

Florida Department of Education

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

Subject Area: Participatory Levels: 9-12
Course Number: 7962020
Course Title: Life Sustaining and Environmental Interaction Skills
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to function at their highest levels and as fully as possible within the home, school, and community settings.

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

- personal hygiene routines
- grooming routines
- dressing routines
- eating routines
- fitness routines
- functional mobility
- domestic activities
- travel

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.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the 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 participatory levels, who are generally capable of participating in major life activities and require extensive support systems. The potential for mastery of the course requirements will vary according to the student's capabilities. 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

Course Number: 7962020 - Life Sustaining and Environmental Interaction Skills

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 wide 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 phrase "consistent with own capabilities" used in requirements indicates that mastery should be determined with consideration of the individual physical and mental limitations of the student.

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

Course Number: 7962020 - Life Sustaining and Environmental Interaction Skills

that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.

- 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. Tolerate and respond to manipulative stimulation, consistent with own capabilities.

IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.

IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

1.1. Cooperate when being assisted physically to engage in daily personal care routines (e.g., holds up arm for dressing). (IF.B.2.Pa.1)

Specify routine: ___ eating _____
 ___ grooming _____
 ___ dressing _____
 ___ other: _____

1.2. Cooperate when being assisted physically to engage in daily health and safety routines (e.g., opens mouth to accept medication). (IF.B.2.Pa.1)

Specify routine: ___ hygiene _____
 ___ fitness _____
 ___ health care _____
 ___ other: _____

Course Number: 7962020 - Life Sustaining and Environmental Interaction Skills

- 1.3. Accept manipulation and stimulation during daily personal care routines (e.g., does not become defensive when spoon touches mouth). (IF.B.2.Pa.1)

Specify routine: eating _____
 grooming _____
 dressing _____
 other: _____

- 1.4. Accept manipulation and stimulation during daily health and safety routines (e.g., allows therapist to exercise legs). (IF.B.2.Pa.1)

Specify routine: hygiene _____
 fitness _____
 health care _____
 other: _____

- 1.5. Cooperate when being assisted in participating in leisure activities (e.g., presses switch to activate music when switch is presented). (IF.B.2.Pa.1)

Specify activities: indoor spectator _____
 outdoor spectator _____
 indoor active _____
 outdoor active _____
 other: _____

- 1.6. Accept assistance with and participate in responding to unexpected events and potentially harmful situations (e.g., does not protest when evacuating during a fire drill). (IF.B.2.Pa.2)

- 1.7. Maintain self-control during unexpected events and potentially harmful situations (e.g., waits until told to leave, keeps quiet while being told what to do). (IF.B.2.Su.2)

2. Use adaptive equipment, devices, and assistance from others to overcome deficits in fine and gross motor development, consistent with own capabilities.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 2.1. Accept physical assistance during daily activities (e.g., allows hand-over-hand assistance during eating). (IF.A.1.Pa.1)

Specify activity: _____

Specify type of physical assistance: _____

Course Number: 7962020 - Life Sustaining and Environmental Interaction Skills

- 2.2. Accept the use of adaptive equipment or assistive devices to assist in daily activities (e.g., uses wheelchair for mobility). (IF.A.1.Pa.1)
Specify activity: _____
Specify type of equipment or device: _____
- 2.3. Use adaptive equipment or assistive devices with physical assistance to participate in daily activities. (IF.A.1.Pa.1)
Specify activity: _____
Specify type of equipment or device: _____
- 2.4. Use adaptive equipment or assistive devices with physical or verbal prompting to participate in daily activities. (IF.A.1.Su.1)
Specify activity: _____
Specify type of equipment or device: _____
- 2.5. Use adaptive equipment or assistive devices independently to participate in daily activities. (IF.A.1.In.1)
Specify activity: _____
Specify type of equipment or device: _____

3. Maintain skill level through daily functional practice, consistent with own capabilities.

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- ___ physical assistance full partial ___ assistive technology full partial
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- 3.1. Participate in opportunities for daily practice of functional skills used in personal care routines in a variety of settings. (IF.A.1.Pa.2)
Specify routine: ___ eating _____
 ___ grooming _____
 ___ dressing _____
 ___ other: _____
Specify setting: ___ home ___ school ___ community/workplace

Course Number: 7962020 - Life Sustaining and Environmental Interaction Skills

3.2. Participate in opportunities for daily practice of functional skills used in health and safety routines in a variety of settings. (IF.A.1.Pa.2)

Specify routine: hygiene _____
 fitness _____
 health care _____
 other: _____

Specify setting: home school community/workplace

3.3. Participate in opportunities for daily practice of functional skills used in productive activities in a variety of settings. (IF.A.1.Pa.1)

Specify routine: indoor cleaning _____
 outdoor cleaning _____
 using services and stores _____
 other: _____

Specify setting: home school community/workplace

3.4. Participate in opportunities for daily practice of functional skills used in leisure activities in a variety of settings. (IF.A.1.Pa.1)

Specify activities: indoor spectator _____
 outdoor spectator _____
 indoor active _____
 outdoor active _____
 other: _____

Specify setting: home school community/workplace

4. Participate in personal care and hygiene routines, consistent with own capabilities.

IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

Personal Care and Hygiene

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

Specify routine: morning after school before bed

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

Specify routine: upon arrival during activities before departure

Course Number: 7962020 - Life Sustaining and Environmental Interaction Skills

- 4.3. Accept assistance with and participate in the sequence of tasks or activities of personal care and hygiene routines in the community. (IF.A.1.Pa.2)
Specify routine: _____ regular activities _____ special events _____ in transit
- 4.4. Complete personal care and hygiene activities effectively. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ wash in a sink _____ bathe or shower
_____ wash and dry hair _____ brush teeth
_____ use deodorant _____ use toilet
_____ menstrual care _____ other: _____
- 4.5. Use fixtures, facilities, equipment, and supplies effectively and safely when completing personal care and hygiene activities (e.g., controls temperature of water, turns on shower, uses appropriate amounts of shampoo or toothpaste). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ faucets _____ bath tub or shower
_____ toilet _____ sink
_____ hair dryer _____ drain stopper
_____ tooth brush _____ tooth paste, mouthwash
_____ soap, shampoo _____ menstrual care products
_____ other: _____
Specify setting: _____ school _____ home _____ community/workplace
- 4.6. Initiate desired personal care or hygiene activity when needed. (IF.A.1.In.2, IF.A.1.Su.2)
Specify activity: _____
- 4.7. Request desired personal care or hygiene. (IF.A.1.In.2, IF.A.1.Su.2)
Specify method: _____ touch referent object _____ point to actual object
_____ verbalize or sign _____ use assistive or augmentative device
_____ vocalize or gesture _____ other: _____
- 4.8. Accept assistance with and participate in cleaning up after personal care or hygiene activities. (IF.A.1.Pa.2)
Specify setting: _____ home _____ school _____ community/workplace
- 4.9. Clean up after personal care or hygiene activities (e.g., throws away waste paper, wipes off the sink, flushes toilet, unplugs hair dryer). (IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: _____ home _____ school _____ community/workplace
- 4.10. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in personal care or hygiene activities or tasks. (IF.B.2.Pa.1)

Physical Fitness

- 4.11. Accept assistance with and participate in the sequence of tasks or activities to promote physical fitness at home. (IF.A.1.Pa.2)
Specify routine: _____ morning _____ after school _____ before bed

Course Number: 7962020 - Life Sustaining and Environmental Interaction Skills

- 4.12. Accept assistance with and participate in the sequence of tasks or activities to promote physical fitness at school. (IF.A.1.Pa.2)
Specify routine: _____ upon arrival _____ during activities _____ before departure
- 4.13. Accept assistance with and participate in the sequence of tasks or activities to promote physical fitness in the community or at work. (IF.A.1.Pa.2)
Specify routine: _____ regular activities _____ special events _____ in transit
- 4.14. Perform motor skills to develop and maintain physical fitness. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ perform specific exercises
 _____ maintain participation in exercise programs
 _____ request assistance when necessary
 _____ other: _____
- 4.15. Use facilities and equipment effectively and safely when completing physical fitness activities (e.g., baseball bats, weights, bikes). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____
Specify setting: _____ home _____ school _____ community/workplace
- 4.16. Select desired physical fitness activity from choices appropriate to weather, location, and time. (IF.A.1.In.2, IF.A.1.Su.2)
- 4.17. Initiate desired physical fitness activity. (IF.A.1.In.2, IF.A.1.Su.2)
- 4.18. Request desired physical fitness activity. (IF.A.1.In.2, IF.A.1.Su.2)
Specify method: _____ touch referent object _____ point to actual object
 _____ verbalize or sign _____ use assistive or augmentative device
 _____ vocalize or gesture _____ other: _____
- 4.19. Accept assistance with and participate in cleaning up after physical fitness activities. (IF.A.1.Pa.1)
Specify setting: _____ home _____ school _____ community/workplace
- 4.20. Clean up after physical fitness activities (e.g., puts away equipment, washes or takes a shower). (IF.A.1.In.1, IF.A.1.Su.1)
Specify setting: _____ home _____ school _____ community/workplace

Personal Safety

- 4.21. Alert others when personal safety is in danger. (IF.B.2.In.3, IF.B.2.Su.3, IF.B.2.Pa.2)
Specify method: _____ touch referent object _____ point to actual object
 _____ verbalize or sign _____ use assistive or augmentative device
 _____ vocalize or gesture _____ other: _____

Course Number: 7962020 - Life Sustaining and Environmental Interaction Skills

- 5.7. Clean up after grooming activities (e.g., puts away comb, cleans out sink after shaving). (IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: _____ home _____ school _____ community/workplace
- 5.8. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in grooming activities or tasks. (IF.B.2.Pa.1)

Dressing

- 5.9. Accept assistance with and participate in the sequence of tasks or activities of daily dressing routines at home. (IF.A.1.Pa.2)
Specify routine: _____ morning _____ after school _____ before bed
- 5.10. Accept assistance with and participate in the sequence of tasks or activities of daily dressing routines at school. (IF.A.1.Pa.2)
Specify routine: _____ upon arrival _____ activity change _____ before departure
- 5.11. Accept assistance with and participate in the sequence of tasks or activities of dressing routines in the community or at work. (IF.A.1.Pa.2)
Specify routine: _____ regular activities _____ special events _____ in transit
- 5.12. Put on and take off own clothing or accessories. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ socks and shoes _____ shirt and blouse _____ pants and skirt
 _____ outerwear _____ apron _____ belts, accessories
 _____ hat or cap _____ gloves _____ protective items
 _____ other: _____
- 5.13. Manipulate clothing fasteners effectively when putting on or taking off clothing. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ Velcro _____ buttons _____ zippers
 _____ snaps _____ ties _____ buckles
 _____ other: _____
- 5.14. Request desired dressing activity. (IF.A.1.In.2, IF.A.1.Su.2)
Specify method: _____ touch referent object _____ point to actual object
 _____ verbalize or sign _____ use assistive or augmentative device
 _____ vocalize or gesture _____ other: _____
- 5.15. Select desired clothing from choices appropriate to age, style, activity, weather, and occasion. (IF.A.1.In.2, IF.A.1.Su.2)
- 5.16. Accept assistance with and participate in cleaning up after dressing activities. (IF.A.1.Pa.2)
Specify setting: _____ home _____ school _____ community/workplace
- 5.17. Clean up after dressing activities (e.g., hangs up coat, hangs up clothes, folds clothes, puts dirty clothes in hamper). (IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: _____ home _____ school _____ community/workplace

Course Number: 7962020 - Life Sustaining and Environmental Interaction Skills

5.18. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in dressing activities or tasks. (IF.B.2.Pa.1)

6. Participate in eating and drinking routines, consistent with own capabilities.

IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

6.1. Accept assistance with and participate in the sequence of tasks or activities of daily eating routines at home. (IF.A.1.Pa.2)

Specify routine: ___ breakfast ___ lunch ___ dinner ___ snacks

6.2. Accept assistance with and participate in the sequence of tasks or activities of daily eating routines away from home. (IF.A.1.Pa.2)

Specify setting: ___ school ___ community/workplace

6.3. Follow typical table routines when eating (e.g., passes food, serves food, asks to be excused). (IF.A.1.In.2, IF.A.1.Su.2)

Specify setting: ___ home ___ school ___ community/workplace

6.4. Use utensils and containers effectively when eating. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ glass ___ cup or mug ___ plate
 ___ bowl ___ spoon ___ fork
 ___ knife ___ other: _____

6.5. Pass, pour, and serve food effectively when requested. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ pass: _____
 ___ pour: _____
 ___ serve: _____

6.6. Open prepared packaged foods for eating. (IF.A.1.In.2, IF.A.1.Su.2)

6.7. Request desired food, drink, container, or utensil. (IF.A.1.In.2, IF.A.1.Su.2)

Specify method: ___ touch referent object ___ point to actual object
 ___ verbalize or sign ___ use assistive or augmentative device
 ___ vocalize or gesture ___ other: _____

6.8. Select desired food or drink from choices appropriate to meal, diet, and activity. (IF.A.1.In.2, IF.A.1.Su.2)

Course Number: 7962020 - Life Sustaining and Environmental Interaction Skills

8. Demonstrate functional skills of orientation, mobility, and optimal use of home, school, and community resources, consistent with own capabilities.

- IF.A.2.Pa.1 participate in activities involving the use of community resources and services— with assistance.
- IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments— with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial
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Orientation and Mobility

- 8.1. Accept assistance with and participate in the sequence of tasks or activities to maneuver around or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)
- 8.2. Move or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.In.2, IF.A.2.Su.2)
- 8.3. Accept assistance with and participate in the sequence of tasks or activities to locate exits and entrances in familiar rooms and buildings. (IF.A.2.Pa.2)
- 8.4. Locate exits and entrances in familiar rooms and buildings. (IF.A.2.In.2, IF.A.2.Su.2)
- 8.5. Accept assistance with and participate in the sequence of tasks or activities to locate specified areas in familiar rooms and buildings. (IF.A.2.Pa.2)
- 8.6. Locate specified areas in familiar rooms and buildings. (IF.A.2.In.2, IF.A.2.Su.2)
- 8.7. Accept assistance with and participate in the sequence of tasks or activities to perform ancillary mobility tasks (e.g., closes door, opens window in car). (IF.A.2.Pa.2)
- 8.8. Perform needed ancillary mobility tasks (e.g., turns doorknobs, pulls out chairs). (IF.A.2.In.2, IF.A.2.Su.2)

Using Community Resources

- 8.9. Demonstrate awareness of community activities (e.g., goes to a movie or restaurant, shopping, attends a religious service, walks in the park). (IF.A.2.Pa.1)
Specify method: touch referent object point to actual object
 verbalize or sign use assistive or augmentative device
 vocalize or gesture other: _____

Course Number: 7962020 - Life Sustaining and Environmental Interaction Skills

- 8.10. Accept assistance with and participate in the sequence of tasks or activities of preparing for community shopping and service routines. (IF.A.1.Pa.2)
Specify routine: _____ shopping _____ personal care
 _____ health care _____ leisure and recreation
 _____ other: _____
- 8.11. Accept assistance with and participate in the sequence of tasks or activities of completing community shopping and service routines. (IF.A.1.Pa.2)
Specify routine: _____ shopping _____ personal care
 _____ health care _____ leisure and recreation
 _____ other: _____
- 8.12. Request desired community shopping and service routines. (IF.B.1.In.2, IF.B.1.Su.2)
Specify method: _____ touch referent object _____ point to actual object
 _____ verbalize or sign _____ use assistive or augmentative device
 _____ vocalize or gesture _____ other: _____
- 8.13. Select desired community shopping and service routines from choices appropriate to time, location, resources, transportation, and needs. (IF.A.1.In.2, IF.A.1.Su.2)
- 8.14. Use needed community services appropriately and effectively (e.g., barber, doctor). (IF.A.2.In.1 IF.A.2.Su.1)
Specify routine: _____ shopping _____ personal care
 _____ health care _____ leisure and recreation
 _____ other: _____
- 8.15. Use community services for individuals with disabilities appropriately and effectively (e.g., special transportation for the disabled, readers for the blind). (IF.A.2.In.1 IF.A.2.Su.1, IF.A.2.Pa.1)
Specify service: _____
- 8.16. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in using community shopping and service routines. (IF.B.2.Pa.1)

9. Move about safely and purposefully, consistent with own capabilities.

IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments— with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Course Number: 7962020 - Life Sustaining and Environmental Interaction Skills

- 9.1. Accept assistance with and participate in the sequence of tasks or activities of moving about the home. (IF.A.1.Pa.2)
Specify routine: _____ within a room _____ between rooms _____ using stairs
_____ other: _____
- 9.2. Accept assistance with and participate in the sequence of tasks or activities of moving about outdoors. (IF.A.1.Pa.2)
Specify routine: _____ within a structured space _____ between structured areas
_____ on a walkway _____ within an unstructured area
_____ other: _____
Specify setting: _____ home _____ school _____ community/workplace
- 9.3. Accept assistance with and participate in the sequence of tasks or activities of moving within the school or other buildings in the community. (IF.A.1.Pa.2)
Specify routine: _____ within a structured space _____ between structured areas
_____ on a walkway _____ within an unstructured area
_____ other: _____
Specify setting: _____ school _____ community/workplace
- 9.4. Assist with transfer of self from one location to another. (IF.A.2.Pa.2)
Specify type: _____ to toilet _____ to bed _____ to desk
_____ other: _____
- 9.5. Move about the classroom environment safely. (IF.A.2.In.2, IF.A.2.Su.2)
Specify method: _____
- 9.6. Move about own work site to accomplish structured tasks. (IF.A.2.In.2, IF.A.2.Su.2)
Specify method: _____
- 9.7. Move about home environment purposefully. (IF.A.2.In.2, IF.A.2.Su.2)
Specify method: _____
- 9.8. Move about familiar outdoor environments purposefully (e.g., backyard, park).
(IF.A.2.In.2, IF.A.2.Su.2)
Specify method: _____
- 9.9. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in moving about the environment. (IF.B.2.Pa.1)

Course Number: 7962020 - Life Sustaining and Environmental Interaction Skills

10. Participate in domestic activities, consistent with own capabilities.

IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 10.1. Accept assistance with and participate in the sequence of tasks or activities of domestic routines. (IF.A.1.Pa.2)
Specify routine: ___ cleaning ___ food preparation ___ home maintenance
 ___ other: _____
- 10.2. Accept assistance with and participate in the sequence of tasks or activities of domestic routines away from home. (IF.A.1.Pa.2)
Specify setting: ___ school ___ community/workplace
- 10.3. Actively contribute to tasks needed to complete domestic routines (e.g., preparation for the task, clean-up, preparation for leaving the location, using equipment). (IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: ___ home ___ school ___ community/workplace
- 10.4. Use skills to engage in a variety of domestic activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: ___ domestic: indoor—vacuuming, throwing away waste, making a bed
 ___ domestic: outdoor—raking, bagging leaves, sweeping the walk
 ___ other: _____
Specify setting: ___ home ___ school ___ community/workplace
- 10.5. Use equipment and materials effectively and safely when participating in a variety of domestic activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: ___ domestic: indoor—using a broom, vacuum, dust cloth
 ___ domestic: outdoor—using a rake, lawnmower, shovel
 ___ other: _____
Specify setting: ___ home ___ school ___ community/workplace
- 10.6. Select desired domestic activity from choices that are appropriate to location, time, and need. (IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: ___ home ___ school ___ community/workplace
- 10.7. Initiate needed domestic activities. (IF.A.1.In.2, IF.A.1.Su.2, IF.A.1.Pa.2)
Specify setting: ___ home ___ school ___ community/workplace

Course Number: 7962020 - Life Sustaining and Environmental Interaction Skills

- 10.8. Follow directions to complete domestic activities correctly and efficiently.
(IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: _____ home _____ school _____ community/workplace
- 10.9. Accept assistance with and participate in cleaning up after domestic activities.
(IF.A.1.Pa.2)
Specify setting: _____ home _____ school _____ community/workplace
- 10.10. Clean up after domestic activities (e.g., throwing away waste, putting away unused supplies).
(IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: _____ home _____ school _____ community/workplace
- 10.11. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in domestic activities or tasks. (IF.B.2.Pa.1)