

**Florida Department of Education**

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

<b>Subject Area:</b>	Supported Levels: 9-12
<b>Course Number:</b>	7961050
<b>Course Title:</b>	Community and Social Skills for Functional Living
<b>Previous Course Title:</b>	Basic Community and Social Living
<b>Credit:</b>	Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in skills for community participation and social interaction to enable students with disabilities to function at their highest levels and participate effectively at home, in the community, and in the workplace.

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

- social skills
- social and behavioral expectations
- interpersonal relationships
- use of community resources
- safety
- travel and mobility

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

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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. Interact with others appropriately in familiar group situations.**

SE.A.1.Su.1 cooperate in group 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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**Practicing Citizenship**

1.1. Identify productive activities in the community involved in citizenship (e.g., recognizing types of opportunities and responsibilities, organizations, locations, events, activities, 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: \_\_\_\_\_

1.2. 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)

1.3. Use specific knowledge and skills when completing activities in the community involving citizenship (e.g., participating in community events, 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 service activities of religious organizations  
          \_\_\_  other: \_\_\_\_\_

1.4. *Identify rules of citizenship within the community. (Social and Personal H 64: V)*

1.5. *Identify reasons for voting. (Social and Personal H 65: VI)*

1.6. *Demonstrate procedures for voting. (Social and Personal H 66: VI)*

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- 1.7. Use strategies related to citizenship to plan activities in the community effectively and efficiently and on a regular basis (e.g., checking the newspaper or community bulletin board on local news for opportunities to volunteer). (IF.A.1.In.1, IF.A.1.Su.1)

**Working in Groups**

- 1.8. Demonstrate behaviors that contribute positively to group effort (e.g., being prompt, staying on task, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.9. Identify appropriate actions to use when joining a group (e.g., asking permission, waiting for a convenient time, not interrupting, showing appreciation). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.10. Identify responsibilities individuals have to their family and friends (e.g., keeping a trusting relationship, being dependable, not talking behind one another’s back, helping through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.11. Demonstrate behaviors that meet social expectations when working in a group (e.g., raising hand to speak, following the order of a lineup, practicing fairness, understanding the rules, abiding by the rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.12. *Cooperate with peers. (Social and Personal G 51: III)*
- 1.13. *Show respect for property of others. (Social and Personal G 52: III)*

**2. Use appropriate behaviors when participating in organizations (e.g., workplace, clubs, churches, public or private organizations).**

SE.A.1.Su.2 function effectively within formal organizations—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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**Participating in Organizations**

- 2.1. Identify organizations in which individuals may participate (e.g., schools, clubs, religious groups, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)
- 2.2. Identify common characteristics of formal organizations (e.g., structures, governed by rules, behavior codes). (SE.A.1.In.3, SE.A.1.Su.2)

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- 2.3. Identify behaviors of individuals that may conflict with expectations of organizations (e.g., not complying with rules or unwritten expectations, trying to do things your own way). (SE.A.1.In.3, SE.A.1.Su.2)
- 2.4. Follow steps to join an organized club or activity of choice (e.g., determining interests, conducting research, obtaining information, visiting club meetings, meeting club members, talking to members, joining club). (SE.A.1.In.3, SE.A.1.Su.2)
- 2.5. Respond appropriately to requests to comply with rules and expectations of the club or organization (e.g., paying dues, attending meetings, voting for officers, getting along with other members, participating in activities). (SE.A.1.In.3, SE.A.1.Su.2)

**3. Respond effectively to unexpected events and potentially harmful situations in community and social activities.**

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: \_\_\_\_\_

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- 3.1. Identify examples of self-controlling behaviors in responses to unexpected events or potentially harmful situations (e.g., staying where you are if in a safe place, seeking advice or assistance, helping keep others calm). (IF.B.2.In.1, IF.B.2.Su.1)
- 3.2. 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—personal care activities, chores, leisure activities  
          \_\_\_  school—in class, between classes, extracurricular activities  
          \_\_\_  community—events, organizations, services,  
          \_\_\_  community—leisure activities, stores, restaurants, traveling
- 3.3. 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)
- 3.4. 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)
- 3.5. Identify when phone calls need to be terminated (e.g., when obscene, when threatening, when caller is soliciting). (IF.B.2.In.3, IF.B.2.Su.3)
- 3.6. Identify unsafe factors or potentially dangerous situations in a school (e.g., overcrowded halls, slippery floors, broken desks, wet stairwells, students fighting, students running in the halls). (IF.B.2.In.3, IF.B.2.Su.3)

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- 3.7. 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)
- 3.8. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 3.9. 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)
- 3.10. Identify ways to avoid confrontation with violent or aggressive individuals (e.g., walking away, not provoking, not becoming violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)
- 3.11. Behave in ways that avoid confrontation with violent or aggressive individuals (e.g., walking away, not provoking, not becoming violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)
- 3.12. 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 their actions are acceptable when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)

**4. Demonstrate interpersonal communication skills necessary for community and social activities.**

- 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 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: \_\_\_\_\_

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**Using Interpersonal Communication Skills**

- 4.1. 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.Su.1)
- 4.2. 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.Su.1)

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- 4.3. 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.Su.1)
- 4.4. 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.Su.1)
- 4.5. 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.Su.1)
- 4.6. *Identify personal feelings. (Social Personal G 54: IV)*
- 4.7. Use actions of others as social cues for appropriate behavior (e.g., waiting to start eating until all have been seated, letting others go first when waiting in line, not sitting down until all have been served, cheering at a baseball game). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.8. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—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.Su.1)
- 4.9. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when he or she does not want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.10. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social Personal G 56: V)*
- 4.11. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*

### Responding to Humor

- 4.12. 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)
- 4.13. Use appropriate responses to humor in various situations. (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  home—meals, leisure activities, chores  
          \_\_\_\_\_  school—in class, between classes, extracurricular activities  
          \_\_\_\_\_  community—events, organization activities, services  
          \_\_\_\_\_  community—leisure activities, shopping, eating out, traveling  
          \_\_\_\_\_  workplace
- 4.14. 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)

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**Responding to Criticism**

- 4.15. 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)
- 4.16. Respond appropriately to criticism in various situations. (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  home—meals, leisure activities, chores  
\_\_\_\_\_  school—in class, between classes, extracurricular activities  
\_\_\_\_\_  community—events, organization activities, services  
\_\_\_\_\_  community—leisure activities, shopping, eating out, traveling  
\_\_\_\_\_  workplace
- 4.17. *Identify appropriate responses to praise and constructive criticism.*  
(*Social Personal G 57: V*)

**5. Demonstrate awareness of responsible behavior and appropriate attire relating to community and social activities.**

- 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.

Indicate guidance and support necessary for mastery at supported level:

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

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**Participating in Community Gatherings**

- 5.1. Identify activities involved with informal gatherings of community members and neighbors (e.g., neighborhood picnics, recreational sports team events, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)
- 5.2. Identify when specific activities involve informal gatherings of community members and neighbors (e.g., when neighbors are ill, when participating in a team activity, when playing on a city sports team). (IF.A.1.In.1, IF.A.1.Su.1)
- 5.3. Use specific knowledge and skills when completing activities involving community members and neighbors (e.g., working with others, showing concern for others, selecting the food for a picnic, inviting others to attend, preparing food). (IF.A.1.In.1, IF.A.1.Su.1)
- 5.4. Use strategies to plan activities involving informal gatherings of community members and neighbors effectively and efficiently and on a regular basis (e.g., look at past group activities to see if they are things you like to do, ask neighbors about the gatherings, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

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**Following Safety Procedures**

- 5.5. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway or bathroom, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; 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)
- 5.6. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 5.7. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.8. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 5.9. Identify potential hazards of open fires, matches, electrical appliances, and overloaded outlets (e.g., clothes may catch fire, surrounding materials may catch fire, open fire may get out of control, sparks can cause fire accidentally). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.10. Identify safety procedures for fire drills and emergencies (e.g., remain calm, determine quickest exit route, walk, do not crowd doorways, look for smoke under doors, do not touch door knob, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.11. Behave in ways that comply with fire drills and emergency procedures (e.g., follow instructions, do not run, do not panic, go to a safe place, do not crowd doorways). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.12. Identify the hazards associated with adverse weather conditions (e.g., rain storms—thunder, lightning, strong winds, poor visibility; tornadoes and hurricanes—strong winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.13. Identify 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, go into basement, go to inner hallway or bathroom). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.14. Behave in ways that comply with 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, go into basement, go to inner hallway or bathroom). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.15. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

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**6. 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: \_\_\_\_\_

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**Using Community Resources for Personal Needs**

6.1. 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: \_\_\_\_\_

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

6.3. 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: \_\_\_\_\_

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

Specify: \_\_\_  department stores                      \_\_\_  convenience stores                      \_\_\_  drug stores  
          \_\_\_  grocery stores                      \_\_\_  hardware stores                      \_\_\_  specialty stores  
          \_\_\_  flea markets                      \_\_\_  second hand stores                      \_\_\_  garage sales  
          \_\_\_  other: \_\_\_\_\_

6.5. 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: \_\_\_\_\_

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

6.7. 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)

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Specify: \_\_\_\_\_  movies      \_\_\_\_\_  arenas      \_\_\_\_\_  skating rinks  
          \_\_\_\_\_  video arcades      \_\_\_\_\_  museums—science, art, historical  
          \_\_\_\_\_  other: \_\_\_\_\_

6.8. 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 loans  
          \_\_\_\_\_  other: \_\_\_\_\_

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

Specify: \_\_\_\_\_  clinics      \_\_\_\_\_  hospitals  
          \_\_\_\_\_  doctors' offices      \_\_\_\_\_  health department  
          \_\_\_\_\_  mental health and guidance clinics  
          \_\_\_\_\_  other: \_\_\_\_\_

**7. Demonstrate skills for completing transactions in the community (e.g., using telephone, requesting assistance, 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: \_\_\_\_\_

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**Mail and Telephone Services**

7.1. 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: \_\_\_\_\_

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7.2. 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: \_\_\_\_\_

7.3. 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: \_\_\_\_\_  knowing function and use of telephone parts  
\_\_\_\_\_  knowing function of various signals and tones  
\_\_\_\_\_  dialing local numbers correctly  
\_\_\_\_\_  getting assistance with telephone services  
\_\_\_\_\_  using emergency numbers such as 911  
\_\_\_\_\_  using basic information numbers such as 411  
\_\_\_\_\_  using pay telephones  
\_\_\_\_\_  other: \_\_\_\_\_

7.4. Demonstrate 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: \_\_\_\_\_

7.5. *Identify and use emergency number (0 – 911) on a telephone in an appropriate manner. (Social and Personal H 61: IV)*

7.6. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*

**Seeking Assistance**

7.7. 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)

7.8. Ask for assistance in various situations and emergencies (e.g., dialing 911, calling fire or police department directly, seeking assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)

7.9. *Seek help and accept assistance. (Social and Personal C 21: III)*

7.10. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*

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7.11. Identify steps to take in reporting a fire or other emergency (e.g., remaining calm, dialing 911, identifying name, identifying location, following directions of operator). (IF.B.2.In.3, IF.B.2.Su.3)

**8. Demonstrate consumer skills relevant to using community resources (e.g., making payments, determining costs).**

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: \_\_\_\_\_

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**Managing Money and Personal Finances**

8.1. Identify 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: \_\_\_\_\_

8.2. 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)

8.3. 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/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: \_\_\_\_\_

8.4. Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)

8.5. Identify the purposes of a checking and savings account. (Mathematics E 39: V)

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- 8.6. 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)

**9. 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: \_\_\_\_\_

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**General Travel Information**

- 9.1. Identify various means of transportation for people with disabilities (e.g., walking, obtaining special transit services, requesting special assistance on trains, airlines, taxis). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.2. 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)
- 9.3. Identify and find specific locations in stores when completing functional tasks (e.g., grocery store—produce, deli, bakery, frozen foods, canned foods, paper products, cashier, restrooms; department store—dressing rooms, men’s clothing, women’s clothing, shoes, linens, cashier, restroom; video store—new releases, science fiction, horror films, comedy films, snacks, cashier). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.4. Identify and find specific locations in restaurants when completing functional tasks (e.g., non-smoking and smoking sections, hostess stand, cashier, restrooms, customer dining area, telephones). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.5. Identify and find specific locations in buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.6. Locate a specific room, apartment, or office within a building in the community (e.g., use directional signs, numbers, or letters on doors; use directories). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.7. Enter and exit buildings through appropriate doorways (e.g., attend to “In,” “Out,” “Enter,” and “Exit” designations on doors). (IF.A.2.In.2, IF.A.2.Su.2)

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**Traveling within the Community**

- 9.8. Move about in the immediate neighborhood from one location to another (e.g., walking, biking, taking a car). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.9. Use available modes of transportation to reach distant locations in the community (e.g., bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.10. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.11. Practice safety procedures when riding in a car (e.g., wear a seat belt, lock the door). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.12. Use basic knowledge and skills required to benefit from resources in the community that provide transportation services (e.g., knowing how to contact the service, making a reservation, paying for the fare). (IF.A.2.In.1, IF.A.2.Su.1)  
Specify: \_\_\_\_\_  public buses \_\_\_\_\_  private taxis and limos  
\_\_\_\_\_  special services for disabled \_\_\_\_\_  other: \_\_\_\_\_
- 9.13. *Identify safety precautions related to traffic and pedestrian travel.*  
(*Social and Personal D 36: V*)