

Florida Department of Education

**COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Academics - Subject Areas
Course Number: 7810030
Course Title: Communications: 6-8

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in expressive and receptive communication concepts and skills to enable students with disabilities to participate effectively at school, in the home, and in the community. Emphasis will be placed on the practical application of communication skills as they relate to functional tasks of personal life.

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

- responding to auditory stimulation
- using oral language appropriate to various life situations
- using augmentative communication systems
- interpreting gestures, cues, and body language

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. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across

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all areas, or at several different levels, depending on the requirements of the situation. 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 need in this 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.

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

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Objects, Areas, and Tasks

1.3. Identify objects, areas, and tasks for productive activities in the home (e.g., cleaning the house, cooking a meal, washing clothes, maintaining the yard, repairing a dripping faucet).

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

Specify: _____ cleaning—vacuum, glass cleaner, bleach, ammonia, toilet brush
_____ cooking—kitchen, stove, measuring cups, pots, pans
_____ laundry—washer, dryer, detergent, bleach, stain remover
_____ yard work—lawn, rake, lawnmower, shovel, hose
_____ home repair—garage, workshop, hammer, wrench, drill, plunger
_____ other: _____

1.4. Identify objects, areas, and tasks for workplace activities (e.g., answering the phone, copying information, changing oil, changing a tire, taking an order at the dry cleaner, setting up a work station at a restaurant, fixing drinks for customers, selling clothes). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ office—fax machine, copy machine, calculator, envelopes, stamps, desk
_____ food service—trays, drink machine, sugar caddies, refrigerator
_____ general—time card, locker, mailbox, files, uniform
_____ maintenance—broom, wastebasket, cleaning supplies
_____ other: _____

1.5. Identify objects, areas, and tasks for school activities (e.g., class assignments, homework assignments, taking notes, working in the family and consumer sciences lab, physical education class). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ classroom—desks, chalkboard, reference books, computers
_____ cafeteria—trays, drink containers, waste baskets
_____ school-wide facilities—media center, guidance, office, gymnasium, all-purpose room, bus
_____ lab or workshop—equipment, tools, scales, sink, supplies
_____ personal—folder, locker, textbook, workbook
_____ other: _____

1.6. Identify objects, areas, and tasks for productive activities in the community (e.g., mailing a letter, picking up a snack, shopping for groceries). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ banking _____ shopping _____ using the post office
_____ eating out _____ using the library _____ other: _____

1.7. Identify objects, areas, and tasks for leisure activities (e.g., packing for a camping trip, practicing for a concert, playing a team sport). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ indoor games _____ crafts/hobbies _____ outdoor activities
_____ sports _____ entertainment _____ other: _____

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Pictures

- 1.8. Identify pictures of personal care objects in books, magazines, and newspapers to accomplish functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ hygiene products and equipment _____ exercise equipment and areas
 _____ dressing items and storage areas _____ other: _____
- 1.9. Identify pictures of household objects in books, magazines, and newspapers to accomplish functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ furniture _____ appliances _____ interior design
 _____ supplies _____ entertainment _____ other: _____
- 1.10. Identify pictures of objects in the community in reference materials, magazines, and newspapers to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ buildings _____ signs
 _____ landmarks _____ other: _____
- 1.11. Identify pictures in textbooks, reference materials, magazines, and newspapers used in school assignments and homework or on field trips (e.g., pictures of historical events, monuments, maps, plants, animals, equipment). (CL.B.1.In.2, CL.B.1.Su.2)

Words

- 1.12. Identify the meaning of frequently used words (e.g., Dolch, survival words). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ common expressions
 _____ opposite concepts
 _____ temporal concepts
 _____ simple categories
 _____ directional concepts
 _____ other: _____
- 1.13. Identify the meaning of compound words and contractions. (CL.B.1.In.1, CL.B.1.Su.1)
- 1.14. Identify the meaning of common prefixes, suffixes, and endings. (CL.B.1.In.1, CL.B.1.Su.1)
- 1.15. Identify the meaning of vocabulary related to school assignments (e.g., homework, test, project, supplies). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.16. Identify the meaning of vocabulary when completing academic tasks (e.g., addition, punctuation, sequential order). (CL.B.1.In.2, CL.B.1.Su.2)

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1.17. Identify the meaning of vocabulary related to personal care activities (e.g., getting ready for school, maintaining cleanliness of home or clothing, purchasing items). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: _____ personal hygiene—brush, floss, shower, deodorant
_____ finances—balance checkbook, budget
_____ caring for clothes—wash, dry clean
_____ purchasing items—discount, sale, tax, charge
_____ other: _____

1.18. Identify the meaning of vocabulary related to productive activities in the community (e.g., balancing a checkbook, completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: _____ banking—withdrawal, deposit, account number, balance
_____ library—library card, check out, due date, late charge
_____ post office—letter, stamp, express mail, package
_____ businesses—stores, services, clerk, customer, cashier
_____ volunteer service—organization, responsibilities, schedule
_____ other: _____

1.19. Identify the meaning of vocabulary related to leisure activities (e.g., playing sports, attending a play or movie, playing a board game, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: _____ indoor games _____ outdoor activities _____ sports
_____ entertainment _____ hobbies _____ events
_____ other: _____

1.20. Identify the meaning of vocabulary related to workplace activities (e.g., participating in a meeting, corresponding with co-workers, taking an appropriate break, working on a car, selling clothes, working on an assembly line). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: _____ work hours—starting time, break, time card
_____ dress code—uniform, grooming
_____ locations—reception areas, parking, restrooms
_____ equipment—storage, maintenance, repairs, supplies
_____ other: _____

Signs and Symbols

1.21. Identify the meaning of symbols and icons on appliances, equipment, or controls (e.g., off, on, temperature control) to accomplish functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

- Specify: _____ cooking _____ laundry _____ cleaning
_____ plumbing _____ yard care _____ heating and cooling
_____ other: _____

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- 1.22. Identify the meaning of symbols and icons used on signs for buildings and public facilities to accomplish functional tasks (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ exit and entrance signs _____ restroom signs
 _____ elevator signs _____ other: _____
- 1.23. Identify the meaning of words and symbols in stores, restaurants, and other businesses in the community to accomplish functional tasks (e.g., shopping for groceries, eating at restaurants or fast food chains, going to the movies). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ order here _____ cashier
 _____ no food or drink allowed _____ no smoking
 _____ name of business _____ hours of operation
 _____ no talking _____ other: _____
- 1.24. Accept assistance with and participate in the recognition and use of information when engaged in daily activities. (CL.B.1.Pa. 1)
Specify type: _____ verbal _____ signs _____ symbols _____ pictures
 _____ objects _____ actions _____ other: _____
Specify setting: _____ home _____ school _____ community

Categories of Information

- 1.25. Locate information alphabetically (e.g., matching the first letter of a name in a simple phone directory). (CL.B.1.In.3)
- 1.26. Locate an item by category when completing functional tasks (e.g., selecting the right section of the store to find shampoo). (CL.B.1.In.3)
- 1.27. Organize information by date when completing functional tasks (e.g., making a scrap book depicting events during the school year). (CL.B.1.In.3)

2. Demonstrate expressive language skills.

- 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.

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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

Expressing Ideas and Information

- 2.1. Use correct articulation to pronounce words correctly. (CO.A.1.In.1, CO.A.1.Su.1)
- 2.2. Use voice and fluency appropriate for the social situation (e.g., when eating meals, attending a religious service, cheering at a sports event, talking in the halls of a hospital). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ___ tone of voice ___ pitch
 ___ fluency (rate and rhythm) ___ loudness
 ___ duration ___ other: _____
- 2.3. Use appropriate language to express ideas and feelings clearly in various situations (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.”). (CL.B.2.In.2, CL.B.2.Su.2)
Specify all that apply: ___ opinion ___ fact ___ affection
 ___ anger ___ sadness ___ happiness
Specify setting: ___ home ___ school ___ community
- 2.4. Give directions to another person to accomplish a functional task. (CL.B.2.In.2, CL.B.2.Su.2)
Specify: ___ school task—how to look up a reference, how to dress for physical education
 ___ personal task—how to use the microwave, how to find a location
 ___ leisure task—how to pack for vacation, how to take care of a pet
 ___ other: _____
- 2.5. Use appropriate vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: ___ home ___ school ___ community
- 2.6. Use appropriate grammar and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.1.In.2, CL.B.1.Su.1)
Specify: ___ home ___ school ___ community
- 2.7. Structure communication by sequential events to complete functional tasks (e.g., tell about a vacation, tell a story, give directions). (CL.B.2.In.2, CL.B.2.Su.2)

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- 2.8. Structure communications with main ideas and relevant supporting details to accomplish functional tasks (e.g., summarize desired job, paraphrase a conversation to co-workers, contribute to a discussion, answer a question in class, make a presentation). (CL.B.2.In.2, CL.B.2.Su.2)
- 2.9. Structure communications using logical order to express information to accomplish functional tasks (e.g., justifying a particular action, explaining a concept). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ easy to difficult _____ general to specific
_____ least important to most important _____ specific to general
_____ most important to least important _____ cause and effect
_____ other: _____
- 2.10. Accept assistance with and participate in expressing information in daily routines. (CL.B.2.Pa.1)
Specify information: _____
Specify setting: _____ home _____ school _____ community

Expressing Needs and Desires

- 2.11. Use appropriate language to express desires effectively in various situations (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.”). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ requests _____ refusals _____ other: _____
Specify setting: _____ home _____ school _____ community
- 2.12. Use appropriate language to express need for assistance in various situations (e.g., ask for help, raise hand, call person’s name, press a buzzer). (CL.B.2.In.2, CL.B.2. Su.2)
Specify: _____ home _____ school _____ community
- 2.13. Use appropriate language to express the need for assistance in emergencies (e.g., alert others, describe emergency). (CL.B.2.In.2, CL.B.2. Su.2)
Specify: _____ home _____ school _____ community
- 2.14. Request clarification from teachers, supervisors, family, and peers when needed in various situations (e.g., when you do not understand a class assignment, when you need help on a project, when you want to know how to do chores). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ home _____ school _____ community
- 2.15. Convey desires and needs effectively to familiar persons (e.g., ask for a drink of water when thirsty; indicate preference for desired person, object, or action; request item from service person). (CL.B.2.Pa.1)
Specify: _____ touch referent object _____ point to actual object
_____ vocalize or gesture _____ verbalize or sign
_____ use assistive/augmentative device _____ body movement
_____ other: _____

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2.16. Request help or assistance. (CL.B.2.Pa.1)

Specify: _____ touch referent object _____ point to actual object
 _____ vocalize or gesture _____ verbalize or sign
 _____ use assistive/augmentative device _____ body movement
 _____ other: _____

2.17. Request termination of activities (e.g., ask to stop swinging on swing). (CL.B.2.Pa.1)

Specify: _____ touch referent object _____ point to actual object
 _____ vocalize or gesture _____ verbalize or sign
 _____ use assistive/augmentative device _____ body movement
 _____ other: _____

3. Demonstrate communication skills necessary for social interaction and community survival.

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 interact acceptably with others within the course of social, vocational, and community living—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

Using Interpersonal Communication Skills

3.1. Identify characteristics of communication that promote positive relationships with others (e.g., using words others understand, using polite language, making polite comments). (SE.A.2.In.1, SE.A.2.Su.1)

3.2. Demonstrate characteristics of communication that promote positive relationships with others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)

Specify: _____ home _____ school _____ community

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- 3.3. Use appropriate greetings when meeting other persons in various situations (e.g., formal—“Hello.” informal—“Hi!” “How are you?” “Nice to see you.”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community
- 3.4. Respond appropriately to greetings in various situations (e.g., “Hello.” “Thank you for inviting me.” “It’s nice to see you, too.” “I’m doing well, and you?”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community
- 3.5. Accept assistance with and participate in greeting others. (SE. A.1.Pa.1)
Specify: _____ vocalize or gesture _____ point to person
 _____ use assistive/augmentative device _____ verbalize or sign
 _____ body movement _____ other: _____
Specify person: _____ family member _____ familiar peer
 _____ familiar adult _____ unfamiliar peer
 _____ unfamiliar adult _____ other: _____
- 3.6. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, your future, finances, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs/school, current events). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ with family _____ with friends
 _____ with other familiar persons _____ with unfamiliar persons
- 3.7. Use appropriate language to end conversations (e.g., “It was nice talking with you.” “Thank you for stopping by.” “It was so good to see you again.” “Let’s keep in touch.” “Talk to you soon.” “Good-bye!”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community
- 3.8. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ initiating topics _____ maintaining topics
 _____ taking turns _____ ending a conversation
 _____ repairing communication breakdowns
 _____ showing sensitivity to cultural differences
 _____ other: _____
- 3.9. Accept assistance with and engage in conversation with others. (CO.A.1.Pa.1)
Specify: _____ vocalize or gesture _____ point to person
 _____ use assistive/augmentative device _____ verbalize or sign
 _____ body movement _____ other: _____
Specify person: _____ family member _____ familiar peer
 _____ familiar adult _____ unfamiliar peer
 _____ unfamiliar adult _____ other: _____

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- 3.10. Identify differences in communication skills needed for formal and informal situations (e.g., formal—using proper names, using a formal greeting and closing, maintaining eye contact with speaker; informal—using first names, using slang or casual terminology, using informal greeting and closing, not requiring constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.11. Identify steps for introducing self to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.12. Demonstrate steps for introducing self to others in various situations (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community
- 3.13. Identify communications and behaviors that compliment others (e.g., saying “Good job.” “Well done.” “I am impressed with your work.” “I admire your ability.”; honoring others with rewards; commending others; applauding others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.14. Demonstrate communications and behaviors that compliment others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community

Initiating Communication

- 3.15. Use acceptable gestures, body language, and hand signals to initiate a conversation in various situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
Specify signal and situation: _____
- 3.16. Use acceptable words or phrases to gain attention and begin communication with others in various situations (e.g., “Hello, I’m” “I want to say something.” “I’d like to talk with you.”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community
- 3.17. Alert peers or others to desire for interaction. (SE.A.1.Pa.1)
Specify: _____ touch referent object _____ point to actual object
 _____ vocalize or gesture _____ verbalize or sign
 _____ use assistive/augmentative device _____ body movement
 _____ other: _____

Responding to Communication

- 3.18. Respond appropriately to actions and expressions of emotion of others in various situations (e.g., use “I” statements, make apologies, acknowledge discrepancy between actions and statements, ask if you can help, ignore or leave the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community

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- 3.19. Respond appropriately to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community
- 3.20. Respond to other's generosity by stating appreciation (e.g., thanking the person, telling the person how much you like the object/action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community
- 3.21. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community
- 3.22. Respond appropriately to basic questions, directions, and informational statements (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community
- 3.23. Show interest in communicating (e.g., turning head, making a nonverbal or verbal response). (CO.A.1.Pa.1)
Specify: _____ with family _____ with friends
 _____ with other familiar persons _____ with unfamiliar persons
- 3.24. Change body tone or produce body movement in response to one or more stimuli. (CO.A.1.Pa.1)
Specify: _____ turn head _____ move toward stimuli
 _____ move eyes _____ change facial expression
 _____ raise or lower voice _____ other: _____
Specify type of stimuli: _____ auditory _____ tactile _____ voice _____ visual
- 3.25. Respond to own name by using one or more observable behaviors. (CO.A.1.Pa.1)
Specify: _____ intentional body or head movement—move or turn toward speaker
 _____ facial expressions—look at speaker, smile, blink
 _____ oral communication—respond verbally
 _____ use gestures—nod head
- 3.26. Respond to cued commands (e.g., verbal—saying someone's name; non-verbal signs—come here, stop, one minute) through one or more observable behaviors. (CO.A.1.Pa.1)
Specify: _____ vocalization _____ body movements
 _____ facial expressions _____ gestures
 _____ verbalization or signing _____ other: _____

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Functional Communication

3.27. Demonstrate functional communication skills in various situations.

- Specify skill: ___ initiating activities
 ___ requesting assistance
 ___ requesting equipment, tools, or supplies
 ___ conveying personal needs or desires
 ___ responding accurately to directions, prompts, or questions
- Specify situation: ___ personal care and health activities
 ___ productive activities in the home
 ___ productive activities in the community
 ___ leisure activities
 ___ selecting or using community resources

Using Listening Skills

3.28. Identify the components of the listening process in order to listen more effectively in conversations and discussions (e.g., hearing, understanding, remembering what has been said). (CO.A.1.In.1, CO.A.1.Su.1)

3.29. Identify behaviors that indicate that one is listening (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)

3.30. Identify the difference between attentive and nonattentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; non-attentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)

3.31. Use critical listening skills to gain understanding. (CO.A.1.In.1, CO.A.1.Su.1)

- Specify: ___ listening for content
 ___ paying attention to cues—first, second..., in summary, most important
 ___ linking what is heard to prior knowledge and experiences
 ___ considering emotional meaning
 ___ other: _____

3.32. Use strategies to improve effectiveness of own listening (e.g., empathize and “read” people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

3.33. Use skills and strategies to remember and understand oral directions more effectively. (CL.B.1.In.2, CL.B.1.Su.2)

- Specify: ___ repeat directions ___ paraphrase directions
 ___ write directions ___ make a drawing or diagram
 ___ other: _____

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3.34. Use skills and strategies to remember and understand directions involving demonstrations or models more effectively. (CL.B.1.In.2, CL.B.1.Su.2)

- Specify: _____ verbalize key features or steps
_____ break into smaller components for practice
_____ practice with physical guidance
_____ practice with verbal prompting
_____ other: _____

4. Demonstrate communication skills involving telephone use.

IF.A.1.In.1 complete productive and leisure activities used in the home and community.

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- ___ physical assistance full partial ___ assistive technology full partial
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4.1. Identify telephones and their parts. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: _____ rotary dial, push-button _____ handset _____ answering machine
_____ other: _____

4.2. Identify different types of telephones in various settings (e.g., handsets, wall phones, decorator phones, cordless phones, cellular phones, pay phones, telecommunication devices for the speech or hearing impaired [TDDs]). (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: _____ home _____ school _____ community

4.3. Demonstrate the specific knowledge and skills required to use a telephone.

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

- Specify: _____ knowing function and use of telephone parts
_____ knowing function of various signals and tones
_____ knowing correct way to dial local and long distance numbers
_____ knowing how to get assistance with other telephone services
_____ using a telephone directory
_____ using emergency numbers such as 911
_____ using basic information numbers such as 411
_____ using pay telephone
_____ other: _____

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4.4. Demonstrate specific knowledge and skills required to communicate by telephone.

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

- Specify: _____ what to say when answering the phone—Hello. This is...
_____ what to say when making a call—Hello. This is... Is...there?
_____ what to say when ending a call—Goodbye. Talk to you later.
_____ how to leave a message
_____ how to take a message
_____ how to carry on a conversation on the phone
_____ other: _____

4.5. Record a telephone message to accurately reflect information from incoming calls.

(CL.B.2.In.2, CL.B.2.Su.2)

- Specify: _____ caller's name _____ date _____ who they represent
_____ time _____ phone number _____ message
_____ other: _____

5. Demonstrate awareness of gestures, cues, and body language used by self and 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
-

5.1. Identify the meaning of gestures, body language, and hand signals used while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

5.2. Identify meaning of various facial expressions while engaging in conversations. (e.g., smile, frown, grimace). (CO.A.1.In.1, CO.A.1.Su.1)

5.3. Use appropriate nonverbal language and gestures when communicating.

(CO.A.1.In.1, CO.A.1.Su.1)

- Specify: _____ facial expressions _____ sounds
_____ gestures _____ body language
_____ hand signals _____ other: _____

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- 5.4. Demonstrate appropriate nonverbal behaviors and communications in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community
- 5.5. Accept assistance with and participate in responding appropriately to gestures, cues, and body language used by others when communicating. (CO.A.1.Pa.1)
- 5.6. Indicate physical discomfort appropriately through observable behaviors (e.g., facial expressions, vocalization, movement). (CO.A.1.Pa.1)
Specify: _____ touch referent object _____ point to actual object
 _____ vocalize or gesture _____ verbalize or sign
 _____ use assistive/augmentative device _____ body movement
 _____ other: _____

6. Use an appropriate communication system according to individual needs and capabilities.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 6.1. Identify 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)
- 6.2. Use a communication system for acquiring information and meeting communication needs that matches linguistic, physical, and cognitive ability. (CO.A.1.Su.1)
Specify system: _____ sign language _____ total communication
 _____ finger spelling _____ augmentative communication
 _____ verbal language _____ symbol system
 _____ other: _____
- 6.3. Identify need for own communication system and request its use in various situations. (CO.A.1.Su.1)
Specify: _____ home _____ school _____ community
- 6.4. Initiate communication using augmentative communication system in various situations. (CO.A.1.Su.1)
Specify: _____ home _____ school _____ community
- 6.5. Identify and perform basic maintenance procedures for own communication system. (CO.A.1.In.1, CO.A.1.Su.1)

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- 6.6. Use one or more access modes to access own communication system in various situations. (CO.A.1.Su.1)
Specify mode: activate a switch (eye gaze, manual board, electronic device)
 use a scanning array (linear, row/column, block, circular, quadrant, group)
 select directly (touching)
 other: _____
Specify setting: home school community
- 6.7. Use a presented symbol system to communicate in various situations. (CO.A.1.Su.1)
Specify: objects realistic pictures
 blackline drawings icons (multiple meanings)
 written words other: _____
Specify setting: home school community
- 6.8. Use appropriate social language skills when using an augmentative communication system in various situations. (CO.A.1.Su.1)
Specify system: initiating topics maintaining topics
 taking turns ending a conversation
 repairing communication breakdowns
 showing sensitivity to cultural differences
 other: _____
Specify setting: home school community
- 6.9. Select and modify systems of communication to accommodate a variety of settings between student and another (e.g., use of sign language and verbal communication, use of augmentative and verbal communication). (CO.A.1.Su.1)
Specify: home school community
- 6.10. Express and/or interpret ideas, information, attitudes, relationships, and experiences using sign language or total communication system. (CO.A.1.In.1, CO.A.1.Su.1)
Specify system: sign language total communication system
Specify setting: home school community
- 6.11. Receive communication through speech reading, finger spelling, and sign language with the aid of an interpreter in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify method: speech reading finger spelling sign language
Specify setting: home school community
- 6.12. Accept assistance with and participate in use of own communication system. (CO.A.1 Pa.1)
Specify: home school community