

**Florida Department of Education**

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

<b>Subject Area:</b>	Supported Levels: 9-12
<b>Course Number:</b>	7961020
<b>Course Title:</b>	Communication Skills for Functional Living
<b>Previous Course Title:</b>	Basic Communication Skills
<b>Credit:</b>	Multiple

- 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 function at their highest levels and participate effectively in the community. Emphasis will be placed on the practical application of communication skills as they relate to daily tasks of personal life and the workplace.

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

- response to auditory stimulation
- use of oral language appropriate for various life situations
- use of augmentative communication systems
- interpretation of gestures, cues, and body language
- use of communication in the context of daily living and the workplace

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.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

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

This course is primarily designed for students functioning at supported levels, who are generally capable of living and working with ongoing supervision and support. 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.

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This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;  
partial: straps, lapboards, adapted utensils

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

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require 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, or other adaptive equipment. Course requirements should be modified as appropriate.

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- 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 receptive language skills.**

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.

Indicate guidance and support necessary for mastery at supported level:

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

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**Sounds**

- 1.1. Identify the meaning of environmental sounds in various situations (e.g., alerting—doorbells, telephone, weather alerts on television, seat belt alerts in cars; warning—elevator alarms, fire alarms; informing—school bells, busy signal on telephone). (CL.B.1.In.1, CL.B.1.Su.1)

Specify sounds: \_\_\_  alerting                      \_\_\_  warning  
                                 \_\_\_  informing                      \_\_\_  other: \_\_\_\_\_

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

- 1.2. Identify the source or location of sounds in various situations (e.g., where a knock is coming from, where the telephone is ringing, where a person calling your name is located, where a dripping sound in the house is located). (CL.B.1.In.1, CL.B.1.Su.1)

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

- 1.3. *Locate a sound source. (Language A 2: I)*

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### Objects, Areas, and Tasks

- 1.4. 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: \_\_\_\_\_

- 1.5. 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: \_\_\_\_\_  general—time card, locker, mailbox, files, uniform  
\_\_\_\_\_  office—fax machine, copy machine, calculator, envelopes, stamps  
\_\_\_\_\_  food—trays, drink machine, sugar caddies, refrigerator  
\_\_\_\_\_  maintenance—broom, wastebasket, cleaning supplies  
\_\_\_\_\_  other: \_\_\_\_\_

- 1.6. Identify objects, areas, and tasks for school activities (e.g., class assignments, homework assignments, reports, 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 facilities—media center, guidance, office, gymnasium, all-purpose room, bus  
\_\_\_\_\_  lab or workshop—equipment, tools, scales, sink, supplies  
\_\_\_\_\_  personal—folder, locker, textbook, workbook  
\_\_\_\_\_  other: \_\_\_\_\_

- 1.7. Identify objects, areas, and tasks for productive activities in the community (e.g., banking, picking up dry cleaning, shopping for groceries, voting). (CL.B.1.In.1, CL.B.1.Su.1)

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

- 1.8. 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

- 1.9. Identify pictures of personal care objects in books, magazines, and newspapers to complete 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: \_\_\_\_\_
- 1.10. Identify pictures of household objects in reference materials, 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: \_\_\_\_\_
- 1.11. Identify pictures of objects in the community in reference materials, magazines, and newspapers to accomplish functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  buildings      \_\_\_\_\_  signs      \_\_\_\_\_  landmarks  
          \_\_\_\_\_  other: \_\_\_\_\_
- 1.12. Identify pictures in textbooks, reference materials, magazines, and newspapers used in school assignments and homework or on field trips (e.g., pictures of events, monuments, maps, plants, animals, equipment). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.13. *Match and discriminate pictures and shapes. (Reading A 2: III)*
- 1.14. *Identify information from a picture. (Reading A 4: IV)*

### Words

- 1.15. Identify the meaning of frequently used words (e.g., Dolch, survival words). (CL.B.1.In.1, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  common expressions  
          \_\_\_\_\_  opposite concepts  
          \_\_\_\_\_  temporal concepts  
          \_\_\_\_\_  simple categories  
          \_\_\_\_\_  directional concepts  
          \_\_\_\_\_  other: \_\_\_\_\_
- 1.16. Identify the meaning of compound words and contractions. (CL.B.1.In.1, CL.B.1.Su.1)
- 1.17. Identify the meaning of common prefixes, suffixes, and endings. (CL.B.1.In.1, CL.B.1.Su.1)
- 1.18. *Demonstrate an understanding of common words and expressions (e.g., stop, drink your milk, bye bye). (Language B 6: I, II)*
- 1.19. *Comprehend simple opposite concepts (e.g., hot/cold, wet/dry, hard/soft, long/short). (Language B 8: II, III)*

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- 1.20. *Demonstrate an understanding of beginning concepts of time (e.g., today, now, later, yesterday). (Language B 9: III)*
- 1.21. *Demonstrate an understanding of simple category words (e.g., clothing, food, animals). (Language B 11: IV)*
- 1.22. *Demonstrate an understanding of directional concepts (e.g., above/below, backward/forward, top/bottom, in front/in back, left/right, around/through). (Language B 12: IV)*
- 1.23. 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)
- 1.24. *Identify own first name in manuscript. (Reading A 3: III)*
- 1.25. *Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading A 7: V, VI)*
- 1.26. Identify the meaning of vocabulary related to personal care activities (e.g., getting ready for work or school, managing finances, 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: \_\_\_\_\_
- 1.27. 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: \_\_\_\_\_
- 1.28. 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: \_\_\_\_\_

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1.29. 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**

1.30. 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: \_\_\_\_\_

1.31. 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: \_\_\_\_\_

1.32. 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: \_\_\_\_\_

1.33. *Recognize information communicated by common symbols and signs.*  
(Reading A 1: III)

1.34. *Identify and demonstrate understanding of community signs and symbols.*  
(Reading B 6: IV, V)

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### 2. Demonstrate expressive language skills.

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.

Indicate guidance and support necessary for mastery at supported level:

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

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### 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. *Imitate or approximate speech sounds.* (Language A 3: I)

2.3. *Imitate or approximate words.* (Language A 4: II)

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

Specify: \_\_\_  tone of voice                      \_\_\_  pitch  
          \_\_\_  fluency (rate and rhythm)                      \_\_\_  loudness  
          \_\_\_  duration                      \_\_\_  other: \_\_\_\_\_

2.5. 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: \_\_\_  opinion                      \_\_\_  fact                      \_\_\_  affection  
          \_\_\_  anger                      \_\_\_  sadness                      \_\_\_  happiness  
Specify setting: \_\_\_  home    \_\_\_  school    \_\_\_  community    \_\_\_  workplace

2.6. *Express self-identity by telling first name.* (Language C 17: II)

2.7. *Use language to give simple commands.* (Language C 18: II)

2.8. *Express self-identity by telling full name.* (Language C 21: III)

2.9. 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  
          \_\_\_  work task—how to order supplies  
          \_\_\_  other: \_\_\_\_\_



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- 2.10. *State steps to complete a task. (Language C 31: VI)*
- 2.11. *Express personal beliefs or opinions. (Language C 28: V)*
- 2.12. 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      \_\_\_\_\_  workplace
- 2.13. 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.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community      \_\_\_\_\_  workplace
- 2.14. *Describe pictures or objects. (Language C 24: III)*
- 2.15. *Combine 3-5 words to verbally express phrases and sentences. (Language C 25: III)*
- 2.16. *Reproduce own first name. (Writing A 1: IV)*
- 2.17. Structure communication by sequential events to complete functional tasks (e.g., tell about a vacation, tell a story, give directions for a process). (CL.B.2.In.2, CL.B.2.Su.2)
- 2.18. 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)
- 2.19. 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: \_\_\_\_\_

**Expressing Needs and Desires**

- 2.20. 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      \_\_\_\_\_  workplace
- 2.21. 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 setting: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community      \_\_\_\_\_  workplace

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- 2.22. 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 setting: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 2.23. *Express wants and needs. (Language C 20: II)*
- 2.24. *Use language to indicate displeasure or dislike. (Language C 16: 1)*
- 2.25. *Use language to indicate danger or give warnings to others. (Language C 22: III)*
- 2.26. 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 work project, when you want to know how to do chores). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 2.27. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*

### 3. Demonstrate communication skills necessary for 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.

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

Indicate guidance and support necessary for mastery at supported level:

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

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### Using Interpersonal Communication Skills

- 3.1. Identify characteristics of communication that promote positive relationships with others (e.g., using words others understand, 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 \_\_\_\_\_  workplace
- 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 \_\_\_\_\_  workplace
- 3.4. *Use language to initiate social greeting. (Language C 23: III)*

### Using Greetings and Conversations

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- 3.5. Respond appropriately to greetings in various situations (e.g., “Hello.” “Thank you for inviting me.” “It’s nice to see you, too.”). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_
- 3.6. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, future, finances; friends—about what is happening in your life, shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  with family                      \_\_\_\_\_  with friends  
                  \_\_\_\_\_  with familiar persons                      \_\_\_\_\_  with unfamiliar persons
- 3.7. *Use language to respond to verbal greetings. (Language C 19: II)*
- 3.8. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 3.9. *Use language to initiate conversation. (Language C 30: VI)*
- 3.10. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 3.11. 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                      \_\_\_\_\_  workplace

### Using Social Language Skills

- 3.12. 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: \_\_\_\_\_
- 3.13. 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)
- 3.14. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*
- 3.15. 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)
- 3.16. 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                      \_\_\_\_\_  workplace

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- 3.17. 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)
- 3.18. Demonstrate communications and behaviors that compliment others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community      \_\_\_\_\_  workplace

### Initiating Communication

- 3.19. 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: \_\_\_\_\_
- 3.20. Use acceptable words or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community      \_\_\_\_\_  workplace

### Responding to Communication

- 3.21. 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      \_\_\_\_\_  workplace
- 3.22. 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      \_\_\_\_\_  workplace
- 3.23. Respond to other’s generosity by stating appreciation (e.g., thanking the person, telling how much you like the gift or 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      \_\_\_\_\_  workplace
- 3.24. 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      \_\_\_\_\_  workplace
- 3.25. 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)

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

3.26. *Respond to voice or environmental sound. (Language A 1: 1)*

3.27. *Respond to own name. (Language B 5: 1).*

**Using Functional Communication**

3.28. Demonstrate functional communication skills used in personal care and health activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: \_\_\_\_\_  initiating personal care or health activities  
\_\_\_\_\_  requesting assistance  
\_\_\_\_\_  requesting equipment, tools, or supplies  
\_\_\_\_\_  conveying physical needs or desires  
\_\_\_\_\_  responding accurately to directions, prompts, or questions  
\_\_\_\_\_  other: \_\_\_\_\_

3.29. Demonstrate functional communication skills used in productive activities in the home. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: \_\_\_\_\_  initiating productive activities in the home  
\_\_\_\_\_  requesting assistance  
\_\_\_\_\_  requesting equipment, tools, or supplies  
\_\_\_\_\_  conveying physical needs or desires  
\_\_\_\_\_  responding accurately to directions, prompts, or questions  
\_\_\_\_\_  other: \_\_\_\_\_

3.30. Demonstrate functional communication skills used in productive activities in the community. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: \_\_\_\_\_  initiating productive activities in the community  
\_\_\_\_\_  requesting assistance  
\_\_\_\_\_  requesting equipment, tools, or supplies  
\_\_\_\_\_  conveying physical needs or desires  
\_\_\_\_\_  responding accurately to directions, prompts, or questions  
\_\_\_\_\_  other: \_\_\_\_\_

3.31. Demonstrate functional communication skills used in leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: \_\_\_\_\_  initiating leisure activities  
\_\_\_\_\_  requesting assistance  
\_\_\_\_\_  requesting equipment, tools, or supplies  
\_\_\_\_\_  conveying physical needs or desires  
\_\_\_\_\_  responding accurately to directions, prompts, or questions  
\_\_\_\_\_  other: \_\_\_\_\_

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- 3.32. Demonstrate functional communication skills used in selecting and using community resources. (IF.A.2.In.1, IF.A.2.Su.1)  
Specify: \_\_\_\_\_  initiating selection and use of community resources  
\_\_\_\_\_  requesting assistance  
\_\_\_\_\_  requesting equipment, tools, or supplies  
\_\_\_\_\_  conveying physical needs or desires  
\_\_\_\_\_  responding accurately to directions, prompts, or questions  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.33. *Follow verbal directions with prompts to complete a one-step task. (Language B 7: II)*
- 3.34. *Follow verbal directions without prompts to complete a one-step task. (Language B 10: III)*
- 3.35. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 3.36. *Follow verbal directions with more than two steps. (Language B 14: V)*

**Using Listening Skills**

- 3.37. 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)
- 3.38. Identify behaviors which indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify style: \_\_\_\_\_  relaxed \_\_\_\_\_  active \_\_\_\_\_  social \_\_\_\_\_  defensive  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.39. Identify the difference between attentive and inattentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; inattentive—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)
- 3.40. 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: \_\_\_\_\_
- 3.41. Use strategies to improve effectiveness of own listening (e.g., empathize with 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)

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- 3.42. 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: \_\_\_\_\_

- 3.43. 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.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: \_\_\_\_\_

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- 4.1. Identify telephones and their parts. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: \_\_\_\_\_  rotary dial, pushbutton        \_\_\_\_\_  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        \_\_\_\_\_  workplace

- 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 operator or 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. Is . . . there?"  
\_\_\_\_\_  what to say when ending a call, "Bye. 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. *Identify and use emergency number (0–911) on a telephone in an appropriate manner. (Social and Personal H 61: IV)*

4.6. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*

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

Indicate guidance and support necessary for mastery at supported level:

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

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 in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

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

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



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**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: \_\_\_\_\_

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- 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    \_\_\_  workplace
- 6.4. Initiate communication using augmentative communication system in various situations. (CO.A.1.Su.1)  
Specify: \_\_\_  home    \_\_\_  school    \_\_\_  community    \_\_\_  workplace
- 6.5. Identify and perform basic maintenance procedures for own communication system. (CO.A.1.In.1, CO.A.1.Su.1)
- 6.6. Use one or more access modes to access own communication system in various situations. (CO.A.1.Su.1)  
Specify: \_\_\_  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    \_\_\_  workplace
- 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    \_\_\_  workplace

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

Specify skill: \_\_\_\_\_  initiating topics    \_\_\_\_\_  maintaining topics  
                  \_\_\_\_\_  taking turns            \_\_\_\_\_  ending a conversation  
                  \_\_\_\_\_  repairing communication breakdowns  
                  \_\_\_\_\_  showing sensitivity to cultural differences  
                  \_\_\_\_\_  other: \_\_\_\_\_

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

6.9. Select and modify systems of communication to accommodate a variety of settings so that a reciprocal relationship between student and another can be established

(e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.Su.1)

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

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    \_\_\_\_\_  workplace

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    \_\_\_\_\_  workplace