

Florida Department of Education

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

Subject Area: Participatory Levels: 9-12
Course Number: 7962010
Course Title: Cognitive and Linguistic Skills
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to function at their highest levels and develop the ability to transmit or receive information, thoughts, or feelings through a communication system.

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

- response to auditory stimulation
- use of communication modes: oral, gestures, or sign language
- use of assistive technology systems and devices, especially those designed for augmentative communication and environmental motor control

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

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

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

This course is primarily designed for students functioning at participatory levels, who are generally capable of participating in major life activities and require extensive support systems. The potential for mastery of the course requirements will vary according to the student's capabilities. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

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

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functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The phrase "consistent with own capabilities" used in requirements indicates that mastery should be determined with consideration of the individual physical and mental limitations of the student.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

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

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.

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. Activities may require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.

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- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Respond to environmental stimuli through observable behavior, consistent with own capabilities.

CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

1.1. Change body tone or produce body movement(s) in response to one or more stimuli. (CL.B.1.Pa.1)

Specify: ___ turn head ___ move toward stimuli
 ___ move eyes ___ change facial expression
 ___ change vocalization ___ other: _____

Specify type of stimuli:

___ voice ___ touch ___ object or picture
___ smell ___ taste ___ sound
___ light ___ other: _____

1.2. Respond to a voice or environmental sound. (Language A 1: I)

1.3. Locate a sound source. (Language A 2: I)

1.4. Respond to own name by one or more observable behaviors. (CL.B.1.Pa.1)

Specify: ___ turn head ___ move toward voice
 ___ move eyes ___ change facial expression
 ___ change vocalization tone ___ vocalize response
 ___ make gesture ___ other: _____

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2. Respond in a consistent manner to environmental stimuli, consistent with own capabilities.

CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.

IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

2.1. Change body tone or produce body movement(s) consistently in response to specific stimuli. (CL.B.1.Pa.1)

Specify: ___ turn head ___ move toward stimuli
 ___ move eyes ___ change facial expression
 ___ change vocalization tone ___ other: _____

Specify type of stimuli:
 ___ voice ___ touch ___ object or picture
 ___ smell ___ taste ___ sound
 ___ light ___ other: _____

2.2. Respond consistently to own name by using one or more observable behaviors. (CL.B.1.Pa.1)

Specify: ___ turn head ___ move toward voice
 ___ move eyes ___ change facial expression
 ___ change vocalization tone ___ vocalize response
 ___ make gesture or sign ___ other: _____

2.3. Use a consistent response to stimuli that are part of a daily routine (e.g., participates in getting ready to leave when the bell rings). (CL.B.1.Pa.1)

Specify stimuli: _____
Specify expected response: _____

2.4. Consistently respond to stimuli in a way that is not disruptive or does not interfere with or prohibit participation in activities or tasks. (IF.B.2.Pa.2)

2.5. Accept assistance with and consistently respond to unexpected events in an appropriate manner. (IF.B.2.Pa.2)

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3. Imitate verbal and nonverbal behaviors, consistent with own capabilities.

CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

3.1. Imitate an adult or peer model engaged in a functional behavior (e.g., holding up arm to assist with dressing). (CL.B.1.Pa.1)

3.2. Imitate speech sounds or words to indicate recognition (e.g., saying good-bye, repeating what kind of food is desired). (CL.B.1.Pa.1)

3.3. *Imitate or approximate speech sounds. (Language A 3: I)*

3.4. *Imitate or approximate words. (Language A 4: II)*

4. Communicate wants and needs through communication mode(s), consistent with own capabilities.

CL.B.2.Pa.1 participate in expressing information in daily routines—with assistance.

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

4.1. Accept assistance with and participate in communicating wants and needs. (CL.B.2.Pa.1, IF.B.1.Pa.1)

4.2. Indicate preference for desired person, object, or action. (CL.B.2.Pa.1)

Specify method: touch referent object use assistive or augmentative device
 verbalize or sign point to actual object
 vocalize or gesture other: _____

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- 4.3. Select desired item, object, or activity when given choices (e.g., snack, shirt, television viewing). (CL.B.2.In.1, CL.B.2.Su.1, CL.B.2.Pa.1)
Specify method: _____ touch referent object _____ use assistive or augmentative device
 _____ verbalize or sign _____ point to actual object
 _____ vocalize or gesture _____ other: _____
- 4.4. Notify person of physical wants and needs (e.g., need for drink of water, bathroom). (CL.B.2.In.1, CL.B.2.Su.1, CL.B.2.Pa.1)
Specify method: _____ touch referent object _____ use assistive or augmentative device
 _____ verbalize or sign _____ point to actual object
 _____ vocalize or gesture _____ other: _____
- 4.5. Request desired person, object, or action (e.g., asks for favorite blouse or book). (CL.B.2.In.1, CL.B.2.Su.1, CL.B.2.Pa.1)
Specify method: _____ touch referent object _____ use assistive or augmentative device
 _____ verbalize or sign _____ point to actual object
 _____ vocalize or gesture _____ other: _____
- 4.6. Alert peers to desire for interaction. (IF.B.1.Pa.1)
Specify method: _____ touch referent object _____ use assistive or augmentative device
 _____ verbalize or sign _____ point to actual object
 _____ vocalize or gesture _____ other: _____
- 4.7. Request item from service person or other community worker (e.g., fast food server, clerk in store). (CL.B.2.In.1, CL.B.2.Su.2, CL.B.2.Pa.1)
Specify method: _____ look at item _____ use assistive or augmentative device
 _____ verbalize or sign _____ say name of item
 _____ vocalize or gesture _____ other: _____
- 4.8. Confirm that desired activity has been selected by participating (e.g., takes offered drink). (IF.B.1.Pa.1)
- 4.9. Protest non-preferred activities or objects (e.g., frowns when presented with unwanted food for lunch). (CL.B.2.Pa.1)
Specify method: _____ verbalize or sign _____ look away or move away
 _____ vocalize or gesture _____ use assistive or augmentative device
 _____ push object away _____ other: _____
- 4.10. Indicate physical discomfort appropriately through observable behaviors (e.g., facial expressions, vocalization, movement). (IF.B.2.Pa.1)
Specify method: _____ move away _____ point to actual object
 _____ vocalize or gesture _____ other: _____
- 4.11. Request help or assistance. (CL.B.2.In.1, CL.B.2.Su.2, CL.B.2.Pa.1)
Specify method: _____ look at person _____ use assistive or augmentative device
 _____ verbalize or sign _____ point to actual object
 _____ vocalize or gesture _____ other: _____

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4.12. Request termination of activities (e.g., asks to stop swinging on swing). (CL.B.2.In.1, CL.B.2.Su.2, CL.B.2.Pa.1)
Specify method: _____ vocalize or gesture _____ use assistive or augmentative device
 _____ verbalize or sign _____ other: _____

4.13. Convey desires, feelings, and physical needs effectively to familiar persons (e.g., asks for a drink of water when thirsty). (CL.B.2.Pa.1)
Specify method: _____ look at person _____ use assistive or augmentative device
 _____ verbalize or sign _____ vocalize or gesture
 _____ other: _____

4.14. *Express wants and needs. (Language C 20: II)*

5. Use systems of communication to interact with others in various situations, consistent with own capabilities.

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

5.1. Accept assistance with and participate in using an appropriate system of communication to interact with others. (CO.A.1.Pa.1)
Specify method: _____ vocalize or gesture _____ use assistive or augmentative device
 _____ verbalize or sign _____ other: _____

5.2. Use appropriate system of communication to express feelings. (CO.A.1.In.1, CO.A.1.Su.1)
Specify method: _____ vocalize or gesture _____ use assistive or augmentative device
 _____ verbalize or sign _____ other: _____

5.3. Use appropriate system of communication to respond effectively to others. (CO.A.1.In.1, CO.A.1.Su.1)
Specify method: _____ vocalize or gesture _____ use assistive or augmentative device
 _____ verbalize or sign _____ other: _____

5.4. Use appropriate system of communication to interact with others. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home—parents, siblings, extended family members, visitors
 _____ school—teachers, school staff, classmates
 _____ community—workers, neighbors, strangers
 _____ workplace—supervisor, co-workers, customers

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- 5.5. Repeat or modify communication when needed (e.g., tries repeatedly to gain someone’s attention, changes method of communication if necessary). (CO.A.1.In.1, CO.A.1.Su.1)
- 5.6. Accept assistance with and participate in the sequence of tasks or activities involved in the use of a personal augmentative or assistive communication mode. (CO.A.1.Pa.1)
- 5.7. Participate in the care and maintenance of a personal augmentative or assistive communication mode. (CO.A.1.Pa.1)
- 5.8. Produce intelligible communication using a personal augmentative or assistive communication mode. (CO.A.1.Su.1, CO.A.1.Pa.1)
- 5.9. Initiate communication using a personal augmentative or assistive communication system in various situations. (CO.A.1.Su.1, CO.A.1.Pa.1)
Specify location: _____ home _____ school _____ community/workplace
- 5.10. Respond to communication using a personal augmentative or assistive communication system in various situations. (CO.A.1.Su.1, CO.A.1.Pa.1)
Specify location: _____ home _____ school _____ community/workplace
- 5.11. Use repair strategies when a communication breakdown occurs with an augmentative or assistive system (point to sign again, restate if output isn’t clear, point to picture more slowly). (CO.A.1.Su.1, CO.A.1.Pa.1)
Specify location: _____ home _____ school _____ community/workplace

6. Interact with a range of persons including peers, family members, authority figures, and other adults as appropriate, consistent with own capabilities.

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

- 6.1. Accept assistance with and participate in a sequence of tasks or activities in which others are involved at home. (SE.A.2.Pa.1)
Specify persons: _____ family _____ caregivers _____ peers
 _____ authority figures _____ community workers
 _____ other: _____

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6.2. Accept assistance with and participate in a sequence of tasks or activities in which familiar persons are involved at school. (SE.A.2.Pa.1)

Specify persons: _____ family _____ caregivers _____ peers
 _____ authority figures _____ community workers
 _____ other: _____

6.3. Accept assistance with and participate in a sequence of tasks or activities in which unfamiliar persons are involved at school. (SE.A.2.Pa.1)

Specify persons: _____ caregivers _____ peers
 _____ authority figures _____ community workers
 _____ other: _____

6.4. Accept assistance with and participate in a sequence of tasks or activities in which familiar persons are involved in the community. (SE.A.2.Pa.1)

Specify persons: _____ family _____ caregivers
 _____ peers _____ authority figures
 _____ community workers _____ other: _____

6.5. Accept assistance with and participate in a sequence of tasks or activities in which unfamiliar persons are involved in the community. (SE.A.2.Pa.1)

Specify persons: _____ caregivers _____ peers
 _____ authority figures _____ community workers
 _____ other: _____

7. Initiate and respond to interactions with familiar persons, consistent with own capabilities.

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

7.1. Accept assistance with and participate in interacting with familiar persons in the home. (SE.A.2.Pa.1)

Specify persons: _____ family _____ caregivers
 _____ peers _____ authority figures
 _____ community workers _____ other: _____

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7.2. Accept assistance with and participate in interacting with familiar persons in the school. (SE.A.2.Pa.1)

Specify persons: _____ family _____ caregivers
_____ peers _____ authority figures
_____ community workers _____ other: _____

7.3. Accept assistance with and participate in interacting with familiar persons in the community. (SE.A.2.Pa.1)

Specify persons: _____ family _____ caregivers
_____ peers _____ authority figures
_____ community workers _____ other: _____

7.4. Express greetings to familiar persons appropriately (e.g., pushes button for “good morning” on communication board, smiles when classroom aide comes to room). (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)

Specify method: _____ look at person _____ use assistive or augmentative device
_____ verbalize or sign _____ point to object
_____ vocalize or gesture _____ other: _____

7.5. Respond appropriately to greetings from familiar persons (e.g., waves, vocalizes). (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)

Specify method: _____ look at person _____ use assistive or augmentative device
_____ verbalize or sign _____ point to object
_____ vocalize or gesture _____ other: _____

7.6. Follow social cues to initiate interaction (e.g., greets someone when entering a room). (IF.B.2.In.2, IF.B.2.Su.2, IF.B.2.Pa.1)

7.7. Initiate interactions with familiar persons as situations necessitate (e.g., to gain attention, to ask for help). (IF.B.2.In.2, IF.B.2.Su.2, IF.B.2.Pa.1)

Specify method: _____ look at person _____ use assistive or augmentative device
_____ verbalize or sign _____ point to object
_____ vocalize or gesture _____ other: _____

7.8. Respond appropriately to routine directions and requests from familiar persons (e.g., request to turn over, stop now). (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.Pa.1)

Specify method: _____ look at person _____ use assistive or augmentative device
_____ verbalize or sign _____ point to object
_____ vocalize or gesture _____ other: _____

7.9. Respond to nonroutine directions, instructions, requests, and questions from familiar persons (e.g., look at object when asked to do so). (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.Pa.1)

Specify method: _____ look at person _____ use assistive or augmentative device
_____ verbalize or sign _____ point to object
_____ vocalize or gesture _____ other: _____

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8. Participate in efforts to solve problems encountered in routine activities at levels consistent with own capabilities (e.g., tolerate relocation, alert others, have others start game).

CL.B.3.Pa.1 participate in activities involving the use of mathematical concepts in daily routines—with assistance.

CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

8.1. Accept assistance with and participate in efforts to solve problems in routine activities. (CL.B.4.Pa.1)

Specify activities: _____

Specify location: ___ home ___ school ___ community/workplace

8.2. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities. (IF.B.2.Pa.1)

Specify location: ___ home ___ school ___ community/workplace

8.3. Relate event or activity to time of day (e.g., eating breakfast in morning, going to bed at night). (CL.B.3.Su.1, CL.B.3.Pa.1)

Specify: ___ begin activity ___ use augmentative or assistive device
 ___ look at referent object ___ other: _____

8.4. Indicate desired quantity or amount of material (e.g., how much milk, how many pillows). (CL.B.3.Su.1, CL.B.3.Pa.1)

Specify: ___ vocalize indicating enough or more
 ___ gesture indicating enough or more
 ___ point to "stop" or "more" on communication board
 ___ other: _____

8.5. Indicate completion of an activity (e.g., finishes range of motion exercises, hands out all flyers). (CL.B.2.Su.1, CL.B.2.Pa.1)

Specify method: ___ stop activity ___ look away ___ put materials down
 ___ other: _____

8.6. Accept assistance with and participate in identifying problem (e.g., indicates water glass is empty). (CL.B.4.Pa.1)

Specify method: ___ vocalize or gesture ___ look at referent object
 ___ verbalize or sign ___ use assistive or augmentative device
 ___ other: _____

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- 8.7. Alert others to start or stop equipment (e.g., asks peers to turn on radio, asks caregiver to turn off air conditioner). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ point _____ look at referent object
 _____ vocalize _____ verbalize or sign
 _____ other: _____
- 8.8. Maintain search for desired object until found (e.g., searches for and finds signaling button, searches for and locates familiar person in a group). (CL.B.4.In.1, CL.B.4.Su.1)
Specify type of search: _____ visual _____ manual _____ other: _____
- 8.9. Go around barriers to change locations or obtain objects (e.g., avoids chairs and desks to get to work area). (CL.B.4.In.2, CL.B.Su.2)
- 8.10. Participate in identifying an object in a familiar place (e.g., spoon beside plate, light switch by bed). (CL.B.4.Pa.1)
Specify method: _____ point _____ look at referent object
 _____ vocalize _____ reach or grasp
 _____ verbalize or sign _____ other: _____

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

Subject Area:	Participatory Levels: 9-12
Course Number:	7962040
Course Title:	Developmental-Functional Motor and Sensory Skills
Credit:	Multiple

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to function at their highest levels and improve motor and sensory skills through interaction with environmental stimuli.

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

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

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

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

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

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

The phrase "consistent with own capabilities" used in requirements indicates that mastery should be determined with consideration of the individual physical and mental limitations of the student.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

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Verbal prompt—a sound, word, phrase, or sentence as a reminder

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- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

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

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in the home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.

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- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

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

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

IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

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

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

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

Specify setting: ___ home ___ school ___ community/workplace

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

Specify setting: ___ home ___ school ___ community/workplace

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

Specify setting: ___ home ___ school ___ community/workplace

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

Specify setting: ___ home ___ school ___ community/workplace

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

2. Recognize and relate to familiar objects in ways consistent with own capabilities.

CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 2.1. Accept assistance with and participate in recognizing and relating to familiar objects (e.g., turns toward own bed, reaches for own jacket when leaving). (CL.B.1.Pa.1)
- 2.2. Select desired item, object, or activity when given choices (e.g., snack, shirt, television viewing). (CL.B.1.In.1, CL.B.1.Su.1)
Specify method: _____ point _____ look at _____ reach or grasp
_____ other: _____
- 2.3. Locate object in a familiar place (e.g., spoon beside plate, light switch by bed). (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.Pa.1)
Specify method: _____ point _____ look at _____ reach or grasp
_____ other: _____
- 2.4. Maintain search for desired object or person until found (e.g., searches for and finds signaling button, searches for and locates familiar person in a group). (CL.B.4.In.1, CL.B.4.Su.1)
Specify type of search: _____ visual _____ manual _____ other: _____
- 2.5. Accept assistance with and participate in recognizing and using adaptive or assistive devices during daily activities (e.g., switch to turn television on, large button to activate game). (IF.A.1.Pa.1, IF.A.1.Pa.2)

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

CL.B.2.Pa.1 participate in expressing information in daily routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

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

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

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

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

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

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

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

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3.8. Use objects to produce desired effect during health or safety activities (e.g., uses signaling device to request assistance). (IF.A.2.Pa.1)
Specify activity: _____

Specify setting: _____ home _____ school _____ community/workplace

3.9. Use objects to produce desired effect during leisure activities (e.g., rolls ball when bowling). (IF.A.2.Pa.1)

Specify activity: _____

Specify setting: _____ home _____ school _____ community/workplace

4. Use objects to perform functional tasks at levels consistent with own capabilities.

CL.C.2.Pa.1 participate in work or community activities— with assistance.

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

IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt

___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

4.1. Accept assistance with and participate in using objects to perform functional tasks (e.g., drinks from cup held by another person). (CL.C.2.Pa.1, IF.A.1.Pa.1, IF.A.1.Pa.2)
Specify task: _____

4.2. Locate objects in a familiar place during daily living activities (e.g., spoon beside plate, light switch by bed). (CL.B.1.In.1, CL.B.1.Su.1)

Specify method: _____ point _____ look at _____ reach or grasp
 _____ other: _____

Specify setting: _____ home _____ school _____ community/workplace

4.3. Locate objects in a familiar place during productive and leisure activities (e.g., finds the television, locates the place to put dirty clothes). (CL.B.1.In.1, CL.B.1.Su.1)

Specify method: _____ point _____ look at _____ reach or grasp
 _____ other: _____

Specify setting: _____ home _____ school _____ community/workplace

4.4. Locate objects in a familiar place during work or volunteer activities (e.g., finds the tool, locates the equipment). (CL.B.1.In.1, CL.B.1.Su.1)

Specify method: _____ point _____ look at _____ reach or grasp
 _____ other: _____

Specify setting: _____ school _____ community _____ workplace

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

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

CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

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

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5.2. Alert others to start or stop equipment used in functional tasks (e.g., asks peers to turn on radio, asks caregiver to turn off air conditioner). (CL.B.4.In.1, CLB.4.Su.1, CLB.4.Pa.1)
 Specify method: _____ vocalize or gesture _____ verbalize or sign
 _____ touch _____ use assistive or augmentative device
 _____ other: _____
 Specify setting: _____ home _____ school _____ community/workplace

5.3. Maintain search for desired object until found (e.g., searches for and finds signaling button, searches for and locates familiar game on shelf). (CL.B.4.In.1, CL.B.4.Su.1)
 Specify type of search: _____ visual _____ manual
 _____ other: _____
 Specify setting: _____ home _____ school _____ community/workplace

5.4. Go around barriers to change locations or obtain objects (e.g., avoids chairs and desks to get to work area). (CL.B.4.In.2, CL.B.4.Su.2)
 Specify setting: _____ home _____ school _____ community/workplace

6. Demonstrate knowledge of spatial relationships involved in the functional use of objects, consistent with own capabilities (e.g., returning object to correct storage area, placing an object in correct position for use).

- CL.B.3.Pa.1 participate in activities involving the use of mathematical concepts in daily routines, with assistance.
 CL.B.4.Pa.1 participate in problem solving efforts in daily routines, with assistance.

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

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

6.1. Participate in indicating awareness of distance (e.g., recognizes when destination has been reached). (CL.B.3.Pa.1)
 Specify method: _____ vocalize or gesture _____ verbalize or sign
 _____ touch _____ use assistive or augmentative device
 _____ other: _____
 Specify setting: _____ home _____ school _____ community/workplace

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- 6.2. Participate in indicating awareness of location (e.g., smiles when enters own room).
(CL.B.3.Pa.1)
Specify method: _____ vocalize or gesture _____ verbalize or sign
 _____ touch _____ use assistive or augmentative device
 _____ other: _____
Specify setting: _____ home _____ school _____ community/workplace
- 6.3. Participate in returning objects to proper location (e.g., puts game on shelf, stacks plate in dishwasher). (CL.B.3.Pa.1)
Specify setting: _____ home _____ school _____ community/workplace
- 6.4. Participate in positioning objects for use (e.g., puts spoon on plate, turns switch toward hand). (CL.B.4.Pa.1)
Specify setting: _____ home _____ school _____ community/workplace

Florida Department of Education

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

Subject Area: Participatory Levels: 9-12
Course Number: 7962030
Course Title: Leisure/Recreation Skills for Improvement of Quality of Life
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to function at their highest levels and participate in appropriate leisure and recreational activities based upon individual capabilities and acceptability.

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

- use of recreational equipment
- use of leisure time
- interpersonal relationships

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

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

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

This course is primarily designed for students functioning at participatory levels, who are generally capable of participating in major life activities and require extensive support systems. The potential for mastery of the course requirements will vary according to the student's capabilities. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

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

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The phrase "consistent with own capabilities" used in requirements indicates that mastery should be determined with consideration of the individual physical and mental limitations of the student.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

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

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may require various opportunities for use of leisure skills throughout all environments (e.g., Special Olympics, movie theaters, malls, parks, campgrounds). Activities may also require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.

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- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Relate appropriately to objects and events, consistent with own capabilities (e.g., reaching; grasping; using switches, levers, and on/off buttons).

CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

1.1. Accept assistance with and participate in recognizing and locating objects to perform leisure activities (e.g., turns toward television, grasps ball). (CL.B.1.Pa.1)

1.2. Locate objects in familiar places during leisure activities (e.g., book on shelf). (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.Pa.1)

Specify method: ___ point ___ look at ___ reach or grasp
 ___ other: _____

Specify setting: ___ home ___ school ___ community/workplace

1.3. Maintain search for desired object or person until found (e.g., searches for and finds signaling button, searches for and locates familiar person in a group). (CL.B.4.In.1, CL.B.4.Su.1)

Specify type of search: ___ visual ___ manual ___ other: _____

1.4. Request desired items (e.g., asks for favorite blouse or book). (CL.B.2.In.1, CL.B.2.Su.1)

Specify method: ___ touch referent object ___ assistive or augmentative device
 ___ verbalize or sign ___ point to actual object
 ___ vocalize or gesture ___ other: _____

1.5. Use adaptive or assistive devices during leisure and recreational activities (e.g., switch to turn television on, large button to activate game). (IF.A.1.Su.1, IF.A.Pa.1)

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2. Demonstrate appropriate interpersonal relationships during leisure time and recreational activities, consistent with own capabilities.

SE.A.1.Pa.1 participate effectively in group situations—with assistance.

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

2.1. Accept assistance with and participate in activities with familiar persons in informal group situations (e.g., holds bowl to serve guests, hits the gong during a game). (SE.A.1.Pa.1)
Specify setting: ___ home ___ school ___ community

2.2. Accept assistance with and wait for turn in a familiar group situation. (SE.A.1.Pa.1)
Specify setting: ___ home ___ school ___ community

2.3. Interact acceptably with peers during leisure activities (e.g., greets others, responds to name and questions, stays quiet when others are talking). (SE.A.2.In.1, SE.A.2.Su.1, SE.A.2.Pa.1)
Specify setting: ___ home ___ school ___ community

2.4. Offer objects to share with others (e.g., give TV remote control to sibling). (SE.A.2.In.1, SE.A.2.Su.2, SE.A.2.Pa.1)
Specify setting: ___ home ___ school ___ community

3. Communicate interest in participating in leisure and recreational activities, consistent with own capabilities.

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

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- 3.1. Indicate awareness of leisure and recreational activities (e.g., turns toward TV set, shows interest in swimming). (IF.A.1.Pa.1, IF.A.2.Pa.1, CL.C.1.Pa.1)
Specify method: _____ touch referent object _____ use assistive or augmentative device
 _____ verbalize or sign _____ point to actual object
 _____ vocalize or gesture _____ other: _____
- 3.2. Indicate desired leisure and recreational activities. (IF.A.1.Pa.1, CL.C1.Pa.1)
Specify method: _____ touch referent object _____ use assistive or augmentative device
 _____ verbalize or sign _____ point to actual object
 _____ vocalize or gesture _____ other: _____
Specify setting: _____ home _____ school _____ community
- 3.3. Communicate interest in participating in leisure and recreation activities (e.g., smiles when asked about going to a movie). (IF.A.1.Pa.1, CL.C.1.Pa.1)
Specify method: _____ touch referent object _____ use assistive or augmentative device
 _____ verbalize or sign _____ point to actual object
 _____ vocalize or gesture _____ other: _____
Specify setting: _____ home _____ school _____ community
- 3.4. Initiate desired leisure activity as appropriate. (IF.A.1.Su.1, IF.A.1.Pa.1)

4. Participate in efforts to select appropriate leisure and recreational activities in a structured environment at levels consistent with own capabilities.

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

IF.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

- 4.1. Advocate for own involvement in leisure activities (e.g., smiles when ballgame is mentioned, points to referent object for music). (IF.B.1.Pa.1)
Specify method: _____ touch referent object _____ use assistive or augmentative device
 _____ verbalize or sign _____ point to actual object
 _____ vocalize or gesture _____ other: _____

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- 4.2. Select desired leisure activity from two or more options (e.g., chooses to go to concert or park). (IF.A.1.In.1, IF.A.Su.1)

Specify method: _____ touch referent object _____ use assistive or augmentative device
 _____ verbalize or sign _____ point to actual object
 _____ vocalize or gesture _____ other: _____

- 4.3. Indicate non-preferred activity in a variety of settings (e.g., indicates that bowling is a non-preferred activity). (IF.B.1.Su.1, IF.B.1.Pa.1)

Specify method: _____ touch referent object _____ use assistive or augmentative device
 _____ verbalize or sign _____ point to actual object
 _____ vocalize or gesture _____ other: _____

Specify setting: _____ home _____ school _____ community

- 5. Participate in efforts to solve problems encountered in routine leisure and recreational activities at levels consistent with own capabilities (e.g., tolerate relocation, alert others, have others start game).**

CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 5.1. Accept assistance with and participate in identifying problem in a leisure activity

(e.g., indicates TV is not on). (CL.B.4.Pa.1)

Specify method: _____ touch referent object _____ use assistive or augmentative device
 _____ verbalize or sign _____ point to actual object
 _____ vocalize or gesture _____ other: _____

- 5.2. Alert others to start or stop equipment when problems arise (e.g., asks peers to turn on radio). (CL.B.4.Pa.1)

Specify: _____ point _____ look at _____ vocalize
 _____ other: _____

- 5.3. Maintain search for desired object until found (e.g., searches for and finds signal button, searches for and locates preferred TV show). (CL.B.4.In.1, CL.B.4.Su.1, CL.B.4.Pa.1)

Specify type of search: _____ visual _____ manual _____ other: _____

- 5.4. Avoid barriers when changing locations or obtaining objects (e.g., avoids chairs and desks to get to entertainment area). (CL.B.4.In.1, CL.B.4.Su.1, CL.B.4.Pa.1)

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6. Participate in a range of appropriate leisure and recreational activities in a variety of settings within the school, the home, and the community in a manner consistent with own interests and capabilities.

CL.C.2.Pa.1 participate in work or community activities—with assistance.

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

IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

6.1. Accept assistance with and participate in a sequence of tasks or activities of leisure and recreation at home. (IF.A.1.Pa.1)

Specify routine: ___ active ___ inactive ___ entertainment
 ___ hobbies ___ other: _____

6.2. Accept assistance with and participate in a sequence of tasks or activities of leisure and recreation at school or in the community. (IF.A.1.Pa.1, CL.C.2.Pa.1)

Specify routine: ___ active ___ inactive ___ entertainment
 ___ hobbies ___ other: _____

6.3. Use skills to engage in a variety of leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ active—swimming, running, swinging, playing catch
 ___ inactive—board games, cards, video games
 ___ hobbies—collections, crafts
 ___ entertainment—using a VCR, listening to music, waiting in line for a movie
 ___ other: _____

Specify setting: ___ home ___ school ___ community

6.4. Use equipment and materials effectively and safely when participating in a variety of leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify activity: ___ active—swimming pool, ball, glove
 ___ inactive—board games, video games
 ___ hobbies—collections, crafts
 ___ entertainment—VCR, CD player
 ___ other: _____

Specify setting: ___ home ___ school ___ community

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- 6.5. Participate in a range of appropriate leisure activities as often as do nondisabled peers (e.g., attends concerts, participates in group activities at community center). (IF.A.1.Pa.1, CL.C.2.Pa.1, IF.A.2.Pa.1)
Specify setting: _____ home _____ school _____ community
- 6.6. Attend sporting events in the community (e.g., high school football game, bowling tournament). (IF.A.2.In.1, IF.A.2.Su.1, IF.A.2.Pa.1)
Specify location and type of activity: _____
- 6.7. Attend cultural events in the community (e.g., concerts in the park, community art show). (IF.A.2.In.1, IF.A.2.Su.1, IF.A.1.Pa.1)
Specify location and type of activity: _____
- 6.8. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in leisure activities or tasks. (IF.B.2.Pa.1)

7. Interact with a typical range of persons when participating in leisure activities, consistent with own capabilities.

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

- 7.1. Accept assistance with and participate in interacting with a typical range of persons for leisure activities. (SE.A.1.Pa.1)
Specify persons: _____ family _____ caregivers _____ peers
 _____ event employees _____ other: _____
- 7.2. Interact with a typical range of persons for leisure activities. (SE.A.2.In.2, SE.A.2.Su.2)
Specify persons: _____ family _____ caregivers _____ peers
 _____ event employees _____ other: _____
- 7.3. Initiate interactions with familiar persons during leisure activities (e.g., gains attention, asks for help). (SE.A.2.In.2, SE.A.2.Su.2)
Specify method: _____ touch referent object _____ use assistive or augmentative device
 _____ verbalize or sign _____ point to actual object
 _____ vocalize or gesture _____ other: _____

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8. Manage own behavior in unstructured settings at levels consistent with own capabilities.

IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.

IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

8.1. Conduct self in a way that is appropriate for the relationship with an individual during a leisure activity (e.g., responds to event employee, interacts informally with peer). (IF.B.2.In.1, IF.B.2.Su.1)

Specify persons: ___ family ___ caregivers ___ peers
 ___ event employees ___ other: _____

8.2. Accept assistance with and participate in managing own behavior in unstructured settings for leisure activities. (IF.B.2.Pa.1)

8.3. Respond to unexpected events or potentially harmful situations appropriately during leisure activities (e.g., avoids bumping other couples when dancing). (IF.B.2.In.3, IF.B.2.Su.3)

8.4. Accept assistance with and participate in responding to unexpected events or potentially harmful situations appropriately during leisure activities (e.g., moves away to avoid getting hit by a ball). (IF.B.2.Pa.2)

8.5. Communicate in ways that are appropriate for recreation and leisure activities (e.g., vocalizes softly during board game activities, cheers during sporting events). (IF.B.2.In.1, IF.B.2.Su.1)

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9. Meet social and functional expectations for appearance and behavior during participation in leisure and recreational activities at levels consistent with own capabilities.

IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 9.1. Accept assistance with and participate in meeting social and functional expectations for behavior when participating in leisure activities (e.g., dresses appropriately, uses appropriate greetings). (IF.B.2.Pa.1)
- 9.2. Meet social and functional expectations for behavior when participating in leisure activities (e.g., uses appropriate table manners when dining out). (IF.B.2.Pa1)
- 9.3. Participate in waiting for turn in a group situation. (SE.A.1.Pa.1)
- 9.4. Cooperate when being assisted in leisure activities (e.g., presses switch to activate music when switch is presented). (IF.B.2.Pa.1)
- 9.5. Participate in selection of appropriate clothing and grooming for leisure and recreation activities (e.g., points to shirt with team colors for football game, assists with shower before going into pool). (IF.B.2.Pa.1)

Florida Department of Education

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

Subject Area: Participatory Levels: 9-12
Course Number: 7962020
Course Title: Life Sustaining and Environmental Interaction Skills
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to function at their highest levels and as fully as possible within the home, school, and community settings.

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

- personal hygiene routines
- grooming routines
- dressing routines
- eating routines
- fitness routines
- functional mobility
- domestic activities
- travel

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

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

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

This course is primarily designed for students functioning at participatory levels, who are generally capable of participating in major life activities and require extensive support systems. The potential for mastery of the course requirements will vary according to the student's capabilities. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual

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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 for adult living and employment specified in the Transition Individual Educational Plan.

The phrase "consistent with own capabilities" used in requirements indicates that mastery should be determined with consideration of the individual physical and mental limitations of the student.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

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

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require

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that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Tolerate and respond to manipulative stimulation, consistent with own capabilities.

IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.

IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

1.1. Cooperate when being assisted physically to engage in daily personal care routines (e.g., holds up arm for dressing). (IF.B.2.Pa.1)

Specify routine: ___ eating _____
 ___ grooming _____
 ___ dressing _____
 ___ other: _____

1.2. Cooperate when being assisted physically to engage in daily health and safety routines (e.g., opens mouth to accept medication). (IF.B.2.Pa.1)

Specify routine: ___ hygiene _____
 ___ fitness _____
 ___ health care _____
 ___ other: _____

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- 1.3. Accept manipulation and stimulation during daily personal care routines (e.g., does not become defensive when spoon touches mouth). (IF.B.2.Pa.1)

Specify routine: eating _____
 grooming _____
 dressing _____
 other: _____

- 1.4. Accept manipulation and stimulation during daily health and safety routines (e.g., allows therapist to exercise legs). (IF.B.2.Pa.1)

Specify routine: hygiene _____
 fitness _____
 health care _____
 other: _____

- 1.5. Cooperate when being assisted in participating in leisure activities (e.g., presses switch to activate music when switch is presented). (IF.B.2.Pa.1)

Specify activities: indoor spectator _____
 outdoor spectator _____
 indoor active _____
 outdoor active _____
 other: _____

- 1.6. Accept assistance with and participate in responding to unexpected events and potentially harmful situations (e.g., does not protest when evacuating during a fire drill). (IF.B.2.Pa.2)

- 1.7. Maintain self-control during unexpected events and potentially harmful situations (e.g., waits until told to leave, keeps quiet while being told what to do). (IF.B.2.Su.2)

2. Use adaptive equipment, devices, and assistance from others to overcome deficits in fine and gross motor development, consistent with own capabilities.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 2.1. Accept physical assistance during daily activities (e.g., allows hand-over-hand assistance during eating). (IF.A.1.Pa.1)

Specify activity: _____

Specify type of physical assistance: _____

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- 2.2. Accept the use of adaptive equipment or assistive devices to assist in daily activities (e.g., uses wheelchair for mobility). (IF.A.1.Pa.1)
Specify activity: _____
Specify type of equipment or device: _____
- 2.3. Use adaptive equipment or assistive devices with physical assistance to participate in daily activities. (IF.A.1.Pa.1)
Specify activity: _____
Specify type of equipment or device: _____
- 2.4. Use adaptive equipment or assistive devices with physical or verbal prompting to participate in daily activities. (IF.A.1.Su.1)
Specify activity: _____
Specify type of equipment or device: _____
- 2.5. Use adaptive equipment or assistive devices independently to participate in daily activities. (IF.A.1.In.1)
Specify activity: _____
Specify type of equipment or device: _____

3. Maintain skill level through daily functional practice, consistent with own capabilities.

- IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.
- IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- ___ physical assistance full partial ___ assistive technology full partial
-

- 3.1. Participate in opportunities for daily practice of functional skills used in personal care routines in a variety of settings. (IF.A.1.Pa.2)
Specify routine: ___ eating _____
 ___ grooming _____
 ___ dressing _____
 ___ other: _____
Specify setting: ___ home ___ school ___ community/workplace

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- 3.2. Participate in opportunities for daily practice of functional skills used in health and safety routines in a variety of settings. (IF.A.1.Pa.2)

Specify routine: hygiene _____
 fitness _____
 health care _____
 other: _____

Specify setting: home school community/workplace

- 3.3. Participate in opportunities for daily practice of functional skills used in productive activities in a variety of settings. (IF.A.1.Pa.1)

Specify routine: indoor cleaning _____
 outdoor cleaning _____
 using services and stores _____
 other: _____

Specify setting: home school community/workplace

- 3.4. Participate in opportunities for daily practice of functional skills used in leisure activities in a variety of settings. (IF.A.1.Pa.1)

Specify activities: indoor spectator _____
 outdoor spectator _____
 indoor active _____
 outdoor active _____
 other: _____

Specify setting: home school community/workplace

4. Participate in personal care and hygiene routines, consistent with own capabilities.

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

Personal Care and Hygiene

- 4.1. Accept assistance with and participate in the sequence of tasks or activities of daily personal care and hygiene routines at home. (IF.A.1.Pa.2)

Specify routine: morning after school before bed

- 4.2. Accept assistance with and participate in the sequence of tasks or activities of daily personal care and hygiene routines at school or work. (IF.A.1.Pa.2)

Specify routine: upon arrival during activities before departure

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- 4.3. Accept assistance with and participate in the sequence of tasks or activities of personal care and hygiene routines in the community. (IF.A.1.Pa.2)
Specify routine: _____ regular activities _____ special events _____ in transit
- 4.4. Complete personal care and hygiene activities effectively. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ wash in a sink _____ bathe or shower
_____ wash and dry hair _____ brush teeth
_____ use deodorant _____ use toilet
_____ menstrual care _____ other: _____
- 4.5. Use fixtures, facilities, equipment, and supplies effectively and safely when completing personal care and hygiene activities (e.g., controls temperature of water, turns on shower, uses appropriate amounts of shampoo or toothpaste). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ faucets _____ bath tub or shower
_____ toilet _____ sink
_____ hair dryer _____ drain stopper
_____ tooth brush _____ tooth paste, mouthwash
_____ soap, shampoo _____ menstrual care products
_____ other: _____
Specify setting: _____ school _____ home _____ community/workplace
- 4.6. Initiate desired personal care or hygiene activity when needed. (IF.A.1.In.2, IF.A.1.Su.2)
Specify activity: _____
- 4.7. Request desired personal care or hygiene. (IF.A.1.In.2, IF.A.1.Su.2)
Specify method: _____ touch referent object _____ point to actual object
_____ verbalize or sign _____ use assistive or augmentative device
_____ vocalize or gesture _____ other: _____
- 4.8. Accept assistance with and participate in cleaning up after personal care or hygiene activities. (IF.A.1.Pa.2)
Specify setting: _____ home _____ school _____ community/workplace
- 4.9. Clean up after personal care or hygiene activities (e.g., throws away waste paper, wipes off the sink, flushes toilet, unplugs hair dryer). (IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: _____ home _____ school _____ community/workplace
- 4.10. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in personal care or hygiene activities or tasks. (IF.B.2.Pa.1)

Physical Fitness

- 4.11. Accept assistance with and participate in the sequence of tasks or activities to promote physical fitness at home. (IF.A.1.Pa.2)
Specify routine: _____ morning _____ after school _____ before bed

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- 4.12. Accept assistance with and participate in the sequence of tasks or activities to promote physical fitness at school. (IF.A.1.Pa.2)
Specify routine: _____ upon arrival _____ during activities _____ before departure
- 4.13. Accept assistance with and participate in the sequence of tasks or activities to promote physical fitness in the community or at work. (IF.A.1.Pa.2)
Specify routine: _____ regular activities _____ special events _____ in transit
- 4.14. Perform motor skills to develop and maintain physical fitness. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ perform specific exercises
 _____ maintain participation in exercise programs
 _____ request assistance when necessary
 _____ other: _____
- 4.15. Use facilities and equipment effectively and safely when completing physical fitness activities (e.g., baseball bats, weights, bikes). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____
Specify setting: _____ home _____ school _____ community/workplace
- 4.16. Select desired physical fitness activity from choices appropriate to weather, location, and time. (IF.A.1.In.2, IF.A.1.Su.2)
- 4.17. Initiate desired physical fitness activity. (IF.A.1.In.2, IF.A.1.Su.2)
- 4.18. Request desired physical fitness activity. (IF.A.1.In.2, IF.A.1.Su.2)
Specify method: _____ touch referent object _____ point to actual object
 _____ verbalize or sign _____ use assistive or augmentative device
 _____ vocalize or gesture _____ other: _____
- 4.19. Accept assistance with and participate in cleaning up after physical fitness activities. (IF.A.1.Pa.1)
Specify setting: _____ home _____ school _____ community/workplace
- 4.20. Clean up after physical fitness activities (e.g., puts away equipment, washes or takes a shower). (IF.A.1.In.1, IF.A.1.Su.1)
Specify setting: _____ home _____ school _____ community/workplace

Personal Safety

- 4.21. Alert others when personal safety is in danger. (IF.B.2.In.3, IF.B.2.Su.3, IF.B.2.Pa.2)
Specify method: _____ touch referent object _____ point to actual object
 _____ verbalize or sign _____ use assistive or augmentative device
 _____ vocalize or gesture _____ other: _____

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4.22. Accept assistance with and participate in following procedures to promote personal safety. (IF.B.2.Pa.2)

Specify: _____ fire drill _____ adverse weather _____ other threatening situations
Specify setting: _____ home _____ school _____ community/workplace

4.23. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in personal safety activities or tasks. (IF.B.2.Pa.1)

5. Participate in grooming and dressing routines for daily activities, consistent with own capabilities.

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

Grooming

5.1. Accept assistance with and participate in the sequence of tasks or activities of daily grooming routines at home. (IF.A.1.Pa.2)

Specify routine: _____ morning _____ after school _____ before bed

5.2. Accept assistance with and participate in the sequence of tasks or activities of daily grooming routines at school or work. (IF.A.1.Pa.2)

Specify routine: _____ upon arrival _____ during activities _____ before departure

5.3. Accept assistance with and participate in the sequence of tasks or activities of grooming routines in the community. (IF.A.1.Pa.2)

Specify routine: _____ regular activities _____ special events _____ in transit

5.4. Groom self effectively. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ brush and comb hair _____ keep clothes neat while wearing them
 _____ shave _____ other: _____

5.5. Request desired grooming activity. (IF.A.1.In.2, IF.A.1.Su.2)

Specify method: _____ touch referent object _____ point to actual object
 _____ verbalize or sign _____ use assistive or augmentative device
 _____ vocalize or gesture _____ other: _____

5.6. Accept assistance with and participate in cleaning up after grooming activities. (IF.A.1.Pa.2)

Specify setting: _____ home _____ school _____ community/workplace

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- 5.7. Clean up after grooming activities (e.g., puts away comb, cleans out sink after shaving). (IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: _____ home _____ school _____ community/workplace
- 5.8. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in grooming activities or tasks. (IF.B.2.Pa.1)

Dressing

- 5.9. Accept assistance with and participate in the sequence of tasks or activities of daily dressing routines at home. (IF.A.1.Pa.2)
Specify routine: _____ morning _____ after school _____ before bed
- 5.10. Accept assistance with and participate in the sequence of tasks or activities of daily dressing routines at school. (IF.A.1.Pa.2)
Specify routine: _____ upon arrival _____ activity change _____ before departure
- 5.11. Accept assistance with and participate in the sequence of tasks or activities of dressing routines in the community or at work. (IF.A.1.Pa.2)
Specify routine: _____ regular activities _____ special events _____ in transit
- 5.12. Put on and take off own clothing or accessories. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ socks and shoes _____ shirt and blouse _____ pants and skirt
 _____ outerwear _____ apron _____ belts, accessories
 _____ hat or cap _____ gloves _____ protective items
 _____ other: _____
- 5.13. Manipulate clothing fasteners effectively when putting on or taking off clothing. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ Velcro _____ buttons _____ zippers
 _____ snaps _____ ties _____ buckles
 _____ other: _____
- 5.14. Request desired dressing activity. (IF.A.1.In.2, IF.A.1.Su.2)
Specify method: _____ touch referent object _____ point to actual object
 _____ verbalize or sign _____ use assistive or augmentative device
 _____ vocalize or gesture _____ other: _____
- 5.15. Select desired clothing from choices appropriate to age, style, activity, weather, and occasion. (IF.A.1.In.2, IF.A.1.Su.2)
- 5.16. Accept assistance with and participate in cleaning up after dressing activities. (IF.A.1.Pa.2)
Specify setting: _____ home _____ school _____ community/workplace
- 5.17. Clean up after dressing activities (e.g., hangs up coat, hangs up clothes, folds clothes, puts dirty clothes in hamper). (IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: _____ home _____ school _____ community/workplace

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5.18. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in dressing activities or tasks. (IF.B.2.Pa.1)

6. Participate in eating and drinking routines, consistent with own capabilities.

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

6.1. Accept assistance with and participate in the sequence of tasks or activities of daily eating routines at home. (IF.A.1.Pa.2)

Specify routine: ___ breakfast ___ lunch ___ dinner ___ snacks

6.2. Accept assistance with and participate in the sequence of tasks or activities of daily eating routines away from home. (IF.A.1.Pa.2)

Specify setting: ___ school ___ community/workplace

6.3. Follow typical table routines when eating (e.g., passes food, serves food, asks to be excused). (IF.A.1.In.2, IF.A.1.Su.2)

Specify setting: ___ home ___ school ___ community/workplace

6.4. Use utensils and containers effectively when eating. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ glass ___ cup or mug ___ plate
___ bowl ___ spoon ___ fork
___ knife ___ other: _____

6.5. Pass, pour, and serve food effectively when requested. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ pass: _____
___ pour: _____
___ serve: _____

6.6. Open prepared packaged foods for eating. (IF.A.1.In.2, IF.A.1.Su.2)

6.7. Request desired food, drink, container, or utensil. (IF.A.1.In.2, IF.A.1.Su.2)

Specify method: ___ touch referent object ___ point to actual object
___ verbalize or sign ___ use assistive or augmentative device
___ vocalize or gesture ___ other: _____

6.8. Select desired food or drink from choices appropriate to meal, diet, and activity. (IF.A.1.In.2, IF.A.1.Su.2)

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6.9. Select and order desired food or drink from choices appropriate to meal and diet when in a fast-food restaurant, cafeteria, or full-service restaurant. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ fast-food restaurant _____ cafeteria _____ full-service restaurant

6.10. Accept assistance with and participate in cleaning up after eating activities. (IF.A.1.Pa.2)

Specify setting: _____ home _____ school _____ community/workplace

6.11. Clean up after eating activities (e.g., throws away waste, takes dishes to the sink, puts away unused food). (IF.A.1.In.2, IF.A.1.Su.2)

Specify setting: _____ home _____ school _____ community/workplace

6.12. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in eating activities or tasks. (IF.B.2.Pa.1)

7. Indicate needs for personal care, health, and safety, consistent with own capabilities.

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

7.1. Demonstrate awareness of need for assistance with personal care, health, or safety. (IF.B.1.In.2, IF.B.1.Su.2, IF.B.1.Pa.1)

Specify method: _____ touch referent object _____ point to actual object
 _____ verbalize or sign _____ use assistive or augmentative device
 _____ vocalize or gesture _____ other: _____

7.2. Initiate desired personal care, health, or safety activity when needed. (IF.B.1.In.2, IF.B.1.Su.2, IF.B.1.Pa.1)

Specify method: _____ touch referent object _____ point to actual object
 _____ verbalize or sign _____ use assistive or augmentative device
 _____ vocalize or gesture _____ other: _____

7.3. Request desired personal care, health, or safety assistance. (IF.B.1.In.2, IF.B.1.Su.2, IF.B.1.Pa.1)

Specify method: _____ touch referent object _____ point to actual object
 _____ verbalize or sign _____ use assistive or augmentative device
 _____ vocalize or gesture _____ other: _____

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8. Demonstrate functional skills of orientation, mobility, and optimal use of home, school, and community resources, consistent with own capabilities.

- IF.A.2.Pa.1 participate in activities involving the use of community resources and services— with assistance.
- IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments— with assistance.

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
-

Orientation and Mobility

- 8.1. Accept assistance with and participate in the sequence of tasks or activities to maneuver around or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)
- 8.2. Move or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.In.2, IF.A.2.Su.2)
- 8.3. Accept assistance with and participate in the sequence of tasks or activities to locate exits and entrances in familiar rooms and buildings. (IF.A.2.Pa.2)
- 8.4. Locate exits and entrances in familiar rooms and buildings. (IF.A.2.In.2, IF.A.2.Su.2)
- 8.5. Accept assistance with and participate in the sequence of tasks or activities to locate specified areas in familiar rooms and buildings. (IF.A.2.Pa.2)
- 8.6. Locate specified areas in familiar rooms and buildings. (IF.A.2.In.2, IF.A.2.Su.2)
- 8.7. Accept assistance with and participate in the sequence of tasks or activities to perform ancillary mobility tasks (e.g., closes door, opens window in car). (IF.A.2.Pa.2)
- 8.8. Perform needed ancillary mobility tasks (e.g., turns doorknobs, pulls out chairs). (IF.A.2.In.2, IF.A.2.Su.2)

Using Community Resources

- 8.9. Demonstrate awareness of community activities (e.g., goes to a movie or restaurant, shopping, attends a religious service, walks in the park). (IF.A.2.Pa.1)
Specify method: ___ touch referent object ___ point to actual object
 ___ verbalize or sign ___ use assistive or augmentative device
 ___ vocalize or gesture ___ other: _____

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- 8.10. Accept assistance with and participate in the sequence of tasks or activities of preparing for community shopping and service routines. (IF.A.1.Pa.2)
Specify routine: _____ shopping _____ personal care
 _____ health care _____ leisure and recreation
 _____ other: _____
- 8.11. Accept assistance with and participate in the sequence of tasks or activities of completing community shopping and service routines. (IF.A.1.Pa.2)
Specify routine: _____ shopping _____ personal care
 _____ health care _____ leisure and recreation
 _____ other: _____
- 8.12. Request desired community shopping and service routines. (IF.B.1.In.2, IF.B.1.Su.2)
Specify method: _____ touch referent object _____ point to actual object
 _____ verbalize or sign _____ use assistive or augmentative device
 _____ vocalize or gesture _____ other: _____
- 8.13. Select desired community shopping and service routines from choices appropriate to time, location, resources, transportation, and needs. (IF.A.1.In.2, IF.A.1.Su.2)
- 8.14. Use needed community services appropriately and effectively (e.g., barber, doctor). (IF.A.2.In.1 IF.A.2.Su.1)
Specify routine: _____ shopping _____ personal care
 _____ health care _____ leisure and recreation
 _____ other: _____
- 8.15. Use community services for individuals with disabilities appropriately and effectively (e.g., special transportation for the disabled, readers for the blind). (IF.A.2.In.1 IF.A.2.Su.1, IF.A.2.Pa.1)
Specify service: _____
- 8.16. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in using community shopping and service routines. (IF.B.2.Pa.1)

9. Move about safely and purposefully, consistent with own capabilities.

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

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- 9.1. Accept assistance with and participate in the sequence of tasks or activities of moving about the home. (IF.A.1.Pa.2)
Specify routine: _____ within a room _____ between rooms _____ using stairs
_____ other: _____
- 9.2. Accept assistance with and participate in the sequence of tasks or activities of moving about outdoors. (IF.A.1.Pa.2)
Specify routine: _____ within a structured space _____ between structured areas
_____ on a walkway _____ within an unstructured area
_____ other: _____
Specify setting: _____ home _____ school _____ community/workplace
- 9.3. Accept assistance with and participate in the sequence of tasks or activities of moving within the school or other buildings in the community. (IF.A.1.Pa.2)
Specify routine: _____ within a structured space _____ between structured areas
_____ on a walkway _____ within an unstructured area
_____ other: _____
Specify setting: _____ school _____ community/workplace
- 9.4. Assist with transfer of self from one location to another. (IF.A.2.Pa.2)
Specify type: _____ to toilet _____ to bed _____ to desk
_____ other: _____
- 9.5. Move about the classroom environment safely. (IF.A.2.In.2, IF.A.2.Su.2)
Specify method: _____
- 9.6. Move about own work site to accomplish structured tasks. (IF.A.2.In.2, IF.A.2.Su.2)
Specify method: _____
- 9.7. Move about home environment purposefully. (IF.A.2.In.2, IF.A.2.Su.2)
Specify method: _____
- 9.8. Move about familiar outdoor environments purposefully (e.g., backyard, park).
(IF.A.2.In.2, IF.A.2.Su.2)
Specify method: _____
- 9.9. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in moving about the environment. (IF.B.2.Pa.1)

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10. Participate in domestic activities, consistent with own capabilities.

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

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

- 10.1. Accept assistance with and participate in the sequence of tasks or activities of domestic routines. (IF.A.1.Pa.2)
Specify routine: ___ cleaning ___ food preparation ___ home maintenance
 ___ other: _____
- 10.2. Accept assistance with and participate in the sequence of tasks or activities of domestic routines away from home. (IF.A.1.Pa.2)
Specify setting: ___ school ___ community/workplace
- 10.3. Actively contribute to tasks needed to complete domestic routines (e.g., preparation for the task, clean-up, preparation for leaving the location, using equipment). (IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: ___ home ___ school ___ community/workplace
- 10.4. Use skills to engage in a variety of domestic activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: ___ domestic: indoor—vacuuming, throwing away waste, making a bed
 ___ domestic: outdoor—raking, bagging leaves, sweeping the walk
 ___ other: _____
Specify setting: ___ home ___ school ___ community/workplace
- 10.5. Use equipment and materials effectively and safely when participating in a variety of domestic activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: ___ domestic: indoor—using a broom, vacuum, dust cloth
 ___ domestic: outdoor—using a rake, lawnmower, shovel
 ___ other: _____
Specify setting: ___ home ___ school ___ community/workplace
- 10.6. Select desired domestic activity from choices that are appropriate to location, time, and need. (IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: ___ home ___ school ___ community/workplace
- 10.7. Initiate needed domestic activities. (IF.A.1.In.2, IF.A.1.Su.2, IF.A.1.Pa.2)
Specify setting: ___ home ___ school ___ community/workplace

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- 10.8. Follow directions to complete domestic activities correctly and efficiently.
(IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: _____ home _____ school _____ community/workplace
- 10.9. Accept assistance with and participate in cleaning up after domestic activities.
(IF.A.1.Pa.2)
Specify setting: _____ home _____ school _____ community/workplace
- 10.10. Clean up after domestic activities (e.g., throwing away waste, putting away unused supplies).
(IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: _____ home _____ school _____ community/workplace
- 10.11. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in domestic activities or tasks. (IF.B.2.Pa.1)