

# Course: Speech Therapy: PK-5- 7763030

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4842.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Speech Therapy: PK-5
<b>Course Number:</b>	7763030
<b>Course Abbreviated Title:</b>	SPEECH THRPY: PK-5
<b>Course Path:</b>	<b>Section:</b> <a href="#">Exceptional Student Education</a> <b>Grade Group:</b> <a href="#">Elementary</a> <b>Subject:</b> <a href="#">Special Courses</a>
<b>Course length:</b>	Year (Y)
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>PURPOSE</b></p> <p>The purpose of this course is to provide students exhibiting disorders of speech sounds, fluency, and/or voice that interfere with communication, performance, or functioning in the educational environment with appropriate instruction in skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).</p> <p><b>NOTES</b></p> <p>This course is designed for students with disabilities whose IEP indicates the need for speech therapy, either as an exceptional student education program or related service.</p> <p>This is a non-credit course. The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.</p> <p>Instructional activities should be age-appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance</p>

	of skills.
<b>Verion Requirements:</b>	<b>Certification Requirement:</b> SLPA SPCH CORR @6 SP LG ASSOC 6 SP LG IMPR 6 LIC SP LG PATH

### STANDARDS (3)

<b><u>TP.PK12.ST.1.1:</u></b>	Produce individual speech sounds and/or patterns of speech sounds necessary to be understood and communicate functionally across educational settings.
<b><u>TP.PK12.ST.2.1:</u></b>	Produce speech with the natural flow, rate, and rhythm necessary to be understood and communicate functionally across educational settings.
<b><u>TP.PK12.ST.3.1:</u></b>	Produce the vocal quality, pitch, loudness, resonance, and/or duration of phonation necessary to be understood and communicate functionally across educational settings.



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# Course: Language Therapy: PK-5- 7763040

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## BASIC INFORMATION

<b>Course Title:</b>	Language Therapy: PK-5
<b>Course Number:</b>	7763040
<b>Course Abbreviated Title:</b>	LANG THRPY: PK-5
<b>Course Path:</b>	<b>Section:</b> <a href="#">Exceptional Student Education</a> <b>Grade Group:</b> <a href="#">Elementary</a> <b>Subject:</b> <a href="#">Special Courses</a>
<b>Course length:</b>	Year (Y)
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>PURPOSE</b></p> <p>The purpose of this course is to provide students exhibiting disorders in one or more of the basic learning processes involved in understanding or in using spoken or written language with appropriate instruction in language skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).</p> <p><b>NOTES</b></p> <p>This course is designed for students with disabilities whose IEP indicates the need for language therapy, either as an exceptional student education program or related service.</p> <p>This is a non-credit course. The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.</p> <p>Instructional activities should be age-appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance</p>

	of skills.
<b>Verion Requirements:</b>	<b>Certification Requirement:</b> LIC SP LG PATH SLPA SPCH CORR @6 SP LG ASSOC 6 SP LG IMPR 6

## STANDARDS (6)

<a href="#"><u>TP.PK12.LT.1.1:</u></a>	Demonstrate comprehension and use of the sound systems of language and linguistic conventions to convey meaning in spoken and written language.
<a href="#"><u>TP.PK12.LT.2.1:</u></a>	Demonstrate comprehension and use of the internal structure of words and construction of word forms in reading, writing, and spelling.
<a href="#"><u>TP.PK12.LT.3.1:</u></a>	Demonstrate comprehension and use of the system governing the order and combination of words to form sentences in spoken and written language.
<a href="#"><u>TP.PK12.LT.4.1:</u></a>	Demonstrate comprehension and use of the system that governs vocabulary acquisition and meaning of words and sentences in spoken and written language.
<a href="#"><u>TP.PK12.LT.5.1:</u></a>	Demonstrate comprehension and use of the system that combines language components in functional and socially appropriate communication across educational settings.
<a href="#"><u>TP.PK12.LT.6.1:</u></a>	Demonstrate interactive, meaningful, and functional use of augmentative or assistive technology, as needed, to initiate and maintain communication across educational settings.

# Course: Occupational Therapy: PK-5- 7763050

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4877.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Occupational Therapy: PK-5
<b>Course Number:</b>	7763050
<b>Course Abbreviated Title:</b>	OCCU THRPY: PK-5
<b>Course Path:</b>	<b>Section:</b> <a href="#">Exceptional Student Education</a> <b>Grade Group:</b> <a href="#">Elementary</a> <b>Subject:</b> <a href="#">Special Courses</a>
<b>Course length:</b>	Year (Y)
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to provide occupational therapy services to exceptional students in order to achieve functional outcomes identified in the student's individual educational plan (IEP) or educational plan (EP) to benefit from specially designed instruction.</p> <p>This course is designed for students with disabilities whose IEP or EP indicates the need for occupational therapy as a related services and is specified in a plan of treatment or care developed by a licensed occupational therapist to assist the student in meeting educational goals, pursuant to the provision of Part III, Chapter 468, Florida Statutes.</p> <p>This is a non-credit course. The outcomes that the student should achieve must be specified on an individual basis and related to achievement of annual goals on the student's IEP or EP.</p> <p>Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, community and employment settings for the purpose of acquisition, practice,</p>

# Course: Expanded Core Competencies: PK–5-7763080

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5156.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Expanded Core Competencies: PK–5
<b>Course Number:</b>	7763080
<b>Course Abbreviated Title:</b>	U SKLS VISION: PK-5
<b>Course Path:</b>	<b>Section:</b> <a href="#">Exceptional Student Education</a> <b>Grade Group:</b> <a href="#">Elementary</a> <b>Subject:</b> <a href="#">Special Courses</a>
<b>Course length:</b>	Year (Y)
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to enable students with visual impairments to apply concepts, knowledge, and skills in educational settings, home and community environments, and independent living to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).</p> <p>This course is designed for students with visual impairments who need intensive individualized intervention in the unique skills that result from their disability. The presence of a visual impairment affects access to all areas of the curriculum.</p> <p>A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.</p> <p>Instructional activities involving practical applications of course</p>

	<p>requirements may occur in home, school (including separate setting, small group, and individually), and community settings for the purposes of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours. To address the full range of special skills, students may also be enrolled in an Orientation and Mobility Skills Course.</p> <p>This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student’s IEP.</p>
<p><b>Verion Requirements:</b></p>	<p><b>Certification Requirement:</b> VISU IMPRD 6</p>

## STANDARDS (41)

<p><a href="#"><u>EC.PK12.MD.1.1:</u></a></p>	<p>Apply tactile discrimination skills, such as identifying differences in characteristics of three-dimensional objects—size, shape, texture, and weight.</p>
<p><a href="#"><u>EC.PK12.MD.1.2:</u></a></p>	<p>Apply listening and auditory skills, such as discriminating sounds and associating concepts, actions, and ideas with expressive language.</p>
<p><a href="#"><u>EC.PK12.MD.1.3:</u></a></p>	<p>Maintain a personal time management and organizational system for academic studies.</p>
<p><a href="#"><u>EC.PK12.MD.1.4:</u></a></p>	<p>Perform fine motor tasks, such as handwriting/signature writing.</p>
<p><a href="#"><u>EC.PK12.MD.1.5:</u></a></p>	<p>Use tactile discrimination skills to interpret objects, symbols, and graphics.</p>
<p><a href="#"><u>EC.PK12.MD.1.6:</u></a></p>	<p>Apply braille skills, including pre-braille; use of braille writing tools; braille book skills; uncontracted, contracted, and tactile graphics; and Nemeth and music code.</p>
<p><a href="#"><u>EC.PK12.MD.1.7:</u></a></p>	<p>Apply tactile and/or visual skills for math calculation and manipulation tools, such as an abacus and three-dimensional representational objects.</p>

<a href="#"><u>EC.PK12.MD.2.1:</u></a>	Select and use assistive tools for accessing print and digital information, producing written communications, and accessing materials in alternate formats, including, but not limited to, audio/digital device, calculator, watch, prescribed low-vision device(s), computer, computer peripheral devices, screen recognition and magnification software, and refreshable braille display.
<a href="#"><u>EC.PK12.MD.2.2:</u></a>	Navigate and manipulate the presentation format of auditory resources as needed.
<a href="#"><u>EC.PK12.MD.3.1:</u></a>	Use nonvisual and/or low-vision strategies to identify support resources for students who are blind or visually impaired for preparation to advance to the next grade or level of schooling.
<a href="#"><u>EC.PK12.MD.3.2:</u></a>	Identify a variety of jobs and careers and possible accommodations for workers who are blind or visually impaired.
<a href="#"><u>EC.PK12.MD.4.1:</u></a>	Identify nonvisual and/or low-vision strategies that enable students who are blind or visually impaired to participate in sporting and leisure activities.
<a href="#"><u>EC.PK12.MD.4.2:</u></a>	Locate school and community resources for recreation and leisure that facilitate participation by individuals who are blind or visually impaired.
<a href="#"><u>EC.PK12.MD.4.3:</u></a>	Identify and implement adaptive strategies for recreational and leisure activities to ensure active participation.
<a href="#"><u>EC.PK12.MD.5.1:</u></a>	Identify personal body parts and analyze their location relative to self and the environment.
<a href="#"><u>EC.PK12.MD.5.2:</u></a>	Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.
<a href="#"><u>EC.PK12.MD.5.3:</u></a>	Use sighted guide techniques, trailing, and protective techniques, as appropriate for setting and the student's developmental level.
<a href="#"><u>EC.PK12.MD.5.4:</u></a>	Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).
<a href="#"><u>EC.PK12.MD.5.5:</u></a>	Distinguish between permanent and transitory items in the environment.
<a href="#"><u>EC.PK12.MD.5.6:</u></a>	Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.



<a href="#"><u>EC.PK12.MD.5.7:</u></a>	Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).
<a href="#"><u>EC.PK12.MD.6.1:</u></a>	Maintain appropriate eye contact, body space, posture, facial expression, gestures, and socially acceptable mannerisms using nonvisual and/or low-vision strategies.
<a href="#"><u>EC.PK12.MD.6.2:</u></a>	Apply interpersonal skills, such as engaging in appropriate social interactions and conversations; demonstrating respect, empathy, or sympathy; and managing criticism.
<a href="#"><u>EC.PK12.MD.6.3:</u></a>	Participate effectively in group activities, such as cooperative learning and extracurricular activities.
<a href="#"><u>EC.PK12.MD.6.4:</u></a>	Identify social, emotional, and physiological aspects of human sexuality appropriate for the student's developmental level.
<a href="#"><u>EC.PK12.MD.6.5:</u></a>	Engage in cognitive (intentional) social behavior, such as interpreting social cues, identifying opportunities for social interactions, and generalizing social skills to a variety of situations.
<a href="#"><u>EC.PK12.MD.7.1a:</u></a>	Explain own visual impairment.
<a href="#"><u>EC.PK12.MD.7.2a:</u></a>	Identify personal likes and dislikes.
<a href="#"><u>EC.PK12.MD.7.3a:</u></a>	Identify personal strengths, competencies, and challenges.
<a href="#"><u>EC.PK12.MD.7.4:</u></a>	Explain possible coping strategies for managing stressors.
<a href="#"><u>EC.PK12.MD.7.5:</u></a>	Describe goals in self-advocating using appropriate communication and assertiveness.
<a href="#"><u>EC.PK12.MD.8.1:</u></a>	Identify strategies for using residual vision with greater efficiency, such as using low-vision devices and adaptive technologies and techniques.
<a href="#"><u>EC.PK12.MD.8.2:</u></a>	Respond to and summarize instructional level information presented in an auditory format.
<a href="#"><u>EC.PK12.MD.9.1:</u></a>	Manage personal hygiene and grooming using nonvisual and/or low-vision strategies.
<a href="#"><u>EC.PK12.MD.9.3:</u></a>	Demonstrate appropriate personal eating/table skills using nonvisual and/or low-vision strategies.
<a href="#"><u>EC.PK12.MD.9.4:</u></a>	Manipulate garments to dress self independently using nonvisual and/or low-vision strategies.
<a href="#"><u>EC.PK12.MD.9.5a:</u></a>	Identify steps and demonstrate ability to care for clothing using nonvisual and/or low-vision strategies.

<a href="#"><u>EC.PK12.MD.9.6:</u></a>	Identify steps and demonstrate the ability to store and prepare food safely using nonvisual and/or low-vision strategies.
<a href="#"><u>EC.PK12.MD.9.7a:</u></a>	Identify steps to purchase an item from a store using nonvisual and/or low-vision strategies.
<a href="#"><u>EC.PK12.MD.9.8a:</u></a>	Demonstrate simple household skills including cleaning own area using nonvisual and/or low-vision strategies.
<a href="#"><u>EC.PK12.MD.9.9:</u></a>	Create and maintain a schedule/calendar for personal management using nonvisual and/or low-vision strategies.



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# Course: Physical Therapy: PK-5- 7763070

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## BASIC INFORMATION

<b>Course Title:</b>	Physical Therapy: PK-5
<b>Course Number:</b>	7763070
<b>Course Abbreviated Title:</b>	PHY THRPY: PK-5
<b>Course Path:</b>	<b>Section:</b> <a href="#">Exceptional Student Education</a> <b>Grade Group:</b> <a href="#">Elementary</a> <b>Subject:</b> <a href="#">Special Courses</a>
<b>Course length:</b>	Year (Y)
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to provide physical therapy services to exceptional students in order to achieve functional outcomes identified in the student's individual education plan or educational plan to benefit from specially designed instruction.</p> <p>This course is designed for students with disabilities whose individual educational plan or educational plan indicates the need for physical therapy, as a related service and is specified in a plan of treatment or care developed by a Licensed Physical Therapist to assist the student in meeting educational goals, pursuant to the provision of Part III, Chapter 468, Florida Statutes.</p> <p>This is a non-credit course. The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP or EP.</p> <p>Instructional activities should be age-appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance</p>

	of skills.
<b>Version Requirements:</b>	<b>Certification Requirement:</b> LIC AS PHY THER LIC AS PTA

## STANDARDS (1)

<b><u>TP.PK12.OP.1.1:</u></b>	Demonstrate the ability to achieve functional outcomes as specified in the student's plan of treatment or care.
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	generalization, and maintenance of skills.
<b>Verion Requirements:</b>	<b>Certification Requirement:</b>

## QUALIFICATIONS

<b><u>Qualification:</u></b>	LIC AS OCCUP THER LIC AS OTA OCCUP THER @ 6
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## STANDARDS (1)

<b><u>TP.PK12.OP.1.1:</u></b>	Demonstrate the ability to achieve functional outcomes as specified in the student's plan of treatment or care.
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# Course: Orientation and Mobility: PK-5-7763060

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5052.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Orientation and Mobility: PK-5
<b>Course Number:</b>	7763060
<b>Course Abbreviated Title:</b>	ORIEN MOBILITY: PK-5
<b>Course Path:</b>	<b>Section:</b> <a href="#">Exceptional Student Education</a> <b>Grade Group:</b> <a href="#">Elementary</a> <b>Subject:</b> <a href="#">Special Courses</a>
<b>Course length:</b>	Year (Y)
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to enable students with visual impairments to develop skills leading to safe, efficient, and independent movement and travel skills and knowledge of their presence within the environment to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).</p> <p>This course is designed for students with disabilities whose IEPs indicate the need for intensive individualized intervention in orientation and mobility skills. A visual impairment affects the students' knowledge of their surroundings, their relationship to their settings, and their ability to travel within the physical and social environments.</p> <p>Students identified as visually impaired should be referred for an orientation and mobility evaluation as changes in vision, functioning, or developmental needs are observed. Placement in this course is determined by an assessment performed by an orientation and mobility specialist.</p>

	<p>A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.</p> <p>Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purposes of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours.</p> <p>This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.</p>
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## QUALIFICATIONS

<b><u>Qualification:</u></b>	<p>VISU IMPRD 6/ORIEN MOBL E</p> <p>Any Field when CERT Reflects Bachelor/higher AND Orientation and Mobility Endorsement</p>
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## STANDARDS (17)

<b><u><a href="#">US.PK12.IF.10 Route Travel</a></u></b>	
<b><u><a href="#">US.PK12.IF.10.1 :</a></u></b>	<p>Plan and implement safe decision making when traveling in familiar and unfamiliar environments.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Route Travel</a></p>
<b><u><a href="#">US.PK12.IF.11 Soliciting and Declining Assistance</a></u></b>	

**[US.PK12.IF.11.1](#)** :

Respond appropriately to offers of assistance when traveling.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Soliciting and Declining Assistance](#)

**[US.PK12.IF.11.2](#)** :

Solicit necessary assistance when traveling.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Soliciting and Declining Assistance](#)

**[US.PK12.IF.11.4](#)** :

Plan, use, and manage private, public, and para-transit transportation for safe and efficient travel.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Soliciting and Declining Assistance](#)

### **[US.PK12.IF.5 Foundational Skills for Orientation and Mobility](#)**

**[US.PK12.IF.5.1](#)** :

Identify personal body parts and analyze location relative to self and the environment.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Foundational Skills for Orientation and Mobility](#)

**[US.PK12.IF.5.2](#)** :

Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Foundational Skills for Orientation and Mobility](#)

**[US.PK12.IF.5.3](#)** :

Use sighted guide techniques, trailing, and protective techniques as appropriate for setting and student's developmental level.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Foundational Skills for Orientation and Mobility](#)

### **[US.PK12.IF.6 Environmental Orienting Techniques](#)**

**[US.PK12.IF.6.1](#)** :

Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Environmental Orienting Techniques](#)

**[US.PK12.IF.6.2](#)** :

Distinguish between permanent and transitory items in the environment.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Environmental Orienting Techniques](#)



**[US.PK12.IF.6.3 :](#)**

Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Environmental Orienting Techniques](#)

**[US.PK12.IF.6.4 :](#)**

Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Environmental Orienting Techniques](#)

**[US.PK12.IF.6.5 :](#)**

Use environmental orienting techniques, such as using landmarks and tactual markers, for familiarizing areas in urban and rural settings.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Environmental Orienting Techniques](#)

**[US.PK12.IF.7 Personal Orienting Techniques](#)**

**[US.PK12.IF.7.1 :](#)**

Use personal orienting techniques, such as squaring off, parallel alignment, and locating dropped objects.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Personal Orienting Techniques](#)

**[US.PK12.IF.8 Independent Travel Skills](#)**

**[US.PK12.IF.8.1 :](#)**

Perform independent travel skills using landmarks and cues.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Independent Travel Skills](#)

**[US.PK12.IF.8.2 :](#)**

Use mobility tools, such as a pre-cane, cane, low-vision device, or electronic device, to travel independently.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Independent Travel Skills](#)

**[US.PK12.IF.8.3 :](#)**

Use environment-specific skills, such as crossing streets, riding in escalators and elevators, and adapting to variations in lighting.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Independent Travel Skills](#)

**[US.PK12.IF.9 Spatial Awareness and Directions](#)**

**[US.PK12.IF.9.1 :](#)**

Use spatial awareness skills and cardinal directions to orient oneself in the environment.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Spatial Awareness and Directions](#)



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# Course: Expanded Skills: PK-5- 7763090

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5137.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Expanded Skills: PK-5
<b>Course Number:</b>	7763090
<b>Grade Level(s):</b>	K, 1, 2, 3, 4, 5, PreK
<b>Course Abbreviated Title:</b>	EXP SKLS: PK-5
<b>Course Path:</b>	<b>Section:</b> <a href="#">Exceptional Student Education</a> <b>Grade Group:</b> <a href="#">Elementary</a> <b>Subject:</b> <a href="#">Special Courses</a>
<b>Number of Credits:</b>	NA
<b>Course length:</b>	Year (Y)
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	<p>The purpose of this course is to enable students who are deaf and hard-of-hearing to apply concepts, knowledge, and skills in the expanded core curriculum in the educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).</p> <p>This course is designed for students who are deaf or hard-of-hearing and need intensive individualized intervention to address the unique and specialized needs that result from their disability. Hearing loss adds a dimension to learning that often requires explicit teaching, such as information gained through incidental learning.</p> <p>A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the</p>

# Course: Unique Skills Communication: PK–5-7763120

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5157.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Unique Skills Communication: PK–5
<b>Course Number:</b>	7763120
<b>Course Abbreviated Title:</b>	U SKLS COMMUNIC:PK-5
<b>Course Path:</b>	<b>Section:</b> <a href="#">Exceptional Student Education</a> <b>Grade Group:</b> <a href="#">Elementary</a> <b>Subject:</b> <a href="#">Special Courses</a>
<b>Course length:</b>	Year (Y)
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to enable students with disabilities to acquire and apply skills and strategies to access the general curriculum and achieve annual goals based on assessed needs and the student’s individual educational plan (IEP).</p> <p>This course is designed for students with disabilities who need intensive individualized intervention in curriculum and learning skills and strategies.</p> <p>A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student’s IEP.</p> <p>Delivery of this course is setting neutral (resource room, self-contained, embedded instruction). Instructional activities involving practical applications of course requirements may occur in home,</p>

	<p>school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills. Course requirements may also require the student to acquire knowledge and skills involved with the use of related technology, tools, and equipment.</p> <p>This course is designed to address a range of disabilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student’s IEP.</p>
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## STANDARDS (20)

<a href="#"><u>US.PK12.CM.1.1:</u></a>	Follow multi-step directions in sequence.
<a href="#"><u>US.PK12.CM.1.2:</u></a>	Demonstrate understanding and recall of stories and information presented orally.
<a href="#"><u>US.PK12.CM.1.3:</u></a>	Demonstrate understanding and recall of information presented orally for specific purposes, such as identifying the main idea, drawing conclusions, and forming opinions.
<a href="#"><u>US.PK12.CM.1.4:</u></a>	Demonstrate understanding of information presented orally by using listening skills, including paying attention to cues, linking to prior knowledge, and considering speaker’s perspective and nonverbal messages.
<a href="#"><u>US.PK12.CM.2.1:</u></a>	Use speech that can be understood by adults and peers.
<a href="#"><u>US.PK12.CM.2.2:</u></a>	Communicate messages and ideas clearly and effectively in a variety of situations.
<a href="#"><u>US.PK12.CM.2.3:</u></a>	Answer different types of questions, such as yes/no, open ended, and “wh” questions.
<a href="#"><u>US.PK12.CM.2.4:</u></a>	Express ideas in complete sentences using correct parts of speech.
<a href="#"><u>US.PK12.CM.2.5:</u></a>	Retell and summarize a story or event.
<a href="#"><u>US.PK12.CM.2.6:</u></a>	Effectively use nonverbal language, such as proximity, eye contact,

	gestures, and posture.
<a href="#"><u>US.PK12.CM.2.7:</u></a>	Clarify and explain words and ideas.
<a href="#"><u>US.PK12.CM.2.8:</u></a>	Participate effectively in small and large group discussions.
<a href="#"><u>US.PK12.CM.2.9:</u></a>	Recognize and repair communication breakdowns.
<a href="#"><u>US.PK12.CM.3.1:</u></a>	Use language for a variety of purposes, including greeting, informing, demanding, promising, and requesting.
<a href="#"><u>US.PK12.CM.3.2:</u></a>	Use language based on the needs of the situation or listener, such as talking differently to peers and adults, providing background information, and adjusting voice and volume according to setting demands.
<a href="#"><u>US.PK12.CM.3.3a:</u></a>	Initiate and participate in conversations with adults and peers.
<a href="#"><u>US.PK12.CM.4.1:</u></a>	Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner.
<a href="#"><u>US.PK12.CM.4.2:</u></a>	Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information.
<a href="#"><u>US.PK12.CM.4.3:</u></a>	Identify and use basic maintenance procedures needed by own communication system.
<a href="#"><u>US.PK12.CM.4.4:</u></a>	Identify needs and request assistance with own communication system.



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# Course: Unique Skills: Curriculum and Learning: PK–5 - 7763110

Direct link to this

page: <http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5149.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Unique Skills: Curriculum and Learning: PK–5
<b>Course Number:</b>	7763110
<b>Course Abbreviated Title:</b>	U SKLS CURR&LRN:PK-5
<b>Course Path:</b>	<b>Section:</b> <a href="#">Exceptional Student Education</a> <b>Grade Group:</b> <a href="#">Elementary</a> <b>Subject:</b> <a href="#">Special Courses</a>
<b>Course length:</b>	Year (Y)
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to enable students with disabilities to acquire and apply skills and strategies to access the general curriculum and achieve annual goals based on assessed needs and the student’s individual educational plan (IEP).</p> <p>This course is designed for students with disabilities who need intensive individualized intervention in curriculum and learning skills and strategies. A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student’s IEP.</p> <p>Delivery of this course is setting neutral (resource room, self-contained, embedded instruction). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills. Course requirements may also require the student to acquire knowledge and skills involved with the use of related technology, tools, and equipment.</p>

	This course is designed to address a range of disabilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.
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## STANDARDS (17)

<a href="#"><u>US.PK12.CL.1.1a:</u></a>	Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts, recognizing and decoding words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, listening to stories, and following instructions.
<a href="#"><u>US.PK12.CL.1.1b:</u></a>	Apply skills and strategies, such as decoding multisyllabic words; analyzing vocabulary, including roots and affixes; making associations; and using visual imagery and mnemonics, to recall and understand information from a variety of media sources.
<a href="#"><u>US.PK12.CL.1.2a:</u></a>	Use fundamental skills and strategies (dramatization, mental pictures, mnemonics, and links to prior knowledge) to connect information with cues to increase recall and comprehension.
<a href="#"><u>US.PK12.CL.1.2b:</u></a>	Use skills and strategies to link information with other cues, such as mnemonics, visual imagery, and links to prior knowledge, to increase recall and comprehension.
<a href="#"><u>US.PK12.CL.1.3a:</u></a>	Apply fundamental skills and strategies in written communication, such as identifying and using personal information, making basic lists and completing forms, and forming simple and complex sentences.
<a href="#"><u>US.PK12.CL.1.3b:</u></a>	Apply fundamental skills and strategies in written communication, such as using personal information, making lists and completing forms, forming sentences and organizing ideas into paragraphs, letters, or stories.
<a href="#"><u>US.PK12.CL.1.4a:</u></a>	Develop mathematical skills and/or computational fluency for everyday living, such as money skills, estimation skills, time and measurement skills, and comprehension of graphs, tables, schedules, and charts.



<a href="#"><u>US.PK12.CL.1.5:</u></a>	Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers.
<a href="#"><u>US.PK12.CL.2.1a:</u></a>	Use effective task completion strategies, such as following directions, staying on task, and monitoring accuracy.
<a href="#"><u>US.PK12.CL.2.2a:</u></a>	Use effective time management, and organization skills, including using a visual schedule or calendar and locating and sorting information.
<a href="#"><u>US.PK12.CL.2.3:</u></a>	Use effective test-taking skills and strategies, such as previewing, planning a response to open-ended questions, and reviewing answers.
<a href="#"><u>US.PK12.CL.3.1a:</u></a>	Apply skills and strategies to solve personal and school problems.
<a href="#"><u>US.PK12.CL.3.2a:</u></a>	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts.
<a href="#"><u>US.PK12.CL.3.3a:</u></a>	Participate effectively in educational planning, including but not limited to, the Individual Educational Plan (IEP).
<a href="#"><u>US.PK12.CL.3.4:</u></a>	Apply skills that promote self-awareness and goal setting to meet educational and personal needs to increase self-determination, including use of accommodations and assistive tools, as appropriate.
<a href="#"><u>US.PK12.CL.3.5:</u></a>	Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others.
<a href="#"><u>US.PK12.CL.3.6:</u></a>	Use effective time management and organization skills and strategies to complete class and work assignments.



# Course: Unique Skills Independent Function: PK-5- 7763100

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5142.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Unique Skills Independent Function: PK-5
<b>Course Number:</b>	7763100
<b>Grade Level(s):</b>	K, 1, 2, 3, 4, 5, PreK
<b>Course Abbreviated Title:</b>	U SKLS IND FUNC:PK-5
<b>Course Path:</b>	<b>Section:</b> <a href="#">Exceptional Student Education</a> <b>Grade Group:</b> <a href="#">Elementary</a> <b>Subject:</b> <a href="#">Special Courses</a>
<b>Number of Credits:</b>	NA
<b>Course length:</b>	Year (Y)
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	<p>The purpose of this course is to enable students with disabilities to achieve independence in daily living activities in educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).</p> <p>This course is designed for students with disabilities whose IEP indicates the need for intensive individualized intervention in independent functioning.</p> <p>A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.</p>

	<p>Delivery of this course is setting neutral (resource room, self-contained, embedded instruction). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment.</p> <p>This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.</p>
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## STANDARDS (23)

<a href="#"><u>US.PK12.IF.1.1:</u></a>	Carry out personal care and hygiene routines, such as keeping clean, grooming and toileting.
<a href="#"><u>US.PK12.IF.1.10:</u></a>	Recognize and convey personal information, including determining when to keep such information confidential.
<a href="#"><u>US.PK12.IF.1.11a:</u></a>	Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating wants and needs.
<a href="#"><u>US.PK12.IF.1.2:</u></a>	Manage own clothing, such as dressing and selecting clothing items.
<a href="#"><u>US.PK12.IF.1.4:</u></a>	Communicate need for medical assistance, such as indicating an illness or injury.
<a href="#"><u>US.PK12.IF.1.5:</u></a>	Identify and perform approved medical procedures, as appropriate, such as using an inhaler.
<a href="#"><u>US.PK12.IF.1.6:</u></a>	Demonstrate skills required for eating, such as using common utensils and opening packages.
<a href="#"><u>US.PK12.IF.1.7:</u></a>	Select food based on available options, preference, and nutritional value.
<a href="#"><u>US.PK12.IF.1.8:</u></a>	Follow safety procedures and routines for preparing food.
<a href="#"><u>US.PK12.IF.1.9:</u></a>	Use knowledge and skills to maintain and enhance personal safety, such as handling dangerous situations and emergencies, and

	preventing abuse.
<a href="#"><u>US.PK12.IF.2.1:</u></a>	Participate in individual and group recreation/leisure activities.
<a href="#"><u>US.PK12.IF.2.2a:</u></a>	Select and engage in volunteer activities in school or community, such as recycling, litter patrol, or collecting money for a charity.
<a href="#"><u>US.PK12.IF.2.3a:</u></a>	Use specific knowledge and skills when completing activities involving managing money, such as shopping and purchasing.
<a href="#"><u>US.PK12.IF.2.4:</u></a>	Apply acceptable eating and social skills when dining in a variety of establishments or settings.
<a href="#"><u>US.PK12.IF.2.5a:</u></a>	Identify and follow rules when using transportation in the community.
<a href="#"><u>US.PK12.IF.2.6:</u></a>	Demonstrate how to use technological tools to access services and commodities in the community.
<a href="#"><u>US.PK12.IF.3.1a:</u></a>	Complete routines and tasks according to instructions and expectations.
<a href="#"><u>US.PK12.IF.3.2a:</u></a>	Sequence two or more tasks to complete activities.
<a href="#"><u>US.PK12.IF.3.3:</u></a>	Use organizational strategies related to planning, scheduling, time management, self-monitoring, and managing materials.
<a href="#"><u>US.PK12.IF.4.1:</u></a>	Use tools and/or assistive technology to complete daily routines and tasks.
<a href="#"><u>US.PK12.IF.4.2:</u></a>	Follow rules and procedures across a variety of settings.
<a href="#"><u>US.PK12.IF.4.3:</u></a>	Use materials for their intended purposes.
<a href="#"><u>US.PK12.IF.4.4:</u></a>	Demonstrate the ability to adjust to new routines and changes in tasks, settings, and locations.



	<p>student's IEP.</p> <p>Delivery of this course is setting neutral (resource class, embedded instruction). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.</p> <p>This course is designed to reflect the wide range of abilities within the populations of students with this disability. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.</p>
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## STANDARDS (32)

<b><u><a href="#">ES.PK12.CL.1 Deaf Culture and Heritage</a></u></b>	
<b><u><a href="#">ES.PK12.CL.1.1a</a></u> :</b>	<p>Identify historical and current attitudes of the Deaf community and the impact on themselves and others.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Deaf Culture and Heritage</a></p>
<b><u><a href="#">ES.PK12.CL.1.2a</a></u> :</b>	<p>Identify contributions of past and present figures of the Deaf community.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Deaf Culture and Heritage</a></p>
<b><u><a href="#">ES.PK12.CL.1.3a</a></u> :</b>	<p>Identify ways that individuals who are deaf and hard-of-hearing provide support for each other in their community.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Deaf Culture and Heritage</a></p>
<b><u><a href="#">ES.PK12.CL.1.4a</a></u> :</b>	<p>Identify ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Deaf Culture and Heritage</a></p>
<b><u><a href="#">ES.PK12.CL.2 Learning Supports</a></u></b>	

<a href="#"><u>ES.PK12.CL.2.1 :</u></a>	Identify steps to complete school assignments and tasks according to directions. Cognitive Complexity: N/A   Date Adopted or Revised: N/A Belongs to: <a href="#">Learning Supports</a>
<a href="#"><u>ES.PK12.CL.2.2 :</u></a>	Maintain a time management and organizational system for academic studies. Cognitive Complexity: N/A   Date Adopted or Revised: N/A Belongs to: <a href="#">Learning Supports</a>
<a href="#"><u>ES.PK12.CL.2.3a :</u></a>	Identify previously learned academic vocabulary, skill, or content in new skills and concepts. Cognitive Complexity: N/A   Date Adopted or Revised: N/A Belongs to: <a href="#">Learning Supports</a>
<a href="#"><u>ES.PK12.CL.2.4a :</u></a>	Produce written communication, including identifying parts of sentences, combining words to make sentences, and combining sentences to make paragraphs with the support of sign and/or voice. Cognitive Complexity: N/A   Date Adopted or Revised: N/A Belongs to: <a href="#">Learning Supports</a>
<a href="#"><u>ES.PK12.CL.2.5 :</u></a>	Request clarification of school assignments from teachers, family, and peers, when needed. Cognitive Complexity: N/A   Date Adopted or Revised: N/A Belongs to: <a href="#">Learning Supports</a>

### [ES.PK12.MD.1 Knowledge of Own Hearing Loss](#)

<a href="#"><u>ES.PK12.MD.1.1a :</u></a>	Recognize that he/she has a hearing loss, including referring to self as deaf or hard-of-hearing; stating cause of the hearing loss; and explaining that the hearing loss is stable, progressive, or irreversible. Cognitive Complexity: N/A   Date Adopted or Revised: N/A Belongs to: <a href="#">Knowledge of Own Hearing Loss</a>
<a href="#"><u>ES.PK12.MD.1.2 :</u></a>	Label and describe the functions of the parts of the ear (pinna, ear canal, eardrum, bones, cochlea, hearing nerve, brain, outer, middle, inner) using pictures. Cognitive Complexity: N/A   Date Adopted or Revised: N/A Belongs to: <a href="#">Knowledge of Own Hearing Loss</a>
<a href="#"><u>ES.PK12.MD.1.3a :</u></a>	Identify the basic information on an audiogram. Cognitive Complexity: N/A   Date Adopted or Revised: N/A Belongs to: <a href="#">Knowledge of Own Hearing Loss</a>
<a href="#"><u>ES.PK12.MD.1.4 :</u></a>	Maintain (clean, care for, and troubleshoot) own hearing aids,

	<p>cochlear implants, and/or FM equipment with assistance.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Knowledge of Own Hearing Loss</a></p>
<a href="#">ES.PK12.MD.1.5a :</a>	<p>State and apply listening and learning rules, including recognizing that hearing does not mean understanding, attending to the person who is speaking and/or signing, talking only about what he/she is learning, and requesting repetition or clarification when needed.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Knowledge of Own Hearing Loss</a></p>
<a href="#">ES.PK12.MD.1.6a :</a>	<p>Identify people who can provide assistance in the school regarding a hearing loss, such as interpreters, audiologist, and the itinerant teacher.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Knowledge of Own Hearing Loss</a></p>
<a href="#">ES.PK12.MD.1.7a :</a>	<p>Identify and use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, with some assistance.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Knowledge of Own Hearing Loss</a></p>
<b><a href="#">ES.PK12.MD.2 Acquisition, Comprehension, and Use of Language</a></b>	
<a href="#">ES.PK12.MD.2.1 :</a>	<p>Consistently and appropriately use preferred communication modality, such as American Sign Language (ASL), Conceptually Accurate Signed Exact English (CASE), Signed Exact English (SEE), or Spoken Language (Aural-Oral Communication), and recognize that communication modality may change according to individual needs and preferences.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Acquisition, Comprehension, and Use of Language</a></p>
<a href="#">ES.PK12.MD.2.2 :</a>	<p>Participate in direct interactions with peers and adults using an appropriate mode of communication in a variety of settings independently.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Acquisition, Comprehension, and Use of Language</a></p>
<a href="#">ES.PK12.MD.2.3 :</a>	<p>Demonstrate communication through motor movements, facial expressions, vocalizations, and social interactions.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Acquisition, Comprehension, and Use of Language</a></p>
<a href="#">FS.PK12.MD.2.4 :</a>	<p>Demonstrate nonverbal elements of communication, including</p>

	<p>proximity, turn taking, body shifting, facial expressions, and eye gaze.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Acquisition, Comprehension, and Use of Language</a></p>
<a href="#">ES.PK12.MD.2.5 :</a>	<p>Express the meaning of complex vocabulary, concepts, and figurative language through explicit strategies, such as drawing, role play, fingerspelling, and recognizing visual markers.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Acquisition, Comprehension, and Use of Language</a></p>
<a href="#">ES.PK12.MD.2.6 :</a>	<p>Apply auditory discrimination and phonological skills to enhance understanding of spoken and written language, when appropriate.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Acquisition, Comprehension, and Use of Language</a></p>
<p><b><a href="#">ES.PK12.MD.3 Personal and Interpersonal Communication Skills</a></b></p>	
<a href="#">ES.PK12.MD.3.1 :</a>	<p>Explain the elements of the communication process—speaker, listener, message, feedback—and identify situations when communication breakdowns occur.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Personal and Interpersonal Communication Skills</a></p>
<a href="#">ES.PK12.MD.3.2a :</a>	<p>Describe positive and negative ways the physical environment can affect communication and describe situations when it would be difficult.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Personal and Interpersonal Communication Skills</a></p>
<a href="#">ES.PK12.MD.3.3 :</a>	<p>Use appropriate behavior in response to situational demands and modify behavior as needed.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Personal and Interpersonal Communication Skills</a></p>
<a href="#">ES.PK12.MD.3.4a :</a>	<p>Communicate with others in ways appropriate for the relationship, such as friends and family.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Personal and Interpersonal Communication Skills</a></p>
<a href="#">ES.PK12.MD.3.5 :</a>	<p>Anticipate and use repair strategies to ensure communication occurs during difficult listening situations or when communication breakdowns occur.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Personal and Interpersonal Communication Skills</a></p>
<p><b><a href="#">ES.PK12.MD.4 Self-Determination and Self-Advocacy</a></b></p>	



<p><b><u>ES.PK12.MD.4.1a :</u></b></p>	<p>Demonstrate understanding of the role and responsibility of an interpreter, including attending to the interpreter for directions and information as long as the teacher/speaker is talking and signaling the interpreter for clarification or repetition.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Self-Determination and Self-Advocacy</a></p>
<p><b><u>ES.PK12.MD.4.2a :</u></b></p>	<p>Select and use assistive technology—low-tech, high-tech, closed captioning, alerting systems—that is personally appropriate with the assistance of an adult.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Self-Determination and Self-Advocacy</a></p>
<p><b><u>ES.PK12.MD.4.3a :</u></b></p>	<p>Locate and respond appropriately to alerting devices, such as fire or smoke alarm, doorbell, phone, and monitors in the home and school.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Self-Determination and Self-Advocacy</a></p>
<p><b><u>ES.PK12.MD.4.4a :</u></b></p>	<p>Summarize knowledge of own individual educational plan (IEP), including assessment data, strengths, weaknesses, annual goals, objectives, special education and related services, and accommodations.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Self-Determination and Self-Advocacy</a></p>
<p><b><u>ES.PK12.MD.4.5 :</u></b></p>	<p>Explain support services available in the school, home, and community, such as Florida Relay Service, interpreters, and travel assistance.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Self-Determination and Self-Advocacy</a></p>



