

**KANSAS
EXTENDED**

Writing
STANDARDS

Contents

Kansas Extended Communication Arts Standards Committee Members	vi
Introduction	viii
Purpose	viii
Individuals with Disabilities Education Act (IDEA) 1997 Requirements and Background	ix
Title 1 - No Child Left Behind Requirements and Background	x
Definitions	x
Responses & Communication	xii
Use of this Document	xii
Extended Writing Standards (without examples)	1
Standard 1	
Benchmark 1	1
Benchmark 2	2
Benchmark 3	3
Benchmark 4	4
Standard 2	
Benchmark 1	5
Benchmark 2	6
Standard 3	
Benchmark 1	7
Benchmark 2	8

Standards, Benchmarks and Indicators with Examples

Extended Standard 1 – Writing	7
Benchmark 1	9
Benchmark 2	17
Benchmark 3	25
Benchmark 4	31
Extended Standard 2 – Research	41
Benchmark 1	43
Benchmark 2	55
Extended Standard 3 – Communication for Social Interaction	61
Benchmark 1	63
Benchmark 2	69
Benchmark 3	77
Benchmark 4	81
Appendix A	87
Glossary of Terms	89
Appendix B	91
References	93

**Kansas Extended
Communication Arts Standards
Committee Members**

Kerri Anderson	South High School, Wichita, USD259
Shirley Armentrout	Parent Representative, Topeka
Susan M. Bashinski	University of Kansas
Penny Carrithers	Teacher, Levy Special Education Center, Wichita, USD 259
Tammy Esposito	Principal, Levy Special Education Center, Wichita, USD 259
Pauline Hintz	Principal, Lakemary Center, Paola
Kristy Jones	Education Program Consultant, KSDE
Glenda Parma	Special Education Teacher, Sharon Learning Center Sharon, USD 605
Linda Sullivan	School Psychologist, Chisholm Life Center, Wichita, USD 259
Lynnett Wright	Extended Standards and Alternate Assessment Lead Consultant, KSDE

In addition the committee would like to thank the teachers, parents, school administrators, and community members who have worked and will continue to work, toward improving the education of students with significant disabilities.

Introduction

Purpose

This document is an extension of the Kansas Communication Arts Standards. These extended standards, benchmarks, indicators, and examples are intended to be used in developing curricular materials for students who are eligible for the alternate assessment. In addition, the extended standards will be helpful in developing IEP goals, benchmarks, or objectives for students with significant cognitive disabilities and who are eligible to take the Kansas Alternate Assessment. These standards are designed for students who require substantial adjustments to the general curriculum, yet allow that curriculum to maintain a clear connection to the general education standards.

As these extended standards were developed, the Kansas Communication Arts Standards were followed as closely as possible. The four basic standards appear here. After careful consideration, a fifth standard has been added. That standard addresses communication for the purposes of social interaction. The extended benchmarks, indicators, and examples have been developed to provide high expectations for these students.

One difference in the extended communication arts standards, from the general education standards, is that grade levels have not been specified for the indicators under each benchmark.

Rather, the benchmarks and the indicators have been organized in a hierarchical fashion (where possible), reflecting the wide variation in performance expectations for these students. To understand the reason for this change, it is helpful to compare this approach with the one used in the general education standards. The general education standards establish challenging performance expectations through the use of indicators that become increasingly more difficult for higher-grade levels. The state assessments are based on these indicators, resulting in a report of the percentage of students who successfully meet or do not meet the levels established for each grade level.

Because of the extremely wide range of abilities of students who are eligible to take the alternate assessment, it is not possible to establish grade-specific expectations and still maintain high standards. Instead, a range of indicators has been developed, which describe possible performance expectations for all of these students across grade or age levels. The range of indicators includes some of the indicators established for the general education standards. Looking at changes in performance over successive years, rather than relative to grade-level expectations, will also generate evidence of improvement.

Individuals with Disabilities Education Act (IDEA) Requirements and Background

The reauthorized Individuals with Disabilities Act of 1997 (IDEA 97) resulted in a significant clarification of the educational expectations for students with disabilities. Specifically, the following requirements are made for performance goals and indicators and inclusion of students with disabilities in general state and district assessments:

Section 612(a)(16)(A): "The state has established goals for the performance of children with disabilities in the State that (ii) are consistent, to the maximum extent appropriate, with other goals and standards for children established by the state;"

Accordingly, the Kansas Extended Standards have been developed to be consistent with the general standards, thus ensuring that the education of all students, including those with the most significant disabilities, is consistent with goals and standards for students as established by the Kansas State Board of Education. Further, the state is required to develop an alternate assessment for students with disabilities who are unable to participate in regular state and district assessments:

Section 612(1)(17)(A): In general - Children with disabilities are included in general State and district-wide assessment programs, with appropriate accommodations, where necessary. As appropriate, the State or local educational agency -

- (i) develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in State and district-wide assessment programs; and
- (ii) develops and, beginning not later than July 1, 2000, conducts those alternate assessments.

In keeping with this requirement, the extended standards serve as the basis for the development of the Kansas Alternate Assessment.

Title 1 – No Child Left Behind Requirements and Background

- States are required to hold all students to the same standards except that these regulations permit States to measure the achievement of students with the most significant cognitive disabilities based on alternate achievement standards. (These are called “The Kansas Extended Standards.”)
- These regulations clarify that a State is permitted to use alternate achievement standards to evaluate the performance of students with the most significant cognitive disabilities.
- Alternate achievement standards are acceptable only for the small number of students with the most significant cognitive disabilities.
- The alternate achievement standards embody challenging academic expectations appropriate for those students who are assessed against them.
- The use of “highest learning standards possible” is intended to reflect that the alternate achievement standards should be no less challenging for students with the most significant cognitive disabilities.

Definitions

The following definitions clarify the four levels of this extended standards document. These definitions are very closely aligned with the definitions that are used in the Kansas Curricular Standards in Reading and Writing.

Standard: A curricular standard is a general statement of what a student should know and be able to do in academic subjects.

Example of a standard:

Learners demonstrate skill in reading a variety of materials for a variety of purposes. For the purposes of the extended standards, reading is broadly defined and includes receptive communication. Receptive communication is the processing of a message mediated through one or more of the senses.

Benchmarks: A specific statement of what a student should know and be able to do. Benchmarks are used to measure a student's progress toward meeting a standard. Benchmarks are listed in hierarchical order under a standard.

Example of a benchmark:

The learner understands basic vocabulary.

Indicators: A statement of the knowledge or skills that a student demonstrates in order to meet a benchmark. Indicators are critical to understanding the benchmarks and standards. Where possible, the indicators are listed in hierarchical order under a benchmark, from lower-level indicators to indicators of higher performance. This design allows every student from within the population covered by these extended standards to demonstrate a level of performance for the standards.

Example of an indicator:

The learner recognizes frequently used (sight or common) words.

**Clarifying
Examples:**

Examples show how a student might demonstrate an indicator, using practical, real-world examples. Clarifying examples are **NOT** listed in hierarchical order. These examples are taken from the domains of school, vocational / career, community, recreation / leisure, and home. These domains are those in which students receive instruction in order to practice and maintain skills. The clarifying examples should provide a clear connection between the standards and instructional practice.

Clarifying Example:

School – Recognizes own name on class roll sheet

Vocational / Career – Reads meeting notices posted in the break or lunch room

Community – Recognizes the names of national brand names

Recreation / Leisure – Reads names of boxed games on the shelf at the recreation center

Home – Reads names of ingredients common to favorite recipes

Blank example pages are provided at the end of each benchmark. Teachers may use these pages to generate additional clarifying examples for their individual students.

Responses & Communication

The extended standards are written to address the wide variety of communication methods used by students who qualify for the alternate assessment. These methods are determined by the IEP team and may include, but are not limited to:

Speech	Computer access
Large print	Pictures (picture board, notebook, etc.)
Braille	Vocal responses (cries, utterances, etc.)
Augmentative communication	Written responses (handwritten, computer generated, etc.)
Sign language	Eye gaze
Touch and / object cues	Body movements

Uses of this Document

This document may be used for a variety of purposes. First, as with the general education standards, the document will assist Kansas' teachers in planning local curriculum and assessments for students with significant cognitive disabilities in reading, writing, literature, and social communication. Although the document is intended to provide a curricular focus, it is not a state-mandated curriculum. In addition, the document provides a resource that can and should be used in developing the IEP, yet it is not intended that the document contains everything a student may need regarding reading, writing, literature, and social communication, or that may appropriately appear on a student's IEP.

It is also not expected that districts will develop curriculum to include every indicator; instead, the document has been developed to provide information to support a broad range of different local curricular emphases. It should be noted that if students are taught only the items that are assessed, a comprehensive individualized instructional plan has not been made available and the student does NOT have a quality program.

Further, the extended standards document will be used by The University of Kansas Center for Educational Testing and Evaluation in development of the Kansas Alternate Assessment.

Extended Writing Standards

Standard 1 – Writing: The student writes for a variety of audiences, purposes, and contexts.

For the purposes of the extended standards: “writes” is broadly defined and includes expressive communication.

Expressive communication is defined as the conveyance of information graphically, orally, tactilely, by gesturing or through words.

Benchmark 1: The student uses verbal and nonverbal communication to convey needs and wants.

Extended Knowledge Base Indicators	Extended Clarifying Examples
<p>Extended Knowledge Base Indicators</p> <p>The student:</p> <ol style="list-style-type: none">1. requests objects from others2. appropriately expresses rejection or refusal3. requests interactions or summons others4. asks and/or answers questions5. gives directions	<p>Extended Clarifying Examples</p> <p>The student:</p> <ol style="list-style-type: none">1. asks peer for additional paint to complete art project2. shakes head “no” in response to non-preferred cafeteria selection3. taps peer partner’s arm appropriately to ask a question4. asks nurse for personal medication(s) upon entering clinic office5. tells or shows peer the location of a particular classroom
<p style="text-align: center;">Special Notes</p> <p>The extended standards are written to address a wide variety of response and communication modalities or methods used by students who qualify for the alternate assessment. These are individually determined by the IEP team.</p>	

Extended Writing Standard

Standard 1 – Writing: The student writes for a variety of audiences, purposes, and contexts.

For the purposes of the extended standards: “writes” is broadly defined and includes expressive communication.

Expressive communication is defined as the conveyance of information graphically, orally, tactilely, by gesturing or through words.

Benchmark 2: The student uses a basic vocabulary to label objects, comment, direct attention, and/or convey ideas.

Extended Knowledge Base Indicators	Extended Clarifying Examples
<p>Extended Knowledge Base Indicators</p> <p>The student:</p> <ol style="list-style-type: none">1. produces natural gestures2. produces spoken words / manual signs3. expresses the function of objects4. uses a symbol system5. expresses multi-word sequences	<p>Extended Clarifying Examples</p> <p>The student:</p> <ol style="list-style-type: none">1. points to or reaches for a desired person or object2. calls peers by name3. gets out wallet when needing to make a purchase4. follows a class or activity schedule provided in a calendar box format5. models teacher’s activation of three icon sequence to produce spoken word on communication device
<p style="text-align: center;">Special Notes</p> <p>The extended standards are written to address a wide variety of response and communication modalities or methods used by students who qualify for the alternate assessment. These are individually determined by the IEP team.</p>	

Extended Writing Standard

Standard 1 – Writing: The student writes for a variety of audiences, purposes, and contexts.

For the purposes of the extended standards: “writes” is broadly defined and includes expressive communication.

Expressive communication is defined as the conveyance of information graphically, orally, tactilely, by gesturing or through words.

Benchmark 3: The student uses verbal and/or nonverbal communication to convey information.

Extended Knowledge Base Indicators	Extended Clarifying Examples
The student: 1. gives messages appropriate to context/location 2. comments and/or describes 3. asks and/or answers questions	The student: 1. expresses discomfort with range of motion or stretching exercises during therapy 2. makes comment or gesture regarding a dish prepared in foods class 3. recognizes that a raised inflection at the end of a sentence indicates an answer is needed
Special Notes The extended standards are written to address a wide variety of response and communication modalities or methods used by students who qualify for the alternate assessment. These are individually determined by the IEP team.	

Extended Writing Standard

Standard 1 – Writing: The student writes for a variety of audiences, purposes, and contexts.

For the purposes of the extended standards: “writes” is broadly defined and includes expressive communication.

Expressive communication is defined as the conveyance of information graphically, orally, tactilely, by gesturing or through words.

Benchmark 4: The student produces written language.

Extended Knowledge Base Indicators	Extended Clarifying Examples
<p>The student:</p> <ol style="list-style-type: none">1. sequences words, symbols, or objects2. writes personal information3. chooses an idea about which to write4. writes appropriate words and/or phrases5. produces clear and meaningful sentences or phrases6. use a variety of nouns, verbs, or adjectives in writing7. writes complete sentences	<p>The student:</p> <ol style="list-style-type: none">1. creates an alternating pattern of objects2. consistently makes an identifiable written mark3. selects from the choice of two possibilities to create a picture4. participates in recording completed tasks on personal job chart5. arranges printed or brailled cards in a meaningful sequence6. describes an objects color, texture, size, and/or words7. uses capital letter for first word in sentence
<p style="text-align: center;">Special Notes</p> <p>The extended standards are written to address a wide variety of response and communication modalities or methods used by students who qualify for the alternate assessment. These are individually determined by the IEP team.</p>	

Extended Writing Standard

Standard 2 – Research: The student applies reading and writing skills to demonstrate learning.

For the purposes of the extended standards: “Reading” is broadly defined and includes receptive communication. Receptive communication is the processing of a message mediated through one or more of the senses.

“Writing” is broadly defined and includes expressive communication.

Expressive communication is defined as the conveyance of information graphically, orally, tactilely, by gesturing or through words.

Benchmark 1: The student finds and uses information from a variety of media.

Extended Knowledge Base Indicators	Extended Clarifying Examples
<p>The student:</p> <ol style="list-style-type: none"> 1. recognizes personal items or identifiers 2. uses a schedule 3. locates and/or uses information from a variety of environmental domains 4. locates and/or uses information in a telephone directory 5. locates and/or uses information in a newspaper or magazine 6. locates and/or uses multi-media sources 7. uses the computer and/or internet to access and/or use information 8. locates and/or uses library reference materials 9. uses a map 10. compares sources of information 	<p>The student:</p> <ol style="list-style-type: none"> 1. selects own jacket from coat rack 2. follows block schedule of classes appropriately 3. identifies similarities in the routines and rules from class to class 4. alphabetizes by first letter 5. identifies various sections of the newspaper 6. Helps to select vocabulary symbols for inclusion on communication device 7. goes to favorite or frequently visited sites using personal bookmarks 8. matches picture in picture dictionary 9. finds indicated fire exit 10. compares his/her class schedule with friends’ schedule to identify common classes
<p>Special Notes</p> <p>The extended standards are written to address a wide variety of response and communication modalities or methods used by students who qualify for the alternate assessment. These are individually determined by the IEP team.</p>	

Extended Writing Standard

Standard 2 – Research: The student applies reading and writing skills to demonstrate learning.

For the purposes of the extended standards: “Reading” is broadly defined and includes receptive communication. Receptive communication is the processing of a message mediated through one or more of the senses.

“Writing” is broadly defined and includes expressive communication.

Expressive communication is defined as the conveyance of information graphically, orally, tactilely, by gesturing or through

Benchmark 2: The student uses verbal and/or nonverbal communication to relate information from a variety of media.

Extended Knowledge Base Indicators	Extended Clarifying Examples
The student: 1. asks and/or answers questions 2. gives a presentation / "show and tell" 3. re-tells a story 4. uses written language to convey information	The student: 1. requests help in locating resources in school library (taped books, web site re: topic) 2. shows teacher a manual sign that s/he has just mastered for 3. repeats an answer spoken or signed by a classmate 4. uses his/her name stamp to properly label class assignments to be turned in to the teacher
Special Notes The extended standards are written to address a wide variety of response and communication modalities or methods used by students who qualify for the alternate assessment. These are individually determined by the IEP team.	

Extended Writing Standard

Standard 3 – Communication for Social Interaction:

The student communicates appropriately in a variety of contexts.

Benchmark 1:

The student initiates interaction.

Extended Knowledge Base Indicators	Extended Clarifying Examples
The student: 1. acknowledges a potential communication partner 2. greets others 3. appropriately comments on events	The student: 1. touches teacher's or peers arm appropriately when senses his/her proximity near desk 2. participates in traditional "yell" at pep rally welcomes coach to the podium 3. comments to peer partner about food available in cafeteria line that "doesn't look good" or "looks great"
Special Notes A variety of clarifying examples that illustrate the range of application possibilities is included in chapter 3. The extended standards are written to address a wide variety of response and communication modalities or methods used by students who qualify for the alternate assessment. These are individually determined by the IEP team.	

Extended Writing Standard

Standard 3 – Communication for Social Interaction:

The student communicates appropriately in a variety of contexts

Benchmark 2:

The student sustains interaction.

Extended Knowledge Base Indicators	Extended Clarifying Examples
<p>The student:</p> <ol style="list-style-type: none">1. listens attentively2. recognize when it is appropriate to respond3. takes turns in conversation4. maintains the topic5. identifies & corrects communication breakdowns	<p>The student:</p> <ol style="list-style-type: none">1. quiets own body activity while teacher provides directions to the class2. replies when teacher directly “calls on” him/her by name3. communicates agreement or disagreement with proposal under discussion at class meeting4. offers comments related to the topic class is discussing, without attempting to change5. uses commonly accepted social conventions to indicate a lack of understanding (shrugs shoulders, “what?”)
<p>Special Notes</p> <p>A variety of clarifying examples that illustrate the range of application possibilities is included in chapter 3.</p> <p>The extended standards are written to address a wide variety of response and communication modalities or methods used by students who qualify for the alternate assessment. These are individually determined by the IEP team.</p>	

Extended Writing Standard

Standard 3 – Communication for Social Interaction:

The student communicates appropriately in a variety of contexts

Benchmark 3:

The student terminates interaction.

Extended Knowledge Base Indicators	Extended Clarifying Examples
The student: 1. uses appropriate closings 2. ends interaction at natural concluding points	The student: 1. tells bus driver that s/he “will see ya this afternoon” 2. waves to friends from school bus, when departing for home
Special Notes A variety of clarifying examples that illustrate the range of application possibilities is included in chapter 3. The extended standards are written to address a wide variety of response and communication modalities or methods used by students who qualify for the alternate assessment. These are individually determined by the IEP team.	

Extended Writing Standard

Standard 3 – Communication for Social Interaction:

The student communicates appropriately in a variety of contexts

Benchmark 4:

The student engages in appropriate conversation.

Extended Knowledge Base Indicators	Extended Clarifying Examples
The student: 1. adjusts conversation to match the purpose and the environment 2. uses age appropriate vocabulary 3. participates in group discussion 4. is respectful of social distance	The student: 1. asks teacher questions relative to the subject area or class 2. follows author's use of local color dialect in young adult literature 3. assumes timekeeper's role in cooperative learning group and keeps peers posted on time 4. leaves comfortable amount of space between self and peers when waiting in line
Special Notes A variety of clarifying examples that illustrate the range of application possibilities is included in chapter 3. The extended standards are written to address a wide variety of response and communication modalities or methods used by students who qualify for the alternate assessment. These are individually determined by the IEP team.	

Extended Writing **Standard 1** **Writing**

The student writes for a variety of audiences, purposes, and contexts.

For the purposes of the extended standards: “Writing” is broadly defined and includes expressive communication. Expressive communication is defined as the conveyance of information graphically, orally, tactilely, by gestures or words.

Clarifying Examples

Clarifying examples show how a student MIGHT demonstrate an indicator, using practical, real world examples. Clarifying examples are NOT listed in hierarchical order.

Extended Standard 1 – Writing

Benchmark: 1

The student uses verbal and nonverbal communication to convey needs and wants.

Indicator: 1

The student requests objects from others.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Asks peer for additional paint to complete art project	Requests equipment or supplies needed to complete assigned job	Says, "Please, please" to companion when sees desired item in store	Points in the direction of desired play ground activity (swing)	Moves parent's or sibling's hand toward desired item
Uses eye gaze to request item that is within field of vision	Asks for help retrieving a necessary item when it is out of reach	Orders meal by pointing to items on picture menu	Draws picture of things s/he hopes to receive as gifts	Reaches for desired toy
Attempts to take a preferred item from another person's hands	Tells function of item needed to complete a task, when does not know its name	Hands order card (that details desired items) to service clerk and waits for order	Stops walking in front of video game s/he wishes to play, when passing through arcade	Vocalizes to convey desire for communication device
Protests when observes that peer has object s/he wants	Stares for extended period of time at coworker's job-related equipment	Writes a list of community attractions s/he would like to see or do	Communicates "hungry" repeatedly at movie theater to request a snack	Takes parent or sibling to cabinet where desired item is kept
Reaches for item needed to complete task	Realizes that additional materials should be requested when own supplies run out	Takes store clerk to rack or shelf where desired item for purchase is displayed	Begins self stimulation behavior when a game s/he has been playing comes to an end (to say, "Play again")	Pounds on exterior of pantry door, where favorite snacks are stored

Extended Standard 1 – Writing

Benchmark: 1

The student uses verbal and nonverbal communication to convey needs and wants.

Indicator: 2

The student appropriately expresses rejection or refusal.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Shakes head "no" in response to nonpreferred cafeteria selection	Returns supplies to storage before completing the job task	Removes self from unsafe situation	Asks peer to "Please play another or different game"	Shuts eyes as parent or caregiver signs a request to him or her
Takes item representing non-preferred activity back to calendar box (or does not initially remove it)	Turns away or reorients body when asked if s/he would like to do a certain job	Comes to a complete stop as parent or care-giver tries to assist him or her to walk into doctor's office	Repeats "no way, no way" as peer attempts to get him or her to ride amusement park ride	Responds with "I do or Me do" when parent or care-giver offers assistance with grooming routine
Pushes materials or object peer partner places on desk away from self	Pushes chair back from work station	Vocalizes loud "nnnnn" when waiter places food that s/he does not like on table	Says "Wait" as friend begins to turn the page in a catalog they are looking at together	Persists in watching television, even after observing parent's signs to "Turn the TV off"
Signs "stop" to therapist who is engaging him/her in range of motion exercises	Asks boss to change less desirable work assignment	Pushes away the hand of someone offering to help him or her stand up	Tells others when it is not their turn in the game, but rather, his or her own	Blocks doorway to own room, with wheelchair when sibling teases "I'm coming in!"
Shifts eye gaze away from teacher's face during direct instruction	Indicates "finished" or "done" after completing only the first step of job task	Refuses to pass through door a stranger holds open, so s/he can open it by self	Moves wheelchair away from area in which peers are engaged in nonpreferred activity	Continues preferred activity when given direction to take out the trash

Extended Standard 1 – Writing

Benchmark: 1

The student uses verbal and nonverbal communication to convey needs and wants.

Indicator: 3

The student requests interactions or summons others.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Taps peer partner's arm appropriately to ask a question	Raises hand to get his or her job coach's attention	Rings bell at customer service counter appropriately	Calls out friend's name from across the park	Holds arms out or up in the direction of desired person
Shifts gaze between desired person and the empty chair next to him/her to say "Sit beside me"	Gestures with crooked index finger to call job coach over to approve work	Uses persistent physical movement to call attention to self	Pulls own chair into physical contact with chair of desired person	Cries when becomes uncomfortable in current position, to request change
Makes and maintains eye contact with teacher or paraprofessional when in need of assistance	Wheels self to coworker's station and waits there until s/he gets an answer about materials	Calls waiter for drink refill by appropriate signal (raising table flag, pushing button)	Requests to be a particular friend's partner in a game	Hands parent or sibling a food container s/he would like to have opened
Hands teacher a book s/he would like to have read aloud	Asks for help to move over-sized or unusually heavy item	Smiles at person seated next to him or her on bus	Asks peer, "Do you like my new _____?" (watch CD, jacket)	Uses home intercom system to call for parent
Greets peers in hallway	Knocks on closed door of supervisor's office	Rings doorbell at friend's house or apartment	Uses memory dial to phone a friend	Seats self on parent's lap

Extended Standard 1 – Writing

Benchmark: 1

The student uses verbal and nonverbal communication to convey needs and wants.

Indicator: 4

The student asks and/or answers questions.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Asks nurse for personal medication(s) upon entering clinic office	Requests clarification of steps in order to complete new job assignment	Requests assistance in locating items on picture grocery list	Telephones recreation center to find out what time a particular event is scheduled to begin	Makes inquiry as to how much money s/he may have to spend during family vacation
Requests assistance to open food or drink packaging in cafeteria	Provides information needed for personal assistant to fill out time card	Asks for confirmation of present location according to community landmark(s)	Invites a peer to be his/her partner at a school or work extracurricular function (dance)	Responds to parent's offer to decide the menu for own birthday dinner
Answers question re: software program s/he wants by describing what it does	Asks for direction as to what s/he should do next when initial task has been completed	Responds appropriately when asked, "What movie", or how many tickets	Asks where surplus supplies or equipment are stored (CDs, glue, writing paper)	Participates in making decision (what holiday gifts to buy)
Requests peers' help by suggesting how they might be of assistance during a class period	Answers prospective employer's questions during a job interview (accommodations needed)	Provides requested information to physician re: pain during physical exam	Communicates to parent or support person a hobby s/he would like to learn (play music, sew)	Asks permission to stay up later than usual bedtime to finish watching a movie
Provides name/ address/ telephone number/date of birth upon request	Makes inquiry regarding possible job openings at a particular business location	Hands pre-written order to fast food line worker when asked, "May I help you?"	Tells clerk in clothing store what size s/he needs of a particular item to try on or purchase	Updates parent or caregiver on how s/he is feeling after taking medicine to treat an illness

Extended Standard 1 – Writing

Benchmark: 1

The student uses verbal and nonverbal communication to convey needs and wants.

Indicator: 5

The student gives directions.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Tells or shows peer the location of a particular classroom	Shows coworker where to store lunch items	Points out location of store's public restroom	Shows peer the location of a favorite department in a store	Tells sibling or parent how to adjust AFO's for maximum comfort
Gives the coach or therapist how best to position switch for ease of activation	Demonstrates recycling routine for new members of work crew	Tells bus driver the name of the stop at which s/he needs to de-board	Directs companion to accessible wheelchair seating area in theater or arena	Demonstrates the process, for caregiver, for recharging electric wheelchair
Guides paraprofessional through the process of using lift at stairway	Explains book check-out procedure to library patrons	Hands driver a card showing the address to which s/he wants to go	Tells peer what the "next step" is for completing a joint crafts project	Shows new caregiver where desired food item is stored
Hands peer a card showing the numbers needed for locker's combination	Tells new job coach where surplus materials or supplies are kept	Tells assistant how to help him/her get up from the floor (after a fall)	Tells peer how to join a fan club of common interest	Tells caregiver where to locate friends' or relatives' telephone numbers
Helps paraeducator or teacher make needed adjustments to classroom lighting	Explains mail delivery procedure to new employee	Shows beautician or barber a picture of how s/he would like to have hair cut or styled	Tells new acquaintance how to play a particular game	Tells sibling or parent how s/he wishes to have posters hung in own bedroom

Extended Standard 1 – Writing

Benchmark: 1

Indicator:

The student uses verbal and nonverbal communication to convey needs and wants.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home

Extended Standard 1 – Writing

Benchmark: 2

The student uses a basic vocabulary to label objects, comment, direct attention, and/or convey ideas.

Indicator: 1

The student produces natural gestures.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Points to or reaches for desired person or object	Points to or reaches for desired work materials	Waves hand (hello) to friend s/he passes on street	Joins fellow teammates in huddle ritual at the beginning of the game	Grins at family members as they enter the door
Greets peer with "high five"	Approaches coworker and extends hand to shake	Indicates need for rest-room break by searching the store visually	Greets peer at ball game with special "club" handshake	Hugs and squeezes a new gift received at holiday time
Greets peer with smile	Indicates awareness that hands are dirty by rubbing them on his/her apron	Gestures "Come on" when s/he sees a favorite store in the mall	Indicates need for rest-room break by taking peer partner's hand	Indicates need to have pants changed by tugging at wet clothing
Indicates need for rest-room break by fidgeting in chair	Shakes head "no" when passing a machine s/he is not supposed to touch	Tugs parent's hand as they pass by an ice cream or yogurt store	Removes wallet from pocket or purse when approaching a concession stand	Signals "sh-sh-sh" to indicate the need for quiet when younger sibling is asleep
Raises hand for need help in classroom	Thrusts arm into the air when supervisor announces achievement of a production goal	Slaps leg in response to funny joke	Joins crowd in gesturing "Raise the roof!" as the home team scores	Greets family members with traditional physical signs of affection (hug, kiss)

Extended Standard 1 – Writing

Benchmark: 2

The student uses a basic vocabulary to label objects, comment, direct attention, and/or convey ideas.

Indicator: 2

The student produces spoken words / manual signs.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Calls peers by name	Uses "sir" or "ma'am" when speaking with work supervisor	Uses appropriate fare-well when leaving ("See you tomorrow")	Asks friends what they would like to do at a planned get-together	Tells the number to call in case of an emergency (911)
Answers personal information question (name, address, parent or caregiver's name)	Tells coworkers about planned activities for the coming weekend	Identifies landmarks unique to own community (statue, park, carousel, museum)	Uses interjections to communicate preferences ("that rocks", "way cool", "awesome")	Tells parent or caregiver what present s/he would like to buy for a friend
Labels environmental objects in the classroom	Reports number of hours worked to record clerk	Participates in community chorus or choir	Sings familiar song or rap	Calls for family member from another room
Uses appropriate verbs, nouns, adjectives	Tells whom to alert on the job site, in case of an emergency	Greets bus driver with personal name sign	Uses appropriate greeting with peers (What's happenin'? high five)	Calls family members by special "pet" nicknames
Repeats or recites poems	Requests coworker's assistance with moving an over-sized item	Asks for directions to locate a particular item in a store	Tells attendant own telephone number, to call parents to pick him/her up	Talks to friends or relatives on the telephone or TTY

Extended Standard 1 – Writing

Benchmark: 2

The student uses a basic vocabulary to label objects, comment, direct attention, and/or convey ideas.

Indicator: 3

The student expresses the function of objects.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Gets out wallet when needing to make a purchase	Puts food s/he wishes to have warmed into microwave	Uses switch to open heavy door at handicap accessible entrance	Saves carnival or arcade tickets to redeem for gifts	Places dirty laundry in clothes hamper or laundry chute
Associates appropriate measuring tools with liquid and dry ingredients in food class	Checks to see if device is plugged in when switch activation fails to turn on an electric appliance	Looks for pedestrian button on traffic signal pole when experiencing difficulty across a street	Gets out "Member Pass" when preparing to enter fitness club or museum to which s/he belongs	Gets alarm clock when parent or caregiver talks about time s/he needs to get up the next morning
Requests that teacher use phonic ear when s/he cannot hear what is being said	Uses squeegee appropriately to clean windows	Explains the importance of wearing seatbelts in any motor vehicle	Suggests getting a pot holder when hears peer exclaim, "That's hot!" when baking cookies	Gets out key when encounters a locked door upon arrival at home
Understands the need to wear earphones when doing center work with other students in room	Explains use of stain remover when cleaning a soiled carpet area	Tastes food that was ordered, then indicates need for salt or pepper	Looks for light switch upon entering a darkened room	Offers ice pack when hears sibling complain of sports injury pain
Puts on corrective or magnification lenses when cannot see movie screen	Explains purpose of protective and safety equipment	Explains what to do emergency broadcast signals are activated	Points to CD player and indicates the desire to hear music	Applies acne medication after washing face

Extended Standard 1 – Writing

Benchmark: 2

The student uses a basic vocabulary to label objects, comment, direct attention, and/or convey ideas.

Indicator: 4

The student uses a symbol system.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Follows a class or activity schedule provided in a calendar box format	Follows line drawing directions to complete a work task	Uses company logos (graphics, words) to indicate preference regarding where to shop	Selects leisure activity from those offered on object choice board	Locates family's mailbox by name or number from a group of mailboxes
Participates in selection of vocabulary for his or her augmentative device	Reads safety signs posted in his or her work place	Uses a calculator to keep a running total of household items selected for purchase	Matches TV channel selector with numerals indicated in television viewing guide	Takes medication according to schedule (written, alarm watch)
Discriminates own name in print	Uses braille room numbers to identify locations for message delivery	Places own food order from a picture menu	Identifies favorite team(s) by their mascots, colors, etc.	Stores grocery items marked, "Refrigerate after opening" appropriately
Participates in choral group's concert with manual signs	Marks items to be sold with appropriate price tags	Takes a number at information desk to hold own turn for service	Uses club symbols when interacting with peers who are members (salute, handshake, insignia)	Does not touch household items marked with the "poison" symbol
Locates key words in large-print version of class textbook	Utilizes icons on tool bar(s) when working in a computer program	Uses tactile map of key landmarks to navigate in local community	Looks at youth magazines for enjoyment	Sets washer or dryer controls to match coded instruction card(s)

Extended Standard 1 – Writing

Benchmark: 2

The student uses a basic vocabulary to label objects, comment, direct attention, and/or convey ideas.

Indicator: 5

The student expresses multi-word sequences.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Models teacher's activation of three icon sequence to produce spoken word on communication device	Links signs, gestures, symbols, drawings to form a phrase to indicate assistance is needed for a particular purpose	Activates communication device sequentially to provide own full order to waitress	Communicates list of multiple supplies needed in order to complete a craft project	Calls family member by name to answer a telephone call ("Mom – phone")
Glues pictures in sequence to indicate before and after scenes from a piece of literature	Provides information regarding a coworker's name, and work station or role (Mary-boss, Max-painter)	Inquires how an acquaintance is feeling, upon a chance encounter at the grocery store	Makes concrete presentation of several things to do when a friend visits from out of town	Indicates both personal desire to have an item and the name of that item ("want pop")
Names players on a school team	Incorporates a coworker's name in greetings	Creates shopping list of all ingredients needed for a recipe	Chants cheers with other fans at a sporting event	Names all friends s/he wants to invite to a party being planned
Draws a book report that includes representations for both character and action from the story	Signs full name, including middle initial, on paycheck	Links communicative elements to form a phrase to tell van driver where to be taken	Creates a picture that includes multiple elements	Participates in family game of charades, persisting until others guess what is mimed
Uses word prediction program to write letter to pen pal	Tells the three or more steps involved to complete task	Asks at the service desk where a particular item might be found in the store	Participates in pantomime or karaoke activities with peers	Tells relative, "I love you"

Extended Standard 1 – Writing

Benchmark: 2

Indicator:

The student uses a basic vocabulary to label objects, comment, direct attention, and/or convey ideas.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home

Extended Standard 1 – Writing

Benchmark: 3

The student uses verbal and/or nonverbal communication to convey information.

Indicator: 1

The student gives messages appropriate to context/location.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Expresses discomfort with range of motion or stretching exercises during therapy	Uses vocabulary appropriate to work site for chronological age (restroom, break)	Gives medical personnel information pertinent to own physical condition	Congratulates winning team members at conclusion of game	Keeps confidential information discussed in private family conversations
Carries communication notebook between school and home and gives it to the appropriate person	Chooses apparel appropriate for the workplace (dress-up, casual or uniform)	Ceases asking parent to purchase something when repeatedly told "NO"	Refrains from asking friends overly personal questions	Relays problems or concerns from school or work environment to parent or guardian
Makes comment(s) related to topic during class discussion	Asks for assistance to customize new job site to match personal needs	Asks discretely to use the restroom when in a public place	Cheers with home team's fans when the team scores	Relays a message correctly from one family member to another
Speaks using quiet voice in school library	Completes job application accurately	Provides address of desired destination to driver	Makes appropriate "small talk" at social gathering	Generates "wish list" for upcoming birthday or holiday observance
Makes food choices in school cafeteria line	Indicates source of interference with the completion of an assigned task	Refrains from giving personal information to strangers	Asks the name of a person whom s/he has just met	Indicates personal preference between two support persons that parent suggests

Extended Standard 1 – Writing

Benchmark: 3

The student uses verbal and/or nonverbal communication to convey information.

Indicator: 2

The student comments and/or describes.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Makes comment or gesture regarding a dish prepared in foods class	Explains absence from work to job supervisor	Describes a community location by landmarks in its vicinity	Makes positive comment to peer about his or her play during the game	Participates in making plans for decorating his/her bedroom
Compares objects using measurement concepts (size, weight, length)	Describes personal preferences (ideal job or work environment)	Shares personal point of view regarding recent weather	Tells what s/he would like to see available at new recreation facility	Tells what s/he would like to have prepared for own birthday dinner
Tells newly enrolled student about school's traditions (mascot, colors, casual days)	Participates in coworker's discussion of what they have accomplished prior to break	Calls companion's attention to scene seen while en route to community location	Participates in fan club or group discussion to tell others about favorite singer, pet, etc.	Points to new carpeting that was installed when s/he was away at school
Uses adjectives to describe tones in music (pitch, volume, similarity)	Communicates pertinent previous work experience to potential employer	Comments about items displayed to sibling or friend while shopping	Takes turn in "small talk" conversations with peers	Indicates what s/he likes or dislikes about a particular TV program
Participates in "thumbs up or thumbs down" total class response	Gives personal opinion of rule or regulation change under discussion	Compliments the cashier regarding great restaurant service	Tells simple story to friend or young child	Expresses personal opinion (family's plans for the upcoming weekend)

Extended Standard 1 – Writing

Benchmark: 3

The student uses verbal and/or nonverbal communication to convey information.

Indicator: 3

The student asks and/or answers questions.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Recognizes that a raised inflection at the end of a sentence indicates an answer is needed	Asks potential employer to explain how s/he would be paid for a job (wage rate, scale)	Responds with information regarding stores in the vicinity when asked "where" one is located	Asks support person to tell him or her what the things being used in a hobby class are called	Indicates preferences(s) between food choices offered by parent or caregiver
Requests information regarding the location of resources in school library (taped books, web site re: topic)	Requests support person's confirmation that s/he is performing newly assigned task correctly	Reports on the accessibility of community location to a friend who has similar sensory or motor needs	Responds with reciprocal social inquiry when greeted by another ("I'm fine. How are you?")	Asks parent or caregiver what time s/he needs to come home (from mall, friend's house, library)
Uses pre-recorded response to participate in test review during class discussion	Recognizes that a question using the word "when" needs to be answered with time or day	Provides accurate information to dentist (personal habits of oral hygiene)	Responds to comments regarding what s/he liked or disliked (a current popular movie)	Tells parent about unusual event that happened at school or work that day
Provides feedback to therapist who is adjusting adaptive equipment ("Is that comfortable?")	Reports progress in learning new work skills when job coach asks, "How's it goin'?"	Asks appropriate social questions ("May I sit here? Are you in line?")	Requests mutual friend's telephone number or email address from peer	Takes turn in mealtime conversation by answering "How was your day?"
Answers question re: topic under discussion with appropriate contribution(s)	Provides feedback to supervisor regarding appropriateness of work task (easy, hard, okay)	Requests directions to reserved seating location in public arena	Gives an answer to peer's query, "Whatcha' wanna do?"	Asks who will be picking him or her up at the end of the school or work day

Extended Standard 1 – Writing

Benchmark: 3

Indicator:

The student uses verbal and/or nonverbal communication to convey information.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home

Extended Standard 1 – Writing

Benchmark: 4
The student produces written language.

Indicator: 1
The student sequences words, symbols, or objects.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Creates an alternating pattern of objects	Arranges pictures in sequential order for completion of job routine	Makes phone call from coin-operated pay telephone	Creates piece of artwork with patterned color sequence	Follows prescribed steps in loading family's dishwasher
Removes objects from calendar box to correctly indicate sequence of activities	Utilizes patterned numeric or alphabetic buttons on vending machine to make purchase	Tells the beginning, middle, and end of a story seen in a stage or theater production	Follows sequence of check-out procedures for renting a video at a local store	Utilizes weekly "pill keeper" to know when to take personal medications
Arranges cards with first and last name in proper order	Files papers in alphabetical order	Inserts coins and lifts door to purchase candy from machine	Repeats refrain of familiar song	Adds ingredients in prescribed order to follow a recipe
Sequences individual letter cards to correctly spell a word	Orders materials according to increasing size (length, height)	Uses "Take-A-Number" system to take own turn at service desk	Copies internet address correctly	Gives number to call in case of an emergency in correct order (911)
Uses words "before" and "after" to accurately describe events in time	Puts numbered parts in numeric order for storage or display	Places fast food order by naming the main item first, followed by condiments	Builds model by successfully assembling pieces in sequence	Participates with family in offering traditional mealtime thanks

Extended Standard 1 – Writing

Benchmark: 4
The student produces written language.

Indicator: 2
The student writes personal information.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Consistently makes an identifiable written mark	Records the number of hours worked each day	Signs name or date on visitor's register	Participates in describing self to internet pen pal	Copies parent's full name accurately
Records weight on personal chart in nurses' office	Copies bank account number on back of payroll check	Signs up to volunteer for a charity or service event	Participates in completing a form to order a magazine subscription	Signs name in order to receive package from a home delivery service
Uses a name stamp to properly label class assignments	Provides scribe with accurate information re: name, telephone number of emergency contact	Provides scribe with information regarding foods to which s/he is allergic	Completes a registration or membership form for local community center or fitness club	Prints initials on personal belongings (backpack, hat, notebook)
Writes name (cursive, braille writer, manuscript, computer)	Participates in the development of a personal resume	Writes grade in school to document eligibility for student discount	Signs a greeting card to be sent to a friend or relative	Places return address labels correctly on envelopes for mailing
Writes own locker number for peer who will get material for him or her	Completes an application for a job with personal information (name, address, phone, date of birth)	Makes an "X" to represent personal signature on library card application	Puts name on participants' list for an intramural activity	Labels own items to be included in family's garage or yard sale

Extended Standard 1 – Writing

Benchmark: 4

The student produces written language.

Indicator: 3

The student chooses an idea about which to write.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Selects from the choice of two possibilities to create a picture	Indicates preferred job(s), from potentially interesting ones presented in a video	Selects topic board with which s/he wishes to initiate conversation	Looks through catalogs to generate possibilities to put on purchase list for gift giving	Takes family member by the hand and leads him or her to desired activity
Uses programmed messages on communication device to create an experience story	Asks questions of potential employer in job interview (wearing a name badge, getting time off, working with friends?)	Participates in the development of agenda for own person-centered planning meeting	Cuts or tears out pictures to make collage of his or her favorite character or celebrity	Provides scribe with copy to be written beneath photos in family scrapbook
Makes an open-ended choice regarding topic about which to tell	Delineates for job coach or counselor what his or her ideal job might include	Selects own library materials for check-out	Copies roster of favorite sports team to create a score card for game	Draws pictures or records in a personal diary or journal
Assists with selection of signs or symbols to be included in communication device	Uses employees' suggestion box to propose idea for improving work conditions	Chooses elements to be included in remnant book to take home from community outing	Participates in using a web browser to surf collectors' club sites of personal interest	Makes list of names s/he would like to suggest for new family pet
Generates two or three ideas associated with teacher's chosen topic	Contributes a piece for employee newsletter (joke, poem, cartoon)	Draws approximation of favorite store or restaurant logo	Composes a simple poem, rap, or song	Uses stickers to make note of special dates on calendar

Extended Standard 1 – Writing

Benchmark: 4
The student produces written language

Indicator: 4
The student writes appropriate words and/or phrases.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Participates in recording completed tasks on personal job chart	Uses consistent identifiable written mark to sign payroll sheet	Writes numerals to correctly indicate money amount on check	Copies information to accurately complete party invitations	Participates in making a thank you note for an invitation or gift received
Explains that a particular behavior s/he did is the reason for "being in trouble"	Records proper information in corresponding blanks on job application form	Uses wallet ID card to provide bus, taxi, or van driver with own home address	Tallies exercises completed on fitness record for therapist	Makes appropriate marks to indicate food choices on "Meals-on-Wheels" menu
Marks own name on roster	Marks off days worked on calendar	Circles intended answers on customer survey	Copies item number correctly for catalog purchase	Marks "X's" and "O's" on letter written to a relative
Makes appropriate number of marks on school election ballot	Circles "M" or "F" appropriately to indicate own gender	Marks items for support person to purchase from symbols on grocery list	Copies date or time of a special event s/he would like to attend	Marks only in personal books, etc. (not library's or friends')
Copies homework given on blackboard into assignment notebook	Copies social security number accurately on tax withholding form	Marks questionnaire responses of "Yes" or "No" appropriately	Marks off items found by own team during scavenger hunt	Copies friend's or relative's name and address on an envelope for mailing

Extended Standard 1 – Writing

Benchmark: 4

The student produces written language.

Indicator: 5

The student produces clear and meaningful sentences or phrases.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Arranges brailled or printed cards in a meaningful sequence	Makes a list of supplies that need to be replenished	Makes a picture shopping list of items needed at the discount store	Writes own telephone number to give to a friend	Adds pictures of items needed to grocery list posted on refrigerator
Copies letter forms legibly (braille or print)	Makes marks in response boxes on work forms	Writes the name of a person s/he would like to have paged at the mall	Participates in composing sentences required for a prose contest entry	Indicates own telephone number on TTY
Records own lunch choices for peer partner, who gets food from cafeteria line for him or her	Leaves note for job coach to indicate that s/he has gone to use the restroom	Imitates support person's sequence of manual signs or gestures to communicate with unfamiliar person	Keeps a current listing of all holdings in personal collection	Creates a sign for door of own room to indicate "privacy" that family members can understand
Traces letters of own name	Copies personal work hours from posted weekly schedule	Prepares a paper (in advance) which s/he uses to order in a restaurant	Makes marks to play tic-tac-toe	Participates in composing a note of apology for hurt feelings or an offense that occurred
Records results of experiment during cooperative group's science lab activity	Participates in filling out request for absence for a scheduled medical appointment	Uses print feature of communication device to give information to person unfamiliar with him or her	Participates in creating a postcard message to send a friend	Writes the name or telephone number of a person leaving a phone message in parent's absence

Extended Standard 1 – Writing

Benchmark: 4

The student produces written language.

Indicator: 6

The student uses a variety of nouns, verbs, or adjectives in writing.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Describes an objects color, texture, size, and/or words	Learns to use work site terms to replace common usage {bus (clear) table; concessions (snacks)}	Participates in travel games ("Name all the ____ you see or hear.")	Describes a favorite athlete's or celebrity's appearance	Describes foods eaten using temperature or flavor references (hot, juicy, icy, sour, sweet)
Provides a synonym for a commonly used noun or verb ("What's another word for ___?")	Interchanges complete names of days of the week and abbreviations on a work calendar	Uses personal titles with proper names (Ms., Dr., Mr., Miss)	Labels photos from a family vacation with captions that vary from one picture to another	Refers to individual family members by variety of terms (Maggie, sister, Cissy)
Uses assistive technology device successfully when synonymous symbols are substituted in commonly used cells	Responds to coworkers' slang unique to the work place ("Got his hand slapped," "Handing out pink slips")	Orders in a fast food restaurant by number of pre-packaged meal, as well as by individual items	Translates adults' comment to age-appropriate slang of peers ("It's very nice"/"That rocks")	Refers to commonly used household products by brand names, as well as object or function words
Substitutes words that indicate quantity with number words (few, many, some, none)	Uses terms referenced to time to describe work hours (a.m. or p.m., afternoon, first shift)	Interchanges state abbreviation and full name (KS - Kansas)	Learns terminology associated with a hobby (geode, crystal, quartz)	Realizes that sometimes the meaning of unfamiliar words can be found in the dictionary
Differentiates that proper nouns need to be capitalized	Uses job titles along with coworkers' names (crew leader, manager)	Understands use of local color dialect ("carry you to school")	Participates in playing the guessing game, "I see something _____."	Refers to self by first name, nickname, full name

Extended Standard 1 – Writing

Benchmark: 4
The student produces written language.

Indicator: 7
The student writes complete sentences.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Uses capital letter for first word in sentence	Copies notes from over-head during training session	Copies information from a community bulletin board	Arranges cartoon frames in sequence to convey a complete story	Recopies a thank you message written by parent onto note card
Answers that every sentence must include one noun and one verb	Uses computer-based word prediction program to generate a meaningful sentence	Assists support person or peer to write note telling other friends where they have gone	Copies facts re: favorite celebrity or sports figure from youth magazine	Fills in missing word in each sentence to write a letter to an out-of-town relative or pen pal
Inverts word order when reminded, "What do the words do when you ask a question?"	Recognizes prompt in word processing program that indicates a typed sentence is incomplete	Activates multiple icon sequence on an assistive communication device	Buys blank commercial greeting card and completes own message for friend's birthday	Confirms accuracy of meaning of sentence filled in by sibling with own single word intent
Follows last word in sentence with some type of end punctuation	Includes all key elements when reporting a grievance to job coach or supervisor	Records information presented at zoo or museum exhibits	Asks scribe to personalize friends' club meeting notices before mailing ("I hope you'll come!")	Expands utterance with assistive communication device when asked "Show me the whole sentence."
Arranges individual symbol cards in an order that forms a meaningful sentence	Participates in writing job coach a note to request permission to leave early for an appointment	Uses expanded print feature of assistive communication device ("greeting" prints "Hi! How are you today?")	Copies lyrics to a favorite song or poem	Types letters sibling signs or speaks, inserting spaces as directed, to produce sentence

Extended Standard 1 – Writing

Benchmark: 4
The student produces written language.

Indicator:

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home

Extended Writing

Standard 2

Research

The student applies reading and writing skills to demonstrate learning.

For the purposes of the extended standards: “Reading” is broadly defined and includes receptive communication. Receptive communication is the processing of a message mediated through one or more of the senses. Writing is broadly defined and includes expressive communication. Expressive communication is defined as the conveyance of information graphically, orally, tactilely, by gestures or words.

Clarifying Examples

Clarifying examples show how a student MIGHT demonstrate an indicator, using practical, real world examples. Clarifying examples are NOT listed in hierarchical order.

v

Extended Standard 2 – Research

Benchmark: 1

The student finds and uses information from a variety of media.

Indicator: 1

The student recognizes personal items or identifiers.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Selects own jacket from coat rack	Locates own time card to use when clocking in	Places all selected items in own shopping cart	Sits in location designated for own team	Alerts to own photo in family gallery
Finds own cubical or locker by number, symbol, or position	Refrains from taking coworker's supplies when own are depleted	Signals to driver when bus approaches student's home street	Takes only personal CD's or magazines when leaving friend's house	Pulls own toothbrush from holder in family restroom
Finds own (modified) chair in school cafeteria	Identifies own lunch sack in employee refrigerator	Approaches family car when parents arrive to pick up student	Gathers all personal belongs when leaving dressing room	Takes friend to own bedroom to show celebrity poster
Retrieves own backpack at dismissal time	Selects company newsletter with own name	Goes to restrooms indicated for own gender	Recognizes caregiver on chance encounter at the local mall	Seats self for meals at personal place setting
Retrieves personal notebook from school's lost and found	Locates own job station on work floor	Stays with own group on community outing (badges, uniforms, etc.)	Indicates ownership, by gesture or sound, when personal item is displayed	Selects own clothing from family laundry basket

Extended Standard 2 – Research

Benchmark: 1

The student finds and uses information from a variety of media.

Indicator: 2

The student uses a schedule.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Follows block schedule of classes appropriately	Takes breaks at the appropriate time(s)	Locates store hours on a posted sign	Attends team's published games and practices	Completes chores according to schedule
Locates own bus time on school transportation sheets	Returns to work promptly following lunch or break	Waits at bus stop in accordance with posted schedule	Differentiates weekend versus weekday activities	Locates favorite TV shows in modified television schedule
Follows calendar box or picture schedule	Stays home from work on announced holidays	Gets ready for car pool pick-up	Complies with curfews	Feeds pet according schedule
Uses alarm on watch to remember to take medications	Attends scheduled meeting in the middle of the work day	Recognizes friends' birthdays or anniversaries	Uses schedules for entertainment events to determine departure time	Completes personal care routines according to schedule
Chooses materials from locker that will be used in all a.m. or p.m. classes	Turns in time card in accordance with posted schedule	Arrives at entertainment events punctually	Requests caregiver to pick him or her up at movie theater according to published show times	Complies with family's daily allowance for playing games and completing homework

Extended Standard 2 – Research

Benchmark: 1

The student finds and uses information from a variety of media.

Indicator: 3

The student locates and/or uses information from a variety of environmental domains

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Identifies similarities in the routines and rules from class to class	Requests information regarding “break” policy when beginning a new job placement	Locates service desk in new store	Imitates opposing team’s yell leaders’ cheers for home team	Goes to kitchen in friend’s home to request a beverage
Tells teacher about difference between a book and TV show of the same name	Requests visual sequence of task steps when assigned a new work station	Locates restroom by reading store’s location signs	Asks about the need for safety gear for sports activity	Picks decorations appropriate to room from magazine
Determines probable room location from numeration patterns on other floors	Answers interviewer’s questions in regard to own performance on previous jobs	Determines probable locations of addresses according to street patterns	Suggests modified rules for a game to make it more accessible (hitting the backboard for a score)	Comments about differences in own family traditions and those studied recently in social studies unit
Matches numbers to identify locker or classroom locations	Gives new job coach feedback regarding preferred transfer techniques	Locates bus stop by color-coded identifier on posted sign	Looks over recreation center’s bulletin boards for notices of upcoming events	Asks neighbor about tomorrow’s weather forecast
Asks school secretary to clarify seen on poster about a school event	Models coworkers’ appropriate on-task and/or break behavior	Seeks assistance from a person wearing a uniform	Recognizes referee’s authority during sports events	Listens to radio program to get information about sporting events

Extended Standard 2 – Research

Benchmark: 1
The student finds and uses information from a variety of media.

Indicator: 4
The student locates and/or uses information in telephone directory.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Alphabetizes by first letter	Dials "zero" and requests operator assistance	Locates number to call for weather conditions & forecast	Calls movie information line (to hear movie reviews and show times)	Dials "911" appropriately
Recognizes that listings in telephone book are alphabetized by persons' last names	Finds temporary employment agencies' listings in the yellow pages	Finds post office number in "Special Government Listings" section	Uses yellow pages to determine if miniature golf course is available in community	Locates relative's address in directory when addressing greeting card
Tells whether particular listing would be found in white or yellow pages	Calls to request taxi or special van transportation	Uses yellow pages to locate hobby store closest to home	Understands yellow pages cross-referencing (movie-"See Theater")	Locates information regarding TTY access or services
Groups topics under possible headers for yellow pages category listings	Finds employer's number in personnel directory or address book to call in sick	Uses yellow pages' "See Display Ad" to learn the types of services available from a business	Calls directory assistance and requests friend's telephone number	Reports power outage using after-hour emergency number
Finds area code map in directory	Looks up business address to give to transportation company	Looks up dentist's phone number to call for an appointment	Locates telephone number to call for concert tickets	Identifies emergency numbers from posting adjacent to telephone

Extended Standard 2 – Research

Benchmark: 1
The student finds and uses information from a variety of media.

Indicator: 5
The student locates and uses information in a newspaper or magazine.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Identifies various sections of newspaper	Locates job notice in community newspaper	Locates grocery ads in newspaper	Finds movie section in newspaper	Identifies items of choice in catalogs
Determines most current issue of news publication	Sorts newspapers and magazines by publication dates	Locates desired items in sale ads	Identifies comic book or comic strip characters	Locates map regarding upcoming parade's route
Turns to correct page of newspaper during class discussion	Congratulates coworker for accomplishments in company newspaper	Tells caregiver which coupons to clip from newspaper	Locates schedule and location for concert in local newspaper	Locates comic section of newspaper
Selects pictures from a magazine to create a collage	Requests information regarding advertised job training	Enters contest announced in newspaper	Determines swimming pool or ice rink schedules	Clips pictures or articles of interest for scrapbook
Decides whether to pack or purchase lunch from published menu	Uses weather forecast in newspaper to choose clothing needed to go to work (boots, umbrella, etc)	Submits drawing or photo for publication in local artist's or children's section	Identifies progress of favorite team in play-offs	Uses games section (crossword puzzles, mazes, etc.) with family members

Extended Standard 2 – Research

Benchmark: 1

The student finds and uses information from a variety of media.

Indicator: 6

The student uses multi-media sources.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Helps to select vocabulary symbols for inclusion on communication device	Reshelves library books according to numeric or alphabetic system	Reviews bus route to access bank during business hours	Calls caregiver's attention to posted garage sale signs	Replaces CD or cassette tape in matching storage case
Determines candidates for whom to vote, in school election, from posted campaign signs	Plans work arrival and departure based on bus schedule	Watches televised community bulletin board for schedule of upcoming events	Locates preferred video tape at video rental location	Watches televised program listings to find channel of favorite program
Finds book from on-line library catalog in school library	Opens computer file to record hours worked	Listens to audio tapes during museum tour	Selects desired track on CD	Sorts junk mail from household bills
Places name tag beside preferred workstation during class time	Sorts outgoing mail by zip code	Locates desired department from store directory	Plays CD-ROM simulations for enjoyment	Helps to plan menu in accordance with pictures on food pyramid chart
Looks at information included in multimedia encyclopedia	Files paperwork in appropriate drawer or category divider	Determines clothing to wear by watching Weather Channel forecast	Enjoys personal magazine subscription(s)	Selects appropriate washer settings for delicate or regular laundry loads

Extended Standard 2 – Research

Benchmark: 1
The student finds and uses information from a variety of media.

Indicator: 7
The student uses computer / Internet to access and/or use information.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Goes to favorite or frequently visited sites using personal book-marks	Participates in web search to explore career possibilities	Accesses web or street locator software to find particular address in town	Participates in supervised chat room discussion regarding favorite celebrity	Participates in on-line auction with family members, to do holiday shopping
Navigates a computer-assisted, self-study task assignment	Accesses company email with auditory output system	Joins list serve for particular community interest group	Takes virtual tour of national park or historic site	Assists in planning family's vacation through web site visitations
Creates a folder in which to file personal class assignments	Participates in compilation of personal resume in word processing program	Goes to web-based local weather site to determine what clothing to wear for activity	Checks movie schedules through theater's website	Uses computer-based calendar for reminders of appointments and important dates
Searches the web for sites with auditory output	Reviews sample resumes on web	Navigates touch screen on museum kiosk	Searches for sites useful for pursuing hobby	Uses joystick or mouse to play computer games with siblings
Participates in the creation of a personal web page	Locates newspaper "Help Wanted" ads posted on web	Utilizes on-line registration for community event	Orders book from on-line bookstore	Uses weather service bookmark to check weather for family's week-end plans

Extended Standard 2 – Research

Benchmark: 1

The student finds and uses information from a variety of media.

Indicator: 8

The student uses library reference materials.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Matches picture in picture dictionary	Visits school career development office to learn about job openings	Checks out materials from public library	Seeks out information at library regarding hobbies	Uses cookbook from library to prepare a special party dish
Uses spell checker on computer	Checks list of materials needed against list of supplies available	Locates various sections of library according to headings	Visits website of favorite sports team to obtain information about players	Accesses favorite web sites on computer
Uses library computer catalog to find book about desired subject	Matches precautionary safety symbols to appropriate equipment and toxic materials	Requests librarian's assistance to locate needed information	Visits special interest group meeting to collect information about recreational opportunities	Locates information in user's manual (use of microwave, stain removal)
Locates current issues of magazines	Seeks out information at public library regarding career choices	Telephones public library to have a question answered	Joins list serve of particular hobbyists" group	Plans meals in accordance with diet plan
Finds library information desk	Uses screen reader to access work-related email	Accesses viewing room of community library	Borrows "How to" materials from library	Looks up information in encyclopedia

Extended Standard 2 – Research

Benchmark: 1

The student finds and uses information from a variety of media.

Indicator: 9

The student uses a map.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Finds indicated fire exit	Uses trailing techniques to get to break room	Follows map for walking garden tour	Follows directional signs for outdoor fitness trail	Builds model following assembly diagram
Locates own class-room(s) in school	Locates inventory materials in storage room	Locates dressing room from store layout map	Locates concession stand on map in event program	Rides bike in designated route around block
Follows schematic for seating during school assembly	Goes to appropriate location for weather emergency	Assists in planning an efficient route for completing errands	Reads schematic of fitness facility to locate weight room	Follows family's plan for fire evacuation and outdoor "meeting place"
Stores science laboratory equipment according to schematic	Locates store departments from floor plan schematic	Finds store location on shopping mall directory map	Locates wheelchair accessible restroom on amusement park map	Puts things in designated locations of dresser or chest of drawers
Recognizes landmarks and squares off at appropriate locations	Follows room layout to clean hotel rooms	Locates elevator or stairs in community building from schematic	Uses thermaform map of softball diamond or field	Uses tactile cues to direct self en route to various rooms

Extended Standard 2 – Research

Benchmark: 1

The student finds and uses information from a variety of media.

Indicator: 10

The student compares sources of information

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Compares his or her class schedule with friends', to identify common classes	Visits selected employers after exploring career possibilities	Compares prices of like items in grocery store sale ads	Chooses a new CD after listening to audio clips of several	Recognizes that email is the quickest way to send a letter to a friend
Compares own family traditions with customs or culture in current unit of study	Participates in creating a picture schedule for work, after learning job responsibilities	Check accuracy of change provided against amount shown on register	Choose seat in theater considering accessibility and ability to see or hear	Participates in hiring attendant, comparing personal reference and interview information
Compares weekly lunch menu with previous week's	Chooses job offer that best matches personal interests	Selects bank based on hours of business and location	Compares movie ratings	Checks accuracy of information received from a peer with parent
Selects assistive technology switch(es) on basis of relative ease of use	Compares figures on weekly paycheck stub against hours actually worked	Lists advantages or disadvantages of living at home and moving out into community	Uses assembly diagram(s) to guide assembly of a model	Cleans refrigerator looking at expiration dates and food's appearance or smell
Participates in discussion comparing a book and movie of same name	Compares own skills against list of job qualifications	Compares textures of coverings for wheelchair components	Tries new foods at community food fair	Hires attendant based on references and interview

Extended Standard 2 – Research

Benchmark: 1

Indicator:

The student finds and uses information from a variety of media.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home

Extended Standard 2 – Research

Benchmark: 2

The student uses verbal and/or nonverbal communication to relate information from a variety of media.

Indicator: 1

The learner asks and/or answers questions.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Requests help in locating resources in school library (taped books, web site by topic)	Requests clarification of steps in order to complete new job assignment	Requests assistance in locating items on picture grocery list	Telephones recreation center to find out what time a particular event is scheduled to begin	Makes inquiry as to how much money s/he may have to spend during family vacation
Requests peers' help by suggesting how they might be of assistance during a class period	Makes inquiry regarding possible job openings at a particular business location	Asks for confirmation of present location according to community landmark(s)	Invites a peer to be his or her partner at a school or work extracurricular function (dance)	Updates parent or caregiver (how s/he is feeling after taking medicine to treat an illness)
Requests assistance to open food or drink packaging in cafeteria	Asks for direction as to what s/he should do next when initial task has been completed	Purchases desired ticket at service window (transportation, movie)	Asks where surplus supplies or equipment are stored (racks, CDs, glue, writing paper)	Participates in making decision (what holiday gifts to buy)
Answers question re: software program s/he wants by describing what it does	Answers prospective employer's questions during a job interview (accommodations needed)	Provides requested information to physician re: pain during physical exam)	Communicates to parent or support person a hobby s/he would like to learn (play music, sew)	Responds to parent's offer to decide the menu for own birthday dinner
Provides name/ address/ telephone number/date of birth upon request	Provides information needed for personal assistance to fill out time card	Hands pre-written order to fast food line worker when asked, "May I help you?"	Tells clerk in clothing store what size s/he needs of a particular item to try on or purchase	Asks permission to stay up later than routine bedtime to finish watching a movie

Extended Standard 2 – Research

Benchmark: 2

The student uses verbal and nonverbal communication to convey information.

Indicator: 2

The student gives a presentation or “show and tell”.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Shows teacher a manual sign s/he has mastered	Takes job coach to show him or her the location of a missing or broken piece of equipment	Uses a topic setter card to direct a clerk to what s/he is interested in purchasing	Makes a suggestion to a club or social group regarding possible activities	Demonstrates newly mastered gross or fine motor skill for parent or sibling
Participates in act for school talent show with a group of peers	Models job task for newly hired coworker	Contributes to discussion in own person centered planning meeting	Shows personal collection to friend(s) who come to visit	Demonstrates for younger relative or sibling how to make a simple snack
Reports on a book that s/he has finished reading or listening to (verbal, mimed, written)	Uses a portfolio of previous work experience or skills in job interview	Demonstrates recently mastered independent street crossing for peer or support person	Displays completed product from art or crafts class in local show	Takes completed school projects home and shows them to family
Participates with cooperative group's in-class presentation to culminate unit of study	Delineates for job coach or counselor what his or her ideal job might include	Shows tear in newly purchased item of clothing to store clerk, to explain its return	Shows new sporting equipment to other team members	Emerges from bedroom displaying an item believed to be "lost" but just rediscovered
Takes part in preparation or presentation of fine arts performance (art, band, chorus, drama)	Participates in preparation of a personal resume	Shows others how s/he uses an augmentative device to communicate	Shows peers how to set up pieces for a new game	Reports to family that s/he saw someone familiar (cousin, friend) at a concert

Extended Standard 2 – Research

Benchmark: 2

The student uses verbal and nonverbal communication to convey information.

Indicator: 3

The student re-tells a story.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Repeats an answer spoken or signed by a classmate	Summarizes key points of job etiquette following a formal or informal presentation	Cautions companion or younger child about rules for safely crossing the street	Makes comment about last year's observance of special event (birthday party, Halloween costume)	Gives a summary point of decision at the conclusion of a family meeting
Finishes a common phrase or sentence in a meaningful way	Tells own "side" of point of disagreement with coworker	Tells companion of the importance of buckling seatbelts in a vehicle	Repeats a joke s/he has been told to a friend	Repeats to parent or sibling what s/he has just been told to do
Participates in the preparation of a book report	Repeats steps required to perform a job task	Gives rehearsed "talk" when participating in a fund-raising effort	Repeats rhythm or series of notes on a musical instrument	Retells parents what a relative said during a telephone conversation
Tells teacher about an accident that occurred in the science lab	Recreates for job coach the events that immediately preceded dysfunction of a piece of equipment	Uses remnant book to relate the series of events from a community outing	Tells peers his or her favorite part of a concert or play they just finished viewing or listening	Fills in elements of family's traditional holiday stories as these are told
Participates in simulation or reenactment of events in history class	Discusses last night's episode of favorite television program at break or lunch	Suggests to peers a favorite dish ("the best thing to eat") at the restaurant in which they are dining	Recalls for companion a humorous or unusual event that happened last time they came to that site	Tells family member something that happened during school field trip that day

Extended Standard 2 – Research

Benchmark: 2

The student uses verbal and nonverbal communication to convey information.

Indicator: 4

The student uses written language to convey information.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home
Uses name stamp to properly label class assignments to be turned in to teacher	Provides scribe with accurate information (name and telephone number of emergency contact)	Uses picture feature of assistive communication device to give information to an unfamiliar person	Copies show times from newspaper to remind support person of his or her plans for the day	Cuts or tears pictures out of catalogs or magazines to convey to parents things s/he would like
Discriminates own name in print	Signs back of pay check with bank account number	Makes a picture grocery list of ingredients needed to prepare a recipe	Uses email to correspond with long distance pen pal	Uses sticker to indicate important upcoming events on calendar
Copies homework given on blackboard into assignment notebook	Completes a job application with personal information (address, phone, date of birth)	Points out location on map to which s/he would like to have directions	Keeps score during friend's or sibling's ball game	Copies friend's or relative's names and addresses on envelopes for mailing
Records results of experiment during science lab activity	Copies social security number accurately on tax withholding form	Draws approximation of logo of restaurant where s/he wants to eat	Draws a picture of his or her favorite animated character	Participates in writing letter to an out-of-town relative
Utilizes symbol system on communication board successfully	Uses schematic of store's floor plan to point out locations for customers	Uses wallet ID card to provide bus, taxi or van driver with own home address	Draws a simple map to show a friend where s/he will be sitting in the theater	Records a caller's telephone number or message in parent's absence

Extended Standard 2 – Research

Benchmark: 2

Indicator:

The student uses verbal and nonverbal communication to convey information.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the student:

School	Vocational Career	Community	Recreation & Leisure	Home

Extended Writing
Standard 3
Communication for Social Interaction

Students communicates appropriately for social interaction in a variety of contexts.

Clarifying Examples

Clarifying examples show how a student MIGHT demonstrate an indicator, using practical, real world examples. Clarifying examples are NOT listed in hierarchical order.

Extended Standard 3 – Communication for Social Interaction

Benchmark: 1
The student initiates interaction.

Indicator: 1
The student acknowledges a potential communication partner.

This is evident, for example when the student:

EXAMPLES ARE NOT HIERARCHICAL

School	Vocational Career	Community	Recreation & Leisure	Home
Touches teacher's or peer's arm appropriately when senses his or her proximity near desk	Nods head in the direction of coworker, while passing him or her at job site	Honks horn on wheelchair to acknowledge potential communication partner	Seats self at a table where at least one other person is sitting when entering recreation center class	Makes and sustains eye contact with parent when s/he comes to assist him or her out of bed
Moves self into path of peers in hallway, in attempt to initiate interaction	Stands in the doorway of a supervisor's office awaiting interaction	Moves body in position alongside friend as s/he walks down the sidewalk	Goes toward a group engaged in conversation, when sees group of people signing or gesturing	Goes into family's kitchen when hears someone preparing food in that room (appliance, pans)
Looks up from desk when hears or sees closed classroom door open	Glances up as customer approaches counter where s/he is working	Honks horn on wheelchair when sights a familiar person on the street	Changes body orientation in the direction of a person who enters his or her personal space	Moves toward door of home when hears overhead garage door open
Waves or lifts arm as enters school office, to attract attention	Fixates on job coach's face when s/he approaches	Looks in the direction of a uniformed officer when notices him or her	Stretches out on the floor next to a friend who is watching TV or a video	Calls family member's attention to telephone when notices it "ringing"
Pauses when entering school bus, and looks in the direction of the driver	Goes to desk or booth at the employment office where someone is seated and working	Moves in search of conversation sources when hears others talking	Quiets own motor movements when overhears a conversation	Stands or moves wheelchair next to parent or sibling when s/he is seated working at a desk

Extended Standard 3 – Communication for Social Interaction

Benchmark: 1
The student initiates interaction.

Indicator: 2
The student greets others.

This is evident, for example when the student:

EXAMPLES ARE NOT HIERARCHICAL

School	Vocational Career	Community	Recreation & Leisure	Home
Participates in traditional "yell" as pep rally welcomes coach to the podium	Reports to supervisor or job coach upon arrival at work site and requests schedule of day's tasks	Extends right hand (for handshake) as is introduced to support person's acquaintance	Knocks or rings bell upon arrival at friend's or relative's home and refrains from walking in	Participates in sending greeting cards to relatives or friends (holiday, birthday)
Shifts inflection or tone or word choice when greeting peers and figures of authority	Welcomes customers as they enter the store or business	Participates in auditory or visual applause to welcome the speaker at a public event	Participates in crowd's gestural welcome to the home team as players enter the stadium	Vocalizes or types "Hello" to answer family's telephone
"high-5's" peer to initiate conversation in cafeteria	Approaches unfamiliar coworker and introduces self	Refrains from being overly familiar with strangers met on the street	Reciprocates special scout handshake	Understands family's secret password, to be required from others
Bangs on open door when passes friend's locker in school hallway	Shows appropriate degree of familiarity when greeting customers on the job	Uses titles of respect (Ms., Dr., Mr., Re.) with personal names when greeting others	Uses appropriate personal touch sign to say "Hello" to friend who cannot see or hear	Vocalizes or cries when parent or caregiver enters bedroom in the morning
Uses familiar school bus driver's first name when boarding and deboarding bus	Refrains from infringing on coworkers' personal space when saying "Hello" at start of shift	Waves at friends s/he notices some distance away (across street, in mall, down store aisle)	Congratulates peers appropriately following their win at a scholastic, athletic or artistic competition	Greets relatives with family's traditional demonstration of affection (embrace, touch on arm, kiss)

Extended Standard 3 – Communication for Social Interaction

Benchmark: 1
The student initiates interaction.

Indicator: 3
The student appropriately comments on events.

This is evident, for example when the student:

EXAMPLES ARE NOT HIERARCHICAL

School	Vocational Career	Community	Recreation & Leisure	Home
Comments to peer partner about food available in cafeteria line that "doesn't look good" or "looks great"	Takes finished work task to job coach or supervisor to report its completion	Comments to person behind him or her about waiting in ticket line (time, fear of sell-out)	Shares anxiousness about release of new video or game with friends	Lets person feeding him or her know that bit of food is too hot or too cold
Calls paraeducator's or peer's attention to therapy pet entering the classroom	Congratulates coworker who received "years of service" award or a promotion	Points out sights and sounds noticed during bus ride to person seated beside him or her	Participates in planning an upcoming party or celebration with youth group or club members	Participates in discussion to decide arrangements for upcoming family portrait (clothing, place)
Contributes opinion to student committee that is planning a fund raiser	Shares personal pride with job coach or coworker when receives paycheck	Notices displayed campaign signs as election approaches	Shares scrapbook of vacation pictures and memorabilia with friends	Notices sibling's or parent's new purchase (haircut, sweater, bike)
Participates in giving feedback to teacher re: early class dismissal (to allow ample travel time)	Remarks of need to vacate the area immediately when fire or tornado drill is activated	Calls support person's attention to a local celebrity's entrance into the restaurant	Comments on shared past experiences with friend (Remember the time...?)	Tries to explain the reason s/he is requesting to go to a certain store
Makes remark to peer, following school assembly (part s/he enjoyed most)	Comments on frustration s/he feels at having to re-do a job because wrong materials had been provided	Shares personal opinion re: town's decorations for homecoming, upcoming holiday or local-color celebration	Comments on materials' prices when purchasing supplies for crafts project (too much," "good buy")	Shares personal feelings (tiredness, excitement) at the conclusion of a busy family week-end

Extended Standard 3 – Communication for Social Interaction

Benchmark: 1
The student initiates interaction.

Indicator:

This is evident, for example when the student:

EXAMPLES ARE NOT HIERARCHICAL

School	Vocational Career	Community	Recreation & Leisure	Home

Extended Standard 3 – Communication for Social Interaction

Benchmark: 2
The student sustains interaction.

Indicator: 1
The student listens attentively.

This is evident, for example when the student:

EXAMPLES ARE NOT HIERARCHICAL

School	Vocational Career	Community	Recreation & Leisure	Home
Quiets own body activity while teacher provides directions to the class	Refrains from interrupting job coach's modeling of new work task	Moves promptly in direction of an exit when fire alarm sounds	Maintains focused attention on his or her partner at a school dance	Changes wheelchair or body position to orient on person who is speaking
Refers to communication picture schedule or anticipation shelf to check task sequence	Stands still or remains in one place while job coach provides feedback regarding finished work	Stops talking or signing when a presiding officer bangs gavel to call a community meeting to order	Goes to appropriate base on diamond after coach assigns him or her a defensive position	Waits turn at dinner table as parent or siblings, one at a time, share about the day
Asks only for a clarification of points that teacher has not previously explained	Remains seated until employees' or union meeting has been formally adjourned	Follows step-by-step "how-to" demonstration in crafts class, keeping with the group	Ceases activity when a lifeguard blows whistle and gives instructions at the pool	Makes eye contact with parent or caregiver as his or her behavior is being corrected
Relocates wheelchair or chair to a position in close proximity to cooperative group members	Uses appropriate latency in reporting own version of incident, not "cutting off" another's comments	Refrains from making decision re: assistive equipment purchase until learns the possibilities	Reports promptly to team when his or her name is called for a roster	Removes headphones when parent signals that s/he wants to talk with student
Offers comments on point, without attempting to change topic of discussion	Waits until supervisor or job coach gives complete instructions before beginning task	Comments to support person re: need to leave when hears message the "store is now closing"	Stops signing or talking when national anthem begins to play	Attends to answering machine to see if it might be a parent, instructing him or her to "pick up"

Extended Standard 3 – Communication for Social Interaction

Benchmark: 2
The student sustains interaction.

Indicator: 2
The student recognizes when it is appropriate to respond.

This is evident, for example when the student:

EXAMPLES ARE NOT HIERARCHICAL

School	Vocational Career	Community	Recreation & Leisure	Home
Replies when teacher directly "calls on" him or her by name	Asks supervisor if it is permissible to offer a comment ("I would like to say something")	Waits for librarian to explain check-out procedure before asking questions	Waits for a break in peers' conversation before suggesting a new activity	Waits for visitor to finish speaking before calling parent and interrupting conversation
Inquires as to what own role will be as cooperative learning group assembles to begin an activity	Makes choices re: living arrangements or work opportunities discussed during person-centered planning meeting	Refrains from asking for clarification until doctor finishes reporting test results to his or her parent	Checks understanding of rules after instructions have been given for beeper softball	Refrains from asking parent or sibling for assistance in the bathroom until TV commercial comes on
Asks peer for assistance in getting up to leave after teacher dismisses the group	Claps when a speaker at a staff meeting has concluded his or her remarks	Responds with preference after being asked, "paper or plastic?" in grocery store	Cheers a friend's sports accomplishment (scoring team points, bowling a strike, defensive play)	Votes in family meeting after all choices re: the family's vacation plans have been explained
Waits to give message to school secretary until s/he has finished intercom conversation	Points to task cards, to check understanding of job sequence, after demonstration has ended	Raises hand for only one choice when chairperson calls for a vote in community meeting	Quiets conversation when previews have concluded and feature movie presentation is beginning	Waits to ask parent or sibling a question until that person has hung up the telephone
Responds to question posed for class when lesson is opened for group discussion	Calls job coach for assistance when s/he becomes	Waits patiently in line to speak with customer service representative until own turn	Resumes conversation with companion following conclusion of the national anthem	Offers opinion when sibling asks, "Whadda ya' think?"

Extended Standard 3 – Communication for Social Interaction

Benchmark: 2
The student sustains interaction.

Indicator: 3
The student takes turns in conversation.

This is evident, for example when the student:

EXAMPLES ARE NOT HIERARCHICAL

School	Vocational Career	Community	Recreation & Leisure	Home
Communicates agreement or disagreement with proposal under discussion at class meeting	Agrees to provide something for upcoming potluck when volunteers are solicited	Responds with information re: a local landmark when asked for directions by a pedestrian	Refrains from blurting out an answer each time a game question is asked, pausing to let others have a chance to respond	Provides feedback until parent or caregiver makes adjustment in student's position that is comfortable
Confirms understanding of teacher's directives by re-verbalizing them, in order	Nods head to indicate agreement with comments coworker is making	Thanks clerk when his or her change is returned, following a purchase	Offers peer a choice of two game selections when asked, "What do you want to do?"	Hands parent a can of food or food package when asked, "What do you want for dinner?"
Offers suggestion in cooperative group's discussion of medium to use for class project	Checks his or her understanding of information just relayed by job coach	Reciprocates another's greeting as s/he travels down the street	Leads store clerk to desired item on out-of-reach shelf when asked, "May I help you?"	Takes turn at dinner table as family members, one at time, share something about the day
Persists with communication signal until desired partner response is achieved	Provides personal ID card to counselor assisting with filling out papers in employment office	Participates in "small talk" with person seated beside him or her on community van or bus	Waits to "speak" until a friend concludes his or her comments so as to not "cut off" that person	Participates in discussion to decide personal care arrangements for parent's upcoming trip
Answers a direct question posed to him or her by a teacher or administrator	Points to empty supplies container when job coach inquires, "What is it that you need?"	Hands card requesting cash withdrawal when teller asks, "What can I do for you?"	Extends hand to greet friend's acquaintance, to who s/he was just introduced	Answers yes/no questions posed by parent at a "20 questions" game to try to meet student's needs

Extended Standard 3 – Communication for Social Interaction

Benchmark: 2
The student sustains interaction.

Indicator: 4
The student maintains the topic.

This is evident, for example when the student:

EXAMPLES ARE NOT HIERARCHICAL

School	Vocational Career	Community	Recreation & Leisure	Home
Offers comments related to the topic class is discussing, without attempting to change	Provides information requested to job counselor during career planning interview	Completes monetary transaction with clerk before resuming conversation with peer.	Waits for a resolution of peers' conversation before suggesting a new topic	Maintains eye contact with parent as s/he is being complemented or disciplined
Attempts to repeat motor movement therapist just assisted to request "more" of same	Comments on earlier presentation re: roles and job responsibilities with coworkers	Asks librarian about book locations - not questions unrelated to the library	Tells peers about previous experience with rides (scary, favorite) while at an amusement park	Makes comments related to illustrations or story in book, while sibling reads aloud to him or her
Stays, physically, within classroom setting and refrains from eloping	Allows customer to determine the direction of conversation, and not attempt to redirect	Follows own response to companion's question re: personal background by asking about theirs	Feels satisfied to remain with companions at a given exhibit, and not get to go elsewhere	Refrains from "channel surfing" with television remote control when viewing with family
Tells teacher, "I don't understand (what I am supposed to do here)"	Takes topic of "improving the workplace" seriously, and does not crack jokes about it	Limits comments during a walk on a nature trail to sights and sounds observed in the park	Looks at friend's photos from his or her vacation and stays with activity until friend is finished	Goes along with family members' guise to surprise a relative with an unexpected party
Responds appropriately to "wh" questions relative to class discussion topic	Refrains from talking of personal or private matters in work environment	Uses social conventions during conversation ("please," "excuse me")	Exchanges telephone numbers or email addresses with friends	Contributes opinion, during review of family chores

Extended Standard 3 – Communication for Social Interaction

Benchmark: 2
The student sustains interaction.

Indicator: 5
The student identifies and repairs communication breakdowns.

This is evident, for example when the student:

EXAMPLES ARE NOT HIERARCHICAL

School	Vocational Career	Community	Recreation & Leisure	Home
Uses commonly accepted social conventions to indicate a lack of understanding (shrugs shoulders, "what?")	Requests additional information re: recently announced change in work polity that s/he does not understand	Stops walking or propelling wheelchair when companion leads him or her in opposite direction from desired destination	Asks for clarification re: individual's last name when being told a story about a person with common first name	Takes family member's arm and leads to desired object, after being offered not-preferred item
Requests assistance when encounters a vocabulary word of whose meaning s/he is unsure	Furrows brow at coworker's reference to someone whom s/he does not know	Asks stage manager to repeat crew directions when s/he is uncertain re: what is to be done	Indicates that s/he is being escorted to the wrong cabin or tent while on a camping trip	Refuses to take glass, when given water instead of milk and repeatedly looks toward refrigerator
Hands materials back to peer who provided them in error, and points to desired ones	Leads supervisor or job coach to work area in which s/he is unsure of next step(s)	Indicates to store clerk that the price charged for an item did not match the posted price	Apologizes to friend(s) for a misunderstanding for which s/he was responsible	Recognizes parent's "confused" look, and recasts own comment in attempt to clarify
Checks presupposition by asking, "Do you know (name)?" before telling about it, him or her	Realizes s/he and coworker are talking about two different holidays, and clarifies referent	Provides additional information to van or bus driver, who seems unsure of location of student's home address	Communicates "football" when handed a baseball bat in response to request, "Play ball"	"Patches up" misunderstanding re: tardiness by explaining time s/he thought was curfew
Repeats what was said by cooperative group members, to check own understanding	Asks inventory clerk where specific supplies needed to complete task have been located	Reaches for interpreter's hands to have signed message repeated when s/he feels confused	Repeats question s/he meant to ask when friend declines invitation expected to be accepted	Double-checks with parent re: where s/he is to meet afternoon carpool when getting out of car in morning

Extended Standard 3 – Communication for Social Interaction

Benchmark: 2
The student sustains interaction.

Indicator:

This is evident, for example when the student:

EXAMPLES ARE NOT HIERARCHICAL

School	Vocational Career	Community	Recreation & Leisure	Home

Extended Standard 3 – Communication for Social Interaction

Benchmark: 3
The student terminates interaction.

Indicator: 1
The student uses appropriate closings

This is evident, for example when the student:

EXAMPLES ARE NOT HIERARCHICAL

School	Vocational Career	Community	Recreation & Leisure	Home
Tells bus driver that s/he "will see 'ya this afternoon"	Thanks prospective employer for job interview, at its conclusion	Tells companion's friend to whom s/he was just introduced, "Nice to meet you"	Tells instructor of recreation center class "Looking forward to it!"	Says good-bye to relatives with family's traditional signs of affection
Thanks peer partner for assistance at learning center when time comes to move to next station	Says "Thank you" to customer who is leaving store or student's place of employment	Smiles and waves to persons who remain when leaving the community center	Thanks friend for his or her hospitality ("Had a great time!", "It was a blast!")	Signs off TTY or telephone conversation with "Talk to you later"
Says "No" to those situations that might be potentially dangerous to his or her safety	Differentiates closing of letters for personal and business purposes ("Love" "Yours truly")	Says "You're welcome" when store clerk thanks the student for his or her business	Engages in scout hand-shake with troop members at the end of a meeting	Invites visitors to his or her home to "Come back soon (anytime)"
Requests peer to record homework in assignment notebook for him or her as end of class period nears	Says "You're welcome" when store clerk thanks the student for his or her business	Excuses self, politely from conversation with a group before leaving to go and greet someone else who is just arriving	Shakes hands with opposing team members, as show of good sportsmanship, at conclusion of game	Tells parents or siblings "good night" before going to bed
Asks to take a short break from difficult work task before s/he loses temper or self-control	Excuses self, politely, from conversation with a group before leaving to go and greet someone else who is just arriving	Shakes hands with service worker who assisted student with personal business	Congratulates peers on game well-played at its conclusion ("good game" or nice job!")	Indicates "time to go" when school bus horn is overheard or bus is seen approaching

Extended Standard 3 – Communication for Social Interaction

Benchmark: 3
The student terminates interaction.

Indicator: 2
The student ends interaction at natural concluding points.

This is evident, for example when the student:

EXAMPLES ARE NOT HIERARCHICAL

School	Vocational Career	Community	Recreation & Leisure	Home
Waves to friends, from school bus, when departs for home at the end of the day	Says, "Have a good week-end!" at the close of the work shift on Friday afternoon	Allows partner in conversation to move on when s/he asks student to "excuse me"	Indicates to peer that s/he has to leave when notices that parents have driven up and are waiting	Reciprocates "Good-bye" when telephone or TTY conversation partner signs off
Tells bus driver "Good-bye" when deboarding bus upon arrival at school	Realizes, when interviewer stands up from behind desk, that interview has ended, and stops talking	Comment re: personal pleasure of visiting with person seated next to him or her at show's end	Asks friend to please stop rough-house or physical play because s/he is starting to tire or hurt	Bids farewell after escorting visitor to door of the home
Closes eyes to attempt to end physical therapy session because s/he feels over stimulated	Wishes coworker well on his or her move and/or new job on coworker's last day at the work site	Moves away from check-out stand, after receiving change, when others are waiting in line	Stops talking when movie or TV program s/he has been watching returns from commercial	Picks up nonverbal cues that interaction partner is trying to end a conversation
Indicates to friend, "See you in (gym)," when school bell rings to signal start of the day	Refrains from arguing with supervisor who denied his or her request for job transfer or different hours	Plans, with peers, when and where they will meet one another before setting out to different mall stores	Becomes silent when fitness class instructor gives the signal to stop talking (blink lights, thumbs up)	Takes one final turn at game with siblings when parent calls student to begin nightly routine
Fulfills role of timekeeper in cooperative learning group and tells peers when it is time to move	Indicates to job coach that his or her work is done, so s/he is leaving for the day	Thanks bank teller and steps aside at conclusion of banking transaction	Stops conversation with peer when coach or manager calls the student for his or her turn in a game	Accepts "no" without further argument when parents have made a final decision

Extended Standard 3 – Communication for Social Interaction

Benchmark: 3
The student terminates interaction.

Indicator:

This is evident, for example when the student:

EXAMPLES ARE NOT HIERARCHICAL

School	Vocational Career	Community	Recreation & Leisure	Home

Extended Standard 3 – Communication for Social Interaction

Benchmark: 4
The student engages in appropriate conversation.

Indicator: 1
The student adjusts conversation to match the purpose and the environment.

This is evident, for example when the student:

EXAMPLES ARE NOT HIERARCHICAL

School	Vocational Career	Community	Recreation & Leisure	Home
Asks teacher questions relative to the subject area or class	Refrains from introducing talk of personal or private matters in work environment	Lowers voice to hushed level when enters a traditional "quiet zone" (library, hospital)	Checks meaning of art instructor's word usage when it seems at odds with own understanding	Orients away from TV screen and towards caregiver as s/he approaches the student
Makes comment(s) related to topic s/he does not care for, but which is being discussed by class	Voices own personal preferences in futures planning meeting instead of relying of others to decide or speak for him or her	Says prayers in family's traditional place of worship (synagogue, mosque, church, temple)	Makes introductions among his or her friends who do not know each other, but are attending a party s/he is hosting	Adjusts voice to whisper when sibling for whom surprise party is being planned enters room
Explains why s/he is asking permission to do something that is "out of the ordinary"	Shifts to more formal conversation style when interacting with consumers in workplace	Focuses conversation on music selections for concert once community choir director arrives	Refrains from discussing problems encountered with coworker while at a public event	Changes topic of conversation with sibling as parents or caretaker enters the room
Requests break from range of motion or stretching exercises during therapy session	Adjusts conversation with coworkers when supervisor approaches	Refrains from giving personal information to strangers, even if asked to do so	Refrains from asking friends questions that are of no business to him or her (family salary)	Refrains from introducing nauseating topics into mealtime conversation
Silences conversation with peer when principal begins the school assembly	Refrains from referring to local landmarks when interacting with folks from outside the area	Removes slang from conversation when interacting with unfamiliar persons	Cheers enthusiastically with crowd for player's winning efforts at sporting event	Keeps confidentiality of information discussed in private family conversations

Extended Standard 3 – Communication for Social Interaction

Benchmark: 4
The student engages in appropriate conversation.

Indicator: 2
The student uses age appropriate vocabulary.

This is evident, for example when the student:

EXAMPLES ARE NOT HIERARCHICAL

School	Vocational Career	Community	Recreation & Leisure	Home
Follows author's use of local color dialect in young adult literature	Uses vocabulary appropriate to work site for chronological age (restroom, break)	Uses words printed on menu to name food to be ordered in a restaurant	Refrains from telling private jokes that not all friends present would understand	Uses own pet names for family members in privacy of own home
Understands that a slash through a circular symbol generally means that particular item or activity is not allowed	Understands that familiar words might have a different meaning at a job site ("break down," "bus," "flag")	Requests item for purchase using commonly accepted vocabulary (corduroy, not "fuzzy" pants)	Adopts sports-related vocabulary utilized in conversational style of coach or his or her team	Simplifies own vocabulary to correspond to the age of a younger child or toddler with whom s/he is interacting
Shifts vocabulary choices when interacting with peers and persons on the faculty	Indicates an understanding of signs, symbols and slogans posted around the work site	Understands the meaning of universal symbols in community settings (access, restrooms)	Recognizes compliments that are given in age appropriate slang ("you rock!", "phat")	Discusses personal hygiene issues with parent, older sibling, or caregiver of same gender
Adjusts vocabulary to match the character s/he is to portray in class roll play	Responds to coworkers' slang unique to the work place ("Got canned," "comp time")	Uses adult vocabulary to communicate feelings of illness or hurt to dental or medical personnel	Learns specialized vocabulary related to popular clothing for his or her age group	Eliminates family's uniquely defined words from conversation when guest is present
Learns terminology associated with having or saving money	Requests assistance on the job in a productive, <i>not</i> helpless manner	Uses terms of respect when interacting with older adults and figures of authority	Understands references in conversation to youth pop culture (celebrities, collectibles, fads)	Recognizes key words in warning labels on household products (poison, refrigerator)

Extended Standard 3 – Communication for Social Interaction

Benchmark: 4
The student engages in appropriate conversation.

Indicator: 3
The student participates in a group discussion.

This is evident, for example when the student:

EXAMPLES ARE NOT HIERARCHICAL

School	Vocational Career	Community	Recreation & Leisure	Home
Assumes timekeeper's role in cooperative learning group and keeps peers posted on time	Participates in employee group's discussion to decide arrangements for potluck luncheon	Contributes ideas to sponsor group re: how its nature trail might be more accessible for persons with disabilities	Limits joke-telling or making off-point comments during friend's discussion	Engages parents in discussion to consider a raise in his or her allowance
Uses age-appropriate social conventions when participating in class discussion	Provides feedback to job coach re: his or her supervision and assistance	Orients body or face toward person in the group who is speaking	Indicates to group when s/he wishes to withdraw from the chosen game	Participates in family meeting for purpose of reassigning household chores
Shares personal opinion in club's discussion re: meeting time for extra curricular activities	Negotiates job expectations and responsibilities with job coach and supervisor	Provides description of incident or accident s/he witnessed to law enforcement officer	Adds an idea for an offering to the suggestion box at local parks and recreation center	Asks grandparents to tell stories of when they were growing up and holiday celebrations
Makes suggestion, during class meeting, of idea for class' service project	Volunteers to demonstrate new safety practice that is being introduced	Makes request for an item to be added to a meeting agenda	Compares personal movie preferences with those of group of peers	Brainstorms ideas with siblings to determine parents' anniversary gift
Participates in "every pupil (group) response" (fist-to-5, thumbs up/down) as directed	Advocates for self in seeking "reasonable accommodations" in new employment setting	Circulates petition soliciting support for formation of a local self-advocates group	Asks for clarification of rules during a session at which a new game is being taught	Helps siblings or parents create a listing of pros and cons for getting a new family pet

Extended Standard 3 – Communication for Social Interaction

Benchmark: 4
The student engages in appropriate conversation.

Indicator: 4
The student is respectful of social distance.

This is evident, for example when the student:

EXAMPLES ARE NOT HIERARCHICAL

School	Vocational Career	Community	Recreation & Leisure	Home
Leaves comfortable amount of space between self and peers when waiting in line	Refrains from infringing on coworkers' personal space when saying "Hello" at start of shift	Refrains from asking unfamiliar persons questions that might seem too personal	Joins team huddle to listen to coach's pep talk and cheers to kick-off game	Refrains from entering sibling' or parents' bedrooms without prior permission
Accepts peer's decision to not be his or her peer partner for science project	Waits at doorway of supervisor's office and waits to be invited in to begin interaction	Adjust volume of voice output device to assure that it can be easily heard by store clerk	Locates another place to sit when desired seat (aisle, adjacent to "best friend") is already taken	Sits in own designated place at family's dinner table
Approaches peer with whom s/he wishes to communicate, rather than yelling or gesturing over an entire group	Indicates, in an appropriate manner, when the space between self and another person feels uncomfortable to him or her	Maintains appropriate physical distance between business community workers and self during interactions	Remains seated when playing a table game with friends, and does not attempt to look at their cards (i.e., cheat)	Parks wheelchair in a location that does not interfere with other family members' movement
Respects private nature of peers' personal belongings (backpack, locker, purse)	Recognizes coworker's discomfort when s/he is invading "personal space"	Differentiates what constitutes "appropriate" distance with familiar or unfamiliar persons	Observes society's unwritten rules of etiquette at youth dance or party	Greets relatives with family's traditional show of physical affection (hug, kiss)
Allows peers maximum privacy possible when changing clothes for physical education class	Limits physical contact with customers or members of public to a traditional handshake	Refrains from sharing personal or confidential information with a casual acquaintance	Accepts a peer's decline of his or her social invitation without argument	Gets money from a parent's purse or wallet only when directed to do so

Extended Standard 3 – Communication for Social Interaction

Benchmark: 4
The student engages in appropriate conversation.

Indicator:

This is evident, for example when the student:

EXAMPLES ARE NOT HIERARCHICAL

School	Vocational Career	Community	Recreation & Leisure	Home

Appendix A

Glossary of Terms

Extended Curricular Standards Writing

Extended Curricular Standards Writing Glossary of Terms

Auditory stimuli -

the ability to receive sounds or tones

Augmentative communication -

a communication system used by students who are unable to communicate through speech or writing; these systems include but are not limited to, manual signs, communication board, and high-tech electronic communication devices

Braille -

tactile system for reading and writing with an official code or "alphabet" composed of braille characters or braille cells that consists of various patterns of raised dots that roughly correspond to alphabetic letter, punctuation marks, and other symbols

Cause and effect -

a stated or implied association between an outcome and the conditions which brought it about

Child with a disability -

means a child having mental retardation, etc. and who, by reason thereof, need special education and related services (Federal regulations definition)

Communication device -

communication devices: a physical object or technology used to transmit or receive messages (e.g., communication book, board, chart, mechanical or electronic device, computer)

Communication modalities or methods -

communication modes, modalities or methods: an integrated group of components, including symbols, aids, strategies and techniques used by individuals to enhance communication

Communication partner -

the person communicating with another person

Eligible - qualified

Extended or Extension -

a part forming a continuation of something.

Eye gaze -

often referred to as visual fixation-able to regard a stimulus which is in a fixed position.

Figurative Language –

includes simile, metaphor, hyperbole, and symbolism

Genre -

a category used to classify literary works, usually by form, technique, or content.

Kinesthetic -

self-awareness of movement resulting from the synthesis of tactile sensations with motor activity; essential for acquisition of communication skills

Large Print -

print size ranging from 18 to 24 points, may also have specially designed spacing between lines, special contrast between print and page.

Natural gestures -

communication-non-vocal systems which require movement of the body, typically the arms and hands, but do not require access to equipment or devices separate from the body. Gestures are non-symbolic, intentional communication forms that do not have a universal meaning except for the user and those who are familiar with the student.

Object permanence -

a level of sensory motor development where the student is aware that the object or person is present even though they are hidden or are out of sight (peek-a-boo, work materials are behind the cabinet door, etc.)

Olfactory/gustatory stimuli -

simulation via the senses of smell and taste.

Phonemic awareness -

ability to receive production of speech sounds, individually (b) or paired together with other speech sounds (ch, ga, etc.)

Sign language -

a visual-gestural system of language involving facial expressions, hand shapes, body movements, and gestures.

Tactile Stimuli -

stimuli via the sense of touch.

Appendix B

References

References

American Speech and Hearing Association. Report on augmentative and alternative communication. ASHA, 33(Supple. 5), 9-12. (1991).

Ford, Alison, Roberta Schnorr, Luanna Meyer, Linda Davern, Jim Black, Patrick Dempsey, Paul. The Syracuse Community – Referenced Curriculum Guide for Students with Moderate and Severe Disabilities, , Brookes Publishing Co., 1997.

Giangreco, Michael F. Ph.D., Chigee J. Cloninger, Ph.D., Virginia, Salce Iverson, M.Ed., Choosing Outcomes and Accommodations for Children, A Guide to Educational Planning for Students with Disabilities, Second Edition, by Paul Brookes Publishing Co., 1998.

Harris, Theodore L., Richard E. Hodges, The Literacy Dictionary, International Reading Association, Inc., 1995.

Musselwhite, C.R., and St. Louis, K.W. Communication programming for the severely handicapped: Vocal and nonvocal strategies. San Diego, CA: College Hill Press. 1982.

Life Skills STARS Curriculum, Special Services Department, Blue Valley Schools

Snell, M.E., Systematic instruction for the moderately and severely handicapped. Columbus, OH: Charles Merrill Publishing. 1978.

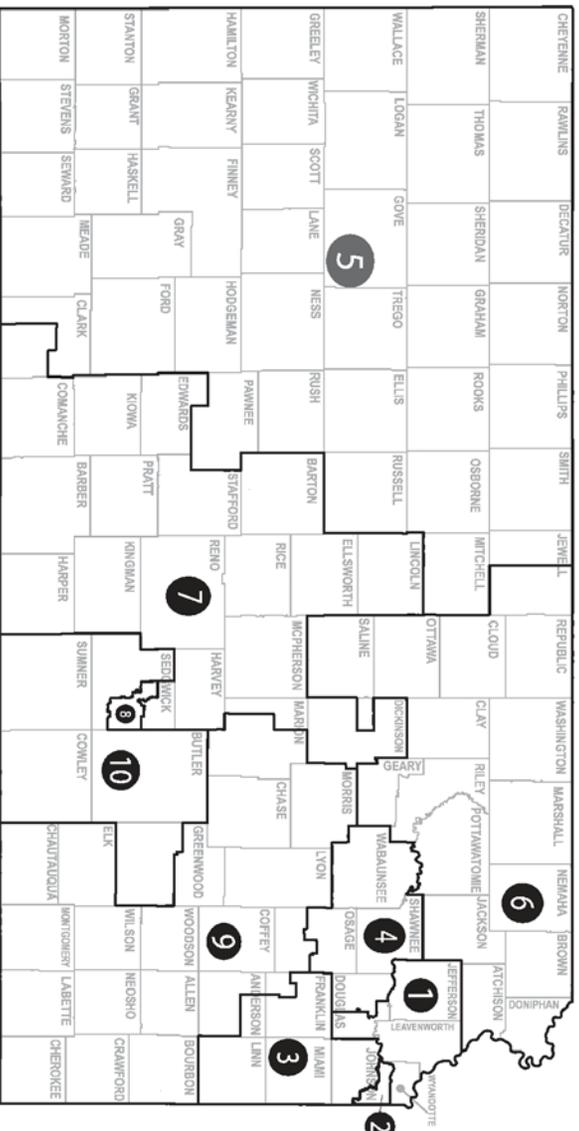
Student Portfolio, a system for documenting the strengths, needs, and abilities of students who are deaf blind. Published by the Kansas State Board of Education, 1996

Education Priorities for a New Century

To assist in fulfilling its responsibility to provide direction and leadership for the supervision of all educational interests under its jurisdiction, the Kansas State Board of Education has adopted as its mission promoting student academic achievement through vision, leadership, opportunity, accountability and advocacy for all. The State Board believes that the key to ensuring the fulfillment of its mission lies in helping schools work with families and communities to prepare students for success.

With that in mind, the State Board has established the following priorities to guide its work in the next century:

- Ensure that all students meet or exceed academic standards by:
 - Redesigning the delivery system to meet our state's changing needs,
 - Providing a caring, competent teacher in every classroom,
 - Ensuring a visionary leader in every school,
 - Improving communication with all constituent groups.



Kansas State Board of Education
 Kansas State Education Building
 120 S. E. 10th Avenue Topeka, Kansas 66612-1182

Board Members

Janet Vaughn <i>District 1</i>	Sue Gamble <i>District 2</i>	John W. Bacon, Vice Chairman <i>District 3</i>	Bill Wagnon <i>District 4</i>	Connie Morris <i>District 5</i>
Kathy Martin <i>District 6</i>	Kenneth Willard <i>District 7</i>	Carol Rupe <i>District 8</i>	Iris Van Meter <i>District 9</i>	Steve E. Abrams, Chairman <i>District 10</i>
Bob L. Corkins Commissioner of Education				