

Attachment Four:

- Academic Skills (7855030) 6-8 & Career Planning TBA
- Career Education (ESE) 7821030

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area:	Academics - General
Course Number:	TBA
Course Title:	Academic Skills: 6-8 & Career Planning
Previous Course Title:	Pre Academics: 6-8
Credit:	Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in academic concepts and skills to enable students with disabilities to function at their highest levels and participate effectively in school, at home, and in the community. Emphasis will be placed on the practical application of academic skills as they relate to functional tasks of personal life.

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

- receptive and expressive communication skills
- reading and writing skills
- mathematical skills
- social and personal skills
- problem solving
- applications to daily activities

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.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

*The information highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

This entire course may not be mastered in one year. The course requirements for this course are consistent with Academic Skills (7855030) 6-8 with the addition of the career and education planning competencies. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is primarily designed for students functioning at supported levels, who are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

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 course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and the 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.

This course may be used with students who require the assistance of communication systems including signing, communication boards, or other adaptive equipment. Course requirements should be modified as appropriate.

- 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 make progress, but are not required 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. Demonstrate comprehension of verbal information.

- CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Objects, Areas, and Tasks

- 1.1. Identify objects, areas, and tasks for productive activities in the home (e.g., cleaning the house, cooking a meal, washing clothes, maintaining the yard, fixing a broken shelf). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ o cleaning—vacuum, glass cleaner, bleach, ammonia, toilet brush
 _____ o cooking—kitchen, stove, measuring cups, pots, pans
 _____ o laundry—washer, dryer, detergent, bleach, stain remover
 _____ o yard work—lawn, rake, lawnmower, shovel, hose

_____ home repair—garage, workshop, hammer, wrench, drill, plunger
_____ other: _____

1.2. Identify objects, areas, and tasks for common workplace activities (e.g., answering the phone, copying information, faxing information, taking an order, setting up a work station). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ office—fax machine, copy machine, calculator, envelopes, stamps, desk

_____ food service—trays, drink machine, sugar caddies, refrigerator

_____ for employees—time card, locker, mailbox, uniform, lounge

_____ maintenance—broom, wastebasket, cleaning supplies

_____ other: _____

1.3. Identify objects, areas, and tasks for common school activities (e.g., completing class assignments, recording homework assignments, making reports, taking notes, working in the family and consumer sciences lab, participating in physical education class). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ classroom—desks, chalkboard, reference books, computers

_____ cafeteria—trays, drink containers, waste baskets

_____ media center, guidance, office, gymnasium, all-purpose room, bus

_____ lab or workshop—equipment, tools, scales, sink, supplies

_____ for students—folder, locker, textbook, workbook

_____ other: _____

1.4. Identify objects, areas, and tasks for productive activities in the community (e.g., city hall, library, mailbox, shopping mall, menu). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ banking

_____ shopping

_____ using the post office

_____ eating out

_____ using the library

_____ other: _____

1.5. Identify objects, areas, and tasks for leisure activities (e.g., equipment, supplies, fields, arenas, parks). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ indoor games _____ crafts/hobbies

_____ outdoor activities _____ sports

_____ entertainment _____ other: _____

Pictures

1.6. Identify household objects as described and pictured in reference materials, magazines, and newspapers to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ furniture _____ appliances

_____ interior design _____ supplies

_____ entertainment _____ other: _____

1.7. Identify objects in the community as described and pictured in reference materials, magazines, and newspapers to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ buildings _____ signs

_____ landmarks _____ other: _____

- 1.8. Identify school-related objects as described and pictured in textbooks, reference materials, magazines, and newspapers used in assignments, homework, or field trips (e.g., pictures of historical events, monuments, maps, plants, animals, equipment). (CL.B.1.In.1, CL.B.1.Su.1)

Frequently Used Words

- 1.9. Identify the meaning of frequently used words to accomplish functional tasks
(e.g., survival words, greetings, names). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ common words
_____ opposite concepts
_____ temporal concepts
_____ categories
_____ directional concepts
_____ other: _____
- 1.10. Identify the meaning of compound words and contractions to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)
- 1.11. Identify the meaning of words with common prefixes, suffixes, and endings to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)
- 1.12. Identify the meaning of vocabulary related to school assignments (e.g., homework, test, current events). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.13. Identify the meaning of vocabulary related to personal care activities (e.g., getting ready for work or school, managing finances, maintaining cleanliness of home or clothing, purchasing items). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ personal grooming and hygiene—brush, floss, shower, deodorant
_____ finances—coins, dollars, savings, budget
_____ caring for clothes—wash, dry clean
_____ purchasing items—discount, sale, tax, charge
_____ other: _____
- 1.14. Identify the meaning of vocabulary related to productive activities in the community (e.g., balancing a checkbook, completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ banking—withdrawal, deposit, account number, balance
_____ library—library card, check out, due date, late charge
_____ post office—letter, stamp, express mail, package
_____ businesses—stores, services, clerk, customer, cashier
_____ volunteer service—organization, responsibilities, schedule
_____ other: _____
- 1.15. Identify the meaning of vocabulary related to leisure activities (e.g., playing sports, attending a play or movie, playing a board game, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: indoor games outdoor activities
 sports entertainment
 hobbies events
 other: _____

Following Directions

1.16. Follow directions to complete productive activities in the home (e.g., following a recipe, preparing food, assembling a bicycle, painting a wall, operating a washing machine). (CL.B.1.In.2, CL.B.1.Su.2)
 Specify: number of steps—1, 2, multiple
 presentation mode—oral, pictorial, demonstration

1.17. Follow directions to complete productive activities in the community (e.g., getting a book at the library; assisting a volunteer service organization or in an activity—coastal cleanup, participating in a fund-raiser). (CL.B.1.In.2, CL.B.1.Su.2)
 Specify: number of steps—1, 2, multiple
 presentation mode—oral, pictorial, demonstration

1.18. Follow directions when completing school tasks (e.g., class assignment, project, study guide, worksheet, test). (CL.B.1.In.2, CL.B.1.Su.2)
 Specify: number of steps—1, 2, multiple
 presentation mode—oral, pictorial, demonstration

1.19. Follow directions to complete leisure activities (e.g., craft and hobbies—candle making, collages, pottery, photography, sewing; sport activities—basketball, tennis, soccer, water skiing, hiking; games—card, board, video). (CL.B.1.In.2, CL.B.1.Su.2)
 Specify: number of steps—1, 2, multiple
 presentation mode—oral, pictorial, demonstration

Listening

1.20. Identify behaviors that indicate one is listening (e.g., makes eye contact, turns body toward speaker, makes appropriate follow-up comments). (CO.A.1.In.1, CO.A.1.Su.1)

1.21. Use strategies to improve listening (e.g., repeats what is heard, says what is heard in own words). (CO.A.1.In.1, CO.A.1.Su.1)

2. Demonstrate expressive language skills.

CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.

CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.

CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Voice and Articulation

- 2.1. Use correct articulation to pronounce words correctly. (CO.A.1.In.1, CO.A.1.Su.1)
- 2.2. Use voice and fluency appropriate for the social situation (e.g., when eating meals, attending a service, cheering at a sports event, walking in the halls of a hospital). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ tone of voice _____ pitch
 _____ fluency (rate and rhythm) _____ loudness
 _____ duration _____ other: _____

Greetings and Conversation

- 2.3. Use appropriate greetings when meeting other persons (e.g., formal—“Hello...”; informal—“Hi!” “How are you?” “Nice to see you.”). (CO.A.1.In.1, CO.A.1.Su.1)
- 2.4. Respond to greetings appropriately (e.g., “Hello.” “Thank you for inviting me.” “It’s nice to see you, too.” “I’m doing well, and you?”). (CO.A.1.In.1, CO.A.1.Su.1)
- 2.5. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, about personal problems, about school activities; friends—about what is happening in your life, about activities, about schoolwork; familiar persons—about shared interests, about common experiences; unfamiliar persons—weather, sports, jobs, or school). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ with family _____ with friends
 _____ with familiar persons _____ with unfamiliar persons

Functional Use of Language

- 2.6. Use appropriate language to express desires effectively in various situations (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: _____
Specify: _____ home _____ school _____ community
- 2.7. Use appropriate language to express ideas and feelings clearly in various situations (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: _____ opinion _____ fact _____ sadness
 _____ affection _____ anger _____ other: _____
Specify: _____ home _____ school _____ community

- 2.8. Use appropriate language to express need for assistance in various situations
(e.g., asks for help, raises hand, calls person’s name, presses a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ o home _____ o school _____ o community
- 2.9. Use appropriate language to express the need for assistance in emergencies
(e.g., alerts others, describes emergency). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ o home _____ o school _____ o community
- 2.10. Give directions to another person to accomplish a functional task.
(CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ o school task—how to look up a word, how to dress for physical education
 _____ o personal task—how to use the microwave, how to find a location
 _____ o leisure task—how to pack for vacation, how to take care of a pet
- 2.11. Request clarification from teachers, supervisors, family, and peers when needed in various situations (e.g., when you do not understand a class assignment, when you need help on a work project, when you want to know how to do chores).
(CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ o home _____ o school _____ o community
- 2.12. Use appropriate vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ o home _____ o school _____ o community
- 2.13. Use appropriate grammar and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ o home _____ o school _____ o community

3. Demonstrate reading skills necessary for functional tasks of personal life.

- CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Signs and Symbols

- 3.1. Identify the meaning of symbols and icons on appliances, equipment, or controls (e.g., off, on, temperature control) to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: cooking laundry cleaning
 plumbing yard care heating and cooling
 other: _____

- 3.2. Identify the meaning of symbols and icons used on signs for buildings and public facilities to accomplish functional tasks (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: exit and entrance signs restroom signs
 elevator signs other: _____

- 3.3. Identify the meaning of words and symbols on signs in stores, restaurants, and other businesses in the community to accomplish functional tasks (e.g., shopping for groceries, eating at restaurants or fast food chains, going to the movies). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: order here cashier
 no food or drink allowed no smoking
 name of business hours of operation
 other: _____

Letters

- 3.4. Identify letters when completing functional tasks (e.g., locating a name by the first letter, identifying a volume of an encyclopedia, locating a word in the dictionary, locating a book using the Dewey decimal system, throwing away the boxes marked with a "P"). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: upper case lower case
 manuscript cursive

Words

- 3.5. Identify personal information in written form to accomplish functional tasks

(e.g., completing forms, signing documents). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: name address phone number
 date of birth ethnic group Social Security number
 other: _____

- 3.6. Identify the meaning of frequently used written words to accomplish functional tasks (e.g., Dolch, survival list). (CL.B.1.In.1, CL.B.1.Su.1)

- 3.7. Identify the meaning of written vocabulary related to school activities (e.g., lunch menu, class schedule, after-school activities, clinic hours). (CL.B.1.In.1, CL.B.1.Su.1)

- 3.8. Identify the meaning of written directions used in the school environment. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: class assignments tests homework assignments
 other: _____
- 3.9. Identify the meaning of written words when completing academic tasks (e.g., add, subtract, homework, task). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.10. Identify the meaning of written words related to personal care activities (e.g., getting ready for work or school, managing own finances, maintaining cleanliness of home or clothing, purchasing items—food, clothes). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: personal grooming and hygiene—products, equipment
 caring for clothes—labels, products
 purchasing items—costs, signs
 other: _____
- 3.11. Identify the meaning of written words related to productive activities in the community (e.g., completing transactions at the bank, volunteering for community service, checking out books from the library, using the post office). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: library—library card, signs, sections, activities
 post office—addresses, postage fees
 businesses—signs, services, hours of operation
 volunteering—names of organization, activities, locations
 other: _____
- 3.12. Identify the meaning of written words related to leisure activities (e.g., reading directions for a game, selecting a movie from the newspaper listings, playing a board game, reading an article in a sports magazine). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: indoor games outdoor activities sports
 entertainment hobbies events
 other: _____

Phrases, Sentences, and Text

- 3.13. Restate the meaning of a written word, phrase, or sentence to clarify meaning to accomplish functional tasks (e.g., repeating directions, asking for clarification, requesting additional information). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: information questions directions
 commands requests other: _____
- 3.14. Use cues to locate specific information in a book, magazine, or picture to accomplish functional tasks (e.g., school tasks—find picture in a book; personal care—find fitness routine; leisure—find information on a specific location, person, or event). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: highlighted words numbers dates
 charts pictures maps
 answers to questions other: _____

- 3.15. Obtain needed written information from an appropriate source to accomplish functional tasks (e.g., getting information about a community activity, finding a phone number). (CL.B.1.In.2, CL.B.1.Su.2)
 Specify: _____ o newspaper _____ o magazine _____ o reference book
 _____ o brochure _____ o directory _____ o manual
 _____ o Internet resources _____ o instructions _____ o guide
 _____ o other: _____
- 3.16. Identify events using a schedule (e.g., television, movies, religious services, performances). (CL.B.1.In.2, CL.B.1.Su.2)

Written Directions

- 3.17. Follow written directions to complete productive activities in the home and community (e.g., following a recipe, preparing food, assembling a bicycle, painting a wall, operating a washing machine). (CL.B.1.In.2, CL.B.1.Su.2)
 Specify: _____ o number of steps—1, 2, multiple
- 3.18. Follow written directions to complete school tasks (e.g., class assignment, study guide, report, laboratory activity, test). (CL.B.1.In.2, CL.B.1.Su.2)
 Specify: _____ o number of steps—1, 2, multiple
- 3.19. Follow written directions in booklets, magazines, or pamphlets to complete leisure activities (e.g., candle making, collages, pottery, photography, sewing). (CL.B.1.In.2, CL.B.1.Su.2)
- 3.20. Follow written directions given on vending machines to obtain desired item
 (e.g., how to select products, cost of products, how to deposit bills/coins, where change return is located). (CL.B.1.In.2, CL.B.1.Su.2)

4. Demonstrate writing skills necessary for functional tasks of personal life.

CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.

CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

General Writing Skills

- 4.1. Use appropriate writing modes related to personal needs to complete functional tasks (e.g., writing a letter, leaving a message, writing in a journal, writing a to-do list, completing homework). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: handwriting
 typewriter or word processor
 other: _____

4.2. Produce legible handwritten material to complete functional tasks (e.g., writing messages or notes, completing forms, signing documents, writing checks). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: style—manuscript or cursive spacing
 size letter formation
 orientation other: _____

4.3. Produce written communications accurately (e.g., brief message, list of information for a form). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: messages notes
 lists other: _____

Personal Information

4.4. Reproduce required personal information from an identification card to accomplish functional tasks (e.g., completing forms, signing documents, addressing a letter). (CL.B.2.Su.1)

Specify: name address phone number
 date of birth ethnic group other: _____

4.5. Write required personal information to accomplish functional tasks (e.g., signing documents, addressing a letter, giving information to others). (CL.B.2.In.2)

Specify: name address phone number
 date of birth ethnic group other: _____

Forms

4.6. Determine information needed in order to have the proper documents ready to complete specified form (e.g., Social Security card, State of Florida identification card). (CL.B.2.In.1, CL.B.2.Su.1)

4.7. Transfer information accurately from sources such as a personal identification card or Social Security card onto appropriate section of forms (e.g., disability, benefits, insurance information). (CL.B.2.In.2, CL.B.2.Su.2)

4.8. Write needed information accurately on specified forms. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: application forms
 order blanks
 personal history
 other: _____

5. Demonstrate knowledge of number concepts and computation skills necessary for functional tasks of personal life.

CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

General Skills

5.1. Identify equal and unequal quantities to accomplish functional tasks (e.g., cutting a sandwich in half, sharing a plate of cookies, mixing water and vinegar for cleaning, dealing cards for a game). (CL.B.3.In.1, CL.B.3.Su.1)

5.2. Identify two-dimensional shapes to accomplish functional tasks (e.g., drawing a circle, identifying a yield sign, buying a mat for a picture frame, finding a tablecloth for a table). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: square rectangle triangle
 circle

5.3. Identify three-dimensional shapes to accomplish functional tasks (e.g., stacking milk crates for storage, packaging a poster in a tube for shipping, making a cone for frosting). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: cube sphere cylinder cone

Whole Numbers

5.4. Identify whole numbers to accomplish functional tasks (e.g., finding pages in a book, finding a street address, reading speed limit signs, reading temperature gauges, identifying the cost of a car, identifying bus numbers, giving account numbers). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: 0 to 10 0 to 100 0 to 1000
 0 to 10,000 0 to 100,000

5.5. Count objects to accomplish functional tasks (e.g., home—counting silverware for setting the table, getting out towels for guests; leisure—counting the number of seconds to go in a basketball game; workplace—counting screws to assemble an object, checking how many rooms to clean). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: 0 to 10 0 to 100 0 to 1000

5.6. Use skip counting to accomplish functional tasks (e.g., counting large numbers of objects, counting money, counting items in inventory, counting off individuals to form teams). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: 0 by 2s 0 by 5s 0 by 10s 0 by 100s

- 5.7. Identify the whole number that comes before, after, or between a given number(s) to accomplish functional tasks (e.g., locating the date after a holiday on a calendar, filing charts according to numerical order). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ to 10 _____ to 100
 _____ to 1000 _____ to 10,000
- 5.8. Compare numbers to accomplish functional tasks (e.g., placing numbered pages in the correct order, comparing prices, comparing ages, comparing scores in a game to determine the winning team). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ to 10 _____ to 100
 _____ to 1000 _____ to 10,000
- 5.9. Identify objects in a series by ordinal position to accomplish tasks (e.g., identifying the third game in a playoff, identifying the last pay period of the year). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ first, middle, last _____ to 5th
 _____ to 10th _____ to 100 _____ other: _____
- 5.10. Identify the meaning of fractional parts of an object, area, or set of items to accomplish functional tasks (e.g., measuring $\frac{1}{3}$ cup of milk, cutting a piece of wood in half). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ halves _____ thirds _____ fourths _____ other: _____

Addition

- 5.11. Identify situations in daily living when addition is used (e.g., totaling distances traveled over several days, determining the number of members on both teams, determining how much inventory was sold). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.12. Add numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ single digit addition _____ multiple digit addition
Specify method: _____ uses a table or chart _____ uses counters or tallies
 _____ uses a calculator _____ other: _____

Subtraction

- 5.13. Identify situations in daily living when subtraction is used (e.g., determining how many newspapers are left to be delivered, comparing the difference in sizes of classes, determining how many hours are left to work, determining how many miles are left to be driven). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.14. Subtract numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ single digit subtraction _____ multiple digit subtraction
Specify method: _____ uses a table or chart _____ uses counters or tallies
 _____ uses a calculator _____ other: _____

Multiplication

- 5.15. Identify situations in daily living when multiplication is used (e.g., determining the total cost of tickets for a group, how many people eight buses can hold). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.16. Multiply numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ single digit multiplication _____ multiple digit multiplication
Specify method: _____ uses a table or chart _____ uses counters or tallies
_____ uses a calculator _____ other: _____

Division

- 5.17. Identify situations in daily living when division is used (e.g., calculating grade percentages, dividing students into groups, dividing money owed for a large purchase over a period of months). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.18. Divide numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ single digit division _____ multiple digit division
Specify method: _____ uses a table or chart _____ uses counters or tallies
_____ uses a calculator _____ other: _____

Problem Solving

- 5.19. Use alternate methods to express mathematical problems to accomplish functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ draw pictures or diagrams _____ uses concrete objects
_____ state in own words _____ uses models
_____ other: _____
- 5.20. Solve problems involving addition of whole numbers to accomplish functional tasks (e.g., counting paper money, adding amount of money spent from checkbook in one month, adding number of hours worked in a pay period, adding weight gained in two months). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ single digit addition _____ multiple digit addition
Specify method: _____ uses a table or chart _____ uses counters or tallies
_____ uses a calculator _____ other: _____
- 5.21. Solve problems involving subtraction of whole numbers to accomplish functional tasks (e.g., determining how much weight was lost last year, determining how much farther one trip is compared to another, determining by how many points one team beat another). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ single digit subtraction _____ multiple digit subtraction
Specify method: _____ uses a table or chart _____ uses counters or tallies
_____ uses a calculator _____ other: _____

5.22. Solve problems involving multiplication or division of whole numbers to accomplish tasks (e.g., determining how many tickets are needed for a family of four to attend eight games, determining how many people can travel on 20 buses, determining the cost per ounce of a box of cereal). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ single digit operation _____ multiple digit operation
Specify method: _____ uses a table or chart _____ uses counters or tallies
 _____ uses a calculator _____ other: _____

6. Use basic measurement concepts involving length, weight, volume, time, temperature, and money to solve problems related to personal life.

CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Linear Measurement

6.1. Identify the meaning of units of linear measurement to accomplish functional tasks (e.g., measuring a person’s height, calculating the length of a room, determining the distance on a trip). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ inches _____ feet
 _____ yards _____ miles
 _____ other: _____

6.2. Measure the length, width, or height of object or area accurately using appropriate tools or equipment to accomplish functional tasks (e.g., using a ruler to measure a short line, using a tape measure to measure a room). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ruler _____ tape measure
 _____ yard stick _____ other: _____

6.3. Identify equivalents for commonly used linear measurements to accomplish functional tasks (e.g., determining the length of a football field, determining if a four-foot board will make a 52-inch shelf). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ 12 inches = 1 foot _____ 3 feet = 1 yard
 _____ 36 inches = 1 yard _____ other: _____

Weight

6.4. Identify the meaning of units of weight to accomplish functional tasks (e.g., weighing an infant, ordering gravel for a driveway, buying produce). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ounce _____ pound
 _____ ton _____ other: _____

- 6.5. Measure weight accurately using the appropriate tool to accomplish functional tasks (e.g., weighing yourself, weighing tomatoes at the grocery store, determining how much postage to put on a large envelope). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: bathroom scales postal scales
 produce scales other: _____
- 6.6. Identify equivalents for units of weight to accomplish functional tasks (e.g., determining cost for mailing a box, determining if truck is strong enough to carry load of gravel). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: 16 ounces = 1 pound 2000 pounds = 1 ton
 other: _____

Volume/Capacity

- 6.7. Identify the meaning of units of volume or capacity to accomplish functional tasks (e.g., preparing a recipe, adding oil to a car, purchasing a quantity of soft drinks). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: cup pint quart
 gallon liter teaspoon
 tablespoon other: _____
- 6.8. Measure volume or capacity accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., measuring a cup of bleach for the laundry, measuring gas into a tank for a lawnmower, measuring quarts of water for tea, measuring a teaspoon of medicine). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: cup pint quart
 gallon liter teaspoon
 tablespoon other: _____
- 6.9. Identify volume or capacity measurement equivalents to accomplish functional tasks (e.g., determining how many cups of water are needed for two quarts of lemonade, determining how many pint jars are needed for a gallon of honey). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: 3 teaspoons = 1 tablespoon 4 cups = 1 quart
 4 quarts = 1 gallon other: _____

Time

- 6.10. Identify the meaning of commonly used concepts and units of time to accomplish functional tasks (e.g., making plans for the future, scheduling appointments, predicting the weather). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: seconds, minutes, hours days, weeks, months, years
 seasons of the year now, later, future, past
 other: _____
- 6.11. Identify equivalent units of time to accomplish functional tasks (e.g., determining how much time to allow for an activity, recording time worked on a time sheet). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: 60 seconds = 1 minute 60 minutes = 1 hour
 24 hours = 1 day 7 days = 1 week
 other: _____

- 6.12. Identify time on a clock to accomplish functional tasks (e.g., timing a runner, setting the alarm, counting time to reach a destination). (CL.B.3.In.1, CL.B.3.Su.1)
Specify type of clock: _____ analog _____ digital
Specify interval: _____ hour/half hour _____ minutes
- 6.13. Identify the date on a calendar to accomplish functional tasks (e.g., planning a party, scheduling an appointment). (CL.B.3.In.1, CL.B.3.Su.1)

Temperature

- 6.14. Identify commonly used temperatures to accomplish functional tasks (e.g., reading a thermometer to record a high fever, determining if the freezer is cold enough to make ice, setting a thermostat in a room). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ freezing point of water _____ normal body temperature
_____ comfortable room temperature _____ other: _____
- 6.15. Measure temperature accurately using the appropriate tool to accomplish functional tasks (e.g., using a meat thermometer to determine if a roast is fully cooked, reading the thermostat to find the temperature in a room). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ thermometer—weather, oral, cooking
_____ thermostat—furnace, car, tool motor
_____ other: _____

Money

- 6.16. Identify the names and values of coins and bills to accomplish functional tasks (e.g., counting money, paying for an item, putting correct change into a vending machine, paying cab fare). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ to \$1.00 _____ to \$5.00 _____ to \$10.00
_____ to \$20.00 _____ to \$100.00 _____ other: _____
- 6.17. Count coins and bills to accomplish functional tasks (e.g., rolling pennies to take to a bank, using quarters to pay for a \$2.00 item, paying at a restaurant). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ to \$1.00 _____ to \$5.00 _____ to \$10.00
_____ to \$20.00 _____ to \$100.00 _____ other: _____
- 6.18. Identify common coin combinations to accomplish functional tasks (e.g., paying a toll on a highway, paying bus fare, using pay phones, buying a newspaper from a stand, purchasing gum from a machine, placing money in a parking meter). (CL.B.3.In.2, CL.B.3.Su.2)
- 6.19. Determine equivalent amounts of money using coins and paper currency to accomplish functional tasks (e.g., giving change for a dollar, collecting money from a customer). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ o to \$1.00 _____ o to \$5.00 _____ o to \$10.00
 _____ o to \$20.00 _____ o to \$100.00 _____ o other: _____

7. Demonstrate basic skills for maintaining personal health, including hygiene and grooming.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Dressing

7.1. Identify common personal care activities involved in dressing (e.g., recognizing types of clothing, fasteners, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ o selecting clothing for weather, occasion, or activity
 _____ o putting on clothing, closing fasteners
 _____ o taking off clothing, opening fasteners
 _____ o other: _____

7.2. Identify when personal care activities involved in dressing are needed (e.g., when you wake up and dress for the day; when clothes need to be changed to fit the occasion—dressy event, exercise, casual dinner; when clothes are soiled). (IF.A.1.In.2, IF.A.1.Su.2)

7.3. Use specific knowledge and skills when completing personal care activities involved in dressing (e.g., tying shoes, buttoning a shirt correctly, matching an outfit, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ o selecting clothing for weather, occasion, or activity
 _____ o putting on clothing, closing fasteners
 _____ o taking off clothing, opening fasteners
 _____ o other: _____

7.4. Use strategies to complete dressing activities effectively and efficiently and on a regular basis (e.g., use sayings to indicate which colors do not match; use a rhyme to remember how to tie your shoes; ask someone to show you correct method—how to tie a tie; use alternative approaches—clip-on tie, Velcro shoe straps; hang matching clothes together; ask a roommate or same-age friend attending the same event what to wear). (IF.A.1.In.2, IF.A.1.Su.2)

Grooming

7.5. Identify common personal care activities involved in grooming (e.g., recognizing types of equipment, supplies, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ hair—shampooing, drying, combing, styling, cutting
_____ nails—cutting, polishing, cleaning, filing
_____ cosmetics—applying, removing
_____ shaving—plugging in electric razor, applying shaving lotion
_____ other: _____

7.6. Identify when personal care activities involving grooming are needed (e.g., hair—wash when taking a shower, style before going out, brush when messy or tangled; nails—file when uneven, clean when dirty, polish when desired; cosmetics—apply when dressing up). (IF.A.1.In.2, IF.A.1.Su.2)

7.7. Use specific knowledge and skills when completing grooming activities (e.g., parting hair evenly, using shampoo, not cutting nails too short, using deodorant every day). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ hair—shampooing, drying, combing, styling, cutting
_____ nails—cutting, polishing, cleaning, filing
_____ cosmetics—applying, removing
_____ shaving—plugging in electric razor, applying shaving lotion
_____ other: _____

7.8. Use strategies to complete grooming activities effectively and efficiently and on a regular basis (e.g., look at pictures in magazines to choose hair style; mark recurring events on calendar—hair cut every six weeks, permanent every six months; mark scheduled appointments on calendar; ask friend, relative, or doctor about appropriate choice of cosmetics; keep grooming supplies stored together). (IF.A.1.In.2, IF.A.1.Su.2)

Hygiene

7.9. Identify common personal care activities involved in hygiene (e.g., recognizing types of equipment and fixtures, supplies, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ washing and bathing—washing hands and face, showering
_____ dental care—brushing, flossing, using mouthwash
_____ using the toilet—cleaning self, flushing
_____ menstrual care—using protective products, disposing
_____ other: _____

7.10. Identify when personal care activities involving hygiene are needed (e.g., hand washing—when hands are dirty, before meals, after using the bathroom; bathing—once a day, after exercising; dental hygiene—brush teeth after meals, when you wake up and before you go to bed, floss teeth daily, get teeth cleaned at the dentist’s office every six months; menstrual hygiene—use products monthly as needed). (IF.A.1.In.2, IF.A.1.Su.2)

7.11. Use specific knowledge and skills when completing hygiene activities (e.g., correctly brushing and flossing teeth, using the toilet, knowing how to make water the correct temperature for bathing or hand washing, knowing when hygiene is needed). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ washing and bathing _____ dental care
_____ using the toilet _____ menstrual care
_____ other: _____

- 7.12. Use strategies to complete hygiene activities effectively and efficiently and on a regular basis (e.g., store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means of meeting hygiene needs—special gum for tooth cleaning, personal wipes). (IF.A.1.In.2, IF.A.1.Su.2)

Eating and Nutrition

- 7.13. Identify persons, objects, tasks, and areas associated with common personal care activities involved in eating. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ selecting and using dishes, glasses, and utensils properly
_____ using table manners, including clean up
_____ other: _____
- 7.14. Use specific knowledge and skills when completing personal care activities involved in eating (e.g., selecting the appropriate utensil or dish, cutting food correctly, using a napkin, initiating eating when appropriate, knowing which foods are finger foods). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community
- 7.15. Identify common health care activities involving nutrition (e.g., recognizing types of food, locations, events, tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ selecting food that provides nutritional value according to the Food Guide Pyramid
_____ following a diet that provides complete nutrition
_____ other: _____
- 7.16. Identify when health care activities are needed for nutrition (e.g., when decreasing food intake for dieting, when increasing food intake, when maintaining weight, when planning meals for a week, when making a grocery list). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.17. Use specific knowledge and skills when completing health care activities involving nutrition (e.g., eating nutritious snacks or meals, limiting the amount of intake, knowing about serving sizes). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ selecting food that provides nutritional value
_____ following a diet that provides complete nutrition
_____ other: _____
- 7.18. Use strategies to complete activities related to nutrition effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals; keep a list of best and worst foods to eat; pre-measure servings—make and freeze hamburger patties ahead of time; use measuring devices to serve food—1/2 cup of mashed potatoes; purchase perishable food in small amounts; ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)

Diseases

- 7.19. Identify common health care issues and practices involving diseases (e.g., recognizing symptoms or warning signs, seeking medical care). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ identifying common diseases and symptoms
 _____ identifying sexually transmitted diseases, including HIV/AIDS
 _____ identifying how diseases are transmitted and incubation periods
 _____ identifying preventative measures and ways to avoid contact
 _____ identifying possible treatments for communicable diseases
 _____ knowing when and how to seek assistance
 _____ other: _____
- 7.20. Identify when health care is needed for treatment or control of diseases (e.g., when minor symptoms persist, when you don't feel well enough to continue an activity, when you are in pain). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.21. Use specific knowledge and skills when completing health care activities involving the treatment and control of diseases (e.g., getting enough fluids and rest, staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ identifying common diseases and symptoms
 _____ identifying sexually transmitted diseases, including HIV/AIDS
 _____ identifying how diseases are transmitted and incubation periods
 _____ identifying preventative measures and ways to avoid contact
 _____ identifying possible treatments for communicable diseases
 _____ knowing when and how to seek assistance
 _____ other: _____
- 7.22. Use strategies to complete activities related to disease control effectively and efficiently and on a regular basis (e.g., ask a friend or relative, put daily medicines in compartmentalized container). (IF.A.1.In.2, IF.A.1.Su.2)

First Aid

- 7.23. Identify common health care activities involving first aid (e.g., recognizing wounds, applying treatments). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ stopping bleeding and applying bandages
 _____ taking care of burns, poisons, and wounds
 _____ getting help when needed
 _____ calling 911, poison control
 _____ other: _____
- 7.24. Identify when first aid is needed (e.g., after an accident; after skin has been cut, burned, or wounded; when somebody is choking; when someone is unconscious and not breathing). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.25. Use specific knowledge and skills when giving first aid (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, applying gauze and tape to a wound properly, contacting a responsible person for assistance). (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: _____ stopping bleeding and applying bandages
 _____ taking care of burns, poisons, and wounds
 _____ getting help when needed
 _____ other: _____

- 7.26. Use strategies to complete first aid activities effectively and efficiently (e.g., keep first aid supplies and book/guide stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)

Wellness

- 7.27. Identify common health care activities involved in maintaining wellness (e.g., recognizing types of health care; locating professionals, clinics, and events; developing a wellness plan). (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: _____ routine medical care—annual checkup
 _____ personal daily medical needs—self-medication, seizure management
 _____ regular exercise
 _____ maintaining a nutritious diet using the Food Guide Pyramid
 _____ participating in social activities
 _____ stress management
 _____ other: _____

- 7.28. Identify when wellness activities are needed (e.g., for annual checkups from the doctor, for dental hygiene every six months, for exercise three times a week). (IF.A.1.In.2, IF.A.1.Su.2)

- 7.29. Use specific knowledge and skills when completing wellness activities (e.g., identifying specific health problems, describing problems to a doctor or medical assistant, participating in weight training). (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: _____ routine medical care—annual checkup
 _____ personal daily medical needs—self-medication, seizure management
 _____ regular exercise
 _____ maintaining a nutritious diet using the Food Guide Pyramid
 _____ participating in social activities
 _____ stress management
 _____ other: _____

- 7.30. Use strategies to complete wellness activities effectively and efficiently and on a regular basis (e.g., develop a wellness routine and follow it, participate in wellness activities with a friend, keep nonprescription drugs stored together, check expiration dates on nonprescription drugs every six months, ask doctor or dentist to send out reminders for annual physicals or six-month checkups, ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)

Preventing Tobacco, Alcohol, and Other Drug Abuse

- 7.31. Identify persons, objects, tasks, and areas associated with common health care issues involved in prevention and treatment of tobacco, alcohol, and other drug abuse. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: identifying the appropriate use of prescription and nonprescription drugs
 identifying physical dangers of tobacco, alcohol, and other drug abuse
 identifying mental and social dangers of tobacco, alcohol, and other drug abuse
 identifying legal control of tobacco, alcohol, and other drug abuse
 identifying the role of peer pressure
 other: _____

7.32. Identify when health care activities are needed for prevention or treatment of tobacco, alcohol, and other drug abuse (e.g., using alcohol and tobacco habitually, taking drugs when no medical problem exists). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: home school community

7.33. Use specific knowledge and skills related to preventing tobacco, alcohol, and other drug abuse (e.g., taking only specified amount of prescription and nonprescription drugs; identifying the dangers of tobacco, alcohol, and other drugs; abiding by legal restrictions; knowing the characteristics of addiction; knowing how to resist peer pressure; identifying the negative impact of advertising and media related to substance abuse). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: home school community

7.34. Use strategies related to prevention and treatment of tobacco, alcohol, and other drug abuse effectively and efficiently and on a regular basis (e.g., keep a list of recommendations and warnings with the prescriptions you take regularly—take with food or do not drink alcohol; join a support group for substance abusers, if needed; ask a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: home school community

Motor Control

7.35. Identify personal needs that involve motor control (e.g., recognizing types of health care, professionals, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: strength, stamina, endurance, and muscular flexibility
 postural alignment for sitting, standing, lifting, and movement
 proximity to objects
 other: _____

7.36. Identify when activities are needed to assist with motor control (e.g., when weight training or physical therapy is needed to build muscles to complete daily tasks, when cardiovascular exercise is needed to increase stamina or endurance, when assistive devices are needed for correct posture). (IF.A.1.In.2, IF.A.1.Su.2)

7.37. Use specific knowledge and skills when completing activities needed for motor control (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: strength, stamina, endurance, and muscular flexibility
 postural alignment for sitting, standing, lifting, and movement
 proximity to objects
 other: _____

- 7.38. Use strategies related to motor control to complete activities effectively and efficiently and on a regular basis (e.g., ask occupational or physical therapist about lifting and moving; use adaptive or assistive devices when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)

Disability Awareness

- 7.39. Identify common personal care activities involved in disability awareness (e.g., recognizing types of assistance, professionals, locations, events, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ appropriate use of equipment, assistive, or adaptive devices
_____ recognizing the need for repair or maintenance of any prosthesis
_____ management of daily medical needs
_____ requesting assistance with disability needs when necessary
_____ other: _____

- 7.40. Use specific knowledge and skills when completing personal care activities involving disability awareness (e.g., correctly using equipment, or assistive or adaptive devices; appropriately administering self-medication; appropriately finding assistance with disability needs). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ appropriate use of equipment, assistive or adaptive devices
_____ recognizing the need for repair or maintenance of any prosthesis
_____ management of daily medical needs
_____ requesting assistance with disability needs when necessary
_____ other: _____

- 7.41. Use strategies related to disability awareness to complete personal care activities effectively and efficiently and on a regular basis (e.g., store instructions for adaptive or assistive equipment in one place, keep all papers related to eligibility for various services in a safe place, join an advocacy group, get on a mailing list of disability advocacy groups, ask friends with similar disabilities how they take care of personal health needs, keep a list of agencies to call for assistance or to answer questions, use a hot line or referral line). (IF.A.1.In.2, IF.A.1.Su.2)

Exercise Programs

- 7.42. Identify common health care activities involved in exercise programs (e.g., recognizing types of programs, professionals, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ selecting appropriate activities for fitness
_____ performing specific exercises
_____ maintaining participation in exercise programs
_____ being aware of potential problems resulting from exercise programs
_____ requesting assistance with disability needs when necessary
_____ other: _____

- 7.43. Identify when exercise programs are needed (e.g., to lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

7.44. Use specific knowledge and skills when completing activities in an exercise program (e.g., using motor skills to complete exercises appropriate to ability level—swimming, running; using coordination exercises for aerobics; practicing yoga or karate; using skills to monitor own progress). (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: _____ selecting appropriate activities for fitness
_____ performing specific exercises
_____ maintaining participation in exercise programs
_____ being aware of potential problems resulting from exercise programs
_____ requesting assistance with disability needs when necessary
_____ other: _____

7.45. Use strategies to complete activities in an exercise program effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan, set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

8. Demonstrate knowledge and skills needed for completing productive activities in the home or community (e.g., care of personal items, care of home, working in community service organizations).

IF.A.1.Su.1 complete productive and leisure activities used in the home and community— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Preparing, Serving, and Storing Food

8.1. Identify common productive activities in the home involved in food preparation, serving, and storage (e.g., recognizing types of food, tools, equipment, locations, activities, or tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ selecting and planning what to eat—according to the Food Guide Pyramid

- _____ serving already prepared food
_____ preparing simple cold foods—salads, sandwiches
_____ preparing simple hot foods—soups, hot beverages
_____ preparing more complicated foods—cookies, stews, roasts
_____ using small appliances in preparing food—blender, mixer, toaster
_____ using large appliances in preparing food—stove, oven, refrigerator
_____ following a recipe—measuring, cutting, mixing, cooking, cooling
_____ setting table and serving food
_____ cleaning up table, dishes, and kitchen
_____ storing food—opened food packages, leftovers
_____ determining food conditions—spoiled, raw, cooked, frozen, defrosted
_____ using adaptive devices in preparing food
_____ other: _____

8.2. Identify when specific productive activities in the home are needed for food preparation and storage (e.g., preparing a balanced breakfast, lunch, and

dinner; clearing food from a dining table; preparing coffee and snacks for a group of friends; disposing of food left after a meal—placing food in garbage disposal, placing leftovers in refrigerator). (IF.A.1.In.1, IF.A.1.Su.1)

- 8.3. Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven, locating the cold water faucet on a sink to obtain water for making iced tea, setting the oven temperature according to recipe directions, setting the timer on a stove or microwave, turning off burner when cooking is completed, placing food in garbage disposal, selecting the package size and number of packages needed to meet recipe requirements). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ selecting and planning what to eat—according to the Food Guide Pyramid

- _____ serving already prepared food
- _____ preparing simple cold foods—salads, sandwiches
- _____ preparing simple hot foods—soups, hot beverages
- _____ preparing more complicated foods—cookies, stews, roasts
- _____ using small appliances in preparing food—blender, mixer, toaster
- _____ using large appliances in preparing food—stove, oven, refrigerator
- _____ following a recipe—measuring, cutting, mixing, cooking, cooling
- _____ setting table and serving food
- _____ cleaning up table, dishes, and kitchen
- _____ storing food—opened food packages, leftovers
- _____ determining food conditions—spoiled, raw, cooked, frozen, defrosted
- _____ using adaptive devices in preparing food
- _____ other: _____

- 8.4. Use strategies related to food preparation and storage to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., color code measuring tools, use a recipe with pictures of steps to follow, create a menu for the week with pictures of each food or meal, write date on packages when stored in freezer, indicate with words or icons which containers should be used for wet or dry storage, ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

Selecting and Caring for Clothing

- 8.5. Identify common productive activities in the home involved in selecting and caring for clothing (e.g., recognizing types of clothing, equipment, supplies, locations, activities, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ selecting and planning what to wear based on occasion, weather, or activity

- _____ washing and drying clothes, hanging or folding clothes, ironing clothes
- _____ using a washing machine and clothes dryer
- _____ determining which clothes require dry cleaning
- _____ mending clothes
- _____ organizing and storing clothing in closets or drawers
- _____ recognizing when clothing should no longer be worn
- _____ other: _____

- 8.6. Identify when specific productive activities in the home are needed in selecting and caring for clothing (e.g., identifying when clothing needs to be cleaned; determining which clothes to hang to dry and which clothes can be put in the

dryer; removing and folding clothes from the dryer; identifying when clothes should no longer be worn—wrong size, stained). (IF.A.1.In.1, IF.A.1.Su.1)

- 8.7. Use specific knowledge and skills when completing activities involving selecting and caring for clothing (e.g., setting an iron to the appropriate setting for various fabrics; performing simple mending—hemming, replacing buttons, patching tears; sorting clothes by color and type before washing; pre-setting temperature dial of a washing machine; donating clothes that are too small to local charities; throwing clothes away that are unwearable; organizing clothing—placing all shorts in one drawer). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ selecting and planning what to wear based on occasion, weather, or activity

_____ washing and drying clothes, hanging or folding clothes, ironing clothes

_____ using a washing machine and clothes dryer

_____ determining which clothes require dry cleaning

_____ mending clothes

_____ organizing and storing clothing in closets or drawers

_____ recognizing when clothing should no longer be worn

_____ other: _____

- 8.8. Use strategies related to selecting and caring for clothing to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., do laundry every weekend, put dirty clothes into separate baskets according to color, lay out clothes to wear the night before, hang matching outfits together, hang clothes together by seasonal or weather use, make a chart of what type cleansing agent and washer or dryer temperature to use for which types of clothing, ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

Selecting and Caring for Furniture, Appliances, and Other Personal Goods

- 8.9. Identify common productive activities in the home involved in selecting and caring for furniture, appliances, and other personal goods (e.g., recognizing types of furniture, equipment, supplies, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ selecting needed furniture, appliances, and personal goods

_____ obtaining furniture, appliances, and personal goods by purchasing or borrowing

_____ observing warning precautions on appliances and furniture

_____ storing all manuals and warranties

_____ caring for furniture, appliances, and personal goods

_____ replacing furniture, appliances, and personal goods when needed

_____ other: _____

- 8.10. Identify when specific activities are needed for selecting and caring for furniture, appliances, and other personal goods (e.g., selecting furniture items for need, comfort, quality, economy, and usefulness; identifying sources for purchasing furnishings and appliances; comparing prices before purchasing or leasing furniture or appliances; observing warning precautions and care instructions before cleaning stains off furniture). (IF.A.1.In.1, IF.A.1.Su.1)

- 8.11. Use specific knowledge and skills when completing activities involving selecting and caring for furniture, appliances, and other personal goods (e.g., comparing prices of furniture and appliances at different stores, storing all manuals

and warranties in a safe location, using appropriate cleaning supplies on furniture, reading care and use instructions, knowing where you have stored personal possessions). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ selecting needed furniture, appliances, and personal goods
_____ obtaining furniture, appliances, and personal goods by purchasing or borrowing
_____ observing warning precautions on appliances and furniture
_____ storing all manuals and warranties
_____ caring for furniture, appliances, and personal goods
_____ replacing furniture, appliances, and personal goods when needed
_____ other: _____

- 8.12. Use strategies related to selecting and caring for furniture, appliances, and other personal goods to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., put all cleaning materials in a plastic bin; keep a list of items to purchase; check the need for cleaning after each use—clean dryer lint trap after drying clothes, wipe off stove after each use). (IF.A.1.In.1, IF.A.1.Su.1)

Cleaning and Maintaining Interior Areas of Household

- 8.13. Identify common productive activities in the home involved in household cleaning, safety, and maintenance of interior areas (e.g., recognizing areas, equipment, supplies, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ identifying areas and objects that need to be cleaned or maintained
_____ selecting appropriate products, tools and equipment for housekeeping
_____ using products, tools, and equipment for household cleaning
_____ scheduling tasks that are done daily, weekly, monthly
_____ recycling bottles, cans, and paper
_____ using products, tools, and equipment for home maintenance tasks
_____ securing the home by locking doors and windows
_____ maintaining a comfortable temperature in house
_____ getting assistance if needed for tasks
_____ other: _____

- 8.14. Identify when specific activities in the home are needed for household cleaning, safety, and maintenance of interior areas (e.g., changing light bulbs when they burn out; adjusting thermostat when the weather outside is cold; unclogging drains; painting a room; changing air filters; replacing items—broken ladders, soiled carpet; storing home cleaning supplies safely; cleaning bathroom; keeping windows and doors locked; using a fire extinguisher when there is a fire; reporting to authority if there is a power outage; selecting a broom, dust rag, or vacuum to clean; setting the speed of an electric fan when cooling is needed). (IF.A.1.In.1, IF.A.1.Su.1)

- 8.15. Use specific knowledge and skills when completing activities in the home involving household cleaning, safety, and maintenance of interior areas (e.g., separating cans and paper items for recycling, washing floors or walls, securing home by locking windows and doors, using a screwdriver for simple home maintenance, selecting correct supplies to clean bathroom, vacuuming floor, adjusting thermostat, changing light bulbs, unclogging drains, knowing if home repairs should be made by professionals or self). (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: _____ identifying areas and objects that need to be cleaned or maintained
 _____ selecting appropriate products, tools, and equipment for housekeeping
 _____ using products, tools, and equipment for household cleaning
 _____ scheduling tasks that are done daily, weekly, monthly
 _____ recycling bottles, cans, and paper
 _____ using products, tools, and equipment for home maintenance tasks
 _____ securing the home by locking doors and windows
 _____ maintaining a comfortable temperature in house
 _____ getting assistance if needed for tasks
 _____ other: _____

- 8.16. Use strategies related to household cleaning, safety, and maintenance of interior areas to complete activities in the home effectively and efficiently and on a regular basis (e.g., mark major cleaning activities on the calendar; place a picture of object to be cleaned on cleaning agent; associate maintenance activities with each other or another event—check the battery in the smoke detector whenever a new month on the wall calendar is turned over; keep a reasonable number of maintenance supplies on hand). (IF.A.1.In.1, IF.A.1.Su.1)

Maintaining Exterior Areas

- 8.17. Identify common productive activities in the home involved in maintenance of exterior areas (e.g., recognizing types of areas, equipment, supplies, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: _____ identifying exterior areas and objects that need to be cleaned
 _____ using products, tools, and supplies to perform yard care skills
 _____ mowing lawns, weeding, raking leaves and pine needles
 _____ scheduling tasks that are done daily, weekly, monthly
 _____ keeping sidewalk or driveway clean
 _____ maintaining exterior, including outdoor light fixtures
 _____ other: _____

- 8.18. Identify when specific activities in the home are needed for maintenance of exterior areas (e.g., mowing grass when it gets too long, repainting house when the paint chips, raking leaves, trimming bushes, sweeping driveway or sidewalk, replacing lights around front door, replacing mailbox if damaged or knocked down). (IF.A.1.In.1, IF.A.1.Su.1)

- 8.19. Use specific knowledge and skills when completing activities involving maintenance of exterior areas (e.g., raking leaves, painting house, mowing grass, edging sidewalk, trimming bushes, sweeping driveway or sidewalk, laying sod or flowers, cleaning front door mat, replacing mailbox). (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: _____ identifying exterior areas and objects that need to be cleaned
 _____ using products, tools, and supplies to perform yard care skills
 _____ mowing lawns, weeding, raking leaves and pine needles
 _____ scheduling tasks that are done daily, weekly, monthly
 _____ keeping sidewalk or driveway clean
 _____ maintaining exterior, including outdoor light fixtures
 _____ other: _____

- 8.20. Use strategies related to maintenance of exterior areas to complete activities in the home effectively and efficiently and on a regular basis

(e.g., mark regular events on calendar; ask someone about regularly scheduled maintenance completed by owners such as painting or lawn care; associate activities with seasons or times of year: spring—cleaning, summer—grass cutting, fall—leaf raking). (IF.A.1.In.1, IF.A.1.Su.1)

Managing Money and Personal Finances

- 8.21. Identify common productive activities involved in managing money and personal finances (e.g., recognizing types of money, bills, equipment, supplies, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: preparing a budget
 managing and protecting personal cash
 using comparative shopping to make wise purchases
 other: _____

- 8.22. Identify when specific activities are needed for managing money and personal finances (e.g., making purchases, comparing items for the best buy, preparing budgets for trips and leisure activities, saving money for emergencies, determining sales tax on a purchase). (IF.A.1.In.1, IF.A.1.Su.1)

- 8.23. Use specific knowledge and skills when completing activities involving managing money and personal finances (e.g., donating money to charities, filing taxes, counting money or check amount to deposit, opening a savings or checking account, reviewing and paying monthly bills and statements, paying bills by the due date, using information in advertisements, storing information regarding personal finances). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: preparing a budget
 managing and protecting personal cash
 using comparative shopping to make wise purchases
 other: _____

- 8.24. Use strategies related to managing money and personal finances to complete activities effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll and/or benefits checks, mark dates of recurring bills on calendar, pay bills at regularly scheduled times). (IF.A.1.In.1, IF.A.1.Su.1)

Practicing Citizenship

- 8.25. Identify common productive activities in the community involved in citizenship (e.g., recognizing types of opportunities and responsibilities, organizations, locations, events, activities, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: becoming familiar with community leaders and organizations
 participating in local service organizations
 participating in service activities of religious organizations
 other: _____

- 8.26. Identify when specific activities in the community are needed for citizenship

(e.g., keeping up with issues, volunteering on holidays or in times of disaster).
(IF.A.1.In.1, IF.A.1.Su.1)

- 8.27. Use specific knowledge and skills when completing activities in the community involving citizenship (e.g., participating in community events, working with others on a service project, obeying rules and laws). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ becoming familiar with community leaders and organizations
_____ participating in local service organizations
_____ participating in service activities of religious organizations
_____ other: _____

- 8.28. Use strategies related to citizenship to plan activities in the community effectively and efficiently and on a regular basis (e.g., check the newspaper or community bulletin board or local news for opportunities for volunteering). (IF.A.1.In.1, IF.A.1.Su.1)

Participating in Community Gatherings

- 8.29. Identify activities involved with informal gatherings of community members and neighbors (e.g., neighborhood picnics, recreational sports teams, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)

- 8.30. Identify when specific activities involve informal gatherings of community members and neighbors (e.g., when neighbors are ill, when participating in a team activity, playing on a city sports team). (IF.A.1.In.1, IF.A.1.Su.1)

- 8.31. Use specific knowledge and skills when completing activities involving community members and neighbors (e.g., working with others, showing concern for others, selecting the food for a picnic, inviting others to attend, preparing food). (IF.A.1.In.1, IF.A.1.Su.1)

- 8.32. Use strategies to plan activities involving informal gatherings of community members and neighbors effectively and efficiently and on a regular basis (e.g., look at records of past group activities to see if they are things you like to do, ask neighbors about the gatherings, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

9. Demonstrate basic skills for accessing and using resources in the community (e.g., traveling, using the telephone and mail service, shopping, using the library).

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.

Indicate guidance and support necessary for mastery at supported level:

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

General Travel Information

- 9.1. Identify various means of transportation for people with disabilities (e.g., walking; special transit services; special assistance on trains, airlines, and taxis). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.2. Identify the dangers and responsibilities of, 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—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—keeping hands to self, not talking loudly, being polite, asking driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

Mobility Within the Home, Community Buildings, and Schools

- 9.3. Identify and find specific locations in the school environment when completing functional tasks (e.g., classrooms, administrative offices, gymnasiums, media centers, eating areas, restrooms, recreation areas, waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.4. Identify and find specific locations at home when completing functional tasks (e.g., living areas, eating areas, kitchen, bath, recreation areas, laundry areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.5. Identify and find specific locations in stores when completing functional tasks (e.g., grocery store—produce, deli, bakery, frozen foods, canned foods, paper products, cashier, restrooms; department store—dressing rooms, men’s clothing, women’s clothing, shoes, linens, cashier, restroom; video store—new releases, science fiction, horror films, comedy films, cashier). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.6. Identify and find specific locations in restaurants when completing functional tasks (e.g., non-smoking and smoking sections, hostess stand, cashier, restrooms, customer dining area, telephones). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.7. Identify and find specific locations in buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.8. Locate a specific room, apartment, or office within a building in the community (e.g., use directional signs, numbers, or letters on doors; use directories). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.9. Enter and exit buildings through appropriate doorways (e.g., attend to “Enter” and “Exit” designations on doors). (IF.A.2.In.2, IF.A.2.Su.2)

Traveling within the Community

- 9.10. Move about in the immediate neighborhood from one location to another (e.g., walking, bicycle, car). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.11. Use available modes of transportation to reach distant locations in the community (e.g., bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.12. 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 when walking, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.13. Practice safety procedures when riding in a car (e.g., wear a seat belt, lock door). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.14. Use basic knowledge and skills required to benefit from resources in the community that provide transportation services (e.g., knowing how to contact the service, making a reservation, paying the fare). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: public buses private taxis and limos
 special services for disabled other: _____

Using Community Resources for Personal Needs

- 9.15. Use 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 the cost). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: hair care laundromat
 dry cleaner other: _____
- 9.16. Use 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 facilities
 public safety other: _____
- 9.17. Use 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 the bill). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: department stores convenience stores
 drug stores grocery stores hardware stores
 specialty stores flea markets second hand stores
 garage sales other: _____
- 9.18. Use basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate a restaurant, ordering from the menu, paying the bill). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: restaurants cafeterias fast food chains
 refreshment stands vending machines
 other: _____

- 9.19. Use basic knowledge and skills required to benefit from resources in the community that provide entertainment services (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: _____

- 9.20. Use 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 loans

- 9.21. Use 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, making an appointment). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: clinics hospitals
 doctor's offices health departments
 mental health and guidance clinics
 other: _____

Mail and Telephone Services

- 9.22. Identify community service agencies, businesses, or other resources that assist individuals with mail, telephone, and e-mail to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: mail—US Post Office
 telephone—local provider, long distance carrier, cellular phone company, e-mail provider
 other: _____

- 9.23. Use basic knowledge and skills when using mail services to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: writing a card or letter and addressing an envelope
 determining and obtaining correct postage
 locating and using mail boxes and pickup and delivery services
 registering a change of address
 other: _____

- 9.24. Demonstrate the specific knowledge and skills required to use a telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: function and use of telephone parts
 function of various signals and tones
 correct way to dial local numbers
 how to get assistance with telephone services
 using emergency numbers such as 911

- _____ using basic information numbers such as 411
- _____ using pay telephones
- _____ other: _____

9.25. Use specific knowledge and skills required to communicate by telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

- Specify: _____ what to say when answering the phone, “Hello. This is ...”
- _____ what to say when making a call, “Hello. Is ... there?”
- _____ what to say when ending a call, “Bye. Talk to you later.”
- _____ how to leave a message
- _____ how to take a message
- _____ how to carry on a conversation on the phone
- _____ other: _____

10. Demonstrate awareness of leisure and recreational activities.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

General Information

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

10.2. Identify requirements of leisure and recreational activities (e.g., obtain equipment, know how to play the game, need space to play, know the rules of the game). (IF.A.1.In.1, IF.A.1.Su.1)

Playing Games

10.3. Identify common leisure activities that involve playing games with others. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: _____ indoor card and board games—bingo, checkers, rummy
- _____ outdoor team or pairs sports—softball, Frisbee, horseshoes, tennis
- _____ other: _____

10.4. Identify appropriate times and occasions for playing games with others (e.g., physical education class, recess, sporting events, field days, weekends). (IF.A.1.In.1, IF.A.1.Su.1)

10.5. Use specific knowledge and skills when completing leisure activities involving playing games with others (e.g., taking turns, following the rules, totaling points, keeping track of the scores, identifying scoring opportunities). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ indoor card and board games—bingo, checkers, rummy
_____ outdoor team or pairs sports—softball, Frisbee, horseshoes, tennis
_____ other: _____

- 10.6. Use strategies to play games with others effectively and efficiently and on a regular basis (e.g., keep rules of various games together in one place, identify certain games and activities with certain times of the year—during Christmas holidays the family enjoys putting together a jigsaw puzzle). (IF.A.1.In.1, IF.A.1.Su.1)

Attending Cultural and Sports Events

- 10.7. Identify common leisure activities involving attending cultural and sports events. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ musical performances—concerts, dance performances
_____ theatre and plays
_____ sports events
_____ celebrations—holidays, parades, festivals, exhibits
_____ other: _____

- 10.8. Identify appropriate times and occasions for attending cultural and sports events

(e.g., on holidays, when a performer is on tour, during the right season, when transportation is available). (IF.A.1.In.1, IF.A.1.Su.1)

- 10.9. Use specific knowledge and skills when attending sports or cultural events in the community (e.g., locating the event on a schedule, obtaining tickets for a game or performance, following the rules of behavior for the attendees). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ musical performances—concerts, dances
_____ theatre and plays
_____ sports events
_____ celebrations—holidays, parades, festivals, exhibits
_____ other: _____

- 10.10. Use strategies to plan leisure activities involving cultural and sports events effectively and efficiently and on a regular basis (e.g., save weekly schedule of events from the newspaper, listen to radio for announcements, watch the community calendar on local TV station, get on mailing lists for the types of events of interest, watch billboards or scrolling marquee at civic or performing arts center, write dates of upcoming events on personal calendar, ask friends to alert you to events). (IF.A.1.In.1, IF.A.1.Su.1)

Engaging in Hobbies

- 10.11. Identify hobbies used by individuals for leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ arts and crafts
_____ collections
_____ watching movies, reading, playing video games, listening to music
_____ other: _____

- 10.12. Identify appropriate times for leisure activities involving hobbies (e.g., when objects that you collect are available, when you are by yourself). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.13. Use specific knowledge and skills when engaging in hobbies (e.g., making a craft item; knowing where to obtain books to read; knowing how to operate a TV, VCR, or a radio/CD player; organizing a collection by category or date). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ arts and crafts
 _____ collections
 _____ watching movies, reading, playing video games, listening to music
 _____ other: _____
- 10.14. Use strategies related to hobbies to complete leisure activities effectively and efficiently and on a regular basis (e.g., get on mailing lists of hobby groups, get on mailing list of hobby or crafts stores that carry items of interest, watch the community calendar on local TV station, watch for flyers from community recreation centers, write dates of upcoming events on personal calendar, ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

Caring for Pets

- 10.15. Identify common pet care activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting the pet
 _____ caring for the pet—taking for walks, feeding, training, grooming
 _____ other: _____
- 10.16. Identify the appropriate time for activities involving pet care (e.g., taking your pet to the veterinarian when your pet is sick, feeding your pet twice a day, take your pet for a walk every day, play with your pet during any free time). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.17. Use specific knowledge and skills when completing activities involving pet care (e.g., measuring the right amount of food, training the pet to come when called). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting the pet
 _____ caring for the pet—taking for walks, feeding, training, grooming
 _____ other: _____
- 10.18. Use strategies to complete pet care activities effectively and efficiently and on a regular basis (e.g., mark regularly scheduled activities on calendar—annual shots, dog shows; keep records related to pet in a special place; keep backup supplies—food, toys; mark a dispenser to assure correct amount of food). (IF.A.1.In.1, IF.A.1.Su.1)

Gardening

- 10.19. Identify common leisure activities involving gardening and plants. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting the plant or type of garden
 _____ caring for the plants—fertilizing, watering, weeding, harvesting
 _____ other: _____

- 10.20. Identify the appropriate time for leisure activities involving gardening (e.g., when the weather is good; when the plants need water, fertilizer, or maintenance; when it is time to pick vegetables, herbs, or flowers). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.21. Use specific knowledge and skills when completing leisure activities involving gardening (e.g., giving each type of plant the right amount of water, preparing the soil, gathering vegetables when ready, knowing the amount of time needed to grow). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting the plant or type of garden
_____ caring for the plants—fertilizing, watering, weeding, harvesting
_____ other: _____
- 10.22. Use strategies to complete gardening activities effectively and efficiently and on a regular basis (e.g., relate certain activities to certain times of year—plant annuals after Easter, note what neighbors are doing, buy pre-measured fertilizers or plant foods, ask a friend). (IF.A.1.In.1, IF.A.1.Su.1)

Participating in Outdoor Activities

- 10.23. Identify common outdoor leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ active sports—camping, hiking
_____ water sports—swimming, diving, sailing
_____ other: _____
- 10.24. Identify appropriate times for leisure activities in the outdoors (e.g., when the correct equipment is available, during a season favorable to being outdoors). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.25. Use specific knowledge and skills when completing outdoor leisure activities (e.g., hiking and climbing—safety skills, walking and climbing; camping—how to pitch a tent, how to cook outdoors; fishing—baiting a hook, using appropriate lures, practicing boat safety skills). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ active sports—camping, hiking
_____ water sports—swimming, diving, sailing
_____ other: _____
- 10.26. Use strategies to complete outdoor leisure activities effectively and efficiently and on a regular basis (e.g., keep equipment and clothing for activity stored in one place, talk to others involved in same activity). (IF.A.1.In.1, IF.A.1.Su.1)

11. Use acceptable social skills in a variety of 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.
- 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.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

General Social Skills

- 11.1. Discriminate between those behaviors that are socially unacceptable in public yet are acceptable in private (e.g., adjusting undergarments, shouting to relieve stress). (IF.B.2.In.1, IF.B.2.Su.1)
- 11.2. Identify appropriate behaviors for specific situations. (IF.B.2.In.1, IF.B.2.Su.1)
 Specify: ___ o home ___ o school ___ o community

Functioning Independently

- 11.3. Identify examples of self-initiation behaviors (e.g., start or begin tasks on own, attend to tasks appropriately, ask for additional tasks upon completion of assigned task). (IF.B.2.In.1, IF.B.2.Su.1)
- 11.4. Demonstrate initiative in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
 Specify: ___ o home—personal care, chores, meals
 ___ o school—in class, between classes, extracurricular activities
 ___ o community—events, organizations, services
 ___ o community—leisure activities, stores, restaurants, traveling
- 11.5. Identify examples of self-management behaviors, including self-monitoring, self-instruction, and self-reinforcement (e.g., organize, monitor, and carry out tasks and duties; prioritize tasks in order of importance; complete tasks on time; follow through with instructions; work with sufficient speed; work efficiently with minimum wasted effort or time). (IF.B.2.In.1, IF.B.2.Su.1)
- 11.6. Demonstrate self-management in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
 Specify: ___ o home—personal care, chores, meals
 ___ o school—in class, between classes, extracurricular activities
 ___ o community—events, organizations, services
 ___ o community—leisure activities, stores, restaurants, traveling
- 11.7. Identify examples of self-controlling behaviors (e.g., recognize events that trigger unacceptable behaviors, count to ten, keep negative comments to self, manage unstructured time by looking at magazines). (IF.B.2.In.1, IF.B.2.Su.1)
- 11.8. Demonstrate self-control in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
 Specify: ___ o home—personal care, chores, meals
 ___ o school—in class, between classes, extracurricular activities

- _____ community—events, organizations, services
- _____ community—leisure activities, stores, restaurants, traveling

11.9. Identify examples of self-advocating behaviors (e.g., indicate preferred and unpreferred activities, be decisive, speak up for one’s self, voice own opinion). (IF.B.2.In.1, IF.B.2.Su.1)

11.10. Demonstrate self-advocacy in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—personal care, chores, meals
 _____ school—in class, between classes, extracurricular activities
 _____ community—events, organizations, services
 _____ community—leisure activities, stores, restaurants, traveling

11.11. Identify examples of self-esteem behaviors (e.g., display self-respect, make positive comments, reflect a positive attitude in demeanor, set high goals for self). (IF.B.2.In.1, IF.B.2.Su.1)

11.12. Demonstrate self-esteem in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—personal care, chores, meals
 _____ school—in class, between classes, extracurricular activities
 _____ community—events, organizations, services
 _____ community—leisure activities, stores, restaurants, traveling

Showing Consideration for Others

11.13. Identify examples of behaviors that are considerate of others (e.g., offer assistance, say please and thank you, make tactful comments, share equipment, ask permission). (IF.B.2.In.2, IF.B.2.Su.2)

11.14. Demonstrate consideration of others in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—personal care, chores, meals
 _____ school—in class, between classes, extracurricular activities
 _____ community—events, organizations, services
 _____ community—leisure activities, stores, restaurants, traveling

11.15. Identify examples of behaviors that are cooperative (e.g., share ideas and effort, work well with others, wait for turn, listen to others’ opinions). (IF.B.2.In.1, IF.B.2.Su.1)

11.16. Demonstrate cooperative behavior in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—personal care, chores, meals
 _____ school—in class, between classes, extracurricular activities
 _____ community—events, organizations, services
 _____ community—leisure activities, stores, restaurants, traveling

11.17. Identify examples of behaviors that are assertive (e.g., look at person when talking, repeat requests if not fulfilled, let others know what is needed). (IF.B.2.In.1, IF.B.2.Su.1)

- 11.18. Demonstrate assertiveness in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ o home—personal care, chores, meals
_____ o school—in class, between classes, extracurricular activities
_____ o community—events, organizations, services
_____ o community—leisure activities, stores, restaurants, traveling
- 11.19. Identify examples of behaviors that are appropriate responses to humor (e.g., laugh, smile, put hand over mouth). (IF.B.2.In.1, IF.B.2.Su.1)
- 11.20. Use appropriate responses to humor in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ o home—personal care, chores, meals
_____ o school—in class, between classes, extracurricular activities
_____ o community—events, organizations, services
_____ o community—leisure activities, stores, restaurants, traveling
- 11.21. Identify examples of appropriate responses to teasing (e.g., do not get upset, walk away, do not make counter-accusations). (IF.B.2.In.1, IF.B.2.Su.1)
- 11.22. Identify examples of behaviors that are appropriate responses to criticism (e.g., acknowledge own mistakes, accept mistakes, seek advice or assistance, improve or change own behavior or performance, ask for clarification). (IF.B.2.In.1, IF.B.2.Su.1)
- 11.23. Respond appropriately to criticism in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ o home—personal care, chores, meals
_____ o school—in class, between classes, extracurricular activities
_____ o community—events, organizations, services
_____ o community—leisure activities, stores, restaurants, traveling

Complying with Laws and Rules

- 11.24. Identify the purpose of various types of laws and rules (e.g., Federal, state, and local laws and regulations; codes of conduct; classroom rules; policies). (IF.B.2.In.1, IF.B.2.Su.1)
- 11.25. Demonstrate compliance with laws and rules in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ o home—personal care, chores, meals
_____ o school—in class, between classes, extracurricular activities
_____ o community—events, organizations, services
_____ o community—leisure activities, stores, restaurants, traveling

Responding to Unexpected Events or Potentially Harmful Situations

- 11.26. Identify examples of self-controlling behaviors in response to unexpected events or potentially harmful situations (e.g., stay where you are if place is safe, seek advice or assistance, help keep others calm). (IF.B.2.In.3, IF.B.2.Su.3)

- 11.27. Behave in ways that represent self-control in response to unexpected events and potentially harmful situations. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home—personal care, chores, meals
 _____ school—in class, between classes, extracurricular activities
 _____ community—events, organizations, services
 _____ community—leisure activities, stores, restaurants, traveling
- 11.28. Identify unsafe factors or potentially dangerous situations in a home (e.g., overloaded electrical outlets, firearms in the home, faulty wiring, dangerous chemicals stored in an open place, an intruder at the door). (IF.B.2.In.3, IF.B.2.Su.3)
- 11.29. Identify daily procedures to protect the home from intruders (e.g., keeping doors and windows locked, keeping garage door shut, keeping curtains closed). (IF.B.2.In.3, IF.B.2.Su.3)
- 11.30. Identify when phone calls need to be terminated (e.g., when obscene, when threatening, if caller is soliciting). (IF.B.2.In.3, IF.B.2.Su.3)
- 11.31. Identify unsafe factors or potentially dangerous situations in a school (e.g., overcrowded halls, slippery floors, broken desks, wet stairwells, students fighting, students running in the halls). (IF.B.2.In.3, IF.B.2.Su.3)
- 11.32. Identify unsafe factors or potentially dangerous situations in a community (e.g., heavy traffic, unlit streets, undesirable neighborhood, accepting gifts from strangers, 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)
- 11.33. 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)
- 11.34. Identify ways to avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)
- 11.35. Behave in ways that avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)
- 11.36. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., report if touching makes you uncomfortable, if someone forces you to do something you don't want to do, if someone tells you his or her actions are all right when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)

- 11.37. Identify appropriate coping skills in relation to death, dying, and suicide (e.g., allow time to mourn loss, do not deny loss, talk to someone you trust). (IF.B.2.In.3, IF.B.2.Su.3)

Seeking Assistance

- 11.38. Identify persons and agencies to ask for assistance in emergency situations (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)
- 11.39. Ask for assistance in various situations and 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)
- 11.40. Identify steps to take in reporting a fire or other emergency (e.g., remain calm, dial 911, identify name, identify location, follow directions of operator). (IF.B.2.In.3, IF.B.2.Su.3)

Following Safety Procedures

- 11.41. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber’s commands). (IF.B.2.In.3, IF.B.2.Su.3)
- 11.42. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run while carrying sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
- 11.43. Identify potential hazards of open fires, matches, electrical appliances, and overloaded outlets (e.g., clothes may catch on fire, surrounding materials may catch on fire, existing fire may get out of control, sparks can cause fire accidentally). (IF.B.2.In.3, IF.B.2.Su.3)
- 11.44. Identify safety procedures for fire drills and emergencies (e.g., remain calm, determine quickest exit route, walk, do not crowd doorways, look for smoke under doors, do not touch door knob, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)
- 11.45. Behave in ways that comply with fire drills and emergency procedures (e.g., follow instructions, do not run, do not panic, go to a safe place, do not crowd doorways). (IF.B.2.In.3, IF.B.2.Su.3)
- 11.46. Identify the hazards associated with adverse weather conditions (e.g., rain storms—thunder, lightning, strong winds, poor visibility; tornadoes and hurricanes—strong winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)

- 11.47. Identify safety procedures used during adverse weather conditions (e.g., rain storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; snow storms—do not drive, stay warm, check heat supply; tornadoes and hurricanes—stay away from windows, go into basement, go to inner hallway). (IF.B.2.In.3, IF.B.2.Su.3)
- 11.48. Behave in ways that comply with safety procedures used during adverse weather conditions (e.g., rain storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, go into basement, go to inner hallway or bathroom). (IF.B.2.In.3, IF.B.2.Su.3)

Working in Groups

- 11.49. Demonstrate behaviors that contribute positively to group effort (e.g., being prompt, staying on task, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)
- 11.50. 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)
- 11.51. Identify responsibilities individuals have to their family and friends (e.g., keeping a trusting relationship, being dependable, not talking behind another's back, helping through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)
- 11.52. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of a lineup, practicing fairness, understanding rules, abiding by rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

Participating in Organizations

- 11.53. Identify organizations in which individuals may participate (e.g., schools, clubs, religious groups, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)
- 11.54. Identify common characteristics of formal organizations (e.g., structures, governed by rules, behavior codes). (SE.A.1.In.3, SE.A.1.Su.2)
- 11.55. Identify behaviors of individuals that may conflict with expectations of the club or organizations (e.g., not complying with rules or unwritten expectations, trying to do things your own way). (SE.A.1.In.3, SE.A.1.Su.2)
- 11.56. Follow steps to join an organized club or activity of choice (e.g., determine interests, conduct research, obtain information, visit club meetings, meet club members, talk to club members, join club). (SE.A.1.In.3, SE.A.1.Su.2)

- 11.57. Respond appropriately to requests to comply with rules and expectations of the club or organization (e.g., pay dues, attend meetings, vote for officers, get along with other members, participate in activities). (SE.A.1.In.3, SE.A.1.Su.2)

Interpersonal Communication

- 11.58. Identify steps for introducing self to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
- 11.59. 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)
- 11.60. 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; verbal comments—commenting 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)
- 11.61. Identify communications and behaviors that compliment others (e.g., saying “Good job,” “Well done,” “I am impressed with your work,” “I admire your ability”; honoring others with rewards; commending others; applauding others). (SE.A.2.In.1, SE.A.2.Su.1)
- 11.62. Recognize and display sensitivity to others' feelings (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
- 11.63. Use actions of others as social cues for appropriate behavior (e.g., waiting to start eating until all have been seated, letting others go first when waiting in line, not sitting down until all others have been served, cheering at a baseball game). (SE.A.2.In.1, SE.A.2.Su.1)
- 11.64. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)
- 11.65. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when he or she doesn't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)

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

- 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.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other:

-
- 12.1. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, choose a technique, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: o home o school o community
- 12.2. Identify various ways to respond to and solve problems (e.g., late for class frequently—wake up earlier, leave house earlier, walk faster; car breaks down—take the bus, walk, take car to mechanic). (CL.B.4.In.1, CL.B.4.Su.1)
- 12.3. 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)
- 12.4. 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). (CL.B.4.In.1, CL.B.4.Su.1)
- 12.5. Identify alternative courses of action for solving a particular problem at school
(e.g., didn't turn in homework—turn in late, talk to teacher, do extra credit work).
(CL.B.4.In.1, CL.B.4.Su.1)
- 12.6. Complete tasks needed to solve problems at school (e.g., limited time to do homework assignments—talk to teacher about extended time on some assignments).
(CL.B.4.In.2, CL.B.4.Su.2)
- 12.7. Seek assistance when needed to solve problems at school (e.g., emotional problems—seek help from school counselor, teacher, psychologist; problems with a subject area at school—seek help from tutor, teacher, or family member). (CL.B.4.In.2, CL.B.4.Su.2)
- 12.8. 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)
- 12.9. Identify alternative courses of action for solving a particular problem in personal life (e.g., gained 10 pounds—start exercise program, talk to a physician, eat healthier foods). (CL.B.4.In.1, CL.B.4.Su.1)
- 12.10. Complete identified tasks to solve problems in personal life (e.g., clean up bedroom, help with yardwork, limit personal phone calls). (CL.B.4.In.2, CL.B.4.Su.2)

12.11. Seek assistance when needed to solve problems in personal life (e.g., consult with family member, talk with a teacher or counselor, ask a relative). (CL.B.4.In.2, CL.B.4.Su.2)

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

13. Plan and carry out activities that reflect personal choices in the school, home, or community.

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.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other:

13.1. Identify personal situations that call for a plan (e.g., rearranging your bedroom, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)

13.2. 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: _____

13.3. Identify consequences of decisions before acting (e.g., starting to smoke— can cause cancer, lung disease, or heart disease and affects the health of others; giving gift to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

13.4. Set personal goals weighing individual strengths and weaknesses. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: short-term goals
 long-term goals
 other: _____

13.5. Make a plan to achieve personal goals (e.g., identify steps, record the steps, have someone review steps if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)

13.6. Commit to do the tasks when carrying out plans related to personal goals (e.g., start the project at decided time, follow plans accordingly, follow plans until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)

- 13.7. Commit 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)
- 13.8. 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)

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

Understanding the Workplace

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 16.0 Identify and demonstrate use of steps to make career decisions.

17.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.

19.0 Demonstrate skills to interact positively with others.

20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

21.0 Identify secondary and postsecondary school courses and major areas of interest that meet tentative career plans.

22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.

24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.

25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.

26.0 Describe how extracurricular programs can be incorporated in career and education planning.

27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.

28.0 Describe high school credits and explain how GPAs are calculated.

Job Search

29.0 Demonstrate skills to complete a job application.

30.0 Demonstrate skills essential for a job interview.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Academics - Subject Areas
Course Number: 7821030
Course Title: Career Education: 6-8
Course Length: One Semester or the equivalent of one-half a school year

- A. Major Concepts/Content.** The purpose of this course is to develop the knowledge and skills to enable students with disabilities to design and begin to implement personal plans for achieving their desired post-school outcomes. Emphasis should be placed on exploring careers and gaining knowledge about the expectations, skills, and training required by various careers. The personal plans may address all critical transition service areas, including instruction, related services, community experiences, employment, post-school adult living, and, if needed, daily living skills and functional vocational evaluation.

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

- personal and career planning
- information about careers
- diploma options and postsecondary education
- community involvement and participation
- personal care
- interpersonal relationships
- communication
- 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 course will satisfy the career and education planning course required by Section 1003.4156, Florida Statutes. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking

for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

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 course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- 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 make progress, but are not required 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 a planning process to begin to establish personal and career goals.

- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- 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.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

Using A Planning Process

- 1.1. Identify personal situations that call for a plan (e.g., planning a course of study for high school, making a shopping trip to the mall, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.2. Identify the benefits of using a planning process to set personal goals (e.g., helps you to stay on track, monitors progress, increases motivation). (IF.B.1.In.1, IF.B.1.Su.1)

- 1.3. List steps to be generally followed when making a plan (e.g., identify goal or outcome, identify needed resources, determine major tasks, schedule tasks). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.4. Identify sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)
 Specify: _____ o individuals—family members, supervisors, teachers
 _____ o agencies—government agencies, religious organizations, schools
 _____ o other: _____

Personal Planning

- 1.5. Identify previous personal experiences related to setting and meeting personal goals (e.g., visiting a homeless shelter and then volunteering for a community program, talking about problems with family members and then making improvements in personal relationships). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.6. Use information from a personal appraisal to identify own strengths or weaknesses (e.g., physical appearance, social skills, personality, talents and interests, performance in school, performance outside of school, interests, preferences for activities). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.7. Use the results of personal appraisal to determine personal goals (e.g., determine personal strengths and weaknesses, identify practices that maximize strengths and minimize weaknesses, identify changes that are needed). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.8. Identify how positive view of self affects 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)
- 1.9. Identify choices available to reach personal goals (e.g., weight control—follow Food Guide Pyramid, start exercise program, consult a physician). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.10. Identify the risks and benefits associated with each choice available to reach personal goals (e.g., nutritional risks—may not get necessary vitamins, may become anorexic or bulimic; nutritional benefits—lowers cholesterol, decreases chance of heart attack). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.11. Identify impact or consequences of decisions (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)
- 1.12. Identify personal goals for school and extracurricular activities (e.g., passing specific courses, joining a tennis team, becoming a club member). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.13. Identify personal goals for leisure activities (e.g., joining a recreational soccer team, reading books, going skating). (IF.B.1.In.1, IF.B.1.Su.1)

- 1.14 Identify personal goals for community activities (e.g., joining a religious organization; volunteering at a community organization; attending city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.15 Accept assistance with and participate in expressing interest or preferences for productive or leisure activities. (IF.B.1.Pa.1)
Specify: _____ home _____ school _____ community

Career Planning

- 1.16 Identify the benefits of using a planning process to set career goals (e.g., increases motivation, improves organization, helps to stay on track). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.17 Identify steps of a process to set career goals (e.g., determine strengths and weaknesses, identify interests and abilities, match to opportunities, identify desired adult living and employment outcomes). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.18 List the steps to be used for making a career plan (e.g., identify goal or outcome, identify resources, determine needed training and experience, schedule tasks). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.19 Identify possible occupational choices (e.g., identify personal strengths and weaknesses; evaluate experiences and education; identify jobs that correlate with strengths, experiences, and education). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.20 Identify goals relating to own plan for high school and postsecondary training (e.g., receiving a diploma, graduating by age 18, attending trade school). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.21 Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.22 Accept assistance with and participate in expressing interest in community or work activity. (IF.B.1.Pa.1)

2. Demonstrate awareness of career options.

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
- CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

____ physical assistance full partial ____ assistive technology full partial

- 2.1. Identify the differences between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)
- 2.2. Identify general characteristics of different career clusters (e.g., health sciences occupations, construction, marketing, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)
- 2.3. Identify specific jobs associated with each career cluster (e.g., health sciences occupations—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall hanger; marketing—cashier, sales person; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)
- 2.4. Identify personal leisure activities that relate to potential careers (e.g., sewing—seamstress; cooking—working in a restaurant; playing with animals—pet caregiver; gardening—landscaper). (CL.C.1.In.1, CL.C.1.Su.1)
- 2.5. Accept assistance with and show willingness to participate in preferred work or volunteer activities. (CL.C.1.Pa.1)

3. Demonstrate awareness of entry-level job responsibilities and social competencies necessary for successful employment.

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—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

- 3.1. Identify entry-level skills needed to fulfill performance requirements for specific jobs within a career cluster (e.g., secretary—reading, writing, keyboarding; seamstress—sewing, taking measurements, using fractions; truck driving—reading maps, writing in travel logs, passing licensing exams; dishwasher—stacking dishes, operating equipment). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.2. Identify the characteristics and importance of being reliable when working (e.g., work is done efficiently, work is done consistently, work always meets expectations). (CL.C.2.In.3, CL.C.2.Su.3)
- 3.3. Identify the characteristics and importance of being flexible when working (e.g., adapt to changes in time, expectation, and processes; compromise with others; be open to others’ opinions). (CL.C.2.In.3, CL.C.2.Su.3)
- 3.4. Identify the characteristics and importance of being responsible and having self-control when working (e.g., control emotions, have willpower and self-restraint, accept criticism, accept blame, admit when wrong). (CL.C.2.In.3, CL.C.2.Su.3)

- 3.5. Identify the characteristics and importance of paying attention to details when working (e.g., stay focused, meet expectations, impress supervisors). (CL.C.2.In.3, CL.C.2.Su.3)
- 3.6. Identify reasons for regular attendance and punctuality when working (e.g., meets expectations of job, facilitates meeting deadlines). (CL.C.2.In.3, CL.C.2.Su.3)
- 3.7. Identify the characteristics and importance of recognizing and showing respect for the authority of a supervisor (e.g., listening, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.3, CL.C.2.Su.3)
- 3.8. Identify appropriate verbal responses to interactions with authority figures and peers (e.g., sir, ma'am, please, thank you, excuse me). (CL.C.2.In.3, CL.C.2.Su.3)
- 3.9. Identify types of inappropriate physical contact with others when working (e.g., hugging, patting, kissing, hitting, pushing). (CL.C.2.In.3, CL.C.2.Su.3)

4. Evaluate own interests and abilities as related to career and postsecondary educational opportunities.

- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—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

- 4.1. Identify personal strengths which affect preferred career choices (e.g., desire to please, problem solving, communication, self-management, following directions, cheerfulness, cooperation, accepting of criticism, manual dexterity, hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)
- 4.2. Identify personal limitations that may negatively affect career choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)
- 4.3. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., social skills, ambition, talents, previous experiences, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)

- 4.4. Evaluate the results of personal appraisal to determine possible career goals. (IF.B.1.In.1, IF.B.1.Su.1)
- 4.5. Determine if goals for own high school and postsecondary training are appropriately related to desired career (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving a college degree). (IF.B.1.In.1, IF.B.1.Su.1)
- 4.6. Complete an initial personal appraisal to determine current status related to career plans. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ self-concept and values clarification
 _____ personality characteristics and personal style
 _____ motivational patterns and personal preferences
 _____ occupational interests
 _____ personal and educational background
 _____ key accomplishments and successes
 _____ satisfying and dissatisfying experiences
 _____ test scores
 _____ physical strengths
 _____ other: _____

5. Demonstrate awareness of options for high school diploma and requirements for post-school training that relate to desired career and post-school outcomes.

Indicate guidance and support necessary for mastery at supported level:
 ___ physical prompt ___ verbal prompt ___ visual prompt
 ___ assistive technology ___ supervision ___ other:

Indicate assistance necessary for mastery at participatory level:
 ___ physical assistance full partial ___ assistive technology full partial

- 5.1. Identify educational and training requirements for specific jobs within various career clusters (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school diploma or equivalent and technical school training; millwright—apprenticeship; cashier—high school education and on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)
- 5.2. Identify the characteristics of postsecondary education and training opportunities within career clusters (e.g., computer courses, apprenticeships, trade school) available to provide the skills associated with specific job types. (CL.C.1.In.1, CL.C.1.Su.1)
- 5.3. Identify desired long-term outcomes for high school diploma and postsecondary education. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ in-school—course of study, diploma, extracurricular activities
 _____ post-school—postsecondary training, employment
 _____ other: _____

- 5.4. Identify high school diploma options and requirements for each (e.g., standard diploma—number of credits, grade point average, testing requirements; special diploma—mastery of standards, number and type of courses).
- 5.5. Identify benefits and limitations of each high school diploma option (e.g., standard diploma—accepted by colleges and armed services; special diploma—accepted by employers, but not by the military).
- 5.6. Describe how knowledge and understanding of diploma options are used in planning high school courses.

6. Demonstrate awareness of the role of self-advocacy in personal life and in the workplace.

- CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
- CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial
-

- 6.1. Identify characteristics of self-advocacy (e.g., decisiveness, reflects independent thinking, reflects belief in own abilities). (CL.C.1.In.2, CL.C.1.Su.2)
- 6.2. Identify examples and non-examples of self-advocating behavior (examples—identifying personal strengths, stating own needs; non-examples—not being able to identify personal strengths when asked by a supervisor, talking negatively about oneself, not standing up for self). (CL.C.1.In.2, CL.C.1.Su.2)
- 6.3. Identify factors that promote self-advocating behaviors in various situations (e.g., opportunities for self-advocacy, reinforcement for self-advocating behaviors, training in self-advocacy). (CL.C.1.In.2, CL.C.1.Su.2)
Specify: home school community

7. Demonstrate awareness 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
-

- 7.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.2. Identify the benefits of participation in own IEP meetings (e.g., in-school planning, post-school planning). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.3. Identify steps in IEP development (e.g., determine desired long-term outcomes, determine present level of performance, develop annual goals and related objectives, assign responsibility for objectives, identify needed modifications and services). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
 Specify: _____ employment
 _____ continuing education
 _____ community participation
 _____ independent living
 _____ agency support
 _____ daily living skills
 _____ other: _____
- 7.5. Identify required and optional IEP meeting participants. (IF.B.1.In.1, IF.B.1.Su.1)
- 7.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.7. Identify own 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
- 7.8. 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)
- 7.9. Identify self-advocacy and self-determination skills that will assist in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussions; make wants and desires known to team members; make preferences known to team members; express disagreement, as appropriate). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.10. Assist in identifying alternatives and choices available to reach IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)
- 7.11. Assist in identifying the risks and benefits of each option in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

- 7.12. Assist in setting annual goals and objectives, considering desired school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)
- 7.13. Commit to engage in activities that are related to the IEP goals and objectives. (IF.B.1.In.2, IF.B.1.Su.2)
- 7.14. Undertake new tasks and adapt to changes in routine when carrying out plans related to the IEP goals and objectives (e.g., if competencies are not mastered in a course—retake exam, alter exit point). (IF.B.1.In.2, IF.B.1.Su.2)
- 7.15. Accept assistance with and participate in the development of own IEP. (IF.B.1.Pa.1)

8. Identify strategies and problem-solving skills for completing tasks at school, in the home, and in the 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.1 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

Solving Problems

- 8.1. Identify that a problem exists in school or personal life; a discrepancy between what is and what should or could be (e.g., school—consistent low grades on tests, fighting with peers, habitual tardiness; personal life—gaining weight, not completing chores). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.2. Identify possible reasons for existing problems in school or personal life (e.g., lack of study time, ineffective study habits, difficulty of material, part-time employment takes too much time). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.3. Identify problems that lead to the breakdown of major goals in school or personal life (e.g., not completing school homework assignments, watching too much

television, getting into fights, procrastinating, inappropriate friends). (CL.B.4.In.1, CL.B.4.Su.1)

8.4. Predict possible outcomes associated with specific problems in school or personal life (e.g., failing courses, getting detention, trouble with parents or local authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)

8.5. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.2, CL.B.4.Su.2)

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
 trouble shooting—finding problems within a work process
 creative thinking—when multiple solutions are acceptable
 modeling—basing actions on those of a good example
 other: _____

8.6. Select the most appropriate problem-solving strategy based on the needs of the problem situation. (CL.B.4.In.2, CL.B.4.Su.2)

8.7. Identify alternative courses of action for solving a particular problem at school or personal life (e.g., missed the bus—catch next bus, get a ride, walk, ride bike; gained 10 pounds—start exercise program, talk to a physician, eat healthier foods). (CL.B.4.In.2, CL.B.4.Su.2)

8.8. Accept assistance with and participate in solving problems related to tasks. (CL.B.4.Pa.1)

Specify: home school community

Planning and Completing Assignments

8.9. Identify purposes of planning assignments and tasks (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)

8.10. Identify components of a plan to complete assignments and tasks (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)

8.11. Follow a systematic procedure to complete assignments and tasks. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: identify assignment or 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 classroom standards
 evaluate own task performance using classroom standards

_____ other: _____

8.12. Complete routine tasks accurately and effectively (e.g., organizing materials for school, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

8.13. 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: _____

9. Demonstrate awareness of contributing factors for positive self-esteem and personal feelings of efficacy.

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—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

9.1. 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, IF.B.1.Su.1)

9.2. Identify ways that lack of planning can result in negative outcomes for personal situations (e.g., may not have enough time or resources to complete tasks, can't handle emergencies, may lack direction). (IF.B.1.In.1, IF.B.1.Su.1)

9.3. Identify ways that planning and goal-setting affect one's feelings of self-control and effectiveness (e.g., anticipate problems, work around barriers, make own choices). (IF.B.1.In.1, IF.B.1.Su.1)

9.4. Identify ways that lack of planning can result in 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, IF.B.1.Su.1)

9.5. Identify characteristics of self-esteem (e.g., pride, confidence, self-respect, positive attitude, setting high goals for self). (IF.B.2.In.1, IF.B.2.Su.1)

9.6. Identify examples and non-examples of behaviors that reflect positive self-esteem (examples—having self-confidence to say no to peer pressure, setting high yet attainable

goals; non-examples—having a negative attitude about self, lacking self-confidence, putting self or others down). (IF.B.2.In.1, IF.B.2.Su.1)

- 9.7. Identify factors that promote self-esteem (e.g., opportunities for self-esteem, training in self-esteem, reinforcement for self-esteem). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home _____ school _____ community

10. Demonstrate personal care skills that meet demands of situations at school, in the home, and in the community.

- IF.A.1.In.2 complete personal care, health, and fitness activities.
IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
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

Eating

- 10.1. Identify common personal care activities involved in eating. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ selecting and using utensils properly
 _____ using correct table manners
 _____ cleaning up when finished
 _____ other: _____

- 10.2. Demonstrate specific skills in completing personal care activities involved in eating (e.g., selecting the appropriate utensil or glass, cutting food correctly, using a napkin). (IF.A.1.In.2, IF.A.1.Su.2) Specify skills:

- 10.3. Accept assistance with and participate in routine activities that involve eating. (IF.A.1.Pa.2)

Specify activities: _____

Dressing

- 10.4. Identify common personal care activities involved in dressing. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ selecting appropriate clothing for weather or occasion
 _____ putting on clothing, closing fasteners
 _____ taking off clothing, opening fasteners
 _____ other: _____

- 10.5. Identify when personal care activities involved in dressing are needed (e.g., when you wake up and dress for the day; when clothes need to be changed to fit an occasion—dressy event, exercise, casual dinner; when clothes are soiled and need to be changed; at the end of the day to get ready for bed). (IF.A.1.In.2, IF.A.1.Su.2)
- 10.6. Demonstrate specific skills in completing personal care activities involved in dressing (e.g., tying shoes, buttoning a shirt correctly, matching an outfit, dressing appropriately to fit occasion, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)
- Specify skills: _____
- 10.7. Accept assistance with and participate in routine activities that involve dressing. (IF.A.1.Pa.2)
- Specify activities: _____
- Specify adaptations: _____

Grooming

- 10.8. Identify common personal care activities involved in grooming. (IF.A.1.In.2, IF.A.1.Su.2)
- Specify: _____
- hair—shampooing, drying, combing, styling, cutting
 - nails—cutting, polishing, cleaning, filing
 - cosmetics—applying, removing
 - shaving
 - other: _____
- 10.9. Demonstrate specific skills in completing grooming activities (e.g., hair—part hair evenly, fix hair according to style; nails—clean, file evenly; cosmetics—correctly apply makeup). (IF.A.1.In.2, IF.A.1.Su.2)
- Specify skills: _____
- 10.10. Identify when personal care activities involved in grooming are needed (e.g., hair—wash when taking a shower, brush when messy or tangled, cut when too long; nails—cut when too long, file when uneven, clean when dirty). (IF.A.1.In.2, IF.A.1.Su.2)
- 10.11. Demonstrate specific skills related to grooming when completing activities (e.g., hair—knowing the difference between shampoo and conditioner; nails—knowing desired length, knowing how to clean and file). (IF.A.1.In.2, IF.A.1.Su.2)
- Specify skills: _____
- 10.12. Accept assistance with and participate in routine activities that involve grooming. (IF.A.1.Pa.2)
- Specify activities: _____

Hygiene

- 10.13. Identify common personal care activities involved in hygiene. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: washing and bathing
 dental care
 toileting
 menstrual care
 other: _____

- 10.14. Identify when personal care activities involved in hygiene are needed (e.g., hand washing—when hands are dirty, before meals, after the bathroom is used; bathing—at least once a day (morning or evening), after a sporting event, after playing outdoors; using the toilet—before getting in the car for a long trip, before bed, after meals; dental hygiene—brush teeth after meals, when you wake up, and before you go to bed, floss teeth daily, get teeth cleaned at the dentist every six months; menstrual hygiene—use products monthly as needed). (IF.A.1.In.2, IF.A.1.Su.2)

- 10.15. Demonstrate specific skills in completing hygiene activities (e.g., correctly brushing and flossing teeth, using the toilet, using deodorant, knowing how to make the water the correct temperature for bathing or hand washing, knowing how to flush toilet, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)

Specify skills: _____

- 10.16. Accept assistance with and participate in routine activities that involve hygiene. (IF.A.1.Pa.2)

Specify activities: _____

Motor Control and Self-management

- 10.17. Identify personal needs involved in motor control and managing self. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: strength, stamina, endurance, and muscular flexibility
 postural alignment for sitting, standing, lifting, and movement
 proximity to objects
 other: _____

- 10.18. Identify when activities are needed for motor control and managing self (e.g., weight training or physical therapy—to build muscles, to complete daily tasks; cardiovascular exercise—to increase stamina and endurance; using assistive devices—to correct posture). (IF.A.1.In.2, IF.A.1.Su.2)

- 10.19. Demonstrate specific skills in completing activities needed for motor control and managing self (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques; knowing how much strength is needed to lift an object; knowing correct posture or positioning for various activities; knowing which objects are too heavy to lift by yourself). (IF.A.1.In.2, IF.A.1.Su.2)

Specify skills: _____

10.20. Accept assistance with and participate in routine activities that involve motor control and managing self. (IF.A.1.Pa.2)

Specify activities: _____

11. Demonstrate knowledge of budgeting to manage personal funds effectively.

IF.A.1.In.1 complete productive and leisure activities used in the home and community.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community—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

11.1. Identify activities involved in managing money and personal finances.

(IF.A.1.In.1, IF.A.1.Su.1)

Specify: allocating allowance or earned money for activities and personal needs
 saving money
 comparative shopping
 other: _____

11.2. Identify the purposes of budgeting to manage personal finances.

(IF.A.1.In.1, IF.A.1.Su.1)

11.3. Demonstrate knowledge or skills and strategies used in managing own money, including budgeting. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____

11.4. Identify the names and values of coins and bills to accomplish functional tasks

(e.g., counting money, paying for an item, putting correct change into a vending machine, paying for a cab fare). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: to \$1.00 to \$5.00 to \$20.00 to \$100.00

11.5. Determine the total cost of items to accomplish functional tasks (e.g., determining how much you spent in total, determining how much money is needed to purchase the items). (CL.B.3.In.2, CL.B.3.Su.2)

11.6. Compare the cost of two items to accomplish functional tasks (e.g., determining the least expensive brand in a grocery store, determining how much it would cost to buy the name brand). (CL.B.3.In.2, CL.B.3.Su.2)

11.7. Calculate correct change to accomplish functional tasks (e.g., verify change from a cashier, verify change given from a vending machine, count change for a customer, pay a cashier for a purchase). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: to \$1.00 to \$5.00 to \$10.00
 to \$20.00 to \$100.00

11.8. Demonstrate knowledge and skills needed to use financial services in the community. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: banking—checking and savings accounts, debit cards
 credit cards
 other: _____

12. Demonstrate safe travel skills within the school and community including using public or private transportation, if appropriate.

IF.A.2.In.2 demonstrate safe travel within and beyond the community.

IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—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

General Transportation

12.1. Identify the advantages and disadvantages of various means of transportation

(e.g., walking, biking, riding in a car, using public transportation, using private transportation). (IF.A.2.In.2, IF.A.2.Su.2)

Specify: cost
 handicap accessibility
 routes
 hours of operation
 other: _____

12.2. Select appropriate transportation (e.g., is financially feasible, offers appropriate schedule, meets individual needs). (IF.A.2.In.2, IF.A.2.Su.2)

12.3. Identify various means of transportation for people with disabilities (e.g., walking, special transit services, trains, airlines, taxis). (IF.A.2.In.2, IF.A.2.Su.2)

Moving within a Building

12.4. Identify and find appropriate areas in a room (e.g., vacant seat in a classroom). (IF.A.2.In.2, IF.A.2.Su.2)

- 12.5. Move to appropriate location in a room safely and efficiently (e.g., use least obtrusive route, allow time to reach desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 12.6. Identify and locate specific areas in buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)
Specify: school
 home or apartment
 stores and restaurants
 community buildings
 other: _____
- 12.7. Locate a specific room, apartment, or office in a building (e.g., use directional signs, numbers or letters on doors, directories). (IF.A.2.In.2, IF.A.2.Su.2)
- 12.8. Specify: home school community
- 12.9. Locate exits and entrances when traveling in familiar and unfamiliar buildings (e.g., use directional signs, use emergency exit diagram). (IF.A.2.In.2, IF.A.2.Su.2)
- 12.10. Specify: school community
- 12.11. Operate a self-service elevator when moving about in familiar and unfamiliar buildings (e.g., press call button, step inside, press desired floor, exit). (IF.A.2.In.2, IF.A.2.Su.2)
- 12.12. Use an escalator safely (e.g., step on, hold on to rail, step off). (IF.A.2.In.2, IF.A.2.Su.2)
- 12.13. Enter and exit buildings through appropriate doorways (e.g., attend to “In,” “Out,” “Enter,” “Exit,” and “Authorized Personnel Only” designations on doors). (IF.A.2.In.2, IF.A.2.Su.2)
- 12.14. Accept assistance when moving from one area to another within a building. (IF.A.2.Pa.2)
Specify: home school community

Traveling in the Community

- 12.15. Locate community facilities on a local map and in the phone book (e.g., determine desired location, use index to find city, identify coordinates, locate on map). (IF.A.2.In.2, IF.A.2.Su.2)
- 12.16. Find a desired location in the community by street signs and number (e.g., determine desired location, identify surrounding streets, follow signs to desired location, determine address of desired location, identify if odd or even number, determine which side odd and even numbers are on, determine if numbers are ascending or descending, identify direction, identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)

- 12.17. Use available modes of transportation to safely reach desired locations in the community (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)
- 12.18. Locate the bus stop for a desired bus (e.g., obtain schedule, identify bus stops, identify closest stop). (IF.A.2.In.2, IF.A.2.Su.2)
- 12.19. Signal a bus to stop from numeral and destination names appearing on the bus. (IF.A.2.In.2, IF.A.2.Su.2)
- 12.20. Use maps to travel on a bus and other mass transit vehicles and systems as appropriate to the community (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system includes destination). (IF.A.2.In.2, IF.A.2.Su.2)
- 12.21. Practice safety procedures when moving about in the immediate neighborhood
(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)
- 12.22. Demonstrate basic personal safety skills when traveling (e.g., by car—wear seat belt, lock doors; by bus—remain in seat, don't put hands outside windows, don't fight; by cab—determine route in advance, inform driver of destination; by foot—watch for cars, look both ways, don't talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ to/from home _____ to/from school _____ to/from community
- 12.23. Accept assistance and travel within the community. (IF.A.2.Pa.2)
Specify: _____ with family _____ school bus _____ public transportation _____ other: _____

13. Demonstrate awareness of appropriate activities for recreation and leisure.

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—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.

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

- 13.1. Identify the benefits of leisure and recreational activities (e.g., meeting new people, relieving stress, keeping mind off worries, learning new things, keeping you active, occupying leisure time). (IF.A.1.In.1, IF.A.1.Su.1)

- 13.2. Identify requirements of leisure and recreational activities (e.g., equipment, directions to play the game, space to play, rules of the game). (IF.A.1.In.1, IF.A.1.Su.1)
- 13.3. Identify common leisure activities involved in playing games with others. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ indoor card and board games—bingo, checkers, rummy
_____ outdoor team or pairs sports—softball, horseshoes, tennis, volleyball
_____ other: _____
- 13.4. Identify appropriate times and occasions for leisure activities involved in playing games with others (e.g., sporting events, field days). (IF.A.1.In.1, IF.A.1.Su.1)
- 13.5. Identify common leisure activities involving attending cultural events. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ musical performances—concerts, dance performances
_____ theatre and plays
_____ celebrations—holidays, parades, festivals, exhibits
_____ other: _____
- 13.6. Identify appropriate times and occasions for attending cultural events (e.g., on holidays, when a performer is on tour, when transportation is available). (IF.A.1.In.1, IF.A.1.Su.1)
- 13.7. Identify hobbies used by individuals for leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ arts and crafts
_____ collections
_____ watching movies, reading, playing video games, listening to music
_____ other: _____
- 13.8. Identify appropriate times for leisure activities involving hobbies (e.g., when objects that you collect are available, when you are alone). (IF.A.1.In.1, IF.A.1.Su.1)
- 13.9. Identify common pet care activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting the pet
_____ caring for the pet—take for walks, feed at appropriate time, train, groom _____ other: _____
- 13.10. Identify appropriate times for activities involving pet care (e.g., take your pet to the vet when sick, feed your pet twice a day, take your pet for a walk every day, play with your pet during free time). (IF.A.1.In.1, IF.A.1.Su.1)
- 13.11. Accept assistance with and participate in leisure and recreation activities. (IF.A.1.Pa.1)
Specify: _____

14. Demonstrate awareness of the nature and importance of community involvement and participation for all citizens.

- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.
- IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial
-

14.1. Identify common productive activities in the community involved in citizenship. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: registering to vote and voting
 knowing community leaders and elected officials
 learning about and obeying local, state, and federal laws
 volunteering for community service
 other: _____

14.2. Identify when specific productive activities in the community are needed for citizenship (e.g., helping with elections, keeping up with news, volunteering on holidays or in times of disaster). (IF.A.1.In.1, IF.A.1.Su.1)

14.3. Identify when service activities in the community are needed for community groups or organizations (e.g., participating in coastal cleanup; helping certain groups, like the elderly; raising money for charity). (IF.A.2.In.1, IF.A.2.Su.1)

14.4. Accept assistance with and participate in activities related to citizenship in the community. (IF.A.2.Pa.1)

Specify: _____

15. Demonstrate effective communication skills used in school, home, and community settings.

- 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
-

- 15.1. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: initiating topics maintaining topics
 taking turns ending a conversation
 repairing communication breakdowns
 showing sensitivity to cultural differences
 other: _____
- 15.2. 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: _____
- 15.3. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community
- 15.4. Use voice and fluency appropriate for the social situation (e.g., eating meals, attending a religious service, cheering at a sports event, talking in the halls in school). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: tone of voice pitch fluency (rate and rhythm)
 loudness duration other: _____
Specify: home school community
- 15.5. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answer a question, contribute to the conversation, ask a relevant question, restate a person's statements and their implication, nod head). (CO.A.1.In.1, CO.A.1.Su.1)
- 15.6. Respond appropriately to basic questions, directions, and informational statements (e.g., ask for more information related to the topic being discussed, answer a question correctly, comment by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
- 15.7. Use appropriate greetings when meeting other persons (e.g., formal—Hello...; informal—"Hi!" "How are you?" "Nice to see you."). (CO.A.1.In.1, CO.A.1.Su.1)
- 15.8. Respond to greetings appropriately (e.g., "Hello." "Thank you for inviting me." "It is nice to see you, too." "I am doing well, and you?"). (CO.A.1.In.1, CO.A.1.Su.1)
- 15.9. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, about finances, about your future, about personal problems, about school problems; friends—about what is happening in other friends' lives, about schoolwork; familiar persons—about shared interests, about common experiences; unfamiliar persons—about weather, sports, jobs/school, current events). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: with family with friends
 with other familiar persons with unfamiliar persons

15.10. Identify correct verbal responses in telephone interaction (e.g., "May I ask who is calling?" "One moment, please." "May I take a message?" "May I please speak to . . .?" "This is she/he." "Thank you for calling."). (CO.A.1.In.1, CO.A.1.Su.1)

15.11. Identify situations when feedback is commonly given (e.g., after you have answered a question, after you have finished a project, after you have cleaned your room or house, when you need help with a task, after you have participated in a sport). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: home school community

15.12. Respond effectively to feedback given in various situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: home school community

15.13. Use feedback to make changes (e.g., correct a math problem, pronounce a word correctly, use a different technique in a sport, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: home school community

15.14. 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

15.15. Respond to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: home school community

15.16. Use a communication system for acquiring information and communication needs that matches linguistic, physical, and cognitive ability. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: sign language total communication
 finger spelling augmentative communication
 verbal language symbol system
 other: _____

15.17. Show interest in communicating (e.g., turn head, make nonverbal or verbal response, indicate attention or interest). (CO.A.1.Pa.1)

Specify: with family with friends
 with other familiar persons with unfamiliar persons

15.18. Respond to own name by using one or more observable behaviors. (CO.A.1.Pa.1)

Specify: intentional body or head movement—move or turn toward speaker
 facial expressions—look at speaker, smile, blink
 oral communication—respond verbally
 gestures—head nod
 other: _____

15.19. Respond to cued commands (e.g., verbal—saying someone's name; nonverbal signs—gestures indicating come here, stop, one minute) through one or more observable behaviors. (CO.A.1.Pa.1)

Specify: vocalization body movements
 facial expressions gestures
 other: _____

16. Demonstrate personal and social skills, including working in groups and conflict resolution, necessary for success on the job and in the community.

- 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.
- 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

Skills for Working in Groups

- 16.1. Demonstrate behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes, helping others, completing proper share of group activities, showing self-control when disagreeing, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)
- 16.2. Demonstrate appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, do not interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)

- 16.3. Demonstrate steps for group problem solving (e.g., discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, determine most likely cause(s), implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)
- 16.4. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 16.5. Volunteer and assist in the completion of tasks requiring group effort (e.g., volunteering for Special Olympics programs, participating in fund-raisers, taking part in charities, organizing a dance, decorating for a club or organization). (SE.A.1.In.1, SE.A.1.Su.1)
- 16.6. Use appropriate interpersonal communication skills when working in a group
(e.g., check for understanding, express opinions, state beliefs, provide input, speak while no one else is speaking, accept criticisms, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)
- 16.7. Demonstrate behavior that meets social expectations when working in a group
(e.g., raising hand to speak, following the order of a lineup, exhibiting fair play and sportsmanship, understanding rules, abiding by rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
- 16.8. Accept assistance with and participate in group situations. (SE.A.1.Pa.1)
Specify: _____ o home _____ o school _____ o community

Interpersonal Skills

- 16.9. Demonstrate responsibilities individuals have to their friends, peers, and co-workers (e.g., keeping a trusting relationship, being dependable, not talking behind others' backs, helping others through hard times, sharing with others). (SE.A.2.In.1, SE.A.2.Su.1)
- 16.10. 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.In.1)
- 16.11. 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)
- 16.12. 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)

- 16.13. Initiate interactions with peers, family, co-workers, and friends (e.g., saying hello, introducing yourself, asking another's name, stating what your role is in the community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)
- 16.14. 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 are seated, let cars pass in front, let a pedestrian walk across first). (SE.A.2.In.1, SE.A.2.Su.1)
- 16.15. Respond appropriately to humorous situations (e.g., telling jokes—laugh, smile, giggle, do not laugh loudly). (SE.A.2.In.1, SE.A.2.Su.1)
- 16.16. Respond appropriately to situations involving teasing (e.g., ignore, ask person to stop, call for assistance). (SE.A.2.In.1, SE.A.2.Su.1)
- 16.17. Demonstrate respect for others' rights and property (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)
- 16.18. Display self-control in social situations (e.g., control temper, accept friendly teasing, accept disappointments, accept constructive criticism). (SE.A.2.In.1, SE.A.2.Su.1)
- 16.19. 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 mediation techniques; allow time for negotiation). (SE.A.2.In.1, SE.A.2.Su.1)
- 16.20. Demonstrate behaviors that represent appropriate physical contact from others
(e.g., casual greetings—shaking hands; display of friendship—patting on back, shaking hands, giving a hug; display of love—giving a hug, giving a kiss, a pat on the back). (SE.A.2.In.1, SE.A.2.Su.1)
- 16.21. 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)
- 16.22. Ask for assistance if one experiences inappropriate physical contact from others (e.g., call for a neighbor's help, ask a peer for help, ask a family member for help, call for a teacher's assistance, call a police officer for help, ask a pedestrian for assistance). (SE.A.2.In.1, SE.A.2.Su.1)
- 16.23. Accept assistance with and engage in routine patterns of interaction with others. (SE.A.2.Pa.1)
Specify: _____ home _____ school _____ community

Leadership Skills

- 16.24. Identify characteristics of leadership in a group activity (e.g., effective speaking skills, confidence in expressing opinions, being knowledgeable, being respected, ability to influence group members, ability to facilitate decisions, ability to initiate conversation between group members). (SE.A.1.In.2)
- 16.25. 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
 controlling leaders—group members may operate in fear
 negligent leaders—group members may not stay on task
 other: _____
- 16.26. Identify behaviors that are used by leaders to keep 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)

Functioning in Organizations

- 16.27. Identify organizations in which individuals may participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)
- 16.28. Identify common characteristics of formal organizations (e.g., structures, rules, authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)
- 16.29. Identify existing rules and code of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: policy manuals
 rules and regulations
 security systems
 other: _____
- 16.30. Identify expectations of behavior within formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: school community
- 16.31. Demonstrate behavior that meets the expectations of the organization. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: school community

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 organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)