lead to the breakdown of major goals in school, in personal life, or at work (e.g., not completing homework assignments, watching too much television, getting in fights, procrastinating). (CL.B.4.In.1)
- 4.7. Analyze possible consequences associated with specific problems in school, in personal life, or at work (e.g., failing courses, getting detention, trouble with parents and local authorities, not graduating). (CL.B.4.In.1)

Applying Problem-solving Strategies

- 4.8. 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)
Specify: _____ school _____ work _____ personal life
- 4.9. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1)
- 4.10. 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: _____
- 4.11. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1)
- 4.12. 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)
- 4.13. Identify the separate steps of a complicated process when solving a problem involving many tasks (e.g., conducting a science experiment, completing a community service project). (CL.B.4.In.1)
- 4.14. Construct estimates of 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)

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- 4.15. Match consequences to decisions when solving problems involving cause and effect (e.g. doing extra credit work to make up for low grades). (CL.B.4.In.1)
- 4.16. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating class conflicts prior to scheduling classes). (CL.B.4.In.1)
- 4.17. 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 production). (CL.B.4.In.1)
- 4.18. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify study techniques used by successful student and apply to own work; work—identify techniques used by most productive employee, use these techniques to improve own performance; personal life—identify crowd that does not use drugs, identify their refusal skills, drugs, use same skills when offered drugs). (CL.B.4.In.1)

Evaluating Alternative Solutions

- 4.19. Identify alternative courses of action for solving a particular problem at school, in personal life, or at work (e.g., tape recording class lecture or taking notes). (CL.B.4.In.1)
- 4.20. Analyze consequences of each alternative course of action for solving a particular problem at school, in personal life, or at work (e.g., using tape recorder—tape it to listen to again; writing notes—have brief outline to study). (CL.B.4.In.1)

Implementing Solutions

- 4.21. 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)
- 4.22. 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)
- 4.23. 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)

Evaluating Effectiveness of Solution

- 4.24. 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)
- 4.25. 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)

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5. Use effective time management and organization strategies to complete class and work assignments.

CL.C.2.In.1 plan and implement personal work assignments.

Planning Class and Work Assignments

- 5.1. Identify purposes of planning class and work assignments (e.g., clarifies what is required, helps to stay on task, identifies needed time and resources). (CL.C.2.In.1)
- 5.2. Identify components of a plan to complete class and work 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, training or instruction; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1)
- 5.3. *State steps to complete a task. (Language C 31: VI)*
- 5.4. Identify, prioritize, and schedule job responsibilities (e.g., make a to-do list, 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)

Implementing Work Assignments

- 5.5. Use strategies to pace work so that assignment is completed according to a schedule. (CL.C.2.In.1)
Specify: _____ work according to schedule _____ set an alarm clock as a reminder
_____ track subtasks on calendar _____ check off subtasks when completed
_____ other: _____
- 5.6. Identify alternative approaches when faced with difficulty in completing a task. (CL.C.2.In.1)
Specify: _____ try different tools or techniques _____ visualize the steps
_____ seek assistance from others _____ read the instructions or references
_____ other: _____
- 5.7. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.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 teacher or supervisor to review
_____ other: _____

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- 5.8. Follow a systematic procedure to complete specific tasks with increasing independence. (CL.C.2.In.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 applicable standards
_____ evaluate own task performance using applicable standards
_____ other: _____

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

Using Tools, Equipment, and Supplies

- 5.10. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work assignments. (CL.C.2.In.2)

Specify: _____ use a checklist with pictures or descriptions of supplies, tools, and equipment
_____ set up workstation with all needed supplies and equipment before starting
_____ identify available sources of needed supplies and equipment
_____ other: _____

- 5.11. Select and use the appropriate materials and supplies for completion of work assignments (e.g., writing a report—notebook, pen, references; printing a letter—paper, wordprocessor, printer). (CL.C.2.In.2)

- 5.12. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*

- 5.13. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*

- 5.14. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*

- 5.15. 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)

Specify: _____ personal calendar _____ school _____ work

- 5.16. *Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)*

- 5.17. *Identify the appropriate source to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)*

- 5.18. *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)*

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6. Use effective test-taking skills (e.g., previewing, allocating time, outlining response to essays, reviewing answers).

CL.B.4.In.1 identify problems and examine alternative solutions.

CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

6.1. Use strategies to prepare for successful performance on tests. (CL.B.4.In.1, CL.B.4.In.2)

Specify: _____ clarify what is being tested—check notes, check with peers or teacher
_____ review and rehearse expected responses to anticipated questions
_____ practice with similar questions
_____ perform task with decreasing feedback
_____ other: _____

6.2. 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
_____ determine the order for completing each section
_____ 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 use of words and phrases in test items
_____ monitor own time
_____ check answers to avoid careless mistakes
_____ other: _____

6.3. Use strategies to improve performance on subsequent tests. (CL.B.4.In.2)

Specify: _____ 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: _____

7. Use effective social and interpersonal skills to interact appropriately with peers and adults in a variety of settings.

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.

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.2.In.1 interact acceptably with others within the course of social, vocational, and community living.

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Social Behaviors

- 7.1. Identify characteristics of behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.1)
Specify: _____ considerate —makes polite comments, shares resources with others
_____ cooperative —does share of work on projects, accepts others' suggestions
_____ assertive—raises hand to participate in class, makes needs known to others
_____ positive response to humor or teasing—laughs without drawing attention, ignores
_____ positive response to criticism—makes needed changes, acknowledges others' views
_____ other: _____
- 7.2. Identify characteristics of behaviors that prevent one from functioning effectively in a variety of social situations. (IF.B.2.In.1)
Specify: _____ inconsiderate —won't wait for turn, does not clean up after finished with task
_____ uncooperative —won't help others with task, keeps all supplies for self
_____ unassertive —lets others take over equipment
_____ negative response to humor or teasing—makes loud noises, gets angry
_____ negative response to criticism—takes personally, makes negative comments
_____ other: _____
- 7.3. *Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)*
- 7.4. Identify situational factors that support effective functioning in a variety of social situations (e.g., availability of choices, availability of positive role models, opportunities to make decisions about activities). (IF.B.2.In.1)
- 7.5. Identify situational factors that prevent one from functioning effectively in a variety of social situations (e.g., ignorance of or noncompliance with rules and requirements, lack of options or personal choices, threats, peer pressure, lack of encouragement). (IF.B.2.In.1)
- 7.6. Identify social expectations of a variety of situations and characteristics of conduct and interactions that are appropriate for each (e.g., class discussion, pep rally, funeral, family dinner, concert). (SE.A.2.In.1)
Specify: _____ home _____ school _____ community _____ workplace
- 7.7. Demonstrate behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.1, SE.A.2.In.2)
Specify behavior: _____ consideration _____ assertiveness
_____ response to humor or teasing _____ response to criticism
_____ cooperation
Specify setting: _____ home _____ school _____ community _____ workplace
- 7.8. *Cooperate with peers. (Social and Personal G 51: III)*
- 7.9. *Show respect for property of others. (Social and Personal G 52: III)*

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- 7.10. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: VI)*
- 7.11. *Use language to initiate conversation. (Language C 30: VI)*
- 7.12. Monitor own behaviors that enable one to function effectively in a variety of social situations and make adjustments if needed. (IF.B.2.In.1, SE.A.2.In.2)
Specify: _____ home _____ school _____ community _____ workplace
- 7.13. Identify ways to handle unexpected events and specific emergency situations (e.g., identify the current status of events, note the individuals involved, check on previous experiences, ask for assistance). (IF.B.2.In.3)
- 7.14. Behave in ways that comply with personal safety rules and procedures (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)
Specify: _____ home _____ school _____ community _____ workplace

Working in a Group

- 7.15. 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)
- 7.16. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, friction between members, arguments arising, hostility between two or more members). (SE.A.1.In.1)
- 7.17. 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, sharing equipment). (SE.A.1.In.1)
- 7.18. 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 and restraint when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1)
- 7.19. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 7.20. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 7.21. 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)

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- 7.22. 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)
- 7.23. Identify steps for group problem solving. (SE.A.1.In.1)
Specify: _____ discuss the problem
_____ individually list possible causes
_____ record individual group members' suggestions and clarifications
_____ discuss and determine causes
_____ implement corrective action, or solution
_____ report results
_____ move on to the next most probable cause if initial action is ineffective
_____ other: _____
- 7.24. Use appropriate steps for group problem solving in various situations. (SE.A.1.In.1)
Specify: _____ home _____ school _____ community _____ workplace
- 7.25. Use appropriate interpersonal communication skills when working in a group (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticisms, providing feedback). (SE.A.1.In.1)
Specify: _____ home _____ school _____ community _____ workplace
- 7.26. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, understanding rules, abiding by rules, respecting the rights of others in group activities, being polite). (SE.A.1.In.1)
Specify: _____ home _____ school _____ community _____ workplace

Leadership Skills

- 7.27. Identify characteristics of leadership in a group activity (e.g., good speaking skills, confidence in expressing opinions, knowledgeable, respected, ability to influence group members, ability to facilitate decisions, and initiate conversation between group member). (SE.A.1.In.2)
- 7.28. Identify the effects that different kinds of leaders have on a group's effectiveness. (SE.A.1.In.2)
Specify: _____ supportive leaders—more participation by group members, more flexible
_____ controlling leaders—group members may operate in fear
_____ negligent leaders—group members may not stay on task
_____ other: _____
- 7.29. Identify individual styles when working in groups (e.g., relaxed worker, conscientious worker, quiet worker, expressive worker, productive worker). (SE.A.1.In.2)
- 7.30. Identify appropriate methods for giving feedback to group members (e.g., offering constructive criticism, offering suggestions or ideas, using a group reflection, providing opinions). (SE.A.1.In.2)

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- 7.31. Identify behaviors that are used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action). (SE.A.1.In.2)

Functioning in Organizations

- 7.32. Identify aspects of organizations that require different kinds of behaviors (e.g., rigid—line of command, support for individual problem solving, opportunity for group collaboration, working at a distance, flexible work schedule, concern for others in the organization). (SE.A.1.In.3)
- 7.33. Demonstrate behavior that complies with the existing rules and code of conduct of the organization (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from the organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, keeping drugs and alcohol out of the organization). (SE.A.1.In.3)
Specify: _____ school _____ community _____ workplace
- 7.34. Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., personal ethical or moral issues may conflict with the expectations of the organization, personal choices may conflict with moving to a new location or transferring to a new site, personal choices may conflict with rearranging work schedule, personal behaviors such as being disruptive can conflict with working on a job). (SE.A.1.In.3)

8. Demonstrate awareness of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Understanding the Components of the Individual Educational Plan

- 8.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1)
- 8.2. Identify the benefits of and reasons for participation in own IEP meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1)
- 8.3. Identify characteristics of steps in IEP development. (IF.B.1.In.1)
Specify: _____ participate in premeeting activities
_____ 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

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8.4. Identify important areas to explore for transition planning. (IF.B.1.In.1)

- Specify: _____ employment
_____ instruction and continuing education
_____ community participation
_____ independent living
_____ agency support
_____ daily living skills

8.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1)

Participating in the Development of the Plan

8.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1)

8.7. Identify desired long-term outcomes. (IF.B.1.In.1)

- Specify: _____ in-school—course of study, diploma, extracurricular activities
_____ post-school—postsecondary training, employment
_____ post-school—living arrangements, community participation

8.8. 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)

8.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1)

8.10. Assist in identifying the risks and benefits of each option considered in the individual plan. (IF.B.1.In.1)

8.11. Assist in setting realistic annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1)

8.12. Assist in identifying the time and resources needed to implement the IEP. (IF.B.1.In.1)

8.13. Assist in allocating, prioritizing, and scheduling time and resources to implement the IEP (e.g., assign responsibilities, determine timelines, set criteria for completion). (IF.B.1.In.1)

8.14. 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)

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9. Apply skills and strategies that promote self-advocacy and goal setting for personal needs.

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.

Functioning Independently

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

Specify: _____ self-initiation—begins tasks on own, asks for additional tasks upon completion
_____ self-management—self-monitoring, self-instruction, and self-reinforcement
_____ self-control—manages unstructured time, controls responses to events
_____ self-advocacy—requests needed resources, questions practices that appear unfair, requests needed modification and service
_____ self-esteem—sets challenging goals, says no to peer pressure
_____ other: _____

9.2. Identify characteristics of behaviors that prevent one from functioning independently in a variety of situations. (IF.B.2.In.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, does not request needed modification and service
_____ self-esteem—won't try new tasks, makes negative comments about self
_____ other: _____

9.3. 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)

9.4. 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)

9.5. Demonstrate behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.2)

Specify behavior: _____ self-initiation _____ self-management _____ self-control
_____ self-advocacy _____ self-esteem
_____ other: _____

Specify setting: _____ home _____ school _____ community _____ workplace

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

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- 9.7. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 9.8. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 9.9. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.2)
Specify: _____ home _____ school _____ community _____ workplace

Planning Process for Personal Goals

- 9.10. Identify the benefits of using a planning process to set personal goals (e.g., helps stay on track, useful in monitoring progress, can be motivating). (IF.B.1.In.1)
- 9.11. Describe steps to be followed when making a plan. (IF.B.1.In.1)
Specify: _____ identify goal or outcome
_____ identify needed resources
_____ determine major tasks
_____ schedule tasks
_____ obtain assistance and resources, if needed
_____ other: _____
- 9.12. Identify ways that planning and goal setting affect one's feeling of self-control and effectiveness (e.g., anticipate problems, work around barriers, make own choices). (IF.B.1.In.1)
- 9.13. Identify ways that a lack of planning can have negative outcomes for personal situations (e.g., may not have enough time or resources, can't handle emergencies, may lack direction). (IF.B.1.In.1)
- 9.14. 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)
- 9.15. 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)
- 9.16. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
- 9.17. Identify how positive view of self can affect personal goals (e.g., makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1)
- 9.18. Identify the risks and benefits associated with choices available to reach personal goals (e.g., deciding to go to college, taking a part-time job). (IF.B.1.In.1)
- 9.19. 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)

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- 9.20. Set realistic personal goals after selecting from options. (IF.B.1.In.1)
Specify: _____ short-term goals
 _____ long-term goals
 _____ other: _____
- 9.21. Allocate, prioritize, and schedule the time, space, and materials needed to accomplish goals. (IF.B.1.In.1)
- 9.22. Commit to pursue the project when carrying out plans related to personal goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2)
- 9.23. Periodically monitor and evaluate own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current state, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2)
- 9.24. 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)