

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area:	Special Skills
Course Number:	7963140
Course Title:	Self-Determination: 9-12
Credit:	Multiple

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to develop and apply self-determination skills in school, home, community, and work settings. These skills will assist students with achieving their desired school and post-school outcomes, participating actively and effectively in planning meetings, and self-advocating in multiple settings.

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

- self-awareness
- self-advocacy
- self-efficacy
- personal and career planning, including goal setting
- independent performance
- self-evaluation

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 accommodations and/or modifications as appropriate for the individual student. CL.A.1.Su.1 complete specified Sunshine State Standards with accommodations and/or modifications and guidance and support as appropriate for the individual student. CL.A.1.Pa.1 participate in activities addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. Students with disabilities who are pursuing a standard high school diploma may take this course for elective credit to assist with individual transition planning. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmarks for course requirements should be selected for individual students based on their levels of functioning, assessed transition needs, and their desired post-school outcome statement as specified in

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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 or the student's instructional needs. 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 guidance and support. Students functioning at participatory levels are generally capable of participating in major life activities, but 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. Assistive technology and/or accommodations may be necessary to empower some students to attain mastery.
- 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, powered wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community settings 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.

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

After successfully completing this course, the student will:

- 1. Demonstrate self-awareness through an understanding of disability and ability to identify interests, strengths, preferences, needs, and resources.**

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.

- 2. Demonstrate understanding of high school diploma options and requirements and the impact of selection on post-school career options.**

CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.

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.Pa.1 shows willingness or interest in participating in work or community activities – with assistance.

- 3. Effectively use a planning process to establish and revise personal and career goals.**

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

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- 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.
- 4. Demonstrate knowledge of own Transition Individual Educational Plan, including participation in the team meeting.**
- 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.
- 5. Demonstrate the ability to apply skills of self-advocacy and self-determination, including accessing community resources, as appropriate in a variety of situations.**
- CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
 - CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.
- 6. Demonstrate effective strategies and problem-solving skills when completing tasks in a variety of situations.**
- CL.B.4.In.1 identify problems and examine alternative solutions.
 - CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
 - CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
 - CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.
 - CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.
- 7. Demonstrate understanding of contributing factors for positive self-esteem and personal feelings of efficacy.**
- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
 - IF.B.1.Su.1 make plans about personal and career choices after identifying and

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evaluating personal interests and goals—with guidance and support.

- 8. Demonstrate effective communication skills in a variety of settings.**
 - 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.

- 9. Demonstrate understanding of interpersonal relationships as they relate to Interpersonal Communication Skills.**
 - 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.

- 10. Demonstrate understanding of strategies used for conflict resolution.**
 - SE.A.1.In.1 cooperate in a variety of group situations.
 - SE.A.1.In.2 assist in establishing and meeting group goals.
 - SE.A.1.In.3 function effectively within formal organizations.
 - SE.A.1.Su.1 cooperate in group situations—with guidance and support.
 - SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
 - SE.A.1.Pa.1 participate effectively in group situations—with assistance.