

Florida Department of Education

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

Subject Area:	Special Skills Courses
Course Number:	7963120
Course Title:	Skills for Students who are Deaf-Blind
Previous Course Title:	Skills for Deaf-Blind Learners
Credit:	Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction and reinforcement in the unique skills needed by the student who is deaf-blind.

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

- sensory awareness
- self-concept
- self-direction
- orientation and mobility
- social skills
- communication skills
- functional living skills
- household management
- vocational training
- leisure and recreation skills

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

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- 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. A student may earn multiple credits in this course. The particular course requirements that the

Course Number: 7963120 – Skills for Students who are Deaf-Blind

student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with dual sensory impairments. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

For each course requirement and performance objective, mastery should be determined with consideration of the student's individual sensory limitations and ability to use sensory and tactual cues provided by others.

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

Course Number: 7963120 – Skills for Students who are Deaf-Blind

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

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

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

After successfully completing this course, the student will:

1. Compensate for distorted or absent visual and auditory processes to maximize learning.

- 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.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial
- assistive technology full partial

1.1. Actively respond to pleasurable sensory stimulation. (CL.B.4.Pa.1)

Note: Students at this level will only learn their responses have communicative intent when they truly want the presented stimulus to continue.

- Specify: voluntary movement facial expression
 vocalization other: _____

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 1.2. Discriminate between presence or absence of vibration associated with music, speech, or environmental sounds. (CL.B.4.Pa.1)
Specify type of sounds: _____
- 1.3. Use touch and smell to locate desired food items, people, or preferred activities if vision is absent or unreliable. (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____
- 1.4. Alert to environmental cues such as vibration, touch, movement, smell, and any usable vision or hearing awareness. (CL.B.4.Pa.1)
Specify: _____ voluntary movement _____ facial expression
 _____ vocalization _____ other: _____
- 1.5. Anticipate activities and events from whole body cues or signals (e.g., sitting at a table, standing up, walking to a certain location, swinging). (CL.B.4.In.1, CL.B.4.Su.1)
Specify cues or signals: _____
- 1.6. Anticipate routine events or activities when given an object of reference, gesture, sign, picture, or other cue. (CL.B.4.In.1, CL.B.4.Su.1)
Specify cues or signals: _____
- 1.7. Participate and accept assistance in direct, first-hand experiences in natural contexts to compensate for impaired vision and hearing. (CL.B.4.Pa.1)
Specify experience: _____
- 1.8. Distinguish between distinctively different shapes or objects by tactile and/or visual means. (CL.B.4.In.2, CL.B.4.Su.2)
Note: The student may be able to match shapes or familiar objects by shape, size, texture, and/or color if some vision is present.
Specify objects: _____
- 1.9. Associate familiar objects with function or routine tasks. (CL.B.4.Pa.2)
Specify objects: _____
- 1.10. Demonstrate ability to use a combination of sensory input to recognize and orient oneself to place, activity, people, and objects in the immediate environment. (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ place: _____
 _____ activity: _____
 _____ people: _____
 _____ objects: _____

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 1.11. Demonstrate understanding of cause and effect in the context of various situations (e.g., standing by the door to request going outside). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ interacting socially
 _____ activating reactive items
 _____ using behavior as a means to gain a specific outcome
 _____ other: _____
- 1.12. Demonstrate ability to perform needed gross motor movements (e.g., clapping; rocking; moving head, arms, legs, or trunk) during structured activities. (CL.B.4.In.2, CL.B.4.Su.2)
- 1.13. Cooperate with an intervenor or teacher to actively participate in a variety of movement-based experiences (e.g., bending to pick up an object on the floor, carrying objects to the table, pushing a cart, moving through an obstacle course). (CL.B.4.Pa.1)
- 1.14. *Identify body parts and gender. (Social and Personal E 39: III)*

2. **Display a realistic and positive self-concept and self-direction to help in independent functioning and in establishing appropriate relationships with peers and adults.**

- 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.
- 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.

Course Number: 7963120 – Skills for Students who are Deaf-Blind

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

Self-concept

- 2.1. Differentiate between self, objects, and others during activities such as taking turns. (CL.B.1.Pa.1)
- 2.2. Recognize his or her name (written, spoken, signed, or gestured). (CL.B.1.In.1, CL.B.1.Su.1)
- 2.3. Identify self as male or female. (CL.B.1.In.1, CL.B.1.Su.1)
- 2.4. Provide personal data such as last name, address (or city), or show ID card. (CL.B.2.In.1, CL.B.2.In.2)
- 2.5. Recognize familiar objects belonging to him or herself. (CL.B.1.In.1, CL.B.1.Su.1)

Planning

- 2.6. Identify personal situations that call for a plan (e.g., moving to a new apartment, getting a job, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.7. 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: _____
- 2.8. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
- 2.9. Identify alternatives and choices available to reach personal goals (e.g., dieting to lose weight—start exercise program, consult a physician). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.10. Identify 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)

Setting Personal Goals

- 2.11. Set personal goals after selecting from options. (IF.B.1.In.1, IF.B.1.Su.1)

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 2.12. 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 _____ workplace
- 2.13. Make a plan to implement personal goals (e.g., identify steps; record the steps; have someone review steps, if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.14. Commit to pursue the project when carrying out plans related to personal goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.15. Periodically monitor own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current status, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.16. 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)
- 2.17. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

Functioning Independently

- 2.18. Identify 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
_____ self-management—uses self-monitoring, self-instruction, and self-reinforcement techniques
_____ self-control—manages unstructured time, controls responses to events
_____ self-advocacy—requests needed resources, questions practices that appear unfair
_____ self-esteem—sets challenging goals, says no to negative peer pressure
_____ other: _____
- 2.19. Identify behaviors that prevent one from functioning independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ procrastinates—waits until the last minute to start, avoids starting at all
_____ dependent—waits for others to check progress
_____ lacks self-control—gets upset when unexpected events occur
_____ passive—lets others take all needed supplies
_____ low self-esteem—won't try new tasks, makes negative comments about self
_____ other: _____
- 2.20. *Identify behaviors which reflect a positive attitude toward self.*
(Social and Personal G 58: VI)

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 2.21. 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 _____ workplace
- 2.22. 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: _____ home _____ school _____ community _____ workplace
- 2.23. Accept assistance with and participate in various situations, using behavior appropriate to the specific situation. (IF.B.2.Pa.1)
Specify: _____ home _____ school _____ community _____ workplace

Handling Emergencies

- 2.24. 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)
- 2.25. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 2.26. Ask appropriate persons or agencies for assistance in various situations and emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.27. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*
- 2.28. *Identify and use emergency number (0-911) on the telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 2.29. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm, etc.; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume, etc.; robbery—stay calm, do not try to be a hero, comply with robber’s demands). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.30. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 2.31. *Use safety equipment and procedures when necessary. (Social and Personal D 32: VI)*
- 2.32. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 2.33. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)

Course Number: 7963120 – Skills for Students who are Deaf-Blind

Specify: _____ home _____ school _____ community/workplace

3. Show sensitivity to others and comply with social rules and norms in a variety of social contexts.

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

Recognizing Others

- 3.1. Demonstrate awareness that he or she is in the presence of others. (SE.A.2.Pa.1)
- 3.2. Identify familiar persons in close proximity by residual sight, hearing, personal greeting, touch, or smell. (SE.A.2.In.1, SE.A.2.Su.1)
- 3.3. Identify individuals associated with specific activities they perform with the student. (SE.A.2.In.1, SE.A.2.Su.1)
- 3.4. Identify preferred individuals and family members by touch, smell, sight, or voice sounds. (SE.A.2.In.1, SE.A.2.Su.1)
- 3.5. Participate in identifying others by residual sight, hearing, greeting, touch, or smell. (SE.A.2.Pa.1)

Identifying Types of Relationships

- 3.6. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, members of religious groups, community members). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.7. Identify interpersonal skills needed to maintain a close relationship with family, friends, and peers (e.g., keeping in touch—visit others, call others, show continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.8. 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, breaking a rule or law, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)

Course Number: 7963120 – Skills for Students who are Deaf-Blind

Interpersonal Communication Skills

- 3.9. Demonstrate communication which promotes good relationships with others in various situations (e.g., smile, shake hands, turn toward person, attend to social interaction from them). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.10. Express likes or dislikes through appropriate behavior, facial expressions, body movement, or gestures when interacting with others. (SE.A.2.In.1, SE.A.2.Su.1)
- 3.11. Accept assistance with and participate in expressing likes or dislikes through appropriate behavior or facial expressions. (SE.A.2.Pa.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.12. Accept assistance with and participate in expressing likes or dislikes through appropriate behaviors or facial expressions. (SE.A.2.Pa.1)

Using Appropriate Behavior

- 3.13. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, being friendly, showing respect, taking turns, sharing with others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.14. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., taking things without permission, physically hurting others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.15. *Cooperate with peers. (Social and Personal G 51: III)*
- 3.16. Initiate interactions with peers, family, co-workers, and friends. (SE.A.2.In.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.17. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.18. *Show respect for property of others. (Social and Personal G 52: III)*
- 3.19. Exhibit socially acceptable behavior in the company of others in a variety of situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.20. *Identify personal feelings. (Social and Personal G 54: IV)*

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 3.21. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.22. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 3.23. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 3.24. Accept assistance with and participate in initiating interaction with others.
(SE.A.2.Pa.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.25. Accept assistance with and participate in interacting with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.26. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*

Physical Contact

- 3.27. Identify behaviors that represent appropriate physical contact from 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)
- 3.28. Demonstrate behaviors that represent appropriate physical contact from 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)
- 3.29. Accept assistance with and participate in making physical contact with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.30. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when he or she doesn't want to be touched, hugging someone that you do not know, striking others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.31. 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, seeks assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.32. 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)
Specify: _____ home _____ school _____ community _____ workplace

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 3.33. Use effective responses to inappropriate physical contact from others that will protect the person (e.g., ask person to stop, walk away from person, back away from person, seek assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.34. Seek assistance if a person experiences inappropriate physical contact from others (e.g., neighbor, peer, family member, teacher, police officer). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.35. Accept assistance with and participate in alerting others to inappropriate physical contact with others. (SE.A.2.Pa.1)
Specify: _____ home _____ school _____ community _____ workplace

4. **Comprehend and use primary forms of communication and vocabulary of the student's peer group and school and home environment for meaningful communication of survival needs and basic wants.**

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Using Communication

- 4.1. Identify the meaning of gestures, body language, and hand signals through touch while engaging in communications (e.g., gestures—head nod, wave; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.2. Identify meaning of various facial expressions through touch while engaging in conversations (e.g., smile, frown, grimace). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.3. Identify the difference in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing; informal—use first names, use slang or casual terminology, use informal greeting and closing). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.4. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 4.5. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify: _____ facial expressions _____ sounds
 _____ gestures _____ body language
 _____ hand signals _____ other: _____
- 4.6. Use vocabulary to communicate messages clearly 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 _____ workplace
- 4.7. *Imitate or approximate words. (Language A 4: II)*

Communicating Desires, Feelings, and Needs

- 4.8. Seek the attention of another person through vocalizations, gestures, body movements, or mechanical devices such as a buzzer. (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
- 4.9. Take turns with a familiar adult or dependable peer during a routine activity when provided touch cues. (CO.A.1.Pa.1)
- 4.10. Imitate gesture, sign, or movement to signal a basic want or need. (CO.A.1.Su.1)
Specify: _____ toileting _____ eating
 _____ drinking _____ preferred activity
 _____ person _____ object
 _____ other: _____
- 4.11. Use language to express desires effectively to familiar persons. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ requests _____ refusals _____ other: _____
- 4.12. Use appropriate language to express ideas and feelings clearly. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ opinions _____ facts _____ affection
 _____ anger _____ happiness _____ sadness
 _____ other: _____
- 4.13. Use appropriate language to express need for assistance in various situations, including emergencies (e.g., ask for help, raise hand, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify: _____ home _____ school _____ community _____ workplace
- 4.14. *Use language to indicate displeasure or dislike. (Language C 16: I)*
- 4.15. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 4.16. *Express personal beliefs or opinions. (Language C 28: V)*

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 4.17. *Express wants and needs. (Language C 20: II)*
- 4.18. *Use language to give simple commands. (Language C 18: II)*
- 4.19. Accept assistance with and participate in conveying feelings and physical needs effectively to familiar persons (e.g., express discomfort, ask for a drink of water when thirsty). (CO.A.1.Pa.1)
Specify method: _____ touch referent object _____ point to actual object
_____ vocalize or gesture _____ verbalize or sign
_____ use assistive/augmentative device _____ other: _____
- 4.20. Accept assistance with and participate in requesting desired person, object, or action (e.g., ask for favorite blouse or book). (CO.A.1.Pa.1)
Specify method: _____ touch referent object _____ point to actual object
_____ vocalize or gesture _____ verbalize or sign
_____ use assistive/augmentative device _____ other: _____
- 4.21. Accept assistance with and participate in requesting help or assistance. (CO.A.1.Pa.1)
Specify method: _____ touch referent object _____ point to actual object
_____ vocalize or gesture _____ verbalize or sign
_____ use assistive/augmentative device _____ other: _____
- 4.22. *Use language to indicate danger or give warnings to others. (Language C 22: III)*

Responding to Communication

- 4.23. Respond appropriately to communication cues (e.g., natural context—running water in a tub; movement—swinging leg to kick a ball; touch—touching lip to indicate open mouth for food; objects—keys mean time to go; gestures—waving good-bye; presented symbols— pictures, line drawings, textured symbols; verbal language or signs—speech, written words, braille words, fingerspelling). (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify: _____ natural context cues _____ movement cues _____ touch cues
_____ object cues _____ gesture cues
_____ presented symbols _____ verbal language or signs
_____ other: _____
- 4.24. *Respond to a voice or environmental sound. (Language A 1: I)*
- 4.25. Respond to own name by using one or more observable behaviors. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ intentional body or head movement—move or turn toward speaker
_____ facial expressions—look at speaker, smile
_____ oral communication—respond verbally or sign
_____ gestures—head nod
_____ other: _____
- 4.26. *Respond to own name. (Language B 5: I)*

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 4.27. Respond to cued commands (e.g., verbal—saying someone’s name; nonverbal signs—come here, stop, wait a minute). (CO.A.1.Su.1, CO.A.1.Pa.1)
Specify method: _____ vocalization or gesture _____ body movements
 _____ facial expressions _____ verbalization or signing
 _____ other: _____
- 4.28. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., returning a friendly greeting). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 4.29. Respond appropriately to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, applauding in a theatre). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 4.30. Respond to nonverbal messages and body language in ways that demonstrate understanding. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 4.31. Respond appropriately to basic questions, directions, and informational statements. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

Using Greetings and Conversations

- 4.32. Use acceptable gestures, body language, and hand signals to initiate communication in various situations (e.g., gestures—head nod, wave; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 4.33. Use acceptable symbols, words, or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 4.34. Use appropriate greetings when meeting other persons in various situations (e.g., formal—“Hello.”; informal—“Hi!” “How are you?” “Nice to see you.”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 4.35. *Use language to initiate social greeting. (Language C 23: III)*
- 4.36. Respond appropriately to greetings in various situations (e.g., “Hello.” “Thank you for inviting me.” “It’s nice to see you, too.” “I’m doing well, and you?”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 4.37. *Use language to respond to verbal greetings. (Language C 19: II)*
- 4.38. *Use language to participate appropriately in conversation. (Language C 29: V)*

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 4.39. *Use language to initiate conversation. (Language C 30: VI)*
- 4.40. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 4.41. Use appropriate language to end conversations (e.g., “It was nice talking with you.” “Thank you for stopping by.” “It was so good to see you again.” “Let’s keep in touch.” “Talk to you soon.” “Good-bye!”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 4.42. 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)
- 4.43. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ initiating topics
_____ maintaining topics
_____ taking turns
_____ ending a conversation
_____ repairing communication breakdowns
_____ showing sensitivity to cultural differences
_____ other: _____

5. Demonstrate the appropriate use of alternative, augmentative, and technological communication.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

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

- 5.1. Use a communication system for acquiring information and communicating that matches linguistic, physical, and cognitive ability. (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify: _____ sign language _____ total communication
_____ Signed English _____ augmentative communication
_____ finger spelling _____ braille reading and writing
_____ touch cues _____ large print reading and writing
_____ object symbols _____ picture symbols
_____ lip-reading speech _____ Tadoma method of speech reading
_____ other: _____

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 5.2. Identify need for own communication system and request its use in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify setting: _____ home _____ school _____ community _____ workplace
Specify system: _____
- 5.3. Initiate communication using own communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify setting: _____ home _____ school _____ community _____ workplace
Specify system: _____
- 5.4. Identify and use basic maintenance procedures for own communication system. (CO.A.1.In.1, CO.A.1.Su.1)
Specify setting: _____ home _____ school _____ community _____ workplace
Specify system: _____
- 5.5. Use one or more access modes in a functional way to access own communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ activate a switch, manual board, electronic device
_____ use a scanning array (linear, row/column, block, circular, quadrant, group)
_____ use direct selection (touching)
_____ other: _____
- 5.6. Use a presented symbol system to communicate in various situations. (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify: _____ objects _____ realistic pictures
_____ blackline drawings _____ icons (multiple meanings)
_____ written words _____ other: _____
- 5.7. Use appropriate social language skills when using an augmentative communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ initiating topics _____ maintaining topics
_____ taking turns _____ ending a conversation
_____ repairing communication breakdowns
_____ showing sensitivity to cultural differences
_____ other: _____
- 5.8. Select and modify systems of communication to accommodate a variety of settings so that a reciprocal relationship can be established (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 5.9. Express and/or interpret ideas, information, attitudes, relationships, and experiences using own communication system. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 5.10. Receive communication through speech reading, finger spelling, and sign language with the aid of an interpreter in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

Course Number: 7963120 – Skills for Students who are Deaf-Blind

6. Use functional skills necessary for performance of personal, daily living, and community activities.

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial
-

Wellness

6.1. Identify persons, objects, tasks, and areas associated with health care activities involved in maintaining wellness. (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: scheduling routine medical care and periodic dental and medical check-ups
 getting regular rest and exercise
 maintaining a nutritious diet, using the Food Guide Pyramid
 taking steps to maintain a positive mental attitude
 other: _____

6.2. Identify when health care activities are needed for maintaining wellness (e.g., seeing the general practitioner, gynecologist, and ophthalmologist annually or as needed; seeing the dentist every six months for a cleaning; taking time for yourself each day). (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: home school community workplace

6.3. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying eating habits, maintaining a regular exercise program, using nonprescription medicines, identifying sources of stress, balancing activities). (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: home school community workplace

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 6.4. Use strategies related to wellness to complete health care activities effectively and efficiently and on a regular basis (e.g., participate in wellness activities with a friend; keep nonprescription drugs stored together; have doctor and dentist send out reminders for annual physicals or six-month checkups; ask a friend or relative for advice).(IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 6.5. Accept assistance with and participate in activities and tasks associated with wellness. (IF.A.1.Pa.2)
Specify: _____ home _____ school _____ community/workplace

Diseases

- 6.6. Identify persons, objects, tasks, and areas associated with health care and diseases. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ identifying communicable diseases and their symptoms
_____ knowing ways to avoid contact with communicable diseases
_____ knowing possible treatments for communicable diseases
_____ knowing about causes and symptoms of cancer, heart attack, and other major illnesses
_____ knowing how to get treatment for diseases and illnesses
_____ other: _____
- 6.7. Identify when health care is needed for treatment or control of diseases (e.g., when minor symptoms persist, when you don't feel well enough to continue an activity, when you are in pain). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 6.8. Use specific knowledge and skills when completing health care activities involving the treatment and control of diseases (e.g., staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed, knowing how to get medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 6.9. *Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal E 38: III)*
- 6.10. *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)*
- 6.11. *Identify appropriate storage and use of medications. (Social and Personal E 41: V)*
- 6.12. *Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)*
- 6.13. Use strategies related to disease control to complete health care activities effectively and efficiently and on a regular basis (e.g., ask a friend or relative, put daily medicines in compartmentalized container, connect taking of medicine with other daily routine such as a meal). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 6.14. Accept assistance with and participate in activities and tasks associated with disease prevention and treatment. (IF.A.1.Pa.2)
Specify: _____ home _____ school _____ community/workplace

First Aid

- 6.15. Identify persons, objects, tasks, and areas associated with first aid. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ stopping bleeding and applying bandages
_____ getting help when needed
_____ other: _____
- 6.16. Identify when first aid is needed (e.g., after an accident; after skin has been wounded; when somebody is choking). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 6.17. Use specific knowledge and skills when giving first aid (e.g., applying a bandage properly, cleaning cuts and wounds properly, knowing when assistance is needed, knowing how to get medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 6.18. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*
- 6.19. Use strategies related to first aid effectively and efficiently and on a regular basis (e.g., keep first aid supplies together, code emergency numbers for automatic dialing). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 6.20. Accept assistance with and participate in activities and tasks associated with first aid treatment. (IF.A.1.Pa.2)
Specify: _____ home _____ school _____ community/workplace

Avoiding Tobacco, Alcohol, and Other Drug Abuse

- 6.21. Identify persons, objects, tasks, and areas associated with health care issues involved in tobacco, alcohol, and other drug use and abuse. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ identifying the appropriate use of prescription and nonprescription drugs
_____ identifying physical dangers of tobacco, alcohol, and other drug abuse
_____ identifying mental and social dangers of tobacco, alcohol, and other drug abuse
_____ identifying legal control of tobacco, alcohol, and other drug use
_____ identifying the role of peer pressure
_____ other: _____
- 6.22. Identify when health care activities are needed for controlling tobacco, alcohol, and other drug abuse (e.g., using alcohol and tobacco habitually, taking drugs when no medical problem exists). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace

Course Number: 7963120 – Skills for Students who are Deaf-Blind

6.23. Use specific knowledge and skills to use drugs safely and avoid tobacco, alcohol, and other drug abuse (e.g., taking only specified amount of prescription and nonprescription drugs; identifying the dangers of tobacco, alcohol, and other drugs; abiding by legal restrictions; knowing the characteristics of addiction; knowing how to resist negative peer pressure; identifying the negative impact of advertising and media related to tobacco, alcohol, and other drug abuse). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace

6.24. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*

6.25. Use strategies related to controlling tobacco, alcohol, and other drug use and abuse effectively and efficiently and on a regular basis (e.g., keep a list of names and dosages of all prescription medications in wallet or purse; list dates to renew prescriptions; keep a list of recommendations or warnings with the prescriptions you take regularly—take with food or do not drink alcohol; set and honor personal limits on alcohol use if over 21; join a support group for tobacco, alcohol, or other drug abusers, if needed; ask a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace

6.26. Accept assistance with and participate in activities and tasks associated with prevention and treatment of tobacco, alcohol, and other drug abuse. (IF.A.1.Pa.2)
Specify: _____ home _____ school _____ community/workplace

Disability Awareness and Management

6.27. Identify personal care activities involved in disability awareness and management. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ managing daily medical needs
_____ requesting assistance with disability needs when necessary
_____ other: _____

6.28. Use specific knowledge and skills when completing personal care activities involving disability awareness and management (e.g., appropriately administering self-medication, appropriately finding assistance with disability needs, knowing causal factors related to disability and the implications, knowing treatment for disability and any associated problems, knowing limitations due to disability). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace

6.29. Use strategies related to disability awareness and management to complete personal care activities effectively and efficiently and on a regular basis (e.g., keep all papers related to eligibility for various services in a safe place; join an advocacy group; get on a mailing list of disability advocacy groups; ask friends with similar disabilities; keep a list of agencies to call for assistance or to answer questions—hot line or referral line). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace

6.30. Accept assistance with and participate in activities and tasks associated with disability awareness and management. (IF.A.1.Pa.2)
Specify: _____ home _____ school _____ community/workplace

Course Number: 7963120 – Skills for Students who are Deaf-Blind

Eating

- 6.31. Identify familiar persons, objects, tasks, and areas, including assistive or adaptive equipment as appropriate, associated with eating. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ selecting and using dishes, glasses, and utensils properly
 _____ using table manners, including cleaning up
 _____ other: _____
- 6.32. Use specific knowledge and skills when completing activities involved in eating (e.g., selecting the appropriate utensil or dish, cutting food correctly, using a napkin, initiating eating when appropriate, knowing which foods are finger foods). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 6.33. *Feed self with spoon independently. (Social and Personal B 8: II)*
- 6.34. *Feed self independently with utensils. (Social and Personal B 9: III)*
- 6.35. *Discriminate food items from nonfood items. (Social and Personal B 10: III)*
- 6.36. *Use appropriate table manners (e.g., passing food, sharing condiments). (Social and Personal B 12: IV)*
- 6.37. *Follow correct lunch procedures. (Social and Personal B 13: IV)*
- 6.38. Accept assistance with and participate in activities and tasks associated with daily eating routines. (IF.A.1.Pa.2)
Specify home routines: _____ morning _____ after school _____ evening
Specify school routines: _____ breakfast _____ lunch _____ snack
Specify community routines: _____ eating out _____ workplace or volunteer activities

Dressing

- 6.39. Identify familiar persons, objects, tasks, and areas, including assistive or adaptive equipment as appropriate, associated with dressing. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ selecting clothing for weather, occasion, and activity
 _____ putting on clothing, closing fasteners
 _____ taking off clothing, opening fasteners
 _____ other: _____
- 6.40. Use specific knowledge and skills when dressing (e.g., tying shoes, buttoning a shirt correctly, dressing appropriately to fit occasion, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 6.41. *Take off clothing which does not require fasteners. (Social and Personal A 1: II)*
- 6.42. *Take off clothing with fasteners. (Social and Personal A 3: III)*

Course Number: 7963120 – Skills for Students who are Deaf-Blind

Hygiene

- 6.52. Identify persons, objects, tasks, and areas, including assistive or adaptive equipment as appropriate, associated with personal hygiene. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ washing and bathing
 _____ dental care
 _____ using the toilet
 _____ menstrual care
 _____ other: _____
- 6.53. Use specific knowledge and skills when completing personal hygiene activities (e.g., correctly brushing and flossing teeth, using the toilet, cleaning up afterwards, knowing how to make the water the correct temperature for bathing or hand washing, knowing how to flush toilet, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 6.54. *Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)*
- 6.55. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*
- 6.56. Use strategies related to personal hygiene to complete activities effectively and efficiently and on a regular basis (e.g., mark spot on water control for comfortable bath or shower temperature; store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means of meeting hygiene needs—special gum for tooth cleaning, personal wipes). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 6.57. Accept assistance with and participate in activities and tasks associated with daily personal hygiene routines. (IF.A.1.Pa.2)
Specify home routines: _____ morning _____ after school _____ evening
Specify school routines: _____ arrival _____ during day _____ departure
Specify community routines: _____ workplace or volunteer activities _____ special events

Managing Money and Personal Finances

- 6.58. Identify persons, objects, tasks, and areas involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ preparing weekly and monthly budgets
 _____ managing and protecting personal cash
 _____ using checking and savings accounts
 _____ paying bills, contributing to charities
 _____ using comparative shopping to make wise purchases
 _____ using a credit, debit, or ATM card
 _____ paying income taxes
 _____ saving and investing money
 _____ other: _____

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 6.59. Use specific knowledge and skills when managing money and personal finances (e.g., donating money to charities, filing taxes, counting money or check amount to deposit, opening a savings or checking account, reviewing and paying monthly bills and statements, paying bills by the due date using information in advertisements, storing information regarding personal finances). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 6.60. *Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)*
- 6.61. *Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)*
- 6.62. *Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)*
- 6.63. *Complete forms associated with a savings account. (Mathematics E 45: VI)*
- 6.64. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*
- 6.65. Use strategies related to managing money and personal finances to complete activities effectively and efficiently and on a regular basis (e.g., use direct deposit for payroll and/or benefits checks, mark dates of recurring bills on calendar, use a log to track monthly bill payments, pay bills at regularly scheduled times—1st and 15th of month). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 6.66. Accept assistance with and participate in activities and tasks related to managing money and personal finances. (IF.A.1.Pa.1)
Specify: _____ home _____ school _____ community _____ workplace

Home Care

- 6.67. Use specific knowledge and skills in activities involving food preparation, serving, and storage, including the use of assistive adaptive equipment as appropriate. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting and planning what to eat—balanced meal, healthy snack
_____ preparing foods and beverages
_____ following a recipe—measuring, cutting, mixing, cooking, cooling
_____ storing food—organizing by type
_____ determining food conditions—spoiled, raw, cooked, frozen, defrosted
_____ using adaptive devices in preparing food
_____ other: _____
- 6.68. *Select appropriate kitchen utensils for food preparation. (Social and Personal B 11: IV)*
- 6.69. *Serve self from food containers. (Social and Personal B 14: IV)*
- 6.70. *Follow a simple recipe. (Social and Personal B 15: V)*

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 6.71. *Select and operate kitchen appliances for food preparation.* (Social and Personal B 16: V)
- 6.72. *Identify proper storage areas for food.* (Social and Personal B 17: V)
- 6.73. *Plan and prepare a meal.* (Social and Personal B 18: VI)
- 6.74. Use strategies and skills related to household cleaning, safety, and maintenance of interior areas, including the use of assistive adaptive equipment as appropriate, to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., store chemicals safely, use special labels on cleaning agents, arrange furniture to facilitate easy flow of traffic, organize cupboards and other storage areas). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ identifying areas and objects that need to be cleaned or maintained
_____ selecting appropriate products, tools, and equipment for housekeeping
_____ using products, tools, and equipment for household cleaning
_____ securing the home with locks on doors and windows
_____ maintaining a comfortable temperature in house
_____ maintaining exterior, including outdoor light fixtures
_____ using adaptive devices in household and exterior maintenance
_____ getting assistance with tasks, if needed
_____ other: _____
- 6.75. Accept assistance with and participate in the sequence of tasks or activities of daily home care routines. (IF.A.1.Pa.1)
Specify routine: _____
- 6.76. *Return items after use to a proper place.* (Social and Personal F 46: III)
- 6.77. *Pick up trash and dispose properly.* (Social and Personal F 47: III)
- 6.78. *Identify proper household tools and cleaning supplies for a given task.* (Social and Personal F 48: IV)
- 6.79. *Perform laundry tasks.* (Social and Personal F 49: V)
- 6.80. *Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding).* (Social and Personal F 50: V)

Participating in the Community

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

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 6.82. Use strategies to choose informal gatherings of community members and neighbors effectively and efficiently and on a regular basis (e.g., look at past group activities to see if they are things you like to do, ask neighbors about the gatherings, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)
- 6.83. Accept assistance with and participate in activities and tasks involved in informal gatherings in the community. (IF.A.1.Pa.1)
Specify: _____

Using Community Resources

- 6.84. Use basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service; making an appointment; paying for service; accessing interpreters, intervenors, or sighted guides). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ hair care _____ laundromat _____ dry cleaner
 _____ other: _____
- 6.85. Use basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ library _____ parks and recreation _____ public safety
 _____ other: _____
- 6.86. Use basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate a store, finding the desired items to purchase, using comparison shopping techniques, paying for item). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ department store _____ convenience store _____ drug store
 _____ grocery store _____ hardware store _____ specialty store
 _____ flea market _____ second-hand store _____ garage sale
 _____ other: _____
- 6.87. Use basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate a restaurant, ordering from a 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: _____
- 6.88. *Identify services provided by local community agencies. (Social and Personal E 43: V)*
- 6.89. *Use coin-operated machines. (Social and Personal H 63: V)*

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 6.90. Use basic knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate an event, buying a ticket, finding a reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: movies arenas skating rinks
 video arcades museums—science, art, historical
 other: _____
- 6.91. Use basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, getting a money order, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: banks credit unions savings and loan
 other: _____
- 6.92. Use basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, making an appointment, filling out a medical history, paying for service). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: clinics hospitals doctors' offices
 health department mental health and guidance clinics
 other: _____
- 6.93. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)
Specify type of resource: _____

7. Use orientation and mobility skills related to developing safe, efficient, and independent travel skills.

- IF.A.2.In.2 demonstrate safe travel within and beyond the community.
IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

Course Number: 7963120 – Skills for Students who are Deaf-Blind

Learning Spatial Concepts

- 7.1. Identify information related to concepts of space needed for independent travel.
Specify: _____ body concepts—parts of body, location, movement, relationship, and functions
_____ spatial concepts of shapes
_____ measurement concepts—distances, time, rate
_____ positional and relational concepts—compass, position in space
- 7.2. Identify information related to environmental and spatial concepts used in independent travel.
Specify: _____ topography
_____ temperature
_____ differences among fixed and moveable objects
_____ acoustics and sound reflection

Using Perceptual and Cognitive Processes

- 7.3. Use compass directions in everyday travel.
Specify: _____ read a compass
_____ identify direction of destination
_____ other: _____
- 7.4. Use knowledge of spatial concepts in interpreting a map.
Specify: _____ read and interpret a tactile or visual map
_____ identify locations of origin and destination
_____ trace intended route
_____ other: _____
- 7.5. Use sensory information to apply concepts of space and the environment when traveling. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ estimate distances both in a room and out of doors using feet and yards.
_____ relate travel time to rate of travel
_____ use spatial updating to establish self-to-object relationships
_____ use knowledge of spatial layout (object-to-object relationship)
_____ use knowledge of perimeter and gridline search patterns
_____ use reference systems
_____ other: _____
- 7.6. Use knowledge of rules, principles, and systems of spatial concepts for establishing and maintaining orientation while traveling (e.g., landmarks and clues, numbering systems, compass directions, measurement concepts). (IF.A.2.In.2, IF.A.2.Su.2)

Moving within an Enclosed Space or Room

- 7.7. Identify and locate appropriate area in a classroom (e.g., vacant seat in a classroom). (IF.A.2.In.2, IF.A.2.Su.2)

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 7.8. Identify and find specific locations in home or apartment when completing functional tasks (e.g., living areas, eating areas, kitchen, bath, recreation areas, laundry areas, waste disposal, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)
- 7.9. Move to appropriate location in a room safely and effectively (e.g., use least obtrusive route, time to reach desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 7.10. Accept assistance with and participate in the sequence of tasks or activities of moving about the home, school, or community. (IF.A.2.Pa.2)
Specify routine: _____ within a room _____ between rooms _____ using stairs
 _____ other: _____

Moving within Buildings and Schools

- 7.11. Identify and find specific locations in the school environment when completing functional tasks (e.g., classrooms, administrative offices, gymnasiums, media centers, eating areas, restrooms, recreation areas, waste disposal area, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)
- 7.12. Identify and find specific locations using landmarks to confirm orientation. (IF.A.2.In.2, IF.A.2.Su.2)
Note: Landmarks include any familiar object, sound, odor, temperature, or tactile method that is permanent, constant, and easily recognized.
- 7.13. Operate a self-service elevator when moving about a (familiar or unfamiliar) building (e.g., press call button, step inside, press desired floor, exit). (IF.A.2.In.2, IF.A.2.Su.2)
- 7.14. Use an escalator or moving walkway safely (e.g., step on, hold on to rail, step off). (IF.A.2.In.2, IF.A.2.Su.2)
- 7.15. Enter and exit buildings through appropriate doorways (e.g., attend to “In,” “Out,” “Enter,” and “Exit” designations on doors). (IF.A.2.In.2, IF.A.2.Su.2)
Specify methods: _____
- 7.16. Avoid entering doorways and corridors in buildings and other places designated as “No Entry” or open to “Authorized Personnel Only” when traveling in (familiar or unfamiliar) buildings. (IF.A.2.In.2, IF.A.2.Su.2)
- 7.17. Accept assistance with and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)
- 7.18. Accept assistance with and participate in the sequence of tasks or activities involved in moving in the school or other buildings in the community. (IF.A.1.Pa.2)
Specify routine: _____ within a structured space _____ between structured areas
 _____ on a walkway _____ within an unstructured area
 _____ other: _____
Specify setting: _____ school _____ community _____ workplace

Course Number: 7963120 – Skills for Students who are Deaf-Blind

Traveling within the Community

- 7.19. Select appropriate transportation (e.g., is financially feasible, has appropriate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)
- 7.20. Negotiate specific travel obstacles when traveling. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ curbs, steps, ramps
_____ turnstiles, sliding doors, revolving doors
_____ crossing streets
_____ other: _____
- 7.21. *Identify safety precautions related to traffic and pedestrian travel.*
(Social and Personal D 36: V)
- 7.22. *Demonstrate understanding of safety and warning signs in the environment.*
(Social and Personal D 37: V)
- 7.23. Recognize changes in walking surfaces and use these to orient self and travel safely (e.g., stay on sidewalk, feel edge of carpet). (IF.A.2.In.2, IF.A.2.Su.2)
- 7.24. Move about in the immediate neighborhood from one location to another (e.g., walking, bicycle, car, roller blades or roller skates). (IF.A.2.In.2, IF.A.2.Su.2)
Specify mode: _____
- 7.25. Use available modes of transportation to reach desired locations in the community (IF.A.2.In.2, IF.A.2.Su.2)
Specify modes: _____ walking _____ bicycle _____ bus
_____ taxi _____ car _____ other: _____
- 7.26. Accept assistance with and participate in the sequence of tasks or activities of moving outdoors. (IF.A.2.Pa.2)
Specify activity: _____ within a structured space _____ between structured areas
_____ on a walkway _____ within an unstructured area
_____ other: _____
Specify setting: _____ home _____ school _____ community _____ workplace

Using Adaptive Aids and Equipment

- 7.27. Use cane techniques when traveling. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ diagonal and diagonal trailing
_____ ascending/descending stairs
_____ touch, touch and slide, touch and drag
_____ constant contact, 3 point touch
_____ other: _____
- 7.28. Use telescopic aids for reading signs when traveling. (IF.A.2.In.2, IF.A.2.Su.2)

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 7.29. Use mobility techniques to travel within areas of the local community, including school grounds. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ sighted guide
_____ protective (hand and forearm) skills
_____ advanced techniques, such as cane or electronic aids
_____ adaptive mobility aids such as wheelchairs, walkers, braces, orthopedic canes
_____ other: _____

Planning Travel

- 7.30. Identify and find specific locations in unfamiliar buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)
- 7.31. Locate a specific room, apartment, or office (e.g., use directional signs, numbers or letters on doors, directories). (IF.A.2.In.2, IF.A.2.Su.2)
- 7.32. Identify and find specific locations in unfamiliar stores or restaurants when completing functional tasks (e.g., cashier, specific department, telephone, restroom, hostess station). (IF.A.2.In.2, IF.A.2.Su.2)
- 7.33. Demonstrate effective behaviors when approaching others to seek assistance (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
- 7.34. Identify situations when it is appropriate to approach a stranger for assistance in traveling, and when it is not appropriate. (IF.A.2.In.2, IF.A.2.Su.2)
- 7.35. Identify personal rights, responsibilities, manners, and etiquette with respect to travel. (SE.A.2.In.1, SE.A.2.Su.1)

8. Select and demonstrate appropriate vocational skills, including basic employability and job-seeking skills.

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
- CL.C.1.In.3 make general preparations for entering the work force.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
- CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.
- CL.C.1.Su.3 make general preparations for entering the work force—with guidance and support.
- CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.In.5 apply employability skills in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.
- CL.C.2.Pa.1 participate in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Exploring Careers

- 8.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)
- 8.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)
- 8.3. Identify advantages and disadvantages of occupations in various clusters (e.g., yard care—outdoors, varied in tasks; recycling—helpful to environment, time-consuming to sort items, dependent on transportation to collect; construction—outdoors, labor intensive, dangerous). (CL.C.1.In.1, CL.C.1.Su.1)
- 8.4. Identify entry-level skills needed to fulfill performance requirements for specific jobs within a career cluster (e.g., secretary—reading, writing, keyboarding; seamstress—ability to sew, to measure, and to use fractions; dishwasher—manual dexterity, physical stamina, speed). (CL.C.1.In.1, CL.C.1.Su.1)
- 8.5. Identify trends in the local job market for different career clusters and occupations (e.g., use of computer skills; environmental issues, use of technology, hiring of the elderly, minorities, and the handicapped; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 8.6. Evaluate present and future local job market of a specific occupation or career cluster. (CL.C.1.In.1, CL.C.1.Su.1)

Understanding Rights and Responsibilities

- 8.7. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pension, Social Security benefits, investment plan, overtime, maternity leave, contracts, unemployment benefits, minimum wage, workman’s compensation). (CL.C.1.In.1, CL.C.1.Su.1)
- 8.8. Identify ways in which individuals who are employed help society (e.g., contributing goods and services, paying taxes). (CL.C.1.In.2, CL.C.1.Su.2)
- 8.9. Describe laws that protect employees (e.g., anti-discrimination, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)
- 8.10. Identify the purposes and protections of the Americans with Disabilities Act (e.g., protects civil rights, provides workplace accommodations, provides accessibility to businesses, increases public awareness of individual rights, encourages self-advocacy, provides legal services). (CL.C.1.In.2, CL.C.1.Su.2)
- 8.11. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney). (CL.C.1.In.2, CL.C.1.Su.2)

Finding a Job

- 8.12. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find a job opening, make a resume, fill out application, contact employer, set up interview, prepare for interview). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.13. Identify community resources for employment (e.g., TV, newspaper, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.14. *Identify resources for finding employment. (Social and Personal C 30: VI)*
- 8.15. Identify the items that are generally included in a resume and portfolio (e.g., resume—name, address, phone number, work experience, education, job training, awards; portfolio—sample of writing or artwork; positive work evaluations; video of task performance). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.16. Identify people or agencies who can assist a person in writing a resume and preparing a portfolio (e.g., parents, teachers, friends, employment agencies). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.17. Identify the importance of a job interview (e.g., provide positive first impression, identify job requirements, build rapport, learn about an organization). (CL.C.1.In.3, CL.C.1.Su.3)

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 8.18. Demonstrate appropriate responses to specific interview questions during a simulated interview. (CL.C.1.In.3, CL.C.1.Su.3)
Specify: _____ work history _____ related experiences
 _____ training _____ career goals
 _____ personal strengths and interests _____ other: _____
- 8.19. Identify inappropriate grooming and attire for job interview (e.g., low-cut shirts, dirty clothes, excessive perfume or cologne, uncombed hair). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.20. Identify specific information requested on job application forms (e.g., personal history, job interests and skills, references and education, employment records). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.21. *Using appropriate sources for information, complete job-related applications forms. (Social and Personal C 31: VI)*
- 8.22. Identify common tests necessary for employment (e.g., drug test, eye and physical examinations). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.23. Identify special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., separate setting, extra time). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.24. Identify sources of assistance in obtaining information and accessing special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., private agencies, public agencies, equal opportunity offices, counselors). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.25. Identify purposes of obtaining references when looking for a job (e.g., employer can talk to applicant's former employer, employer can gain insight into applicant's responsibility, work ethic, and personality traits). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.26. Identify kinds of information that the person requesting the reference should provide to the potential references (e.g., a description of job that you are seeking, why you want the job, personal information). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.27. Identify types of follow-up procedures to use when seeking a job (e.g., thank you letter, telephone inquiry, written inquiry). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.28. Identify common legal documents necessary for employment (e.g., identification card, driver's license, birth certificate, Social Security card, W-4 form, work permit). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.29. Accept assistance with and participate in expressing personal preferences and desires related to volunteer or workplace activities. (CL.C.1.Pa.1)
Specify: _____ home _____ school _____ community/workplace

Course Number: 7963120 – Skills for Students who are Deaf-Blind

Effective Work Habits

- 8.30. Identify, prioritize, and schedule job 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)
- 8.31. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ work according to schedule _____ use an alarm clock as a reminder
 _____ track subtasks on calendar _____ check off subtasks when completed
 _____ other: _____
- 8.32. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ try different techniques _____ seek advice from others
 _____ seek assistance from others _____ read the instructions or references
 _____ other: _____
- 8.33. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ use a checklist or rubric _____ compare with model or example
 _____ use spellchecker or similar tool _____ look for errors
 _____ ask peer or co-worker to review _____ ask supervisor to review
 _____ other: _____
- 8.34. *Identify characteristics of a good employee. (Social and Personal C 23: IV)*
- 8.35. Follow a systematic procedure to complete job-specific tasks (e.g., janitorial—clean windows, clerical—type a letter) (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ identify task
 _____ name steps of task
 _____ perform task following a model or demonstration
 _____ perform task with decreasing feedback
 _____ perform task independently
 _____ monitor own task performance using workplace or industry standards
 _____ evaluate own task performance using workplace or industry standards
 _____ other: _____
- 8.36. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)
- 8.37. *Sort like objects. (Social and Personal C 19: II)*
- 8.38. Complete assignments as specified in workbooks, lab and shop manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 8.39. Accept assistance with and participate in routine work tasks (CL.C.2.Pa.1)
Specify: _____

Using Tools, Equipment, and Supplies

- 8.40. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ supplies—seeds, detergent, oil, paper
_____ equipment—computer, copier
_____ tools—shovel, ruler
_____ other: _____
- 8.41. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 8.42. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ use box with compartments for each component
_____ set up workstation with all needed supplies and equipment before starting
_____ other: _____
- 8.43. Organize materials and supplies to complete work assignments (e.g., tool box, plastic storage containers, cabinets and drawers, supply rooms, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)
- 8.44. Use tools, equipment, and supplies safely and correctly for specific work assignments (e.g., do not use electrical equipment near water, use for designated purposes only, wear proper protection when required, don't overload an electrical outlet, safely use hand tools and power tools). (CL.C.2.In.2, CL.C.2.Su.2)
- 8.45. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 8.46. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 8.47. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)
- 8.48. Use measuring devices appropriately to complete functional tasks on the job (e.g., rulers; beakers; flasks; scales; tapes; instruments such as micrometers, calipers, and depth gauges). (CL.C.2.In.2, CL.C.2.Su.2)
- 8.49. Use a telephone to complete work-related tasks (e.g., make a call to a customer, get information about a delivery). (CL.C.2.In.2, CL.C.2.Su.2)
- 8.50. Use the various capabilities of e-mail to complete work-related tasks (e.g., send a co-worker or supervisor messages, notes, letters, instructions, or other information; send a co-worker or supervisor an attached file; send a co-worker or supervisor a downloaded document related to work). (CL.C.2.In.2, CL.C.2.Su.2)

Course Number: 7963120 – Skills for Students who are Deaf-Blind

Work Ethic

- 8.51. Demonstrate dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)
- 8.52. Demonstrate flexibility when working (e.g., completes task even if requirements have changed, considers the opinions of others, adapts to changes in procedures). (CL.C.2.In.3, CL.C.2.Su.3)
- 8.53. Demonstrate responsibility and self-control when working (e.g., do not cry or get angry when criticized; do not argue with co-workers; do not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)
- 8.54. Demonstrate self-directed behavior in the workplace (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)

Attendance

- 8.55. Use strategies to maintain an acceptable attendance record at work (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ report to work regularly and be on time
 _____ stay until quitting time
 _____ return from breaks promptly
 _____ inform supervisor if unable to work—illness, lateness, scheduling conflict
 _____ other: _____
- 8.56. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)
- 8.57. *Identify appropriate attendance practices for school and work.*
(*Social and Personal C 26: IV*)

Employability Skills

- 8.58. Demonstrate a positive work attitude (e.g., do not complain when given a difficult task, do not talk negatively about supervisor or co-workers, talk positively about the job when not at work). (CL.C.2.In.3, CL.C.2.Su.3)
- 8.59. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)
- 8.60. Identify appropriate responses to interactions from supervisors and co-workers (e.g., sir, ma'am, please, thank you, excuse me). (CL.C.2.In.3, CL.C.2.Su.3)
- 8.61. *Demonstrate interpersonal skills necessary for task completion when working with another person.* (*Social and Personal C 25: IV*)

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 8.62. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 8.63. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.3, CL.C.2.Su.3, CL.C.2.Pa.1)
- 8.64. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.3, CL.C.2.Su.3)
- 8.65. Identify safety rules and procedures required for a specific job (e.g., wear necessary protective equipment, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)
- 8.66. Follow safety rules and procedures required for work performed (e.g., wear protective clothing—eyewear, smock, gloves, hardhat; use an oven mitt; do not use electrical appliances near water). (CL.C.2.In.4, CL.C.2.Su.4)
- 8.67. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (CL.C.2.In.4, CL.C.2.Su.4)
- 8.68. Demonstrate specific skills in completing health and safety activities in the workplace (e.g., washing hands after toileting, removing objects from walkway, reporting dangerous situations). (CL.C.2.In.4, CL.C.2.Su.4)
- 8.69. Demonstrate the meaning of laws and regulations which help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—requires worker to be over 18 to operate dangerous machinery such as meat cutters, requires worker to acquire work permit if 15 or under, requires employer to allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or drug use while on duty, may require tests prior to employment, provides treatment for employees with drug or alcohol problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 8.70. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)
- 8.71. Identify the responsibility of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)
- 8.72. Stay on-task for the duration of a work activity (e.g., work on only one task at a time, ask for assistance if necessary, do not give up, use resources if necessary, determine alternative methods, work continuously and efficiently, work until stopping is appropriate). (CL.C.2.In.5, CL.C.2.Su.5)
- 8.73. *Stay on task until its completion. (Social and Personal C 20: III)*

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 8.74. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 8.75. Demonstrate self-management skills necessary for job performance (e.g., staying on tasks, setting goals, monitoring daily and monthly tasks necessary to fulfill short- and long-term goals, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)
- 8.76. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ use a timer or alarm clock to monitor time or deadlines
_____ keep a model of final product for reference
_____ use breaks appropriately
_____ other: _____
- 8.77. Demonstrate behavior that complies with the existing rules and code of conduct of the workplace (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)
- 8.78. Use strategies to assist with the maintenance of on-task behavior when on the job. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ work on only one task at a time
_____ pace work so tasks are completed on time
_____ do not take prolonged or unnecessary breaks
_____ reward yourself periodically for completing subtasks
_____ other: _____
- 8.79. *Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)*
- 8.80. Demonstrate how to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)
- 8.81. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5, CL.C.2.Pa.1)
- 8.82. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 8.83. Evaluate the quality of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 8.84. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5, CL.C.2.Pa.1)
Specify: _____ work schedule _____ work duties
_____ work site _____ supervisor
_____ other: _____

Course Number: 7963120 – Skills for Students who are Deaf-Blind

Grooming and Hygiene

- 8.85. Identify characteristics of appropriate grooming and attire selection for work for specified jobs (e.g., clean clothes, no short skirts or shorts, neatly styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)
- 8.86. Arrive at work clean and dressed properly (e.g., take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)
- 8.87. Use strategies to achieve acceptable grooming and hygiene when completing work-related activities effectively and efficiently and on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access, lay out clothes the night before). (CL.C.2.In.3, CL.C.2.Su.3)
- 8.88. Accept assistance and participate in needed grooming and hygiene routine when preparing for work. (CL.C.2.Pa.1)
Specify: _____

9. Select and use leisure and recreation activities appropriate for the student's age and capabilities.

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
- IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Leisure Activities

- 9.1. Identify the benefits of leisure and recreational activities (e.g., help you to meet new people, relieve stress, keep mind off worries, help you to learn new things, keep you active, occupy leisure time). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.2. *Distinguish between work and leisure time activities. (Social and Personal G 53: IV)*
- 9.3. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 9.4. Identify persons, objects, tasks, and areas associated with common leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ indoor card and board games
 _____ outdoor sports
 _____ other: _____
- 9.5. Indicate choice of leisure activity after exploring, identifying, or being shown choices through vision, sound, touch, smell, movement, or demonstration. (IF.A.1.In.1, IF.A.1.Su.1, IF.A.1.Pa.1)
- 9.6. Use specific knowledge and skills when completing leisure activities (e.g., taking turns, following the rules, counting the points, using tools and supplies). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ home _____ school _____ community
- 9.7. Occupy self for an appropriate amount of time with a preferred leisure activity. (IF.A.1.Pa.1)
- 9.8. Accept assistance with and participate in activities and tasks related to leisure activities. (IF.A.1.Pa.1)
Specify: _____ home _____ school _____ community

Attending Cultural Activities and Sporting Events

- 9.9. Identify persons, objects, tasks, and areas involving attending cultural activities and sporting events. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ musical performances—concerts, dance performances
 _____ theatre and plays
 _____ celebrations—holidays, parades, festivals, exhibits
 _____ school or professional sporting events
 _____ other: _____
- 9.10. Use specific knowledge and skills when attending cultural activities and sporting events (e.g., obtaining tickets for a performance, following the rules of behavior for the attendees, participating in a production, playing on a team). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 9.11. Accept assistance with and participate in activities and tasks related to attending or participating in cultural activities or sporting events. (IF.A.1.Pa.1)
Specify: _____ home _____ school _____ community

Outdoor Activities

- 9.12. Identify persons, objects, tasks, and areas associated with common outdoor leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ outdoor sports—camping, hiking
 _____ water sports—swimming, fishing, boating
 _____ other: _____

Course Number: 7963120 – Skills for Students who are Deaf-Blind

- 9.13. Use specific knowledge and skills when completing leisure activities involving outdoor activities (e.g., walking on a trail, following safety procedures). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ home _____ school _____ community
- 9.14. Accept assistance with and participate in activities and tasks associated with outdoor activities. (IF.A.1.Pa.1)
Specify: _____ home _____ school _____ community

10. Demonstrate knowledge 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

Understanding the Components of the Individual Educational Plan

- 10.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 10.2. 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)
- 10.3. Identify characteristics of steps in the IEP development. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ determine school and post-school outcome desires
 _____ determine present levels of performance
 _____ develop annual goals and related short-term objectives or benchmarks
 _____ assign responsibility for objectives
 _____ identify needed services, modifications, and supports
- 10.4. 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
- 10.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Course Number: 7963120 – Skills for Students who are Deaf-Blind

Participating in the Development of the Individual Educational Plan

- 10.6. 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)
- 10.7. Identify 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—post-secondary training, employment
_____ post-school—living arrangements, community participation
_____ other: _____
- 10.8. 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)
- 10.9. Assist in identifying alternatives and choices available to reach IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)
- 10.10. Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 10.11. Assist in setting IEP 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)
- 10.12. Apply self-advocacy and self-determination skills in the 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)
- 10.13. Accept assistance with and participate in activities related to developing own IEP. (IF.B.1.Pa.1)
Specify: _____