

**Florida Department of Education**

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

<b>Subject Area:</b>	Special Skills Courses
<b>Course Number:</b>	7963050
<b>Course Title:</b>	Skills for Students who are Visually Impaired
<b>Previous Course Title:</b>	Skills for Visually Impaired Learners
<b>Credit:</b>	Multiple

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

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

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

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

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

- B. Special Note.** This entire course may not be mastered in one year. 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.

In order to address the full range of special skills, students with visual impairments may be enrolled in Orientation and Mobility Skills, Course Number: 7963060.

## Course Number: 7963050 - Skills for Students who are Visually Impaired

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

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: use of 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

**Course Number: 7963050 - Skills for Students who are Visually Impaired**

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. Activities may be arranged to extend beyond scheduled school hours.

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

**After successfully completing this course, the student will:**

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

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance    full    partial                       assistive technology    full    partial
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## Course Number: 7963050 - Skills for Students who are Visually Impaired

### Classroom Instruction and Assignments

- 1.1. Participate in classroom instructional activities with one or more accommodations in presentation mode and notetaking as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)  
Specify: \_\_\_\_\_  record sessions on a tape recorder  
\_\_\_\_\_  use alternate format to obtain information from materials—braille, large print, and/or recorded books with compressed speech  
\_\_\_\_\_  use adapted reading aid—scanning devices, CCTV, and/or hand-held magnifier  
\_\_\_\_\_  use calculating device—portable notetakers, calculator, and/or abacus  
\_\_\_\_\_  use adapted aids, materials, or devices—adapted ruler, yardstick, compass or protractor, and/or tactile globes and maps  
\_\_\_\_\_  use concrete objects and graphics  
\_\_\_\_\_  use materials embossed in Nemeth Code for mathematics  
\_\_\_\_\_  use slate and stylus or braillewriter  
\_\_\_\_\_  use refreshable braille device  
\_\_\_\_\_  use notetaker—obtain copies of notes from instructor, designated staff member or volunteer, or other student in class  
\_\_\_\_\_  use adapted devices for travel or distant activities—telescopic lens, cane, and/or compass  
\_\_\_\_\_  other: \_\_\_\_\_
- 1.2. Complete classroom assignments with one or more accommodations in response mode, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)  
Specify: \_\_\_\_\_  dictating responses on a tape recorder  
\_\_\_\_\_  recording responses using an adapted typewriter or word processor  
\_\_\_\_\_  recording responses using a typewriter or word processor  
\_\_\_\_\_  dictating responses to a person  
\_\_\_\_\_  creating alternate products or performances specified by instruction  
\_\_\_\_\_  other: \_\_\_\_\_
- 1.3. Participate in classroom instructional activities with one or more accommodations in setting, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)  
Specify: \_\_\_\_\_  separate setting—in a small group  
\_\_\_\_\_  separate setting—individually  
\_\_\_\_\_  use of individual behavior management procedures  
\_\_\_\_\_  other: \_\_\_\_\_
- 1.4. Participate in classroom instructional activities with one or more accommodations to schedule, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)  
Specify: \_\_\_\_\_  activities and assignments given in short time segments  
\_\_\_\_\_  extended time for assignment completion, if appropriate  
\_\_\_\_\_  extended time for course completion, if appropriate  
\_\_\_\_\_  other: \_\_\_\_\_
- 1.5. Participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student. (CL.A.1.Pa.1)

## Course Number: 7963050 - Skills for Students who are Visually Impaired

### Assessments and Tests

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

### Program and Course Requirements

- 1.10. Participate in classroom instructional activities with one or more modifications to program or course requirements, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1, CL.A.1.Pa.1)

**Note:** Credit earned in basic courses for grades 9-12 that have modified requirements or outcomes will not meet graduation requirements for a standard diploma.

- Specify: \_\_\_\_\_  use partial course requirements  
\_\_\_\_\_  use modified requirements in ESE courses  
\_\_\_\_\_  use modified requirements that are below grade level  
\_\_\_\_\_  other: \_\_\_\_\_

## Course Number: 7963050 - Skills for Students who are Visually Impaired

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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### Understanding Personal Visual Loss

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

### Maximizing Visual Efficiency

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

**Course Number: 7963050 - Skills for Students who are Visually Impaired**

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

Specify response:

- |  |   |
|--|---|
| _____ <input type="checkbox"/> turn head           | _____ <input type="checkbox"/> move toward stimuli      |
| _____ <input type="checkbox"/> move eyes           | _____ <input type="checkbox"/> change facial expression |
| _____ <input type="checkbox"/> change vocalization | _____ <input type="checkbox"/> other: _____             |

Specify type of stimuli:

- |                                      |   |  |
|--------------------------------------|---|--|
| _____ <input type="checkbox"/> voice | _____ <input type="checkbox"/> touch        | _____ <input type="checkbox"/> object or picture |
| _____ <input type="checkbox"/> smell | _____ <input type="checkbox"/> taste        | _____ <input type="checkbox"/> sound             |
| _____ <input type="checkbox"/> light | _____ <input type="checkbox"/> other: _____ |  |

**Using Low Vision and Blindness Materials and Techniques**

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

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

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

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

2.17. Use adaptive pouring and measuring techniques.

2.18. Solve problems using mental mathematics.

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

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

2.21. Use the abacus skillfully to perform basic computation.

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

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

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

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

Specify activity: \_\_\_\_\_

Specify type of equipment or device: \_\_\_\_\_

## Course Number: 7963050 - Skills for Students who are Visually Impaired

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

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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

**Course Number: 7963050 - Skills for Students who are Visually Impaired**

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

**4. Use appropriate skills when communicating with others.**

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- \_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial
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- 4.1. Demonstrate knowledge and skills needed to communicate in a read-back mode using an appropriate adaptive device. (CO.A.1.Su.1)  
Specify: \_\_\_  braillewriter    \_\_\_  refreshable braille device    \_\_\_  computer  
          \_\_\_  slate and stylus    \_\_\_  typewriter/word processor  
          \_\_\_  other: \_\_\_\_\_
- 4.2. Demonstrate proficiency in using keyboarding skills, if print or tactile reader (e.g., 35-45 wpm using a typewriter or computer). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.3. Demonstrate proficiency in using slate and stylus writing skills, if braille user (e.g., 30-45 wpm using a slate and stylus). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.4. Demonstrate proficiency in using a braillewriter. (CO.A.1.In.1, CO.A.1.Su.1)
- 4.5. Use knowledge and skills when proofreading, revising, or editing own written material. (CL.B.2.In.1, CL.B.2.Su.1)
- 4.6. Transfer braille or handwritten notes to print copy using a computer printer or typewriter. (CL.B.2.In.1, CL.B.2.Su.1)

**Course Number: 7963050 - Skills for Students who are Visually Impaired**

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

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

- IF.A.2.In.1      select and use community resources and services for specified purposes.
- IF.A.2.Su.1      use community resources and services for specified purposes—with guidance and support.
- IF.A.2.Pa.1      participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:  
 physical prompt                       verbal prompt                       visual prompt  
 assistive technology                       supervision                       other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:  
 physical assistance     full     partial                       assistive technology     full     partial

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- 5.1. Identify services, agencies, and organizations with special services available to persons with visual impairments (e.g., American Foundation for the Blind, Division of Blind Services, Medicaid, social services programs, transcriber services, transportation services for the disabled). (IF.A.2.In.1, IF.A.2.Su.1)
- 5.2. *Identify services provided by local community agencies. (Social and Personal E 43: V)*
- 5.3. Identify circumstances or situations when services, agencies, and organizations with special services available to persons with visual impairments would need to be contacted (e.g., getting help with medical needs, orienting self in a new neighborhood). (IF.A.2.In.1, IF.A.2.Su.1)

**Course Number: 7963050 - Skills for Students who are Visually Impaired**

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

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

- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.
- IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

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

**Course Number: 7963050 - Skills for Students who are Visually Impaired**

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

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

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

## Course Number: 7963050 - Skills for Students who are Visually Impaired

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

### Personal Care

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

Specify: \_\_\_  selecting clothing for weather, occasion, or activity  
          \_\_\_  caring for clothing  
          \_\_\_  grooming and hygiene  
          \_\_\_  using personal services  
          \_\_\_  other: \_\_\_\_\_

- 7.2. *Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)*

- 7.3. *Identify the appropriate uses of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*

- 7.4. *Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)*

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

Specify routine: \_\_\_  home                      \_\_\_  school                      \_\_\_  community/workplace

### Sexuality

- 7.6. Demonstrate awareness of basic concepts of adolescent growth and development, including concepts related to reproduction. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: \_\_\_  knowledge of the physical and emotional changes in adolescent development  
          \_\_\_  knowledge of the development of the reproductive system—males and females  
          \_\_\_  knowledge of the process of fertilization and stages of pregnancy  
          \_\_\_  other: \_\_\_\_\_

## Course Number: 7963050 - Skills for Students who are Visually Impaired

- 7.7. Demonstrate awareness of individual responsibilities in family planning and pregnancy. (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  knowledge of birth control practices—abstinence and use of contraceptives  
\_\_\_\_\_  knowledge of individual risks of sexually transmitted diseases, HIV/AIDS  
\_\_\_\_\_  knowledge of prenatal care  
\_\_\_\_\_  knowledge of risks to the unborn from disease, tobacco, alcohol, and other drugs  
\_\_\_\_\_  knowledge of assistance available through community agencies  
\_\_\_\_\_  other: \_\_\_\_\_
- 7.8. *Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)*
- 7.9. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, include appropriate language, reflect responsible decisions about not having sexual relationships until the appropriate time). (IF.B.2.In.1, IF.B.2.Su.1)
- 7.10. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 7.11. Identify the effects of negative peer pressure on sexual relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)
- 7.12. Identify behaviors that represent illegal, physically abusive, and violent actions related to sexual relationships (e.g., rape, forcing sex, making sexually explicit comments, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.13. Demonstrate effective responses and refusal skills needed to deal with negative peer pressure. (SE.A.2.In.1, SE.A.2.Su.1)

## Health and First Aid

- 7.14. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying good nutritional habits and planning meals or snacks according to the Food Guide Pyramid, planning an exercise program, identifying specific health problems, describing problems to a doctor or medical assistant, participating in weight training). (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  getting routine medical care—annual checkup, routine daily activities  
\_\_\_\_\_  exercising regularly  
\_\_\_\_\_  maintaining a nutritious diet  
\_\_\_\_\_  identifying and managing common diseases  
\_\_\_\_\_  other: \_\_\_\_\_
- 7.15. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*
- 7.16. Use strategies related to wellness to complete health care activities effectively and efficiently on a regular basis (e.g., develop and follow a wellness plan that includes nutrition, exercise, stress management, and social activities; participate in wellness activities with a friend;

## Course Number: 7963050 - Skills for Students who are Visually Impaired

keep nonprescription drugs stored together; check expiration dates on drugs; ask doctor and dentist to send out reminders for periodic physicals or checkups; keep a list of nutritious meals; pre-measure servings; identify symptoms; put medication in compartmentalized container for daily dosages). (IF.A.1.In.2, IF.A.1.Su.2)

- 7.17. *Recognize those illnesses that require a doctor's or dentist's attention.* (Social and Personal E 40: IV)
- 7.18. *Identify appropriate storage and uses of medications.* (Social and Personal E 41: V)
- 7.19. Use strategies related to first aid to complete health care activities effectively and efficiently and on a regular basis (e.g., keep first aid supplies and guide stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  stopping bleeding and applying bandages  
          \_\_\_\_\_  taking care of burns, poisons, and wounds  
          \_\_\_\_\_  getting help when needed  
          \_\_\_\_\_  other: \_\_\_\_\_
- 7.20. *Demonstrate or indicate knowledge of basic first aid principles.* (Social and Personal E 45: VI)
- 7.21. Accept assistance with and participate in the sequence of tasks or activities of daily health care routines. (IF.A.1.Pa.2)  
Specify: \_\_\_\_\_  home           \_\_\_\_\_  school           \_\_\_\_\_  community/workplace

### Identifying Unsafe Factors or Situations

- 7.22. Identify unsafe factors or situations in the home that are potentially dangerous (e.g., overloaded electrical outlets; firearms in the home; faulty wiring; dangerous chemicals stored in an open place; an intruder such as a stranger at the door or window, attempting to enter the home; adverse weather, such as flood, hurricane, or tornado). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.23. Identify daily procedures to protect the home from intruders (e.g., keep doors and windows locked, keep garage door shut, keep curtains closed). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.24. Identify unsafe factors or situations in the school or community that are potentially dangerous (e.g., slippery floors, broken desks, wet stairwells, students fighting, students running in the halls, unlit streets, accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.25. Identify unsafe factors or situations in the workplace that are potentially dangerous (e.g., improper ventilation, exposure to dangerous chemicals, co-workers with firearms, robbery, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.26. *Recognize dangerous situations in the environment.* (Social and Personal D 33: III)

## **Course Number: 7963050 - Skills for Students who are Visually Impaired**

### **Following Safety Procedures**

- 7.27. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head between knees, cover head, stay calm; robbery—stay calm, do not try to be a hero, comply with robber’s commands). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.28. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 7.29. Identify persons and agencies to ask for assistance in emergency situations (e.g., police, fire department, parents, teachers, Poison Control Center, 911 on phone). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.30. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt, wear protective gear for sports). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.31. Respond to unexpected stimuli in a way that is not disruptive or does not interfere with or prohibit participation in activities or tasks. (IF.B.2.Pa.2)

### **Dealing with Fires**

- 7.32. Identify potential hazards of open fires, matches, electrical appliances, and outlets. (IF.B.2.In.3, IF.B.2.Su.3)
- 7.33. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 7.34. Use safety procedures for fire drills and emergencies (e.g., remain calm, accept assistance as appropriate, determine quickest exit route, do not collect belongings, walk, do not crowd doorways, do not touch door knob, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)

### **Dealing with Adverse Weather**

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

### **Dealing with Violence and Aggression**

- 7.37. 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)

## Course Number: 7963050 - Skills for Students who are Visually Impaired

- 7.38. 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)
- 7.39. Demonstrate appropriate ways to avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

### Home Care

- 7.40. Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven, locating the cold water faucet on a sink, setting the oven temperature, turning off burner when cooking is completed, selecting and marking the package size and number of packages needed to meet recipe requirements). (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  selecting and planning what to eat—using the Food Guide Pyramid  
\_\_\_\_\_  preparing foods and beverages safely  
\_\_\_\_\_  following a recipe—measuring, cutting, mixing, cooking, cooling  
\_\_\_\_\_  storing food—organizing by type  
\_\_\_\_\_  determining food conditions—spoiled, raw, cooked, frozen, defrosted  
\_\_\_\_\_  using adaptive devices in preparing food  
\_\_\_\_\_  other: \_\_\_\_\_
- 7.41. *Follow a simple recipe. (Social and Personal B 15: V)*
- 7.42. *Select and operate kitchen appliances for food preparation. (Social and Personal B 16: V)*
- 7.43. *Identify proper storage areas for food. (Social and Personal B 17: V)*
- 7.44. *Plan and prepare a meal (Social and Personal B 18: VI)*
- 7.45. Use strategies related to cleaning, safety, and maintenance of household areas to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., store chemicals safely, use special labels on cleaning agents, arrange furniture to facilitate easy flow of traffic, organize cupboards and other storage areas). (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  identifying areas and objects that need to be cleaned or maintained  
\_\_\_\_\_  selecting appropriate products, tools, and equipment for housekeeping  
\_\_\_\_\_  using products, tools, and equipment for household cleaning  
\_\_\_\_\_  securing the home by locking 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 if needed for tasks  
\_\_\_\_\_  other: \_\_\_\_\_
- 7.46. *Perform laundry tasks. (Social and Personal F 49: V)*

## Course Number: 7963050 - Skills for Students who are Visually Impaired

- 7.47. *Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)*
- 7.48. *Identify proper household tools and cleaning supplies for a given task. (Social and Personal F 48: IV)*
- 7.49. Accept assistance with and participate in the sequence of tasks or activities of daily home care routines. (IF.A.1.Pa.1)  
Specify routine: \_\_\_\_\_

### Using Leisure Time

- 7.50. Use specific knowledge and skills when completing a variety of leisure and recreation activities (e.g., taking turns, following the rules, counting the points, keeping track of the scores, following movement routines, using free weights, keeping track of progress, mentally picturing the game pattern, using a graphic representation of playing area). (IF.A.1.In.1, IF.A.1.Su.1)  
Specify:  indoor team or pairs games      \_\_\_\_\_  attending performances  
           outdoor team or pairs games      \_\_\_\_\_  hobbies  
           exercise programs      \_\_\_\_\_  outdoor activities  
           dance, gymnastics      \_\_\_\_\_  pets and gardening  
           other: \_\_\_\_\_
- 7.51. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*
- 7.52. Use adaptive or assistive devices to perform leisure activities involved in common leisure and recreation activities (e.g., bowling rail, beep ball, special game boards). (IF.A.1.Su.1)
- 7.53. Accept assistance with and participate in performing various physical activities involved in common leisure and recreation activities. (IF.A.1.Pa.1)  
Specify activity: \_\_\_\_\_
- 7.54. 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: \_\_\_\_\_
- 7.55. Identify activities in the community involving informal gatherings of community members, friends, and neighbors (e.g., voting, neighborhood picnics, recreational sports teams, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)
- 7.56. Use strategies to make social contacts with peers and family in informal gatherings on a regular basis (e.g., make weekly phone calls, keep a birthday calendar). (IF.A.1.In.1, IF.A.1.Su.1)

## Course Number: 7963050 - Skills for Students who are Visually Impaired

- 7.57. Identify community service agencies, businesses, and/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)
- 7.58. Identify ways of contacting community service agencies, businesses, and/or other resources that assist individuals with transportation needs (e.g., phone call, personal visit, fax, e-mail). (IF.A.2.In.1, IF.A.2.Su.1)
- 7.59. Accept assistance with and participate in a sequence of tasks involved in leisure and recreation activities at home. (IF.A.1.Pa.2)  
Specify routine: \_\_\_\_\_  active      \_\_\_\_\_  inactive      \_\_\_\_\_  entertainment  
                         \_\_\_\_\_  hobbies                      \_\_\_\_\_  other: \_\_\_\_\_
- 7.60. Accept assistance with and participate in a sequence of tasks involved in leisure and recreation activities at school or in the community. (IF.A.1.Pa.2)  
Specify routine: \_\_\_\_\_  active      \_\_\_\_\_  inactive      \_\_\_\_\_  entertainment  
                         \_\_\_\_\_  hobbies                      \_\_\_\_\_  other: \_\_\_\_\_  
Specify setting: \_\_\_\_\_  school                      \_\_\_\_\_  community

### Using the Telephone

- 7.61. Demonstrate the specific knowledge and skills required to use a telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)  
Specify: \_\_\_\_\_  function and use of telephone parts  
                         \_\_\_\_\_  function of various signals and tones  
                         \_\_\_\_\_  correct way to dial local numbers  
                         \_\_\_\_\_  how to get assistance with telephone services  
                         \_\_\_\_\_  using emergency numbers such as 0 or 911  
                         \_\_\_\_\_  using basic information numbers such as 411 and weather  
                         \_\_\_\_\_  using pay telephones  
                         \_\_\_\_\_  other: \_\_\_\_\_
- 7.62. *Identify and use emergency number (0, 911) on telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 7.63. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*

### Managing Time

- 7.64. Identify components of a plan to complete assignments and tasks (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, personnel, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  personal      \_\_\_\_\_  school      \_\_\_\_\_  workplace
- 7.65. *State steps to complete a task. (Language C 31: VI)*

## Course Number: 7963050 - Skills for Students who are Visually Impaired

- 7.66. Use strategies to pace work so that assignment or other task is completed on time. (CL.C.2.In.1, CL.C.2.Su.1)

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

- 7.67. Identify alternative approaches when faced with difficulty in completing an assignment or other task. (CL.C.2.In.1, CL.C.2.Su.1)

Specify:  try different techniques     seek advice from others  
 seek assistance from others     read the instructions or references  
 other: \_\_\_\_\_

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

Specify:  personal     school     workplace

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

### Money Skills

- 7.70. Use specific knowledge and skills when completing productive activities involving managing money and personal finances (e.g., folding bills for identification and retrieval, organizing money in a wallet, instructing a sighted writer for check writing, reviewing and paying monthly bills and statements, paying bills by the due date, storing information regarding personal finances, using direct deposit for payroll and/or benefits). (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: \_\_\_\_\_

- 7.71. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*

- 7.72. *Identify which documents to show for proper identification for check cashing. (Mathematics E 43: V)*

- 7.73. *Complete check and deposit slip and record in check register. (Mathematics E 44: V)*

- 7.74. *Complete forms associated with a savings account. (Mathematics E 45: V)*

**Course Number: 7963050 - Skills for Students who are Visually Impaired**

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

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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**Interacting With Others**

8.1. Use appropriate language to express need for assistance in various situations (e.g., ask for help in reading the menu, ask bus driver to call out desired stop). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: \_\_\_\_\_  articulate precise questions                      \_\_\_\_\_  use appropriate body language  
                    \_\_\_\_\_  seek feedback                      \_\_\_\_\_  listen to act on what is told  
                    \_\_\_\_\_  other: \_\_\_\_\_

Specify setting: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace

## Course Number: 7963050 - Skills for Students who are Visually Impaired

- 8.2. Use acceptable facial expressions, gestures, body language, and hand signals when communicating with others in various situations (e.g., facial expressions—smile, frown, puzzled look; gestures—wave, welcome; body language—head nod, arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 8.3. Recognize and take steps to avoid stereotypic behaviors or mannerisms, such as body rocking and head swaying, out of concern for their impact on others. (IF.B.2.In.2, IF.B.2.Su.2)
- 8.4. Identify characteristics of own disability when asked by peers, adults, and others.
- 8.5. Demonstrate awareness of perceptions and misperceptions of others about blindness and respond appropriately. (IF.B.2.In.1, IF.B.2.Su.1)
- 8.6. Use sensory cues to identify the person(s) with whom one is communicating (e.g., smell of perfume or aftershave, tone of voice, sound of footsteps). (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  olfactory cues \_\_\_\_\_  auditory cues \_\_\_\_\_  other: \_\_\_\_\_
- 8.7. Discriminate between examples and non-examples of self-advocacy behaviors (examples—presenting self in front of boss to ask for a deserved raise, making needs known to others; non-examples—not being able to state personal strengths when asked, talking negatively about self, not being assertive). (IF.B.2.In.1, IF.B.2.Su.1)
- 8.8. Demonstrate self-advocacy in various situations. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  home—family gatherings, chores  
\_\_\_\_\_  school—in class, between classes, extracurricular activities  
\_\_\_\_\_  community—events, organizations, services  
\_\_\_\_\_  community—leisure activities, stores, restaurants, traveling  
\_\_\_\_\_  workplace—on the job, breaks
- 8.9. Discriminate between examples and non-examples of behaviors that reflect positive self-esteem (examples—using refusal skills, setting challenging yet attainable goals; non-examples—saying negative things about self, avoiding risks). (IF.B.2.In.1, IF.B.2.Su.1)
- 8.10. *Identify behaviors which reflect a positive attitude toward self.*  
(*Social and Personal G 58: VI*)
- 8.11. Demonstrate positive self-esteem in various situations. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  home—family gatherings, chores  
\_\_\_\_\_  school—in class, between classes, extracurricular activities  
\_\_\_\_\_  community—events, organizations, services  
\_\_\_\_\_  community—leisure activities, stores, restaurants, traveling  
\_\_\_\_\_  workplace—on the job, breaks

## Course Number: 7963050 - Skills for Students who are Visually Impaired

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

### Using Group Skills

- 8.15. Identify various roles and responsibilities individuals may have when working in a group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 8.16. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of a lineup, practicing fair play and sportsmanship, understanding rules, abiding by rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
- 8.17. *Cooperate with peers. (Social and Personal G 51: III)*
- 8.18. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 8.19. Identify behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, completing share of group activities, using self-control and restraint when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)
- 8.20. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 8.21. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)
- 8.22. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*

## Course Number: 7963050 - Skills for Students who are Visually Impaired

- 8.23. Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)
- 8.24. Identify steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)  
Specify: \_\_\_\_\_  discuss the problem  
\_\_\_\_\_  individually list possible cause  
\_\_\_\_\_  record individual group member's suggestions and clarifications  
\_\_\_\_\_  identify most probable cause  
\_\_\_\_\_  implement corrective action or solution  
\_\_\_\_\_  report results  
\_\_\_\_\_  move on to the next probable cause if action is ineffective  
\_\_\_\_\_  other: \_\_\_\_\_
- 8.25. Accept assistance with and participate appropriately in group situations. (SE.A.1.Pa.1)

### Using Interpersonal Communication Skills

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



## Course Number: 7963050 - Skills for Students who are Visually Impaired

- 9.3. Identify characteristics of steps in IEP development. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_\_\_  participate in pre-meeting activities  
\_\_\_\_\_  determine school and post-school outcome desires  
\_\_\_\_\_  determine present levels of performance  
\_\_\_\_\_  develop annual goals and related short-term objectives or benchmarks  
\_\_\_\_\_  assign responsibility for objectives  
\_\_\_\_\_  identify needed services, modifications, and supports
- 9.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_\_\_  employment  
\_\_\_\_\_  instruction and continuing education  
\_\_\_\_\_  community participation  
\_\_\_\_\_  independent living  
\_\_\_\_\_  agency support  
\_\_\_\_\_  daily living skills  
\_\_\_\_\_  course of study
- 9.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

### Participating in the Development of the Individual Educational Plan

- 9.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.7. Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_\_\_  in-school—course of study, type of diploma, extracurricular activities  
\_\_\_\_\_  post-school—postsecondary training, employment  
\_\_\_\_\_  post-school—living arrangements, community participation
- 9.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 9.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)
- 9.10. Assist in setting realistic annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)
- 9.11. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.12. Accept assistance with and participate in activities related to own IEP development. (IF.B.1.Pa.1)

**Course Number: 7963050 - Skills for Students who are Visually Impaired**

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

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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

10.2. Identify resources and sources of assistance for planning and goal setting.

(IF.B.1.In.1, IF.B.1.Su.1)

Specify: \_\_\_  individuals—family members, supervisors, teachers,  
          \_\_\_  agencies—community agencies, religious organizations, schools  
          \_\_\_  other: \_\_\_\_\_

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

10.4. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*

10.5. Identify consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

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

Specify: \_\_\_  short-term goals  
          \_\_\_  long-term goals  
          \_\_\_  other: \_\_\_\_\_

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

## Course Number: 7963050 - Skills for Students who are Visually Impaired

- 10.8. Commit to do the tasks when carrying out plans related to personal goals (e.g., start project at given time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)
- 10.9. Commit to undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals (e.g., general activities, school activities, leisure activities, living arrangements). (IF.B.1.In.2, IF.B.1.Su.2)
- 10.10. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)
- 10.11. Accept assistance with and communicate interest in participating in specific activities and tasks. (IF.B.1.Pa.1)

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

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
- CL.C.1.In.3 make general preparations for entering the work force.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
- CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.
- CL.C.1.Su.3 make general preparations for entering the work force—with guidance and support.
- CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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### Understanding Career Opportunities

- 11.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)
- 11.2. Identify general characteristics of different career clusters (e.g., health care or medicine, construction, marketing, administrative or clerical). (CL.C.1.In.1, CL.C.1.Su.1)

## **Course Number: 7963050 - Skills for Students who are Visually Impaired**

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

### **Job Search Skills**

- 11.11. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find job openings, prepare a resume, fill out applications, contact employer, set up interviews, prepare for interviews, follow-up with thank you). (CL.C.1.In.3, CL.C.1.Su.3)
- 11.12. *Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*
- 11.13. Identify community resources for employment (e.g., TV, newspaper, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)
- 11.14. Identify agencies that can provide assistance when searching for a job (e.g., Vocational Rehabilitation, state employment agencies, private employment agencies, welfare department). (CL.C.1.In.3, CL.C.1.Su.3)

## Course Number: 7963050 - Skills for Students who are Visually Impaired

11.15. Identify possible community jobs using local resources (e.g., parents, teachers, classified ads, job board, employment counselor). (CL.C.1.In.3, CL.C.1.Su.3)

11.16. *Identify resources for finding employment. (Social and Personal C 30: VI)*

### Using a Career Planning Process

11.17. Identify the benefits of using a planning process to set career goals (e.g., helps to gather information, helps you to get organized, helps you to stay on track). (IF.B.1.In.1, IF.B.1.Su.1)

11.18. Identify steps in a planning process to set career goals (e.g., determine strengths and weaknesses, identify interests and abilities, match to opportunities, identify desired career). (IF.B.1.In.1, IF.B.1.Su.1)

11.19. Identify resources and sources of assistance for planning for a career. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: \_\_\_\_\_  individuals—family members, supervisors, teachers, counselors  
\_\_\_\_\_  agencies—government agencies, religious organizations, schools  
\_\_\_\_\_  other: \_\_\_\_\_

11.20. Identify sources of information about setting career goals (e.g., parents, teachers, relatives, possible employers, school counselor, career counselor). (IF.B.1.In.1, IF.B.1.Su.1)

11.21. Complete a personal assessment to determine strengths and interests related to career choices. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: \_\_\_\_\_  self-concept and values clarification  
\_\_\_\_\_  personality characteristics and personal style  
\_\_\_\_\_  motivational patterns and personal preferences  
\_\_\_\_\_  occupational interests  
\_\_\_\_\_  personal and educational background  
\_\_\_\_\_  work history and experience  
\_\_\_\_\_  key accomplishments and successes  
\_\_\_\_\_  satisfying and dissatisfying experiences  
\_\_\_\_\_  other: \_\_\_\_\_

11.22. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., communication skills, mechanical abilities, special talents, previous experience, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)

11.23. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repairer; playing with animals—pet caregiver; gardening—landscaper). (CL.C.1.In.1, CL.C.1.Su.1)

11.24. Evaluate the results of self-appraisal to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)

## **Course Number: 7963050 - Skills for Students who are Visually Impaired**

- 11.25. Identify risks associated with certain careers (e.g., dangerous working conditions, exposure to the illnesses of others, exposure to the elements, work with or around hazardous materials). (IF.B.1.In.1, IF.B.1.Su.1)
- 11.26. Identify preferred goals relating to own plan for high school and postsecondary education (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving a degree). (IF.B.1.In.1, IF.B.1.Su.1)
- 11.27. Identify goals related to immediate employment for self (e.g., type of job, salary, hours). (IF.B.1.In.1, IF.B.1.Su.1)
- 11.28. Identify occupational goals for self (e.g., work in office setting, obtain a stable job, work three days a week, receive a paycheck, receive a promotion). (IF.B.1.In.1, IF.B.1.Su.1)
- 11.29. Identify the time, training, and resources needed to accomplish career goals (e.g., obtaining an office job—allow several weeks to locate potential jobs, need a resume and application, need Social Security card, need to know how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)
- 11.30. Identify individual strengths and weaknesses that may affect preferred postsecondary educational opportunities (e.g., study skills, ability to work independently, grades, test scores). (CL.C.1.In.1, CL.C.1.Su.1)
- 11.31. Accept assistance with and communicate interest in participating in specific activities and tasks involving volunteer or work activities. (CL.C.1.Pa.1)