

Next Generation Sunshine State Standards – Special Skills, 2014

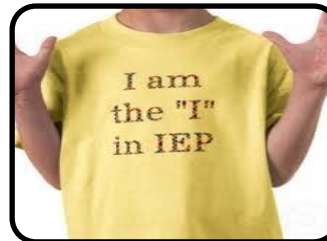
Special-Skills for Exceptional Student Education Courses



Unique Skills



Therapies



Specially Designed Instruction

Special-Skills and Therapy Standards Revision Process

Standards for special-skills courses were previously adopted in 1999. Prior to this revision, therapy courses did not have standards.

To begin this process, it was imperative to gather stakeholder input on the current standards and courses. Under the leadership of Dr. Marty Beech of the Accommodations and Modifications Project, the Bureau of Exceptional Education and Student Services conducted a statewide survey from August – October 2011, to gather input from stakeholders on the revision of special-skills standards and the use of special-skills courses. As part of the survey, nominations were sought from stakeholders for teachers, directors, and therapists throughout the state who would be qualified to serve on a workgroup dedicated to revising these standards.

Nominees were invited to attend a three-day workgroup in Tallahassee at Florida State University's Learning Systems Institute. From November 8 – 10, 2011, these experts were assigned to various standard workgroups based on their expertise and background.

The committees were as follows:

Therapy

Anne Marie Hays, St. Lucie County
Sheree Glass, Hillsborough County
Diane Justice, Hillsborough County
Karen Hallinan, BEESS

Vision

Rebecca Powers, Escambia County
Janet Acheson, Miami-Dade County
Kay Ratzlaff, Florida Instructional Materials Center for the
Visually Impaired
Leanne Grillot, BEESS

Deaf and Hard-of-Hearing

Cathy Williams, Escambia County
Cara Wilmot, Duval County
Tracie Snow, Florida School for the Deaf and the Blind
Leanne Grillot, BEESS

Curriculum and Learning Strategies

Heather Teto, Clay County
Janet Atallah, Palm Beach County
Sandy Oliva, Flagler County
Zoe Mahoney, BEESS

Social and Emotional

Kelly Claude, Leon County
Jeanine Welch, Pinellas County
Anne Bozik, BEESS
Jennifer Jenkins, BEESS

Independent Functioning

David O'Brien, Brevard County
Sandra Larson, St. Lucie County
Stephanie Hood-Nour, Volusia County
Jennifer Hykes, Pasco County

Communication

Betsy Sotilla Gaura, Florida School for the Deaf and the
Blind
Suzan Fine, Hillsborough County
Sheryl Sandvoss, Florida Inclusion Network
Bethany Mathers, BEESS

The standards that emerged from the workgroup were incorporated into draft courses and sent out for public review in January 2012. Input from stakeholders on the newly revised standards was gathered through the survey. The survey was posted online and was open for input through March 1, 2012. There were 100 respondents, and the input received was very positive, with the majority of respondents stating they “agree” or “strongly agree” that the standards are representative of the specially designed instruction that would take place in these learning environments.

The standards were edited and underwent programmatic review within the department’s Bureau of Exceptional Education and Student Services (BEESS).

Structure of the Standard Documents

The following standards for the special-skills and therapy courses for exceptional student education are intended to address a wide variety of needs experienced by students with disabilities. These standards are specifically aligned to the various types of specially designed instruction that will be provided through Individual Educational Plans (IEPs). Such skills and behaviors are not specifically addressed in the content standards (benchmarks and access points) of the Next Generation or Common Core State Standards.

The standards are organized around the content area and IEP domain. Content area refers to the type of specially designed instruction being provided. Expanded Skills, for instance, describes a specific type of specially designed instruction that would be appropriate for students with hearing impairments. Unique Skills is a broader content area which is intended to capture a very broad set of specially designed instruction and is further refined by the IEP domain.

The purpose of this document is to organize the broad category of specially designed instruction into manageable skills and benchmarks that are representative of best practices in the field of exceptional student education. These standards and benchmarks serve as examples of the different possibilities of IEP goals in all the various domains. Though IEP goals are individualized to each student, teachers will benefit from seeing the broader range of skills that comprise the various domains of the IEP.

Benchmark Coding Scheme

SA.	PK12.	CM.	1.	1.
Content Area	Grade Band	IEP Domain	Standard	Benchmark

Content Area Key:

- SA – Speech and Auditory Training
- TP – Therapy
- EC – Expanded Core Competencies (Visual Impairments)
- ES – Expanded Skills (Hearing Impairments)
- US – Unique Skills

IEP Domains Key:

- CL – Curriculum and Learning
- CM – Communication
- SE – Social and Emotional
- IF – Independent Functioning
- HC – Health Care

The term “Multiple Domains” is used when a particular type of specially designed instruction could be considered applicable in more than one domain.

Acknowledgements

The Florida Department of Education would like to thank the many stakeholders who gave their time, energy, and expertise during the revision process of the special-skills and therapy standards.

Marty Beech, Accommodations and Modifications Project
Jan McKay, Accommodations and Modifications Project
Sue Dixon, Accommodations and Modifications Project
Tracy Snow, Florida School for the Deaf and the Blind
Betsy Sotillo Gaura, Florida School for the Deaf and the
Blind

Janet Atallah, Palm Beach County School District
Diane Justice, Hillsborough County School District
Cara Wilmot, Duval County School District
Sheryl Sandvoss, Florida Inclusion Network
Sandra Larson, St. Lucie County School District
Kay Ratzlaff, Florida Instructional Materials Center for the
Visually Impaired
Jeannine Welch, Pinellas County School District
Janet Acheson, Miami-Dade County School District
Anne Marie Hays, St. Lucie County School District

Rebecca Powers, Escambia County School District
Cathy Williams, Escambia County School District
Stephanie Hood-Nour, Volusia County School District
Kelly Claude, Leon County School District
Heather Teto, Clay County School District
Sheree Glass, Hillsborough County School District
Sandra Oliva, Flagler County School District
David O'Brien, Brevard County School District
Suzan Fine, Hillsborough County School District
Jennifer Hykes, Pasco County School District
Jennifer Jenkins, Florida Department of Education
Anne Bozik, Florida Department of Education
Bethany Mathers, Florida Department of Education
Leanne Grillot, Florida Department of Education
Zoe Mahoney, Florida Department of Education
Karen Hallinan, Florida Department of Education

NGSSS: Speech & Auditory Skills/Training (draft) Standards

GRADE: PK12

Domain: COMMUNICATIONS SKILLS

Standard 1: Suprasegmental Level

BENCHMARK CODE	BENCHMARK
SA.PK12.CM.1.1	Discriminate, identify, and produce suprasegmental elements of speech, including pitch, loudness, and duration.

Standard 2: Phonetic Level

BENCHMARK CODE	BENCHMARK
SA.PK12.CM.2.1	Discriminate, identify, and produce vowel, diphthong, and consonant sounds by manner and place of articulation and voicing.

Standard 3: Phonologic Level

BENCHMARK CODE	BENCHMARK
SA.PK12.CM.3.1	Discriminate, identify, and produce sounds correctly in words and connected speech in a meaningful way.

Domain: MULTIPLE DOMAINS

Standard 1: Use of Listening Devices	
BENCHMARK CODE	BENCHMARK
SA.PK12.MD.1.1	Demonstrate consistent and independent use of listening devices.

Standard 2: Self-Advocacy	
BENCHMARK CODE	BENCHMARK
SA.PK12.MD.2.1	Maintain (clean, care for, and troubleshoot) personal listening device.
SA.PK12.MD.2.2	Advocate for appropriate accommodations to compensate for deafness or hearing loss.

Standard 3: Detection Skills	
BENCHMARK CODE	BENCHMARK
SA.PK12.MD.3.1	Demonstrate awareness of speech and nonspeech sounds.

Standard 4: Perception/Production Loop	
BENCHMARK CODE	BENCHMARK
SA.PK12.MD.4.1	Listen to, retrieve, and imitate speech and spoken language.

Standard 5: Auditory Discrimination Skills	
BENCHMARK CODE	BENCHMARK
SA.PK12.MD.5.1	Indicate similarities and differences between two or more sounds or spoken words.

Standard 6: Auditory Identification Skills	
BENCHMARK CODE	BENCHMARK
SA.PK12.MD.6.1	When given a set of choices, identify words, phrases, and sentences that differ by manner, voicing, and place of articulation.

Standard 7: Auditory Comprehension Skills	
BENCHMARK CODE	BENCHMARK
SA.PK12.MD.7.1	Demonstrate understanding of spoken language by responding in a meaningful way (listening to learn).

NGSSS: Therapies (draft) Standards

GRADE: PK12

Domain: SPEECH THERAPY	
Standard 1: Phonology and Articulation	
BENCHMARK CODE	BENCHMARK
TP.PK12.ST.1.1	Produce individual speech sounds and/or patterns of speech sounds necessary to be understood and communicate

	functionally across educational settings.
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Standard 2: Fluency	
BENCHMARK CODE	BENCHMARK
TP.PK12.ST.2.1	Produce speech with the natural flow, rate, and rhythm necessary to be understood and communicate functionally across educational settings.

Standard 3: Voice	
BENCHMARK CODE	BENCHMARK
TP.PK12.ST.3.1	Produce the vocal quality, pitch, loudness, resonance, and/or duration of phonation necessary to be understood and communicate functionally across educational settings.

Domain: PHYSICAL AND OCCUPATIONAL THERAPY

Standard 1: Physical and Occupational Therapy	
BENCHMARK CODE	BENCHMARK
TP.PK12.OP.1.1	Demonstrate the ability to achieve functional outcomes as specified in the student's plan of treatment or care.

Domain: LANGUAGE THERAPY

Standard 1: Phonology

BENCHMARK CODE	BENCHMARK
TP.PK12.LT.1.1	Demonstrate comprehension and use of the sound systems of language and linguistic conventions to convey meaning in spoken and written language.

Standard 2: Morphology

BENCHMARK CODE	BENCHMARK
TP.PK12.LT.2.1	Demonstrate comprehension and use of the internal structure of words and construction of word forms in reading, writing, and spelling.

Standard 3: Syntax

BENCHMARK CODE	BENCHMARK
TP.PK12.LT.3.1	Demonstrate comprehension and use of the system governing the order and combination of words to form sentences in spoken and written language.

Standard 4: Semantics

BENCHMARK CODE	BENCHMARK
TP.PK12.LT.4.1	Demonstrate comprehension and use of the system that governs vocabulary acquisition and meaning of words and sentences in spoken and written language.

Standard 5: Pragmatics	
BENCHMARK CODE	BENCHMARK
TP.PK12.LT.5.1	Demonstrate comprehension and use of the system that combines language components in functional and socially appropriate communication across educational settings.

Standard 6: Assistive Technology	
BENCHMARK CODE	BENCHMARK
TP.PK12.LT.6.1	Demonstrate interactive, meaningful, and functional use of augmentative or assistive technology, as needed, to initiate and maintain communication across educational settings.

NGSSS: Expanded Core Competencies (draft) Standards

GRADE: PK12

Domain: MULTIPLE DOMAINS

Standard 1: Compensatory or Functional Skills Including Communication Modes

BENCHMARK CODE	BENCHMARK
EC.PK12.MD.1.1	Apply tactile discrimination skills, such as identifying differences in characteristics of three-dimensional objects—size, shape, texture, and weight.
EC.PK12.MD.1.2	Apply listening and auditory skills, such as discriminating sounds and associating concepts, actions, and ideas with expressive language.
EC.PK12.MD.1.3	Maintain a personal time management and organizational system for academic studies.
EC.PK12.MD.1.4	Perform fine motor tasks, such as handwriting/signature writing.
EC.PK12.MD.1.5	Use tactile discrimination skills to interpret objects, symbols, and graphics.
EC.PK12.MD.1.6	Apply braille skills, including pre-braille; use of braille writing tools; braille book skills; uncontracted, contracted, and tactile graphics; and Nemeth and music code.
EC.PK12.MD.1.7	Apply tactile and/or visual skills for math calculation and manipulation tools, such as an abacus and three-dimensional representational objects.

Standard 2: Assistive Technology

BENCHMARK CODE	BENCHMARK
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EC.PK12.MD.2.1	Select and use assistive tools for accessing print and digital information, producing written communications, and accessing materials in alternate formats, including, but not limited to, audio/digital device, calculator, watch, prescribed low-vision device(s), computer, computer peripheral devices, screen recognition and magnification software, and refreshable braille display.
EC.PK12.MD.2.2	Navigate and manipulate the presentation format of auditory resources as needed.

Standard 3: Transition

BENCHMARK CODE	BENCHMARK
EC.PK12.MD.3.1	Use nonvisual and/or low-vision strategies to identify support resources for students who are blind or visually impaired for preparation to advance to the next grade or level of schooling.
EC.PK12.MD.3.2	Identify a variety of jobs and careers and possible accommodations for workers who are blind or visually impaired.
EC.PK12.MD.3.3	Describe opportunities in selected career clusters, including the outlook for employment, qualifications, and training requirements.
EC.PK12.MD.3.4	Identify elements of planning for transition, such as establishing postsecondary goals for education/training, employment, and independent living, if needed; course of study; and identifying transition service needs.
EC.PK12.MD.3.5	Identify the unique characteristics of training, tools, and accommodations needed for a person who is blind or visually impaired to function in a given job.
EC.PK12.MD.3.6	Identify local, state, and federal resources available for transition support for the general population, including students with vision impairments.
EC.PK12.MD.3.7	Demonstrate knowledge and skills students who are blind or visually impaired need to enter postsecondary education or training.
EC.PK12.MD.3.8	Participate actively in the development of the IEP with parents and school and/or agency representatives for planning for transition to adult living based on individual interests, abilities, and values.

Standard 4: Recreation and Leisure

BENCHMARK CODE	BENCHMARK
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EC.PK12.MD.4.1	Identify nonvisual and/or low-vision strategies that enable students who are blind or visually impaired to participate in sporting and leisure activities.
EC.PK12.MD.4.2	Locate school and community resources for recreation and leisure that facilitate participation by individuals who are blind or visually impaired.
EC.PK12.MD.4.3	Identify and implement adaptive strategies for recreational and leisure activities to ensure active participation.

Standard 5: Foundational Orientation and Mobility Skills

BENCHMARK CODE	BENCHMARK
EC.PK12.MD.5.1	Identify personal body parts and analyze their location relative to self and the environment.
EC.PK12.MD.5.2	Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.
EC.PK12.MD.5.3	Use sighted guide techniques, trailing, and protective techniques, as appropriate for setting and the student's developmental level.
EC.PK12.MD.5.4	Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).
EC.PK12.MD.5.5	Distinguish between permanent and transitory items in the environment.
EC.PK12.MD.5.6	Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.
EC.PK12.MD.5.7	Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).

Standard 6: Social Supports

BENCHMARK CODE	BENCHMARK
EC.PK12.MD.6.1	Maintain appropriate eye contact, body space, posture, facial expression, gestures, and socially acceptable mannerisms using nonvisual and/or low-vision strategies.

EC.PK12.MD.6.2	Apply interpersonal skills, such as engaging in appropriate social interactions and conversations; demonstrating respect, empathy, or sympathy; and managing criticism.
EC.PK12.MD.6.3	Participate effectively in group activities, such as cooperative learning and extracurricular activities.
EC.PK12.MD.6.4	Identify social, emotional, and physiological aspects of human sexuality appropriate for the student's developmental level.
EC.PK12.MD.6.5	Engage in cognitive (intentional) social behavior, such as interpreting social cues, identifying opportunities for social interactions, and generalizing social skills to a variety of situations.

Standard 7: Self-Determination

BENCHMARK CODE	BENCHMARK
EC.PK12.MD.7.1a	Explain own visual impairment.
EC.PK12.MD.7.1b	Explain own visual impairment, and its functional implications, and support resources within the medical and rehabilitation fields.
EC.PK12.MD.7.2a	Identify personal likes and dislikes.
EC.PK12.MD.7.2b	Identify own interests, strengths, preferences, and needs.
EC.PK12.MD.7.3a	Identify personal strengths, competencies, and challenges.
EC.PK12.MD.7.3b	Explain how personal strengths and disability impact learning and other areas of life.
EC.PK12.MD.7.4	Explain possible coping strategies for managing stressors.
EC.PK12.MD.7.5	Describe goals in self-advocating using appropriate communication and assertiveness.

Standard 8: Sensory Efficiency Skills

BENCHMARK CODE	BENCHMARK
EC.PK12.MD.8.1	Identify strategies for using residual vision with greater efficiency, such as using low-vision devices and adaptive

	technologies and techniques.
EC.PK12.MD.8.2	Respond to and summarize instructional level information presented in an auditory format.

Standard 9: Independent Living Skills

BENCHMARK CODE	BENCHMARK
EC.PK12.MD.9.1	Manage personal hygiene and grooming using nonvisual and/or low-vision strategies.
EC.PK12.MD.9.10	Demonstrate the ability to acquire materials and services providing support for independent-living activities, such as audiobooks and playback devices and household utensils.
EC.PK12.MD.9.11	Identify personal/household safety and manage procedures for maintaining a safe environment, such as fire safety, storm preparedness, and obtaining available agency support.
EC.PK12.MD.9.2	Identify strategies for managing personal wellness using nonvisual and/or low-vision strategies.
EC.PK12.MD.9.3	Demonstrate appropriate personal eating/table skills using nonvisual and/or low-vision strategies.
EC.PK12.MD.9.4	Manipulate garments to dress self independently using nonvisual and/or low-vision strategies.
EC.PK12.MD.9.5a	Identify steps and demonstrate ability to care for clothing using nonvisual and/or low-vision strategies.
EC.PK12.MD.9.5b	Demonstrate the ability to maintain clothing, including cleaning and laundering using nonvisual and/or low-vision strategies.
EC.PK12.MD.9.6	Identify steps and demonstrate the ability to store and prepare food safely using nonvisual and/or low-vision strategies.
EC.PK12.MD.9.7a	Identify steps to purchase an item from a store using nonvisual and/or low-vision strategies.
EC.PK12.MD.9.7b	Demonstrate steps to purchase items from different vendors and stores using nonvisual and/or low-vision strategies.
EC.PK12.MD.9.8a	Demonstrate simple household skills including cleaning own area using nonvisual and/or low-vision strategies.
EC.PK12.MD.9.8b	Demonstrate basic household management skills, including cleaning, simple repairs, and budgeting, using nonvisual and/or low-vision strategies.
EC.PK12.MD.9.8c	Demonstrate household management skills, including cleaning, repairs, and financial management (insurance, utilities,

	etc.), using nonvisual and/or low-vision strategies.
EC.PK12.MD.9.9	Create and maintain a schedule/calendar for personal management using nonvisual and/or low-vision strategies.

NGSSS: Expanded Skills (draft) Standards

GRADE: PK12

Domain: CURRICULUM & LEARNING	
Standard 1: Deaf Culture and Heritage	
BENCHMARK CODE	BENCHMARK
ES.PK12.CL.1.1a	Identify historical and current attitudes of the Deaf community and the impact on themselves and others.
ES.PK12.CL.1.1b	Explain historical and current attitudes of the Deaf community and the impact on themselves and others.
ES.PK12.CL.1.2a	Identify contributions of past and present figures of the Deaf community.
ES.PK12.CL.1.2b	Compare and contrast contributions of past and present figures of the Deaf community.
ES.PK12.CL.1.3a	Identify ways that individuals who are deaf and hard-of-hearing provide support for each other in their community.
ES.PK12.CL.1.3b	Evaluate ways that individuals who are deaf or hard-of-hearing provide support for each other in their community.
ES.PK12.CL.1.4a	Identify ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing.
ES.PK12.CL.1.4b	Analyze ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing.

ES.PK12.CL.1.5	Develop a list of local and national resources with a description of their purposes and contact information for individuals who are deaf and hard-of-hearing.
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Standard 2: Learning Supports

BENCHMARK CODE	BENCHMARK
ES.PK12.CL.2.1	Identify steps to complete school assignments and tasks according to directions.
ES.PK12.CL.2.2	Maintain a time management and organizational system for academic studies.
ES.PK12.CL.2.3a	Identify previously learned academic vocabulary, skill, or content in new skills and concepts.
ES.PK12.CL.2.3b	Explain how previously learned academic vocabulary, skill, or content is used in new skills and concepts.
ES.PK12.CL.2.4a	Produce written communication, including identifying parts of sentences, combining words to make sentences, and combining sentences to make paragraphs with the support of sign and/or voice.
ES.PK12.CL.2.4b	Construct paragraphs and essays following English semantic and syntactic rules with the support of own preferred mode of communication.
ES.PK12.CL.2.5	Request clarification of school assignments from teachers, family, and peers, when needed.

Domain: MULTIPLE DOMAINS

Standard 1: Knowledge of Own Hearing Loss

BENCHMARK CODE	BENCHMARK
ES.PK12.MD.1.1a	Recognize that he/she has a hearing loss, including referring to self as deaf or hard-of-hearing; stating cause of the hearing loss; and explaining that the hearing loss is stable, progressive, or irreversible.
ES.PK12.MD.1.1b	Describe own hearing loss, including identifying self as deaf or hard-of-hearing; stating cause of the hearing loss and age of onset; explaining that the hearing loss is stable, progressive, or irreversible; and describing accommodations, preferred learning strategies, and interpreting needs to teachers, peers, and community members.

ES.PK12.MD.1.2	Label and describe the functions of the parts of the ear (pinna, ear canal, eardrum, bones, cochlea, hearing nerve, brain, outer, middle, inner) using pictures.
ES.PK12.MD.1.3a	Identify the basic information on an audiogram.
ES.PK12.MD.1.3b	Explain the meaning of information on own audiogram to parents, teachers, and peers.
ES.PK12.MD.1.3c	Explain the role of the audiologist in supporting one's hearing (set up appointment for audiogram, interpret the information on the audiogram, and discuss amplification needs).
ES.PK12.MD.1.4	Maintain (clean, care for, and troubleshoot) own hearing aids, cochlear implants, and/or FM equipment with assistance.
ES.PK12.MD.1.5a	State and apply listening and learning rules, including recognizing that hearing does not mean understanding, attending to the person who is speaking and/or signing, talking only about what he/she is learning, and requesting repetition or clarification when needed.
ES.PK12.MD.1.5b	Request repetition or clarification appropriately from peers, teachers, and community members when needed.
ES.PK12.MD.1.6a	Identify people who can provide assistance in the school regarding a hearing loss, such as interpreters, audiologist, and the itinerant teacher.
ES.PK12.MD.1.6b	Describe the type of assistance that can be provided in the school from an interpreter, audiologist, and the itinerant teacher.
ES.PK12.MD.1.6c	Seek appropriate assistance from a professional regarding hearing loss needs, such as the interpreter, audiologist, itinerant teacher, and community and employment personnel.
ES.PK12.MD.1.7a	Identify and use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, with some assistance.
ES.PK12.MD.1.7b	Use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, with minimal assistance.
ES.PK12.MD.1.7c	Use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, independently.

Standard 2: Acquisition, Comprehension, and Use of Language

BENCHMARK CODE	BENCHMARK
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ES.PK12.MD.2.1	Consistently and appropriately use preferred communication modality, such as American Sign Language (ASL), Conceptually Accurate Signed Exact English (CASE), Signed Exact English (SEE), or Spoken Language (Aural-Oral Communication), and recognize that communication modality may change according to individual needs and preferences.
ES.PK12.MD.2.2	Participate in direct interactions with peers and adults using an appropriate mode of communication in a variety of settings independently.
ES.PK12.MD.2.3	Demonstrate communication through motor movements, facial expressions, vocalizations, and social interactions.
ES.PK12.MD.2.4	Demonstrate nonverbal elements of communication, including proximity, turn taking, body shifting, facial expressions, and eye gaze.
ES.PK12.MD.2.5	Express the meaning of complex vocabulary, concepts, and figurative language through explicit strategies, such as drawing, role play, fingerspelling, and recognizing visual markers.
ES.PK12.MD.2.6	Apply auditory discrimination and phonological skills to enhance understanding of spoken and written language, when appropriate.

Standard 3: Personal and Interpersonal Communication Skills

BENCHMARK CODE	BENCHMARK
ES.PK12.MD.3.1	Explain the elements of the communication process—speaker, listener, message, feedback—and identify situations when communication breakdowns occur.
ES.PK12.MD.3.2a	Describe positive and negative ways the physical environment can affect communication and describe situations when it would be difficult.
ES.PK12.MD.3.2b	Request adaptation of the physical environment or accommodations when communication is perceived to be difficult.
ES.PK12.MD.3.3	Use appropriate behavior in response to situational demands and modify behavior as needed.
ES.PK12.MD.3.4a	Communicate with others in ways appropriate for the relationship, such as friends and family.
ES.PK12.MD.3.4b	Communicate with others in ways appropriate for the relationship, such as peers, authority figures in the school and community, and employers.
ES.PK12.MD.3.5	Anticipate and use repair strategies to ensure communication occurs during difficult listening situations or when communication breakdowns occur.

Standard 4: Self-Determination and Self-Advocacy

BENCHMARK CODE	BENCHMARK
ES.PK12.MD.4.10	Describe options available for postsecondary education or training, employment, and independent living that will meet personal goals and needs.
ES.PK12.MD.4.11	Explain considerations related to obtaining reasonable accommodations in the community, workplace, and/or postsecondary education or training, including eligibility, necessary documentation, procedures for making a request, and the appeals process.
ES.PK12.MD.4.1a	Demonstrate understanding of the role and responsibility of an interpreter, including attending to the interpreter for directions and information as long as the teacher/speaker is talking and signaling the interpreter for clarification or repetition.
ES.PK12.MD.4.1b	Articulate interpreting needs, including describing how to work effectively with an interpreter for school and community activities, stating when services are needed/not needed, and describing the preferred mode of communication.
ES.PK12.MD.4.1c	Articulate the need for specialized or a preferred mode of communication with peers, adults, community members, and employers.
ES.PK12.MD.4.2a	Select and use assistive technology—low-tech, high-tech, closed captioning, alerting systems—that is personally appropriate with the assistance of an adult.
ES.PK12.MD.4.2b	Select and use assistive technology—low-tech, high-tech, closed captioning, alerting systems—that is personally appropriate.
ES.PK12.MD.4.3a	Locate and respond appropriately to alerting devices, such as fire or smoke alarm, doorbell, phone, and monitors in the home and school.
ES.PK12.MD.4.3b	Locate and respond appropriately to alerting devices, such as fire or smoke alarm, doorbell, phone, and monitors in the school, community, and job site.
ES.PK12.MD.4.4a	Summarize knowledge of own individual educational plan (IEP), including assessment data, strengths, weaknesses, annual goals, objectives, special education and related services, and accommodations.
ES.PK12.MD.4.4b	Participate effectively in the development and presentation of own IEP, including assessment data, strengths, weaknesses, annual goals, objectives, special education and related services, accommodations, course of study, transition services, and postsecondary goals.

ES.PK12.MD.4.5	Explain support services available in the school, home, and community, such as Florida Relay Service, interpreters, and travel assistance.
ES.PK12.MD.4.6	Request written reinforcement of instruction, including transcripts or closed captions for film/videos, when needed.
ES.PK12.MD.4.7	Develop an emergency contingency plan to gather information regarding man-made or natural disasters or personal emergencies.
ES.PK12.MD.4.8	Identify agencies that provide postsecondary transition services, such as Vocational Rehabilitation, and Postsecondary Education Programs Network (PEPNet).
ES.PK12.MD.4.9	Participate effectively in the development of own Summary of Performance, maintaining a portfolio of materials and resources to prepare for and succeed in postsecondary settings.

NGSSS: Unique Skills (draft) Standards

GRADE: PK12

Domain: SOCIAL AND EMOTIONAL	
Standard 1: Self-Regulation	
BENCHMARK CODE	BENCHMARK
US.PK12.SE.1.1a	Identify personal emotions and feelings.
US.PK12.SE.1.1b	Identify personal emotions and feelings and their impact on physical and mental well-being.
US.PK12.SE.1.2a	Identify personal strengths and areas of need.

US.PK12.SE.1.2b	Identify ways that personal strengths can compensate for areas of need.
US.PK12.SE.1.3	Express a range of personal emotions and feelings in a socially acceptable manner.
US.PK12.SE.1.4	Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger.
US.PK12.SE.1.5a	Use a systematic approach for making decisions about personal needs, including identifying need, choosing the best option, and accepting consequences.
US.PK12.SE.1.5b	Use a systematic approach for making decisions about personal needs, including identifying need or problem, determining possible solutions, selecting the best option, accepting consequences and responsibility, and evaluating the effectiveness of the decision.
US.PK12.SE.1.6	Self-advocate for personal needs in a socially appropriate manner.
US.PK12.SE.1.7a	Demonstrate self-esteem, self-confidence and pride, such as through self-affirmations and persistence.
US.PK12.SE.1.7b	Demonstrate self-esteem, self-confidence, and pride, such as through self-affirmations, persistence, and self-monitoring.

Standard 2: Interpersonal Relationships

BENCHMARK CODE	BENCHMARK
US.PK12.SE.2.1a	Identify a range of emotions and feelings of others.
US.PK12.SE.2.2	Respond in a socially appropriate manner to emotions and feelings of others.
US.PK12.SE.2.3	Identify and maintain behaviors that build positive relationships with peers and adults, including friendships, family relations, and cooperating with peers.
US.PK12.SE.2.4	Use basic social communication skills to build positive relationships with peers and adults, such as eye contact, facial expressions, gestures, posture, proximity, touch, appearance, and listening.
US.PK12.SE.2.5	Maintain positive relationships with peers and adults using basic social skills, such as greetings, turn-taking, sharing materials, and giving and accepting assistance.

US.PK12.SE.2.6	Work cooperatively in small groups to achieve common outcomes.
US.PK12.SE.2.7a	Use conflict resolution strategies to resolve differences, such as communicate and negotiate.
US.PK12.SE.2.7b	Use conflict resolution strategies to resolve differences, such as communicate, negotiate, or mediate.

Standard 3: Relationships Across Settings	
BENCHMARK CODE	BENCHMARK
US.PK12.SE.3.1	Maintain appropriate behavior by following rules in classroom and school settings.
US.PK12.SE.3.2a	Use behaviors and skills, such as accepting feedback and adjusting own actions, to maintain appropriate conduct in the classroom and school.
US.PK12.SE.3.2b	Identify explicit and implicit behaviors that are based on setting demands and social norms, such as acceptable tone of voice and volume, use of turn-taking behaviors, and movement.
US.PK12.SE.3.3	Use behaviors and social skills based on setting demands and rules when accessing and using resources in the school and community.
US.PK12.SE.3.4	Use a systematic approach for problem solving and decision making to resolve problems in school, community, and work settings.
US.PK12.SE.3.5	Use behaviors and skills, such as self-monitoring, accepting feedback, adjusting own actions, and self-reflection to maintain appropriate conduct in school, community, and employment settings.

Standard 4: Social Skills and Strategies	
BENCHMARK CODE	BENCHMARK

US.PK12.SE.4.1	Use appropriate social and interpersonal skills and strategies to interact with peers and adults for various purposes across settings.
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Domain: INDEPENDENT FUNCTIONING

Standard 1: Self-Care Skills

BENCHMARK CODE	BENCHMARK
US.PK12.IF.1.1	Carry out personal care and hygiene routines, such as keeping clean, grooming and toileting.
US.PK12.IF.1.10	Recognize and convey personal information, including determining when to keep such information confidential.
US.PK12.IF.1.11a	Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating wants and needs.
US.PK12.IF.1.11b	Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating interests and preferences in planning for the future.
US.PK12.IF.1.2	Manage own clothing, such as dressing and selecting clothing items.
US.PK12.IF.1.3	Perform positive health practices, including preventative health care and fitness.
US.PK12.IF.1.4	Communicate need for medical assistance, such as indicating an illness or injury.
US.PK12.IF.1.5	Identify and perform approved medical procedures, as appropriate, such as using an inhaler.
US.PK12.IF.1.6	Demonstrate skills required for eating, such as using common utensils and opening packages.
US.PK12.IF.1.7	Select food based on available options, preference, and nutritional value.
US.PK12.IF.1.8	Follow safety procedures and routines for preparing food.
US.PK12.IF.1.9	Use knowledge and skills to maintain and enhance personal safety, such as handling dangerous situations and emergencies, and preventing abuse.

Standard 10: Route Travel

BENCHMARK CODE	BENCHMARK
US.PK12.IF.10.1	Plan and implement safe decision making when traveling in familiar and unfamiliar environments.

Standard 11: Soliciting and Declining Assistance

BENCHMARK CODE	BENCHMARK
US.PK12.IF.11.1	Respond appropriately to offers of assistance when traveling.
US.PK12.IF.11.2	Solicit necessary assistance when traveling.
US.PK12.IF.11.3	Use nontraditional devices and adaptive mobility devices, such as wheelchair, walkers, or support canes, as required by the situation.
US.PK12.IF.11.4	Plan, use, and manage private, public, and para-transit transportation for safe and efficient travel.

Standard 2: Community Participation

BENCHMARK CODE	BENCHMARK
US.PK12.IF.2.1	Participate in individual and group recreation/leisure activities.
US.PK12.IF.2.2a	Select and engage in volunteer activities in school or community, such as recycling, litter patrol, or collecting money for a

	charity.
US.PK12.IF.2.2b	Choose and engage in volunteer activities, such as coastal cleanup, visiting elderly persons, or sorting recyclable products.
US.PK12.IF.2.3a	Use specific knowledge and skills when completing activities involving managing money, such as shopping and purchasing.
US.PK12.IF.2.3b	Use specific knowledge and skills when completing activities involving managing money, such as budgeting, shopping, and purchasing.
US.PK12.IF.2.4	Apply acceptable eating and social skills when dining in a variety of establishments or settings.
US.PK12.IF.2.5a	Identify and follow rules when using transportation in the community.
US.PK12.IF.2.5b	Identify and follow rules when using various modes of transportation to access the community.
US.PK12.IF.2.6	Demonstrate how to use technological tools to access services and commodities in the community.

Standard 3: Task Completion

Standard 3: Task Completion	
BENCHMARK CODE	BENCHMARK
US.PK12.IF.3.1a	Complete routines and tasks according to instructions and expectations.
US.PK12.IF.3.1b	Complete routines and tasks according to expectations, including the speed and accuracy of performance.
US.PK12.IF.3.2a	Sequence two or more tasks to complete activities.
US.PK12.IF.3.2b	Sequence multiple tasks to complete activities by establishing routines, following a schedule, prioritizing tasks, and managing resources.
US.PK12.IF.3.3	Use organizational strategies related to planning, scheduling, time management, self-monitoring, and managing materials.

Standard 4: Functioning within Settings

BENCHMARK CODE	BENCHMARK
US.PK12.IF.4.1	Use tools and/or assistive technology to complete daily routines and tasks.
US.PK12.IF.4.2	Follow rules and procedures across a variety of settings.
US.PK12.IF.4.3	Use materials for their intended purposes.
US.PK12.IF.4.4	Demonstrate the ability to adjust to new routines and changes in tasks, settings, and locations.

Standard 5: Foundational Skills for Orientation and Mobility

BENCHMARK CODE	BENCHMARK
US.PK12.IF.5.1	Identify personal body parts and analyze location relative to self and the environment.
US.PK12.IF.5.2	Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.
US.PK12.IF.5.3	Use sighted guide techniques, trailing, and protective techniques as appropriate for setting and student's developmental level.

Standard 6: Environmental Orienting Techniques

BENCHMARK CODE	BENCHMARK
US.PK12.IF.6.1	Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).
US.PK12.IF.6.2	Distinguish between permanent and transitory items in the environment.
US.PK12.IF.6.3	Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.
US.PK12.IF.6.4	Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).
US.PK12.IF.6.5	Use environmental orienting techniques, such as using landmarks and tactual markers, for familiarizing areas in urban and rural settings.

Standard 7: Personal Orienting Techniques

BENCHMARK CODE	BENCHMARK
US.PK12.IF.7.1	Use personal orienting techniques, such as squaring off, parallel alignment, and locating dropped objects.

Standard 8: Independent Travel Skills

BENCHMARK CODE	BENCHMARK
US.PK12.IF.8.1	Perform independent travel skills using landmarks and cues.
US.PK12.IF.8.2	Use mobility tools, such as a pre-cane, cane, low-vision device, or electronic device, to travel independently.

US.PK12.IF.8.3	Use environment-specific skills, such as crossing streets, riding in escalators and elevators, and adapting to variations in lighting.
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Standard 9: Spatial Awareness and Directions

BENCHMARK CODE	BENCHMARK
US.PK12.IF.9.1	Use spatial awareness skills and cardinal directions to orient oneself in the environment.

Domain: CURRICULUM & LEARNING

Standard 1: Learning Skills and Strategies

BENCHMARK CODE	BENCHMARK
US.PK12.CL.1.1a	Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts, recognizing and decoding words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, listening to stories, and following instructions.
US.PK12.CL.1.1b	Apply skills and strategies, such as decoding multisyllabic words; analyzing vocabulary, including roots and affixes; making associations; and using visual imagery and mnemonics, to recall and understand information from a variety of media sources.
US.PK12.CL.1.1c	Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts, recognizing and decoding words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, recognizing signs and environmental print, reading schedules and maps, and using a menu.
US.PK12.CL.1.1d	Apply skills and strategies (associating icons and symbols with words and concepts, identifying sight words and decoding phonetically regular words, and paraphrasing and summarizing text) to recall and understand information from visual,

	print, and/or digital text or audio presentations for real-world application, such as completing work-related tasks, reading the newspaper, and locating information about possible careers.
US.PK12.CL.1.2a	Use fundamental skills and strategies (dramatization, mental pictures, mnemonics, and links to prior knowledge) to connect information with cues to increase recall and comprehension.
US.PK12.CL.1.2b	Use skills and strategies to link information with other cues, such as mnemonics, visual imagery, and links to prior knowledge, to increase recall and comprehension.
US.PK12.CL.1.2c	Apply skills and strategies (scanning, predicting, paraphrasing/ summarizing, rereading, inferencing, retelling, self-questioning, note taking, outlining, and interpreting text structure) to gain information from a variety of media sources and instructional presentations.
US.PK12.CL.1.3a	Apply fundamental skills and strategies in written communication, such as identifying and using personal information, making basic lists and completing forms, and forming simple and complex sentences.
US.PK12.CL.1.3b	Apply fundamental skills and strategies in written communication, such as using personal information, making lists and completing forms, forming sentences and organizing ideas into paragraphs, letters, or stories.
US.PK12.CL.1.3c	Apply skills and strategies in written communication, including setting a purpose for writing, creating complete simple and complex sentences, and organizing information into different types of paragraphs and essays.
US.PK12.CL.1.3d	Apply skills and strategies to produce clear and coherent oral and written communication, such as planning, creating drafts, editing and proofing, elaborating, rehearsing, revising, and publishing or presenting.
US.PK12.CL.1.4a	Develop mathematical skills and/or computational fluency for everyday living, such as money skills, estimation skills, time and measurement skills, and comprehension of graphs, tables, schedules, and charts.
US.PK12.CL.1.4b	Apply skills and strategies in mathematical concepts and processes and/or computational fluency, such as financial literacy skills, algebraic problem solving, estimation skills, measurement and geometry skills, and comprehension of graphs, tables, and charts.
US.PK12.CL.1.4c	Develop mathematical skills and/or computational fluency for everyday living, such as accessing a bank account online, money-management skills, estimation skills, time and measurement skills, and interpretation of graphs, tables, schedules, and charts.
US.PK12.CL.1.5	Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers.
US.PK12.CL.1.6	Select and apply effective problem-solving skills and strategies to solve personal, academic, and community-based problems.

Standard 2: Task Management

BENCHMARK CODE	BENCHMARK
US.PK12.CL.2.1a	Use effective task completion strategies, such as following directions, staying on task, and monitoring accuracy.
US.PK12.CL.2.1b	Use effective task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring.
US.PK12.CL.2.2a	Use effective time management, and organization skills, including using a visual schedule or calendar and locating and sorting information.
US.PK12.CL.2.2b	Use effective time-management, planning, and organization skills and strategies, including using a visual schedule or daily planner, setting goals and priorities, and locating, organizing, and sorting information.
US.PK12.CL.2.3	Use effective test-taking skills and strategies, such as previewing, planning a response to open-ended questions, and reviewing answers.

Standard 3: Self-Determination and Self-Management

BENCHMARK CODE	BENCHMARK
US.PK12.CL.3.1a	Apply skills and strategies to solve personal and school problems.
US.PK12.CL.3.1b	Apply skills and strategies to solve personal, school, community, and work problems.
US.PK12.CL.3.2a	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts.
US.PK12.CL.3.2b	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, giving and accepting appropriate feedback, assuming a leadership role, and resolving conflicts.

US.PK12.CL.3.3a	Participate effectively in educational planning, including but not limited to, the Individual Educational Plan (IEP).
US.PK12.CL.3.3b	Participate effectively in academic and career planning, including, but not limited to, the IEP, course selection, course of study, post secondary goals, and the transition process.
US.PK12.CL.3.4	Apply skills that promote self-awareness and goal setting to meet educational and personal needs to increase self-determination, including use of accommodations and assistive tools, as appropriate.
US.PK12.CL.3.5	Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others.
US.PK12.CL.3.6	Use effective time management and organization skills and strategies to complete class and work assignments.
US.PK12.CL.3.7	Apply skills and strategies to use technology effectively to locate reliable information and services, participate in instruction and testing programs, communicate with others, and protect confidential information.

Domain: COMMUNICATION

Standard 1: Listening

BENCHMARK CODE	BENCHMARK
US.PK12.CM.1.1	Follow multi-step directions in sequence.
US.PK12.CM.1.2	Demonstrate understanding and recall of stories and information presented orally.
US.PK12.CM.1.3	Demonstrate understanding and recall of information presented orally for specific purposes, such as identifying the main idea, drawing conclusions, and forming opinions.
US.PK12.CM.1.4	Demonstrate understanding of information presented orally by using listening skills, including paying attention to cues, linking to prior knowledge, and considering speaker's perspective and nonverbal messages.

Standard 2: Speaking

BENCHMARK CODE	BENCHMARK
US.PK12.CM.2.1	Use speech that can be understood by adults and peers.
US.PK12.CM.2.10	Use appropriate verbal and nonverbal communication when giving an individual or group presentation.
US.PK12.CM.2.2	Communicate messages and ideas clearly and effectively in a variety of situations.
US.PK12.CM.2.3	Answer different types of questions, such as yes/no, open ended, and “wh” questions.
US.PK12.CM.2.4	Express ideas in complete sentences using correct parts of speech.
US.PK12.CM.2.5	Retell and summarize a story or event.
US.PK12.CM.2.6	Effectively use nonverbal language, such as proximity, eye contact, gestures, and posture.
US.PK12.CM.2.7	Clarify and explain words and ideas.
US.PK12.CM.2.8	Participate effectively in small and large group discussions.
US.PK12.CM.2.9	Recognize and repair communication breakdowns.

Standard 3: Pragmatics

BENCHMARK CODE	BENCHMARK
US.PK12.CM.3.1	Use language for a variety of purposes, including greeting, informing, demanding, promising, and requesting.
US.PK12.CM.3.2	Use language based on the needs of the situation or listener, such as talking differently to peers and adults, providing background information, and adjusting voice and volume according to setting demands.
US.PK12.CM.3.3a	Initiate and participate in conversations with adults and peers.

US.PK12.CM.3.3b	Follow rules for conversations, including staying on topic, taking turns, and initiating and ending conversations appropriately.
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Standard 4: Communication Systems	
BENCHMARK CODE	BENCHMARK
US.PK12.CM.4.1	Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner.
US.PK12.CM.4.2	Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information.
US.PK12.CM.4.3	Identify and use basic maintenance procedures needed by own communication system.
US.PK12.CM.4.4	Identify needs and request assistance with own communication system.