

Florida Department of Education

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

Subject Area:	Special Skills Courses
Course Number:	7963030
Course Title:	Skills for Students who are Motor and Other Health Impaired
Previous Course Title:	Skills for Motor and Other Health Impaired Learners
Credit:	Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction for students who have physically disabling conditions or other health impairments that substantially limit one or more major life activities and require adaptation of the school environment or curriculum in order to benefit from an educational program.

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

- independent functioning in home, school, and community
- communication
- social participation
- employment and post-school adult living
- use of adaptive equipment and assistance

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

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

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

Students with disabilities who are pursuing a standard diploma may take this course for elective credit. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a

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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.

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

This course may be used with students who require the assistance of communication systems including signing, communication boards, or other adaptive equipment. Course requirements should be modified as appropriate.

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.

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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may 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. Demonstrate knowledge and skills needed to function independently in the classroom, home, and community within the limitations of physical ability.

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.In.2 complete personal care, health, and fitness activities.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
- IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
- IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.
- IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.
- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.In.2 demonstrate safe travel within and beyond the community.
- IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.
- IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
- 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.

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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

Motor Control

- 1.1. Use body posture and attention appropriate to a variety of tasks including positioning and/or moving to perform tasks and functional movements. (IF.A.1.In.1, IF.A.1.Su.1)
Specify task: ___ locomotor ___ non-locomotor ___ travel skill:
 ___ object control ___ body control ___ other: _____
Specify setting: ___ home ___ school ___ community ___ workplace
- 1.2. Use assistive or adaptive equipment or orthotic devices to perform tasks needed to function independently. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: ___ home ___ school ___ community ___ workplace
- 1.3. Use comfortable and appropriate mannerisms when positioning self or moving to perform tasks and functional movements.
Specify: ___ home ___ school ___ community ___ workplace
- 1.4. Identify common personal care needs involved in motor control and managing self. (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: _____
- 1.5. Identify when personal care activities are needed for motor control (e.g., weight training or physical therapy to build muscles for daily tasks, cardiovascular exercise to increase stamina and endurance, use of assistive devices for correct posture). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ___ home ___ school ___ community ___ workplace
- 1.6. 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; knowing how much strength is needed to lift an object; knowing correct posture or positioning for various activities; knowing which objects are too heavy to lift). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ___ home ___ school ___ community ___ workplace

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- 1.7. Use strategies related to motor control to complete personal care 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)
Specify: _____ home _____ school _____ community _____ workplace
- 1.8. Accept assistance with and participate in activities and tasks associated with motor control routines. (IF.A.1.Pa.2)
Specify home routines: _____ morning _____ after school _____ evening
Specify school routines: _____ arrival _____ during day _____ departure
Specify community routines: _____ workplace or volunteer activities _____ special events

Personal Care

- 1.9. Identify persons, objects, tasks, and areas associated with common personal care activities. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ eating
_____ dressing
_____ hygiene
_____ grooming
_____ other: _____
- 1.10. Use specific knowledge and skills when completing personal care activities (e.g., cutting food correctly, putting on and taking off clothing, bathing and shampooing). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 1.11. Use adaptive or assistive devices, as needed, to complete personal care activities.
Specify: _____ home _____ school _____ community _____ workplace
- 1.12. *Feed self with spoon independently. (Social and Personal B 8: II)*
- 1.13. *Feed self independently with utensils. (Social and Personal B 9: III)*
- 1.14. *Use appropriate table manners (e.g., passing food, sharing condiments). (Social and Personal B 12: IV)*
- 1.15. *Follow lunch procedures. (Social and Personal B 13: IV)*
- 1.16. Accept assistance with and participate in activities and tasks associated with daily personal care routines. (IF.A.1.Pa.2)
Specify home routines: _____ morning _____ after school _____ evening
Specify school routines: _____ meals _____ during class _____ after school
Specify routines in community: _____

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Health Care

- 1.17. Identify persons, objects, tasks, and areas associated with common health care activities involved in maintaining wellness. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ routine medical care, periodic check-ups
_____ regular rest and exercise
_____ maintaining a nutritious diet
_____ taking steps to maintain a positive mental attitude
_____ other: _____
- 1.18. Identify when health care activities are needed for wellness (e.g., seeing the general practitioner, gynecologist, and ophthalmologist annually or as needed; seeing the dentist every six months for a cleaning; taking time for yourself). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 1.19. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying positive eating habits, maintaining a regular exercise program, using nonprescription medicines for minor aches and pains, identifying sources of stress, balancing activities). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 1.20. *Discriminate food items from nonfood items. (Social and Personal A 10: III)*
- 1.21. *Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal E 38: III)*
- 1.22. *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)*
- 1.23. *Identify appropriate storage and use of medications. (Social and Personal E 41: V)*
- 1.24. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*
- 1.25. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*
- 1.26. Use strategies to complete wellness activities effectively and efficiently and on a regular basis (e.g., develop a wellness plan 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)
Specify: _____ home _____ school _____ community _____ workplace
- 1.27. Accept assistance with and participate in activities and tasks associated with wellness. (IF.A.1.Pa.2)
Specify: _____ home _____ school _____ community/workplace

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Home Care

- 1.28. Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven; locating the cold water faucet on a sink; setting the oven temperature; turning off the burner when cooking is completed; washing fresh meats, fruits, and vegetables before cooking or serving). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting and planning what to eat—according to the Food Guide Pyramid
_____ preparing foods and beverages
_____ following a recipe—measuring, cutting, mixing, cooking, cooling
_____ storing food—organizing by type
_____ determining food conditions—spoiled, raw, cooked, frozen, defrosted
_____ using adaptive devices in preparing food
_____ other: _____
- 1.29. *Select appropriate kitchen utensils for food preparation. (Social and Personal B 11: IV)*
- 1.30. *Serve self from food containers. (Social and Personal B 14: IV)*
- 1.31. *Follow a simple recipe. (Social and Personal B 15: V)*
- 1.32. *Select and operate kitchen appliances for food preparation. (Social and Personal B 16:V)*
- 1.33. *Identify proper storage areas for food. (Social and Personal B 17: V)*
- 1.34. *Plan and prepare a meal. (Social and Personal B 18: VI)*
- 1.35. Use strategies related to household cleaning, safety, and maintenance of interior areas to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., store chemicals safely, use special labels on cleaning agents, arrange furniture to facilitate easy flow of traffic, organize cupboards and other storage areas). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ identifying areas and objects that need to be cleaned or maintained
_____ selecting appropriate products, tools, and equipment for housekeeping
_____ using products, tools, and equipment for household cleaning
_____ securing the home by locking doors and windows
_____ maintaining a comfortable temperature in house
_____ maintaining exterior, including outdoor light fixtures
_____ using adaptive devices in household and exterior maintenance
_____ getting assistance for tasks if needed
_____ other: _____
- 1.36. *Return items after use to a proper place. (Social and Personal F 46: III)*
- 1.37. *Pick up trash and dispose properly. (Social and Personal F 47: III)*
- 1.38. *Identify proper household tools and cleaning supplies for a given task. (Social and Personal F 48: IV)*

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- 1.39. *Perform laundry tasks. (Social and Personal F 49: V)*
- 1.40. *Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)*
- 1.41. Accept assistance with and participate in the sequence of tasks and activities of daily home care routines. (IF.A.1.Pa.1)
Specify routine: _____

Using Leisure Time

- 1.42. Use specific knowledge and skills when completing a variety of leisure and recreation activities (e.g., taking turns, following the rules, counting the points, keeping track of scores, using free weights, keeping track of progress, mentally picturing the game pattern, using a graphic representation of playing area). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ indoor team or pairs games—basketball, racquetball, volleyball
_____ outdoor team or pairs games—dodgeball, softball, baseball, horseshoes
_____ exercise programs—aerobics, strength training, jogging
_____ dance, gymnastics
_____ other: _____
- 1.43. *Distinguish between work and leisure time activities. (Social and Personal G 53: IV)*
- 1.44. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*
- 1.45. Use adaptive or assistive devices to perform tasks involved in common leisure and recreation activities (e.g., bowling rail, beeping ball, special game boards). (IF.A.1.Su.1)
Specify task: _____
- 1.46. Accept assistance with and participate in performing various physical tasks involved in common leisure and recreation activities. (IF.A.1.Pa.1)
Specify task: _____
- 1.47. Accept assistance with and participate in using adaptive or assistive devices to perform various leisure and recreation activities. (IF.A.1.Pa.1)
Specify activity: _____
- 1.48. Identify activities in the community involving informal gatherings of community members, friends, and neighbors (e.g., voting, neighborhood picnics, recreational sports teams, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.49. Use strategies related to seeking out social contacts with peers and family when participating in informal gatherings on a regular basis (e.g., investigate past group activities to see if they are things you like to do, ask neighbors about the gatherings, ask a trusted friend or relative, listen to announcements on TV or the radio, check hotlines). (IF.A.1.In.1, IF.A.1.Su.1)

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1.50. Identify community service agencies, businesses, or other resources that assist individuals with transportation needs (e.g., city buses, taxis, trains, dial-a-ride programs, airlines, car rental services, shuttles). (IF.A.2.In.1, IF.A.2.Su.1)

1.51. Identify ways of contacting community service agencies, businesses, or other resources that assist individuals with transportation needs (e.g., office appointment, telephone, personal visit, fax, e-mail). (IF.A.2.In.1, IF.A.2.Su.1)

1.52. Accept assistance with and participate in leisure tasks and activities at home. (IF.A.1.Pa.2)

Specify routine: _____ active _____ inactive _____ entertainment
 _____ hobbies _____ other: _____

1.53. Accept assistance with and participate in a sequence of leisure tasks or activities at school or in the community. (IF.A.1.Pa.2)

Specify routine: _____ active _____ inactive _____ entertainment
 _____ hobbies _____ other: _____

Specify setting: _____ home _____ school _____ community

2. Demonstrate knowledge and skills needed for use of expressive communication to the highest level possible within the limitations of physical ability.

CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.

CL.B.2.In.2 express oral, written, or visual information for specified purposes.

CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.

CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.

CL.B.2.Pa.1 participate in expressing information in daily routines—with assistance.

CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.

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

CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

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Using Expressive Communication

- 2.1. Use appropriate language to express desires effectively (e.g., “May I have more potatoes?” “I want to finish this job.” “I don’t care for spinach.” “I would rather not go to that movie.”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify type: _____ requests _____ refusals _____ other: _____
Specify setting: _____ home _____ school _____ community _____ workplace
- 2.2. Use appropriate language to express ideas and feelings clearly (e.g., “I believe this is a valuable thing to do.” “This is what really happened. “I like you a lot.” “I’m upset with what you did.”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ facts _____ opinions _____ emotions
_____ other: _____
- 2.3. Use appropriate language to express need for assistance in various routine situations (e.g., ask for help, call person’s name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.4. Use appropriate language to express the need for assistance in emergency situations (e.g., ask for help, call person’s name, press a buzzer.). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.5. *Express wants and needs. (Language C 20: II)*
- 2.6. *Express self-identity by telling full name. (Language C 21: III)*
- 2.7. *Use language to indicate danger or give warnings to others. (Language C 22: III)*
- 2.8. *Use language to initiate social greeting. (Language C 23: III)*
- 2.9. *Describe pictures or objects. (Language C 24: III)*
- 2.10. *Combine 3-5 words to verbally express phrases or sentences. (Language C 25: III)*
- 2.11. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 2.12. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 2.13. *Express personal beliefs or opinions. (Language C 28: V)*
- 2.14. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 2.15. *Use language to initiate conversation. (Language C 30: VI)*
- 2.16. *State steps to complete a task. (Language C 31: VI)*

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- 2.17. Respond appropriately to basic questions, directions, and informational statements (e.g., answer a question correctly and briefly, comment by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
- 2.18. Use appropriate style and tone for the audience and occasion when participating in conversation, discussion, dialogue, and/or group presentations. (CO.A.1.In.1, CO.A.1.Su.1)

Using Communication Systems

- 2.19. Identify characteristics of different types of alternative, augmentative, and technological devices for communication (e.g., communication boards; switches; electronic buttons with verbal cues; pictures, or objects, letters to point and spell; words to point and make sentences; telephone; talking card reader.). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: typewriter electronic switch mechanisms
 word processor augmentative communication
 audio recorder signaling system
 other: _____
- 2.20. Use a communication system that matches personal, linguistic, physical, and cognitive ability. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: verbal language augmentative communication
 symbol system other: _____
- 2.21. Request use of own communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 2.22. Initiate communication using augmentative communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 2.23. Use basic maintenance procedures for own communication system. (CO.A.1.In.1, CO.A.1.Su.1)
- 2.24. Use one or more access modes in a functional way to access own communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: activate a switch, eye gaze, manual board, electronic device
 use a scanning array—linear, row or column, block, circular, quadrant, group
 direct selection—touching
- 2.25. Use a presented symbol system to communicate in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: objects realistic pictures
 blackline drawings icons (multiple meanings)
 written words

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2.26. Use appropriate social language skills when using an augmentative communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

- Specify: initiating topics maintaining topics
 turn-taking ending a conversation
 repairing communication breakdowns
 showing sensitivity to cultural differences
 other: _____

2.27. Select and modify systems of communication to accommodate a variety of settings so that a reciprocal relationship can be established in various situations (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)

- Specify: home school community workplace

3. Demonstrate interactive skills needed to participate in home, school, and community activities within the limitations of physical ability.

- IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
- IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
- IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.
- SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

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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

Social Behaviors

- 3.1. Identify characteristics of behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.1, IF.B.2.Su.1)

Specify: ___ considerate—makes polite comments, shares resources with others
___ cooperative—does share of work on projects, accepts other’s suggestions
___ assertive—raises hand to participate in class, makes needs known to others
___ positive response to humor or teasing—laughs without drawing attention, ignores
___ positive response to criticism—makes needed changes, acknowledges other’s
view
___ other: _____

- 3.2. Identify characteristics of behaviors that prevent one from functioning effectively in a variety of social situations. (IF.B.2.In.1, IF.B.2.Su.1)

Specify: ___ inconsiderate—won’t wait for turn, not cleaning up after finished with task
___ uncooperative—won’t help others with task, keeps all supplies
___ unassertive—lets others take over equipment
___ negative response to humor or teasing—makes loud noises, gets angry
___ negative response to criticism—takes personally, makes negative comments
___ other: _____

- 3.3. *Identify behaviors which reflect a positive attitude toward self.*
(*Social and Personal G 58: VI*)

- 3.4. Identify situational factors that support effective functioning in a variety of social situations (e.g., availability of choices, availability of positive role models, opportunities to make decisions about activities). (IF.B.2.In.1, IF.B.2.Su.1)

- 3.5. Identify situational factors that prevent one from functioning effectively in a variety of social situations (e.g., lack of support by persons in the environment, ignorance or non-compliance with rules and requirements, lack of options or personal choices, threats, peer pressure, lack of encouragement). (IF.B.2.In.1, IF.B.2.Su.1)

- 3.6. Identify expectations in a variety of social situations and characteristics of conduct and interactions that are appropriate for each (e.g., class discussion, pep rally, funeral, family dinner, concert).

Specify: ___ home ___ school ___ community ___ workplace

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- 3.7. Demonstrate behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.1, IF.B.2.Su.2)
Specify behavior: _____ consideration _____ assertiveness
_____ response to humor or teasing _____ response to criticism
_____ cooperation
Specify setting: _____ home _____ school _____ community _____ workplace
- 3.8. *Cooperate with peers. (Social and Personal G 51: III)*
- 3.9. *Show respect for property of others. (Social and Personal G 52: III)*
- 3.10. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 3.11. Monitor own behaviors that enable one to function effectively in a variety of social situations and make adjustments if needed. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 3.12. Cooperate when being assisted physically to engage in daily routines of interaction with others (e.g., smiles at others, reaches for objects). (IF.B.2.Pa.1)
Specify routine: _____

Handling Unexpected Events

- 3.13. Identify ways to handle unexpected events and specific emergency situations (e.g., note the current status of events and note the individuals involved, recall previous experiences, ask for assistance). (IF.B.2.In.3, IF.B.2.Su.3)
- 3.14. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 3.15. Maintain self-control during unexpected events and potentially harmful situations (e.g., wait until told to leave, keep quiet while being told what to do). (IF.B.2.In.2, IF.B.2.Su.2)
- 3.16. Accept assistance with and participate in responding to unexpected events and potentially harmful situations (e.g., do not protest when evacuating during a fire drill). (IF.B.2.Pa.2)

Interpersonal Skills

- 3.17. Identify characteristics of communication which promote good relationships with others (e.g., using polite language, making polite comments, saying what you mean). (SE.A.2.In.1, SE.A.2.Su.1)

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- 3.18. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, complimenting others, being friendly, showing respect, sharing with others, calling others by their proper names, using appropriate tone of voice when talking to others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.19. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., criticizing others, being vengeful toward others, physically hurting others, using harsh language toward others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.20. Identify attitudes and behaviors toward others that maintain good working relationships (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.21. Differentiate among types of relationships (e.g., friends, family, co-workers, club members, members of religious groups, community members). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.22. Identify interpersonal skills to maintain a close relationship with family, friends, and peers (e.g., keep in touch—visit others, write to others, call others, show continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.23. Identify how one's behavior affects others (e.g., a happy person can make others happy, a positive person can motivate others, a depressed person can make others unhappy, a mean person can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.24. Initiate interactions with peers, family, co-workers, and friends (e.g., saying hello, introducing yourself, explaining your hobbies and interests, asking a co-worker how you can help). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.25. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.26. *Identify personal feelings. (Social and Personal G 54: IV)*
- 3.27. 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 sat down). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.28. Respond appropriately to situations involving teasing (e.g., ignore, ask the person to stop, call for assistance). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.29. Demonstrate respect for others' rights and property (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.30. Offer assistance to peers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)

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- 3.31. Display self-control in social situations (e.g., controls temper, accepts friendly teasing, accepts disappointments, accepts constructive criticism). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.32. Accept assistance with and participate in group situations. (SE.A.1.Pa.1)
Specify: _____ home _____ school _____ community/workplace
- 3.33. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.34. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when he or she doesn't want to be touched, hitting others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.35. Identify responses to inappropriate physical contact from others that will protect the person (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.36. Identify sources of assistance if a person experiences inappropriate physical contacts from others (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)

4. Establish realistic employment and post-school adult living goals based on assessment of physical limitations.

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 4.1. Identify personal situations that call for a plan (e.g., moving to a new apartment, maintaining health and wellness, buying a car, giving a party). (IF.B.1.In.1, IF.B.Su.1)

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- 4.2. Identify the benefits of using a planning process to set personal goals and career goals (e.g., personal—helps you stay on track, monitors progress, provides motivation; career—provides motivation, helps you to be organized). (IF.B.1.In.1, IF.B.Su.1)
- 4.3. Identify the time, space, and materials needed to accomplish goals (e.g., fixing bicycle—need an hour or more depending on extent of repairs, need a wrench, screw driver, oil; passing an admissions test—allow several weeks for study time, obtain books on tips and sample questions, obtain copies of past tests). (IF.B.1.In.1, IF.B.Su.1)
- 4.4. Identify criteria to determine when a plan is needed (e.g., assess long-term impact of goals, determine options). (IF.B.1.In.1, IF.B.Su.1)
- 4.5. Identify steps in a planning process to set personal and career goals (e.g., personal—assess current situation, identify desired situation; career—determine strengths and weaknesses, identify interests and abilities, match interests and abilities to opportunities, identify desired situation). (IF.B.1.In.1, IF.B.Su.1)
- 4.6. Identify resources, sources of information, and sources of assistance for personal and career planning and goal setting. (IF.B.1.In.1, IF.B.Su.1)
Specify: _____ individuals—family, supervisor, teacher, counselor, potential employers
_____ agencies—government agencies, schools
_____ other: _____
- 4.7. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
- 4.8. Identify how a positive view of self affects personal goals (e.g., higher goals are set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.Su.1)
- 4.9. Identify alternatives and choices available to reach personal and career goals (e.g., personal goal to lose weight—starting an exercise program, consulting a physician; career goal to work in a hospital—train to be a nurse’s aide, work in a hospital cafeteria). (IF.B.1.In.1, IF.B.Su.1)
- 4.10. Identify the risks and benefits associated with each alternative choice (e.g., dieting risks—may not get necessary vitamins, make take dieting to an extreme; dieting benefits—lower cholesterol, decreased chance of heart attack). (IF.B.1.In.1, IF.B.Su.1)
- 4.11. Identify impact and consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.Su.1)
- 4.12. Identify previous personal experiences related to making realistic personal and career goals (e.g., visiting a homeless shelter and then volunteering for a community program, reading a self-help book and then making improvements in personal relationships). (IF.B.1.In.1, IF.B.Su.1)

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4.13. Identify preferred occupational goals for self (e.g., work in office setting, obtain a stable job with high probability of promotion, receive a paycheck, receive a promotion). (IF.B.1.In.1, IF.B.Su.1)

4.14. Accept assistance with and participate in expressing personal preferences and desires related to personal career-related activities. (IF.B.1.Pa.1)
Specify: _____ home _____ school _____ community/workplace

5. Demonstrate knowledge and skills needed to use adaptive equipment, devices, or assistance from others to overcome deficits in skills in fine and gross motor functioning as they relate to daily living.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Using Adaptive or Assistive Devices

5.1. Determine appropriate uses of adaptive equipment, devices or techniques to accomplish learning tasks in the school, home, community, or the workplace.

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

5.3. Evaluate effectiveness and efficiency of selected adaptive equipment, devices, and technology for selected tasks.

5.4. 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: _____

Requesting Assistance

5.5. Identify situations when it is appropriate to approach a stranger for assistance, and when it is not appropriate.

5.6. Demonstrate effective behaviors when approaching others for assistance (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

5.7. Identify personal rights, responsibilities, and appropriate etiquette that relate to obtaining assistance for persons with disabilities. (SE.A.2.In.1, SE.A.2.Su.1)

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- 5.8. Ask for assistance in various situations and emergencies (e.g., seek assistance from teacher during a fire drill). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.9. Accept assistance with and participate in the sequence of tasks or activities involved in interacting with others. (SE.A.2.Pa.1)
Specify persons: _____ family _____ caregivers _____ peers
 _____ authority figures _____ community workers
 _____ other: _____

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

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

Understanding the Components of the Individual Educational Plan

- 6.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.2. Identify the benefits of participation in own IEP meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.3. Identify characteristics of steps in IEP development. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ determine school and post-school outcome desires
 _____ identify present levels of performance
 _____ develop annual goals and related short-term objectives or benchmarks
 _____ assign responsibility for objectives
 _____ identify needed services, modifications, and supports
- 6.4. Identify important activity areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ employment
 _____ instruction and continuing education
 _____ community participation
 _____ independent living
 _____ agency support
 _____ daily living skills
- 6.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

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Participating in the Development of the Individual Educational Plan

- 6.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.7. Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ in-school—course of study, type of diploma, extracurricular activities
_____ post-school—postsecondary training, employment
_____ post-school—living arrangements, community participation
- 6.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 6.9. Assist in identifying alternatives and choices available to reach IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)
- 6.10. Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 6.11. Assist in setting realistic annual goals and short-term objectives or benchmarks, considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)
- 6.12. Assist in identifying the time and resources needed to implement the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 6.13. Assist in allocating, prioritizing, and scheduling time and resources to implement the IEP (e.g., assigning responsibilities, determining timelines, setting criteria for completion). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.14. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.15. Accept assistance with and participate in activities related to own IEP. (IF.B.1.Pa.1)