

Occupational Social Studies II

This course is designed to teach students skills related to self-determination essential for achieving independence and successful adult outcomes. The organization of the course will provide for opportunities to integrate previously learned skills with new concepts. Instructional emphasis will be placed on the application and generalization of self-determination skills to post-school environments.

Strands: Self-awareness, Communication Assertiveness, Problem-Solving, Self-Advocacy.

SELF-AWARENESS

COMPETENCY GOAL 1: The learner will demonstrate an understanding of the link between self-awareness and the establishment of lifelong goals.

Objectives:

- 1.01 Identifies universal human needs and characteristics.
 - Physical needs
 - Safety needs
 - Psychological needs
 - Self-actualization needs

- 1.02 Identifies unique characteristics of self
 - Abilities
 - Strengths and challenges
 - Learning style
 - Personal preferences (likes and dislikes)
 - Interests
 - Personal beliefs and values

- 1.03 Identifies how personal characteristics influence goal setting in a variety of areas:
 - School
 - Career/work
 - Friendships
 - Family
 - Intimate relationships
 - Leisure time

- 1.04 Describes how personal characteristics can assist in making positive contributions to society:
 - Volunteerism
 - Civic Duty
 - Community and neighborhood participation
 - Career choice

COMPETENCY GOAL 2: The learner will demonstrate an understanding of his or her individual disability and its affect on various life functions and interpersonal relationships.

Objectives:

- 2.01 Identifies individual disability and the education, rehabilitation, medical, and social terminology associated with it.
- 2.02 Recognizes that having a disability may pose potential challenges (e.g. mobility, cognitive, social employment) to the fulfillment of life goals.
- 2.03 Identifies ways to utilize strengths in achieving goals and in seeking supports by:
 - Matching goals to personal characteristics
 - Identifying and employing accommodations and modifications, including assistive devises
 - Identifying ways to build on existing strengths and natural supports
- 2.04 Identifies confidentiality entitlements and the manner and degree to which personal information should be disclosed in:
 - Educational settings
 - Employment settings
 - Social settings involving friends and/or family
 - Social settings involving friends and/or family
 - Adult service settings
 - Medical settings

COMPETENCY GOAL 3: The learner will demonstrate knowledge of the importance of developing and maintaining a positive self-concept.

Objectives:

- 3.01 Identifies the benefits of having a healthy self-concept:
 - Improved personal relationships
 - Enhanced physical and mental health
 - Increased potential for success
- 3.02 Identifies factors that contribute to feelings of self-worth and positive self-concept:
 - Unique talents and accomplishments
 - Areas of capabilities
 - Natural supports (e.g. family, friends, co-workers)
 - Social acceptance
 - Societal contributions

- 3.03 Identifies ways to improve self-concept by:
- Assessment of individual needs and strengths
 - Acceptance of things that cannot be changed
 - Use of personal improvement plan
 - Use of positive self-talk
 - Use of self-reinforcement for achievements
 - Development of friendships and community supports
 - Acknowledgement of imperfections and occasional failures

COMMUNICATION/ASSERTIVENESS

COMPETENCY GOAL 4: The learner will demonstrate effective communication skills.

Objectives:

- 4.01 Defines the purpose of communication as a way to secure goals, express desires, needs and entitlements.
- 4.02 Identifies and describes the two parts of the communication process:
- Expressive (e.g. relaying/conveying thoughts, feelings, ideas, and information to others through appropriate speech and body language)
 - Receptive (e.g. comprehensive/understanding relayed/expressed thoughts, feelings, ideas, and information)
- 4.03 Names and describes the two main forms of communication and explains their role:
- Verbal Communication
 - Non-verbal Communication
- 4.04 Demonstrates effective verbal means of communication:
- Voice tone, inflection, volume and pitch of speech
 - Fluency and clarity of speech
 - Message clarity, length, context appropriateness, and timing of message
- 4.05 Demonstrates effective nonverbal means of communication:
- Facial expressions
 - Body posture
 - Direction of gaze
 - Movement and position of hands and feet
 - Proximity (i.e. personal distance in various contexts)
 - Physical appearance (e.g., clothing, grooming, cleanliness)
 - Accompanying gestures

- 4.06 Demonstrates active listening skills:
- Maintaining eye contact
 - Listening for understanding
 - Requesting information or clarification
 - Paraphrasing
 - Giving verbal and nonverbal feedback to speaker (e.g. communicates comprehension, agreement, support, interest, etc.)
- 4.07 Demonstrates effective communication skills by initiating, maintaining and terminating conversations and practicing conversational turn taking.

COMPETENCY GOAL 5: The learner will demonstrate effective assertive communication skills.

Objectives:

- 5.01 Describes and identifies the characteristics of assertive, passive and aggressive communication.
- Facial expressions
 - Tone of voice
 - Body posture
 - Direction of gaze
 - Movement and position of hands and feet
 - Personal and interpersonal space
- 5.02 Uses “I” messages to express needs, wants and feelings in an assertive manner
- 5.03 States the major benefits of using assertive communication to:
- Decrease adversarial exchanges
 - Increase probability of success
 - Promote positive self-concept
 - Preserve interpersonal relationships
 - Exercise self-advocacy
- 5.04 Demonstrates assertive communication across environments (e.g. school, home, and on the job).

PROBLEM SOLVING

COMPETENCY GOAL 6: The learner will identify the antecedents and consequences of problematic situations and demonstrate an appropriate response.

Objectives:

- 6.01 Describes potential problematic situations and the various settings (e.g. school, work, home community) in which these situations may occur:
- 6.02 Describes how the emotions, thoughts and actions of others can negatively influence events leading to impulsive and problematic situations.
- 6.03 Recognizes the benefits of problem solving as related to:
 - Controlling emotions and behaviors
 - Adaptive behavior
 - Goal acquisition
 - Positive self-concept
 - Preservation of personal relationships
- 6.04 Demonstrates the use of rational problem-solving strategy as a way of controlling one's behavior and handling one's problems.

COMPETENCY GOAL 7: The learner will demonstrate relaxation techniques as a prerequisite skill of the problem-solving process.

Objectives:

- 7.01 Distinguishes between the physical and mental characteristics of a stressed person as compared to a relaxed person in regards to:
 - Muscle tone
 - Heart rate
 - Body posture
 - Content of thoughts
 - Reasoning capacity
- 7.02 States the benefits of using relaxation techniques in problematic situations.
- 7.03 Identifies a variety of activities used as relaxation techniques:
 - Physical exercise
 - Positive self-talk
 - Deep breathing
 - Meditation
 - Hobbies
 - Music
 - Talking it out with friends and family
- 7.04 Demonstrates active and effective use of a relaxation strategy.

COMPETENCY GOAL 8: The learner will identify an effective problem-solving strategy and use it to address problems in employment, personal/social and daily living situations.

Objectives:

- 8.01 Practices the self-management (prerequisite) steps of an effective problem-solving strategy in the following order.
- Identifies when there is a problem
 - Identifies the need to be in control of one's behavior, despite one's feelings
 - Uses effective techniques to relax when a problem is identified
 - Uses positive self-statements to build confidence to maintain self-control during the situation.
- 8.02 Practices the six steps of an effective problem solving strategy in the following order:
- Identifies the problem
 - Lists several solutions to the problem
 - Considers the consequences of the proposed solutions
 - Chooses a reasonable solution
 - Implements the chose solution
 - Evaluates solution
- 8.03 Demonstrates effective use of a problem-solving strategy to approach problems in a variety of real-life settings:
- Educational setting
 - Home
 - Workplace
 - Community

SELF-ADVOCACY

COMPETENCY GOAL 9: The learner will identify the characteristics of an effective self-advocate and the benefits and challenges of self-advocacy.

Objectives:

- 9.01 Identifies the purposes of self-advocacy:
- The person acts as the primary causal agent in one's life (i.e. makes decisions free from undue external influence or interference)
 - The person makes choices and decisions regarding one's quality of life
 - The person assumes responsibility related to his or her decisions
- 9.02 States the benefits of self-advocacy:
- Greater independence
 - Greater privacy
 - Increased control over choices and consequences
 - Increased self-confidence

- 9.03 Identifies the challenges of self-advocacy:
- Acceptance of responsibilities for one's decisions
 - Knowing when and where to advocate
 - Assumption of risk while having knowledge of safety factors
 - Maintaining self-direction
 - Identifying and developing backup emergency plans
- 9.04 Identifies the characteristics of an effective self-advocate:
- Knowledge of basic rights
 - Active in defending own rights
 - Takes responsibility for one's actions
 - Works to secure goals, needs, desires and rights
 - Acts assertively
 - Effectively communicates, conveys, negotiates and asserts one's interests, desires, needs and rights.
 - Makes informed decisions and takes responsibility for those decisions
 - Acts independently
 - Accepts requests for support/assistance when appropriate
- 9.05 Evaluates the consequences of being an effective self-advocate versus not advocating for one's self.
- 9.06 Identifies personal information needed for effective self-advocacy:
- Demographic information
 - Medical information (physical and mental health information)
 - Educational history
 - Work history

COMPETENCY GOAL 10: The learner will identify one's personal legal rights with corresponding responsibilities as it relates to the practice of self-advocacy.

Objectives:

- 10.01 Identifies basics rights:
- Freedom to make choices (e.g. friends and personal relationships, sexuality/intimacy choices, leisure activities, education, work)
 - Self-expression (e.g. opinions, thoughts and ideas, feelings, preferences)
 - Dignified and humane treatment (e.g. protection from abuse (in all forms) and neglect, respectful, non-condescending attitudes and interactions)
- 10.02 Demonstrates knowledge of the most important laws regarding people with disabilities (e.g. Section 504 of the Rehabilitation Act, Americans with Disabilities Acts, IDEA, Carl Perkins Act)

COMPETENCY GOAL 11: The learner will advocate for personal needs and will demonstrate proactive behavior in applying self-advocacy strategies.

Objectives:

- 11.01 Identifies the steps of the decision-making and goal setting process:
- Formulates measurable and reasonable goals
 - Identifies requirements for achieving of specific goal
 - Identifies possible barriers and resources
 - Evaluates and ranks possible options to achieve goal
 - Establishes action plan and timeline to achieve goal
 - Develops evaluation procedure to monitor progress
 - Develops back-up or alternative plans in case of failure
- 11.02 Demonstrates the ability to make choices, decisions, and set goals in a variety of situations
- 11.03 Predicts and reacts to possible consequences of decisions in an appropriate manner.
- 11.04 Participates actively in the IEP process by:
- Attending meetings
 - Sharing information
 - Assisting in the development of goals/objectives
- 11.05 Applies information from assessments (abilities, interests, values, etc.) and the IEP to identify post-high school life style options and preferences with regards to:
- Residence
 - Employment/Income
 - Leisure/Recreation
 - Education/Training
 - Friendships
 - Community involvement
- 11.06 Evaluates the consequences of making decision and setting goals, versus choosing not to do so, with regards to transition planning for the future.

COMPETENCY GOAL 12: The learner will exhibit the knowledge and skills necessary to identify and secure services in the community in accordance with personal needs, legal rights, and goals.

Objectives:

- 12.01 Identifies and locates available community resources:
- Family
 - Friends
 - Agencies
 - Professional services (e.g. lawyer, dentist, etc.)
 - Commercial services (e.g. laundromat, restaurant, cleaning services)
- 12.02 Lists various means of accessing community service providers:
- Telephone
 - Email
 - Letters
 - Office visits
 - Personal contacts
- 12.03 Identifies relevant personal information to have available when accessing services:
- Social Security number
 - Driver's license/ID
 - Medical, educational, and vocational information/records/reports
 - Emergency contact person information
- 12.04 States reasons why an advocate or another person's assistance might be needed when accessing services.
- 12.05 Demonstrate how assertive communication can be used to secure services.
- 12.06 Identify how self-advocacy and problem-solving strategies can be used to secure accommodations related to a disability.