

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 6-8  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

<b>Subject Area:</b>	Special Skills Courses
<b>Course Number:</b>	7863000
<b>Previous Course Number:</b>	7821020
<b>Course Title:</b>	Social Personal: 6-8

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

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

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

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

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

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

Students with disabilities who are likely to pursue a standard high school diploma may take this course. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark

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for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

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

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

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

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

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

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

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

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

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

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

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

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practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

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

**After successfully completing this course, the student will:**

**1. Use behaviors that promote appropriate student interaction within physical surroundings.**

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

Indicate guidance and support necessary for mastery at supported level:

physical prompt                       verbal prompt                       visual prompt  
 assistive technology                       supervision                       other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

physical assistance    full    partial                       assistive technology    full    partial

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### Compliance with Laws, Rules, and Regulations

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

### Identifying Potentially Dangerous Situations

- 1.8. Identify situations in the home which are potentially dangerous (e.g., an intruder at the door, at the window, or attempting to enter the home; fire in the kitchen). (IF.B.2.In.3, IF.B.2.Su.3)
- 1.9. Identify situations in the school which are potentially dangerous (e.g., students fighting, students running in the halls, unsupervised gathering on the school grounds). (IF.B.2.In.3, IF.B.2.Su.3)
- 1.10. Identify situations in the community which are potentially dangerous (e.g., accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)
- 1.11. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)

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**Getting Assistance and Following Safety Procedures**

- 1.12. Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)
- 1.13. Demonstrate ways to ask appropriate persons or agencies for assistance in various emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)
- 1.14. Identify how to handle specific emergency situations (e.g., tornado—go to inner hallway, put head to knees, cover head, stay calm; robbery—stay calm, do not try to be a hero). (IF.B.2.In.3, IF.B.2.Su.3)
- 1.15. Follow safety rules and procedures and use safety equipment when necessary (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)  
Specify: \_\_\_\_  home      \_\_\_\_  school      \_\_\_\_  community
- 1.16. Accept assistance with and participate in alerting others when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)  
Specify: \_\_\_\_  home      \_\_\_\_  school      \_\_\_\_  community
- 1.17. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)  
Specify: \_\_\_\_  home      \_\_\_\_  school      \_\_\_\_  community

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

- SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

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

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

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### Identifying Types of Relationships

- 2.1. Differentiate among types of relationships typical for own age (e.g., friendship, dates, acquaintances, family, club members, members of religious organizations, community members). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.2. Identify the various roles and purposes of relationships (e.g., getting information or assistance with daily needs, sharing personal feelings, providing support in times of need, sharing leisure time activities). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.3. Identify the differences between social relationships and work relationships. (SE.A.2.In.1, SE.A.2.Su.1)
- 2.4. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting each other, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.5. Identify qualities of a destructive or harmful relationship (e.g., being vengeful to each other, talking behind each other's back, physically hurting each other, using harsh language toward each other, not sharing with each other, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.6. Identify personal characteristics that makes one a good friend (e.g., says positive things about friend, helps friend in time of crisis, makes friend laugh, does not make rude comments to friend, does not physically harm friend, shares with friend, encourages friend, respects friend). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.7. Identify interpersonal skills that will help to maintain a close relationship with family and friends (e.g., keeping in touch—visit others, write to others, call others, show continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.8. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, angry people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.9. Identify behaviors that could create problems in relationships (e.g., talking about others behind their backs, getting involved in a situation that doesn't concern you, showing favoritism or inappropriate affection to others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.10. Use strategies to determine if own relationships are healthy and beneficial (e.g., keeping a personal journal of own feelings about the relationship, making lists of positive and negative feelings about the relationship, consulting a trusted friend or relative). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.11. Identify the effects of negative peer pressure on interpersonal relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of, breaking a rule or law). (SE.A.2.In.1, SE.A.2.Su.1)

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- 2.12. Identify the effects of positive peer pressure on interpersonal relationships (e.g., may provide a good role model, may encourage you to try something new, may motivate you to work harder). (SE.A.2.In.1, SE.A.2.Su.1)

**Using Interpersonal Communication Skills**

- 2.13. Identify characteristics of communication which promote good relationships with others (e.g., using polite language, saying what you mean). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.14. Demonstrate characteristics of communication which promote good relationships with others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 2.15. Use appropriate language to conduct social interactions including greetings, apologies, and introductions (e.g., use polite words such as “Thank you.” “You’re welcome.” “Please.” “Excuse me.” “May I?” “I’m sorry.” “Nice to meet you.”). (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 2.16. Identify steps for introducing oneself to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.17. Demonstrate steps for introducing oneself to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 2.18. Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.19. Demonstrate behaviors that represent active listening (e.g., checking for understanding, using ‘I’ messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 2.20. Identify verbal and nonverbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another, walking away from someone; verbal comments—commenting positively on someone’s appearance, telling someone he or she did a good job, telling someone to leave you alone). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.21. Identify communications and behaviors that compliment others (e.g., saying “Good job,” “Well done”; honoring others with rewards, commending others, applauding others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.22. Demonstrate communications and behaviors that are complimentary to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

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- 2.23. Accept assistance with and participate in communicating with others in ways appropriate for the relationship. (SE.A.2.Pa.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

**Using Appropriate Behavior**

- 2.24. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, being friendly, showing respect, sharing with others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.25. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., being vengeful to others, physically hurting others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.26. Identify attitudes and behaviors toward others that help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, giving others credit for their contribution, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.27. Initiate interactions with peers, family, co-workers, and friends (e.g., saying hello, introducing yourself, asking another's name, stating your role in the community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 2.28. Use appropriate techniques to invite a peer to join a group (e.g., gain attention, check if interested, give time to consider invitation and respond, show appreciation, show understanding if refused). (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 2.29. Use appropriate strategies for establishing, maintaining, and ending a relationship (e.g., getting to know a person in group situations, keeping in contact, checking to see if things are going well, helping the other person to complete a project, saying goodbye in person, changing the nature of a relationship). (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 2.30. Display acceptance for persons with characteristics different from one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 2.31. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

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- 2.32. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served, let others go first when waiting in line, sit down when all others are seated). (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 2.33. Accept assistance with and participate in interacting with others in ways appropriate for the relationship. (SE.A.2.Pa.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

**Physical Contact**

- 2.34. Identify behaviors that represent appropriate physical contact with others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.35. Identify behaviors that represent inappropriate physical contact with others (e.g., touching others when they don't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.36. Identify responses to inappropriate physical contact from others that will protect the person (e.g., asks person to stop, walks away from person, backs away from person, asks for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.37. Identify sources of assistance if a person experiences inappropriate physical contacts from others (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.38. Demonstrate behaviors that represent appropriate physical contact with others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back). (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 2.39. Use effective responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.40. Ask for assistance if a person experiences inappropriate physical contact from others (e.g., ask for help from a neighbor, peer, family member, teacher, pedestrian, or police officer). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.41. Accept assistance with and participate in making appropriate physical contact with others in ways appropriate for the relationship. (SE.A.2.Pa.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 2.42. Accept assistance with and participate in alerting others of inappropriate physical contact from others. (SE.A.2.Pa.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

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**Sexual Relationships**

- 2.43. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner’s desires, consistent with expectations or rules of the situation and location, uses appropriate language, reflects responsible decisions about when to have sexual relationships, chooses abstinence prior to marriage). (IF.B.2.In.1, IF.B.2.Su.1)
- 2.44. Identify characteristics of behaviors that are irresponsible and inappropriate expressions of sexual relationships (e.g., uses inappropriate displays of affection in public, forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)
- 2.45. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., presence of positive role models, knowledge of refusal techniques). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 2.46. Identify factors that prevent one from using behaviors that are responsible and appropriate expressions of sexual relationships (e.g., negative role models, lack of reinforcement or feedback, use of alcohol or other drugs, use of physical control, negative peer pressure). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 2.47. Accept assistance with and participate in using behaviors which are responsible and appropriate expressions of affection towards others. (IF.B.2.Pa.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

**Conflict Resolution**

- 2.48. Identify characteristics of human conflicts (e.g., how some goals may exclude or limit other goals, how conflict can have both positive and negative results, how some conflict is irrational and may be a result of misunderstanding or short-sightedness). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.49. Use conflict resolution skills when faced with a problem (e.g., identify the conflict; deal with feelings; pinpoint the cause of conflict; choose a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation, or collaboration; allow time for negotiation). (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 2.50. Identify the benefits of effective negotiation (e.g., improved relationships, increased productivity, increased personal competence). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.51. Identify characteristics of a successful negotiator (e.g., planning skills, ability to think clearly under stress, communication skills, practical intelligence, personal integrity, ability to perceive and use power effectively). (SE.A.2.In.1, SE.A.2.Su.1)

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- 2.52. Use negotiation skills when faced with a problem (e.g., determine the magnitude of the conflict, identify benefits gained from the resolution, establish acceptable negotiating guidelines, establish ground rules for time, give commitment to the process, pick a mediator, practice confidentiality, use strategy and tactics for a win-win resolution, reach terms that both sides will accept). (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

**Dealing with Excessive and Abusive Behaviors**

- 2.53. Identify techniques when faced with a difficult situation to defuse own defensiveness or that of others (e.g., walk away, think of consequences, count to ten). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.54. Identify behaviors that are commonly considered to be excessive or abusive (e.g., illegal use of tobacco, alcohol, and other drugs; use of physical control; use of obscene language). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.55. Identify behaviors that make one more susceptible to excessive or abusive behavior (e.g., neglecting personal well-being, using alcohol or other drugs, consistently making excuses for things not done, associating with abusive individuals). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.56. Identify strategies for dealing with excessive and abusive behaviors in self or others (e.g., know how to refuse alcohol or other drugs; give support to victims, including friends and family; know specific resource people and hotlines to contact). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.57. Identify warning signs of addiction or other patterns of excessive and abusive behaviors in self and others and where to get help. (IF.B.2.In.3, IF.B.2.Su.3)
- 2.58. Identify warning signs of severe depression and suicide and where to get help. (IF.B.2.In.3, IF.B.2.Su.3)
- 2.59. Identify potential impact of excessive and abusive behaviors on an individual for both short-term and long-term consequences. (IF.B.2.In.3, IF.B.2.Su.3)  
Specify: \_\_\_\_\_  emotional                      \_\_\_\_\_  physical                      \_\_\_\_\_  social  
                    \_\_\_\_\_  financial                      \_\_\_\_\_  other: \_\_\_\_\_
- 2.60. Identify strategies to resolve problems encountered in excessive and abusive problem situations (e.g., contact a help center, use a support group, change your own behavior). (IF.B.2.In.3, IF.B.2.Su.3)

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

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

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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- 3.1. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.2. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.3. Identify various roles and responsibilities individuals may have when working in a group (e.g., roles—leader, recorder, timekeeper, equipment manager, worker; responsibilities—personal effort toward task completion, possible financial commitment). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.4. Identify the interdependency of different members of the group (e.g., being willing to compensate for limitations of members, contributing to the best of one’s ability, being willing to do own part even if not pleased with the responsibility assigned, understanding how what one person does reflects on the whole group). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.5. Identify behaviors that contribute positively to group effort (e.g., coming to work on time, staying on task, limiting comments to assigned topics, complimenting contributions of others, sharing authority, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.6. Identify behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing members’ efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.7. Identify characteristics of group dynamics (e.g., relationships among group members, influence of expectations on behavior). (SE.A.1.In.1, SE.A.1.Su.1)

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- 3.8. Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.9. Identify steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)  
Specify: \_\_\_\_\_  discuss the problem  
\_\_\_\_\_  individually list possible causes  
\_\_\_\_\_  record individual group member's suggestions and clarifications  
\_\_\_\_\_  determine most likely cause  
\_\_\_\_\_  implement corrective action or solution  
\_\_\_\_\_  report results  
\_\_\_\_\_  move on to the next most probable cause if initial action is ineffective  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.10. Use appropriate steps for group problem solving in various situations. (SE.A.1.In.1, SE.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 3.11. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speak while no one else is speaking, accept criticisms, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 3.12. Use strategies to self-monitor and control own actions and behaviors in a group in various situations (e.g., know how you are affected by other individuals and their behavior, know how to state dissatisfaction or disagreement appropriately). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.13. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, understanding rules, abiding by rules, respecting the rights of others in group activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 3.14. Identify strategies individuals can use to respect the privacy of other group members (e.g., being cautious about what you say about others' private lives, being tactful when dealing with the feelings of others, not repeating what has been told in confidence, checking with others before repeating what has been said or done). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.15. Volunteer and assist in the completion of tasks requiring group effort (e.g., volunteering for Special Olympics programs, participating in fund-raisers, taking part in charities, organizing a dance, decorating for a club or organization). (SE.A.1.In.1, SE.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 3.16. Demonstrate responsibilities individuals have to their friends, peers, and co-workers (e.g., being dependable, not talking behind another's back, helping others through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 3.17. Accept assistance with and participate effectively in activities in group situations. (SE.A.1.Pa.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

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**Leadership Skills**

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

**Organizations**

- 3.24. Identify organizations in which individuals may participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)
- 3.25. Identify common characteristics of formal organizations (e.g., structures, rules, authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)
- 3.26. Identify existing rules and code of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)  
Specify: \_\_\_\_\_  policy manuals  
\_\_\_\_\_  rules and regulations  
\_\_\_\_\_  security systems  
\_\_\_\_\_  other: \_\_\_\_\_

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- 3.27. Identify expectations of behavior within formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)  
Specify: \_\_\_\_\_  school \_\_\_\_\_  agencies  
\_\_\_\_\_  businesses \_\_\_\_\_  institutions  
\_\_\_\_\_  service organizations \_\_\_\_\_  clubs and social organizations  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.28. Identify behaviors of individuals that may conflict with expectations of organizations (e.g., tardiness, not abiding by policies and rules). (SE.A.1.In.3, SE.A.1.Su.2)
- 3.29. Demonstrate behavior that complies with the existing rules and code of conduct of the organization (e.g., respecting authority and co-workers; refraining from physical conflict; keeping personal problems separate from organization; being polite to others by waiting in line; helping others; not causing physical harm to others; meeting deadlines; complying with dress codes; not using tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community
- 3.30. Accept assistance with and participate effectively in activities of organizations. (SE.A.1.Pa.1)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community

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

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

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt      \_\_\_ verbal prompt      \_\_\_ visual prompt  
\_\_\_ assistive technology      \_\_\_ supervision      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance  full  partial      \_\_\_ assistive technology  full  partial

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- 4.1. Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out productive activities in the home. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  selecting and caring for personal goods  
\_\_\_\_\_  selecting and caring for clothing  
\_\_\_\_\_  caring for personal living space  
\_\_\_\_\_  preparing and storing food for self or others  
\_\_\_\_\_  cleaning and maintaining exterior areas of the house or apartment  
\_\_\_\_\_  managing money and budgeting  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.2. Accept assistance when initiating and completing productive activities in the home with as much self-control and self-reliance as possible. (IF.A.1.Pa.1)  
Specify: \_\_\_\_\_
- 4.3. Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out productive activities in the community. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  selecting and caring for personal property  
\_\_\_\_\_  caring for personal work space  
\_\_\_\_\_  carrying out activities of volunteer service  
\_\_\_\_\_  respecting property and rights of others  
\_\_\_\_\_  accessing or using services of community agencies  
\_\_\_\_\_  obtaining goods and services from community businesses  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.4. Accept assistance when initiating and completing productive activities in the community with as much self-control and self-reliance as possible. (IF.A.1.Pa.1)  
Specify: \_\_\_\_\_
- 4.5. Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  selecting and planning leisure activities  
\_\_\_\_\_  playing indoor games  
\_\_\_\_\_  attending concerts, movies, or other performances  
\_\_\_\_\_  playing active individual or team sports  
\_\_\_\_\_  working with hobbies and crafts  
\_\_\_\_\_  participating in outdoor activities  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.6. Accept assistance when initiating and completing leisure activities with as much self-control and self-reliance as possible. (IF.A.1.Pa.1)  
Specify: \_\_\_\_\_

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- 4.7. Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out personal health care and fitness activities. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: \_\_\_\_\_  caring for personal hygiene and grooming  
\_\_\_\_\_  maintaining adequate nutrition  
\_\_\_\_\_  engaging in regular exercise or fitness routines  
\_\_\_\_\_  planning and following routines to promote wellness  
\_\_\_\_\_  caring for own illnesses  
\_\_\_\_\_  maintaining own mental health  
\_\_\_\_\_  refusing tobacco, alcohol, or other unnecessary drugs  
\_\_\_\_\_  other: \_\_\_\_\_

- 4.8. Accept assistance when initiating and completing routine personal health care and fitness activities with as much self-control and self-reliance as possible. (IF.A.1.Pa.2)

Specify: \_\_\_\_\_

**Functioning Independently**

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

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

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

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

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

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

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

- Specify behavior: \_\_\_\_\_  self-initiation    \_\_\_\_\_  self-management    \_\_\_\_\_  self-control  
\_\_\_\_\_  self-advocacy    \_\_\_\_\_  self-esteem  
\_\_\_\_\_  other: \_\_\_\_\_  
Specify setting: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community

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

- Specify behavior: \_\_\_\_\_  self-initiation    \_\_\_\_\_  self-management    \_\_\_\_\_  self-control  
\_\_\_\_\_  self-advocacy    \_\_\_\_\_  self-esteem  
\_\_\_\_\_  other: \_\_\_\_\_  
Specify setting: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community

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

- Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community

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

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

Indicate guidance and support necessary for mastery at supported level:

- physical prompt                       verbal prompt                       visual prompt  
 assistive technology                       supervision                       other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

- physical assistance    full    partial                       assistive technology    full    partial
- 

**Identifying Community Resources**

**5.1. Identify community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)**

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

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- 5.2. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with specific needs would need to be contacted (e.g., when you desire to purchase a new product, when equipment has broken down, when you don't feel well, when you are looking for a service). (IF.A.2.In.1, IF.A.2.Su.1)
- 5.3. Select the community service agency, business, or other resource that will meet (or is most likely to meet) the individual's specific needs for assistance (e.g., immediate service, low cost, quality service, consistent service, dependability, reliability, location, availability). (IF.A.2.In.1, IF.A.2.Su.1)
- 5.4. Contact community service agencies, businesses, or other resources that assist individuals with specific needs when necessary (e.g., questioning a bill, making an appointment, finding services, getting price estimates). (IF.A.2.In.1, IF.A.2.Su.1)  
Specify community service(s): \_\_\_\_\_
- 5.5. Use the knowledge and skills to obtain and benefit from a community service related to specific needs (e.g., knowledge of standard rates, basic knowledge of what needs to be fixed, knowledge of resource's reputation, social skills for talking and interacting with others). (IF.A.2.In.1, IF.A.2.Su.1)  
Specify community service(s): \_\_\_\_\_
- 5.6. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)  
Specify: \_\_\_\_\_  hair care \_\_\_\_\_  laundromat \_\_\_\_\_  dry cleaner  
\_\_\_\_\_  other: \_\_\_\_\_
- 5.7. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)  
Specify: \_\_\_\_\_  library \_\_\_\_\_  parks and recreation  
\_\_\_\_\_  public safety \_\_\_\_\_  transportation  
\_\_\_\_\_  other: \_\_\_\_\_
- 5.8. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate the store, finding the desired items to purchase, using comparison shopping techniques, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)  
Specify: \_\_\_\_\_  department stores \_\_\_\_\_  convenience stores \_\_\_\_\_  drug stores  
\_\_\_\_\_  grocery stores \_\_\_\_\_  hardware stores \_\_\_\_\_  specialty stores  
\_\_\_\_\_  flea markets \_\_\_\_\_  second hand stores \_\_\_\_\_  garage sales  
\_\_\_\_\_  other: \_\_\_\_\_
- 5.9. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying the bill). (IF.A.2.In.1, IF.A.2.Su.1)  
Specify: \_\_\_\_\_  restaurants \_\_\_\_\_  cafeterias \_\_\_\_\_  fast food chains  
\_\_\_\_\_  refreshment stands \_\_\_\_\_  vending machines  
\_\_\_\_\_  other: \_\_\_\_\_

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- 5.10. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide entertainment (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)  
Specify: \_\_\_\_\_  movies                      \_\_\_\_\_  arenas                      \_\_\_\_\_  skating rinks  
                  \_\_\_\_\_  video arcades                      \_\_\_\_\_  museums—science, art, historical  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 5.11. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)  
Specify: \_\_\_\_\_  banks                      \_\_\_\_\_  credit unions                      \_\_\_\_\_  savings and loan  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 5.12. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, following doctor’s orders, being on time). (IF.A.2.In.1, IF.A.2.Su.1)  
Specify: \_\_\_\_\_  clinics                      \_\_\_\_\_  hospitals                      \_\_\_\_\_  doctors’ offices  
                  \_\_\_\_\_  health departments                      \_\_\_\_\_  mental health and guidance clinics  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 5.13. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)  
Specify activity or task: \_\_\_\_\_

**Traveling**

- 5.14. Identify the dangers and responsibilities of, and behavior appropriate to, independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keep track of personal belongings, be aware of environment, know destination; behaviors—keep hands to self, do not talk loudly, be polite, ask driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)
- 5.15. Avoid entering doorways and corridors in buildings and other places designated as “No Entry” or open to “Authorized Personnel Only” when traveling in buildings. (IF.A.2.In.2, IF.A.2.Su.2)
- 5.16. Select appropriate transportation when planning a trip (e.g., is financially feasible, offers appropriate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)
- 5.17. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)
- 5.18. Practice safety procedures when riding in a car (e.g., use the seatbelt, lock doors when riding, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)
- 5.19. Accept assistance with and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)

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

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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**Understanding the Components of the Individual Educational Plan**

- 6.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.2. Identify the benefits of participation in own IEP meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.3. Identify steps in IEP development. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_  determine school and post-school outcome desires  
          \_\_\_  present levels of performance  
          \_\_\_  develop annual goals and related short-term objectives or benchmarks  
          \_\_\_  assign responsibility for objectives  
          \_\_\_  identify needed services, modifications, and supports
- 6.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_  employment  
          \_\_\_  instruction and continuing education  
          \_\_\_  community participation  
          \_\_\_  independent living  
          \_\_\_  agency support  
          \_\_\_  daily living skills  
          \_\_\_  course of study and diploma options
- 6.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

**Participating in the Development of the Individual Educational Plan**

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

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- 6.7. Identify own desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_\_\_  in-school—course of study, diploma, extracurricular activities  
          \_\_\_\_\_  post-school—postsecondary training, employment  
          \_\_\_\_\_  post-school—living arrangements, community participation
- 6.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 6.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)
- 6.10. Assist in identifying the risks and benefits of each option considered in the individual plan. (IF.B.1.In.1, IF.B.1.Su.1)
- 6.11. Assist in setting annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)
- 6.12. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.13. Accept assistance with and participate in activities related to own IEP. (IF.B.1.Pa.1)

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

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

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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**Decision Making**

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

**Planning Process for Personal Goals and Activities**

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

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### Using Self-appraisal for Personal Goals

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

### Determining Options and Risks for Personal Goals

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

### Setting Personal Goals

- 7.18. Set personal goals after selecting from options. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_\_\_  short-term goals  
          \_\_\_\_\_  long-term goals  
          \_\_\_\_\_  other: \_\_\_\_\_
- 7.19. Determine if personal goals related to task completion are reasonable (e.g., taking on only what you can handle, not planning too many tasks per day/week/month). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.20. Identify the need for responsible planning of personal choices (e.g., starting a family, selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.21. Set school and extracurricular goals (e.g., passing specific courses, obtaining a diploma, joining a service group, joining a sports team). (IF.B.1.In.1, IF.B.1.Su.1)

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- 7.22. Set personal goals related to leisure activities (e.g., join a recreational sports team, read self-help books or novels). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.23. Set personal goals related to participation in community activities (e.g., attend religious service; volunteer at a community organization; attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.24. Accept assistance with and participate in expressing personal preferences and desires related to personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community

### **Making Plans to Implement Personal Goals**

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

### **Carrying Out Personal Plans**

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

### **Monitoring Progress and Making Adjustments to Personal Plans**

- 7.31. Periodically monitor own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current status of plans, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

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- 7.32. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)
- 7.33. Adapt plan and personal goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)
- 7.34. Accept assistance with and participate in expressing personal preferences and desires related to carrying out and making adjustments in personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

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

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

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt
- \_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

- \_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial
- 

**Identifying Personal Problems**

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

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- 8.4. Analyze possible outcomes associated with specific problems in school (e.g., failing courses, getting detention, getting in trouble with parents and school authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.5. Identify that a problem exists in personal life, a discrepancy between what is and what should or could be (e.g., gaining weight, not completing chores, not being allowed to see friends). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.6. Identify possible reasons for existing problems in personal life (e.g., poor eating habits, lack of communication with family members). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.7. Identify problems that lead to the breakdown of major goals in personal life (e.g., tobacco, alcohol, or other drug abuse; socializing with inappropriate groups; lack of perseverance). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.8. Analyze possible outcomes of problems in personal life (e.g., feeling isolated, feeling that others don't like to be with you). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.9. Accept assistance with and participate in identifying a problem in a personal care or productive activity. (CL.B.4.Pa.1)  
Specify: \_\_\_\_\_
- 8.10. Accept assistance with and participate in identifying a problem in a leisure activity (e.g., indicates TV is not on). (CL.B.4.Pa.1)  
Specify: \_\_\_\_\_

**Applying Problem-Solving Strategies**

- 8.11. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.2, CL.B.4.Su.2)  
Specify: \_\_\_\_\_  school \_\_\_\_\_  home \_\_\_\_\_  community
- 8.12. Identify various ways to respond to and solve problems (e.g., late for class frequently—wake up earlier, leave house earlier, walk faster; car breaks down—take the bus, walk, take car to mechanic). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.13. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)

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- 8.14. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)  
Specify: \_\_\_\_\_  brainstorming—identifying all solutions that come to mind  
\_\_\_\_\_  identifying steps—when a complicated task is involved  
\_\_\_\_\_  estimating—when numbers are involved  
\_\_\_\_\_  matching consequences to actions—for cause and effect  
\_\_\_\_\_  troubleshooting—finding problems within a work process  
\_\_\_\_\_  creative thinking—when multiple solutions are acceptable  
\_\_\_\_\_  modeling—basing actions on those of a good example  
\_\_\_\_\_  other: \_\_\_\_\_
- 8.15. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.16. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.17. Identify the separate steps of a complicated process when solving a problem involving many tasks (e.g., cleaning a room—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; planning a surprise party—decide on location, plan entertainment, order refreshments, send invitations). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.18. Estimate answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time; estimate the number of pamphlets needed to hand out in class without knowing exactly how many classmates are attending). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.19. Match consequences to decisions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded; take in a stray cat—feed it every day, gain a companion, take it to the vet). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.20. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating conflicts prior to scheduling classes). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.21. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; personal life—decorate for a party, paint a room, cook for a dinner party). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.22. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify behaviors of successful students that lead to desired performance, use these techniques; personal life—identify crowd that does not use tobacco, alcohol, and other drugs, identify their refusal skills, use same skills when offered tobacco, alcohol, and other drugs). (CL.B.4.In.1, CL.B.4.Su.1)

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### Evaluating Alternative Solutions

- 8.23. Identify alternative courses of action for solving a particular problem at school (e.g., missed the bus—catch next bus, get a ride, walk). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.24. Analyze consequences of each alternative course of action for solving a particular problem at school (e.g., forgot to bring homework, so turn in late—lower grade, not accepted by teacher). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.25. Identify alternative courses of action for solving a particular problem in personal life (e.g., gained 10 pounds—start exercise program, talk to a physician, eat healthier foods). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.26. Analyze consequences of each alternative course of action for solving a particular problem in personal life. (CL.B.4.In.1, CL.B.4.Su.1)
- 8.27. Demonstrate awareness of cause/effect relationship during functional activities (e.g., if this switch is pressed, the TV will come on). (CL.B.4.Pa.1)  
Specify: \_\_\_\_\_
- 8.28. Demonstrate awareness of object permanence during functional activities (e.g., looks at place where favorite object usually is placed, to indicate want or need). (CL.B.4.Pa.1)  
Specify: \_\_\_\_\_

### Implementing Solutions

- 8.29. Complete tasks needed to solve problems at school (e.g., limited time to do homework assignments—use time management strategies, talk to teacher about extra help on some assignments). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.30. Use appropriate techniques or tools to solve problems at school (e.g., computer software, assignment notebook, counseling sessions). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.31. Seek assistance when needed to solve problems at school (e.g., emotional problems—seek help from school counselor, teacher, or psychologist; problems with a subject area at school—seek help from tutor, teacher, or family member). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.32. Complete identified tasks to solve problems in personal life (e.g., flat tire—obtain jack, lug wrench, and spare tire; jack car up; loosen and take off lug nuts; remove flat; put on spare; put lug nuts back on; jack car down; put parts in trunk). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.33. Use appropriate techniques or tools to solve problems in personal life (e.g., apply active listening skills, make a checklist of solutions to problems). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.34. Seek assistance when needed to solve problems in personal life (e.g., consult with family member, talk with a teacher or counselor). (CL.B.4.In.2, CL.B.4.Su.2)

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- 8.35. Accept assistance with and participate in positioning objects for use (e.g., puts spoon on plate, turns switch toward hand). (CL.B.4.Pa.1)  
Specify setting: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community
- 8.36. Accept assistance with and participate in efforts to solve problems in routine activities. (CL.B.4.Pa.1)  
Specify location: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community
- 8.37. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities. (IF.B.2.Pa.2)  
Specify location: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community

### Evaluating Effectiveness of Solution

- 8.38. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.39. Determine impact of decisions related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

### Planning Class Assignments

- 8.40. Identify purposes of planning class assignments (e.g., clarifies what is required, helps you to stay on task, identifies needed time and resources). (CL.C.2.In.1, CL.C.2.Su.1)
- 8.41. Identify components of a plan to complete a class assignment (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)
- 8.42. Identify, prioritize, and schedule task responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
- 8.43. Accept assistance with and participate in the sequence of tasks or activities of preparing for class routines. (CL.C.2.Pa.1)  
Specify routine: \_\_\_\_\_

## 9. Use appropriate skills when communicating with others.

- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
- CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.
- CO.A.1.Pa.1 participate in effective communication with others—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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**Understanding the Concept of Communication**

- 9.1. Identify the roles and uses of language (verbal and nonverbal) in communication (e.g., interactive, personal, and informative purposes; way to convey desires, feelings, ideas, and needs; response to others). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.2. Identify the forms of “verbal” language used in communication (e.g., spoken or written words, phrases, sentences; sign language; finger spelling; symbols and icons). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.3. Identify the meaning of gestures, body language, and hand signals while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.4. Identify meaning of various facial expressions while engaging in conversations (e.g., smile, frown, grimace). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.5. Identify the difference in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.6. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify:    \_\_\_  facial expressions                      \_\_\_  sounds  
                  \_\_\_  gestures    \_\_\_  body language  
                  \_\_\_  hand signals    \_\_\_  other: \_\_\_\_\_
- 9.7. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify:                      \_\_\_  home    \_\_\_  school    \_\_\_  community
- 9.8. Use appropriate vocabulary, grammar, and sentence structure to communicate messages in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify:                      \_\_\_  home    \_\_\_  school    \_\_\_  community



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- 9.17. Participate in conveying desires, feelings, and physical needs effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)  
Specify method: \_\_\_\_\_  vocalize or gesture \_\_\_\_\_  point to actual object  
\_\_\_\_\_  verbalize or sign \_\_\_\_\_  touch referent object  
\_\_\_\_\_  use assistive/augmentative device \_\_\_\_\_  other: \_\_\_\_\_
- 9.18. Participate in requesting desired person, object, or action (e.g., ask for favorite blouse or book). (CO.A.1.Pa.1)  
Specify method: \_\_\_\_\_  vocalize or gesture \_\_\_\_\_  point to actual object  
\_\_\_\_\_  verbalize or sign \_\_\_\_\_  touch referent object  
\_\_\_\_\_  use assistive/augmentative device \_\_\_\_\_  other: \_\_\_\_\_
- 9.19. Use appropriate language to express ideas and feelings clearly (e.g., “I believe this is a valuable thing to do.” “This is what really happened.” “I like you a lot.” “I’m upset with what you did.”). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  opinions \_\_\_\_\_  facts \_\_\_\_\_  affection \_\_\_\_\_  anger  
\_\_\_\_\_  joy \_\_\_\_\_  sadness \_\_\_\_\_  other: \_\_\_\_\_
- 9.20. Use appropriate language to express need for assistance in various situations. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community

**Responding to Communication**

- 9.21. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., use “I” statements, make apologies, acknowledge discrepancy between actions and statements, ask if you can help, ignore or leave the person alone). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community
- 9.22. Respond appropriately to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community
- 9.23. Respond to other’s generosity by stating appreciation (e.g., thanking the person, telling the person how much you like the object or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.24. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.25. Respond appropriately to basic questions, directions, and informational statements (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)



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

**Giving and Receiving Feedback**

- 9.36. Identify situations when feedback is commonly given (e.g., after you have answered a question, after you have finished a project, after you have cleaned your room or house, after you have participated in a sport). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.37. Respond effectively to feedback given in various situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 9.38. Use feedback to make changes (e.g., correct a math problem, pronounce a word correctly, use a different technique in a sport, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 9.39. Give effective feedback to others (e.g., by saying things like “You are doing great.” “Try to do five more.” “You did well on your test.” “Keep up the good work.” “Study for an extra hour each night.”). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community