

Florida Department of Education

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

Subject Area:	Supported Levels: 9-12
Course Number:	7961030
Course Title:	Personal and Home Skills for Functional Living
Previous Course Title:	Basic Personal and Home Living Skills
Credit:	Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in personal and home skills to enable students with disabilities to function at their highest levels and participate effectively at home and in the community. Emphasis will be placed on the practical application of personal and home skills as they relate to daily tasks of personal life.

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

- personal care, including hygiene and grooming
- living arrangements
- household maintenance
- health and safety
- interpersonal relationships
- nutrition
- community resources

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.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

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

This course is primarily designed for students functioning at supported levels, who are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been

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designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level

across all areas, or at several different levels, depending on the requirements of the situation.

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

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

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

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

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

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

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

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

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

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

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

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

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

After successfully completing this course, the student will:

1. Use knowledge and skills for personal care, including hygiene and grooming.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Dressing

- 1.1. Identify common personal care activities involved in dressing (e.g., recognizing types of clothing, fasteners, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ___ selecting clothing for weather, occasion, or activity
 ___ putting on clothing, closing fasteners
 ___ taking off clothing, opening fasteners
 ___ other: _____
- 1.2. Identify when personal care activities involved in dressing are needed (e.g., when you wake up and dress for the day; when clothes need to be changed to fit the occasion—dressy event, exercise, casual dinner; when clothes are soiled). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.3. Use specific knowledge and skills when completing personal care activities involved in dressing (e.g., tying shoes, buttoning a shirt correctly, matching an outfit, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ___ selecting clothing for weather, occasion, or activity
 ___ putting on clothing, closing fasteners
 ___ taking off clothing, opening fasteners
 ___ other: _____
- 1.4. *Take off clothing which does not require fasteners. (Social and Personal A 1: II)*
- 1.5. *Take off clothing with fasteners. (Social and Personal A 3: III)*
- 1.6. *Put on clothing which does not require fasteners. (Social and Personal A 4: III)*
- 1.7. *Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)*

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- 1.8. *Distinguish between appropriate dress for school, work, and leisure activities.* (Social and Personal A 7: V)
- 1.9. Use strategies to complete dressing activities effectively and efficiently and on a regular basis (e.g., use sayings to indicate which colors do not match; use a rhyme to remember how to tie your shoes; ask someone to show you correct method—how to tie a tie; use alternative approaches—clip-on tie, Velcro shoe straps; hang matching clothes together; ask a roommate or same-age friend attending the same event what to wear). (IF.A.1.In.2, IF.A.1.Su.2)

Grooming

- 1.10. Identify common personal care activities involved in grooming (e.g., recognizing types of equipment, supplies, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ hair—shampooing, drying, combing, styling, cutting
_____ nails—cutting, polishing, cleaning, filing
_____ cosmetics—applying, removing
_____ shaving—plugging in razor, applying shaving lotion
_____ other: _____
- 1.11. Identify when personal care activities involving grooming are needed (e.g., hair—wash when taking a shower, style before going out, brush when messy or tangled; nails—file when uneven, clean when dirty, polish when desired; cosmetics—apply when dressing up). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.12. Use specific knowledge and skills when completing grooming activities (e.g., parting hair evenly, using shampoo, not cutting nails too short, using deodorant every day). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ hair—shampooing, drying, combing, styling, cutting
_____ nails—cutting, polishing, cleaning, filing
_____ cosmetics—applying, removing
_____ shaving—plugging in electric razor, applying shaving lotion
_____ other: _____
- 1.13. Use strategies to complete grooming activities effectively and efficiently and on a regular basis (e.g., look at pictures in magazines to choose hair style; mark recurring events on calendar—hair cut every six weeks, permanent every six months; mark scheduled appointments on calendar; ask friend or relative about appropriate choice of cosmetics; keep grooming supplies stored together). (IF.A.1.In.2, IF.A.1.Su.2)

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Hygiene

- 1.14. Identify common personal care activities involved in hygiene (e.g., recognizing types of equipment and fixtures, supplies, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ washing and bathing—washing hands and face, showering
_____ dental care—brushing, flossing, using mouthwash
_____ using the toilet—cleaning self, flushing
_____ menstrual care—using protective products, disposing
_____ other: _____
- 1.15. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*
- 1.16. Identify when personal care activities involving hygiene are needed (e.g., hand washing—when hands are dirty, before meals, after using the bathroom; bathing—once a day, after exercising; dental hygiene—brush teeth after meals, when you wake up and before you go to bed, floss teeth daily, get teeth cleaned at the dentist every six months; menstrual hygiene—use products monthly as needed). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.17. Use specific knowledge and skills when completing hygiene activities (e.g., correctly brushing and flossing teeth, using the toilet, knowing how to make the water the correct temperature for bathing or hand washing, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ washing and bathing
_____ dental care
_____ using the toilet
_____ menstrual care
_____ other: _____
- 1.18. *Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)*
- 1.19. Use strategies to complete hygiene 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)

2. Use appropriate practices to maintain good health and physical fitness.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Diseases

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- 2.1. Identify common health care issues and practices involving diseases (e.g., recognizing symptoms, warning signs, medical care, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ identifying common diseases and symptoms
_____ identifying sexually transmitted diseases and HIV/AIDS
_____ identifying how diseases are transmitted and incubation periods
_____ identifying preventative measures and ways to avoid contact
_____ identifying possible treatments for communicable diseases
_____ knowing when and how to seek assistance
_____ other: _____
- 2.2. 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 from illness). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.3. *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)*
- 2.4. Use specific knowledge and skills when completing health care activities involving the treatment and control of diseases (e.g., getting enough fluids and rest, staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ identifying common diseases and symptoms
_____ identifying sexually transmitted diseases and HIV/AIDS
_____ identifying how diseases are transmitted and incubation periods
_____ identifying preventative measures and ways to avoid contact
_____ identifying possible treatments for communicable diseases
_____ knowing when and how to seek assistance
_____ other: _____
- 2.5. *Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal D 38: III)*
- 2.6. *Identify appropriate storage and use of medications. (Social and Personal D 41: V)*
- 2.7. Use strategies to complete activities related to disease control effectively and efficiently and on a regular basis (e.g., ask a friend or relative, put daily medicines in compartmentalized container, develop a wellness plan). (IF.A.1.In.2, IF.A.1.Su.2)

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First Aid

- 2.8. Identify common health care activities involving first aid (e.g., recognizing wounds; identifying warning signs; using treatments, locations, and tasks). (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
_____ calling 911, poison control
_____ other: _____
- 2.9. Identify when first aid is needed for health care activities (e.g., after an accident; after skin has been cut, burned, or wounded; when somebody is choking; when someone is unconscious and not breathing). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.10. Use specific knowledge and skills when giving first aid (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, applying gauze and tape to a wound properly, contacting a responsible person for assistance). (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: _____
- 2.11. *Demonstrate or indicate knowledge of basic first aid principles.*
(Social and Personal E 45: VI)
- 2.12. Use strategies to complete first aid activities effectively and efficiently (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)

Wellness

- 2.13. Identify common health care activities involved in maintaining wellness (e.g., recognizing types of health care, professionals, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ routine medical care—annual checkup
_____ personal daily medical needs—self-medication, seizure management
_____ regular exercise
_____ maintaining a nutritious diet using the Food Guide Pyramid
_____ stress management
_____ social activities
_____ other: _____
- 2.14. *Identify body parts and gender.* (Social and Personal E 39: III)
- 2.15. *Identify body functions and recognize personal responsibility for human sexuality.*
(Social and Personal E 44: V)

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- 2.16. Identify when health care activities are needed for wellness (e.g., see the general practitioner, gynecologist, and ophthalmologist annually or as needed; see the dentist every six months for a cleaning or as needed; attend to other kinds of problems). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.17. 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). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ routine medical care—annual checkup
_____ personal daily medical needs—self-medication, seizure management
_____ regular exercise
_____ maintaining a nutritious diet using the Food Guide Pyramid
_____ stress management
_____ social activities
_____ other: _____
- 2.18. Use strategies to complete wellness activities effectively, efficiently and on a regular basis (e.g., develop a wellness routine and follow it, participate in wellness activities with a friend, keep nonprescription drugs stored together, check expiration dates on nonprescription drugs every six months, ask doctor and dentist to 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)

Preventing Tobacco, Alcohol, and Other Drug Abuse

- 2.19. Identify persons, objects, tasks, and areas associated with common health care issues involved in tobacco, alcohol, and other drug 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 substance abuse
_____ identifying legal control of tobacco, alcohol, and other drug use
_____ identifying the role of peer pressure
_____ other: _____
- 2.20. Identify when health care activities are needed for 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
- 2.21. Use specific knowledge and skills related to preventing 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 peer pressure; identifying the negative impact of advertising and media related to substance abuse). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 2.22. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*

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- 2.23. Use strategies related to prevention and treatment of tobacco, alcohol, and other drug abuse effectively and efficiently and on a regular basis (e.g., keep a list of recommendations or warnings with the prescriptions you take regularly—take with food or do not drink alcohol; join a support group for substance 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

Motor Control

- 2.24. Identify common personal care needs involved in motor control (e.g., recognizing types of health care, professionals, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ strength, stamina, endurance, and muscular flexibility
_____ postural alignment for sitting, standing, lifting, and movement
_____ proximity to objects
_____ other: _____

- 2.25. Identify when personal care activities are needed for motor control (e.g., when weight training or physical therapy is needed to build muscles to complete daily tasks, when cardiovascular exercise is needed to increase stamina or endurance, when assistive devices are needed for correct posture). (IF.A.1.In.2, IF.A.1.Su.2)

- 2.26. Use specific knowledge and skills when completing personal care activities needed for motor control (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ strength, stamina, endurance, and muscular flexibility
_____ postural alignment for sitting, standing, lifting, and movement
_____ proximity to objects
_____ other: _____

- 2.27. Use strategies related to motor control to complete activities effectively and efficiently and on a regular basis (e.g., ask occupational or physical therapist about lifting and moving; use adaptive or assistive devices when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)

Disability Awareness

- 2.28. Identify common personal care activities involved in disability awareness (e.g., recognizing types of assistance, professionals, locations, events, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ appropriate use of equipment and assistive or adaptive devices
_____ recognizing the need for repair or maintenance of any prosthesis
_____ management of daily medical needs
_____ requesting assistance with disability needs when necessary
_____ other: _____

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- 2.29. Use specific knowledge and skills when completing personal care activities involving disability awareness (e.g., correctly using equipment and assistive or adaptive devices; appropriately administering self-medication; appropriately finding assistance with disability needs). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ appropriate use of equipment and assistive or adaptive devices
_____ recognizing the need for repair or maintenance of any prosthesis
_____ management of daily medical needs
_____ requesting assistance with disability needs when necessary
_____ other: _____
- 2.30. Use strategies related to disability awareness to complete personal care activities effectively and efficiently and on a regular basis (e.g., store instructions for adaptive or assistive equipment in one place, 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 how they take care of personal needs, keep a list of agencies to call for assistance or to answer questions, use a hot line or referral line). (IF.A.1.In.2, IF.A.1.Su.2)

Exercise Programs

- 2.31. Identify common health care activities involved in exercise programs (e.g., recognizing types of programs, professionals, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ selecting appropriate activities for fitness
_____ performing specific exercises
_____ maintaining participation in exercise programs
_____ being aware of potential problems resulting from exercise programs
_____ requesting assistance with disability needs when necessary
_____ other: _____
- 2.32. Identify when exercise programs are needed (e.g., to lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.33. Use specific knowledge and skills when completing activities in an exercise program (e.g., using motor skills to complete exercises appropriate to ability level—swimming, running; using coordination exercises for aerobics; practicing yoga or karate; using skills to monitor own progress). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ selecting appropriate activities for fitness
_____ performing specific exercises
_____ maintaining participation in exercise programs
_____ being aware of potential problems resulting from exercise programs
_____ requesting assistance with disability needs when necessary
_____ other: _____
- 2.34. Use strategies to complete activities in an exercise program effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan, set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

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3. Demonstrate awareness of requirements for living arrangements for post-school adult living.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community—
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

3.1. Identify persons, objects, tasks, and areas involved in selecting adult living environments. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ identifying types of residential alternatives
___ selecting and planning where to live
___ selecting and obtaining utilities and services—telephone, electricity, cable,
waste removal
___ identifying information contained in a mortgage or lease
___ selecting and obtaining tenant or homeowner insurance
___ identifying obligations and responsibilities associated with living independently
___ identifying costs associated with obtaining and maintaining a house or apartment
___ other: _____

3.2. Identify when specific productive activities are needed for selecting adult living environments (e.g., when to move, when to rent a room, when to look for a roommate, when to make a budget for home expenses). (IF.A.1.In.1, IF.A.1.Su.1)

3.3. Use specific knowledge and skills when completing activities involving selecting adult living environments (e.g., verifying accuracy of mortgage statement or lease agreement; determining if cable, phone, and utilities are included in rental costs; identifying costs associated with buying a house—insurance needs, taxes, mortgage, deposits, repairs, utilities, maintenance; evaluating types of residential alternatives—owning or renting, group homes, living alone or with a roommate, living at home with parents; identify and abide by rules of lease agreement—no pets, no smoking, late fees for rent, dates of move, fees for damages, parking spaces). (IF.A.In.1, IF.A.1.Su.1)

3.4. Use strategies related to selecting adult living environments when completing related activities (e.g., keep track of listings in classified ads; make a list of desired features—number of bedrooms, parking, washer and dryer hookups; make a list of questions to ask potential landlord; check with others who have lived there before). (IF.A.1.In.1, IF.A.1.Su.1)

3.5. Identify resources and sources of assistance for planning for adult living arrangements. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: ___ individuals—family members, supervisors, teachers,
___ agencies—government agencies, religious organizations, schools
___ other: _____

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- 3.6. Set preferred goals for post-school adult living arrangements weighing strengths and weaknesses. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ short-term goals
 _____ long-term goals
 _____ other: _____
- 3.7. Make a plan to implement personal goals for post-school adult living arrangements (e.g., identify steps, write the steps on paper, have someone look over steps, if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)
- 3.8. Adapt plan and goals in response to changing situations and requirements of adult living arrangements (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)

4. Initiate and carry out steps of household maintenance and domestic activities appropriately and safely (e.g., care of clothing, furniture, and personal goods; care of yard).

IF.A.1.Su.1 complete productive and leisure activities used in the home and community—
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Selecting and Caring for Clothing

- 4.1. Identify common productive activities in the home involved in selecting and caring for clothing (e.g., recognizing types of clothing, equipment, supplies, locations, activities, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting and planning what to wear based on occasion, weather, or activity
 _____ washing and drying clothes, hanging or folding clothes, ironing clothes
 _____ using a washing machine and clothes dryer
 _____ determining which clothes require dry cleaning
 _____ mending clothes
 _____ organizing and storing clothing in closets or drawers
 _____ recognizing when clothing should no longer be worn
 _____ other: _____
- 4.2. Identify when specific productive activities in the home are needed in selecting and caring for clothing (e.g., identifying when clothing needs to be cleaned—stained, soiled; determining which clothes to hang to dry and which clothes to be put in the dryer; removing and folding clothes from the dryer; identifying when clothes should no longer be worn—wrong size, stained). (IF.A.1.In.1, IF.A.1.Su.1)

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- 4.3. Use specific knowledge and skills when completing activities involving selecting and caring for clothing (e.g., setting an iron to the appropriate setting for various fabrics; performing simple mending—hemming, replacing buttons, patching tears; sorting clothes by color and type before washing; pre-setting temperature dial of a washing machine; donating clothes that are too small to local charities; throwing clothes away that are unwearable; organizing clothing—placing all shorts in one drawer). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting and planning what to wear based on occasion, weather, or activity
_____ washing and drying clothes, hanging or folding clothes, ironing clothes
_____ using a washing machine and clothes dryer
_____ determining which clothes require dry cleaning
_____ mending clothes
_____ organizing and storing clothing in closets or drawers
_____ recognizing when clothing should no longer be worn
_____ other: _____
- 4.4. *Perform laundry tasks. (Social and Personal F 49: V)*
- 4.5. Use strategies related to selecting and caring for clothing to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., do laundry every weekend, put dirty clothes into separate baskets according to color, lay out clothes to wear the night before, hang matching outfits together, hang clothes together by seasonal use, make a chart of what type cleansing agent and washer or dryer temperature to use for which types of clothing, ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

Selecting and Caring for Furniture, Appliances, and Other Personal Goods

- 4.6. Identify common productive activities in the home involved in selecting and caring for furniture, appliances, and other personal goods (e.g., recognizing types of furniture, equipment, supplies, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting needed furniture, appliances, and personal goods
_____ obtaining furniture, appliances, and personal goods by purchasing or borrowing
_____ observing warning precautions on appliances and furniture
_____ storing all manuals and warranties
_____ caring for furniture, appliances, and personal goods
_____ replacing furniture, appliances, and personal goods when needed
_____ other: _____
- 4.7. Identify when specific activities are needed for selecting and caring for furniture, appliances, and other personal goods (e.g., selecting furniture items for need, comfort, quality, economy, and usefulness; identifying sources for purchasing furnishings and appliances; comparing prices before purchasing or leasing furniture or appliances; observing warning precautions and care instructions before cleaning stains off furniture). (IF.A.1.In.1, IF.A.1.Su.1)

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- 4.8. Use specific knowledge and skills when completing activities involving selecting and caring for furniture, appliances, and other personal goods (e.g., comparing prices of furniture and appliances at different stores, storing all manuals and warranties in a safe location, using appropriate cleaning supplies on furniture, reading care and use instructions, knowing where you have stored personal possessions). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting needed furniture, appliances, and personal goods
_____ obtaining furniture, appliances, and personal goods by purchasing or borrowing
_____ observing warning precautions on appliances and furniture
_____ storing all manuals and warranties
_____ caring for furniture, appliances, and personal goods
_____ replacing furniture, appliances, and personal goods when needed
- 4.9. Use strategies related to selecting and caring for furniture, appliances, and other personal goods to complete activities in the home effectively and efficiently and on a regular basis (e.g., put all cleaning materials in a plastic bin; keep a list of items to purchase; check the need for cleaning after each use—clean dryer lint trap after drying clothes; wipe top of stove after each use). (IF.A.1.In.1, IF.A.1.Su.1)

Cleaning and Maintaining Interior Areas of Household

- 4.10. Identify common productive activities in the home involved in household cleaning, safety, and maintenance of interior areas (e.g., recognizing areas, equipment, supplies, locations, and tasks). (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
_____ scheduling tasks that are done daily, weekly, monthly
_____ recycling bottles, cans, and paper
_____ using products, tools, and equipment for home maintenance tasks
_____ securing the home by locking windows and doors
_____ maintaining a comfortable temperature in house
_____ getting assistance if needed for tasks
_____ other: _____
- 4.11. Identify when specific activities in the home are needed for household cleaning, safety, and maintenance of interior areas (e.g., changing light bulbs when they burn out; adjusting thermostat when the weather outside is cold; unclogging drains; painting a room; changing air filters; replacing items—broken ladders, soiled carpet; storing home cleaning supplies safely; cleaning bathroom; keeping windows and doors locked; using a fire extinguisher when there is a fire; reporting to authority if there is a power outage; selecting a broom, dust rag, or vacuum to clean; setting the speed of an electric fan when cooling is needed). (IF.A.1.In.1, IF.A.1.Su.1)

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- 4.12. Use specific knowledge and skills when completing productive activities in the home involving household cleaning, safety, and maintenance of interior areas (e.g., separating cans and paper items for recycling, washing, securing home by locking windows and doors, using a screwdriver for simple home maintenance, selecting correct supplies to clean bathroom, vacuuming floor, adjusting thermostat, changing light bulbs, unclogging drains, painting, knowing if home repairs should be made by professionals or self). (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
_____ scheduling tasks that are done daily, weekly, monthly
_____ recycling bottles, cans, and paper
_____ using products, tools, and equipment for home maintenance tasks
_____ securing the home by locking windows and doors
_____ maintaining a comfortable temperature in house
_____ getting assistance if needed for tasks
_____ other: _____
- 4.13. *Return items after use to a proper place. (Social and Personal F 46: III)*
- 4.14. *Pick up trash and dispose properly. (Social and Personal F 47: III)*
- 4.15. *Identify proper household tools and cleaning supplies for a given task. (Social and Personal F 48: IV)*
- 4.16. *Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)*
- 4.17. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 4.18. Use strategies related to household cleaning, safety, and maintenance of interior areas to complete activities in the home effectively and efficiently and on a regular basis (e.g., mark major cleaning activities on the calendar, place a picture of object to be cleaned on cleaning agent, associate maintenance activities with each other or another event—check the battery in the smoke detector whenever a new month on the wall calendar is turned over; keep a reasonable number of maintenance supplies on hand). (IF.A.1.In.1, IF.A.1.Su.1)

Maintaining Exterior Areas

- 4.19. Identify common productive activities in the home involved in maintenance of exterior areas (e.g., recognizing types of areas, equipment, supplies, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ identifying exterior areas and objects that need to be cleaned
_____ using products, tools, and supplies to perform yard care skills
_____ mowing lawns, weeding, raking leaves
_____ scheduling tasks that are done daily, weekly, monthly
_____ keeping sidewalk or driveway clean
_____ maintaining exterior, including outdoor light fixtures
_____ other: _____

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- 4.20. Identify when specific activities in the home are needed for maintenance of exterior areas (e.g., mowing grass when it gets too long, repainting house when the paint chips, raking leaves, trimming bushes, sweeping driveway or sidewalk, replacing lights around front door, replacing mailbox if damaged or knocked down). (IF.A.1.In.1, IF.A.1.Su.1)
- 4.21. Use specific knowledge and skills when completing activities involving maintenance of exterior areas (e.g., raking leaves, painting house, mowing grass, edging sidewalk, trimming bushes, sweeping driveway or sidewalk, laying sod or planting flowers, cleaning front door mat, replacing mailbox). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ identifying exterior areas and objects that need to be cleaned
_____ using products, tools, and supplies to perform yard care skills
_____ mowing lawns, weeding, raking leaves
_____ scheduling tasks that are done daily, weekly, monthly
_____ keeping sidewalk or driveway clean
_____ maintaining exterior, including outdoor light fixtures
_____ other: _____
- 4.22. Use strategies related to maintenance of exterior areas to complete activities in the home effectively and efficiently and on a regular basis (e.g., mark regular events on calendar; ask someone about regularly scheduled maintenance completed by owners—painting, lawn care; associate activities with seasons or times of year—spring cleaning, summer grass cutting, fall leaf raking). (IF.A.1.In.1, IF.A.1.Su.1)

5. Demonstrate knowledge of effective ways to respond to unexpected events and potentially harmful situations.

IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

- 5.1. Identify examples of self-controlling behaviors in response to unexpected events or potentially harmful situations (e.g., stay where you are if place is safe, seek advice or assistance, help keep others calm). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.2. Show 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
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling

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- 5.3. Identify unsafe factors or potentially dangerous situations in a home (e.g., overloaded electrical outlets, firearms in the home, faulty wiring, dangerous chemicals stored in an open place, an intruder at the door). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.4. Identify daily procedures to protect the home from intruders (e.g., keeping doors and windows locked, keeping garage door shut, keeping curtains closed). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.5. Identify when phone calls need to be terminated (e.g., when obscene, when threatening, if caller is soliciting). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.6. Identify unsafe factors or potentially dangerous situations in a community (e.g., heavy traffic, unlit streets, accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in alleys or unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.7. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 5.8. 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)
- 5.9. Identify 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)
- 5.10. Behave in ways that 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)
- 5.11. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., report if touching makes you uncomfortable, if someone forces you to do something you don't want to do, if someone tells you his or her actions are acceptable when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.12. Identify appropriate coping skills in relation to death, dying, and suicide prevention (e.g., allow time to mourn loss, do not deny loss, talk to someone you trust). (IF.B.2.In.3, IF.B.2.Su.3)

6. Demonstrate interpersonal communication skills necessary for home 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.

CO.A.1.Su.1 initiate communication and respond effectively when communicating in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Interpersonal Communication

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- 6.1. Identify steps for introducing self to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.In.1)
- 6.2. Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.In.1)
- 6.3. Identify verbal and nonverbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another; verbal comments—commenting on their appearance, telling someone he or she did a good job, telling someone to leave you alone). (SE.A.2.In.1, SE.A.2.In.1)
- 6.4. Identify communications and behaviors that compliment others (e.g., saying “Good job.” “Well done.” “I am impressed with your work.” “I admire your ability.”; honoring others with rewards; commending others; applauding others). (SE.A.2.In.1, SE.A.2.In.1)
- 6.5. 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.In.1)
- 6.6. *Identify personal feelings. (Social and Personal G 54: IV)*
- 6.7. Use actions of others as social cues for appropriate behavior (e.g., waiting to start eating until all have been served, letting others go first when waiting in line, not sitting down until all others have been seated, cheering at a baseball game). (SE.A.2.In.1, SE.A.2.In.1)
- 6.8. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendships—patting on back, shaking hands; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.In.1)
- 6.9. 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, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.In.1)

Communication

- 6.10. Use appropriate greetings when meeting others in the home (e.g., “Hi, it’s nice to see you again.”). (CO.A.1.In.1, CO.A.Su.1)
- 6.11. Respond to greetings appropriately (e.g., “Thank you for coming.” “Fine, thank you.”) (CO.A.1.In.1, CO.A.Su.1)
- 6.12. Use appropriate topics when conversing with others. (CO.A.1.In.1, CO.A.Su.1)

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Responding to Humor

- 6.13. Identify examples of behaviors that are appropriate responses to humor (e.g., laugh, smile, put hands over mouth). (IF.B.2.In.1, IF.B.2.Su.1)
- 6.14. Use appropriate responses to humor in various situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home—family gatherings, meals, chores
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling
_____ workplace—productive activities, breaks, meals
- 6.15. Identify examples of appropriate responses to teasing (e.g., do not get upset, walk away, do not make counter accusations). (IF.B.2.In.1, IF.B.2.Su.1)

Responding to Criticism

- 6.16. Identify examples of behaviors that are appropriate responses to criticism (e.g., acknowledge own mistakes, accept mistakes, seek advice or assistance, improve or change own behavior or performance, ask for clarification). (IF.B.2.In.1, IF.B.2.Su.1)
- 6.17. Respond appropriately to criticism in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—family gatherings
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling
_____ workplace
- 6.18. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 6.19. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*

7. Demonstrate awareness of responsible behavior in interpersonal relationships and families.

- 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.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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- 7.1. Identify examples of considerate behavior (e.g., offer assistance, say please and thank you, make tactful comments, share equipment, ask permission). (IF.B.2.In.1, IF.B.2.Su.1)
- 7.2. Demonstrate consideration of others in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—family gatherings
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling
_____ workplace
- 7.3. Identify examples of behavior that is cooperative (e.g., share ideas and effort, work well with others, wait for turn, listen to others' opinions). (IF.B.2.In., IF.B.2.Su.1)
- 7.4. Demonstrate cooperative behavior in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—family gatherings
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling
_____ workplace
- 7.5. *Cooperate with peers. (Social and Personal G 51: III)*
- 7.6. *Show respect for property of others. (Social and Personal G 52: III)*
- 7.7. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 7.8. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 7.9. Identify examples of behaviors that are assertive (e.g., look at person when talking, repeat requests if not fulfilled, let others know what is needed). (IF.B.2.In.1, IF.B.2.Su.1)
- 7.10. Demonstrate assertiveness in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—family gatherings
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling
_____ workplace
- 7.11. Demonstrate behavior that contributes to the effort of a group or family. (SE.A.1.In.1, SE.A.1.Su.1)
- 7.12. Identify responsibilities one has to his or her family. (SE.A.1.In.1, SE.A.1.Su.1)

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7.13. Use responsible behavior when interacting with others in the home or family.
(SE.A.1.In.1, SE.A.1.Su.1)

8. Demonstrate awareness of nutritional values of food and their relationship to health (e.g., diets, eating habits) relevant to personal needs.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Eating

8.1. Identify persons, objects, tasks, and areas associated with common personal care activities involved in 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: _____

8.2. Use specific knowledge and skills when completing personal care 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

8.3. *Feed self with spoon independently. (Social and Personal B 8: II)*

8.4. *Feed self independently with utensils. (Social and Personal B 9: III)*

8.5. *Discriminate food items from nonfood items. (Social and Personal B 10: III)*

8.6. *Use appropriate table manners (e.g., passing food, sharing condiments). (Social and Personal B 12: IV)*

8.7. *Follow correct lunch procedures. (Social and Personal B 13: IV)*

Nutrition

8.8. Identify common health care activities involving nutrition (e.g., recognizing types of food, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ selecting food that provides nutritional value according to the Food Guide Pyramid
 ___ following a diet that provides complete nutrition
 ___ other: _____

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8.9. Identify when health care activities are needed for nutrition (e.g., when decreasing food intake, when increasing food intake, when maintaining weight, when planning meals for a week, when making a grocery list). (IF.A.1.In.2, IF.A.1.Su.2)

8.10. Use specific knowledge and skills when completing health care activities involving nutrition (e.g., eating nutritious snacks or meals, limiting the amount of intake, knowing about serving sizes). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ selecting food that provides nutritional value according to the Food Guide Pyramid
_____ following a diet that provides complete nutrition
_____ other: _____

8.11. Use strategies to complete activities related to nutrition effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals; keep a list of nutrient rich and nutrient lacking foods to eat; pre-measure servings—make and freeze hamburger patties ahead of time; use measuring devices to serve food—1/2 cup of mashed potatoes; purchase perishable food in small amounts; ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)

9. Demonstrate skills for food preparation and handling.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

9.1. Identify common productive activities in the home involved in food preparation, serving, and storage (e.g., recognizing types of food, tools, equipment, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ selecting and planning what to eat—according to the Food Guide Pyramid
_____ serving already prepared food
_____ preparing simple cold foods—salads, sandwiches
_____ preparing simple hot foods—soups, hot beverages
_____ preparing more complicated foods—cookies, stews, roasts
_____ using small appliances in preparing food—blender, mixer, toaster
_____ using large appliances in preparing food—stove, oven, refrigerator
_____ following a recipe—measuring, cutting, mixing, cooking, cooling
_____ setting table and serving food
_____ cleaning up table, dishes, and kitchen
_____ storing food—opened food packages, leftovers
_____ determining food conditions—spoiled, raw, cooked, frozen, defrosted
_____ using adaptive devices in preparing food
_____ other: _____

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- 9.2. Identify when specific productive activities in the home are needed for food preparation and storage (e.g., preparing a balanced breakfast, lunch, and dinner; clearing food from a dining table; preparing coffee and snacks for a group of friends; disposing of food left after preparation or meal—placing food in garbage disposal, placing leftovers in refrigerator). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.3. 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 to obtain water for making iced tea, setting the oven temperature according to recipe directions, setting the timer on a stove or microwave, turning off burner when cooking is completed, placing food in garbage disposal, selecting 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—according to the Food Guide Pyramid
_____ serving already prepared food
_____ preparing simple cold foods—salads, sandwiches
_____ preparing simple hot foods—soups, hot beverages
_____ preparing more complicated foods—cookies, stews, roasts
_____ using small appliances in preparing food—blender, mixer, toaster
_____ using large appliances in preparing food—stove, oven, refrigerator
_____ following a recipe—measuring, cutting, mixing, cooking, cooling
_____ setting table and serving food
_____ cleaning up table, dishes, and kitchen
_____ storing food—opened food packages, leftovers
_____ determining food conditions—spoiled, raw, cooked, frozen, defrosted
_____ using adaptive devices in preparing food
_____ other: _____
- 9.4. Use strategies related to food preparation and storage to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., color code measuring tools, use a recipe with pictures of steps to follow, create a menu for the week with pictures of each food or meal, write date on packages when stored in freezer, indicate with words or icons which containers should be used for wet or dry storage, ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.5. *Select appropriate kitchen utensils for food preparation. (Social and Personal B 11: IV)*
- 9.6. *Serve self from food containers. (Social and Personal B 14: IV)*
- 9.7. *Follow a simple recipe. (Social and Personal B 15: V)*
- 9.8. *Select and operate kitchen appliances for food preparation. (Social and Personal B 16: V)*
- 9.9. *Identify proper storage areas for food. (Social and Personal B 17: V)*
- 9.10. *Plan and prepare a meal. (Social and Personal B 18: VI)*

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10. Demonstrate skills for completing transactions in the community (e.g., using telephone, requesting assistance, making payments, attending events).

IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Mail and Telephone Services

10.1. Identify community service agencies, businesses, or other resources that assist individuals with mail, telephone, and e-mail to accomplish functional tasks.

(IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ mail—US Post Office
 ___ telephone—local provider, long distance carrier, cellular phone company, e-mail provider
 ___ other: _____

10.2. Use basic knowledge and skills when using mail services to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ writing a card or letter and addressing an envelope
 ___ determining and obtaining correct postage
 ___ locating and using mail boxes and pickup and delivery services
 ___ registering a change of address
 ___ other: _____

10.3. 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
 ___ using pay telephones
 ___ other: _____

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- 10.4. Use specific knowledge and skills required to communicate by telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ what to say when answering the phone—"Hello. Is ... there?"
_____ what to say when making a call—"Hello. This is..."
_____ what to say when ending a call—"Bye. Talk to you later."
_____ how to leave a message
_____ how to take a message
_____ how to carry on a conversation on the phone
_____ other: _____
- 10.5. *Identify and use emergency number (0 – 911) on a telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 10.6. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*

Managing Money and Personal Finances

- 10.7. Identify common productive activities involved in managing money and personal finances (e.g., recognizing types of money, bills, equipment, supplies, locations, and tasks). (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: _____
- 10.8. Identify when specific activities are needed for managing money and personal finances (e.g., making purchases, comparing items for the best buy, preparing budgets for trips and leisure activities, saving money for emergencies, determining sales tax on a purchase). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.9. Use specific knowledge and skills when completing activities involving 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: _____ preparing a budget
_____ managing and protecting personal cash
_____ using comparative shopping to make wise purchases
_____ other: _____
- 10.10. *Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)*
- 10.11. *Identify the purposes of a checking and savings account. (Mathematics E 39: V)*

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- 10.12. Use strategies related to managing money and personal finances to complete activities effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll and/or benefits checks, mark dates of recurring bills on calendar, pay bills at regularly scheduled times—1st and 15th of month). (IF.A.1.In.1, IF.A.1.Su.1)

Practicing Citizenship

- 10.13. Identify common productive activities in the community involved in citizenship (e.g., recognizing types of opportunities and responsibilities, organizations, locations, events, activities, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ becoming familiar with community leaders and organizations
_____ participating in local service organizations
_____ participating in service activities of religious organizations
_____ other: _____
- 10.14. Identify when specific activities in the community are needed for citizenship (e.g., keeping up with issues, volunteering on holidays or in times of disaster). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.15. Use specific knowledge and skills when completing activities in the community involving citizenship (e.g., participating in community events, helping at an election; working with others on a service project, obeying rules and laws). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ becoming familiar with community leaders and organizations
_____ participating in local service organizations
_____ participating in church service activities
_____ other: _____
- 10.16. *Identify rules of citizenship within the community. (Social and Personal H 64: V)*
- 10.17. *Identify reasons for voting. (Social and Personal H 65: VI)*
- 10.18. Use strategies related to citizenship to plan activities in the community effectively and efficiently and on a regular basis (e.g., check the newspaper or community bulletin board on local news for opportunities for volunteering). (IF.A.1.In.1, IF.A.1.Su.1)

Seeking Assistance

- 10.19. Identify persons and agencies to ask for assistance in emergency situations (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)
- 10.20. Ask 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)
- 10.21. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 10.22. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*

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10.23. Identify steps to take in reporting a fire or other emergency (e.g., remain calm, dial 911, identify name, identify location, follow directions of operator). (IF.B.2.In.3, IF.B.2.Su.3)

11. Demonstrate awareness of community resources relevant to personal needs (e.g., health care, personal services, stores, banks, entertainment, churches).

IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Using Community Resources for Personal Needs

11.1. 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 the cost). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ hair care ___ laundromat ___ dry cleaner
 ___ other: _____

11.2. *Identify services provided by local community agencies. (Social and Personal E 43: V)*

11.3. 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 facilities
 ___ public safety ___ other: _____

11.4. Use basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate the store, finding the desired items to purchase, using comparison shopping techniques, paying for the item). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ department stores ___ convenience stores ___ drug stores
 ___ grocery stores ___ hardware store ___ specialty stores
 ___ flea markets ___ second hand stores ___ garage sales
 ___ other: _____

11.5. Use basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying the bill). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ restaurants ___ cafeterias ___ fast food chains
 ___ refreshment stands ___ vending machines
 ___ other: _____

11.6. *Use coin-operated machines. (Social and Personal H 63: V)*

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- 11.7. Use basic knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: movies arenas skating rinks
 video arcades museums—science, art, historical
 other: _____
- 11.8. 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, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: banks credit unions savings and loan
- 11.9. 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). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: clinics hospitals
 doctor's offices health departments
 mental health and guidance clinics
 other: _____

12. Travel safely within and beyond the community.

IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

General Travel Information

- 12.1. Identify various means of transportation for people with disabilities (e.g., walking, special transit services, special assistance on trains, airlines, taxis). (IF.A.2.In.2, IF.A.2.Su.2)
- 12.2. Identify the dangers, responsibilities, and behavior appropriate to independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—keeping hands to self, not talking loudly, being polite, asking driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

Mobility Within the Home, Community Buildings, and Schools

- 12.3. 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)

