

Florida Department of Education

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

Subject Area: Special Skills Courses
Course Number: 7863080
Course Title: Unique Skills Vision: 6-8

- A. Major Concepts/Content.** The purpose of this course is to provide instruction for students who have visual impairments which affect their ability to function in the home, community, or educational setting.

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

- maximize use of sensory input
- access print information through use of strategies and modifications for completion of general education requirements
- personal communication systems
- personal management
- social and interpersonal relationships
- productivity and career options

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

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

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

In order to address the full range of special skills, students with visual impairments may be enrolled in Orientation and Mobility: 6-8, Course Number: 7863060.

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

Course Number: 7863080 - Unique Skills Vision: 6-8

other types of disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

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

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

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

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

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

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

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

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

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

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

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

Course Number: 7863080 - Unique Skills Vision: 6-8

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 extend 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. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma. Note that a student with a visual impairment *and* other disabilities may pursue a Special Diploma.

After successfully completing this course, the student will:

1. Use strategies and modifications for completion of education requirements for a standard or special diploma.

- 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.

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: 7863080 - Unique Skills Vision: 6-8

Classroom Instruction and Assignments

- 1.1. Participate in classroom instructional activities with one or more accommodations to presentation mode and notetaking as appropriate for the individual student.

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

Specify: _____ record sessions on a tape recorder
_____ use alternate format to obtain information from materials—braille, large print, and/or recorded books with compressed speech
_____ use adapted reading aid—scanning devices, CCTV, and/or hand-held magnifier
_____ use calculating device—portable notetakers, calculator, and/or abacus
_____ use adapted aids, materials, or devices—adapted ruler, yardstick, compass or protractor, and/or tactile globes and maps
_____ use concrete objects and graphics
_____ use materials embossed in Nemeth Code for mathematics
_____ use slate and stylus or braillewriter
_____ use refreshable braille device
_____ use notetaker—obtain copies of notes from instructor, designated staff member or volunteer, and/or other student in class
_____ use adapted devices for travel or distant activities—telescopic lens, cane, and/or compass
_____ other: _____

- 1.2. Complete classroom assignments with one or more accommodations to response mode, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)

Specify: _____ dictating responses on a tape recorder
_____ recording responses using an adapted typewriter or word processor
_____ recording responses using a typewriter or word processor
_____ dictating responses to a person
_____ creating alternate products or performances specified by instruction
_____ other: _____

- 1.3. Participate in classroom instructional activities with one or more accommodations to setting, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)

Specify: _____ separate setting—in a small group
_____ separate setting—individually
_____ use of individual behavior management procedures
_____ other: _____

- 1.4. Participate in classroom instructional activities with one or more accommodations to schedule, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)

Specify: _____ activities and assignments given in short time segments
_____ extended time for assignment completion, if appropriate
_____ extended time for course completion, if appropriate
_____ other: _____

- 1.5. Participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student. (CL.A.1.Pa.1)

Course Number: 7863080 - Unique Skills Vision: 6-8

Assessments and Tests

- 1.6. Take exams with one or more accommodations to response mode, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
Specify: _____ recording answers on a tape recorder
_____ recording answers using a typewriter or word processor
_____ recording answers using an adapted typewriter or word processor
_____ dictating answers to a proctor
_____ other: _____
- 1.7. Take exams with one or more accommodations to presentation mode, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
Specify: _____ large print
_____ braille
_____ questions and/or instructions read to student
_____ other: _____
- 1.8. Take exams with one or more accommodations to setting, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
Specify: _____ separate setting—in a small group
_____ separate setting—individually
_____ other: _____
- 1.9. Take exams with one or more accommodations to schedule, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
Specify: _____ sections of test given in short time segments
_____ extended time, if appropriate
_____ other: _____

Program and Course Requirements

- 1.10. Participate in classroom instructional activities with one or more modifications to program or course requirements, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1, CL.A.1.Pa.1)
Specify: _____ use partial course requirements
_____ use modified requirements in ESE courses
_____ use modified requirements that are below grade level
_____ other: _____

Course Number: 7863080 - Unique Skills Vision: 6-8

2. Maximize use of sensory abilities through knowledge of personal visual loss as well as functioning and application of assistive devices, techniques, and resources.

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 Personal Visual Loss

- 2.1. Demonstrate knowledge of how the eye functions and what glasses and low vision aids do to improve vision.
- 2.2. Identify characteristics of own visual functioning, including personal visual restrictions, acuity, side effects, and prognosis.
- 2.3. Demonstrate knowledge of personal eye pathology, including genetic factors and any progressive symptoms.
- 2.4. Identify symptoms that may indicate visual degeneration and procedures to follow if needed, including methods of monitoring visual functioning.
- 2.5. Differentiate among vision specialists, including the optometrist, optician, and ophthalmologist.
- 2.6. Identify effective techniques for gaining the most from a visit to an eye specialist (e.g., how to use prescribed medications, low vision aids, or techniques; what precautions to take; other aspects of eye care; when to seek a second opinion).
- 2.7. Demonstrate knowledge and skills needed to use and care for own optical aids, prosthesis, and/or medication.

Maximizing Visual Efficiency

- 2.8. Identify situations and conditions in the environment that reduce own functional vision.
- 2.9. Identify environmental conditions that enhance personal visual efficiency and act to modify conditions, if appropriate.
- 2.10. Employ techniques needed to maximize personal near and distance vision, including use of low vision devices, if applicable.
- 2.11. Use tactile and visual exploration skills to obtain information from symbols, objects, and areas in the environment.

Course Number: 7863080 - Unique Skills Vision: 6-8

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

Specify: _____ turn head _____ move toward stimuli
 _____ move eyes _____ change facial expression
 _____ change vocalization _____ other: _____
Specify type of stimuli:
 _____ voice _____ touch _____ object/picture
 _____ smell _____ taste _____ sound
 _____ light _____ other: _____

Using Low Vision and Blindness Materials and Techniques

2.13. Use a telescopic lens for distance viewing of chalkboard, street signs, and numbers on buses.

2.14. Use materials embossed in Nemeth Code in understanding mathematical concepts and skills.

2.15. Use concrete objects and graphics (tactile and/or print) in understanding concepts and skills in various subject areas (e.g., geometry, science, social studies).

2.16. Use adapted aids, materials, or devices skillfully to complete assignments (e.g., ruler, yardstick, compass, protractor, tactile globes, tactile maps).

2.17. Use adaptive pouring and measuring techniques.

2.18. Solve problems using mental mathematics.

2.19. Take notes and write problems in classes in a read-back medium.

2.20. Use calculating devices skillfully (e.g., portable notetakers, calculators), to solve mathematical problems.

2.21. Use the abacus skillfully to perform basic computation.

2.22. Determine appropriate uses of adapted aids or techniques to accomplish learning tasks in school, home, or the community.

2.23. Demonstrate effective organizational skills for the effective use, maintenance, and storage of devices.

2.24. Evaluate effectiveness and efficiency of selected adapted aids and technology for selected tasks.

2.25. Use adaptive equipment or assistive devices with physical assistance to participate in daily activities. (IF.A.1.Pa.1)

Specify activity: _____
Specify type of equipment or device: _____

Course Number: 7863080 - Unique Skills Vision: 6-8

3. Access print information through a personal communication system or appropriate technological devices.

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
- CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
- CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
- CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 3.1. Demonstrate knowledge and skills to use adapted print materials, as appropriate to the individual student. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)
Specify: ___ large print ___ braille ___ recorded material
- 3.2. Demonstrate efficiency in all braille skills. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)
- 3.3. Use tapes of speeded or compressed speech to acquire information from recorded textbooks or other types of resources. (CL.B.1.In.2, CL.B.1.Su.2)
- 3.4. Demonstrate efficiency in using recorded materials (e.g., accuracy of listening comprehension at 250-275 wpm). (CL.B.1.In.2, CL.B.1.Su.2)
- 3.5. Identify print size required for optimal personal efficiency in reading, if appropriate. (CL.B.1.In.1, CL.B.1.Su.1)
- 3.6. Combine use of tactile and low vision aids, if appropriate. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)
- 3.7. Demonstrate knowledge and skills to use adapted tables, graphs, and charts in tactile or print formats. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)
- 3.8. Use adapted reading aid skillfully (e.g., scanning devices, CCTV, hand-held magnifier, tape player). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.9. Use a variety of low vision aids skillfully with a computer, typewriter, or other communication tool. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.2.In.2, CL.B.2.Su.2)

Course Number: 7863080 - Unique Skills Vision: 6-8

- 3.10. Demonstrate knowledge and skills needed to use glossaries, dictionaries, tables of contents, and indexes in appropriate reading mediums. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)
- 3.11. Demonstrate knowledge and skills needed to access materials in appropriate reading mediums in the library, media center, or other resource using a card catalog or other type of directory. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2, CL.B.1.In.3)
- 3.12. Accept assistance with and participate in the use of a personal communication system or appropriate technological devices to assess information. (CL.B.1.Pa.1)

4. Use appropriate skills when communicating with others.

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 4.1. Demonstrate knowledge and skills needed to communicate in a read-back mode using an appropriate adaptive device. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ braillewriter ___ refreshable braille device
 ___ slate and stylus ___ computer
 ___ typewriter/word processor ___ other: _____
- 4.2. Demonstrate proficiency in using keyboarding skills, if print and tactile reader (e.g., 25-35 wpm using a typewriter or computer). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.3. Demonstrate proficiency in using slate and stylus writing skills, if braille user (e.g., 25-30 wpm using a slate and stylus). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.4. Demonstrate proficiency in using a braillewriter. (CO.A.1.In.1, CO.A.1.Su.1)
- 4.5. Use knowledge and skills when proofreading, revising, or editing own written material. (CL.B.2.In.1, CL.B.2.Su.1)
- 4.6. Transfer braille or handwritten notes to inkprint copy using a computer printer or typewriter. (CL.B.2.In.1, CL.B.2.Su.1)

Course Number: 7863080 - Unique Skills Vision: 6-8

- 4.7. Use a word processor skillfully with synthesized speech or large print screen, if appropriate, in a read-back medium to prepare written communications. (CL.B.2.In.1, CL.B.2.Su.1)
- 4.8. Use a nonadapted word processor to take notes or prepare written communications. (CL.B.2.In.1, CL.B.2.Su.1)
- 4.9. Demonstrate knowledge and skills needed to review and take notes from tape recordings of oral presentations or lectures. (CO.A.1.In.1, CO.A.1.Su.1)
- 4.10. Demonstrate knowledge and skills needed for dictating communications using a tape recorder or other recording device. (CO.A.1.In.1, CO.A.1.Su.1)
- 4.11. Accept assistance with and participate in using an appropriate system of communication to interact with others. (CO.A.1.Pa.1)
Specify method: vocalize or gesture verbalize or sign
 use assistive/augmentative device other: _____

5. Demonstrate knowledge of services, agencies, and organizations available to persons with visual impairments.

- 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 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

- 5.1. Identify services, agencies, and organizations with special services available to persons with visual impairments (e.g., American Foundation for the Blind, Division of Blind Services, Medicaid, social services programs, transcriber services, transportation services for the disabled). (IF.A.2.In.1, IF.A.2.Su.1)
- 5.2. Identify circumstances or situations when services, agencies, and organizations with special services available to persons with visual impairments would need to be contacted (e.g., getting help with medical needs, orienting self in a new neighborhood). (IF.A.2.In.1, IF.A.2.Su.1)
- 5.3. Identify sources of information about services, agencies, and organizations with special services available to persons with visual impairments (e.g., community agencies, teachers, counselors, friends, family). (IF.A.2.In.1, IF.A.2.Su.1)

Course Number: 7863080 - Unique Skills Vision: 6-8

- 5.4. Use various sources to gain information about community service agencies, businesses, or other resources with special services available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)
- 5.5. Identify advantages and disadvantages of particular types of services, agencies, and organizations with special services available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)
- 5.6. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular service, agency, or organization for individuals with visual impairments (e.g., ability to give directions and describe location, ability to call for help, ability to call for transportation). (IF.A.2.In.1, IF.A.2.Su.1)
- 5.7. Accept assistance with and participate in the sequence of tasks or activities of preparing for community service routines. (IF.A.1.Pa.2)
Specify routine: _____ services for visually impaired _____ health care
_____ other: _____

6. Demonstrate knowledge and skills needed to obtain books, tapes, and other personally useful resources.

- 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

- 6.1. Identify community service agencies or other resources that assist individuals in obtaining books, tapes, and other personally useful resources available to persons with visual impairments (e.g., Division of Blind Services, Florida Instructional Materials Center for the Visually Handicapped, American Foundation for the Blind, Reading Services for the Blind, American Printing House for the Blind, transcriber services). (IF.A.2.In.1, IF.A.2.Su.1)
- 6.2. Identify circumstances or situations when community service agencies or other resources that assist individuals in obtaining books, tapes, and other resources for persons with visual impairments would need to be contacted (e.g., locating reading material, ordering educational materials). (IF.A.2.In.1, IF.A.2.Su.1)

Course Number: 7863080 - Unique Skills Vision: 6-8

- 6.3. Use various sources to gain information about community service agencies or other resources that assist individuals in obtaining books, tapes, and other personally useful resources available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)
- 6.4. Identify advantages and disadvantages of particular types of community service agencies or other resources that assist individuals in obtaining books, tapes, and other personally useful resources available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)
- 6.5. Select the community service agency or other resource that will meet (or is most likely to meet) individual needs in obtaining books, tapes, and other personally useful resources available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)
- 6.6. Identify ways of contacting community service agencies or other resources that assist individuals in obtaining books, tapes, and other personally useful resources available to persons with visual impairments (e.g., phone call, e-mail, fax, letter, personal visit). (IF.A.2.In.1, IF.A.2.Su.1)
- 6.7. Contact community service agencies or other resources that assist individuals in obtaining books, tapes, and other personally useful resources available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)
- 6.8. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular service for obtaining books, tapes, and resources for individuals with visual impairments (e.g., ability to give directions and describe location, ability to call for help, ability to call for transportation purposes). (IF.A.2.In.1, IF.A.2.Su.1)
- 6.9. Accept assistance with and participate in the sequence of tasks or activities in preparing for community service routines to obtain books, tapes and other personally useful resources. (IF.A.1.Pa.2)
- Specify routine: _____ services for visually impaired _____ books and tapes
_____ other: _____

Course Number: 7863080 - Unique Skills Vision: 6-8

7. Demonstrate techniques of personal management that enable an individual to function as independently as possible in the areas of personal care; sexuality; health; first aid and safety; home care; community living; use of leisure time; and use of practical skills including telephone usage, time management, and money skills.

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- ___ physical assistance full partial ___ assistive technology full partial

Note: Teachers of this course may wish to seek assistance from district staff or school health educators when instructing students on this requirement.

Personal Care

7.1. Use strategies to complete dressing, hygiene, and grooming activities effectively and efficiently and on a regular basis (e.g., organize clothes in drawers by type, label clothes by occasion or care requirements, store grooming supplies together, place medications in daily dosage container, mark raised spot on water control for comfortable bath or shower temperature, use an adapted scale). (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: ___ selecting clothing for weather, occasion, or activity
___ caring for clothing
___ grooming and hygiene
___ using personal services
___ other: _____

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

- Specify routine: ___ home ___ school ___ community

Course Number: 7863080 - Unique Skills Vision: 6-8

Sexuality

- 7.3. Demonstrate awareness of basic concepts of adolescent growth and development, including concepts related to reproduction. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ knowledge of the physical and emotional changes in adolescent development
_____ knowledge of the development of the reproductive system—males and females
_____ knowledge of the process of fertilization and stages of pregnancy
_____ other: _____
- 7.4. Demonstrate awareness of individual responsibilities in family planning and pregnancy. (SE.A.2.In.1, SE.A.2.Su.2)
Specify: _____ knowledge of birth control practices—abstinence and use of contraceptives
_____ knowledge of individual risks of sexually transmitted diseases, HIV/AIDS
_____ knowledge of prenatal care
_____ knowledge of risks to the unborn of diseases, tobacco, alcohol, or other drugs
_____ knowledge of assistance available through community agencies
_____ other: _____
- 7.5. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner’s desires, consistent with expectations or rules of the situation and location, reflect responsible decisions about not having sexual relationships until the appropriate time). (IF.B.2.In.1, IF.B.2.Su.1)
- 7.6. Identify the effects of negative peer pressure on sexual relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)
- 7.7. Identify behaviors that represent illegal, physically abusive, and violent actions related to sexual relationships (e.g., rape, making sexually explicit comments, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.8. Demonstrate effective responses and refusal skills needed to deal with negative peer pressure. (SE.A.2.In.1, SE.A.2.Su.1)

Health and First Aid

- 7.9. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying specific health problems, describing problems to a doctor or medical assistant, participating in weight training, identifying good nutritional habits, planning an exercise program). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ getting routine medical care—annual checkup, routine daily activities
_____ exercising regularly
_____ maintaining a nutritious diet
_____ identifying and managing common diseases
_____ other: _____

Course Number: 7863080 - Unique Skills Vision: 6-8

- 7.10. Use strategies related to wellness to complete health care activities effectively and efficiently on a regular basis (e.g., develop and follow a wellness routine, participate in wellness activities with a friend, keep nonprescription drugs stored together, check expiration dates on drugs, ask doctor or dentist to send out reminders for periodic physicals or checkups, keep a list of nutritious meals, pre-measure servings, identify symptoms, put medication in compartmentalized container for daily dosages). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.11. Use strategies related to first aid to complete health care activities effectively and efficiently and on a regular basis (e.g., keep first aid supplies and guide stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ stopping bleeding and applying bandages
_____ taking care of burns, poisons, and wounds
_____ getting help when needed
_____ other: _____
- 7.12. Accept assistance with and participate in the sequence of tasks or activities of daily health care routines. (IF.A.1.Pa.2)
Specify routine: _____ home _____ school _____ community

Identifying Unsafe Factors or Situations

- 7.13. Identify unsafe factors or situations in the home that are potentially dangerous (e.g., overloaded electrical outlets; firearms in the home; faulty wiring; dangerous chemicals stored in an open place; an intruder at the door, at the window, or attempting to enter the home; adverse weather, such as flood, hurricane, or tornado). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.14. Identify daily procedures to protect the home from intruders (e.g., keep doors and windows locked, keep garage door shut, keep curtains closed). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.15. Identify unsafe factors or situations in the school or community that are potentially dangerous (e.g., slippery floors, broken desks, wet stairwells, students fighting, students running in the halls, unlit streets, accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.16. Identify unsafe factors or situations in the workplace which are potentially dangerous (e.g., improper ventilation, exposure to dangerous chemicals, co-workers with firearms, robbery, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

Following Safety Procedures

- 7.17. Identify appropriate ways to respond to specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head between knees, cover head, stay calm; robbery—stay calm, do not try to be a hero, comply with robber's commands). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.18. Identify persons and agencies to ask for assistance in emergency situations (e.g., police, fire department, parents, teachers, Poison Control Center, 911 on phone). (IF.B.2.In.3, IF.B.2.Su.3)

Course Number: 7863080 - Unique Skills Vision: 6-8

- 7.19. 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, wear protective gear for sports). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.20. Respond to unexpected stimuli in a way that is not disruptive or does not interfere with or prohibit participation in activities or tasks. (IF.B.2.Pa.2)

Dealing with Fires

- 7.21. Identify potential hazards of open fires, matches, electrical appliances, and outlets. (IF.B.2.In.3, IF.B.2.Su.3)
- 7.22. Use safety procedures for fire drills and emergencies (e.g., remain calm, accept assistance as appropriate, determine quickest exit route, do not collect belongings, walk, do not crowd doorways, do not touch door knob, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)

Dealing with Adverse Weather

- 7.23. Identify the hazards associated with adverse weather conditions (e.g., rain storms—hurricanes, thunder, lightning, strong winds, poor visibility; tornadoes—strong winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.24. Follow safety procedures used during adverse weather conditions (e.g., rain storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, stand in hallway). (IF.B.2.In.3, IF.B.2.Su.3)

Dealing with Violence and Aggression

- 7.25. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.26. Identify ways to avoid confrontation with violent or aggressive individuals (e.g., walking away, not provoking them, not becoming violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.27. Demonstrate appropriate ways to avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

Course Number: 7863080 - Unique Skills Vision: 6-8

Care of the Home

7.28. Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven, locating the cold water faucet on a sink, setting the oven temperature, turning off burner when cooking is completed, selecting and marking the package size and number of packages needed to meet recipe requirements). (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: _____ selecting and planning what to eat—using the Food Guide Pyramid
_____ preparing foods and beverages safely
_____ 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: _____

7.29. Use strategies related to cleaning, safety, and maintenance of household areas 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 by locking windows and doors
_____ maintaining a comfortable temperature in house
_____ maintaining exterior, including outdoor light fixtures
_____ using adaptive devices in household and exterior maintenance
_____ getting assistance if needed for tasks
_____ other: _____

7.30. Accept assistance with and participate in the sequence of tasks or activities of daily home care routines. (IF.A.1.Pa.1)

Specify routine: _____

Using Leisure Time

7.31. Use specific knowledge and skills when completing a variety of leisure and recreation activities (e.g., taking turns, following the rules, counting the points, keeping track of the scores, following movement routines, using free weights, keeping track of progress, mentally picturing the game pattern, using a graphic representation of playing area). (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: _____ indoor team or pairs games _____ attending performances
_____ outdoor team or pairs games _____ hobbies and crafts
_____ exercise programs _____ outdoor events
_____ dance, gymnastics _____ pet care and gardening
_____ other: _____

Course Number: 7863080 - Unique Skills Vision: 6-8

- 7.32. Use adaptive/assistive devices to perform leisure activities involved in common leisure and recreation activities (e.g., bowling rail, beeping ball, special game boards). (IF.A.1.Su.1)
- 7.33. Accept assistance with and participate in performing various physical activities involved in common leisure and recreation activities. (IF.A.1.Pa.1)
Specify activity: _____
- 7.34. Accept assistance with and participate in using adaptive/assistive devices to perform various leisure and recreation activities. (IF.A.1.Pa.1)
Specify activity: _____
- 7.35. Identify activities in the community involving informal gatherings of community members, friends, and neighbors (e.g., voting, neighborhood picnics, recreational sports teams, chili cook offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)
- 7.36. Use strategies related to making social contacts with peers and family in informal gatherings on a regular basis (e.g., make weekly phone calls, keep a calendar of family birthdays). (IF.A.1.In.1, IF.A.1.Su.1)
- 7.37. Identify community service agencies, businesses, and other resources that assist individuals with transportation needs (e.g., city buses, taxis, trains, dial-a-ride programs, airlines, car rental services, shuttles). (IF.A.2.In.1, IF.A.2.Su.1)
- 7.38. Identify ways of contacting community service agencies, businesses, and other resources that assist individuals with transportation needs (e.g., phone call, personal visit, fax, e-mail). (IF.A.2.In.1, IF.A.2.Su.1)
- 7.39. Accept assistance with and participate in a sequence of tasks involved in leisure and recreation activities at home. (IF.A.1.Pa.2)
Specify routine: _____ active _____ inactive _____ entertainment
 _____ hobbies _____ other: _____
- 7.40. Accept assistance with and participate in a sequence of tasks involved in leisure and recreation activities at school or in the community. (IF.A.1.Pa.2)
Specify routine: _____ active _____ inactive _____ media or live entertainment
 _____ hobbies _____ other: _____
Specify setting: _____ school _____ community

Course Number: 7863080 - Unique Skills Vision: 6-8

Using the Telephone

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

Specify: _____ function and use of telephone parts
_____ function of various signals and tones
_____ correct way to dial local numbers
_____ how to get assistance with telephone services
_____ using emergency numbers such as 911
_____ using basic information numbers such as 411 and weather
_____ using pay telephones
_____ other: _____

Managing Time

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

- 7.43. Use strategies to pace work so that school assignment or other task is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: _____ work according to schedule _____ set an alarm clock as a reminder
_____ track subtasks on calendar _____ check off subtasks when completed
_____ begin subtasks on time _____ adjust to unforeseen circumstances
_____ other: _____

- 7.44. Identify alternative approaches when faced with difficulty in completing a school assignment or other 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: _____

- 7.45. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates; record information as needed; record daily to-do-lists; plan a daily schedule; use a talking clock, calendar in braille, or visual or tactile watch). (CL.C.2.In.1, CL.C.2.Su.1)

Specify: _____ personal _____ school

- 7.46. Use strategies to assist with organizing materials and supplies to complete school assignments and other tasks (e.g., locker, file folders, accordion files, plastic storage containers, desk space). (CL.C.2.In.2, CL.C.2.Su.2)

Course Number: 7863080 - Unique Skills Vision: 6-8

Money Skills

- 7.47. Use specific knowledge and skills when completing productive activities involving managing money and personal finances (e.g., folding bills for identification and retrieval, organizing money in a wallet, managing own finances). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ preparing a budget
 _____ managing and protecting personal cash
 _____ using comparative shopping to make wise purchases
 _____ other: _____

8. Demonstrate knowledge and skills needed to build and maintain satisfactory interpersonal relationships, to behave appropriately in social situations, to solve interpersonal and intrapersonal problems appropriately, to interact socially, and to communicate one’s thoughts for constructive daily living and interaction.

- 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.
- 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

Course Number: 7863080 - Unique Skills Vision: 6-8

Interacting with Others

- 8.1. Use appropriate language to express need for assistance in various situations (e.g., ask for help in reading the menu, ask bus driver to call out desired stop). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ articulate precise questions _____ use appropriate body language
 _____ seek feedback _____ listen to act on what is told
 _____ other: _____
Specify setting: _____ home _____ school _____ community
- 8.2. Use acceptable facial expressions, gestures, body language, and hand signals when communicating with others in various situations (e.g., facial expressions—smile, frown, puzzled look; gestures—wave, welcome; body language—head nod, 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
- 8.3. Recognize and take steps to avoid stereotypic behaviors or mannerisms, such as body rocking and head swaying, out of concern for their impact on others. (IF.B.2.In.2, IF.B.2.Su.2)
- 8.4. Identify characteristics of own disability when asked by peers, adults, and others.
- 8.5. Demonstrate awareness of perceptions and misconceptions of others about blindness and respond appropriately. (IF.B.2.In.1, IF.B.2.Su.1)
- 8.6. Use sensory cues to identify the person(s) with whom one is communicating (e.g., smell of perfume or aftershave, tone of voice, sound of footsteps). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ olfactory cues _____ auditory cues
 _____ other: _____
- 8.7. Discriminate between examples and non-examples of self-advocacy behaviors (examples—presenting self in front of teacher to ask for assistance, making needs known to others; non-examples—not being able to state personal strengths when asked, talking negatively about self, not being assertive). (IF.B.2.In.1, IF.B.2.Su.1)
- 8.8. Demonstrate self-advocacy in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
specify: _____ home—family gatherings, chores
 _____ school—in class, between classes, extracurricular activities
 _____ community—events, organizations, services
 _____ community—leisure activities, stores, restaurants, traveling
- 8.9. Discriminate between examples and non-examples of behaviors that reflect positive self-esteem (examples—setting challenging yet attainable goals, using refusal skills when needed; non-examples—saying negative things about self, avoiding risks). (IF.B.2.In.1, IF.B.2.Su.1)

Course Number: 7863080 - Unique Skills Vision: 6-8

- 8.10. Demonstrate self-esteem in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
specify: _____ home—family gatherings, chores
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling
- 8.11. Discriminate between examples and non-examples of behaviors that are considerate of others (examples—offering assistance, listening to others, asking permission before taking another person’s belongings, consoling a neighbor; non-examples—shouting, pushing, hitting, bossing others, making threats, laughing when your friend is upset). (IF.B.2.In.1, IF.B.2.Su.1)
- 8.12. Behave in ways that represent self-control in response to unexpected events and potentially harmful situations. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home—family gatherings, chores
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling
- 8.13. Accept assistance with and participate in responding appropriately to unexpected events and potentially harmful situations. (IF.B.2.Pa.2)

Using Group Skills

- 8.14. Identify various roles and responsibilities individuals may have when working in a group (e.g., leader, recorder, timekeeper, equipment manager). (SE.A.1.In.1, SE.A.1.Su.1)
- 8.15. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of a lineup, practicing fair play and sportsmanship, understanding rules, abiding by rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
- 8.16. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group (e.g., leader, recorder, timekeeper, equipment manager). (SE.A.1.In.1, SE.A.1.Su.1)
- 8.17. Identify behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, completing share of group activities, using self-control or restraint when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)
- 8.18. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)
- 8.19. Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don’t interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)

Course Number: 7863080 - Unique Skills Vision: 6-8

- 8.20. Identify steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ discuss the problem
_____ individually list possible causes
_____ record individual group member's suggestions and clarifications
_____ identify most probable cause
_____ implement corrective action or solution
_____ report results
_____ move on to the next probable cause if action is ineffective
_____ other: _____
- 8.21. Accept assistance with and participate appropriately in group situations. (SE.A.1.Pa.1)

Using Interpersonal Communication Skills

- 8.22. Use appropriate interpersonal communication skills when working in a group (e.g., checking for understanding, expressing opinions tactfully, providing input, speaking while no one else is speaking, accepting criticisms, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)
- 8.23. Demonstrate steps for introducing oneself to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
- 8.24. Demonstrate behaviors that represent active listening (e.g., checking for understanding, using "I" messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)
- 8.25. Demonstrate communications and behaviors that are complimentary to others (e.g., saying "Good job" or "Well done"; honoring others with rewards, commending others, praising others, applauding others). (SE.A.2.In.1, SE.A.2.Su.1)
- 8.26. Identify interpersonal skills needed to maintain a close relationship with family, friends, and peers (e.g., keeping in touch—visiting others, writing to others, calling others, showing continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)
- 8.27. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, cruel people can make others afraid). (SE.A.2.In.1, SE.A.2.Su.1)
- 8.28. Display acceptance for persons with characteristics different from one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)
- 8.29. Recognize and display sensitivity to others' feelings (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)

Course Number: 7863080 - Unique Skills Vision: 6-8

- 8.30. 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)
- 8.31. Identify behaviors that represent inappropriate physical contact from others (e.g., touching others when they don't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others). (SE.A.2.In.1, SE.A.2.Su.1)
- 8.32. Identify responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 8.33. Accept assistance with and participate in interacting with a typical range of persons for daily activities. (SE.A.1.Pa.1)
Specify: _____ family _____ caregivers _____ peers
 _____ other: _____
- 8.34. Accept assistance with and participate in managing own behavior in unstructured settings for daily activities. (IF.B.2.Pa.1)
Specify: _____ home _____ school _____ community
- 8.35. Accept assistance with and participate in meeting social and functional expectations for behavior when participating in daily activities (e.g., cheer when the home team scores, keep hands to self, do not tear at clothing). (IF.B.2.Pa.1)
Specify: _____ home _____ school _____ community

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Understanding the Components of the Plan

- 9.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.2. Identify the benefits of, and reasons for, participation in own IEP meetings (e.g., planning for school year, planning for post-school career and adult living). (IF.B.1.In.1, IF.B.1.Su.1)

Course Number: 7863080 - Unique Skills Vision: 6-8

- 9.3. Identify characteristics of steps in IEP development. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ participate in pre-meeting activities
_____ 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
- 9.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ employment
_____ instruction and continuing education
_____ community participation
_____ independent living
_____ agency support
_____ daily living skills
_____ course of study
- 9.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Participating in the Development of the Individual Educational Plan

- 9.6. 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)
- 9.7. Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ in-school—course of study, type of diploma, extracurricular activities
_____ post-school—post-secondary training, employment
_____ post-school—living arrangements, community participation
- 9.8. 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)
- 9.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)
- 9.10. Assist in setting realistic 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)
- 9.11. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.12. Accept assistance with and participate in activities related to own IEP development. (IF.B.1.Pa.1)

Course Number: 7863080 - Unique Skills Vision: 6-8

10. Demonstrate knowledge of productivity and career options by setting goals, organizing tasks toward meeting goals, and carrying out plans commensurate with personal, daily living, or work needs.

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

10.1. Identify personal situations that call for a plan (e.g., moving to a new apartment, going on a trip, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)

10.2. Identify resources and 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—community agencies, religious organizations, schools
 ___ other: _____

10.3. Identify own strengths and weaknesses to determine personal goals (e.g., determine personal strengths and weaknesses, identify practices that maximize strengths and minimize weaknesses). (IF.B.1.In.1, IF.B.1.Su.1)

10.4. 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)

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

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

10.6. Make a plan to implement personal goals (e.g., identify steps, record the steps orally or in writing, have someone look over steps, determine if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)

Course Number: 7863080 - Unique Skills Vision: 6-8

- 10.7. Commit to do the tasks 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)
- 10.8. Commit to undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals (e.g., general activities, school activities, leisure activities). (IF.B.1.In.2, IF.B.1.Su.2)
- 10.9. 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)
- 10.10. Accept assistance with and communicate interest in participating in specific activities and tasks. (IF.B.1.Pa.1)

11. Articulate a realistic vocational/career goal or vocational educational plan.

- 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.

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 Career Opportunities

- 11.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)
- 11.2. 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)

Course Number: 7863080 - Unique Skills Vision: 6-8

- 11.3. Identify specific jobs associated with various career clusters (e.g., health care/medicine—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall hanger; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)
- 11.4. Describe advantages and disadvantages associated with each occupation studied (e.g., benefits, vacation, work in the outdoors, flexible hours, customers). (CL.C.1.In.1, CL.C.1.Su.1)
- 11.5. Identify trends in the local job market for different career clusters and occupations (e.g., need for computer skills; environmental issues; use of technology; hiring of the elderly, minorities, and individuals with disabilities; need for skilled/manual labor). (CL.C.1.In.1, CL.C.1.Su.1)
- 11.6. Evaluate present and future local job market of a specific job or career cluster. (CL.C.1.In.1, CL.C.1.Su.1)
- 11.7. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security benefits, investment plans, overtime, maternity leave, contracts, unemployment benefits, salary, worker’s compensation). (CL.C.1.In.1, CL.C.1.Su.1)
- 11.8. Identify the differences between being paid by the hour and by salary (e.g., hourly wage—overtime, may be temporary; salary—benefits, sick and vacation pay, insurance, predictable paycheck). (CL.C.1.In.1, CL.C.1.Su.1)
- 11.9. Describe laws that protect employees (e.g., anti-discriminatory, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)
- 11.10. Identify the purpose and protections of the Americans with Disabilities Act (e.g., purpose—protects civil rights; tasks—provides workplace accommodations, provides accessibility to businesses, increases public awareness individual to rights, encourages self-advocacy, provides legal services). (CL.C.1.In.2, CL.C.1.Su.2)

Job Search Skills

- 11.11. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find job openings, prepare a resume, fill out applications, contact employers, set up interviews, prepare for interviews, follow-up with thank yous). (CL.C.1.In.3, CL.C.1.Su.3)
- 11.12. 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)
- 11.13. Identify agencies that can provide assistance when searching for a job (e.g., Vocational Rehabilitation, state employment agencies, private employment agencies). (CL.C.1.In.3, CL.C.1.Su.3)
- 11.14. Identify possible community jobs using local resources (e.g., parents, teachers, classified ads, job board, employment counselor). (CL.C.1.In.3, CL.C.1.Su.3)

Course Number: 7863080 - Unique Skills Vision: 6-8

Using a Career Planning Process

- 11.15. Identify the benefits of using a planning process to set career goals (e.g., helps you to gather information, helps you to get organized, helps you to stay on task). (IF.B.1.In.1, IF.B.1.Su.1)
- 11.16. Identify steps in a planning process to set career goals (e.g., determine strengths and weaknesses, identify interests and abilities, match to opportunities, identify desired career). (IF.B.1.In.1, IF.B.1.Su.1)
- 11.17. Identify resources and sources of assistance for planning for a career. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ individuals—family members, supervisors, teachers, counselors
_____ agencies—government agencies, religious organizations, schools
_____ other: _____
- 11.18. Identify sources of information about setting career goals (e.g., parents, teachers, relatives, possible employers, school counselor, career counselor). (IF.B.1.In.1, IF.B.1.Su.1)
- 11.19. Complete an initial personal assessment to determine strengths and interests related to career choices. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ self-concept and values clarification
_____ personality characteristics and personal style
_____ motivational patterns and personal preferences
_____ occupational interests
_____ personal and educational background
_____ key accomplishments and successes
_____ satisfying and dissatisfying experiences
_____ other: _____
- 11.20. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., communication skills, mechanical abilities, musical interests, previous experience, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)
- 11.21. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repairer; playing with animals—pet caregiver; gardening—landscaper). (CL.C.1.In.1, CL.C.1.Su.1)
- 11.22. Evaluate the results of self-appraisal to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)
- 11.23. Identify risks associated with certain careers (e.g., dangerous working conditions, exposure to the illnesses of others, exposure to the elements, work with or around hazardous materials). (IF.B.1.In.1, IF.B.1.Su.1)
- 11.24. Identify goals relating to own plan for high school and post-secondary education (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving a degree). (IF.B.1.In.1, IF.B.1.Su.1)

Course Number: 7863080 - Unique Skills Vision: 6-8

- 11.25. Identify goals related to immediate employment for self (e.g., type of job, salary, hours). (IF.B.1.In.1, IF.B.1.Su.1)
- 11.26. Identify occupational goals for self (e.g., work in office setting, obtain a stable job, work three days a week, receive a paycheck, receive a promotion). (IF.B.1.In.1, IF.B.1.Su.1)
- 11.27. Identify the time, training, and resources needed to accomplish career goals (e.g., obtaining an office job—allow several weeks to locate potential jobs, need a resume and application, need Social Security card, need to know how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)
- 11.28. Identify individual strengths and weaknesses that may affect preferred post-secondary educational opportunities (e.g., study skills, ability to work independently, grades, test scores). (CL.C.1.In.1, CL.C.1.Su.1)
- 11.29. Accept assistance with and communicate interest in participating in specific activities and tasks involving volunteer or work activities. (CL.C.1.Pa.1)