

INITIAL COMPET DOCUMENT  
COMMONWEALTH PLAN FOR  
EDUCATION AND TRAINING OF  
MENTALLY RETARDED CHILDREN

Pennsylvania Departments of Education and Public Welfare  
1972

COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF EDUCATION

BUREAU OF SPECIAL EDUCATION

THE RIGHT TO EDUCATION OFFICE

COMMONWEALTH PLAN TO EDUCATE AND TRAIN MENTALLY RETARDED CHILDREN

PREFACE

The Commonwealth Plan to Educate and Train (COMPET) Mentally Retarded Children is an outline of the second phase of Pennsylvania's overall plan to guarantee the right to a free public education for all mentally retarded children regardless of the degree of mental retardation and accompanying handicaps. COMPET is complementary to COMPILE, the Commonwealth Plan to Identify, Locate and Evaluate mentally retarded children. Together, COMPET and COMPILE constitute a continuous system for delivering instructional services to the retarded consisting of identification, evaluation, prescription, and programming.

The specific function of COMPET is to outline the manner in which instructional services will be provided subsequent to the identification, evaluation, and prescription procedures specified in COMPILE. (See School Administrators' Memorandum No. 522, Paragraph 50).

August, 1972

## I N T R O D U C T I O N

In fulfillment of Paragraph 50 of the Amended Consent Agreement, the Commonwealth, through the Department of Education, has prepared a plan to educate and train all those children of school age found to be mentally retarded. This plan, transmitted herewith, was several months in preparation. It is the cooperative product of members of the Department of Education (The Right to Education Office, Bureau of Special Education), the Department of Public Welfare, and outside consultants.

COMPET is meant to be a working, changing document. It is only the first phase of Pennsylvania's program to educate all retarded children. It should be borne in mind that, as Dr. Herbert Goldstein, one of the court appointed Masters, has emphasized, "The essence of COMPET through the Masters was that it be an experimental document for the current school year; that we would not ask the State to come up with a completed, polished, finished, evaluated, and ready-to-go document on September 1, 1972, but rather that they come up with a working document to be called COMPET, which, in the course of a year, will be observed carefully and revised and handled generally in the direction of improvement."

During the coming year, The Right to Education Office will be very much interested in hearing your reactions to this plan.

  
John C. Pittenger

Harrisburg, Pa.  
November, 1972

THE RIGHT TO EDUCATION INTRODUCTION TO COMPET

In order to make COMPET a really true working document, we have insisted on this one year to receive ideas from the people working with all areas of mental retardation across the Commonwealth.

COMPET is primarily based on twenty modules going from one level to the next through a series of behavioral objectives. We are aware that there are many approaches to education that can be utilized. However, this is the form that the Federal Court appointed Masters have chosen.

At the end of this document, immediately preceding the addendum, is a blank module. This module may be removed and duplicated as educational situations occur in the classroom, the module should be completed and submitted to The Right to Education Office. We are confident that many additional modules will be submitted. They will be evaluated and included in the formal COMPET document to be completed within the next year.



Joseph N. Lantzer  
Director  
The Right to Education Office

28.0 CONCEPTUAL

- 28.1 Demonstrates ability to recognize differences
- 28.2 Demonstrates ability to recognize similarities
- 28.3 Demonstrates ability to recognize commonalities
- 28.4 Demonstrates ability to differentiate prepositional opposites
- 28.5 Demonstrates ability to differentiate adjectival opposites
- 28.6 Demonstrates ability to recognize graphic representation of an object
- 28.7 Demonstrates ability to solve simple problems through association
- 28.8 Exhibits good judgment and reasoning in common sense situations

30.0 MATH

- 30.1 Possesses basic computational skills
- 30.2 Demonstrates basic measurement skills
- 30.3 Possesses basic money-handling skills
- 30.4 Exhibits functional time skills

32.0 TOILETING

- 32.1 Remains dry and unsoiled for a specified period of time
- 32.2 Indicates the need to eliminate
- 32.3 Performs toileting procedures

34.0 FEEDING/EATING/DRINKING

- 34.1 Demonstrates the sucking reflex
- 34.2 Demonstrates ability to drink from a bottle
- 34.3 Demonstrates ability to drink from a cup
- 34.4 Demonstrates ability to use a straw
- 34.5 Demonstrates ability to accept food when being spoon-fed
- 34.6 Demonstrates ability to finger-feed
- 34.7 Demonstrates ability to use a spoon
- 34.8 Demonstrates ability to use other utensils

36.0 GROOMING

- 36.1 Demonstrates ability to wash his hands
- 36.2 Demonstrates ability to wash his face
- 36.3 Demonstrates ability to take a bath
- 36.4 Demonstrates ability to care for one's hair
- 36.5 Demonstrates ability to care for his nails
- 36.6 Demonstrates ability to use a deodorant
- 36.7 Demonstrates ability to use cosmetics

- 36.8 Demonstrates ability to shave
- 36.9 Demonstrates ability to care for feminine hygiene
- 36.10 Demonstrates ability to select proper clothing

38.0 ORAL HYGIENE

- 38.1 Demonstrates ability to identify items used in brushing teeth
- 38.2 Demonstrates ability to complete teeth brushing routine

40.0 NASAL HYGIENE

- 40.1 Demonstrates ability to indicate a need for help with running nose
- 40.2 Uses a tissue to clean nose or when sneezing
- 40.3 Blows nose independently when necessary
- 40.4 Exhibits socially appropriate nasal hygiene

42.0 CLOTHING CARE

- 42.1 Hangs up outerwear and items which are to be worn again before laundering
- 42.2 Identifies garments which need to be laundered
- 42.3 Provides for clean clothing
- 42.4 Maintains clothing

44.0 PERSONAL SAFETY

- 44.1 Displays an awareness of the concept of danger
- 44.2 Refrains from putting inedible and unsanitary objects in his mouth
- 44.3 Reports injury or pain to an adult
- 44.4 Observes basic precautions pertaining to active play
- 44.5 Observes basic precautions while riding in a moving vehicle
- 44.6 Observes basic precautions as a pedestrian
- 44.7 Avoids contact with open flame or hot objects
- 44.8 Displays a consciousness of the danger connected with electricity

46.0 SELF-HELP AND INDEPENDENCE

- 46.1 Demonstrates ability to remove pants
- 46.2 Demonstrates ability to remove T-shirt
- 46.3 Demonstrates ability to remove shoe
- 46.4 Demonstrates ability to remove socks
- 46.5 Demonstrates ability to remove jacket
- 46.6 Demonstrates ability to put on pants
- 46.7 Demonstrates ability to put on T-shirt
- 46.8 Demonstrates ability to put on sock

- 46.9 Demonstrates ability to put on shoe
- 46.10 Demonstrates ability to put on jacket
- 46.11 Demonstrates ability to accept a task and follow it through to completion
- 46.12 Demonstrates ability to be mobile
- 46.13 Demonstrates ability to make decisions and choices
- 46.14 Demonstrates ability to perform skills of home and family living
- 46.15 Demonstrates ability to participate in recreation activities
- 46.16 Demonstrates an awareness of community responsibilities
- 46.17 Demonstrates ability to function independently

#### 48.0 SOCIAL INTERACTION

- 48.1 Demonstrates an awareness of other individuals
- 48.2 Demonstrates ability to seek attention
- 48.3 Participates in appropriate play
- 48.4 Demonstrates ability to behave within defined limits
- 48.5 Demonstrates ability to follow directions
- 48.6 Demonstrates ability to organize activities
- 48.7 Demonstrates ability to exhibit appropriate social behavior
- 48.8 Demonstrates ability to react appropriately in all social situations

#### 50.0 PRE-VOCATIONAL

- 50.1 Demonstrates ability to fold
- 50.2 Demonstrates ability to sort items
- 50.3 Demonstrates ability to match items
- 50.4 Demonstrates ability to stuff items
- 50.5 Demonstrates ability to sand items
- 50.6 Demonstrates ability to paint items
- 50.7 Demonstrates ability to mold items
- 50.8 Demonstrates ability to deliver messages or materials
- 50.9 Demonstrates ability to collate items
- 50.10 Demonstrates ability to staple materials
- 50.11 Demonstrates ability to package, stack, assemble
- 50.12 Demonstrates ability to cut materials
- 50.13 Demonstrates a functional vocabulary related to jobs
- 50.14 Demonstrates ability to enumerate job families
- 50.15 Demonstrates knowledge of fringe benefits related to jobs
- 50.16 Demonstrates knowledge of steps within a job
- 50.17 Demonstrates ability to use necessary tools for specific jobs
- 50.18 Demonstrates ability to do simple inventory
- 50.19 Demonstrates proper dress and cleanliness related to specific jobs
- 50.20 Defines the cause-and-effect relationship between working and enjoying
- 50.21 Works consistently at a given task in a meaningful manner
- 50.22 Changes from one task to another when requested to do so
- 50.23 Uses simple hand tools in safe and appropriate manner
- 50.24 Demonstrates ability to make small purchases
- 50.25 Demonstrates ability to make relatively large purchases in terms of comparative shopping

#### 52.0 VOCATIONAL

52.1 through 52.11

C O M P E T

Right to Education Office  
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Department of Education

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RPM BOX CODE

14.0

MODULE  
TITLE

GROSS MOTOR DEVELOPMENT

A. Primary Objectives

To establish, refine, and maintain skills pertaining to the meaningful use of the head, torso, and extremities.

B. Behavioral Prerequisites

Muscular and neurological potential for movement of head, torso and extremities.

C. Special Staff Skills Required

GROSS MOTOR DEVELOPMENT

D. Recommended Behavioral Objectives

E. Possible Methods & Materials (To be expanded by teacher)

14.1.0 Demonstrates the ability to raise head in a coordinated manner independently

- 1.1 Turns head in response to a sound while lying down
- 1.2 Raises head with support
- 1.3 Raises head without support
- 1.4 Tilts head forward and backward
- 1.5 Holds head erect while sitting with support

Use food or social reinforcement to encourage the student to raise his head.

Use a scooter board to develop head control. Place the student on the scooter board in a prone position. Hold his feet and turn him in a circle slowly.

Use a vestibular board for balance control from the developmental sequence of head righting in a lying position through later stages of balance control in a sitting, kneeling and standing position.

Use a hammock for other activities in head control. The hammock should hang with both ends suspended from the same point and the bottom of the sling 18 inches from the floor. The student can be placed in the hammock with his head and arms out one side and legs out the other. Taking the student by the arms the teacher can swing the student back and forth. With arms in extension and the swing moving, the student will be able to develop neck muscles for head control.

A large beach ball (48" in diameter) can be used to develop head control by having the student lie over the ball with the teacher holding his hands. With arms in extension and the rocking movement, the student will be able to develop neck muscles for head control.

14.2.0 Demonstrates the ability to roll body in a controlled manner.

- 2.1 Rolls from a prone position (on his stomach) to the side.
- 2.2 Rolls from a supine position to a supine (on his back).
- 2.3 Rolls from a supine position to a prone position.

Use large area mats.  
 Use a doll to demonstrate rolling.  
 Roll down a hill or incline.  
 Discuss body parts while rolling. The student can become very aware of body parts while rolling.  
 Teach concepts such as side/front/back while rolling.

GROSS MOTOR DEVELOPMENT

D. Recommended Behavioral Objectives

E. Possible Methods & Materials (To be expanded by teacher)

- 2.4 Rolls from prone to prone position
- 14.3.0 Demonstrates the ability to sit erect
- 3.1 Sits while being held
- 3.2 Sits with support
- 3.3 Sits without support
- 3.4 Achieves a sitting position with help
- 3.5 Achieves a sitting position independently
- 3.6 Maintains a sitting position without support
- 14.4.0 Demonstrates the ability to crawl in a controlled manner
- 4.1 Lifts chest with arms in flexion
- 4.2 Lifts chest with arms in extension
- 4.3 Lifts chest and tummy with arms in flexion
- 4.4 Lifts chest and tummy with arms in extension
- 4.5 Pull knee into flexion with arms in extension
- 4.6 Move both arms first then both legs
- 4.7 Move one arm and one leg alternately in a coordinated fashion

Use a flat padded surface for training.  
 Use bean bag chairs--these offer support, but allow freedom of movement.

Use large area mats.  
 Use a toy or reward to encourage crawling toward a target.  
 Crawl through tunnels or cardboard boxes.  
 Place foot prints on the floor and have the students follow the patte  
 Use snap-lock walls for crawling tunnels.

GROSS MOTOR DEVELOPMENT

D. Recommended Behavioral Objectives

E. Possible Methods & Materials (To be expanded by teacher)

4.8 Crawls independently

14.5.0 Demonstrates the ability to stand erect

5.1 Seeks objects to use as support

✓ 5.2 Pulls oneself to a kneeling position

✓ 5.3 Pulls oneself erect

✓ 5.4 Stands erect while holding onto an object for support

5.5 Stands erect without support

14.6.0 Demonstrates the ability to walk independently

✓ 6.1 Takes steps while being held by both arms

— 6.2 Walks while being held by one arm

— 6.3 Walks around objects while holding on for support

✓ 6.4 Walks a short distance from one object/person to another

✓ 6.5 Walks independently frontwards

✓ 6.6 Walks down stairs one at a time with aid

✓ 6.7 Walks down stairs one at a time independently

Use a chinning bar, starting with low levels  
Use objects that are fastened to the floor or large enough to support the weight of the student.

Use various animal walks, such as rooster, bear, elephant, ostrich, ducks, etc. (See Kimbo records for ideas)  
Have children walk through water, mud, rocks on various floor surfaces and on various planes.  
Walk between narrow spaces without touching sides.  
Walk up and down small ladder.

GROSS MOTOR DEVELOPMENT

D. Recommended Behavioral Objectives

- ✓ 6.8 Walks down stairs alternately with aid
- ✓ 6.9 Walks down stairs alternately without aid
- 14.7.0 Demonstrates the ability to maintain balance
- ✓ 7.1 Balances with support
- ✓ 7.2 Balances without support
- ✓ 7.3 Balances on one foot with aid
- ✓ 7.4 Balances on one foot without aid
- ✓ 7.5 Maintains balance on a variety of surfaces
- ✓ 7.6 Maintains balance on a variety of surface planes
- ✓ 7.7 Maintains balance while walking on toes
- ✓ 7.8 Maintains balance while walking in a straight line
- ✓ 7.9 Maintains balance while using one foot
- 14.8.0 Demonstrates the ability to run
- ✓ 8.1 Runs slowly in an uncoordinated manner
- ✓ 8.2 Runs slowly

E. Possible Methods & Materials (To be expanded by teacher)

Use a vestibular board to develop balance  
 Use a jumper-jogger (mini-tramp) and a balance beam.  
 Play hop-sotch or jump rope.  
 Use larger incline mats.

Runs in place, in a group, through obstacles, on a measured field, in relay races and around buildings.  
 Have students participate in Special Olympics for the Retarded

GROSS MOTOR DEVELOPMENT

D. Recommended Behavioral Objectives

E. Possible Methods & Materials (To be expanded by teacher)

~~8.3~~ ~~Runs quietly~~

✓ 8.4 Runs while performing another task

14.9.0 Demonstrates the ability to throw and catch

✓ 9.1 Drops ball by releasing grasp

✓ 9.2 Rolls ball with two hands

✓ 9.3 Throws ball underhand with two hands

~~omit~~ 9.4 Throws ball overhand with two hands

✓ 9.5 Throws ball underhand with one hand

✓ 9.6 Throws ball overhand with one hand

~~omit~~ 9.7 Throws ball with either right or left hand

~~omit~~ 9.8 Throws ball to a specific object or person

✓ 9.9 Catches the ball using two hands, arms and body

✓ 9.10 Catches the ball using two hands

✓ 9.11 Catches the ball using one hand

sponsored by the Kennedy Foundation.

Use foam balls, "whiffle" balls and light-weight plastic playground balls.

Participation in Special Olympic events.

Play baseball, football, etc.

Throw small and large balls into bucket or box using overhand and underhand tosses.

Throw ball through a moving tire.

Have a wet sponge toss.

GROSS MOTOR DEVELOPMENT

| D. Recommended Behavioral Objectives  | E. Possible Methods & Materials (To be expanded by teacher)   |
|---|---|
| <p>14.10.0 Demonstrates the ability to jump while maintaining balance</p> <p>10.1 Jumps with both feet</p> <p>10.2 Jumps with one foot</p> <p>10.3 Jumps on alternate feet</p> <p>10.4 Jumps over obstacles</p> <p>10.5 Jumps in different direction</p> <p>14.11.0 Demonstrates the ability to shift weight</p> <p>11.1 Pushes with body and arms extended forward</p> <p>11.2 Pulls with arms extended and body weight backward</p> <p>14.12.0 Demonstrates the ability to skip</p> <p>12.1 Hops on one foot</p> <p>12.2 Hops on alternating feet</p> <p>12.3 Step-hops on one foot</p> <p>12.4 Step-hops on alternating foot</p> <p>12.5 Skips in time to rhythm</p> | <p>Use different animal jumps: snake, kangaroo, rabbit. Jump in and out of tires. Use a trampoline. Jump through a variety of obstacles in sequential manner. Participate in Special Olympics events.</p> <p>Use large toys that are to be pushed or pulled. Play tug-of-war. Demonstrate going through and opening large door.</p> <p>Play skipping games. Use records. Have children skip through or around obstacles such as tires, water, sand, grass, etc.</p> |

## GROSS MOTOR DEVELOPMENT

## D. Recommended Behavioral Objectives

- 14.13.0 Demonstrates the ability to do a forward roll
- 13.1 Rolls forward with aid
- 13.2 Rolls forward and lands in a sitting position
- 13.3 Rolls forward and lands on feet
- 14.14.0 Demonstrates the ability to move the body in a coordinated response
- 14.1 Participates in routine movements in response to music
- 14.2 Moves independently with creative movements in response to music

## E. Possible Methods &amp; Materials (To be expanded by teacher)

Use large area mats.  
A safety belt can be used to give confidence to the beginner.

Do creative dance and movements to records.

Have a may-pole dance.

Use parachute activities.

Obtain a parachute from Army surplus. Cut away the strings or use a sheet cut in a circular shape for a smaller group. Have the group stand in a circle holding the parachute. Teacher should talk through each activity.

(1)

Up and Down

Command "Down"

Everyone squats down holding the parachute on the floor.

Command "Up"

Everyone stands with hands over head.

(2) Left and Right

Group stands in a circle holding the parachute.

Command "Walk to the left or right", "Run to the left or right", "Change directions".

(3)

Under and Over

Group stands in a circle.

Command "Down".

Group squats holding parachute on the floor.

Command "Up"

Group stands with hand over head.

Command "Turn"--parachute is over the group.





GROSS MOTOR DEVELOPMENT

|  | Avail. | Est. Fund |
|--|--------|-----------|
| <p>Connors, Frances P. and Talbot, Mabel E. <u>An Experimental Curriculum for Young Mentally Retarded Children</u>. New York: Teacher College, Columbia University, 1969. pp. 132-145.</p> <p>Cratty, Bryant J., Ed. D., <u>Developmental Sequences of Perceptual Motor Tasks - Movement activities for neurologically handicapped and retarded children and youth</u>. Freeport, New York: Educational Activities, Inc., 1967.</p> <p>"Curriculum Guide for the Trainable Mentally Retarded" Duquesne University, 1971. p. 36; p. 69, pp. 73-77; pp. 127-136.</p> <p>Haeussermann, Else. <u>Developmental Potential of Preschool Children</u>. New York: Grune and Stratton, In., 1958.</p> <p>Mafex Associates, Inc., <u>Manual of Perceptual-Motor Activities</u>, Johnstown, Pennsylvania, Mafex Associates, Inc., 1969.</p> <p>Montessori, M. Dr. <u>Montessori's Own Handbook</u>. New York: F.A. Stokes, 1914. Reprint - New York: Schocken, 1965a.</p> <p>Montessori, M. <u>The Montessori Method</u>. New York: F.A. Stokes, 1912. Reprint - New York: Schocken, 1964.</p> <p>Valett, Robert E. <u>The Remediation of Learning Disabilities</u>. Palo Alto: Fearon Publishers, 1967. 14.2.0, 1; 3.0, 2; 4.0, 3; 6.0, 4; 8.0, 5; 9.0, 6; 10.0, 7; 12.0, 8; 14.0, 9, 10; 7.0, 15.</p> |        |           |
| <u>Other</u>   |        |           |
| TOTAL  |        |           |
| Local  |        |           |
| State  |        |           |
| Fed.   |        |           |

C O M P E T

Right to Education Office  
Bureau of Special Education  
Department of Education

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RPM BOX CODE

16.0

MODULE  
TITLE

FINE MOTOR DEVELOPMENT

A. Primary Objectives

1. To establish and expand the capability of the hands and fingers in accomplishing functional tasks.
2. To establish and expand eye/hand coordination in relationship to activities of daily living.

B. Behavioral Prerequisites

Basic gross motor development of the extremities.

C. Special Staff Skills Required

FINE MOTOR DEVELOPMENT

E. Possible Methods & Materials (To be expanded by teacher)

D. Recommended Behavioral Objectives

16.1.0 Demonstrates ability to move hands

1.1 Moves hands randomly

1.2 Moves hands together (in unison)

1.3 Leaves hands predominantly open

16.2.0 Demonstrates ability to reach

2.1 Extends fingers

2.2 Reaches to midline with elbow extension

2.3 Reaches past midline with elbow and finger extension

2.4 Reaches towards an object

16.3.0 Demonstrates the ability to grasp

3.1 Grasps in non-pincer fashion, but doesn't open one hand without the other

3.2 Squeezes items placed in hand

3.3 Uses fingers in non-pincer movements

3.4 Releases objects from grasp (drops objects)

Grasp hand and move in an exercise fashion.

Play Pat-A-Cake.

Bend fingers into fist--release and straighten. Repeat exercise. Tickle the palm of the hand.

Use a mobile or object to attract attention positioned to the left or right of the midline.

Play with hand puppets for attractions. Use other objects of interest to the child: plastic bottles.

Use rattles, small toys, parts of stacking toys, or any thing of interest to the child which he can grasp.

Squeeze toys, foam rubber, sponge

Use stack toys, items of different consistency and texture for stimulation. Use snacks to encourage grasping action.

Use bells, balls, balloon on strings, foam rubber or sponges.

## FINE MOTOR DEVELOPMENT

## D. Recommended Behavioral Objectives

- 16.4.0 Demonstrates the use of hands in a coordinated manner
- 4.1 Transfers objects from hand to hand
- 4.2 Bangs two objects together held in hands
- 16.5.0 Demonstrates the ability to perform a pincer grasp
- 5.1 Uses opposed thumb and first two fingers
- 5.2 Uses thumb independently with complete opposition
- 5.3 Uses fingers with gross pincer movements
- 5.4 Uses fingers past midline with fine (exact) pincer movement
- 16.6.0 Demonstrates eye/hand coordination while using grasp movements
- 6.1 Builds blocks into towers
- 6.2 Uses crayons
- 6.3 Strings beads

## E. Possible Methods &amp; Materials (To be expanded by teacher)

Use small toys, rattles, stack toys, blocks, and rhythm band instruments.

Use pegboard--pulls pegs. Manipulative toys.

Use bells--takes objects out of container.

Place shapes in corresponding holes. Use coordinator box.

Use lacing shoes, dolls to be dressed.

Place object at increasing distance from the child to encourage crossing the midpoint.

Use building blocks to make: tower with 2 blocks, tower with 3-4 blocks, tower with 5-6 blocks, tower with 9 blocks (bridge of 5 blocks).

Make scribble design with crayon.

Initiates vertical line with crayon.

Initiates horizontal line and circle.

Copies circle, imitates cross.

Copies square and triangle.

Use large beads and laces; string small beads, string beads in patterns.

FINE MOTOR DEVELOPMENT

D. Recommended Behavioral Objectives

E. Possible Methods & Materials (To be expanded by teacher)

6.4 Uses brushes or paste sticks

Use paste; spread paste on paper to make mosaic of torn paper.

Use easel for painting.

Use tempera paints.

Use finger paints.

6.5 Folds paper

Make paper hats, paper airplanes, flowers.

Fold letters.

6.6 Cuts with scissors

Cut out pictures to make a mural.

Cut out shapes to make a design.

Puzzles--Cut up magazine picture of person or photograph of class members mounted on cardboard and make into puzzles.

6.7 Puts paper clips on paper

Make paper clip chains.

Clip papers together.

6.8 Picks up small objects with tweezers

Make a design using seeds or small beads. Use the tweezers to create the design. Spread paste on paper and fill in design.

6.9 Puts shapes into corresponding holes

Use coordination board. Use shape box.

FINE MOTOR DEVELOPMENT

|  | Avail.   | Est. Fund |
|--|--|-----------|
| <p>F. Materials (Hardware/Software)</p> <p>Parquetry sets, jumbo parquetry and patterns (IDEL \$20.00)<br/>                     Pennsylvania Bi-Manual Worksample (JAP \$30.00)<br/>                     O'Connor Finger Dexterity Test (JAP \$31.00)<br/>                     O'Connor Tweezer Dexterity Test (JAP \$30.00)<br/>                     Grooved Peg Board (JAP \$32.00)<br/>                     Cylinder Pegs (JAP \$21.00)<br/>                     Knobbed Cylinder Black Set (JAP \$44.00)</p> <p>G. References (curricula, guides, books, etc.)</p> <p>Connors, Frances P. and Talbot, Mabel E., <u>An Experimental Curriculum for Young Mentally Retarded Children</u>. New York: Teacher College, Columbia University, 1964; pp. 108-109; pp. 114-116</p> <p>Contrucci, Victor J., <u>A Resource Guide for Trainable Mentally Retarded: Wisconsin Department of Public Instruction, Bulletin 22, 1966; p. 57.</u></p> <p>"Curriculum Guide for the Trainable Mentally Retarded." Duquesne University, 1971; pp. 73-77; pp. 139-141.</p> <p>"Curriculum Materials for the Trainable Mentally Retarded."<br/>                     San Francisco: Unified School District, 1967, (Mimeographed).</p> <p>A Guide for the Teacher of the Trainable Mentally Handicapped.<br/>                     Sante Fe: New Mexico State Department of Education, 1970; 16.5, p. 114.</p> <p>Montessori, M., <u>Dr. Montessori's Own Handbook</u>. New York: F. A. Stokes, 1914. Reprint, New York: Shocken, 1965a</p> <p>Montessori, M., <u>The Montessori Method</u>. New York; F. A. Stokes, 1912. Reprint, New York; Shocken, 1964.</p> <p>Valett, Robert E., <u>The Remediation of Learning Disabilities</u>. Palo Alto: Fearon Publishers, 1964. 46.</p> |  |           |
| <p><u>Facilities</u></p>   |  |           |
| <p><u>Other</u></p>  | <p>TOTAL</p> <p>Local</p> <p>State</p> <p>Fed.</p> |           |

**A. Primary Objectives**

1. To establish and maintain ability to visually track and fixate.
2. To establish and expand visual discrimination skills.
3. To expedite the development of visual/motor coordination in conjunction with gross motor and fine motor development.

**B. Behavioral Prerequisites**

Neurological potential for visual perception.

**C. Special Staff Skills Required**

VISUAL MOTOR TRAINING

D. Recommended Behavioral Objectives

E. Possible Methods & Materials (To be expanded by teacher)

18.1.0 Demonstrates ability to attend to visual stimuli

1.1 Turns eyes towards light

1.2 Eyes fix on object momentarily

18.2.0 Demonstrates ability to follow moving object with eyes

2.1 Horizontally tracks within 90-degree arc (not crossing midline)

2.2 Horizontally tracks past midline (greater than 90-degree arc)

2.3 Diagonally tracks past midline (greater than 90-degree arc)

2.4 Horizontally tracks within 180-degree arc--eyes and head

2.5 Moves eyes independently of head in 180-degree arc

2.6 Follows vanishing stimulus with eyes

2.7 Follows object moving in circular path

2.8 Follows moving object held eighteen (18) inches from eyes

Use a flash light, mirror, or sun light from a window.  
Move the source of light in front of the child.  
Move the child instead of the source of light.

Use brightly colored objects such as plastic toys, animals or pictures.

Use any of the above mentioned items to develop the tracking skills.

VISUAL MOTOR TRAINING

D. Recommended Behavioral Objectives

- 2.9 Follows moving object along floor ten (10) feet away
- 2.10 Follows object dangling on string ten (10) feet away
- 18.3.0 Demonstrates ability to fixate eyes on objects
- 3.1 Identifies familiar objects by sight
- 3.2 Identifies objects as same when position/settings change
- 18.4.0 Demonstrates ability to make visual discriminations
- 4.1 Matches objects, colors, lengths, size, shape
- 4.2 Sorts objects, size, shape, color
- 4.3 Differentiates between before, after, in and out, left and right
- 4.4 Makes fine visual discrimination between objects such as colors, sizes, shapes and letters
- 4.5 Identifies fine differences in pictures
- 18.5.0 Demonstrates the ability for whole/part visual discrimination
- 5.1 Identifies missing parts of pictures
- 5.2 Reports dominant object in visual field

E. Possible Methods & Materials (To be expanded by teacher)

Use familiar objects such as fruits, vegetables, clothing, coins, or household items.

Use familiar objects such as those mentioned above as well as blocks, toys, form boards, or pictures.

Be sure the objects are familiar and meaningful to the child.

Use pictures from magazines that are pasted on oaktag and cut apart. Begin with close-up pictures, advance to pictures with some background.

Use toys that can be taken apart and reassembled.

Use familiar household items that are disassembled.

VISUAL MOTOR TRAINING

E. Possible Methods & Materials (To be expanded by teacher)

D. Recommended Behavioral Objectives

- 5.3 Identifies whole object/design when viewed in part
- 18.6.0 Demonstrates ability for visual recall
- 6.1 Recalls three objects after 10-second exposure when less than one minute has elapsed
- 6.2 Recalls more than three objects after 10-second exposure .
- 18.7.0 Demonstrates visual motor coordination
- 7.1 Performs tasks using gross eye/hand coordination movement
- 7.2 Performs tasks using fine eye/hand coordination movements (see 16.0 Fine Motor Development)

Use shape Lotto or Bingo.

Use blocks, balls, or any familiar objects.

Use stacking toys, large puzzles, and large beads.

Use small beads, small puzzles, and lacing activities.

VISUAL MOTOR TRAINING

|   | Avail. | Est. Fund |
|---|--------|-----------|
| <p>F. Materials (Hardware/Software)</p> <p>Transparencies Figure-Ground (INST PUB \$12.00)<br/>                     Charts and Activities, Perceptual Concept Series Figure-Ground (INST PUB \$5.00)<br/>                     Filmstrips: Visual Perception Skills (Ed ACT \$9.00)<br/>                     Dubnoff School Program, Level I, Sequential Perceptual Motor Exercise (TEACH \$33.00)<br/>                     Puzzle: Find and Fit Puzzles, Things in My House (PLAY \$1.00)<br/>                     Puzzles: Fit-A-Square-Fit-A-Circle (LAURI \$7.00)<br/>                     Make-a-Shape (whole/part) (MILL BRAD \$3.00)</p> <p>G. Resources (Curricula, guides, books, etc.)</p> <p>"Curriculum Guide for the Trainable Mentally Retarded" Duquesne University, 1971. p. 44; p. 50;<br/>                     pp. 73-77; pp. 113-118.</p> <p><u>A Guide for the Teacher of the Trainable Mentally Handicapped.</u> Sante Fe: New Mexico State<br/>                     Department of Education, 1970. pp. 117-119; p. 123; p. 127</p> <p>Haeussermann, Else. <u>Developmental Potential of Preschool<br/>                     Children.</u> New York: Grue and Stratton, Inc., 1958.</p> <p>Valett, Robert E. <u>The Remediation of Learning Disabilities.</u> Palo<br/>                     Alto: Fearon Publisher, 1967. Program numbers: 20, 27,<br/>                     28, 29, 30, 31, 32, 34, 35, 36.</p> <p>Van Wilsen, Betty. <u>Perceptual Training Activities Handbook.</u><br/>                     New York: Teachers College Press, 1967, pp. 11-30</p> |        |           |
| <u>Facilities</u>   |        |           |
| <u>Other</u>  |        |           |
| TOTAL   |        |           |
| Local   |        |           |
| State   |        |           |
| Fed.  |        |           |

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RPM BOX CODE

20.0

MODULE  
TITLE

AUDITORY

**A. Primary Objectives**

1. To establish and refine auditory discrimination skills.
2. To establish and expand auditory recall skills necessary for language development.

**B. Behavioral Prerequisites**

Neurological potential for auditory perception.

**C. Special Staff Skills Required**

AUDITORY

D. Recommended Behavioral Objectives

E. Possible Methods & Materials (To be expanded by teacher)

20.1.0 Demonstrates ability to attend to loud noise

1.1 Turns head toward source of noise

1.2 Turns head to right or left

1.3 Turns toward noise made behind head

1.4 Reacts positively or negatively

1.5 Waves or points toward noise

1.6 Moves body toward sound

1.7 Identifies source of sound

20.2.0 Demonstrates ability to differentiate between sounds

2.1 Discriminates between dominant-non-dominant

2.2 Discriminates between loud-soft

2.3 Discriminates between voice-music

2.4 Identifies common sounds

2.5 Identifies sounds of animals

2.6 Changes activity with change in sound

Start off with loud sound and narrow to a more mellow and pleasant tone. Try to find the sound that the child will attend to the majority of time. Sound can be used as one of the starting points to get the child to attend.

Start with sounds that child attends to; use musical instruments that are familiar to child.

AUDITORY

D. Recommended Behavioral Objectives

E. Possible Methods & Materials (To be expanded by teacher)

20.3.0 Demonstrates ability to identify sound in relation to distance

3.1 Discriminates between near and far

3.2 Discriminates between up and down

3.3 Identifies echo

20.4.0 Demonstrates ability to identify categories of sounds

4.1 Animal sounds

4.2 Mechanical sounds

4.3 Musical sounds

4.4 Common domestic sounds

4.5 Distinguishes when one sound changes to another

4.6 Identifies fine and gross differences in speech sounds

Sound should be kept consistent in terms of using the same sound at different distances; take children to different rooms to hear sounds: gym, cafeteria, swimming pool, office, shop, etc.

Stuffed animals that are musical should be used to help the child associate the animal with the sound.

Have child sit and close eyes and listen to various sounds that are produced such as hands clapping, person running/walking, horn honking, bee buzzing, clock ticking, classmate's voice, water running, door closing, window opening.

AUDITORY

D. Recommended Behavioral Objectives

E. Possible Methods & Materials (To be expanded by teacher)

20.5.0 Demonstrates ability to identify sound differences in words

Drill in identifying initial, medial, final sounds.

20.6.0 Demonstrates ability to respond appropriately to sound pattern associated with various activities

Language master and record player should be used for clear pronunciation of the various sounds.

20.7.0 Demonstrates ability to reproduce sound (help the student remember what he knows)

Sequencing of a sound in reference to different types of activities to initiate or stop an activity by the change in sound:

Sitting, standing, toileting, rolling, skipping, crawling, dancing.

20.8.0 Demonstrates ability to repeat simple words

Start with simple taps or animal sounds, have the student reproduce various combinations in a sequential manner. Claps in pattern, child listens and repeats the pattern. Match picture sounds with recorded sounds.

Simple sentence, poem.

20.9.0 Demonstrates ability to repeat set of like symbols

9.1 Repeats symbols out of sequence.

Such as: 1, 5, 2, 3 or dog, cat, boy.



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| AUDITORY | 20.0 |
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| <p>D. Recommended Behavioral Objectives</p> <p>9.2 Repeats symbols in sequence</p> <p>20.10.0 Demonstrates ability to repeat set of mixed symbols</p> <p>10.1 Repeats symbols out of sequence</p> <p>10.2 Repeats symbols in sequence</p> <p>20.11.0 Demonstrates ability to re-tell recently told story maintaining original sequence</p> | <p>E. Possible Methods &amp; Materials (To be expanded by teacher)</p> <p>Such as: x, a, 3, dog.</p> <p>Short story, long story, poem.<br/>Story should be of interest to the student and meaningful.</p> |
|--|---|

AUDITORY

|  | Avail. | Est. Fundl |
|--|--------|------------|
| <p>F. Materials (Hardware/Software)</p> <p>Transparencies, record - 10 common beginning sounds (DONN \$7.00)<br/>                     Transparencies, record - consonant drill (TAI \$45.00)<br/>                     Record - distinguishing sounds and letters (LFS \$60.00)<br/>                     Transparencies, record - likenesses/differences/rhyming sounds (DONN \$7.00)<br/>                     Tape - sound identification and discrimination<br/>                     Record - common sounds (BOW P \$6.00)<br/>                     Transparencies, record - indoor/outdoor sounds (MG \$50.00 per set)<br/>                     Transparencies, record - auditory discrimination (DOM \$10.00)<br/>                     Transparencies, record - place relationship (DONN \$10.00)<br/>                     Transparencies, record - city sounds (CF \$15.00)<br/>                     Transparencies, record - rhymes and riddles (FHI \$30.00)<br/>                     Tape - how to locate sounds in familiar words (LILL \$9.00)<br/>                     Transparency, record - school, neighborhood, farm, zoo (SFC \$15.00)<br/>                     Transparency, record - interrelationship of sound, order, sense (FOL \$27.00 per kit/Pupil book \$1.00)</p> |        |            |
| <p>G. Resources (Curricula, guides, books, etc.)</p> <p>Connors, Frances P. and Taibot, Mabel E. <u>An Experimental Curriculum for Young Mentally Retarded Children</u>. New York: Teacher College, Columbia University, 1969. p. 43.</p> <p>"Curriculum Guide for Trainable Children." Ebensburg, Pennsylvania: Cambria County Office of Special Education, 1966. (Mimeographed), p. 23.</p> <p>"Curriculum Guide for the Trainable Mentally Retarded" Duquesne University, 1971. pp. 42, 43; pp. 45, 46, p. 67; pp. 100-106; pp. 224, 225.</p> <p>Goldstein, Herbert W., et al. <u>A Curriculum Guide for Teachers of the Educable Mentally Handicapped</u>. Danville, Illinois: The Interstate Printers and Publishers. p. 19</p>   |        |            |
|  | TOTAL  |            |
|  | Local  |            |
|  | State  |            |
|  | Fed.   |            |

AUDITORY

|  | Avail. | Est. Fund |
|--|--------|-----------|
| <p><u>A Guide for the Teacher of the Trainable Mentally Handicapped</u>. Sante Fe: New Mexico State Department of Education, 1970. p. 119; p. 124, p. 27.</p> <p>Valett, Robert E. <u>The Remediation of Learning Disabilities</u>. Palo Alto: Fearon Publishers, 1967. Program numbers: 22-26.</p> <p>Van Witsen, Betty. <u>Perceptual Training Activities Handbook</u>. New York: Teachers College Press, 1967. 20.1, pp. 30-51.</p> |        |           |
| <u>Facilities</u>  |        |           |
| <u>Other</u>   |        |           |
|  | TOTAL  |           |
|  | Local  |           |
|  | State  |           |
|  | Fed.   |           |

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RPM BOX CODE

22.0

MODULE  
TITLE

TACTILE/KINESTHETIC

A. Primary Objectives

To establish and refine the sense of touch necessary for routines of daily living as well as pre-vocational skills.

B. Behavioral Prerequisites

Some gross motor and fine motor skills in the extremities.

C. Special Staff Skills Required

TACTILE-KINESTHETIC

|   |   |
|---|---|
| <p><b>D. Recommended Behavioral Objectives</b></p> <p>22.1.0 Demonstrates an interest in exploring objects tactually</p> <p>1.1 Touches, picks up, holds objects</p> <p>1.2 Explores shape, texture, density and temperature of objects.</p> <p>22.2.0 Demonstrates the ability to identify objects using tactile cues.</p> <p>2.1 Discriminates shapes, sizes, texture, using kinesthetic and other cues (selects blocks of various sizes with help of vision).</p> <p>2.2 Discriminates shape, size and texture totally by touch (identifies toys while blindfolded).</p> | <p><b>E. Possible Methods &amp; Materials (To be expanded by teacher)</b></p> <p>With most severely handicapped, provide regular and pleasant experiences with varieties of touch sensations, e.g., soft and fuzzy toys, ice cream, spaghetti, foam rubber, sandpaper, gum drops, patting, hugging, kissing.</p> <p>Regular exploration of environment such as windows, rugs, furniture, curtains, and equipment.</p> <p>Provide opportunities for the student to smooth, rub, pinch, suck, lick, scratch, chop, bang or pull apart objects.</p> <p>Use containers for water such as basins, small swimming pools, metal sand boxes. Place a variety of objects in the water for exploration.</p> <p>Without being blindfolded, use a variety of objects of different shapes, sizes and textures to identify, e.g., bottle caps, wood, leather, shells, stones, foam rubber, etc.</p> <p>Use a blindfold and a variety of objects of different shapes, sizes, and textures. Use a "feeley box".</p> |
|---|---|

TACTILE

| D. Recommended Behavioral Objectives  | E. Possible Methods & Materials (To be expanded by teacher)  |
|---|--|
| <p>22.3.0 Match objects using kinesthetic cues</p> <p>3.1 Matches like objects that are wet and dry</p> <p>3.2 Matches like objects that are hot and cold</p> <p>3.3 Matches objects that are sticky</p> <p>3.4 Matches like objects that are hard and soft</p> <p>3.5 Matches like objects that are rough and smooth</p> <p>3.6 Matches like objects that are sharp and dull</p> <p>22.4.0 Demonstrates ability to rank objects using tactile cues</p> <p>4.1 Determine which of two weights is heavier (lighter)</p> <p>4.2 Ranks objects in order of degree of wetness, from completely wet to completely dry</p> <p>4.3 Ranks objects in order of degree of sharpness from sharpest to dullest</p> <p>4.4 Ranks objects in order of degree of warmth, from hottest to coldest</p> | <p>Use sponges, clothing, fur, wood, both wet and dry.</p> <p>Use ice, hot water bottle, popcicles, ice cream, pudding.</p> <p>Use jelly, peanut butter, paste, gum, taffy.</p> <p>Use rocks, wood, metal, fur, foam rubber, fabric.</p> <p>Use sandpaper, emory boards, silk, velvet, glasses.</p> <p>Use scissors, needles, pencil, ruler, saw, nails.</p> <p>Using empty containers, fill each one with a different amount of sand or gravel to make a weight difference.</p> <p>Use sponges, ice cubes, and wash cloth, etc.</p> <p>Use water (hot to cold), ice, wood, etc.</p> |

TACTILE/KINESTHETIC

|   | Avail. | Est. Fund |
|---|--------|-----------|
| <p>F. Materials (Hardware/Software)</p> <p><u>The Do-it Book</u> by Shodeen. Lois and Bangston LaVough (Paul \$13.00)<br/> <u>Feel/Match Thickness</u> (Lauri \$4.00)<br/> <u>Feel/Match-Width/Length</u> (Lauri \$4.00)<br/> <u>How Does it Feel?</u> Book by Beth Clure and Helen Rumsy (Bow P)<br/> <u>The Sweet Smell of Christmas</u> by Scarry and Miller (Gold)<br/> <u>Tactile Board Set</u> (JAP, \$11.00)<br/> <u>Textured Cubes and Spheres Set</u> (JAP \$15.00)<br/> <u>Tactile Letters Set</u> (JAP \$27.00)<br/> <u>Sandpaper Letters</u> (JAP \$45.00)<br/> <u>Tactile Textures Set</u> (JAP \$4.00)<br/> <u>Tactile Surface Ball</u> (JAP 2 for \$16.00)<br/> <u>Thermic Bottles</u> (JAP sct of 8: \$30.00)<br/> <u>Temperature Impression Table Set</u> (Jap \$12.00)<br/> <u>Baric Weights</u> (JAP \$15.00)<br/> <u>Olfactory Perception, Training Kit</u> (JAP \$26.00)</p> |        |           |
| <p>G. Resources (Curricula, guides, books, etc.)</p> <p>Connors, Frances P. and Talbot, Mabel E., <u>An Experimental Curriculum for Young Mentally Retarded Children</u>. New York: Teacher College, Columbia University, 1969; p. 44.</p> <p>"Curriculum Guide for the Trainable Mentally Retarded."<br/>                 Duquesne University, 1971; pp. 73-77; p. 119.</p> <p>Valett, Robert E., <u>The Remediation of Learning Disabilities</u>.<br/>                 Palo Alto: Fearon Publishers, 1967. 46</p> <p>Van Witsen, Betty, <u>Perceptual Training Activities Handbook</u>.<br/>                 New York: Teachers College Press, 1967; pp. 51-53;<br/>                 pp. 55-61.</p>   |        |           |
| <p>Facilities</p>   |        |           |
| <p>Other</p>  |        |           |
|   | TOTAL  |           |
|   | Local  |           |
|   | State  |           |

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RPM BOX CODE

24.0

MODULE  
TITLE

SELF-CONCEPT

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A. Primary Objectives

1. To enable the student to perceive his own identity.
2. To enable the student to understand his relationship to his family.
3. To provide some insight into basic emotions.

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B. Behavioral Prerequisites

Attends to external stimuli and has some awareness of immediate environment.

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C. Special Staff Skills Required

SELF CONCEPT

D. Recommended Behavioral Objectives

- 24.1.0 Demonstrates the ability to respond to own name when spoken
- 1.1 Makes eye contact with speaker
- 1.2 Turns toward speaker
- 1.3 Crawls, rolls or walks towards speaker
- 24.2.0 Demonstrates the ability to name/touch parts of his body
- 2.1 Names gross body parts: head, arms, legs, tummy
- 2.2 Names fine body parts: facial features, fingers, toes
- 2.3 Names parts by function
- 2.4 Identifies body parts of others

- 24.3.0 Demonstrates the ability to identify self when name is called (through verbal or nonverbal response).
- 3.1 Responds in one-to-one situation
- 3.2 Responds in group situations

E. Possible Methods & Materials (To be expanded by teacher)

Check with family and use same form of name or nick name used by them.  
 Use name frequently while touching and working with student.

While standing behind student in front of mirror, point to various parts of student's own body and say the specific part; stay with each major section until student knows majority of body parts within that section.

Use a large appliance carton with one open back and holes cut out of the front, sides, and top. Place box in front of mirror, have student get inside and ask him to put out various body extremities. Make a tinted acetate window (same color as box) for viewing image in mirror.

Draw a silhouette around each student while he is lying on a large sheet of white paper. Have him color outline to match own clothing.

Use eye contact when using a name; involve name identification with a task to be completed

## SELF CONCEPT

## E. Possible Methods &amp; Materials (To be expanded by teacher)

## D. Recommended Behavioral Objectives

- 24.4.0 Demonstrates the ability to identify own image in mirror
- 4.1 Identifies with verbal prompting
- 4.2 Identifies without verbal prompting

Work with student in front of a large mirror starting with just him and you. Point and stress "This is Tommy", "This is Miss Block". As two students are ready for self identification, seat them before mirror and stand behind, continuing exercises above. Expand group of students to three or four. Use videotaping for additional stimulation and reinforcement.

- 24.5.0 Demonstrates the ability to identify self in photograph
- 5.1 Identifies with verbal prompting
- 5.2 Identifies without verbal prompting

Use Polaroid camera for short time lapse between time picture is taken and viewed.

- 24.6.0 Demonstrates the ability to identify family members
- 6.1 Identifies by pointing
- 6.2 Identifies by naming

Use actual photographs if family members are not available. Ask "Where is Mommy, Daddy, etc.?" Watch for eye contact, pointing. Later ask, "Who is that?" while pointing to a specific family member.

- 24.7.0 Demonstrates the ability to identify himself as male or female

Minimize reference to sexually segregated activities: i.e., "Boys/ girls don't play with that."

- 24.8.0 Demonstrates the ability to recognize recorded voice

- 8.1 Recognizes voice when recorded alone

Begin with card reader for instant feedback. Use video tape with extreme close-up of face while student is speaking; use split screen for videotaping dialog.

SELF CONCEPT

E. Possible Methods & Materials (To be expanded by teacher)

D. Recommended Behavioral Objectives

24.9.0 Demonstrates the ability to show affection

9.1 Responds to teachers

9.2 Responds to family members

24.10.0 Demonstrates the ability to express feelings

10.1 Expresses feelings about self

10.2 Expresses feelings about family members

10.3 Expresses feelings about teachers, friends

24.11.0 Demonstrates the ability to relate specific facts about himself and his environment

24.12.0 Demonstrates the ability to express feelings of joy and sorrow to specific incidents

24.13.0 Demonstrates the ability to accept mental and physical handicaps realistically

Use a maximum of physical contact with younger students, especially in connection with positive behavior.

Encourage positive value judgements about himself and others.

Discuss last name, birthday, town and street in reference to family, peers, neighbors.

Discuss normalcy of expressing feelings appropriately.

Provide a basis for understanding that there are some things he may never be able to do; stress personal and general abilities.

SELF-CONCEPT

|  | Avail.            | Est. Fund  |
|--|-------------------|--|
| <p>F. Materials (Hardware/Software)</p> <p>Body puzzle (DLM, \$5.00)</p> <p>People puzzle (DLM, \$5.00)</p> <p>Face and body set for flannel board (INST, \$5.00)</p> <p>"Myself" teaching pictures (BOM, \$9.00)</p> <p>Family puppets, black and white (LAKE, \$10.00 per set)</p> <p>"People We Know" filmstrip (GA, \$35.00)</p> <p>Activity Kit III - "Hurrah for me" (MA, \$25.00)</p> <p>My Face and Body - Flannel Board (INST, \$5.00)</p> <p>Myself - Study prints (BOWP, \$9.00)</p>  |                   |  |
| <p>G. Resources (Curricula, guides, books, etc.)</p> <p>Connors, Frances P. and Talbot, Mabel E. <u>An Experimental Curriculum for Young Mentally Retarded Children</u>. New York: Teachers College, Columbia University, 1969. 26.1, p. 34.</p> <p>"Curriculum Guide for the Trainable Mentally Retarded" Duquesne University, 1971. 24.2, p. 34, 137.</p> <p><u>A Guide for the Teacher of the Trainable Mentally Handicapped</u>. Sante Fe: New Mexico State Department of Education, 1970. 24.3-5, p. 79; 24.1-2, p. 86, 112; 24.0, p. 92.</p> <p>Haeussermann, Else. <u>Developmental Potential of Preschool Children</u>. New York: Grune and Stratton, Inc., 1958.</p> <p>Valett, Robert E. <u>The Remediation of Learning Disabilities</u>. Palo Alto: Fearon Publishers, 1967. 24.2, 10, 11, 12 16.</p> | <p>Facilities</p> | <p>TOTAL</p> <p>Local</p> <p>State</p> <p>Fed.</p> |

**A. Primary Objectives**

1. To provide basic receptive and expressive language skills.
2. To develop functional reading and writing skills.
3. To expand the ability of the student to interact with his environment through use of telephone and mail service.

**B. Behavioral Prerequisites**

Attends to external stimuli.

**C. Special Staff Skills Required**

COMMUNICATIONS

D. Recommended Behavioral Objectives

E. Possible Methods & Materials (To be expanded by teacher)

26.1.0 Possesses receptive language skills adequate for basic environmental interaction

1.1 Indicates awareness of being addressed

1.2 Responds appropriately to a simple commission

1.3 Initiates a simple activity upon request

1.4 Follows through on a two-stage activity upon an initial request

1.5 Follows through on a multi-stage activity upon an initial request

26.2.0 Possesses expressive language skills adequate for basic environmental interaction

2.1 Makes wishes known through gestures

2.2 Uses gestures in conjunction with verbalization to make wishes known

2.3 Verbalizes key words or sounds

Use student's name in conjunction with instructions and comments; establish eye contact and stay in his line of vision while speaking; continue verbalization even though overt response is not noted; try earphones (wireless, if available) or telephone.

At this stage, use simple repetitive phrases with his name; (example: "Chris, sit in the chair", not, "Chris, why don't you come over here and sit in this nice chair with all the other boys and girls".)

Use student's favorite activities to establish and reinforce his appropriate response.

At first, provide reminder at beginning of second stage; later, fade reminder.

Begin by talking student through the activity (using wireless earphones if available); continue to fade reminders as continuity develops.

Monitor all non-verbal responses and isolate those which have specific meaning; use appropriate word or phrase as you comply with his request, keeping it simple and repetitive. Key on those sounds which approximate actual words he uses. Be liberal regarding initial pronunciation.

In consultation with personnel skilled in behavior modification, make a bite of food or a drink contingent upon increasingly accurate verbalization of the appropriate word.

## COMMUNICATIONS

## E. Possible Methods &amp; Materials (To be expanded by teacher)

In consultation with personnel skilled in behavior modification, make a bite of food or a drink contingent upon increasingly accurate verbalization of the appropriate word.

Use simple phrases repetatively in referring to items in the environment. ("Big red ball.") Have student repeat phrase upon presentation of the ball as stimulus, using possession of ball as reinforcement. Use card reader for drill.

Ask questions which encourage response and conversation; attend to student's early efforts at conversation; encourage peer conversation even at an "unscheduled" moment. Use tape recorder for reinforcement.

## D. Recommended Behavioral Objectives

2.4 Chains two or three words understood by non-family

2.5 Echos simple 3-5 word sentence

2.6 Speaks simple 3-5 word sentences spontaneously

2.7 Speaks reciprocally with teacher or peer using simple sentences

2.8 Converses for brief periods of time using simple sentences

26.3.0 Possesses functional reading skills frequently used in community interaction

NOTE: The objectives in this section are designed for the student who in all probability will not exceed third grade reading level. Those with higher potential may be programmed through basal readers.

3.1 Recognizes own name; names of classmates

3.2 Matches simple words with an appropriate graphic representation

(Before selecting materials, be sure student can recognize graphics to be used.) Establish a relationship between the configuration of the picture and the configuration of the word. Begin with snapshots of classmates as the stimulus and printed names as the response. Arrange up to four possible responses on 3 x 5 cards in a row in front of the student. Present stimulus cards singly and ask him to point to the proper response. Use social or tangible reinforcements for correct response; for incorrect response, say "No, that word is not---" and move on to next stimulus. (A simple stimulus/response teaching machine can be made from bell buttons, bell wire, door bell and knife switches.) The AVIDesk teaching machine with 35mm projector and teacher-made slides and tapes would be ideal.

COMMUNICATIONS

E. Possible Methods & Materials (To be expanded by teacher)

D. Recommended Behavioral Objectives

Begin with letters in student's name, moving on to letters in words which he can recognize by configuration.

Use experience charts geared to student's environment and social level.

Make up flashcards for key terms and phrases on back of a package; make audio tape which explains and reinforces the terms in context. Something similar can be done with more complex directions such as assembly and operating instructions. Student should have all necessary items with him at his work station while the tape is being played.

Reading lead paragraph for key information; layout patterns of newspapers and magazines.

- 3.3 Names letters of the alphabet
- 3.4 Comprehends simple sentences
- 3.5 Reads and comprehends simple directions
- 3.6 Reads more complex written directions
- 3.7 Reads newspaper or periodical for basic information

26.4.0 Possesses basic writing skills

Make crayon jig by cutting a basic shape from the center of triple-thickness construction paper. Fade the thickness of the jig until student can stay inside the line with no restraint.

Connect dots; straight and curved strokes; proper grip.

Do not teach writing actual words--including name--until student can first read the word. Avoid meaningless copying. When copying is used for drill in writing a word he can read, repeat model above each writing line.

Encourage student to write a descriptive phrase or sentence from memory. If there are errors, make a correct model sheet for drill.

Make written communication meaningful in the immediate environment, with student permitted to make simple request or statement in writing. Accept approximations of proper form; use corrected form as model for drill.

Provide opportunities for pen pal exchange with other districts or

- 4.1 Uses crayon meaningfully
- 4.2 Uses pencil meaningfully
- 4.3 Writes own name
- 4.4 Writes simple words
- 4.5 Writes simple phrase or short sentence
- 4.6 Achieves basic communication through writing
- 4.7 Writes simple friendly letter

## COMMUNICATIONS

## E. Possible Methods &amp; Materials (To be expanded by teacher)

units; for older students who may be near graduation, be tolerant of superficial errors, stressing the importance of basic communication. (Students might also enjoy inter-district communication by means of a cassette tape exchange.)

Difference between mouth piece and ear piece; purpose of dial, clockwise dial rotation with finger withdrawal; emphasis on "0" for operator.

Use Bell Teletrainer Kit for role play and practice. Record conversation for analysis and reinforcement (using Teletrainer output and tape recorder auxiliary input jacks). (The Teletrainer consists of two phones and a control unit for ring, dial tone, busy; students can talk to each other while fifty feet apart; conversation can be broadcast to class. Schools not served by the Bell System may have difficulty obtaining the Teletrainer but where it is available, it's free.)

Use three-minute timer to give student concept of time on the phone; use map and local rate schedule for showing increase in cost as distance increases.

Finding a number (or address) in the white pages; (some phone books are alphabetized by an entire service area, others by individual communities); using the yellow pages.

Local calls for a dime; long distance calls where it's necessary to "signal when through" and pay additional money for a call in excess of three minutes. (Some pay phones require that a dime be deposited before the number is dialed while others permit the number to be dialed first but the call is not completed until the coin is deposited.)

## D. Recommended Behavioral Objectives

4.8 Writes short semi-formal letter

26.5.0 Demonstrates the ability to use telephone in functional manner

5.1 Uses handset and dial correctly

5.2 Answers phone appropriately

5.3 Articulates the relationship of time and distance to cost in long distance calling

5.4 Uses telephone directory appropriately

5.5 Pay phone

COMMUNICATIONS

D. Recommended Behavioral Objectives

E. Possible Methods & Materials (To be expanded by teacher)

- 26.6.0 Demonstrates the ability to use postal service
- 6.1 Addresses an envelope in a deliverable manner
- 6.2 Knows basic regulations pertaining to different classes of mail
- 6.3 Can use parcel post

Emphasize complete address and legibility.

Amount of postage required; return address; sealed flap; nature of contents.

Size limitations; cost in relationship to weight and distance; nature of contents; availability of insurance.



COMMUNICATIONS

|   | Avail. | Est. Fund |
|---|--------|-----------|
| <p><u>A Guide for the Teacher of the Trainable Mentally Handicapped.</u> Sante Fe: New Mexico State Department of Education, 1970; 26.1, pp. 81, 140, 153; 26.3, pp. 198, 221, 266-275.</p> <p>Kolburne, Luma Louis, <u>Effective Education for the Mentally Retarded Child.</u> New York: Vantage, 1965; 26.3, pp. 93, 96-107; 26.4, pp. 107-113.</p> <p>"Reading." Elwyn, Pennsylvania: Elwyn Institute (Mimeographed). 26.3.</p> <p>"Sight-Vocabulary Building for the TMR." Thirty-minute video tape, Laurelton State School and Hospital, Laurelton, Pennsylvania, 1971. (Copies for one-inch Ampex and half-inch machines made if tape is provided.) An adolescent TMR learns 24 new words in an aggregate of three hours of instruction time.</p> <p>"Student Training Evaluation Profile (STEP)." Laurelton, Pennsylvania: Laurelton State School and Hospital, 1969 (Mimeographed).; 26.2-3, p. 1; 26.5-6, p. 2.</p> |        |           |
|   |        |           |
| <p><u>Facilities</u></p>  |        |           |
| <p><u>Other</u></p>   |        |           |
|   | TOTAL  |           |
|   | Local  |           |
|   | State  |           |
|   | Fed.   |           |

C O M P E T

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RPM BOX CODE

28.0

MODULE  
TITLE

CONCEPTUAL

A. Primary Objectives

1. To foster the ability to perceive differences, similarities and commonalities.
2. To expand the ability to deal in graphic abstractions.
3. To initiate and expand problem solving ability.

B. Behavioral Prerequisites

Some basic visual discrimination skills.

C. Special Staff Skills Required

CONCEPTUAL

D. Recommended Behavioral Objectives

E. Possible Methods & Materials (To be expanded by teacher)

28.1.0 Demonstrates ability to recognize differences

1.1 Recognizes differences in sizes

1.2 Recognizes specific shapes

1.3 Names common colors: red, yellow, blue, green

28.2.0 Demonstrates ability to recognize similarities

2.1 Matches according to size

2.2 Matches according to shape

28.3.0 Demonstrates ability to recognize commonalities

3.1 Sorts according to size

3.2 Sorts according to shapes

Use large and small items already familiar to the student; show a big and a little cookie, cup of juice, or other desirable item.  
Use toys or household items which are square, circular, rectangular, triangular, etc.

Use toys or clothing articles with which student is already familiar.

Continue use of items common to the student's environment in drilling, matching by size, shape and color. First deal with the variables.

Group common toys, classroom materials, and household items according to basic shape, individually, later introduce two and then three variables.

Set up cardboard bins with a sample item attached. Begin with one variable (size, shape, or color) and two different kinds of items: Big balls and little balls, triangular blocks and square blocks; red pencils and yellow pencils. Gradually introduce more variables with a category, i.e., big, medium, and small balls.

CONCEPTUAL

D. Recommended Behavioral Objectives

E. Possible Methods & Materials (To be expanded by teacher)

3.3 Sorts according to color

28.4.0 Demonstrates ability to differentiate "prepositional opposites": up/down, above/below, over/under, before/behind, etc.

28.5.0 Demonstrates ability to differentiate "adjectival opposites": heavy/light, hot/cold, hard/soft, smooth/rough, sweet/sour, edible/inedible, etc.

28.6.0 Demonstrates ability to recognize graphic representation of an object.

6.1 Names item in photograph

6.2 Names item in four-color illustration

6.3 Names item in line drawing

6.4 Associates photograph with drawing of an object.

Emphasize PO's in all classroom activity and discussion; make simple requests for retrieving items which are "under the table", "behind the door".

Use environmental interaction with student manipulating or tasting a variety of items.

(Use discretion with hot/cold, edible/inedible.

Follow up with card reader drill.

With the ability to name the actual object, introduce a photograph of the object. Since illustrations and line drawings represent progressively higher levels of abstraction, they should be introduced sequentially. (Note: the child should be screened for his ability to recognize graphic representations before using "teaching pictures", film strips, transparencies, illustrated material for a card reader, etc. Use graphics which he can comprehend.)

As student indicates ability to deal with one level of graphics, advance to the next level. It may be necessary to mask the background of a photograph or cut out the object and mount it on a plain field.





C O M P E T

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RPM BOX CODE

30.0

MODULE  
TITLE

MATH

**A. Primary Objectives**

1. To develop basic computational skills in the area of simple addition, subtraction and division necessary for successful interaction with the environment.
2. To provide specific functional skills in the areas of measurement, money handling, and telling time.

**B. Behavioral Prerequisites**

Potential for perceiving simple relationships.

**C. Special Staff Skills Required**

## D. Recommended Behavioral Objectives

## 30.1.0 Possesses basic computational skills

- 1.1 Differentiates between one and many
- 1.2 Differentiates between one and two items
- 1.3 Counts by rote up to ten
- 1.4 Enumerates up to ten objects
- 1.5 Recognizes numerals up to nine
- 1.6 Adds without carrying
- 1.7 Adds with carrying
- 1.8 Subtracts without borrowing
- 1.9 Subtracts with borrowing
- 1.10 Divides set into equal groups
- 1.11 Divides whole unit into halves
- 1.12 Divides whole unit into thirds
- 1.13 Divides whole unit into quarters

## E. Possible Methods &amp; Materials (To be expanded by teacher)

Stress personal possession in relationship to a universe of two or more items.

"Here are two balls. Now you have one ball." "You have one crayon. There are many crayons."

Use chants, songs; card reader for repetitive drill.

Start with two items and pyramid gradually, using edibles, toys, students, etc. Watch for tendency to count by rote while pointing randomly.

Use card reader for drill, showing one numeral on card plus appropriate audio reinforcement.

Begin instruction by incorporating references to simple grouping into normal classroom routines without specific treatment of abstract concept. After student can group and regroup tangible/concrete items in real life situation and after he can recognize numerals, introduce the abstract concepts through number rods, and subtraction facts on a card reader, etc.

Introduce this concept in conjunction with the social skill of sharing; use small edibles which are actually consumed.

Capitalize on snack-, lunch-, and party-time for introducing initial concept. Delay use of construction paper "pie" until basic concept is established and then use for drill and review only

## MATH

## D. Recommended Behavioral Objectives

## E. Possible Methods &amp; Materials (To be expanded by teacher)

- 1.14 Knows multiplication tables through nine
- 1.15 Multiplies with multiplier of one or two digits
- 30.2.0 Demonstrates basic measurement skills
- 2.1 Knows basic linear measurement facts pertaining to inches, feet, yard.
- 2.2 Measures items of less than 12 inches with a ruler
- 30.2.3 Measures items of more than 12 inches with a yard stick or tape
- 2.4 Uses a cloth tape to take body measurements
- 2.5 Knows basic liquid/dry measurement facts pertaining to teaspoon, tablespoon, cup, quart, gallon
- 2.6 Measures a whole cup
- 2.7 Measures a fraction of a cup

Use tangibles (edibles if possible) to establish basic concept of small numeral multiplication. Make a numeral grid for drilling facts. Use "L"-shaped colored acetate overlay reinforcing the relationship between the multiplier, multiplicand, and the product (also helps student to read charts). Use card reader for individual drill.

Begin with foot ruler graduated in whole inches; rulers with half-inch, quarter-inch, and eighth-inch graduations should be introduced sequentially as competence is demonstrated. If a student has difficulty matching the end point of the ruler with the end point of the object to be measured, set up a simple jig graduated in whole inches. Provide drill by measuring items common to the environment. Measure for fit. Make simple tag construction with student measuring components. Permit errors when measuring for fit, using situation to reinforce importance of accuracy.

Use yardstick graduated in whole feet. (Some classroom yardsticks are marked this way on one side, or use masking tape to modify a regular type). Measure larger items in the environment, student's height, perimeter of room. For student who has mastered basic measurement skills, tie in instruction in this area with emphasis on consumer skills and shopping for clothing.

Start with measuring whole cup using rice or other dry substance with medium granules. Encourage student to keep cup on table, stressing level measurement.

After checking to see if student understands concept of fractional parts of a whole unit, introduce half-, third-, and quarter-cup. Use transparent airline glass banded with colored tape, with a separate glass for each fraction introduced. Advance later to standard measuring cup -- first transparent, then opaque. Use of liquid should be delayed until student has mastered dry measurement in banded container. Have student measure basic ingredients for a simple recipe.

D. Recommended Behavioral Objectives

E. Possible Methods & Materials (To be expanded by teacher)

- 2.8 Measures whole tablespoon/teaspoon
- 2.9 Measures fraction of a tablespoon/teaspoon
- 2.10 Knows facts pertaining to ounces/pounds
- 2.11 Reads dial face correctly to the nearest whole unit
- 3.1 Identifies coins by name
- 3.2 Identifies coins by value
- 3.3 Counts by ones from a given number to the next multiple of ten
- 3.4 Counts to 100 by 5's, 10's- 25's
- 3.5 Counts to 100 by 10's from a number ending in 5
- 3.6 Counts common coin combinations for amounts up to 25¢
- 3.7 Counts common coin combinations for amounts from 25¢ up to \$10.00
- 3.8 Identifies currency up to twenty
- 3.9 Counts common combinations of currency up to \$20.00
- 3.10 Counts common combinations of currency up to \$100.00

Use balance scale to introduce concept of equality in weight. Use common items--book, toy, which weigh approximately one pound. Have student find other items which balance the scale.

Use scale with numerical designation for each unit, moving to scales with numerals every 1, 5, and 25 units. Provide practice on reading bathroom scale, thermometer, temperature control on oven or electric frying pan, thermostat, speedometer.

Use real coins in order to capitalize on cues generated by configuration, weight, texture, and color. Use card reader for drill, taping appropriate coin on card.

These skills are prerequisites to counting coins and currency. Screen student carefully and provide prescriptive remediation before going on.

Encourage student to group coins by dimes, nickels, and pennies; count in that order.

Use of actual currency is ideal but impractical in terms of cost and security. (Photocopying is not advisable.) Teacher-made scrip which retains some crucial configuration cues is a possible alternative. Quantity copies can be made from facsimile spirit masters, photocopy offset masters.

## MATH

| D. Recommended Behavioral Objectives                                      | E. Possible Methods & Materials (To be expanded by teacher)  |
|---|--|
| 3.12 Counts change when paying with quarter/half dollar/dollar            | Have student state price as anchor point, then count pennies to first multiple of five and remainder in logical order. State price; count coins as above; count ones to first multiple of five; count remainder of currency in logical sequence. |
| 3.13 Counts change when paying with 5/10/20 dollars                       | Provide practice in reading prices with decimal, cent sign; also price in conjunction with letter code (.57, 57¢, A57).  |
| 3.14 Reads money numbers appearing as prices of 99¢ or less               | Price with dollar sign and decimal; no dollar sign or decimal.   |
| 3.15 Reads mixed money numbers when appearing as prices of \$1.00 or more | Set up waterclock, candleclock; calibrate sundial on windowsill or chalkboard. Day--the sun is shining; night--the sun is not shining; discuss rotation of the Earth using darkened room, flashlight, and globe.                                 |
| 30.4.0 Exhibits functional time skills                                    | Provide daily drill on the six days which follow "today."  |
| 4.1 Differentiates between day and night                                  | Discuss the current season in the context of the three seasons which follow it.  |
| 4.2 Names days of week in order   | Use modular calendar with numerals reversed until the date is current.   |
| 4.3 Names seasons in order  | In addition to size difference, hands on a practice clock may be of different colors or with symbols attached to the tip. Fade these additional differences.   |
| 4.4 Reads calendar date correctly   | Remove minute hand and have student drill with hour concept only.  |
| 4.5 Distinguishes between hour and minute hands of clock                  | Using minute hand only have student count clockwise by 5's to the point of the minute hand. (Student should be able to count to 60 by 5's.)  |
| 4.6 Tells time to the nearest hour  | After mastery at this level, fuse hour and minute concept, still dealing in multiples of 5.  |
| 4.7 Tells time to the nearest five minutes                                |  |

MATH

## D. Recommended Behavioral Objectives

- 30.4.8 Tells time on the before side of the clock
- 4.9 Tells time to the nearest minute
- 4,10 Sets clock hands to a specific time
- 4.11 Sets alarm clock to ring at a specific time
- 4.12 States that A.M. means before noon and P.M. means afternoon

## E. Possible Methods &amp; Materials (To be expanded by teacher)

Use an acetate overlay to indicate the before side. Have student count counterclockwise from twelve to the minute hand

Count by fives to the numeral preceding the minute hand and by ones to the minute hand.

Start by matching another clock, then move on to setting hands from dictation.

Stress fact that the little marks between the numerals are now worth several minutes.

Scramble daily schedule; have student identify items as A.M. and P.M.

MATH

|   | Avail. | Est. Fund |
|---|--------|-----------|
| <p><b>F. Materials (Hardware/Software)</b></p> <p>Add-a-Square (SIFO, \$4.00)<br/>                     Hundred chart (INST \$3.00)<br/>                     Graduated rulers - 1 inch to 1 foot (GALT, \$3.00)<br/>                     Wipe off wall charts for clock, calendar, and thermometer (QC \$15.00)<br/>                     Primary yardstick (DGR \$3.00)<br/>                     Enlarged coins and bills (INST \$4.00 each)<br/>                     Clock face transparency (BOM \$9.00)<br/>                     Flannel board clock (INST \$2.00)<br/>                     Day by day calendar (MB \$3.00)</p>   |        |           |
| <p><b>G. Resources (Curricula, guides, books, etc.)</b></p> <p>Baumgartner, Bernice B. <u>Guiding the Retarded Child</u> New York: John Day Company, 1965.</p> <p>Connors, Frances P. and Talbot, Mabel E. <u>An Experimental Curriculum for Young Mentally Retarded Children</u>. New York: Teachers College, Columbia University, 1969. 30.1, pp. 54-56; 30.3, pp. 58, 59.</p> <p>Contrucci, Victor J. <u>A Resource Guide for Trainable Mentally Retarded: Wisconsin Department of Public Instruction</u>, Bulletin 22, 1966. 30.3, pp. 60, 81.</p> <p>"Curriculum Guide for Trainable Children." Ebensburg, Pennsylvania: Cambria County Office of Special Education, 1966. (Mimeographed) 30.0, pp. 65-69.</p> <p>"Curriculum Guide for the Trainable Mentally Retarded" Duquesne University, 1971. 30.1, pp. 51-54, 236; 30.3, p. 238; 30.4, pp. 58, 237.</p> <p>"Curriculum Materials for the Trainable Mentally Retarded." San Francisco: Unified School District, 1967. (Mimeographed) 30.1, pp. 56, 141-145.</p> <p><u>A Guide for the Teacher of the Trainable Mentally Handicapped. Sante Fe: New Mexico State Department of Education, 1970. 30.1, p. 199.</u></p> |        |           |
| <u>Facilities</u>   |        |           |
| <u>Other</u>  |        |           |
|   | TOTAL  |           |
|   | Local  |           |
|   | State  |           |
|   | Fed.   |           |

30.0

MATH

|   | Avail. | Est. Fund |
|---|--------|-----------|
| <p>Kolburne, Luma Louis. <u>Effective Education for the Mentally Retarded Child</u>. New York: Vantage, 1965. 30.1, pp. 114-118, 120, 127; 30.2, pp. 201-203; 30.3, p. 131; 30.4, pp. 188-193.</p> <p>"Special Education Mathematics Retrieval System for Non-Print Material." Westmoreland, Pennsylvania County Schools: PRIMES - MISSLE Project, 1970. (Mimeographed)</p> <p>"Student Training Evaluation Profile (STEP)." Laurelton, Pennsylvania: Laurelton State School and Hospital, 1969. (Mimeographed) 30.1, p. 3; 30.2, p. 5; 30.3, p. 3; 30.4, p. 4.</p> <p>Valett, Robert E. <u>The Remediation of Learning Disabilities</u>. Palo Alto: Fearon Publishers, 1967. 30.1, 44, 45.</p> |        |           |
| <u>Facilities</u>   |        |           |
| <u>Other</u>  |        |           |
|   | TOTAL  |           |
|   | Local  |           |

C O M P E T

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RPM BOX CODE

32.0

MODULE  
TITLE

TOILETING

A. Primary Objectives

To establish and maintain self care in the area of toileting for the student who is developmentally ready for such training.

B. Behavioral Prerequisites

Potential for basic receptive and expressive language, an awareness of personal identity, and potential use of sphincter muscles.

C. Special Staff Skills Required

TOILETING

D. Recommended Behavioral Objectives

32.1.0 Remains dry and unsoiled for a specified period of time

1.1 Establishes a pattern of elimination

32.2.0 Indicates the need to eliminate-- verbally or non-verbally (This part of the module can be used concurrently with the next objective)

2.1 Indicates discomfort when wet or soiled

2.2 Indicates by gesture or action when wet or soiled

2.3 Indicates verbally the need to eliminate

32.3.0 Performs toilet procedures

E. Possible Methods & Materials (To be expanded by teacher)

Use a chart to establish base line data of the elimination pattern, i.e., list date, time, condition of the pants (wet or dry), type of elimination (BM/urine), use of the toilet (yes/no). If diaper or pants are soiled or wet, change and mark the chart. If pants are clean, place student on toilet. If pants were soiled or wet and if the student did not use the toilet, check five or ten minutes earlier or later during the next time period to help establish the pattern.

If the student soils his pants between scheduled elimination periods after an individual time schedule has been established, treat the incident with a detached attitude. Attention toward the incident will reward an unscheduled elimination. Elimination may then become an attention getting procedure.

All changing should be done in the bathroom area.

Student should be advanced from diapers to snap diapers and then training pants as his progress warrants. Unnecessary retention in diapers may impede progress.

Observe the crying and listlessness; observe indication of aura before elimination.

Observe pulling on pants or diaper, gestures toward the bathroom, etc.

Uses terms that are consistent between home and school.

## TOILETTING

## D. Recommended Behavioral Objectives

- 3.1 Goes to the bathroom area. Command "Time to go to the bathroom"
- 3.2 Removes clothes. Command "Pull down your pants"
- 3.3 Sits on toilet. Command "Sit down"
- 3.4 Stays on the toilet seat. Command "Stay"
- 3.5 Eliminates. Command "Urinate" or "Have B.M."
- 3.6 Obtains toilet paper. Command "Hold paper"

## E. Possible Methods &amp; Materials (To be expanded by teacher)

Use simple commands for verbal and non-verbal students.  
Give identical commands each time the student is taken to the bathroom.

Coordinate the commands used at home with terms used in school.  
Talk the student through each bathroom session and guide his hands when necessary.

During training student should dress in two piece suits such as a jersey and pants with an elastic top. Avoid buttons, snaps, straps, and zippers.

Remind the female if wearing a skirt to pull skirt up in the back.  
Males should drop pants rather than using the fly.  
See 46.1 - Dressing skills.

All students sit during initial training and charting period.  
Male students should be taught to lift the toilet seat in later training session.

After the child is able to support himself on the seat and he has learned to stay, he should be given some privacy.  
Males should be taught to direct penis downward whether sitting or standing.

Seats should be fitted to give buttocks support. If possible, seats should be warm.

Simple terms (such as "pee" and "poo") should be used uniformly by teacher and parents.

If the student has difficulty eliminating, run water into water, squirt a squeeze bottle with water; another student or teacher may serve as a model.

Tear off appropriate amount of toilet paper.

Cover fingers on dominant hand and have the student hold the paper.

TOILETING

D. Recommended Behavioral Objectives

E. Possible Methods & Materials (To be expanded by teacher)

3.7 Use toilet paper properly. Command "Wipe"

3.8 Places paper in toilet. Command "Drop the paper"

3.9 Gets up from the toilet. Command "Stand up"

3.10 Replaces clothes. Command "Pull up your pants"

3.11 Flushes the toilet. Command "Flush the toilet"

3.12 Washes hands. Command "Wash hands"

Guide the student's hand through the entire wiping motion, downward and backward.

Releases the paper and drops it into the toilet.  
Remind the student not to pull the paper out to look at it.

Lift or assist the student from the toilet seat.

Assist the student in dressing.

Guide the student's hand to the handle and help him flush the toilet.

Refer to grooming module for washing hands.

TOILETING

|  | Avail.   | Est. Fund |
|--|--|-----------|
| <p>F. Materials (Hardware/Software)</p> <p>*"Diapers Away: Toilet Training the Mentally Retarded in Groups" (filmstrip with record, 10 min.)</p> <p>*"Diapers Away: Toilet Training the Mentally Retarded at Home" (filmstrip with record, 12 min.)</p> <p>*"I'm Ready Mom, Are You?", Toilet training film, 1969 (16mm film, 15 min., color)</p> <p>Potty Alert - Electric alarm package and potty bowl which fits on most standard toilet seats (LVE, \$39.00)</p> <p>Pants Alert - Electric alarm package with adjustable belt, snap setter and bag of snaps (LVE, \$39.00)</p>   |  |           |
| <p>G. Resources (Curricula, guides, books, etc.)</p> <p>Azrin, W.H. and others. "A Rapid Method of Toilet Training the Institutionalized Retarded", Journal of Applied Behavior Analysis, 1971. pp. 89-99.</p> <p>Bensberg, Gerald J. <u>Teaching the Mentally Retarded</u>. Georgia: Southern Regional Education Board, 1965.</p> <p>Bensberg, Gerald J., et al. "Teaching the Profoundly Retarded Self Help Activities by Behavior Shaping Techniques", American Journal of Mental Deficiency, March, 1965. pp. 674-79.</p>  |  |           |
| <p>Dutman, Laura L. <u>The Mentally Retarded Child, A Manual for Parents</u>. Children's Bureau, United States Department of Health, Education, and Welfare, Washington: Government Printing Office, 1966.</p> <p>Ellis, Norman R. "Toilet Training the Severely Defective Patient: An S-R Reinforcement Analysis", American Journal of Mental Deficiency, 1963. p. 68, pp. 98-103.</p> <p>Giles, D.R. and Wolf, M.M. "Toilet Training Institutionalized Severe Retardates: An Application of Operant Behavior Techniques", <u>American Journal of Mental Deficiency</u>, 1966. 70:766-781.</p> <p>Virginia State Department of Health, et al. <u>A Helpful Guide in the Training of a Mentally Retarded Child</u>. New York: National Association for Retarded Children, 1968. pp. 9, 10.</p> | <p>Facilities</p>                                  |           |
|  | <p>TOTAL</p> <p>Local</p> <p>State</p> <p>Fed.</p> |           |

Right to Education Office  
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MODULE  
TITLE

FEEDING/EATING/DRINKING

C O M P E T

A. Primary Objectives

1. To establish and/or refine the sucking/seeking reflex.
2. To build sequential eating skills necessary for eventual independence.
3. To develop socially acceptable manners and eating habits.

B. Behavioral Prerequisites

Potential for using head and upper extremities in a meaningful manner; response to touch.

C. Special Staff Skills Required

34.0

FEEDING/EATING/DRINKING

| D. Recommended Behavioral Objectives  | E. Possible Methods & Materials (To be expanded by teacher)   |
|---|---|
| <p>34.1.0 Demonstrates the sucking reflex</p> <p>1.1 Performs sucking reflex without oral stimulation</p> <p>1.2 Performs sucking reflex with oral stimulation</p> <p>1.3 Swallows liquid from nipple</p> <p>34.2.0 Demonstrates the ability to drink from a bottle</p> <p>2.1 Reaches in direction of bottle (nipple) with mouth when being fed.</p> <p>2.2 Reaches in direction of bottle (nipple) with hands when being fed</p> <p>2.3 Grasps bottle with hands during feeding</p> <p>2.4 Hold bottle in mouth during feeding</p> <p>2.5 Attempts to guide bottle toward mouth</p> <p>2.6 Brings bottle to mouth</p> <p>2.7 Brings bottle to mouth and holds in place during feeding</p> | <p>Establish baseline and chart behaviors in general area of feeding and drinking.</p> <p>Stimulate sucking reflex by touching student's cheeks when nipple is presented.</p> <p>Touch cheek with nipple near corner of mouth; as he seeks, touch cheek farther from mouth.</p> <p>Hold student's hands around bottle while he is drinking. Withdraw the support of your own hands from time to time so that he can experience holding it by himself.</p> <p>After child has demonstrated the capability for holding bottle, do not give him any liquid unless he does hold it for himself.</p> <p>Use light-weight plastic bottles</p> |

FEEDING/EATING/DRINKING

DEPARTMENT OF EDUCATION

Right to Education Office

E. Possible Methods & Materials (To be expanded by teacher)

D. Recommended Behavioral Objectives

- 34.3.0 Demonstrates ability to drink from a cup
- 3.1 Drinks liquid from a cup when cup is held by adult
- 3.2 Grasps cup when cup held to mouth by an adult
- 3.3 Helps tip glass to drink when held by adult
- 3.4 Holds small cup or glass in two hands
- 3.5 Holds cup to drink with or without spilling when placed in hands by adult
- 3.6 Lifts cup, tips to mouth and replaces cup on table
- 3.7 Holds cup in one hand
- 3.8 Drinks from small cup in one hand
- 3.9 Lifts cup, tips to mouth and replaces cup with one hand
- 34.4.0 Demonstrates ability to use a straw
- 4.1 Sucks liquid from straw held by adult
- 4.2 Sucks liquid from straw in a glass

Fill cup with only one swallow of liquid while training.

Have student replace the glass before refilling with another swallow.

Trainer cups in different styles and styles may be used. Use transparent cup in order to monitor the level of the liquid while tilted.

Training cups are available with a permanently attached straw  
Use straw for fun such as blowing soap bubbles; make paintings by placing gobs of paint on paper and blowing with a straw to spread them.

## FEEDING/EATING/DRINKING

## D. Recommended Behavioral Objectives

- 34.5.0 Demonstrates ability to accept food when being spoon-fed
- 5.1 Accepts soft semi-liquid textured food from a spoon
- 5.3 Accept semi-solid (more textured) food from a spoon
- 34.6.0 Demonstrates ability to finger feed
- 6.1 Picks up the food randomly from tray
- 6.2 Places food in mouth
- 34.7.0 Demonstrates ability to use a spoon
- 7.1 Reaches for spoon when being fed
- 7.2 Grasps spoon in fist
- 7.3 Inserts spoon into his mouth
- 7.4 Brings spoon to mouth
- 7.5 Fills spoon
- 7.6 Holds spoon in fingers rather than fist

## E. Possible Methods &amp; Materials (To be expanded by teacher)

Introduce the student to new foods by giving him a taste from your finger before attempting to spoon feed.

Alternate or mix new foods with old foods when introducing a new food.

Use a feeding tray with depressions and one that is stable to enable the student to grasp the food.

Use frozen food trays.

Special spoons can be purchased with enlarged handles, handles that swivel, and handles that are bent spoons can be constructed by the teacher using handles from plastic bottles.

Elbow supports are sometimes needed during spoon training.

All basic training should be done with a spoon.

Use a reverse chaining method for teaching spoon feed.

Stand behind the student. Place your hand over his hand on the spoon.

1. Guide his hand into the bowl, fill the spoon, guide the spoon to his mouth and fill the spoon, guide the spoon to his mouth and guide it into his mouth.

FEEDING/EATING/DRINKING

D. Recommended Behavioral Objectives

E. Possible Methods & Materials (To be expanded by teacher)

2. Guide his hand into the bowl, fill the spoon, guide the spoon to his mouth. Let the student put the spoon into his mouth on his own.
3. Guide his hand into the bowl and fill the spoon. Let the student guide the spoon to his mouth and put the spoon into his mouth.
4. Guide his hand into the bowl. Let the student guide the spoon to his mouth, and put the spoon into his mouth.
5. Let the student feed himself.

If the student will not cooperate or tends to regress to finger feeding during the spoon training, a "time-out" method may be used. During the "time-out", either the tray is removed from the student for a significant period of time or the student is removed from the table to a nearby isolated area. After a specified period of time, return the tray to the student or the student to the table and the training procedure continues.

Training procedures should be demonstrated for parents and written instructions should be given to the parents.

34.8.0 Demonstrates ability to use other utensil

8.1 Uses fork in fist

Fork should be introduced only when the student has good control of the spoon and is not likely to hurt himself with fork. Start with foods that are of a mushy consistency, graduate to pieces of potatoes, meat, lastly small items such as peas. Teach the use of the knife by imitation. Start with easy foods such as pieces of bologna, spaghetti, pancakes.

## FEEDING/EATING/DRINKING

## D. Recommended Behavioral Objectives

- 8.2 Uses fork in fingers
- 8.3 Spreads with knife
- 8.4 Uses fork rather than spoon
- 8.5 Cuts meat with knife and fork
- 8.6 Uses appropriate utensils for different foods
- 34.9.0 Demonstrate appropriate manners and social graces at mealtime
- 9.1 Maintains upright position at the table
- 9.2 Chews and swallows quietly with lips closed
- 9.3 Remains seated at mealtime
- 9.4 Uses plate and utensils in a proper manner
- 9.5 Eats his own food and respects the rights of the student seated next to him
- 9.6 Eats at a reasonable pace
- 9.7 Maintains tidy eating area
- 9.8 Keeps elbows off the table
- 9.9 Requests aid for spills or if utensil is dropped

## E. Possible Methods &amp; Materials (To be expanded by teacher)

Have the parents send bag lunches to school unmade. Have the students make the sandwich.

Reward good behavior at the table. If necessary, use "time out" method mentioned previously to modify behavior.

Make student aware of the right to only his food.

If the student eats too fast, give him the courses of the meal one at a time.

Teach proper cleanliness of utensil--get a clean one if it drops.

Practice passing food.

Use jello hardened in bowls as a beginning step.

FEEDING/EATING/DRINKING

D. Recommended Behavioral Objectives

- 34.9.10 Requests food to be passed at table
- 9.11 Passes food on request
- 9.12 Uses napkin appropriately
- 9.13 Chews and swallows to empty mouth before speaking

E. Possible Methods & Materials (To be expanded by teacher)

- Roleplay using table manners.
- Use video tape to point out mistakes at mealtime.

FEEDING/EATING/DRINKING

|  | Avail. | Est. Fund |
|--|--------|-----------|
| <p>F. Materials (Hardware/Software)</p> <p>Plastic bottle with nipple trainer cups<br/>                     Flannelboard items, balanced meals (INST \$3.00)<br/>                     Pictures, concept builders: food (INST \$7.00)<br/>                     Film - Eat Well, Grow Well (CF \$120.00)<br/>                     Flatware with special handles<br/>                     Adult swivel teaspoon (JAP \$2.00)<br/>                     Adult swivel soup spoon (JAP \$3.00)<br/>                     Baby swivel spoon (JAP \$4.00)<br/>                     Junior swivel youth spoon (JAP \$2.00)<br/>                     Junior swivel teaspoon (JAP \$2.00)<br/>                     Built-up handle non-swivel utensils<br/>                     Built-up handle teaspoon (JAP \$2.00)<br/>                     Built-up handle teaspoon, 9" long (JAP \$2.00)<br/>                     Built-up handle soup spoon, round (JAP \$2.00)<br/>                     Built-up handle soup spoon, oval (JAP \$2.00)<br/>                     Built-up handle soup spoon, 9" long (JAR \$2.00)<br/>                     Built-up handle fork (JAP \$2.00)<br/>                     Spork (without built-up handle) (JAP \$1.00)<br/>                     Built-up handle knife - serrated edge (JAP \$2.00)<br/>                     Flatware testing kit - complete set of swivel spoon, built-up<br/>                     Tableware and cutlery set - includes break resistant oval<br/>                     plates, one large and one small, drinking cup, two spoons, one<br/>                     right-handed and one left handed, and a knife. (JAP \$27.00)<br/>                     Non-slip place mat (JAP set of 6, \$15.00)<br/>                     Filmstrip with record, 13 minutes - "Growing Up at the Table:<br/>                     Teaching Feeding Skills to the Mentally Retarded Children in<br/>                     Groups"<br/>                     Filmstrip with record, 10 minutes - "Growing Up at the Table:<br/>                     Teaching Feeding Skills to the Mentally Retarded at Home"</p> |        |           |
| <p>handle utensils, and spork (JAP \$30.00)</p> <p><u>Facilities</u></p>   |        |           |
| <p><u>Other</u></p> <p>*Available from: Audio Visual Section<br/>                     Office of Public Education<br/>                     Department of Public Welfare<br/>                     Box 2675<br/>                     Harrisburg, Pennsylvania</p>   | TOTAL  |           |
|  | Local  |           |
|  | State  |           |
|  | Fed.   |           |

FEEDING/EATING/DRINKING

|   | Avail. | Est. Fun. |
|---|--------|-----------|
| <p>G. References (Curricula, guides, books, etc.)</p> <p>Bensberg, Gerald J., et al. "Teaching the Profoundly Retarded Self-Help Activities by Behavior Shaping Techniques"; American Journal of Mental Deficiency, March, 1965, pp. 674-79.</p> <p>Connors, Frances P. and Talbot, Mabel E. <u>An Experimental Curriculum for Young Mentally Retarded Children</u>. New York: Teachers College, Columbia University, 1969. pp. 181-184.</p> <p>"Curriculum Guide for Trainable Children." Ebensburg, Pennsylvania: Cambria County Office of Special Education, 1966. (Mimeographed) 3.0, 4.0, pp. 1, 2; 8.0, p.3.</p> <p>"Curriculum Guide for the Trainable Mentally Retarded." Duquesne University, 1971. pp. 26-29, p. 172, pp. 181-182, 48.8, pp. 211, 212.</p> <p><u>A Guide for the Teacher of the Trainable Mentally Handicapped</u>. Sante Fe: New Mexico State Department of Education, 1970. pp. 38-41, pp. 50-52, pp. 65-68.</p> <p>Virginia State Department of Health, et al. <u>A Helpful Guide in the Training of a Mentally Retarded Child</u>. New York: National Association for Retarded Children, 1968. pp. 4, 5</p> <p>Minge, M. R. and Ball, T. S. "Teaching Self-Help Skills to Profoundly Retarded Patients", <u>American Journal of Mental Deficiency</u>, 1967-71, 864-868.</p> <p>Smith, J. M. and Smith, DEP. <u>Child Management: A Program for Parents and Teachers</u>. Michigan: Ann Arbor Publishing Company, 1964.</p> <p>Whitney, L. R. and Barnard, K. E. "Implications of Operant Learning Theory for Nursing Care of the Retarded Child", <u>Mental Retardation</u>, June, 1966.</p> |        |           |
| Other   |        |           |
| TOTAL   |        |           |
| Local   |        |           |
| State   |        |           |
| Fed.  |        |           |

A. Primary Objectives

1. To establish, refine, and maintain basic skills pertaining to care of the body.
2. To establish and refine an appreciation for socially acceptable use of grooming aids.
3. To establish, refine, and maintain skills pertaining to the appropriate selection of clothing.

B. Behavioral Prerequisites

Basic use of upper extremities, an awareness of personal identity and main body parts.

C. Special Staff Skills Required

GROOMING

D. Recommended Behavioral Objectives

E. Possible Methods & Materials (To be expanded by teacher)

36.1.0 Demonstrates the ability to wash his hands

1.1 Turns on the faucet

1.2 Wets his hands

1.3 Soaps his hands

1.4 Washes his hands

1.5 Rinses his hands

1.6 Turns off the faucet

1.7 Dries his hands

1.8 Replaces or disposes of towel

36.2.0 Demonstrates the ability to wash his face

2.1 Obtains wash cloth

2.2 Turns on the faucet

2.3 Wets wash cloth and wrings to damp dry

2.4 Places wash cloth over his hand

2.5 Soaps the wash cloth

2.6 Washes his face

2.7 Rinses wash cloth

2.8 Rinses his face

Use cold water at first.

Guide the child's hand while standing behind him.

Guide the child's hands into the flow of water.

Teach the use of a liquid soap container.

Demonstrate the proper use of soap--how to obtain it and replace it. Stand behind the child during the initial teaching process.

Guide the child's hand through the washing wring motions.

Guide the child from behind.

Teach the child to shake his hands after rinsing.

Be sure to turn off hot first.

Standing behind the child, teach him to cover one hand with the towel, and dry, then change hands and cover the other hand and dry.

Teach the student to use only his own wash cloth and towel.

Turn on only cold water at first.

Be sure the cloth is wrung before the student soaps the cloth.

Use the cloth in the child's dominant hand. Stand behind the student to guide him through the procedures.

Teach the student to replace the soap to the soap dish out of the water.

Develop a system for washing the face--start at the top working down.

Rinse the cloth carefully.

Be sure all the soap is removed from the face.

When hot water has been used, always turn off the hot water first.

Pat the face dry instead of rubbing.

Provide a place for the student to place soiled and wet wash cloths and towels.

## GROOMING

## D. Recommended Behavioral Objectives

- 2.9 Turns off the faucet
- 2.10 Dries his face
- 2.11 Hangs up towel and wash cloth
- 36.3.0 Demonstrates the ability to take a bath
- 3.1 Sits in tub
- 3.2 Uses the wash cloth
- 3.3 Puts soap on the wash cloth
- 3.4 Washes the body
- 3.5 Dries the body
- 3.6 Assembles items needed to take a bath
- 3.7 Runs water for a bath
- 3.8 Cleans tub

36.4.0 Demonstrates the ability to care for one's hair

- 4.1 Combs hair
- 4.2 Brushes hair

## E. Possible Methods &amp; Materials (To be expanded by teacher)

Student should be placed in the tub gradually and with reassurance. Stand behind the student to give directions in washing. Stress the use of soap and taking it out of the water when not in use. Guide the student through the washing process. Initially student should finish the washing procedure and gradually take over more responsibility for the bath.

Safety for getting out of the tub should be stressed. A routine should be established for drying the body. After the student has mastered some of the skills he should be encouraged to start assembling the items needed for a bath. Location and use of each item should be taught.

Safety in the use of hot water should be stressed. Always turn on cold water first. Adjust with hot. Use a piece of plastic tape or an adhesive-backed plastic flower to mark the amount of water to be placed in the tub.

Location and use of each cleaning material should be taught.

Select a comb that is durable and useful.  
Establish a combing pattern.  
Stress cleanliness of comb and use of one's own comb.

Label brushes for identification purpose.  
Establish a pattern for brushing hair.

GROOMING

E. Possible Methods & Materials (To be expanded by teacher)

D. Recommended Behavioral Objectives

4.3 Washes hair

Discuss shampoos and their use.  
Stress amount to use.  
Establish a method of shampooing.  
Be sure to rinse hair.  
Teach method of towel drying or use of a dryer.

4.4 Sets hair

Allow the students to experiment on each other's hair.  
Establish a method for setting hair.

4.5 Recognizes need for a hair cut

Use picture to encourage good looks.  
Encourage a sense of pride in neat hair.  
Be sure to respect the student's opinion of hair length and styles.

36.5.0 Demonstrates the ability to care for his nails

5.1 Cleans nails

Use a finger nail brush and an orange stick.  
Remember the toe nails also.

5.2 Clips nails

Teach the method for using the clipper.  
Cut toe nails straight across.  
Shape finger nails.  
Stress the danger of cutting the nail too close.

5.3 Files nails

Display different types of files.  
Demonstrate method of filing.

36.6.0 Demonstrates the ability to use a deodorant

6.1 Uses a stick deodorant

Make the student aware of the different types of deodorants, when they should be used, and how often; where to obtain deodorant.

6.2 Uses a roll-on deodorant

6.3 Uses a spray deodorant

GROOMING

D. Recommended Behavioral Objectives

E. Possible Methods & Materials (To be expanded by teacher)

36.7.0 Demonstrates the ability to use cosmetics

7.1 Use make-up

Demonstrate the use of make-up.  
Many companies will provide sample kits for use in the classroom.

7.2 Use cologne

Discuss time, place and how much cologne to use.

36.8.0 Demonstrate the ability to shave

8.1 Uses proper preparation procedures

Male - Make aware of shaving soap and creams, if using a safety razor.  
Female - Use of soap for legs and underarms if using a safety razor, or if using an electric razor.  
Wash and dry the area to be shaved; use of depilatories.

8.2 Uses an electric shaver

Establish a pattern for shaving all areas.

8.3 Cares for an electric shaver.

Teach the care of the electric shaver; how to clean, assemble and store.

8.4 Uses an after-shave preparation

Teach the use of after-shave lotions and cream.

36.9.0 Demonstrates the ability to care for female hygiene

9.1 Recognizes the start of a menstrual period

Establish terms to be used by the student to acknowledge the need for a sanitary napkin.  
Teach a method of making a chart or marking a calendar to predict menstrual periods.  
Stress the importance of cleanliness.

9.2 Uses a sanitary napkin

Demonstrate the use of a sanitary napkin and/or tampon; how and when to change; proper disposal.  
Discuss kinds and where to obtain sanitary napkins.

GROOMING

D. Recommended Behavioral Objectives

E. Possible Methods & Materials (To be expanded by teacher)

9.3 Keeps body clean

Stress the necessity for keeping the body clean with frequent washings during the menstrual period.

9.4 Uses a spray deodorant

36.10.0 Demonstrates the ability to select proper clothing

10.1 Selects proper clothes for occasion

Role-play special occasion and what to wear.

10.2 Selects proper clothes for seasonal wear

Use catalogues to obtain pictures of clothing to make posters.

10.3 Selects clothes that make a neat appearance

Discuss color combinations, seasonal wear.

GROOMING

|   | Avail. | Est. Fund |
|---|--------|-----------|
| <p>F. References (Curricula, guides, books, etc.)</p> <p>Bensberg, Gerald J. <u>Teaching the Mentally Retarded</u>. Georgia: South Regional Education Board, 1965<br/>P. 93-96</p> <p>Connors, Frances P. and Talliot, Mable F. <u>An Experimental Curriculum for Young Mentally Retarded Children</u>. New York: Teachers College, Columbia University, 1969.<br/>36.1, p. 171; 36.4, p. 185</p> <p><u>Curriculum Guide for the Trainable Mentally Retarded</u>. Duquesne University, 1971.<br/>36.10, p. 18-23; 36.5, p. 23; 36.3, p. 24, 25; 36.4, p. 26; 36.10, p. 149-151; 36.5, p. 178;<br/>36.4, p. 178, 179; 36.9, p. 179, 180; p. 209, 210</p> <p><u>A Guide for the Teacher of the Trainable Mentally Handicapped</u>. Sante Fe: New Mexico State Department of Education, 1970.<br/>p. 30-33; p. 36-37; p. 44; p. 47-49; p. 56-64; p. 63-64; 36.9; 36.10, p. 68</p> <p>Whitney, L.R. <u>Behavioral Approach to the Nursing of the Mentally Retarded</u>. Nursing Clinics of North America, 1966.<br/>1:641-650; 36.9</p> |        |           |
| <u>Facilities</u>   |        |           |
| <u>Other</u>  |        |           |
| TOTAL   |        |           |
| Local   |        |           |
| State   |        |           |
| Fed.  |        |           |

Right to Education Office  
Bureau of Special Education  
Department of Education

MODULE  
TITLE

ORAL HYGIENE

C O M P E T

A. Primary Objectives

To establish and maintain skills pertaining to a hygienic and cosmetic care of the teeth and gums.

B. Behavioral Prerequisites

Potential use of upper extremities and head in coordinated manner; potential for basic receptive language.

C. Special Staff Skills Required



ORAL HYGIENE

E. Possible Methods & Materials (To be expanded by teacher)

D. Recommended Behavioral Objectives

- 2.14 Rinses mouth with colder water
- 2.15 Rinses sink and hands
- 2.16 Dries hands



Right to Education Office  
Bureau of Special Education  
Department of Education

MODULE  
TITLE

NASAL HYGIENE

**A. Primary Objectives**

To establish and maintain socially acceptable skills pertaining to caring for the nose.

**B. Behavioral Prerequisites**

Potential for meaningful use of head and upper extremities; fair eye/hand coordination.

**C. Special Staff Skills Required**

NASAL HYGIENE

D. Recommended Behavioral Objectives

E. Possible Methods & Materials (To be expanded by teacher)

40.1.0 Demonstrates the ability to indicate a need for help with running nose

1.1 Assists in wiping nose when needed, but does not initiate the process

1.2 Goes to the teacher to have his nose wiped

40.2.0 Uses a tissue to clean nose or when sneezing

2.1 Obtains tissue and asks for assistance

2.2 Obtains tissue and wipes nose or covers nose and mouth when sneezing

2.3 Disposes of tissue

40.3.0 Blows nose independently when necessary

3.1 Blows nose when requested and with assistance

3.2 Blows nose independently

As student becomes aware of running nose by using hand, sleeve, or other method to clean nose, use this opportunity to assist him in wiping his nose. While wiping the nose, talk to the student to explain the procedure. Do not demand or expect active participation or assistance.

Give the student a tissue and guide his hands.

Grasp nose between thumb and index finger. Do not squeeze the nose.

Demonstrate the method of obtaining a tissue, where tissues are kept, and how many to use.

Obtain tissue and practice on a doll and then on student.

Stress the importance of throwing the used tissue into wastebasket.

Since some students will be breathing mostly through their mouths, it will be necessary to have activities to develop blowing through the nose with the mouth closed. Use materials such as mirror, feather, facial tissue, candles.

Swimming is a good activity to develop blowing through the nose with mouth closed.

Demonstrate the procedure of covering the nose with a tissue; closing mouth and blowing.

Caution the student not to blow too hard.

NASAL HYGIENE

D. Recommended Behavioral Objectives

40.4.0 Exhibits socially appropriate nasal hygiene

4.1 Uses a tissue at appropriate time and place

4.2 Has a tissue when needed

E. Possible Methods & Materials (To be expanded by teacher)

Role play the appropriate times for using a tissue (turning head away from group, leaving the table, using the tissue to remove obstruction from nose.)

Stress the importance of always carrying a handkerchief, loose tissue, or a small packet of tissues.

40.0

NASAL HYGIENE

F. Materials (Hardware and Software)

- Box of Tissues
- Q-tip
- Mirrors
- Feathers
- Candles
- Handkerchief
- Small Packet of tissues

G. References (curricula, guides, books, etc.)

Connors, Frances P. and Talbot, Mabel E., An Experimental Curriculum for Young Mentally Retarded Children: New York: Teacher College, Columbia University, 1969, p. 187.

Contrucci, Victor J., A Resource Guide for Trainable Mentally Retarded: Wisconsin Department of Public Instruction, Bulletin 22, 1966, pages 5-6

"Curriculum Guide for the Trainable Mentally Retarded." Duquesne University, 1971.

"A Guide for the Instruction and Training of the Profoundly Retarded and Severely Multi-Handicapped Child." Santa Cruz, California: County Office of Education, 1971. (Mimeographed)

"Health and Safety." Philadelphia: Public School, Division of Special Education, 1962. (Mimeographed)

| Avail.       | Est. Fund |
|--------------|-----------|
|              |           |
|              |           |
|              |           |
| <u>Other</u> |           |
| TOTAL        |           |
| Local        |           |
| State        |           |
| Fed.         |           |

C O M P E T

Right to Education Office  
Bureau of Special Education  
Department of Education

Pg 1 of 4

RPM BOX CODE

42.0

MODULE  
TITLE

CLOTHING CARE

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A. Primary Objectives

1. To enable the student to become self sufficient in the area of providing for the laundering of his own clothing.
2. To enable the student to provide incidental maintenance and simple alterations for clothing articles.

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B. Behavioral Prerequisites

Limited use of extremities; basic receptive language pertaining to body parts and clothing articles; well-defined awareness of self.

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C. Special Staff Skills Required

CLOTHING CARE

D. Recommended Behavioral Objectives

E. Possible Methods & Materials (To be expanded by teacher)

- 42.1 Hangs up outerwear and items which are to be worn again before laundering
- 42.2 Identifies garments which need to be laundered
- 42.3 Provides for clean clothing
- 3.1 Sorts laundry in terms of color, fabric, dirt.
- 3.2 Hand washes appropriate items
- 3.3 Operates domestic automatic washer and dryer
- 3.4 Operates coin-operated laundry equipment
- 3.5 Irons and presses as needed

Provide eye-level coat hooks or hanger rod. Designate each student's area with color, symbol, or name. Set up established routine for donning and doffing outerwear.

Encourage student to make his own judgments: "Does it look dirty?" "Does it smell dirty?" "Does it look messy?"

Stress what could happen if everything was washed together; specific identification of handwashables; exclusion of items which must be drycleaned.

Provide actual experience in selecting wash agent, water temperature.

Actual experience preferable; mockups, posters, pictures are helpful in the absence of actual equipment. Use key words in conjunction with building sight vocabulary. Discuss characteristics of various laundry products; review instructions.

Make field trip to local laundromat. Encourage some students to take along laundry to be run through the equipment. Explain changemaker, vending machines for laundry products.

Care for permanent press items in order to avoid ironing... Temperature setting, dampening, ironing clothing with dimension. Setting up and folding ironing board.

CLOTHING CARE

D. Recommended Behavioral Objectives

- 42.4.0 Maintains clothing
- 4.1 Makes simple repairs
- 4.2 Makes simple alterations

E. Possible Methods & Materials (To be expanded by teacher)

Mending seam; sewing on buttons; patching: Provide coveralls or wraparound so student can work on his own clothing right in the instructional area.

Adjusting a hem; moving a button over; shortening sleeves or trouser legs.

CLOTHING CARE

| Avail.   | Est. Fund |
|--|-----------|
| <p>F. Materials (Hardware/Software)</p> <p>Numerous items available from Nasco Home Economics Supplies, Fort Atkinson, Wisconsin, 53538.</p>                               |           |
| <p>G. References (curricula, guides, books, etc.)</p> <p>"Curriculum Guide for the Trainable Mentally Retarded." Duquesne University, 1971, pp. 151, 174-176, 249-252.</p> |           |
| <p>"Curriculum Guide for Trainable Children." Ebensburg, Pennsylvania: Cambria County Office of Special Education, 1966, p. 7. (Mimeographed)</p>                          |           |
| <p><u>A Guide for the Teacher of the Trainable Mentally Handicapped.</u> Sante Fe: New Mexico State Department of Education, 1970, p. 68.</p>                              |           |
| <p>"Personal Development." Elwyn, Pennsylvania: Elwyn Institute. (Mimeographed)</p>  |           |
| <p>"Student Training Evaluation Profile (STEP)." Laurelton, Pennsylvania: Laurelton State School and Hospital, 1969, p. 12. (Mimeographed).</p>                            |           |
| <p><u>Facilities</u></p>   |           |
| <p><u>Other</u></p>  |           |
| <p>TOTAL</p>   |           |
| <p>Local</p>   |           |
| <p>State</p>   |           |
| <p>Fed.</p>  |           |

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Right to Education Office  
Bureau of Special Education  
Department of Education

MODULE  
TITLE

PERSONAL SAFETY

C O M P E T

A. Primary Objectives

1. To provide a healthy appreciation for the abstract concept of danger.
2. To provide specific understanding pertaining to active play, pedestrian and vehicular safety, mechanical, thermal and electrical hazards.

B. Behavioral Prerequisites

Well defined awareness of self; potential for understanding abstract concept of danger; fairly well developed receptive language skills.

C. Special Staff Skills Required

|   |                 |
|---|-----------------|
| 4 | PERSONAL SAFETY |
|---|-----------------|

**D. Recommended Behavioral Objectives**

**E. Possible Methods & Materials (To be expanded by teacher)**

- 44.1 Displays an awareness of the concept of danger
- 44.2 Refrains from putting inedible and unsanitary objects in his mouth
- 44.3 Reports injury or pain to an adult
- 44.4 Observes basic precautions pertaining to active play
- 44.5 Observes basic safety precautions as a pedestrian
- 44.6 Observes basic safety precautions while riding in a moving vehicle
- 44.7 Avoids contact with open flame or hot objects
- 44.8 Displays a consciousness of the danger connected with electricity

Caution should be used in stressing the concept of danger to excess and thereby instilling exceptional fear.

Discuss danger of wrong things in the mouth; poisonous substances, sharp and abrasive materials.

Accept all reports and complaints as valid and expedite appropriate medical treatment.  
Prepare student for treatment of superficial injuries by role playing doctor/nurse.

Stress the danger of anything that moves with a special emphasis on swings. Set up safety zones around danger areas with students taught to stay out at all times. (Note: Personnel with an opportunity to plan play areas for the retarded should avoid traditional swings and see-saws. Several companies, Miracle Equipment Co. of Grinnell, Iowa for example, have a full line of play equipment which features action with safety.)

Provide practice in staying on walkways and crosswalks by using areas where there is no traffic: lines painted on the playground, base path on a ball diamond, blocked-off areas on a gym floor. At the risk of being macabre, use the traffic fatality of a small animal as a learning experience in what happens when we get in the way of cars.

Discuss function of seat belt, importance of keeping head and arms in windows, remaining seated on a bus.

Discuss what happens to things when they get hot or are placed in an open flame. Use a marshmallow to illustrate. Demonstrate and provide practice in using a mixing water faucet.

Discuss bare wires, partially-inserted electrical plugs, things in an outlet, open sockets, water and electricity.

PERSONAL SAFETY

|   | Avail. | Est. Fund |
|---|--------|-----------|
| <p>F. Materials (Hardware, Software)</p> <p>Safety First Sound Filmstrip Set (WD \$68.00)</p> <p>Functional Signs (DLM \$8.00)</p> <p>Classroom Traffic Signs (DB \$17.00)</p>  |        |           |
| <p>G. References (curricula, guides, books, etc.)</p> <p>Baumgartner, Bernice B., <u>Guiding the Retarded Child</u>. New York: John Day Company, 1965.</p> <p>Blessing, Kenneth R., PH. D., et al. <u>A Persisting Life Needs Approach to a Curriculum for the Educable Mentally Retarded</u>. Wisconsin Department of Public Instruction, Bulletin No. 058-70.</p> <p>Connors, Frances P. and Talbot, Mabel E., <u>An Experimental Curriculum for Young Mentally Retarded Children</u>. New York: Teacher College, Columbia University, 1969.</p> <p>"Curriculum Guide for the Trainable Mentally Retarded." <u>Duquesne University</u>, 1971, pp. 31-33, 153-159, 214.</p> <p>"Curriculum Guide for Trainable Children." Ebensburg, Pennsylvania: Cambria County Office of Special Education, 1966. (Mimeographed)</p> <p><u>A Guide for the Teacher of the Trainable Mentally Handicapped</u>. Sante Fe: New Mexico State Department of Education, 1970, pp. 83, 88, 94.</p> |        |           |
| <u>Other</u>  |        |           |
| <u>TOTAL</u>  |        |           |
| Local   |        |           |
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Right to Education Office  
Bureau of Special Education  
Department of Education

MODULE  
TITLE

SELF-HELP AND  
INDEPENDENCE

C O M P E T

**A. Primary Objectives**

1. To establish and maintain independence in putting on and removing basic clothing articles.
2. To establish and refine ability to appropriately exercise personal prerogative in relationship to the activities of daily living.
3. To establish functional skills pertaining to effective interaction with community routines and affairs.

**B. Behavioral Prerequisites**

Limited use of extremities; basic receptive language pertaining to body parts and clothing.

**C. Special Staff Skills Required**

## SELF-HELP AND INDEPENDENCE

## D. Recommended Behavioral Objectives

- 46.1.0 Demonstrates ability to remove pants
- 1.1 Removes pants from one leg when pants are at the ankles
  - 1.2 Removes pants when at the ankles
  - 1.3 Removes pants when pulled to knees
  - 1.4 Removes pants when pulled to thigh
  - 1.5 Removes pants independently

- 46.2.0 Demonstrates the ability to remove a T-shirt

- 2.1 Removes T-shirt when around neck
- 2.2 Removes T-shirt when left arm is half in
- 2.3 Removes T-shirt when left arm is in, right arm is out
- 2.4 Removes T-shirt when left arm is in, right half in
- 2.5 Removes T-shirt when both arms are in sleeves, pulled up to shoulders
- 2.6 Removes T-shirt independently

## E. Possible Methods &amp; Materials (To be expanded by teacher)

The dressing skills have been listed in a "reverse chaining" sequence. The method is usable for most students and articles of clothing. In some instances teacher will find it necessary to revise or rewrite the sequence of tasks. Because of handicaps some students will need an individualized sequence. Some articles of clothing will also require that the sequence be changed. A reward can be given to the student after each task in the sequence has been achieved.

Use loose fitting pants with elastic tops to start the training. Snaps, buttons, and zipper should be taught in later training sessions.

Use a T-shirt with a large neck. If open-neck golf shirts are available, they will aid training because of the larger neck opening.

SELF-HELP AND INDEPENDENCE

E. Possible Methods & Materials (To be expanded by teacher)

D. Recommended Behavioral Objectives

46.3.0 Demonstrates ability to remove a shoe

3.1 Removes the shoe when shoe is half off

3.2 Removes the shoe when heel is slipped all the way out

3.3 Removes the shoe when heel is slipped half way out

3.4 Removes the shoe with loosened laces

3.5 Loosens laces

3.6 Removes the shoe independently

46.4.0 Demonstrates ability to remove socks

4.1 Removes sock from toe

4.2 Removes sock when just below heel

4.3 Removes sock when just above heel

4.4 Removes sock independently

46.5.0 Demonstrates ability to remove a jacket

5.1 Removes jacket with one arm half in

5.2 Removes jacket with one arm in

Use a slip-in loafer a few sizes too big when starting shoe training. (Don't have the student wear the large size shoe.)

Use low-cut shoes without strings if loafers are not available.

Use a cotton or non-stretch sock.

Start with a large, oversize sock.

Use the student's own jacket or sweater.

Use one with large buttons or a large zipper (these skills may be taught concurrently or later).

## SELF-HELP AND INDEPENDENCE

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| <p>D. Recommended Behavioral Objectives</p> <p>5.3 Removes jacket with one arm in and one half in</p> <p>5.4 Removes jacket when pulled off shoulder</p> <p>5.5 Removes jacket independently</p> <p>46.6.0 Demonstrates ability to put on pants</p> <p>6.1 Puts on pants when pulled to the thighs</p> <p>6.2 Puts on pants when pulled to the knees</p> <p>6.3 Puts on pants when both feet in at ankles</p> <p>6.4 Puts on pants when one foot in and the other is started</p> <p>6.5 Puts on pants when one foot is started in</p> <p>6.6 Puts on pants when placed in front of him</p> <p>6.7 Unfolds pants with help and puts them on</p> <p>6.8 Picks up and puts on pants independently</p> | <p>E. Possible Methods &amp; Materials (To be expanded by teacher)</p> <p>Keep accurate progress records and encourage all adults working with student to keep pace with student's level--don't give too much or too little help.</p> |
|--|---|

## SELF-HELP AND INDEPENDENCE

## D. Recommended Behavioral Objectives

- 46.7.0 Demonstrates ability to put on a T-shirt
- 7.1 Puts on T-shirt when both arms are through the sleeves
- 7.2 Puts on T-shirt when one arm is through, other half way in
- 7.3 Puts on T-shirt when one arm is through, other hand to opening
- 7.4 Puts on T-shirt when one lower arm through sleeve
- 7.5 Puts on T-shirt when over head, on hand to sleeve opening
- 7.6 Puts on T-shirt when placed over his head
- 7.7 Puts on T-shirt when placed on head
- 7.8 Puts on T-shirt when placed in lap
- 7.9 Unfolds T-shirt with help and puts it on
- 7.10 Unfolds and puts on T-shirt

## E. Possible Methods &amp; Materials (To be expanded by teacher)

Use pullover shirt with open neck, pocket or design on front

## SELF-HELP AND INDEPENDENCE

## E. Possible Methods &amp; Materials (To be expanded by teacher)

## D. Recommended Behavioral Objectives

- 46.8.0 Demonstrates ability to put on a sock
- 8.1 Puts on sock when just above the heel
- 8.2 Puts on sock when just below heel
- 8.3 Puts on sock when toes are started in
- 8.4 Puts on sock when handed to him with heel in correct position
- 8.5 Puts on sock independently with heel in correct position
- 46.9.0 Demonstrates ability to put on a shoe
- 9.1 Puts on shoe when heel is just started in
- 9.2 Puts on shoe with heel out
- 9.3 Puts on shoe when toe is half way in
- 9.4 Puts on shoe when toe is in opening
- 9.5 Puts a shoe on the correct foot when shoes are placed in front of his feet.
- 9.6 Put a shoe on the correct foot when available to him
- 46.10.0 Demonstrates ability to put on a jacket
- 10.1 Puts on jacket when right side on shoulder, left arm in above elbow

SELF-HELP AND INDEPENDENCE

E. Possible Methods & Materials (To be expanded by teacher)

D. Recommended Behavioral Objectives

- 10.2 Puts on jacket when right side on shoulder left arm in below elbow
- 10.3 Puts on jacket when right side on shoulder left hand in sleeve
- 10.4 Puts on jacket when right arm in sleeve
- 10.5 Puts on jacket when right arm half way in sleeve
- 10.6 Puts on jacket when right hand started in sleeve
- 10.7 Puts on jacket when guided to hold right side
- 10.8 Puts on jacket when positioned beside him
- 10.9 Puts on jacket when handed to him
- 46.11.0 Demonstrates the ability to accept a task and follow it through to completion
- 11.1 Completes cleanup in the play area
- 11.2 Accepts responsibility for a task
- 11.3 Completes all task assignments

Assign tasks for cleanup in the play area and around the room - A Helper's Chart  
 Give the child an opportunity to choose tasks in subject area requiring a set procedure to follow through to completion (i.e., making cookies or jello)

SELF-HELP AND INDEPENDENCE

E. Possible Methods & Materials (To be expanded by teacher)

D. Recommended Behavioral Objectives

46.12.0 Demonstrates the ability to be mobile

12.1 Crossing streets

12.2 Manners while using public transportation

46,13.0 Demonstrates the ability to make decisions and choices

13.1 Chooses partners

13.2 Chooses class assignments

13.3 Chooses activities

46.14.0 Demonstrates the ability to perform skills of home and family living

14.1 Performs daily kitchen chores

14.2 Performs daily bedroom chores

Practice safety precautions while on field trips. Role play using a policeman's help.

Role-play and discuss the method of waiting for a while, boarding a vehicle, obtaining a ticket, and exiting from a vehicle. Practice at the actual bus stops using a mock bus; have the children learn how to sit, identify exit signs and practice manners.

Give the student a chance to choose partners for games or work assignments.

List several assignments and give the students a chance to choose from the list.

Discuss activities that are available either during school or after and give the student a chance to state his choice and why.

Plan demonstrations and practice setting the table, scraping and rinsing plates, stacking dishes, washing dishes and pans, wiping the dishes and pans, putting dishes and pans away, cleaning tables and other appliances and sweeping the floor.

## D. Recommended Behavioral Objectives

## E. Possible Methods &amp; Materials (To be expanded by teacher)

Make the student aware of all necessary equipment and supplies. Establish a routine for the following chores: making beds, changing the linens, dusting the furniture and the floors, vacuuming the rug, shaking the rugs, emptying the wastebasket, cleaning drawers, hanging garments, arranging shoes and folding clothes properly.

14.3 Performs daily bathroom chores

Plan activities to demonstrate how to use cleaning solutions to clean the sink, tub, toilet, floor, and mirrors. Empty the wastebasket, shake the rug, replace toilet tissue and soap.

14.4 Performs daily cleaning chores in the living room, dining room and halls

Make the students aware of equipment such as: brushes, polishes and sweepers. Establish methods for dusting floors, doors, lamps, pictures, knock-knacks and window sills. Establish a method for vacuum sweeping, shaking rugs, straightening lamps and curtains and moving and replacing furniture.

14.5 Prepares simple foods

Establish a routine to get out and put away needed supplies and equipment. Make the students aware of the name of common utensils, some basic cooking terms, and measuring procedures. Prepare simple foods such as sandwiches, soup, salads, pudding, jello, milk shakes, chocolate milk, hot cocoa, cinnamon toast, cooked cereal, french toast, eggs, bacon, frozen juice, tea and coffee. Practice packing school lunch. Plan and serve a meal for the students.

14.6 Perform basic household repair

Do simple repair jobs on items brought from home such as repainting, regluing, sanding and painting, polishing and cleaning. Hanging curtains and drapes; bleeding radiators; replacing line plugs; replacing fuses; freeing clogged drains; simple glazing.

## SELF-HELP AND INDEPENDENCE

| D. Recommended Behavioral Objectives  | E. Possible Methods & Materials (To be expanded by teacher)   |
|---|---|
| 46.15.0 Demonstrates the ability to participate in recreation activities and makes appropriate use of leisure time. |   |
| 15.1 Participates in supervised group activities  | Organize directed activities at recess and gym period.  |
| 15.2 Joins an organized group or club activity  | Give each child an opportunity to be leader and suggest other organized games.  |
| 15.3 Uses individual free time creatively and constructively  | Present plays and skits.  |
| 15.4 Attends various community and recreational facilities  | Organize after-school clubs for students interested in science, pets, hobbies, collecting, etc.   |
| 16.1 Displays civic pride   | Provide the child with an opportunity to care for a pet, make a bulletin, grow flowers, develop hobbies and work on crafts.                         |
| 16.2 Demonstrates an awareness of community responsibilities  | Plan field trips to the community to make the child aware of the entertainment facilities locally, such as movies, bowling lanes and YMCA.          |
| 16.3 Displays civic pride   | Have sponsors of various community clubs and organizations present programs to introduce the club activities (i.e., girl scouts, boy scouts, etc.). |
| 16.4 Displays civic pride   | Plan a cleanup day or an environmental day; plant trees.  |
| 16.5 Displays civic pride   | Plan a field trip to local historical sites and community resources and services.   |
| 16.6 Displays civic pride   | Have skits demonstrating good citizen using trash cans, walking in the cross walk and showing respect for authority.                                |

SELF-HELP AND INDEPENDENCE

D. Recommended Behavioral Objectives

E. Possible Methods & Materials (To be expanded by teacher)

16.2 Participates in community sponsored activities

Plan to have the class attend meetings of the local government, the school board, and other local governmental groups.

16.3 Abides by the laws of the community

Make a bulletin board listing community and civic organizations and meetings.

16.3 Abides by the laws of the community

Tour the local volunteer fire station, Red Cross, and other service organizations.

16.3 Abides by the laws of the community

Have a mock community to demonstrate local law enforcement agencies at work.

46.17.0 Demonstrates the ability to function independently (but is aware when it is necessary to ask for help).

Help 16 year old students (when feasible) to obtain a driver's license application. Use the driver's training manual to teach traffic code.

17.1 Shops for his own clothes

Use a catalogue to shop for clothing.

17.2 Locates his own living quarters

Use the local newspapers to locate apartments or housing facilities. Discuss the cost of renting, signing a lease. Discuss obtaining furniture, dishes, pots and pans, linens and other household necessities.

17.3 Provides for his own meals

Review basic cooking procedure and meal planning. Use the newspaper ads to plan and shop for groceries. Compare food prices. Discuss eating in restaurants. Plan a trip to a cafeteria.

17.4 Obtains needed medical treatment when necessary

Take a field trip to local free clinics. Locate doctor and dentist office. Discuss medical insurance and the cost of medical service. Discuss medical assistance.

SELF-HELP AND INDEPENDENCE

D. Recommended Behavioral Objectives

17.5 Is aware of local agencies and how to obtain their services

E. Possible Methods & Materials (To be expanded by teacher)

Visit the local hospital and emergency facilities.

Make a list of all local, state and federal agencies which student might use.

Make a map of the city locating each agency.

Have a representative of key agencies present the service his agency provides.



SELF HELP AND INDEPENDENCE

|   | Avail. | Est. Fund |
|---|--------|-----------|
| G. References (Curricula, guides, books, etc.)  |        |           |
| Bensberg, Gerald J. <u>Teaching the Mentally Retarded</u> . Georgia: Southern Regional Education Board, 1965. pp. 87-93, pp. 151-156.   |        |           |
| Connors, Frances P. and Talbot, Mabel E. <u>An Experimental Curriculum for Young Mentally Retarded Children</u> . New York: Teachers College, Columbia University, 1969. 46.17, p. 98; 46.17, pp. 173-180; 46.0, pp. 153-170. |        |           |
| Contrucci, Victor J. <u>A Resource Guide for Trainable Mentally Retarded</u> : Wisconsin Department of Public Instruction, Bulletin 22, 1966. 46.14, p. 85, pp. 86, 87.   |        |           |
| "Curriculum Guide for the Trainable Mentally Retarded" Duquesne University, 1971. 46.0, pp. 11-18; 46.14, pp. 142-149; 46.15, pp. 160, 161; 46.15, pp. 167-169; p. 219; p. 226; pp. 240-254.                                  |        |           |
| "A Guide for the Instruction and Training of the Profoundly Retarded and Severely Multi-Handicapped Child." Santa Cruz, California: County Office of Education, 1971, (mimeographed). 46.1, pp. 62-66.                        |        |           |
| <u>A Guide for the Teacher of the Trainable Mentally Handicapped</u> . Sante Fe: New Mexico State Department of Education, 1970. 46.1, pp. 41-43, pp. 54, 55; 46.16, p. 92.   |        |           |
| "Health and Safety." Philadelphia: Public School, Division of Special Education, 1962, (mimeographed). 41.14, pp. 12, 13; 46.16, p. 54; 46.15, p. 55; 46.12, pp. 82-84.   |        |           |
| Virginia State Department of Health, et al. <u>A Helpful Guide in the Training of a Mentally Retarded Child</u> . New York: National Association for Retarded Children, 1968. 46.1, pp. 11, 12.                               |        |           |
| Minge, M. R. and Ball, T. S. "Teaching Self-Help Skills to Profoundly Retarded Patients", <u>American Journal of Mental Deficiency</u> , 1967-71, 864-868.  |        |           |
| Panyan, M., Booger H., and Morris, N. "Feedback to Attendants as a Reinforcer for Applying Operant Techniques", <u>Journal of Applied Behavior Analysis</u> , 1970, 3:1-4.  |        |           |
|   | TOTAL  |           |
|   | Local  |           |
|   | State  |           |
|   | Fed.   |           |

C O M P E T

Right to Education Office  
Bureau of Special Education  
Department of Education

Pg 1 of 7

RPM BOX CODE

48.0

MODULE  
TITLE

SOCIAL INTERACTION

A. Primary Objectives

To establish and expand the ability to be acceptable and accepted in the immediate social environment.

B. Behavioral Prerequisites

Well-defined concept of self; potential for responding to social stimuli.

C. Special Staff Skills Required

## SOCIAL INTERACTION

## D. Recommended Behavioral Objectives

- 48.1.0 Demonstrates an awareness of other individuals
- 1.1 Smiles when another person enters the room
- 1.2 Reaches for familiar people
- 1.3 Returns a smile
- 1.4 Watches movements of others
- 1.5 Communicates with others
- 48.2.0 Demonstrates the ability to seek attention
- 2.1 Demands personal attention by making noise
- 2.2 Repeats performances that cause people to laugh
- 48.3.0 Participates in appropriate play
- 3.1 Plays alone
- 3.2 Plays alone in the presence of others
- 3.3 Plays with an adult
- 3.4 Plays beside another child

## E. Possible Methods &amp; Materials (To be expanded by teacher)

Use reinforcement theory for positive reinforcement in combination with social rewards.

Physical communication such as gestures and body language should be discouraged in a verbal child. Make the child say what he wants or needs without too much attendant frustration.

Encourage communication, but stress proper classroom procedure.

Channel attention-getting acts toward useful leadership activities.

Program frequent social situations such as snack and juice times.

Assign two children to small tasks such as dusting shelves or rolling rugs.

SOCIAL INTERACTION

D. Recommended Behavioral Objectives

3.5 Plays with another child cooperatively

3.6 Interacts with a group of children

3.7 Accepts winning and losing

48.4.0 Demonstrates the ability to behave within defined limits

4.1 Shares with others

4.2 Respects the property of others

4.3 Respects authority figures

4.4 Behaves appropriately in a group situation of active or passive participation

4.5 Respects privacy of others

4.6 Respects rules and regulations

48.5.0 Demonstrates the ability to follow directions

5.1 Follows simple directions

5.2 Follows detailed directions

E. Possible Methods & Materials (To be expanded by teacher)

If child has much trouble relating to group situation, pair him with a more sociable partner. Gradually increase the size of the group.

Sharing toys, bicycles, wagons, etc.

Rhythm Band - Take turns using different instruments. Try to get across the idea that things in school are for everyone to use.

Although the teacher will reprimand, she will also mediate disputes and offer help when necessary.

Encourage participation in active physical group activities and teach the need to be a good listener to passive activities.

Have a quiet time for individual activities. Teach that each child must be quiet at his activity and respect the right of others to work undisturbed.

Give one-level commands that can be completed immediately within the classroom.

Give higher level commands that encourage the child to do more complicated tasks.

SOCIAL INTERACTION

E. Possible Methods & Materials (To be expanded by teacher)

D. Recommended Behavioral Objectives

- 5.3 Accepts help from others
- 48.5.0 Demonstrates the ability to organize activities
- 6.1 Makes plans with assistance of teacher for class activities
- 6.2 Organizes daily activities
- 6.3 Plans for future activities
- 48.7.0 Demonstrates the ability to exhibit appropriate social behavior
- 7.1 Responds to and makes verbal greetings
- 7.2 Offers apologies when necessary
- 7.3 Responds with proper social courtesies
- 7.4 Displays acceptable table manners
- 7.5 Exhibits proper use of the telephone
- 7.6 Demonstrates the ability to carry on a correspondence
- 7.7 Develops appropriate dating behavior
- 7.8 Develops meaningful boy/girl relationships

- Plan group activities with an assigned leader. Encourage task to be assigned on a cooperative basis.
- Plan with the group for the next day's activities.
- Encourage the student to plan his time at school and home with a chart of tasks to be completed.
- Discuss the world of work to help the students plan for future vocations.
- Plan a morning classroom routine of greetings.
- Plan play situations to demonstrate social behavior.
- See 26.5 COMMUNICATIONS.
- Assign pen-pals.

SOCIAL INTERACTION

E. Possible Methods & Materials (To be expanded by teacher)

D. Recommended Behavioral Objectives

- 48.8.0 Demonstrates the ability to react appropriately in all social situations
- 8.1 Adjusts behavior to fit rules in a given situation
- 8.2 Exhibits self-control under pressure
- 8.3 Develops acceptance to change in routine
- 8.4 Develops self-confidence in public

Plan games or activities but deviates the rules from day-to-day.

Controlling temper--give gentle but firm reminders. Isolate from group. Use a positive approach.

Any change in routine or schedule should be introduced or explained before carried out.

Change seating arrangement for different activities.

Learn how to greet visitors, offer a chair, take a visitor's coat. Learn how to introduce people.

48.0

SOCIAL INTERACTION

|   | Avail. | Est. Fund |
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| <p><b>F. Materials (Hardware/Software)</b></p> <p>Film - Socialization (LFM \$15.00)<br/>                     Film - Friendship (CF \$120.00)<br/>                     Kit - Social Problems (SM \$60.00)<br/>                     Film - Behavior (CF \$65.00)<br/>                     Film - Group (GUID A \$18.00)<br/>                     Film - Cooperation (ED PC \$6.00)<br/>                     Kit - Group Activities (LILL \$52.00)<br/>                     Kit - Family Security (LILL \$52.00)<br/>                     Kit - Teen/Parent Relationship (LILL \$52.00)<br/>                     Kit - Interpersonal Relationship (GUID A \$35.00)<br/>                     Film - Fairplay (BF \$135.00)<br/>                     Film - Family (CHRIF \$130.00)<br/>                     Kit - Interaction (GUID A \$18.00)<br/>                     Book - Relations, Grade level 2-3 (FR \$1.00 each)<br/>                     Book - Dating (G \$4.00)<br/>                     Filmstrip - Teenagers (GUID A \$45.00)<br/>                     Filmstrip - Sex (LILL \$50.00)<br/>                     Filmstrip - "And they lived happily ever after" (GUID A)<br/>                     Filmloop - "Let's Talk About Being Men" (UN ED \$20.00)<br/>                     Filmstrip - "Who's In A Group" (GUID A \$18.00)</p> |        |           |
| <p><b>G. References (Curricula, guides, books, etc.)</b></p> <p>Blessing, Kenneth R., Ph.D., et al. <u>A Persisting Life Needs Approach to A Curriculum for the Educable Mentally Retarded</u>. Wisconsin Department of Public Instruction, Bulletin 22, 1966. p. 47.</p> <p>Contrucci, Victor J. <u>A Resource Guide for Trainable Mentally Retarded</u>: Wisconsin Department of Public Instruction, Bulletin 22, 1966. 24.3, p. 57; 24.1, pp. 99-102, p. 31.</p> <p>"Curriculum Guide for Trainable Children": Ebensburg, Pennsylvania: Cambria County Office of Special Education, 1966. (Mimeographed) pp. 11-20.</p>  |        |           |
| <p><b>Facilities</b></p>  |        |           |
| <p><b>Other</b></p>   |        |           |
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SOCIAL INTERACTION

|   | Avail. | Est. Fund |
|---|--------|-----------|
| <p>"Curriculum Guide for the Trainable Mentally Retarded" Duquesne University, 1971. 48.3, pp. 4-6; 48.4, p. 7; 48.5, p. 8; 48.7, p. 9, pp. 120-126, pp. 162, 163, pp. 170, 171, p. 173, p. 214.</p>  |        |           |
| <p>"Curriculum Materials for the Trainable Mentally Retarded." San Francisco: Unified School District, 1967, (mimeographed). 48.1, pp. 27-39; 48.7, pp. 131-137.</p>  |        |           |
| <p>Goldstein, Herbert W. et al. <u>A Curriculum Guide for Teachers of the Educable Mentally Handicapped</u>. Danville, Illinois: The Interstate Printers and Publishers. 48.7, pp. 47-60, pp. 63-74, pp. 133-139, pp. 206-216, p. 255, pp. 180-185.</p> |        |           |
| <p><u>A Guide for the Teacher of the Trainable Mentally Handicapped</u>. Sante Fe: New Mexico State Department of Education, 1970. p. 80, 48.5, pp. 81,82; 48.3, pp. 83, 84; 48.5, pp. 87, 88; 48.7, p.51, p. 89, p. 95, p. 96; 48.8, p. 94.</p>        |        |           |
| <p>"Health and Safety" Philadelphia: Public School, Division of Special Education, 1962, (Mimeographed). p. 51.</p>   |        |           |
| <p>"Social Adjustment" Elwyn, Pennsylvania: Elwyn Institute, (Mimeographed). pp. 1-43.</p>  |        |           |
| <p>Valett, Robert E. <u>The Remediation of Learning Disabilities</u>. Palo Alto: Fearon Publishers, 1967. Program numbers: 50, 51, 52, 53.</p>  |        |           |
| <p><u>Facilities</u></p>  |        |           |
| <p><u>Other</u></p>   | TOTAL  |           |
|   | Local  |           |
|   | State  |           |
|   | Fed.   |           |

C O M P E T

Right to Education Office  
Bureau of Special Education  
Department of Education

RPM BOX CODE

50.0

MODULE  
TITLE

PRE-VOCATIONAL

**A. Primary Objectives**

1. To refine specific manipulative skills pertaining to repetitive tasks.
2. To develop appropriate attitudes pertaining to work and its rewards.
3. To develop functional skills pertaining to appropriate actions and reactions while on the job.
4. To develop functional community interaction skills necessary for conducting the activities of daily living while away from the job site.

**B. Behavioral Prerequisites**

Potential for semi-independent employment such as in a sheltered workshop or work activity center.

**C. Special Staff Skills Required**

## PRE-VOCATIONAL

## E. Possible Methods &amp; Materials (To be expanded by teacher)

## D. Recommended Behavioral Objectives

50.1.0 Demonstrates the ability to fold

1.1 Folds in halves, greater

1.2 Thirds, etc.

1.3 Folding horizontal

1.4 Folding diagonally

50.2.0 Demonstrates the ability to sort items

2.1 Sorts by color

2.2 Sorts by size

2.3 Sorts by shape

2.4 Sorts by design

50.3.0 Demonstrates the ability to match items

3.1 Matches items by color

3.2 Matches items by size

3.3 Matches items by shape

3.4 Matches items by design

50.4.0 Demonstrates ability to stuff items

4.1 Stuffs different sizes

Provide instructions and drill in folding the various paper items.  
Construct a jig to facilitate folding accurately.

Set up simulated assembly line for sorting of color, size, and shape.  
Construct jigs to facilitate sorting by size, shapes.

Match items that are alike, different; pairs; things that fit together such as cups, saucers, sugar and creamer; nuts and bolts. Construct a jig to demonstrate matching.

Set up line to stuff different types of envelopes with assorted inserts.

## PRE-VOCATIONAL

| D. Recommended Behavioral Objectives                         | E. Possible Methods & Materials (To be expanded by teacher)  |
|--|--|
| 4.2 Stuffs different shapes                                  |  |
| 50.5.0 Demonstrates ability to sand items                    |  |
| 5.1 Sands different textures                                 | Using hand-held paper, sanding block, orbital sander, belt sander; using vice or jig; demonstrate sanding.   |
| 5.2 Sands different shapes                                   |  |
| 5.3 Knows different types of sandpaper                       |  |
| 5.4 Knows different tools used to sand                       |  |
| 50.6.0 Demonstrates ability to paint items                   |  |
| 6.1 Knows different paints and uses                          | Oil base, latex base paints; indoor/outdoor painting; using roller and brushes; sash tool, trimming; masking |
| 6.2 Knows how to use basic painting tools                    |  |
| 50.7.0 Demonstrates ability to mold items                    |  |
| 7.1 Knows about different kinds of molds                     | Pouring slip into plaster mold; molding by hand; glazing and painting  |
| 7.2 Knows temperature required to mold different items       |  |
| 7.3 Knows different types of clay                            |  |
| 50.8.0 Demonstrates ability to deliver messages or materials |  |
| 8.1 Follows directions                                       | Importance of the right thing in the right place; proper custody of money or valuables                       |
| 8.2 Accepts responsibility                                   |  |

## PRE-VOCATIONAL

## E. Possible Methods &amp; Materials (To be expanded by teacher)

Single pages, picked up in right order, assembled properly.

Sadle stapling; using jig for accuracy.

Packages, stacks and assembles assorted items.

Cutting paper, leather, wood, plastics, etc.

Establish functional vocabulary related to jobs that exist in the community.

## D. Recommended Behavioral Objectives

50.9.0 Demonstrates ability to collate items

50.10.0 Demonstrates ability to staple materials

50.11.0 Demonstrates ability to package, stack and assemble items

11.1 Packages items

11.2 Stacks items

11.3 Assembles items

50.12.0 Demonstrate the ability to cut materials

12.1 Cuts hard materials

12.2 Cuts soft materials

12.3 Cuts on a straight line

12.4 Cuts in a curved line

50.13.0 Demonstrates a functional vocabulary related to jobs

13.1 Uses right word in right way

13.2 Associates the name of machinery with the machine and its function

50.14.0 Demonstrates ability to enumerate job families

## PRE-VOCATIONAL

## E. Possible Methods &amp; Materials (To be expanded by teacher)

Show parallels and differences of jobs in relation to: training needed, clothes, salary, output of jobs, hours of work, etc.

Have students fill in special forms related to unions, insurance, workman's compensation, and sick leave.

Discuss job breakdown in reference to number of steps and time and skills necessary to arrive at each step.

Bring tools into classroom and discuss domestic and vocational use of each; provide practice in actual use.

## D. Recommended Behavioral Objectives

14.1 Groups jobs that are related

14.2 Sees job similarities and differences

50.15.0 Demonstrates knowledge of fringe benefits related to jobs

15.1 Discusses unions

15.2 Discusses insurance policies

15.3 Discusses workman's compensation

15.4 Discusses sick leave

50.16.0 Demonstrates knowledge of steps within a job

50.17.0 Demonstrates ability to use necessary tools required for specific jobs

17.1 Names necessary tools required for specific jobs

17.2 Knows how to use specific tools in completing a job.

17.3 Knows more than one use for specific tools

PRE-VOCATIONAL

E. Possible Methods & Materials (To be expanded by teacher)

D. Recommended Behavioral Objectives

50.18.0 Demonstrates the ability to do simple inventory

18.1 Counts items on a shelf

18.2 Adds items in a row

18.3 Subtracts items

18.4 Knows location of specific items on shelf and supply bins

18.5 Knows major grouping of items in a store

18.6 Knows how to restock shelf

50.19.0 Demonstrates proper dress and cleanliness related to specific jobs

19.1 Knows when to change specific uniform related to job

19.2 Displays cleanliness in relation to job task

19.3 Knows proper dress for specific jobs

50.20.0 Defines the cause-and-effect relationship between working and enjoying

Review various types of academic skills in relation to completing an inventory. Obtain inventory forms from local business; show students how to complete the forms

Discuss different types of work clothes in relation to jobs where clothes may get soiled.

Establish a simple scrip economy in the classroom (or a group of rooms) involving the basic elements of our economy such as earn, pay, enjoy, save. Discuss the "if you don't work, you don't eat" philosophy.

PRE-VOCATIONAL

E. Possible Methods & Materials (To be expanded by teacher)

Organize a work force to handle routine classroom chores; if feasible, appoint inspectors and a supervisor; rotate roles and assignments regularly.

Screwing, unscrewing jar lids; drill with "busy board" device with assorted threaded items; practice in driving nails and screws.

Classroom drill in making sure enough money is given and that proper change is returned; dealing with sales people; field trip to novelty store with small amounts to spend.

Role-play shopping for clothes, a portable radio; field trip to check prices; shopping manners.

Teach recognition (by configuration, if necessary) of words such as DANGER, KEEP OUT, EXIT, ENTRANCE, WOMEN, MEN, REST ROOMS, PUSH, PULL, etc. Use card reader with each card containing printed word plus pictorial representation of word on a detachable 3 x 5 card for eventual fading.

Classroom instruction in buying ticket and boarding right bus; using restroom before long trip; how to catch a commuter bus, when to pay; when to use a taxi rather than take a bus or walk--weather, distance, urgency. Field trip.

Make up a class "dictionary of occupational titles" appropriate to the level of the class and the locality. In a counselling situation, work with student in identifying jobs he might be able to do. Include reference to the fact that he might have difficulty holding certain jobs because of the degree of his learning and/or physical handicap.

D. Recommended Behavioral Objectives

50.21.0 Works consistently at a given task in a meaningful manner.

50.22.0 Uses simple hand tools in safe and appropriate manner

50.23.0 Demonstrates ability to make small purchases

50.24.0 Demonstrates ability to make relatively large purchases in terms of comparative shopping

50.25.0 Exhibits a sight vocabulary of "survival words" essential to community living

50.26.0 Demonstrates ability to use public transportation

50.27.0 Names jobs he could hold, related to his own skills.

50.30

PRE-VOCATIONAL

D. Recommended Behavioral Objectives

E. Possible Methods & Materials (To be expanded by teacher)

- 50.28.0 Names areas in which he needs more training before accepting his first job.
- 50.29.0 Names means of finding a job
- 50.30.0 Knows general categories of jobs where he might find employment
- 50.31.0 Demonstrates a knowledge of compensation rates and opportunities for advancement within a given job
- 50.32.0 Demonstrates knowledge of difference between net and gross pay and gives reason for difference.
- 50.33.0 Breaks down net pay into appropriate amounts for housing, food, clothing, entertainment
- 50.34.0 Completes job application in legible manner

Specify remediable deficiencies which might serve as an impediment to holding certain jobs, using results of formal pre-vocational evaluation when available.

Visit Bureau of Employment Security office. Stress want ad scanning.

Provide information about general job opportunities in his area through field trips, resource people, and locally-produced slide/tape sets.

Getting a raise or promotion through longevity, outstanding performance; relationship of compensation to quality and quantity of work.

Maintain a simulated payroll for the class based on attendance; issue pay checks and stubs indicating net pay, gross pay, and itemized deductions.

Using the net pay referred to in Item 50.32, set up individual budgets with an emphasis on fixed costs such as rent and transportation.

Use teacher-made forms with few blanks and plenty of space. Later use actual forms obtained from industry and BES. Provide specific instructions on how to deal with such things as mother's maiden name, parents' first names, etc. Apply for Social Security number in class, if not done.

PRE-VOCATIONAL

D. Recommended Behavioral Objectives

50.35.0 Conducts himself appropriately in an employment interview

50.36.0 Demonstrates ability to be punctual when time variable is within his control

E. Possible Methods & Materials (To be expanded by teacher)

Teacher/student role play of field trip to BES office with counselor; on field trip to large industry, with personnel officer.

Set up simulated classroom "time clock" with punch-in and punch-out.

PRE-VOCATIONAL

|  | Avail. | Est. Fund |
|--|--------|-----------|
| <p>F. Materials (Hardware/Software)</p> <ul style="list-style-type: none"> <li>Transparencies - Job Application (CF \$40.00)</li> <li>Transparencies - Job Interview (GUID A \$35.00)</li> <li>Filmstrip - ABC of Getting A Job (EG \$60.00)</li> <li>Filmstrip - Job Interview (EG \$50.00)</li> <li>Filmstrip - Workshop experience (IFB \$13.00)</li> <li>Posters - occupational (MA \$3.00)</li> <li>Filmstrip - Job Attitudes (GUID A \$35.00)</li> <li>Filmstrip - Major job areas (GUID A \$35.00)</li> <li>Filmstrip - Want Ads (ED PC \$113.00)</li> <li>Workbook - Steps Leading to a Job (FO \$1.50)</li> <li>Workbook - Academics to work (F \$2.50)</li> <li>Kit - How to Get a Job Series (AW \$12.00)</li> <li>Book - I Want a Job-On the Job, grades 3-4 (FR \$1.00)</li> <li>Workbook - The Job Ahead - Level I, II, III (SRA \$3.00)</li> <li>Book - Handbook of Job Tools (CRP \$1.00)</li> </ul> |        |           |
| <p>G. References (Curricula, guides, books, etc.)</p> <p>Baumgartner, Bernice B. <u>Guiding the Retarded Child</u>. New York: John Day Company, 1965.</p> <p><u>A Guide for the Teacher of the Trainable Mentally Handicapped</u>.<br/>Sante Fe: New Mexico State Department of Education, 1970.</p> <p>"Job Opportunities" Houston: Independent School District (mimeographed).</p> <p>"Organizing a Sheltered Workshop." New York: National Association for Retarded Children, (mimeographed).</p> <p>"Staff Guide to the Scrip Economy." Laurelton, Pennsylvania: Laurelton State School and Hospital, 1970, (mimeographed).</p> <p>"Student Training Evaluation Profile (STEP)." Laurelton, Pennsylvania: Laurelton State School and Hospital, 1969, (mimeographed). 50.24, p. 8; 40.27, p. 7.</p>   |        |           |
|  | TOTAL  |           |
|  | Local  |           |
|  | State  |           |
|  | Fed.   |           |

Facilities

Other

C O M P E T

Right to Education Office  
Bureau of Special Education  
Department of Education

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RPM BOX CODE

52.0

MODULE  
TITLE

VOCATIONAL

A. Primary Objectives

To provide specific saleable skills within the context of a student's individual interests and abilities.

B. Behavioral Prerequisites

Potential for employment in a competitive, independent job situation.

C. Special Staff Skills Required

VOCATIONAL

| D. Recommended Behavioral Objectives  | E. Possible Methods & Materials (To be expanded by teacher)  |
|---|--|
| <p>52.1.0 Demonstrates skills related to food service</p>                     |  |
| <p>1.1 Prepares simple foods: vegetables, fruits, salads</p>                  | <p>Explain to child the different vegetables in reference to ways of cutting, cleaning, cooking, serving, etc.</p>                                   |
| <p>1.2 Collects materials and equipment for the cook</p>                      | <p>Develop for student a system for handling food and utensils in a typical kitchen.</p>   |
| <p>1.3 Measures and mixes for food preparation</p>                            | <p>Have children use the same measuring cups, spoons, etc., as they use on the job.</p>  |
| <p>1.4 Makes sandwiches</p>   | <p>Break down the specific tasks for making sandwiches.</p>  |
| <p>1.5 Serves food to customer</p>  | <p>Develop a systematic way of serving food--to the right of the person that is to be served first, second, etc.; when to take empty trays away.</p> |
| <p>1.6 Sets table</p>   | <p>Break down table setting into a small task starting with what is to go on the table first.</p>  |
| <p>1.7 Takes orders</p>   | <p>Stress neatness, good printing, politeness in taking orders.</p>  |
| <p>1.8 Serving foods</p>  | <p>Stress good manners and proper dress for serving food.</p>  |
| <p>52.2.0 Demonstrates skills related to working as an aide in a hospital</p> |  |
| <p>2.1 Makes beds</p>   | <p>Demonstrate proper way to make a bed.</p>   |
| <p>2.2 Removes trash</p>  | <p>Stress cleanliness in emptying trash each day.</p>  |
| <p>2.3 Wet mops</p>   | <p>Demonstrate proper way to sweep floor.</p>  |
| <p>2.4 Sweeps with broom or vacuum cleaner</p>                                |  |

## VOCATIONAL

|   |   |
|---|---|
| <p>D. Recommended Behavioral Objectives</p> <p>2.5 Sorts and folds laundry</p> <p>2.6 Dusts furniture</p> <p>52.3.0 Demonstrates skills related to sales</p> <p>3.1 Reads labels</p> <p>3.2 Stocks shelves</p> <p>3.3 Cleans stock</p> <p>3.4 Wraps packages</p> <p>3.5 Delivers orders</p> <p>3.6 Marks labels</p> <p>52.4.0 Demonstrates skills related to baby sitting</p> <p>4.1 Feeds children</p> <p>4.2 Plays with children</p> <p>4.3 Carries out simple house cleaning duties</p> <p>4.4 Knows what to do for fires, sickness, accidents</p> <p>4.5 Carries out procedures for putting children to bed</p> | <p>E. Possible Methods &amp; Materials (To be expanded by teacher)</p> <p>Discuss bacteria and the health hazard to hospital patients from exposure to dirty laundry.</p> <p>Reviews common vocabulary related to food, meats, vegetables, cakes, etc.</p> <p>Stress promptness, care of vehicles, systematic procedure for delivering perishable items.</p> <p>Stress rechecking the marking of labels</p> <p>Stress systematic ways of feeding children and types of wholesome food for children.</p> <p>Demonstrate simple games and songs that can be used for younger children.</p> <p>Role play and model for procedure and guideline in case of emergencies.</p> |
|---|---|

VOCATIONAL

D. Recommended Behavioral Objectives

E. Possible Methods & Materials (To be expanded by teacher)

- 4.6 Changes diapers
- 4.7 Takes phone messages
- 52.5.0 Demonstrates skills related to janitorial services
- 5.1 Cleans floors
- 5.2 Arranges boxes, materials, and supplies in order
- 5.3 Services rest rooms
- 5.4 Operates cooling or heating system
- 5.5 Mows lawns; cares for shrubs and grass
- 5.6 Replaces light bulbs
- 5.7 Shovels snow
- 5.8 Cleans windows
- 5.9 Demonstrates knowledge of emergency Procedures
- 52.6.0 Demonstrates skills related to working on a farm
- 6.1 Cleans barns

Demonstrate the importance and need for changing diapers on a systematic basis. Stress safety precautions in using pins; use of folded and disposable diapers.

Demonstrate importance in taking complete and correct phone messages.

Demonstrate use of cleaning agents, mops, brushes, etc., for specific jobs.

Demonstrate inventory sheet on office and bathroom supplies.

Explain various heat gauges, thermostats.

Explain the necessity for watering and cutting grass and shrubs, proper use of fertilizer, etc.

Demonstrate proper way to replace light bulb. Describe the various wattages and the recommended use of each in different types of rooms.

Demonstrate proper way to shovel snow.

Proper materials; cleaning sequence

Stress importance of emergency procedures in reference to specific crisis. Role play.

## VOCATIONAL

|  |   |
|--|---|
| <p>D. Recommended Behavioral Objectives</p>                        | <p>E. Possible Methods &amp; Materials (To be expanded by teacher)</p>                                  |
| <p>6.2 Feeds animals</p>   | <p>Explain importance of feeding animals on schedule; caring for animals on schedule.</p>               |
| <p>6.3 Prepares feed mixes</p>                                     | <p>Take a field trip to a farm and work on tasks related to farming.</p>                                |
| <p>6.4 Operates farm equipment</p>                                 |   |
| <p>6.5 Spreads lime or fertilizer</p>                              |   |
| <p>6.6 Operates milking equipment</p>                              |   |
| <p>52.7.0 Demonstrates skills related to working in a factory</p>  | <p>Review job attitudes, promptness, dependability and previous educational skills related to work.</p> |
| <p>7.1 Furniture factory</p>                                       |   |
| <p>7.2 Wooden box factory</p>                                      |   |
| <p>7.3 Paper box factory</p>                                       |   |
| <p>7.4 Shoe factory</p>  |   |
| <p>7.5 Textile factory</p>   |   |
| <p>7.6 Clothing factory</p>  |   |
| <p>7.7 Specific factories located in students' community</p>       |   |
| <p>7.8 Canning factory</p>   |   |
| <p>52.8.0 Demonstrates skills related to working for a florist</p> |   |
| <p>8.1 Makes simple floral arrangements</p>                        | <p>Emphasize fine motor coordination and care in handling flowers.</p>                                  |
| <p>8.2 Matches colors that blend together</p>                      | <p>Have children review color combinations.</p>   |

VOCATIONAL

| D. Recommended Behavioral Objectives                                   | E. Possible Methods & Materials (To be expanded by teacher)  |
|--|--|
| 8.3 Ties various shapes and sizes of bows.                             | Demonstrate how to tie various bows. Use bow maker.  |
| 8.4 Knows required temperature for specific flowers                    | Review temperature control for large refrigerators.  |
| 8.5 Wraps flowers properly   | Demonstrate wrapping cut flowers.  |
| 8.6 Takes orders over the phone  |  |
| 8.7 Cares for potted flowers   | Stress proper watering and fertilizer for potted flowers.  |
| 52.9.0 Demonstrates skills related to working on building construction |  |
| 9.1 Stacks and carries materials to the building site                  |  |
| 9.2 Cleans up after each day's work                                    |  |
| 9.3 Stores tools   | Have students bring in specific tools; explain multiple use of tools and matching of a specific tool to a specific job.                |
| 9.4 Helps to set up and take down scaffolding                          | Explain the importance of properly setting up a scaffold.  |
| 9.5 Cares for tools  | Bring in old rusty tools and explain the lack of production in using tools that have not been cared for.                               |
| 9.6 Uses proper tools for specific jobs                                |  |
| 52.10.0 Demonstrate skills related to working in a service station     |  |
| 10.1 Operates gas pumps  |  |
| 10.2 Checks oil, water, batteries, antifreeze                          |  |
| 10.3 Sorts and stores supplies   | Bring into class various empty cans of oil from different companies. Consult color key as a way of not mixing different grades of oil. |

## VOCATIONAL

| D. Recommended Behavioral Objectives  | E. Possible Methods & Materials (To be expanded by teacher)   |
|---|---|
| <p>10.4 Fixes a flat tire</p> <p>10.5 Lubricates chassis; changes oil</p> <p>10.6 Makes change</p> <p>10.7 Fills out credit card forms</p> <p>10.8 Handles small mechanical problems</p> <p>10.9 Washes, dries, waxes and polishes cars</p> <p>52.11.0 Demonstrates skills related to working as a body shop helper</p> <p>11.1 Gets tools and supplies for the auto body repairman</p> <p>11.2 Removes old body parts</p> <p>11.3 Uses different types of sandpaper for different surfaces</p> <p>11.4 Removes dents with proper tools</p> <p>11.5 Cleans surfaces</p> <p>11.6 Uses fiberglass</p> <p>11.7 Puts on new parts</p> <p>11.8 Uses primer and paint</p> <p>11.9 Finish car surface after it has been painted.</p> | <p>Demonstrate fixing a flat tire and the importance of safety.</p> <p>Demonstrate the various equipment used; safety around the lift.</p> <p>Review making change</p> <p>Have students practice filling in and processing credit card blanks.</p> <p>Demonstrate the necessity and importance of painting over clean surfaces.</p> <p>Break down the process of using fiberglass. Demonstrate the importance of mixing a small amount and applying it quickly.</p> <p>Stress the importance for the student to pay attention to the auto body repairman and his skill in painting a car.</p> |

VOCATIONAL

|  | Avail. | Est. Fun. |
|--|--------|-----------|
| <p>"Curriculum Guide for Trainable Children." Ebensburg, Pennsylvania: Cambria County Office of Special Education, 1966. (Mimeographed) 5.0, P. 80-91.</p> <p>"Curriculum Guide for the Trainable Mentally Retarded." Duquesne University, 1971. p. 240.</p> <p>"Curriculum Materials for the Trainable Mentally Retarded." San Francisco: Unified School District, 1967. (Mimeographed)</p> <p><u>A Guide for the Teacher of the Trainable Mentally Handicapped.</u> Sante Fe: New Mexico State Department of Education, 1970. pp. 277-291.</p> <p>"Job Opportunities." Houston: Independent School District. (Mimeographed) pp. 1-59.</p> <p><u>A National Study to Identify Outstanding Programs in Vocational Education for Handicapped and Disadvantaged Students</u>, November, 1971, Pennsylvania State Advisory Council for Vocational Education in cooperation with the National Association of State Directors of Vocational Education.</p> <p><u>Progress Report of Vocational-Technical Education Program Development for Persons with Special Needs by States</u>, U.S. Department of Health, Education and Welfare. February 28, 1969.</p> <p><u>Suggested Utilization of Resources and Guide for Expenditures</u>, U.S. Department of Health, Education and Welfare, Bureau of Adult, Vocational and Technical Education, Division of Vocational and Technical Education.</p> <p><u>Vocational Education for Handicapped Persons</u>, Earl B. Young, Project Director, U.S. Department of Health, Education and Welfare 1970.</p> <p>"Work Experience Education for the Educable Mentally Retarded Education." Service Division, Office of the County Superintendent of Schools, Santa Ana, California.</p> |        |           |
| Other  |        |           |
| TOTAL  |        |           |
| Local  |        |           |
| State  |        |           |
| Fed.   |        |           |

VOCATIONAL

|  | Avail.       | Est. Fund |
|--|--------------|-----------|
| <p><b>F. Materials (Hardware/Software)</b></p> <p>Filmstrips -careers in food services (GUID A \$18.00)<br/>                     Tape - appliance service man (ED PC \$6.00)<br/>                     Tape - assembler, factory (ED PC \$6.00)<br/>                     Tape - auto mechanic (IPI \$6.00)<br/>                     Filmstrips - babysitting (GUID A \$35.00)<br/>                     Film - careers in agriculture (CF \$150.00)<br/>                     Film - careers in building trade (CF \$120.00)<br/>                     Tape - carpenter (ED PC \$6.00)<br/>                     Filmstrips - waitress (RHAI \$25.00)<br/>                     Cassett film - clerical and stockwork (AUID \$25.00)<br/>                     Filmstrip - Hospital Aide I (AUID \$25.00)<br/>                     Filmstrip - Hospital Aide II (AUID \$25.00)<br/>                     Filmstrip - laundry work (AUID \$25.00)<br/>                     Filmstrip - working with cars (AUID \$25.00)<br/>                     Book - Handbook of Job Facts (SRA \$4.00)<br/>                     Book - <u>The Jobs You Get</u> (FOL \$1.00)</p> |              |           |
| <p><b>G. References (Curricula, guides, books, etc.)</b></p> <p>"Occupational Education: Secondary Level" Philadelphia: Public Schools, Division of Special Education, 1962. (Mimeographed) 2.1, p. 4; 2.10, p. 9.</p> <p>"Organizing a Sheltered Workshop." New York: Natural Association for Retarded Children. (Mimeographed)</p> <p>Goldstein, Herbert W., et al. <u>A Curriculum Guide for Teachers of the Educable Mentally Handicapped</u>. Danville, Illinois: The Interstate Printers and Publishers. pp. 87-99; pp. 143-153.</p> <p>Blessing, Kenneth R., Ph.D., et al. <u>A Persisting Life Needs Approach to A Curriculum for the Educable Mentally Retarded</u>. Wisconsin Department of Public Instruction, Bulletin No. 058-70. pp. 27, 28; pp. 48-52.</p>  |              |           |
| <p><u>Facilities</u></p>   |              |           |
| <p><u>Other</u></p>  |              |           |
|  | <b>TOTAL</b> |           |
|  | Local        |           |
|  | State        |           |
|  | Fed.         |           |

2.53 MANUFACTURERS AND SUPPLIERS OF HARDWARE AND SOFTWARE ITEMS

A Aim Industries, 3456 Dakota Avenue, Minneapolis, Minnesota 55416

AVID Avid Corporation Instructional Materials Division, 10 Tripps Lane, East Providence, Rhode Island

AW Addison Wesley, School Division, Sandhill Rd., Menlo Park, California

B Benefic Press, 10300 West Roosevelt Road, West Chester, Ill. 60153

BELL Any local Bell Telephone business office

BF Barly Films Associate

BH Bell and Howell, c/o Williams, Brown and Earl, 9th and Chestnut Streets, Philadelphia, Pennsylvania

BOM Stanley Bomar, Valhala, New York

BOW P Bowmar Publishing Corporation, Glendale, California

CF Coronet Films, Chicago, Illinois

CHR FILMS Churchill Films, 662 N. Roberson Boulevard, Los Angeles, California

CMC Curriculum Materials Corporation

COED Co-Ed Forecast Visual Masters, Englewood Cliffs, New Jersey

COL FILMS Colonial Films, 52 Spring Street, N.W., Atlanta, Georgia

CRP Curriculum Resource Press, P.O. 484, Huntington, New York

DB Dick Blick Educational and Art Materials, P.O. Box 1267, Galesburg, Illinois 61401

DGR A. Diager and Company, Inc., Educational Teaching Aids Division, 159 West Kinzie Street, Chicago, Illinois 60610

DLM Developmental Learning Materials, 3505 North Ashland Avenue, Chicago, Illinois 60657

DONN Donnely's Teaching Aids, Incorporated, Washington, D.C.

ED ACT Educational Activities, Inc., Long Island, N.Y.

ED PC Educational Projections, Corp., Jackson, Mississippi

ETP Edu-Tech Publishing, 2136 Market Street, Camp Hill, Pennsylvania

EY G Eye Gate, 146-01 Archer Avenue, Jamaica, N.Y.

F Fearon, 2165 Park Boulevard, Palo Alto, California

FC Finney Company, Minneapolis, Minnesota

FHI Filmstrip House Incorporated, 432 Park Avenue South, New York,

FOL Follett Education Corp., 1010 W. Washington Boulevard, Chicago,

FR Frank Richards, 215 Church Street, Phoenix, N.Y.

FRNK Franklin Publishing Company, Philadelphia, Pennsylvania

G Grosett and Dunlop

GUID A Guidance Associates, Pleasantville, N.Y.

GOLDEN P Golden Press, New York

HAM J.L. Hammet Company, 2393 Vauxhaul Road, Union, N.J. 07083

IDEL Ideal School Supply, Oaklawn, Illinois 60453

INST Instructo Products Company, 1635 North 55th St., Philadelphia, 1

IFB International Film Bureau, 332 S. Michigan Ave., Chicago, Ill.

INST PUB The Instructor Publications, Inc., Dansville, N.Y.

IPI Imperial Products, Inc., Box 308, Zeleniople, Pennsylvania

J Judy Company, 310 North Second Street, Minneapolis, Minn. 55401

JAP J.A. Preston Corporation, 71 Fifth Avenue, New York, N.Y. 10003

LAKE Lake Shore Curriculum Materials, San Leandoro, Calif

LAURI Lauri Enterprises, R.H. Stone Products, Detroit, Michigan

LBC Lawson Book Company

LFM Long Filmslide Service

LILL J.P. Lilly, Harrisburg, Pennsylvania

LONG Long Filmslide Service, El Cerrito, California

LTS Learning Through Seeing

LVE Lehigh Valley Electronics, Box 125, Fogelsville, Pa. 18051

|            |   |
|------------|---|
| MA         | Mafex Associates, Inc., Johnstown, Pennsylvania                                     |
| MG         | Morten Grove, New York  |
| MILT BRAD  | Milton Bradley Company, Springfield, Mass.  |
| MLA        | Multisensory Learning Aids  |
| P          | American Guidance Service, Inc., Publishers Building, Circle Pines, Minnesota 55014 |
| PAUL A     | Paul S. Amidon Associates   |
| PLAY       | Playskool   |
| RHAL       | Restaurant Hotel Aids, Inc.   |
| SS         | School Service, Los Angeles, California   |
| SINGER/SVE | SVE, Chicago, Illinois  |
| SM         | Scholastic Magazine   |
| SP & LM    | Speech and Language Materials, Inc., Tulsa, Oklahoma                                |
| SRA        | Science Research Associates, 259 E. Erie Street, Chicago, Illinois                  |
| TAI        | Teaching Aids Institute, 423 S. Hendry, Inglewood, California                       |
| TEACH R    | Teaching Resources, Boston, Mass.   |
| UN ED      | Universal Education and Visual Aids, New York, N.Y.                                 |
| WD         | Educational Record Sales, N.Y., N.Y.  |
| WSP        | Warren School Productions, Inc., Pleasantville, N.Y.                                |

Right to Education Office  
Bureau of Special Education  
Department of Education

Pg \_\_\_\_ of \_\_\_\_  
RPM BOX CODE

C O M P E T

MODULE  
TITLE

**A. Primary Objectives**

**B. Behavioral Prerequisites**

**C. Special Staff Skills Required**

D. Recommended Behavioral Objectives

E. Possible Methods & Materials (To be expanded by teacher)

|                   | Avail. | Est. Fund |
|-------------------|--------|-----------|
| <u>Facilities</u> |        |           |
| <u>Other</u>      |        |           |
|                   | TOTAL  |           |
|                   | Local  |           |
|                   | State  |           |
|                   | Fed.   |           |

ADDENDUM

1. PARC reactions to COMPET Page 158
2. Education's comments on COMPET Page 170

August 16, 1972

Mr. Peter Polloni  
Executive Director  
PARC  
112 North Second Street  
Harrisburg, Pennsylvania 17107

Dear Peter:

I have reviewed COMPET and must state that it is the most comprehensive educational program I have seen to date for severely and profoundly retarded persons. You are to be commended on a truly well-developed program.

One area of your program in my opinion needs to be further developed with the same precision as the rest of the document. I refer to page 11, 4.7 Means of Developing Teacher Competencies. This area seems rather vague and should be clearly spelled out, i.e., How will these be developed? By whom? Methods to be used? etc.

My other concern is for the mildly and moderately retarded. Who is designing a COMPET and COMPILE for them? I feel that there is a real need for a similarly well-designed program for them.

Hope that these comments are of some help. Because of your time frame, this is the best I could do. Best regards.

Cordially,

/s/Walter J. Cegelka  
Coordinator of Special Education

WJC/bp

MEMO TO -           SPEAKER, HAGELE, POLLONI  
FROM -               ELSIE SCHMIDT  
REGARDING:          COMPET

Goals in Compet are stated in terms of limits of Standards for Operation of Special Programs and Services (page 15-5.0).

QUESTION:           What assurance do we have if standards are not specifically outlined in Compet that they are not in conflict with terms in Consent Agreement?

Page 2-1.4           The prime intent of Compet is to offer process standards a common underlying process which can be understood by individuals working with profoundly and mildly retarded.

QUESTION:           Would it not be proper then, (so that there be no misunderstanding) that these processes be a part of Compet rather than be referred to in another document?

Page 3-2.2           The fact that Compet addresses itself to limitations  
Page 11-4.8          of the present traditional and legal structure and administration practices (for example 4.8)

Areas of Concern

4.8                   Present teacher evaluation procedures needs revision.  
2nd paragraph)      Teacher certification needs revision. In-service training for staff needs defining, e.g. that they must be actively involved in such training.

QUESTION:           What will be done about these limitations? Should not the action for revisions be stated and defined as to when, how, and what funding measures would be obtained to achieve these goals?

Page 11.2           Furthermore it is stated - the "how" of educable delivery is dependent on Compile - If this is not conducted as outlined in Compile, how will it be specifically carried out in Compet?

QUESTION:           If this is not fully specified, what assurance do we have that it will be done? Furthermore when there are no measures for assessing maladaptive behaviors and no need appears in Compile, how will the need appear in Compet?

Page 21-4 Compet speaks of continual refinement for assessing and developing additions to standards.

QUESTION: How will this occur; when will it occur; and what funding will be available for further development of curriculum?

Page 15-5.0 Compet states standards are approved by PDE -

QUESTION: Do they not have to be approved by Masters to make sure they are not in conflict with the Consent Agreement and to identify that they contained areas described and stipulated in Consent Agreement?

Furthermore, since funding would be based on teacher ratio to pupil and class size, staff requirement, etc., it would seem that it would be necessary to have these standards fully outlined in this section.

Elsie Schmidt

I have just received Stu Brown's comments and his points are well taken. My personal reaction to Compet from an education stand point puts me in agreement with Stu for when one examines the lesson modules one realizes from a teacher's standpoint that they are just words, words that do not have any direction for techniques in applying the behavior objectives. For example, can you imagine teachers who have not been trained in working with severly handicapped children, having any idea how to apply the lesson module. Our teachers have not received this kind of training in college, and the type of staff that is required is not certified under the present standards. Therefore, it is necessary to have in-service training to train the children and unless this training is acquired either before or as a requirement while they are working with the children the teachers will find Compet useless. Although the basic philosophy and goals endorsed in Compet are good unless in-service requirements are fully defined, the goals and philosophy are not functional. It is imperative that we take the stand not to accept Compet until these issues are resolved.

EDUCATIONAL COMMITTEE REPORT

MEETING

SEPTEMBER 16, 1972

PARC OFFICE, HARRISBURG, PA.

(Section pertaining to COMPET)

PRESENT: Consultants; Dr. Beth Stephens, Dr. Earl Young, Bernice Baumgartner. Absent; Dr. Gertrude Barber.

Committee Unit Chairmen; Dr. Mary Alice Smith, Regis Lazor, Henrietta McIntyre. Absent; Mr. Fred Owens.

PARC Ed. Chairman Elsie Schmidt and Co-Chairman Marjorie Kalish

The main thrust of the first committee meeting was for the purpose of determining the direction the committee would work to further strengthen the effectiveness of PARC members as advocates in the implementation of the Right to Education...

A lengthy discussion was held regarding the progress of the Right to Education for all children. Compile and Compet were reviewed to offer further recommendations to PARC board regarding further action regarding Compile and Compet.

CONCERNS:

1. The effectiveness of Compile to identify the needs of all children due to the lack of measure that assess the needs of children with maladaptive behavior. (absence of Elsa Hauserman scales).
2. Educational assignments are being recommended upon 2-5 hour testing situations--disregard for the completion of entire in-depth evaluation. The lack of skills required for the more intensive evaluations of children with maladaptive behaviors and the more profoundly retarded children.
3. Whether Compet in its present state is useful in establishing appropriate settings for learning.
  - a. A plan of the kinds and numbers of classes is needed to meet court mandate.
  - b. Standards and regulations need to be developed to promote suitable programs.
  - c. A need for a plan, rather than a curriculum guide is of greatest importance at this time in the development of Compet.

4. Is Compet in its present state useful to the teacher.
  - a. Teachers of the more profoundly retarded would need additional in-service training to acquire skills for working more effectively with children.
  - b. The use of diagnostic teachers is greatly needed to further evaluate the needs of children. To supervise other teachers in observing child.
  - c. Shelves are full of curriculum guides--many teachers are experienced and will have developed a wealth of materials. (See Dr. Stephen's critique attached regarding resource references and modules.)
  - d. Lack of innovated programs to give encouragement for older retarded to return to classroom or to remain in school programs.
5. Limitations of the present school structure:
  - a. Administrative policies hinder communications regarding child, reaching person working with child.
  - b. The importance of psychologist in the placement of child in program. Consideration be given for use of diagnostic teachers.
  - c. Kindergarten programs for the very young retarded--its value as a diagnostic and evaluation center to foster proper placement.
  - d. Present standards and regulations hinder the development of suitable class situations.
6. Impact of Infant and Toddler and Pre-School Programs on the whole education system:
  - a. A need to make the school aware of these programs.
  - b. Change of attitudes--expecting less from child--child is not capable of benefiting from education and training.
7. Developmental views versus traditional placement practices. The need of child being generalized and classified by I.Q. rather than by developmental stages or specific types of handicaps:

- a. Presents need for teachers with a strong background in child development.
- b. Curriculum should address itself to developmental views.

In view of these concerns-

A recommendation regarding Compile and Compet was drafted.

From the needs expressed, committee unit chairman will hopefully direct their action in the coming months.

A future meeting of committee unit chairman will be sought by PARC Chairman. Hopefully at the CEC convention in early October.

It is the recommendation of the Education Committee and its consultants that further development of the plan Compet in its present state be halted, and PARC petition the masters to request the Office of the Right to Education to address itself to preparing a plan that describes the kinds and numbers of programs to be provided, including the standards and regulations such kinds of programs require.

In view of the fact that Compet in its present state does not meet the court mandate (as outlined in paragraphs 39-49 of consent agreement) it is the opinion of PARC that the development and adoption of suitable programs for all children will be jeopardized, and children will be placed in programs classified under the general headings of educable and trainable.

Furthermore, in view of the minimum of effort exerted by psychologists to meet the tasks outlined in Compile, and in view of the absence of measuring scales that assess the needs of children with maladaptive behaviors, the Right to Education Office should address itself to these situations, and take action to include in the plan further measures for observation to identify the child's needs.

Such action is necessary to meet the court mandate that every child will have a program appropriate to his needs.

MEMO TO: Mr. Fred Speaker  
Mr. John Hagele  
Thomas K. Gilhool, Esq.  
Mrs. Elsie Schmidt  
Mrs. Harry P. Clapp  
Mr. Peter P. Polloni

DATE: August 23, 1972

FROM: L. Steuart Brown  
1st Vice-President

RE: Non-Compliance of COMPET

Although the Departments of Education and Public Welfare have been ordered to formulate a plan according to paragraphs 39 and 50 of the amended consent order dated May 5, 1972, it is abundantly clear that COMPET, as it was distributed on August 11, is a superficial attempt at such a plan. While COMPET addresses itself mainly to curriculum modules in a "passive" manner, (that is, not in words that express a determination for the establishment of minimum standards), it barely touches upon or completely ignores:

1. The full range of programs
  - A. for multiply handicapped retarded
  - B. for behavior modification
2. The kind and number of classes
  - A. for those with multiply-handicapped conditions
  - B. for those with behavior modification problems
3. Where are programs to be conducted
  - A. in regular school buildings
  - B. in special centers
  - C. in new buildings
  - D. in renovated classrooms
  - E. transportation to and from programs
4. The arrangements for financing
  - A. facilities
  - B. classrooms
  - C. materials
  - D. salaries
  - E. evaluation
  - F. transportation
  - G. para-professionals
  - H. aides
  - I. bus drivers
5. The recruitment of teachers
  - A. present standards
  - B. temporary certification
  - C. emergency certification

6. The hiring of teachers and aides
  - A. qualifications
  - B. evaluations
  - C. pupil-teacher ratio
  - D. pupil-aide ratio
  - E. transportation aides
  
7. The training of teachers
  - A. special ed. professionals to be trained in specialties of COMPET modules
  - B. professionals to be converted to special ed teachers
  - C. para-professionals
  - D. aides
  - E. financial assistance to students
  
8. The standards and procedures for
  - A. elementary school COMPET modules
  - B. secondary school COMPET modules
  - C. facilities
  - D. instructional material
  - E. hours of instruction
  - F. providing programs for children regardless of political boundaries between districts and Intermediate Units.

In all cases cited above, one may ask when, where, how many, who is responsible, etc., etc.

I have assumed that COMPET applies to both the Department of Education and the Department of Public Welfare personnel this year. In view of SAM, 535 and just to the Department of Education personnel beginning in the school year 1973/1974 and each year thereafter.

Another significant omission in COMPET is the necessary requirement that the Department of Education has a responsibility to oversee all districts and Intermediate Unit programs and the power and duty over district and Intermediate Units to force a uniform compliance to COMPET minimums throughout the Commonwealth. The Department of Education has a vested authority to withhold state funds from any district or Intermediate Unit for failure to comply and to undertake immediate programming for all retarded children that might be affected by such action. Further, that the Director of the Office of Right to Education is to be held accountable both personally and in his official capacity for the assurance of programs to all retarded children.

Although I have at first suggested acceptance of the material received on August 11 as COMPET "part 1", in the light of the above, I would now suggest that there be a demand for compliance to the court order of May 5, 1972, paragraphs 39 to 50.

LSB/cc  
cc: Officers

August 25, 1972

Dr. Peter P. Polloni  
Executive Director  
Pennsylvania Association for  
Retarded Children, Inc.  
112 North Second Street  
Harrisburg, Pennsylvania 17101

Dear Peter:

I have just had a chance to review the latest version of the Pennsylvania plan COMPET that you were good enough to send for my comments. I really have a good deal of concern about the status of the plan as it is given in this version. I am inclined to look at the possible changes that can be made in any educational program. I think in terms of (1) the content of the curriculum or (2) the method of presentation of (3) the general learning environment itself.

While it is perfectly obvious that a tremendous amount of effort and work has gone into the laying out of curriculum dimensions and the careful plotting of behavioral objectives for these dimensions in the plan, the most important dimension to me lies in those various proposed elements of the learning environment. Since it was the refusal of the state to allow these children to be in any useful learning environment in the first place that has caused all the trouble, it seems crucial that a major dimension of the plan should be devoted to that. An intensive curriculum such as presented here is useful only after one has settled where and under what circumstances the child is going to receive that curriculum.

There perhaps are other documents that are supplements to the ones that I have reviewed, but suffice to say that one of the whole series of things that I find missing are questions like "How many additional handicapped children are going to be served by this program?", "In what kind of educational settings will this service take place?", "What additional trained personnel or paraprofessional personnel will be necessary to help execute this program?", "Where will these additional personnel come from?", "Will there have to be training programs for staff as well as for the children?", "If so, under what circumstances will this take place, where will it take place?". It seems to me that the crucial elements of planning, namely precisely what is going to be done to whom, under what set of circumstances, still remains something of a mystery. Even more so are the budget estimates of what additional resources will be needed to carry out these intentions.

While the establishment of curriculum boundaries for what I presume are rather seriously impaired handicapped children is something of a step forward, I do not believe that the state has fulfilled its obligations in terms of being responsive to the court on the dimensions mentioned above. I don't wish to throw further sand in the wheels of this particular situation, but since I was asked for comment, I thought I would give a frank and full one.

Sincerely yours,

/s/James J. Gallagher, Director

JJG:mjh

September 1, 1972

Dr. William Ohrtman  
Bureau of Special Education  
Department of Education  
Box 911  
Harrisburg, Pennsylvania

Dear Bill:

I have reviewed the Compet Document thoroughly and find it to be a very helpful tool for the administrator as far as the primary objectives for the different areas of development for both the trainable and educable MR children.

The Behavioral Prerequisites are well outlined and the Behavioral Objectives are most comprehensive for both groups of MR children.

The detailed methods and materials for teacher use have a good beginning for teachers in TMR, EMR and SMR. As time elapses I am sure many of our teachers in the Commonwealth will be able to add to this portion of the Compet Document.

A supplement to the Compet Document can be printed after supervisors and teachers have had experience with this document.

As a whole special staff skills needed would be the same for all the different areas of development outlined in this document.

Two qualities are necessary - a person who has empathy for an MR child and an educational background of the stages of child development and the psychology of the mentally retarded. Training for developing curriculum and technique for implementing curriculum are also essential.

This document is worth printing and I would recommend moving ahead very quickly with printing so the right to the education is not denied children who will be in public school classes for the first time.

Sincerely yours,

/s/ Betty Lou Artman  
Director of Pupil Personnel Services

BLA;lmn  
cc: Robert S. Dornsife

August 29, 1972

TO: Dr. William F. Ohrtman  
FROM: Dr. David L. Hayden  
RE: Comments and Editing Recommendation for COMPET

The COMPET document seems to cover all the dimensions necessary for evaluating programs and resources for the education and training of the mentally retarded.

The COMPET document should place a greater stress on the evaluation of the adequacy and suitability of programs and resources for the mentally retarded at every stage of development.

The modules that are submitted as part of the COMPET document seem to be good examples of the dimensions that must be considered for identifying suitable resources, programs, and for the evaluation of the delivery of resources needed for programming and training. These modules could also serve as materials for inservice training for working with the low functioning mentally retarded child.

August 28, 1972

Mr. Robert S. Dornsife  
Management Coordinator  
Right to Education Office  
Harrisburg, Pennsylvania

Dear Mr. Dornsife:

Thank you for giving me the opportunity to review the paper on COMPET. In the main I was pleased with your materials though somewhat anxious about their actual use. One could argue about the merits of expanding the materials and designing more specific activities, but I would feel at this time that it would be better if this minimal presentation be made so that each educational director and classroom teacher would feel free to expand and design programs based on their own specific needs.

I would like to suggest that a preface be included which would state that the COMPET is to serve as a guide and not to be a limiting or restricting minimal program. I am sure there are many philosophies and approaches that can be used in structuring educational programs for mentally retarded children and I think it would be extremely dangerous for the Department of Education or anyone to create the impression that COMPET shall be the program utilized.

I would also like to suggest that COMPET be published with the idea that it will be evaluated and revised from time to time and it may be appropriate that the material be arranged in some sort of loose-leaf approach so that teachers and curriculum specialists can make revisions and changes from time to time.

Again I would like to say thank you for allowing me to look at the materials. Myself and members of our staff are aware of the problems you people face in the length of time you have to prepare these materials and for this reason we did not get too specific in our criticisms, since as I have said above, this should be nothing more than a guide with opportunities for revisions and changes as the future indicates and should not be bound in any way that it becomes "the Bible" of educational planning for retarded children since even "the Bible" has been challenged by many people. If we can be of further assistance, please contact this office.

Sincerely,

/s/ Joseph S. Tezza  
Coordinator, Special Pupil Services

JST/ml

August 30, 1972

Dr. William F. Ohrtman  
Director  
Bureau of Special Education  
Department of Education  
P. O. Box 911  
Harrisburg, Pennsylvania 17126

Dear Dr. Ohrtman:

As requested, I have reviewed portions of the COMPET Document as mailed to me by Mr. Robert S. Dornsife, Management Coordinator, The Right To Education Office.

Recognizing that this material represents only a portion of the entire COMPET Document, I find it necessary to limit comments to only this portion and not the document as a whole.

I am concerned that the specifications indicated may be interpreted as bare, minimal requirements and that those individuals in the field using the document may be forced to follow in every detail the materials as presented. This appears to be a "cook book" version of a curriculum guide. I am of the opinion that the methods of achieving behavioral objectives might be expressed in more general rather than specific terms. "(To be expanded by teacher)" strongly implies that these methods are minimal and are to be expanded by the teacher. I can visualize in some areas of the Commonwealth where local groups may be most insistent that each step be followed as indicated in this portion of COMPET.

It further appears that the material is geared to the trainable and seriously handicapped and deals little with the higher level mentally retarded. I am certain that these materials as presented will be invaluable in the field; however, I would caution the use of specifics and would look toward generalities utilizing the expertise in the field to implement methods of accomplishing stated objectives. I firmly believe that flexibility can aid the overall program.

Before this is submitted to the Masters for approval, the content of introductory material should be reviewed in light of the actual desired implementation of this document.

Modules covered in these materials are from 14.0, Gross Motor Development, through 52.0, Vocational Development. Modules 54 through

68 were not included for review.

The purpose of this letter is not to be critical but rather to share with you my feelings and reactions as I visualize the acceptance of COMPET in the field.

I appreciate the opportunity of giving input to this project and I would trust that you will feel free to call upon me to assist in whatever way you feel that I can.

Respectfully,

/s/ John A. Abbruzzese, Jr.  
Assistant Executive Director

JAA:slb

## CRITIQUE: ONE PORTION OF COMPET DOCUMENT

According to information provided by Mr. Lantzer at the Special Education Directors' Meeting in Harrisburg on 8/9/72, there are to be several parts to the COMPET document. It is assumed that only the part which has been sent for review is a description of behavioral objectives and possible methods and materials for twenty (20) modules. It is only to this portion of the COMPET document to which a reaction is being made.

There is always the inherent possibility of criticizing unfairly when the rationale and ultimate goals of the authors are unknown. Therefore, the critique to follow is hopefully helpful and meant only to be constructive but in view of the lack of background and supporting information must address itself to face content.

This critique will concern itself mainly with the global aspects of the COMPET document. Specific analysis will be made in order to provide examples of deficiencies or shortcomings as well as possible modifications to be considered.

The initial establishment of Primary Objectives (Heading A) seems to be a valid and appropriate beginning to each module. These overall statements set the stage for the more specific behavior objectives to follow.

The idea of Behavioral Prerequisites (Heading B) would appear to be beneficial in knowing what level of performance is necessary in order to at least begin training toward the stated objectives. If these prerequisites are to be described as behavioral, however, it would seem desirable that they be described in terms of demonstrated behaviors rather than the potential for exhibiting certain movements or behaviors. Since many of the modules have more than one primary objective and these objectives vary in their hierarchy of development, it might also be considered that each primary objective carry with it a behavior prerequisite(s) of its own.

The third heading (c) of COMPET titled Special Staff Skills Required would appear to be quite valid and appropriate. No special skills, however, are listed for any of the 20 modules. Perhaps if this heading were to include Knowledge as well as Skills which would be beneficial or preferred rather than required, it would make it easier to develop this section. For example, in the Gross Motor Module (14.0), a basic knowledge of physical human growth and development would be valuable to staff personnel. For the Visual Motor Training Module (18.0) experience with optometric training techniques would certainly add substance to the tasks involving visual tracking and fixation. Certainly for almost all of the modules there are general and specific skills and knowledge which can be pinpointed in making educators and trainers more aware of ways to improve their instruction.

The rest of the critique will deal with Headings D and E.

In general the downward extension of most of the areas appears adequate enough to cover the competencies and activities for lower level functioning, i.e., TMRs. The establishment of specific behavioral objectives becomes more difficult as one climbs the hierarchy of skills and development. It is much easier to establish a sequence of training objectives for gross motor development, brushing one's teeth or blowing one's nose than it is developing one's self-concept or conceptual ability.

The paucity of reference to academic subjects is apparent. It must be remembered that COMPET should provide for all mentally retarded individuals from the lowest TMR to higher level EMRs. It is this latter group which will hopefully be integrated into the mainstream and whose education will ultimately result in a high school diploma, gainful employment, and a well adjusted adult life.

Trying to provide a single guide for low-level TMRs as well as higher level EMRs seems like an almost impossible task. The main goals and specific objectives vary to such a degree as to make it difficult for the utilization of similar objectives, methods, and materials.

If the Bureau of Special Education plans to maintain its present categorical breakdown in the area of mental retardation, i.e., EMR and TMR, two different "Guides" would facilitate the use and effectiveness in the field. A further breakdown of these two categories could also be provided. For example, Primary and Intermediate (elementary) and Pre-vocational and Vocational (secondary) levels could be utilized to provide specificity in dealing with each module. The activities at these levels could then be related to the developmental level of each child.

The trainable program would certainly want to stress Self-Help Skills, Motor Skills, Social Interaction, Communication, Functional Academic Skills, Mobility Training (transportation, etc.), Home and Family Living, Vocational Preparation, Leisure Activities, Safety.

The educable guide could include at least the basic academic subjects, non-academic subjects, Communication, Home and Family Living, Driver Education, Social Adjustment, Adult Adjustment and Responsibility, Personal Development.

It would seem advisable that each module area be reviewed for its relevance and appropriateness to the entire program as well as the consistency and relationship of the specific objectives and content within the area. As an example, the Self-Help and Independence Module (46.0) could be listed specifically as Dressing and Undressing since the first seven pages deal with these activities. The aspect of Independence can be stressed throughout the entire program in fostering self-sufficiency in as many areas as possible. This guide appears deficient in places in providing for this independence by module, e.g., no mention is made in the toileting section