

R E P O R T R E S U M E S

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SPECIAL EDUCATION, CURRICULUM GUIDELINES FOR TEACHERS OF
EDUCABLE MENTALLY RETARDED CHILDREN IN NEBRASKA.

BY- ALCORN, DEWAINÉ AND OTHERS
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LINCOLN

PREPARED BY A 1965 SUMMER WORKSHOP AT THE UNIVERSITY OF
NEBRASKA, THIS GUIDE LISTS SPECIFIC SKILLS AND UNDERSTANDINGS
TO BE DEVELOPED IN SEVEN SUBJECT AREAS. IN EACH AREA, SKILLS
AND UNDERSTANDINGS ARE DIVIDED INTO A PRIMARY LEVEL, AN
INTERMEDIATE LEVEL, AND AN ADVANCED LEVEL. WORKBOOKS AND
MATERIALS, VOCABULARY LISTS, GAMES AND EQUIPMENT, AND TEACHER
REFERENCE SOURCES ARE LISTED. EXAMPLES OF FORMS FOR GATHERING
PUPIL INFORMATION, FOR USE IN PARENT CONFERENCES, AND FOR
EVALUATION OF THIS CURRICULUM GUIDE ARE INCLUDED. (MY)

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SPECIAL EDUCATION

CURRICULUM GUIDELINES

for

Teachers of Educable Mentally Retarded Children

in Nebraska

State of Nebraska

Department of Education
Floyd A. Miller, Commissioner

Lincoln, 68509

1965

EC 000 152

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LeROY ORTGIESEN

PREFACE

This curriculum guide has been prepared particularly for teachers of educable mentally retarded children as they prepare to work with these children in their individual classrooms.

Through legislative action the citizens of Nebraska have indicated their responsibilities to these exceptional children by providing excess cost reimbursement, supervision and testing services to local school districts.

The materials contained in this guide were collected and compiled by a 1965 summer workshop composed of special education teachers under the leadership of Dr. Dewaine Alcorn, University of Nebraska.

The State Department of Education expresses its sincere appreciation to those who participated in the writing of this guide, and recommends its use by those who are working with educable mentally retarded children.

FLOYD A. MILLER

COMMISSIONER OF EDUCATION

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FOREWORD

We feel that because the Educable Mentally Retarded child has educational deficiencies and because he has special needs in education, a special course of study must be set up for his needs. For convenience, this Curriculum Guide is divided into three sections according to difficulty. It will still have to be adjusted to the individual child's ability by the teacher.

In writing the various sections of this Guide, the committee considered the children in the primary level to have a CA of 7-9, the intermediate level 9-12 and the advanced level 13 and up. The attainments on the following pages were generally thought of as being desired by all children at the level, but perhaps mastered only by the most able. Most of the items included in the primary and intermediate levels will need to be reinforced at the succeeding levels.

In using this Guide, it is suggested the items be considered attainments or outcomes to be desired. It is believed that only by stating specific attainments and then teaching for them, that the special class teacher can be assured that his pupils will gain the understandings, skills, habits, and attitudes that were intended in planning the unit of work. The following attainments should not be considered all inclusive; they are merely guidelines. This Guide will defeat its purpose if it stifles the ingenuity and resourcefulness of the teacher in his own unique school situation.

Much thought, work, and cooperative planning has gone into the compiling of the Guide by all the members of the 1965 Summer Workshop under the direction of Dr. Dewaine Alcorn. The needs, interests and aptitudes of the educable retarded child, as well as his mental, physical, social and spiritual growth have been uppermost in our thinking. This type of child must be encouraged to realize his abilities as well as his limitations.

This Guide for the Educable Mentally Retarded is now being submitted for use. It is not a finished product because it must actually be used in classroom situations to have its strengths and weaknesses evaluated. It is expected that future additions, deletions and revisions will be made. Only those of you who use this Guide can help in making it effective. As you think of ways in which the Guide can be improved, please jot them down on the evaluation sheets and toward the close of the 1965-66 school year, submit your ideas to Dr. Dewaine Alcorn, Assistant Professor of Educational Psychology and Measurements, 1620 R Street, Lincoln, Nebraska

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Appreciation is also expressed to Dr. Clifford C. Casjens, former Consultant, and Mr. LaVern Ells, Consultant for Mentally Retarded, Special Education Section, State Department of Education for their help and encouragement in the development and distribution of the guide.

NEBRASKA SPECIAL EDUCATION PROGRAM

-- AIMS --

1. Special Education directs attention on the capabilities of the child rather than on his disabilities.
2. Special Education endeavors to provide the best possible parental training and guidance. It invites the active participation of parents in the directed program.
3. Special Education is designed to be an effective local program; one which is an integral part of public school education, administration, and maintained at the local level.
4. Special Education at the State level seeks to coordinate the services of various State agencies interested in the needs of the handicapped child so that the respective skills of the various specialists may be directly focused to meet the needs of the individual child.
5. Special Education endeavors to provide for the "exceptional child" the status, security, and success which every child has the right to expect from an educational program.

From State of Nebraska 1964 Annual Report
Nebraska's Public School Services for
Handicapped Children
State of Nebraska, Department of Education

CLUES FOR USE

1. Accept every child as he is.
2. Help children develop a feeling of belonging.
3. The way a teacher is dressed has an important influence on behavior.
4. The TONE of voice which the teacher uses is her most effective disciplinary aid.
5. Provide meaningful drill.
6. Use simple vocabulary.
7. Develop activities for better use of leisure time.
8. Place emphasis on concrete things.
9. Instruction and management of children should be positive.
10. Be pleasant with children, a smile goes farther than a frown.
11. Give approval whenever possible.
12. There is no substitute for careful planning.
13. Remember that all behavior, both good and poor, is caused.
14. Use unhurried directions, speak slowly and plainly.
15. Keep teacher verbalism to a minimum.
16. Never make threats.
17. Never make promises you cannot keep.
18. Semi-isolation is often effective with hyperactive children (DO NOT USE AS A PUNISHMENT).
19. Parent conferences are a must.
20. Respect each child as a person of worth.
21. Remember clues are helpful but in the final analysis you are the teacher.

INTRODUCTION TO ARITHMETIC CURRICULUM GUIDE

Arithmetic is an essential subject in the educational program for mentally retarded children. The purpose of the program should be to help prepare each child for everyday life, taking into consideration his level of comprehension, his mental age and his maturity. It should include the fundamental basic arithmetic skills and the use of these in practical problem solving situations. Because of the difficulty for these children to transfer learning, the teacher must provide concrete and realistic learning situations.

AREA	PRIMARY	INTERMEDIATE	ADVANCED
ARITHMETIC FACTS AND PROCESSES	Counts to 100 <u>Understands:</u> Numbers to 20 Number sequences Ordinals from 1st to 3rd Addition and Subtraction to ten Can write to 10	Reinforcement of previous learning Counts by 1's, 2's, 5's, 10's to 100 <u>Understands:</u> Ordinals Borrowing and Carrying Simple Multiplication and Division Simple fractions Writing numbers by 1's, 2's 5's, 10's to 100 Meaning of directions -- North, South, East, West (See vocabulary list)	Reinforcement and practical application of previous learning <u>Addition:</u> Basic facts Two or more numbers with & without carrying Zeros Columns Larger numbers Adding Money <u>Subtraction:</u> Basic facts Borrowing Zeros Subtracting money Larger numbers <u>Multiplication:</u> Tables Zeros 1, 2, and 3 place multipliers and multiplicands Carrying



ARITHMETIC
INTERMEDIATE

PRIMARY

ADVANCED

Division:

Basic facts
Zeros
Remainders
1 and 2 place divisors

Fractions:

Simple addition
Subtraction
Multiplication
Division

Roman Numerals:

1 through 12, 50, 100, 1000

Decimals:

Changing to percent
Fractional equivalents

MONEY

Recognizes:

Coins to a dollar and begins
to realize value
Symbols: ¢; \$.

Knows:

Coin equivalents up to a
half dollar
Wage relationship to jobs

Recognizes:

Coins and bills through
\$1.00
Bank and its function

Knows:

Meaning of allowance and
savings
How to work addition and
subtraction
How to make change through
\$1.00

How to use money symbols
in written form
Relationships of coins
to \$1.00

Makes and counts own change

Understands bills and coins to
\$100.00

Knows:

Reading and writing money value
Money equivalents through \$100.00
Make change through \$10.00
Fractional parts of a dollar
Use of decimal in multiplication
and division of money

Shopping:

Understands:

Thrifty buying
Advertisement tricks
How to evaluate sales bargains
Catalog ordering
Money orders
Discounts and reductions
Buying on credit

Knows:

- How to buy by the dozen,
case or carton
- How to figure prices in
groupings (e.g., 3/10¢)
- How and when to use install-
ment buying
- How to order from a menu
and figure the bill as
a customer or waitress

Banking:

Understands:

- How to open checking account
and how to write checks
- How to keep bank records
- How to open a savings account
- How to make deposits
- Interest you pay
- Interest you receive
- What borrowing from a bank
means

Management:

Understands:

- Pay check deductions
- Costs of owning a car
(Advantages and disadvantages)
- Cost of utilities and rent
- Value of upkeep and repairs
- Travel costs
- Advantages of travel by car,
bus, train, or plane

Knows:

- How to set up and live with-
in a budget
- Importance of paying bills
when due
- Cost of various licenses
- Cost of various insurance
- How to keep accurate records
- How to get and keep a credit
rating
- Approximate income from
various jobs
- Concepts of gross and net
income

Cost of medical and dental care
How to complete tax forms
Payroll - hourly, weekly, etc.

AREA

PRIMARY

INTERMEDIATE

ADVANCED

MEASUREMENT

Understands:

Inch, foot, yard
Cup and 1/2 cup,
Dozen and 1/2 dozen

Knows:

What weight scale is
How to identify pint,
quart, and gallon
How to read a weather
thermometer

Understands:

Correlation of cup, 1/2 cup,
dozen, 1/2 dozen

Knows:

How to use a ruler and yard-
stick to measure distance
How to measure distance in
terms of blocks
How to use standard measure;
cups, teaspoons, table-
spoons, pints, quarts,
and gallons
How to read scales correctly
(bath and produce)
Common measurement abbreviation
How to read and use a
thermometer

Understands:

Common terms such as block,
mile, 1/2 mile
Measurements as they apply
to clothing
Distance in mileage
Reading of electric, gas, and
water meters and terms used

Knows:

How to figure feet, inches,
yards, and miles
How to use pints, quarts,
gallons, tsp., and tbls.
How to use ruler, yardstick,
tape measure
How to use road maps
Measurements in height, weight,
and width of object
How to figure perimeter and
square feet.
How addresses and streets are
numbered

AREA

PRIMARY

INTERMEDIATE

ADVANCED

TIME

Knows:

Time by hour, half hour
Seasons

Understands:

Concepts of a calendar, days,
months, and years
Morning, afternoon, day,
night, noon, and midnight

Knows:

How to set a clock
Time equivalent (e.g., 15 min.
equals quarter hour)
How time is applied in
cooking
How to read and write time
in short form

Understands:

Punctuality for work and
other engagements
How work, time, and pay are
related
How to plan schedules ---
daily, weekly, monthly
How time is used in computing
pay
Organization of a calendar

USEFUL WORKBOOKS AND DITTO-CARBON MASTERS

AREA	PRIMARY	INTERMEDIATE	ADVANCED
TIME	<u>Time - level 1</u> Continental Press*	<u>Time - level 2</u> Continental Press	<u>Time - level 3</u> Continental Press
MEASUREMENT	<u>Measurement - level 1</u> Continental Press	<u>Measurement - level 2</u> Continental Press	<u>Measurement - level 3</u> Continental Press
MONEY	<u>United States Money - level 1</u> Continental Press	<u>United States Money - level 2</u> Continental Press	<u>United States Money - level 3</u> Continental Press
	* Continental Press 1451 Dundee Avenue Elgin, Illinois		<u>The Money You Spend</u> Follett Publishing Co. Chicago
			<u>Getting Ready for Pay Day (3 books)</u> Frank E. Richards, Publisher New York, New York
			<u>Everyday Business</u> Gary D. Lawson, Publisher 9488 Sara Street Elk Grove, California

ARITHMETIC VOCABULARY WORD LIST

AREA

PRIMARY

INTERMEDIATE

ADVANCED

time	double	hundreds-thousands-millions
money	average	sum
measure	reduce	amount
more-less	center-edge	cheapest
big-little	youngest-oldest	mixed number
long-short	fewest	common denominators
large-small	cheaper	proper fractions
many-few	least	improper fractions
heavy-light	half-gallon	numerator-denominator
high-low	length-width	gross-net
tall-short	distance	deduction
all	mile	taxes
enough	block	state-federal
some	depth-height	social security
none	one half	insurance
not any	one third	policy-premium-due date
under-over	one fourth	tape measure
bottom-top	couple	speedometer-odometer
first-last	ton	perimeter
middle	ounce	square foot (feet)-square
		inches-square yard (s)
above-below	pound	dues - fees
early-late	curve	estimate
far-near	triangle	surface
in front of - behind	diamond	area
begin-end	borrow-carry	angle-right angle
beside	multiply-divide	a.m. - p.m. (A.M. - P.M.)
around	plus-minus	Roman numerals
left-right	remainder-difference	schedule
younger-older	o'clock	capacity
fewer - less - more	alarm clock	punctual
empty-full	half past	leap year
pair - single	quarter past	money order
cupful	quarter till	over-time
teaspoon	second	parcel post - special delivery
tablespoon	watch	C.O.D.
circle	postage	time clock
in - out	bushel	

AREA

PRIMARY

INTERMEDIATE

ADVANCED

square
 round
 straight
 day - night
 today - yesterday - tomorrow
 noon - midnight
 morning - afternoon
 evening
 slow - fast
 week
 year
 month
 hour
 minute
 clock
 calendar
 penny
 nickel
 dime
 quarter
 dollar
 buy - sell
 save - spend
 coins
 pay
 price
 cost
 add - subtract
 take away
 first - second - third
 number
 inch-foot-yard
 pint - quart - gallon
 dozen
 weight
 scale
 thermometer
 cheap
 ruler
 yardstick
 stamp

cent
 half dollar
 worth
 allowance
 bus fare
 check
 change
 once - twice
 north - south
 east - west
 fraction
 fourth-fifth-sixth
 summer - winter
 fall - spring
 column
 row
 package
 freezing
 boiling
 temperature

wages
 credit
 admission
 per hour
 lay away
 sales slip
 past due
 receipt
 per cent
 cash
 banking
 deposit slip
 bank balance
 statement
 cancelled
 interest
 wage scale
 instalment
 budget
 property tax
 wheel tax
 rent
 lease
 rate
 tax
 endorse
 bill of sale
 sales tax
 per cent
 withholding tax
 job rating
 Community Chest
 decade
 per annum
 annual
 semi-annual
 century

USEFUL ARITHMETIC GAMES AND EQUIPMENT

GAMES

Baseball
Dominoes
Imma Whiz
Bingo
Conductor
Parking Lot
Quizzmo
Bean Bag
Ben - G - Puzzles
Chutes and Ladders
Ring Toss
Tiddley Winks
Say-It
I Win
Judy Number-ite
Monopoly

EQUIPMENT

Flash cards
Abacus
Mini - Clocks
Judy Clocks
Thermometer (toy or real)
Counters (pegs, sticks, beads)
Toy money
Toy cash register
Rulers
Yardsticks
Tape measure
Scales
Measuring cups
Measuring spoons
Pint, quart and gallon containers
Income tax forms

COMMUNICATIONS

(Language Arts)

The Educable Mentally Retarded child acquires most of his information through listening and speaking. Acquiring skill in these areas compensates, in part, for reading disability. Systematic instruction is necessary for the mentally retarded to develop the skills of learning by listening and of thinking by talking.

Reading for the mentally retarded will be reading for necessity, awareness of their surroundings, and their protection and safety. The most important factor in the teaching of reading is the development in the child of a positive attitude toward learning to read. He should then be able to progress according to his ability.

A necessary list of spelling words consists only of those few words that the child utilizes to meet his daily written communication needs. Spelling should be taught systematically, for the mentally retarded child does not learn to spell incidentally.

The teaching of handwriting for the mentally retarded has at least three approaches:

Teach manuscript first, followed by cursive when writing compares with normal second grade level

Teach cursive first followed by manuscript at advanced level when it is needed for filling out forms of all types

Teach manuscript or cursive as seems desirable and allow the child to use either form

Stress legibility rather than speed. Teach all children to read cursive writing.

COMMUNICATIONS -- LANGUAGE ARTS

Aim: to instill in the student the abilities for oral and written communication so that he may have a more useful and successful life.

AREA PRIMARY CA 6-9 INTERMEDIATE CA 10-13 ADVANCED CA 13 and up

Building of skills: Readiness	Development of skills; Continue readiness as needed	Application of skills: Continue refining and broadening skills and concepts learned in the intermediate, using the unit approach
----------------------------------	--	---

ORAL LANGUAGE Is increasing attention span

Is able to make known his
personal needs

Recognizes and imitates simple
sounds and detects their
direction and location

Answers simple questions

Knows first and last name,
phone number, address and
birthday

Waits for his turn to speak

Shares experiences with others	Shares experiences and thoughts with others	Relates, shares and discusses his experiences with others
Is able to greet visitors and introduce himself	Is able to greet visitors and introduce himself and others	Uses correct forms in intro- ductions and is aware of good manners.

AREA

PRIMARY

INTERMEDIATE

ADVANCED

Is learning to converse and speak freely (retelling stories, play situations, etc.)

Participates in class discussions and conversations in socially acceptable ways

Participates in class discussions of assignments, files and regulations, topics of current interest, and general information

Speaks distinctly without shouting (conversations, phone, etc.)

Is developing a pleasing voice

Uses a pleasing voice in discussion and conversations

Is learning correct sentence structure and uses complete sentences

Learns as much correct English as possible without interfering with desire to talk

Uses correct English forms when speaking

Is increasing oral vocabulary

Continues to use increased oral vocabulary with understanding

Uses increased and broadened vocabulary with understanding

Listens to and comprehends simple instructions and directions

Knows how to listen for directions and information

Can give directions and ask for information and directions

Gives attention to story-telling

Listens with understanding to stories

Understands and discusses stories and literature read by each other and the teacher

Takes part in dramatizations of telephone conversations, stories, pantomimes, puppets

Dramatizes oral job application, telephone conversations, and other life situations (tape recorder)

Understands sight vocabulary for protection and direction

Has understanding of words for protection and direction (List is included)

READING

Has developed eye coordination

Has developed left-to-right sequence, top-to-bottom

Perceives likeness and differences

Group similar objects

AREA

PRIMARY

INTERMEDIATE

ADVANCED

Detects words that begin with some sounds

Recognizes and associates spoken rhyming words

Associates objects with spoken words

Notices details in pictures and stories

Arranges picture stories in sequence

Begins to identify the alphabet

Recognizes important signs (Stop, Danger, etc.)

Knows proper treatment of books

Is developing sight vocabulary

Understands that pictures give clues to story action

Can identify the alphabet

Knows sight vocabulary for protection and direction

Enjoys handling and looking at library books

Reads experience charts and chart stories

Associates words with ideas and experiences

Reads with comprehension on pre-primer and primer level (progresses to higher level according to ability.)

Learns alphabetizing in preparation for dictionary work and use of telephone directory, etc.

Reads for protection and direction (A list of suggested words is included)

Uses a variety of reading material with high interest-- low vocabulary books covering the reading levels of the students in the classroom

Increases vocabulary through the use of experience charts

Reads for everyday living, using oral, concrete and visual material

Uses sequential reading which will allow him to function and progress at his own rate. (Use high interest-low vocabulary series.)

AREA

PRIMARY

INTERMEDIATE

ADVANCED

Reads signs, labels, notices programs, and class news

Reads information blanks, telephone directories, labels, directions on products, recipes (measures), catalogs, road maps, patterns, etc.

Enjoys word games

Participates in suitable word games

Reads newspaper for understanding and information (headlines, local, state, and national news, classified section, and the funnies)

Reads copies of publications (Sports, mechanics, teenage, etc.)

WRITTEN LANGUAGE

Is developing eye and hand coordination

Is developing use of both gross and fine muscles

Knows left-to-right sequence

Knows how to hold pencil properly

Uses correct posture when writing

Writes own name

Copies simple sentences, dates and labels

Is developing neatness and legibility in writing

Has an awareness of proper use of capital letters

Knows correct letter formation of the alphabet

Writes simple sentences, name, address, birthday

Develops legible handwriting

Writes complete sentences, fills in forms (social security, drivers licenses, income tax, application, catalog orders, etc.)

Uses legible handwriting

Uses correct capitalization (proper nouns, abbreviations, etc.)

AREA

PRIMARY

INTERMEDIATE

ADVANCED

Has an awareness of simple punctuation (period, question mark)

Knows fundamental rules for use of period, question mark, and comma

Makes use of correct punctuation (quotation marks, apostrophe, exclamation point, etc.)

Knows a short list of necessary spelling words

Spells words taken from and needed in everyday living (names of days, months of year, seasons, activities, etc.)

Writes invitations, thank you notes, short friendly letters

Writes all types of letters (business, friendly, applications, invitations, apologies, etc.)

Writes short, one-paragraph stories about himself, his surroundings, or class activity

Writes paragraphs using correct English forms. Writes and uses experience charts.

Writes simple directions, as for making an article or cooking something

Writes for personal convenience, recipes, grocery lists, etc.

Uses the abbreviations found in their experience, such as Dr., St., Blvd., Mr., Mrs., etc.

WORD FOR PROTECTION AND DIRECTION

PRIMARY

INTERMEDIATE

ADVANCED

men
women
boys
girls
exit
stop
go
walk
in
out
red
green
push
pull

lost
found
look
listen
on
off
police
danger
keep off
keep out
thin ice
trash
keep clear
deep water
office
waste paper
cross here
poison
school zone
bus stop
wet paint
RR crossing

quiet-hospital
no admittance
slow - school
employees
post no bills
use other door
clearance
doctor
slippery when wet
cashier
custodian
beware of dog
counter (1,2,3,etc)
tickets
no liquids allowed
in gym, etc.
department
posted
no skating
fragile
winding road
U.S. MAIL
rest rooms
yield
teller
gasoline
private parking
capacity 10 tons
(etc.)

check-out
deposits
dead end
entrance
no peddlers
keep off grass
manager
principal
storage
aisle (1,2,3,etc)
gate (1,2,3,etc)
row (1,2,3,etc)
do not litter
dynamite
stock room
drop cans here
this side up
handle with care
lobby
men working
deposit
coin return
private
high voltage
road closed
pavement ends
soft shoulders
resume speed

cattle crossing
no pets allowed
public telephone
no hunting
no fishing
no trespassing
fire escape
flammable
out of order
ladies
gentlemen
no U turn
no left turn--right
fall out shelter
fire alarm
break glass in case
of fire
no solicitors
no minors allowed
watch your step
please have correct
change
no parking
freight elevator
merging traffic
one hour parking
elevator
help wanted
cafeteria
no smoking
bargains
no sale

SUGGESTED READING GAMES

- Group Word Teaching GameThe Garrard Press
"Bingo"Champaign, Illinois
E. W. Dolch, Ph.D.
- Basic Sight Vocabulary Cards.....The Garrard Press
E. W. Dolch, Ph.D.Champaign, Illinois
- Grab.....Dorothea Alcock
The reading game for children
107 N. Elspeth Way
Corvina, California
- The Rolling Reader.....International Visual E. Service
Ives - Achdrens Press Co.
300 South Racine Avenue
Chicago 7, Illinois
- Word and Phrase.....Kenworth Educational Services
sentence builderBuffalo, New York
- Spill and Spell.....Parker Brothers, Inc.
.....Sallem Manufacturers
.....Des Moines, Iowa
- Hangman
- Make Words from Holiday Names
- Pass Word
- Crossword Puzzles
- Anagrams

REFERENCES FOR LANGUAGE ARTS

Books for Slow Readers

Marshall S. Hiskey, Ph.D.
University of Nebraska
1620 "R" Street
Lincoln, Nebraska

Planning for Mentally Handicapped Children -
In Nebraska Public Schools

Floyd A. Miller
Commissioner of Education
State Capitol Building
Lincoln, Nebraska

Special Education - Children with Cerebral Palsy

Nebraska Department of Public
Instruction
Commissioner of Education
State Capitol
Lincoln, Nebraska

Teen-Age Tales

D. C. Heath & Co.
Boston, Massachusetts

The Job Ahead-New Rochester Occupational Reading Series

By Herman R. Goldberg
Winifred T. Brumber

Science Research Associates, Inc.,
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INTRODUCTION TO SOCIAL SKILLS

We are concerned in this portion of the Curriculum Guide with skills necessary to develop in students effective social attitudes for operating in a democratic society. In short, it is our aim to help students develop those concepts necessary for good citizenship.

The Social Skills section has been divided into seven major areas: self-identification, relationship with others, in the home, in the community, in the state, and in the nation.

A major emphasis has been placed on developing an understanding and acceptance of self with its limitations and the basic responsibilities that entitle one to the available freedoms guaranteed to all in this great country of ours.

It is our hope that when reading the items in this area a teacher will be able to quickly see the progression of learning through the three major stages of a child's development in his social life.

After completion of this program we feel the child should be prepared to take his place in the adult world as a worthy contributor to society.

AREA

PRIMARY

SELF-IDENTIFICATION

Knows orally names, age telephone, address, parents' name

Recognizes written names, telephone, address

Knows own sex (boy and girl) birth date, siblings' names

INTERMEDIATE

Writes name, birth (month and year) telephone, parents' name and siblings' names

Knows own sex, height, weight, religious preference

ADVANCED

Writes full names, birth place, birth record, address, telephone parent or guardians' name, and siblings' name

Knows height, weight, sex, race, church and religious preference

AREA

PRIMARY

Develops personal preferences in toys, pets, T. V. and radio programs, music, games, and hobbies

RELATION-
SHIP WITH
OTHERS

Develops participation with others, give-and-take with others, cooperates with adults and a group

Develops recognition of need and asking for help

Moves from imitative toward independent expressions of courtesies

IN THE
HOME

Develops respect for the aged

Develops understanding of roles of mother and father

Develops understanding of what family members do to help one another

INTERMEDIATE

Cooperates in showing personal preferences in toys, pets, T.V. and radio programs, clothing, sports, hobbies, books, music and friends

Practices concern for another, good peer relationship, and fair play with others and co-operation with adults and groups

Practices appropriate use of courteous expressions, table manners, and proper conduct in public places

Practices making and accepting apologies graciously

Practices assuming responsibilities

Develops effective use of leisure time and practices choosing friends wisely

Knows need to respect aged

Knows the role of mother, father, siblings

Practices cooperation with family members

Practices budgeting of allowances and earnings

ADVANCED

Knows personal preferences in belongings, games, friends, pets, books, music, clothing, radio and T. V. programs, clubs, hobbies, and sports

Practices respect for authority in the school and on the job

Practices courtesies toward fellow students and workers

Practices making and accepting apologies

Assumes personal responsibilities

Practices effective use of leisure and the choosing and keeping of worthwhile friends

Practices respect for the aged

Knows the role of mother with respect to housekeeping and child care

Knows role of father and/or mother as wage earner

Knows role of parents in wise budgeting of money, discipline of children and sex education

AREA

PRIMARY

INTERMEDIATE

ADVANCED

Knows parental responsibility toward community

Develops care of own needs, (physical) care of clothing, toys, and other possessions

Practices respect for property rights and wishes of other family members

Achieves understanding of his position in and contribution to the home

Practices sharing toys, pets, T.V. and radio programs with the family

Practices pleasant, courteous manners toward the family

Demonstrates pride in home and family life

Knows location and type of own home

Practices regularity and systematic procedure in the home

IN THE SCHOOL

Learns classmates' names, and necessary rules and regulation in the school

Knows classmates, necessary rules of conduct in the classroom, restroom, halls, playground, gymnasium, lunchroom, and auditorium

Achieves proper conduct in classroom, restroom, halls, and auditorium

Develops cooperation with teacher, principal, other teachers, and custodian with respect to help and authority

Practices cooperation with teacher, principal, superintendent, children in the class, school nurse, custodian

Achieves satisfactory relationships with all school personnel

Develops respect for school property

Practices respect for school property

Knows and practices care of all property, both personal and public

Develops understanding of emergency practices and procedures necessary for safe evacuation of self and others

Knows emergency practices and exits

Practices emergency procedures and knows proper exits

AREA

PRIMARY

INTERMEDIATE

ADVANCED

Develops practices in good grooming and good health habits

Practices good grooming and health habits

Knows and practices good health habits, grooming and careful choice of clothing

Moves from parallel toward pair and group play

Develops group participation

Practices group participation

Develops an awareness of time

Practices punctuality

Practices punctuality in attending to and completing all responsibilities

Practices a wholesome attitude toward others

Achieves a wholesome attitude toward others

Cooperates in room and school activities

Participates in all school activities available

Shares responsibility in class projects

Develops good habits of sharing and listening

Practices good habits of and listening (communications)

Accepts with courtesy other classmates with their contribution

Develops an awareness of various social situations

Develops readiness for new situations

Participates in preparation for meeting new situations--social and economic

Knows and understands on-the-job relationships with employer and employee

Knows characteristics of good leadership and good followship"

AREA	PRIMARY	INTERMEDIATE	ADVANCED
IN THE COMMUNITY	<p>Develops understanding for emergency procedures for fire, storm, civil defense, accident, and what to do when lost (to tell an adult immediately or use telephone by dialing "zero" for help and giving information, name, etc.)</p> <p>Develops attitude of caution in respect to strange animals, pets, people, gifts and rides from strangers</p> <p>Develops respect for public and private property important to child's everyday living; i.e., stores, library, parks, hospitals, churches, post offices, restaurants, swimming pools, lawns and mail boxes</p> <p>Develops understanding in location of own home in relation to school</p> <p>Develops understanding of appropriate behavior in various public places</p>	<p>Practices emergency procedures in case of fire, storm, civil defense, accident, etc.</p> <p>Practices use of telephone in any emergency</p>	<p>Knows proper emergency procedures for fire, storm, civil defense, farm accidents, heavy construction machinery accidents</p> <p>Knows emergency procedure for telephone operation to secure police protection, fire protection, medical help, ambulance service, rescue squad</p>
		<p>Develops an understanding of caution with regard to pets, animals and strangers (gifts, rides, etc.)</p>	<p>Avoids dangers of receiving bribes of liquor, cigarettes, narcotics</p>
		<p>Knows location of and practices respect for public and private property, i.e., library, parks, bank, principal stores, post office, mail boxes, lawns, hospital, etc.</p>	<p>Knows location of and respect for parks, stores, recreational areas, and other community facilities important to everyday living</p>
		<p>Knows physical geography of community with respect to county, state, and nation</p> <p>Knows own school neighborhood in relation to town, city, or village</p>	<p>Knows physical geography of community with respect to county, state, and nation</p> <p>Knows location of city, town, or village in relation to county or county seat</p>
		<p>Practices correct etiquette in public places</p> <p>Cooperates with people in authority in the community</p>	<p>Observes etiquette proper for the occasion in public places</p> <p>Respects people of authority</p>



AREA

PRIMARY

Develops understanding and recognition of color and shape of community traffic signs for everyday living; i.e., stop, go, danger, caution, keep out, etc.

Develops understanding of a limited number of places of interest within own community

INTERMEDIATE

Practices obedience to traffic regulations and signs

Knows state capital, nearest airport and other areas of particular interest

ADVANCED

Participates in local drivers' education program

Knows location and importance of city and county government with corresponding officials and duties

IN THE STATE

Appreciates state history, services, recreational areas, etc.

Respects state history, opportunity and contributions of the state

Develops a respect for the state's means of livelihood and products

Knows available jobs and specific occupations; i.e., dairying, food stores, bakery, drive-ins, cafes, nurseries, farms, ranches, heavy construction, carpentry, car park, post office, fire department, police department, armed forces, Job Corps Plan, and Neighborhood Youth Corps

Develops attitude of pride in citizenship, carried throughout in school room, community, state and nation

Practices good citizenship in school room, state and nation

Knows and practices the difference between being a good citizen and an undesirable citizen

Develops understanding of need; to work, share, vote, and to live together cooperatively in carrying out the democratic way of life

Practices in a democratic way the need to vote, work, share and live together cooperatively

Appreciates the advantages of the democratic way of life

Demonstrates pride in our state through activities in connection with Nebraska Day and Arbor Day

Appreciation of Nebraska as a contributing factor in the nation

AREA

PRIMARY

INTERMEDIATE

ADVANCED

	<p>Knows locations in relationship to own home through reading and construction of maps which locate places of importance in the county, state, nation and world</p>	<p>Locates own home with respect to county, state, nation and world</p>	
<p>IN THE NATION</p>	<p>Develops understanding of the nation through Pledge of Allegiance to the Flag</p> <p>Learns to recognize and respect "The Star Spangled Banner" and learns to sing "America"</p>	<p>Learns means of communication and transportation through the study of people connected with each; i.e., telegraph, telephone, radio, T.V., theatre, train, plane, ship, etc.</p> <p>Practices Pledge of Allegiance, proper handling of the flag, and proper respect for the flag in parade</p> <p>Learns to sing, from memory, the first verse of the National Anthem</p> <p>Respects the United States mail and the conveyances connected with the delivery and receiving of the mail</p>	<p>Understands with background, the development of communication and transportation in relationship to the county, state, nation and world</p> <p>Observes proper flag etiquette</p> <p>Sings the National Anthem in group activities</p> <p>Knows that disturbing the mail is a Federal offense</p>
	<p>Develops a pride in the nation through special days - Columbus Day, Thanksgiving, Christmas, Lincoln's Birthday, Washington's Birthday, Easter, Valentine's Day, New Year's Day</p>	<p>Develops a pride in the nation through current events and special days; i.e., Fire Prevention Week, Educational Week, Columbus Day, Book Week, Thanksgiving, Christmas, New Year's Day, Edison's Birthday, Lincoln's Birthday, Washington's Birthday, Easter, Memorial Day, Flag Day, Independence Day, Labor Day, Veteran's Day</p>	<p>Knows the importance of special holidays in connection with the development of the nation</p>



AREA

PRIMARY

INTERMEDIATE

ADVANCED

Develops an attitude of appreciation for our nation through natural resources, people, water, forests, farmland, national parks, animals (domestic, game) etc.

Makes field trips to as many of the state's natural resources as feasible

Use audio-visual aids to develop an appreciation of our state and nation

Uses maps, films, filmstrips, and charts to better understand the economic stature of our nation

Develops an appreciation of inventors

Develops an appreciation of the social progress of our nation through our educational system and welfare organizations

Makes field trips to observe the educational and welfare systems in action; i.e., trade schools and government projects, etc.

Develops some appreciation of our government through current events from all available sources; i.e., radio, T.V., daily newspaper, Weekly Reader, etc.

Makes field trips to any seats of government available to the class

SUGGESTED TOOLS FOR THE TEACHING OF SOCIAL SKILLS

ballot	flannel graph
ballot booth	globe
ballot box	income tax forms
catalogues	jig-saw puzzles (commercial, homemade, etc.)
catalogue order blanks	magazines (Weekly Reader, Current Events, Scope, etc.)
chalk talks	maps (commercial, homemade, etc.)
charts (experience, picture, etc.)	money order blank
check blank	opaque projector
compass	pegboard
credit	overhead projector
daily newspaper	pictures (commercial, advertising, homemade, etc.)
deposit slip	planetarium
driver's manual	receipt
field trips	resource materials (free, commercial, etc.)
films	resource people
film strips	social security forms and other government forms used in everyday life
	tape recorder
	telephone directory

REFERENCE MATERIALS FOR THE TEACHING OF THE SOCIAL SKILLS

1. Social Skills for Living and Learning - A guide for teachers of children with retarded development by Margaret A. Neuber - 1962
Athletic Store
State College, Pennsylvania
2. Basic Curriculum Materials for classes of children with mental retardation - Exceptional Children Division
State University College
1300 Elmwood Avenue
Buffalo, New York 1422
3. Basal Program for the Educable Mentally Retarded - Bulletin No. 02CBM8
Food Trades-Resource Unit - Special Classes - Bulletin No. 53CB86
Learning About Jobs - Special classes in Jr. High School - Bulletin No. 54CB83
Parking System - Bulletin No. 53CB88
Building Maintenance - Bulletin No. 60CB10
Motor Vehicle Maintenance - Bulletin No. 59CB2
Dr. John W. McFarland, Supt.
Houston Independent School District
Administration Offices, 1300 Capitol Avenue
Houston 2, Texas
4. Curriculum Aids for the Middle Grades - Where to get Free and inexpensive materials - By Byrn and Olson, Washington School, Phoenix, Arizona (very fine)
Fearon Publishers
2263 Union Street
San Francisco 23, California

INTRODUCTION TO HEALTH CURRICULUM

Any school activity is valuable as it serves the basic needs of all children. A carefully thought out and administered health program will bring about many desirable habits and attitudes among the mentally retarded children. A health program must be judged on the basis of the contribution it makes to the positive, wholesome development of each child. Concepts in health should be developed in accordance with the child's maturity. The teacher will plan and teach the health program in terms of specific children, living in a specific environment, following general objectives.

It is recommended that the area of first aid be taught under the guidance of the school nurse, the school doctor, health department or, if these services are not available, it should be taught under the guidance of a local nurse or doctor.

Physical Education should follow the guide distributed by the Department of Education, or the guide set up by each school system, according to the physical abilities of the students. The program can be comparable to that of the regular classrooms, but must be modified to take care of the individual abilities and capacities of the children. The teacher should direct organized play during recess time.

AREA	PRIMARY	INTERMEDIATE	ADVANCED
MAINTAINING GENERAL FITNESS	Begins good eating habits	Identifies basic foods	Knows balanced diet
FOOD AND NUTRITION		Knows proper eating habits Understands the value of balanced meals Refer to Homemaking unit	Understands the need for cleanliness when working with foods
PLAY AND EXERCISE	Knows places to play	Knows the need for physical exercise	Realizes the various types of recreation

AREA

PRIMARY

INTERMEDIATE

ADVANCED

	Enjoys regular exercise at home and at school	Knows when to use school and public equipment	Realizes the various types of recreation
			Has the proper attitude toward recreation
REST AND SLEEP	Knows how to prepare for bed	Has a knowledge of the need for rest and sleep	Is responsible for own bed-time or rest period
	Is aware of a need for enough rest and sleep	Knows the proper habits that are necessary when pre-paring for bed	Knows and practices good bed-time habits
PERSONAL HYGIENE	Washes hands, face and body	Understands why teeth should be brushed	Has basic understanding of body functions
	Brushes teeth	Understands the importance of regular bathing	Breathing
	Practices proper toilet habits	Knows how to care for the nails	Elimination
	Uses kleenex or handkerchief	Knows what to do about menstruation	Menstruation
GOOD POSTURE	Learns to sit properly	Understands proper procedures of sitting, walking, standing, lifting, carrying, etc.	Knows the advantages of good posture for health and social advantages
	Learns to stand and walk properly		
GOOD GROOMING	Knows what clothes are worn in the winter or summer	Realizes that certain clothes must be worn for various reasons and weather conditions	Knows how to select proper clothes
	Knows that clean comfortable clothes should be worn	Knows the simple basic rules for the care of clothes (clean underclothes)	Knows that different occasions need different clothes
			Knows how to care for clothes

AREA	PRIMARY	INTERMEDIATE	ADVANCED
PHYSICAL HYGIENE	Identifies major parts of the body: head, arms, legs, etc.	Realizes the need for regular dental and medical appointments	Has basic understanding of body functions
	Knows how to blow his nose	Is introduced to functions of the various organs	Understands how to care for the body properly
	Understands the simple care of the eyes, ears, nose and mouth		Is aware of dangers of smoking, alcohol and drugs
DISEASE PREVENTION	Covers nose and mouth when coughing or sneezing	Understands that he should remain at home if he feels ill	Understands the need to follow the instructions of the doctors or nurse
	Stays away from people who are ill	Reports to teacher or school nurse any time he feels ill while in school	Is able to give essentials of illness to doctor
	Realizes that he should not use other people's utensils	Realizes the need for regular checkups by doctors and dentists	Knows how to use a fever thermometer
MENTAL HYGIENE	Recognizes boys and girls differ physically	Seeks help from mother, teacher, nurse, when he is confronted by a problem	Understands physical change in his own body
	Tells problems to his mother or teacher	Develops feelings of self-worth	Develops proper sex attitudes and habits
	Knows that mothers have babies Knows that eggs hatch chickens other animals have babies	Is able to accept criticism	Develops a good concept of his capabilities, talents and interests
			Begins to develop good inter-personal relationships
			Accepts his responsibilities

AREA

GENERAL HEALTH KNOWLEDGE

PRIMARY

Realizes that the school nurse is a friend

Realizes that the school nurse checks eyes, ears, body, weight, height, etc.

Realizes that the school nurse will help him when he becomes ill or has an accident

INTERMEDIATE

Realizes that the school nurse maintains a chart on him

Realizes that she keeps a regular check on his health

Realizes that he must report to the nurse any signs of illness

Realizes that the nurse will admit him to school following an illness

Realizes that the nurse will answer his questions regarding health or physical development

Knows his doctor's name

Knows that the doctor gives him shots, checkups, etc.

Knows the agencies that provide a doctor if there isn't a family doctor

Realizes that the doctor is his friend

ADVANCED

Knows that the school nurse is available to help him when he has health problems

Knows that the nurse has a record of his health on file

Knows the telephone numbers and places to call if a doctor is needed

Understands the importance of keeping doctor's appointments

Knows about clinics

Realizes that there are medical services available for those who cannot afford a family doctor

Is aware when teeth need care

Understands the role of a dentist

Understands why dental care is necessary

Realizes that we need periodical checkups

AREA	PRIMARY	INTERMEDIATE	ADVANCED
PUBLIC FACILITIES	Knows how to use a public rest rooms properly	Realizes that he must help to keep public facilities clean	Realizes that unclean public facilities may be unhealthy
	Knows how to use a public drinking fountain		
SANITATION DEPARTMENT	Knows that the garbage man takes the garbage away	Understands from a health aspect why correct garbage disposal is necessary	Understands the importance of the sanitation department
	Knows why it is necessary to have garbage men		Knows the proper method of disposing of trash
			Is aware of need for sewage disposal
			Knows the need of water purification

INTRODUCTION TO VOCATIONAL ARTS

The purpose of a vocational arts program is to prepare the EMR youth for his place in society as a useful citizen. It must be remembered that this person must be prepared to manage a home, a family, and a job to the best of his ability. Boys should be expected to participate in the various areas of vocational arts since they must share the responsibility, upkeep and standards of the home and family.

AREA	PRIMARY	INTERMEDIATE	ADVANCED
KITCHEN SKILLS	play apparatus ex: play stove, sink, dishes	name and use of equipment in kitchen - stove, sink, deep freeze, refrigerator, cooking utensils cleanliness in kitchen 1. of person handling food 2. of cooking utensils 3. of food 4. washing dishes 5. putting kitchen in order after meals	skills in commercial kitchens 1. use of dishwashers 2. preparation of food 3. waitress work 4. other skills
TABLE ETIQUETTE	play house situation	understands how to set table properly for: 1. simple lunch 2. breakfast 3. tea	understands how to set table properly for: 1. tea 2. breakfast 3. dinner 4. holiday meal
		knows proper dishes to use	Use of centerpieces, proper dishes and glasses Encourage use of table cloth
SAFETY IN KITCHEN	general rules concepts of hot and cold	general rules care in use of matches, steam, hot grease	electrical outlets electrical appliances

AREA

PRIMARY

INTERMEDIATE

ADVANCED

INITIAL PRE-
PARATION FOR
COOKING

learning cooking terms

1. learning cooking terms
2. recognizing cooking utensils

1. same as intermediate
2. same

3. measuring

3. measuring

a. cupful

a. 1/4, 1/2 teaspoon

b. spoonful

b. tablespoon

c. half full

c. 1/4, 1/2, 1/3 cup

d. empty

d. pint, 1/2 pint

4. reading and discussing how to use recipes

4. same as intermediate

MARKETING

pupils accompany teacher to market, play store

play store, read ads, visit grocery store, make planned purchases

shopping, comparing costs, values, determining quantities, foods in season

Be aware of community attitude toward your class when planning trips

COOKING

1. frost crackers or cookie
2. cocoa
3. chocolate milk - may use powdered milk
4. popcorn
5. making butter

Breakfast

1. recognition of proper foods
2. experience in planning and preparation

Dinner
1. recognition of foods
2. planning and preparing dinner

3. menu planning

4. canning and freezing food

Lunch

1. recognizing a balanced lunch
2. planning and preparing
3. planning and preparing a tea, ex: mother's tea

HOME
MANAGEMENT

dusting, sweeping, help keep classroom clean and neat

1. care of own room, cleaning, storage
2. care of floors, sweeping, mopping

1. care of housecleaning, bedmaking, storage

2. care of floors, sweeping, mopping, waxing, rug care

play house situation

3. keeping cupboards neat in classroom

(vacuuming) sweeping, shampoo furniture - wood dusting, polishing, upholstery brushing and vacuuming

4. care of household equipment -

AREA

PRIMARY

INTERMEDIATE

ADVANCED

kitchen, bathroom

appliances

5. simple laundry method
(use of soap, water,
bleaches, starch)

hand wash and machine

laundry, (electrical, manual
and laundromats)

CHILD
CARE

play house, dolls

playing dolls, paper dolls,
playing with primary children
cooperation with younger
children in home

instructions for babysitting,

basic child care

1. bathing
2. dressing
3. general supervision
4. feeding
5. toilet training

SEWING

sewing cards, stringing
beads

handsewing, threading needles,
cutting, sewing on buttons, hems,
needle book, pincushion, doll
clothes, simple mending

machine sewing, towels, aprons,
curtains, sewing terms, use of
sewing equipment, choosing materi-
als and patterns and notions, read-
ing patterns, skirts, blouses,
dresses, baby clothes, gifts

MANUAL
SKILLS

sewing cards, weaving hot
pads, braiding

simple straight knit and
garter stitches, slippers

simple embroidery
knitting simple sweaters

MANUAL
TRAINING

pounding board, hammer
and nails, peg board,
easel painting, simple
construction (blocks,
tinker toys, Lincoln Logs,
milk cartons)
educational manipulative
toys

sanding, simple construction,
painting, sawing

Industrial Arts Program
home upkeep, planning and
solving problems in construction;
work study program leading to
simple repair of screens,
painting of house, rooms, etc.

INTRODUCTION TO ARTS AND CRAFTS

Arts and Crafts Program is important and essential in the education of the mentally retarded child. These activities relieve tensions and aid in muscular control and coordination. Arts and Crafts correlate well with the other areas of the curriculum.

The skills and techniques employed in the Arts and Crafts Program should be geared to the ability and interest of the individual child. The teacher must realize that progress will be slow and the standard of work lower than that for the average child. The work that is pleasing to the child should be acceptable to the teacher.

AREA	PRIMARY	INTERMEDIATE	ADVANCED
DRAWING	simple object ex: family experience story or rhyme	complete picture	sketching and perspective
PAINTING	finger painting	water, tempera, string	water, tempera, oil, (wood crafts)
PAPIER CRAFT	cutting and pasting, folding, perhaps from pattern	cutting, tearing, pasting, folding	creative paper work
PAPIER- MACHE	strip mache' ex: covering bowls sawdust	mache' over forms ex: animals, puppets	pulp mache' ex: puppets
3-D ART	pasting, toothpicks, macaroni, seeds on paper	simple dioramas	dioramas
PUPPETS	finger puppets stick puppets	hand puppets children make background	string puppet children make background
MODELING	manipulation of clay sawdust	modeling and molding permanent articles salt and flour	molding, ceramics



AREA	PRIMARY	INTERMEDIATE	ADVANCED
WEAVING	paper, loops, ex: potholders	loops and yarn, beginning basket weaving	looms, basket weaving

RECIPES FOR USE IN ARTS AND CRAFTS

Papier Mache' Pulp materials

warm water
2 bowls
flour
cloth
old newspapers
procedure

Tear old newspapers or paper towels into tiny pieces, enough to nearly fill a bowl. Put the paper bits in a bowl and pour warm water over them. Let soak over an hour. Scoop the wet paper into a piece of cloth. Hold the corners of the cloth together and twist to wring out all the water. Pour the water out of the bowl and put the damp paper back into it. In another bowl mix two spoonfuls of flour with enough water to make a paste. Mix the paste with the damp paper.

Bumpy Dough materials

3/4 cup flour
1 cup salt
procedure

Mix salt and flour with a few spoonfuls of water. Keep adding water by spoonfuls until the mixture is doughy. Add tempera for color. This may be used on paper for 3 dimensional pictures.

Flour and Salt Clay

1. materials
2 parts salt
1 part flour
water -- enough to make thick paste consistency
food coloring -- if desired
procedure
mix above together

2. variation materials

1 cup flour
1 cup salt
1 cup water
procedure

Mix together ingredients and put in top part of a double boiler. Cook until firm. Remove from heat and knead on wax paper. If too soft, sprinkle with cornstarch before kneading

Flour Paste

materials

1 cup flour
1 cup sugar
1 qt. water
procedure

Boil flour, sugar, water until clear. Add 1 tablespoon powdered alum

Christmas Snow

materials

1 cup detergent
1 cup plastic starch
procedure

Whip to consistency of whipped cream

Sawdust Mache' materials

1/2 cup flour
1 teaspoon sodium benzoate
1 teaspoon powdered alum (heaping)
1/2 teaspoon sugar
1 pint warm water
procedure

Mix dry ingredients, moisten with water to make a smooth paste. Add remaining water and cook till thick...stir constantly. Add very fine sawdust. This makes a plastic mass that holds shape. Work together and mold.

Cooked Modeling Clay

materials

1 cup cornstarch
2 cups salt
1 cup hot water
procedure

Boil salt and water a few minutes. Add 1 cup cold water to starch. Pour starch into boiling water (salted) and stir until thick. Cool and store in plastic bag.

Soapsuds Pictures

materials

1/2 cup dry detergent
2 tablespoons liquid starch
procedure

Beat the detergent and starch with an egg beater in a mixing bowl. When it is like thick marshmallow frosting it is ready. Color as desired with food coloring and "paint" on paper.

Recipes continued

Gesso

materials

7 cups Silex or whiting
2 cups liquid glue
1/3 cup varnish
1 cup boiled linseed oil

procedure
Mix Silex with enough water to make a thick cream. Stir in glue, varnish and oil. Boil in double boiler for 20-30 minutes

Finger Paint

1. materials

1 cup laundry starch
1 quart boiling water
1 cup soap flakes
paint--poster or powder

procedure
Mix together above ingredients

2. Variation

Sta-Flo liquid laundry starch may be colored with powdered tempera and used as is for finger painting

Chemical Garden

materials

6 tablespoons bluing
6 tablespoons salt
6 tablespoons water
1 tablespoon ammonia

procedure
Mix. Pour on lump of coal in a dish. Color may be added.

ARTS AND CRAFTS REFERENCE MATERIALS

BOOKS

- Childcraft
Vol. 9 - Make and Do
- Classroom Papercraft Projects and Patterns
by Margaret Boglipsch & Katherine M. Daly
- Curriculum Aids for Middle Grades
Fearon Publishers
2263 Union Street
San Francisco 23, California
- Here's How and When
by Armilda B. Keiser
Friendship Press
New York, New York
- Make-it Book
McCalls
Golden Press
New York, New York
- Patterns for Children
Educational Bureau
Coats and Clark
430 Park Avenue
New York 22, New York

MAGAZINES

- Grade Teacher
23 Lerory Avenue
Darien, Connecticut 06820
- Instructor
Danville, New York 14437
- Jack and Jill
641 Lexington Avenue
New York, New York
- Pack-O-Fun
14 Main Street
Park Ridge, Illinois 60068

INTRODUCTION TO SAFETY CURRICULUM

Safety does not need to be taught as a separate class, but should be integrated into total program. It should be continually stressed. Not only safety knowledge should be taught, but also active participation in safety practices. Primary and intermediate learnings must be reinforced at succeeding levels. Areas to be stressed will vary with the locality. For example, farm safety would not be stressed in an urban area.

AREA	PRIMARY	INTERMEDIATE	ADVANCED
HOME	Knows who can help him if hurt	Knows how to report a fire or accident	Understands importance of keeping home and contents repaired
	Understands possible dangers of medicines	Awareness of accident area such as stairs	Understands procedures before handling appliances
	Stays in his own neighborhood	Knows proper use of television and radio	Understands that appliances have specific uses
	Keeps toys in proper place	Awareness of dangers of power tools	Can use inflammable materials with care
	Knows things that burn - matches, hot water faucets, water in bathtub, cleaning fluids, pots from stoves, irons, etc.	Understands dangers of inflammables	Understands dangers of power lawn mowers and tools
	Knows things that cut or jab such as scissors, knives, saws, sharp edges, broken glass, etc.	Awareness of open windows	Knows how to use power lawn mowers and tools
	Knows things that can make us fall such as slippery steps or roads, banana peels, ice, snow, or climbing too high	Knows how to handle sharp objects such as knives and scissors	Can replace electrical fuses and bulbs properly
	Is aware of electrical dangers	Knows how to handle matches	Can eliminate common accident hazards
		Knows that bathroom accidents are caused by misplaced soap	Understands the need for insurance against accidents and disasters
		Avoids unlabeled medicine bottles and containers	Understands accident hazards for babies and children

AREA	PRIMARY	INTERMEDIATE	ADVANCED
	Is aware of dangers of inflammables and cleaning fluid	Knows not to touch electrical equipment with wet hands	Knows proper care of infants
		Knows how to test temperature of bath water	
		Knows not to leave small children in bathroom alone	
		Knows how to handle equipment, & electric switches, etc.	
SCHOOL	Recognizes authority and obeys teachers, bus drivers, etc.	Knows proper playground behavior	Knows how to stop bleeding
	Understands fire drill rules	Knows fire exits and procedures	Knows how to give assistance in case of accident, i.e., keeping injured warm, keep crowd back, etc.
	Knows how to get on and off school bus	Knows simple first aid rules	
		Knows civil defense signals	
	Understands proper playground behavior	Knows dangers of playground equipment	Avoids dangers on playground
	Can give his name if asked	Obeys school safety patrol	Picks up objects which may trip others
	Knows safest way to walk to and from school	Moves desks and equipment safely to avoid injuries	Can operate power tools properly under supervision
	Can play on playground equipment safely		
	Recognizes bus number and driver		
	Knows how to behave on the bus		
	Knows how to report a fire to the person in charge		
	Obeys authority in safety directions		

AREA

PRIMARY

INTERMEDIATE

ADVANCED

Stays to right in hallways and entrances

Keeps foreign objects out of mouth

Sits on chairs correctly, feet out of aisles

Carries scissors with points down

Opens doors with handles -- does not put hands on glass

Avoids touching hot radiators

Goes up and down stairs one step at a time

Takes turns at fountains; avoids pushing in lines

Carries trays with both hands

Knows not to leave water running in rest rooms and to avoid getting floor wet

Looks ahead when running

TRAFFIC Stays with adult in traffic

Stays out of streets

Understands dangers of playing in streets and alleys

Obeys and understands traffic signals

Does not hitch rides on backs of cars or trucks

Bicycle Safety:
Keeps bicycle repaired
Learns traffic rules as a bicyclist
Keeps to right

Understands dangers of driving automobiles

Keeps automobiles in good repair

Drives safely; obeys all rules

AREA

PRIMARY

INTERMEDIATE

ADVANCED

Obeys school patrols and policemen

Gives pedestrians the right of way

Looks both ways before entering streets

Knows bicycle safety rules

Walks across streets, never runs

Understands pedestrian laws, signs and signals

Avoids jaywalking

Has respect for law and safety

Is extra careful in bad weather

Understands vehicle traffic and safety signs

Does not cross street between parked cars

Observes safety rules when crossing railroad tracks

Never gets into a stranger's car

Walks facing traffic on streets and highways

Is aware of clothes color different types of weather

Knows to stay away from road equipment

COMMUNITY

Has respect for danger of water

Understands what to do when lost

Knows not to accept gifts from strangers

Understands dangers of fire, police, rescue units

Knows not to pet stray dogs and cats

Knows how to travel safely in the community

Respects dangers of farm animals and equipment

Is aware of specific hazards in the loc.

Stays away from railroad tracks

Awareness of possible rabid animals

Understands proper storm procedure

Understands Civil Defense rules

AREA	PRIMARY	INTERMEDIATE	ADVANCED
FIRE	Knows dangers of matches, lighters, burning trash, starting bonfires	Knows that heaters and irons are fire hazards	Can put out common fires
	Knows dangers of playing around stoves, heaters, or gasoline	Knows dangers of lighting gas stoves	Can inspect his home for fire hazards
		Understands safety rules for fire prevention	Knows dangers of cleaning fluid and fire
SEASONAL AND HOLIDAYS	Knows danger of fireworks	Aware of dangers of Christmas tree lights and candles	Knows how to build and extinguish camp fires
	Is aware of limited visibility when wearing masks	Knows dangers of jack-o-lanterns with candles	Knows how to handle hunting and fishing equipment
	Is aware of sleighing dangers	Is aware of thin ice and dangers when ice skating	Is aware of boating hazards
	Knows proper places and etiquette for roller skating	Knows proper use of skateboard	Knows dangers of dry Christmas trees
VOCATIONAL		Is aware of proper precautions to be taken in case of a storm	Knows dangers of dry Christmas trees
			Understands job hazards such as moving machinery, sleepiness, etc.
			Understands need for safe and proper clothing
			Keeps hair and eyes covered when working around machinery
			Observes safety rules of plant or business
			Observes all safety rules when working around machinery



APPENDIX A

The following pages are merely inserted as examples of forms that have been used in some schools for gathering pupil information and for use in conference with parents. They are not intended to be considered practical or complete in terms of a given school's need.

PARENT - TEACHER CONFERENCE

Schedule Form

Dear Parent:

A report of the progress of your child _____
will be given at the school. We urge you to be present because we feel
this conference will help us to better meet the needs of your child.

The time for your conference is indicated below:

Child's Name _____

Time _____ to _____ Date _____

Teacher _____ Room _____

If it is impossible for you to meet with us at the scheduled time, please
explain on the form below so we can reschedule at a later time.

Please tear off and return

The above conference is scheduled for:

Child's Name _____

Date _____ Time _____ is satisfactory.

Parent's Report of Child to School

PHYSICAL HISTORY:

Name _____ Age _____ Date _____
Height _____ Weight _____ General Appearance _____
Posture _____ Movements _____ Gait _____
Diseases: Colds _____ Measles _____ Mumps _____
Chickenpox _____ Whooping cough _____ Diphtheria _____
Smallpox _____ Pneumonia _____ Convulsions _____
Other Diseases _____
Injuries _____ Operations _____

HEALTH HABITS:

What is child's regular bedtime? _____
What time does he get up? _____
Does he sleep alone? _____ Sleep well? _____
Does the child take the responsibility of brushing teech, etc. _____

EMOTIONAL REACTIONS:

Does child have temper tantrums? _____ Usual cause _____
Does child have fears? _____
Does child seem to worry? _____
Does child cry easily? _____
Does child suck thumb _____ twist hair _____ bite nails _____
Is child jealous? _____

HOME SITUATION:

Withwhom does child live? _____
Number in household? _____
Other people living in the home? _____
Type house: _____ Type Neighborhood _____
No. rooms _____ No. bedrooms _____ Time lived in home _____
Other towns where child has lived _____
Bath and toilet facilities _____ Eating habits _____

Parent's Report continued

Language other than English known by parents or used in home _____

Parents' attitude toward child _____

Inter-family relationship _____

Methods of discipline _____

Recreational facilities in the home _____

Sunday School attendance _____ Movies _____ other activities _____

Status in neighborhood - with adults _____ with children _____

PARENT AND TEACHER CONFERENCE

Name _____ Date _____

Suggested Topics for Discussion in the Conference

- Ability to cooperate with teacher _____ with other children _____
- Carries responsibility for his age _____
- Respects property and authority _____
- Courteous _____
- Pays attention _____
- Follows directions _____
- Shows readiness _____
- Work Habits _____
- Oral reading _____ Silent reading _____
- Oral expression _____ Written expression _____
- Social Studies _____
- Arithmetic _____
- Writing _____
- Spelling _____
- Health _____ Physical Education _____ Safety _____
- Art _____ Music _____

What does parent want most for his child?

Does parent feel school is doing all it can for child?

Suggestions as to how home and school could work together for the child's welfare.

Leave parent with a feeling that his cooperation, visits, and suggestions as to the good of his child are welcome at any time. Impress upon them that you are both working for the same goal -- the welfare of the child.

APPENDIX B

Guideline Evaluation Forms

EVALUATION

This is your guide. Your comments and suggestions will be used to improve it. Please fill out and mail by the end of the 1955-56 school year.

Please rate this guide by placing a circle around the number corresponding to your experience in using this guide.

Example: 1 - poor, 2 - fair, 3 - good, 4 - very good, 5 - excellent

A rating of 1 through 2 could require a major revision - use following pages to write your suggestions for improvement
3 through 4 would require a minor revision
5 would require only periodic revision

GENERAL

- A. Readability 1 2 3 4 5 _____
- B. Usefulness 1 2 3 4 5 _____
- C. Organization 1 2 3 4 5 _____
- D. Format 1 2 3 4 5 _____
- E. Content 1 2 3 4 5 _____

The following information will help the revision committee evaluate your comments.

School district enrollment _____ Number of special classes in your district _____
Number of pupils in special class _____

CA Range of class _____

Subjects taught (if school is departmentalized) _____

Years experience you have had in regular class _____

Special class _____

In my particular setting this guide was: _____

EVALUATION OF ARITHMETIC GUIDELINES

1. Was this section easy to follow? _____
2. Was it too detailed? _____ not detailed enough _____ satisfactory _____
3. Can you suggest any areas not included which should be _____

4. Was the primary level too easy for most of your children? _____ too difficult? _____
appropriate? _____
Examples of items you felt were inappropriate: _____

5. Was the intermediate level too easy for most of your children? _____ too difficult? _____
appropriate? _____
6. Was the advanced level too easy for most of your children? _____ too difficult? _____
appropriate? _____
Examples of items you felt inappropriate? _____

7. How much did you follow and depend upon this section -- completely _____, frequently, _____ partially, _____,
seldom _____, never _____.
8. In the revision of the guide I would like to see (additions, changes, etc.) _____

EVALUATION OF COMMUNICATIONS GUIDELINES

1. Was this section easy to follow? _____
2. Was it too detailed? _____ not detailed enough _____ satisfactory _____
3. Can you suggest any areas not included which should be _____

4. Was the primary level too easy for most of your children? _____ too difficult? _____
appropriate _____.
Examples of items you felt were inappropriate: _____

5. Was the intermediate level too easy for most of your children? _____ too difficult? _____
appropriate? _____.
Examples of items you felt inappropriate _____

6. Was the advanced level too easy for most of your children? _____ too difficult? _____
appropriate? _____.
Examples of items you felt inappropriate? _____

7. How much did you follow and depend upon this section - completely _____, Frequently _____, partially _____,
_____, seldom _____, never _____.
8. In the revision of the guide I would like to see (additions, changes, etc.) _____

EVALUATION OF SOCIAL SKILLS GUIDELINES

1. Was this section easy to follow? _____
2. Was it too detailed? _____ not detailed enough _____ satisfactory _____
3. Can you suggest any areas not included which should be _____

4. Was the primary level too easy for most of your children? _____ too difficult? _____
appropriate? _____
Examples of items you felt were inappropriate: _____

5. Was the intermediate level too easy for most of your children? _____ too difficult? _____
appropriate? _____
Examples of items you felt inappropriate _____

6. Was the advanced level too easy for most of your children? _____ too difficult? _____
appropriate? _____
Examples of items you felt inappropriate? _____

7. How much did you follow and depend upon this section - completely _____, frequently _____, partially _____,
_____, seldom _____, never.
8. In the revision of the guide I would like to see (additions, changes, etc.) _____

EVALUATION OF HEALTH GUIDELINES

1. Was this section easy to follow? _____
2. Was it too detailed? _____ not detailed enough _____ satisfactory _____
3. Can you suggest any areas not included which should be _____

4. Was the primary level too easy for most of your children? _____ too difficult? _____
appropriate _____
Examples of items you felt were inappropriate: _____

5. Was the intermediate level too easy for most of your children? _____ too difficult? _____
appropriate _____
Examples of items you felt were inappropriate: _____

6. Was the advanced level too easy for most of your children? _____ too difficult? _____
appropriate? _____
Examples of items you felt were inappropriate: _____

7. How much did you follow and depend upon this section - completely _____, frequently _____,
partially _____, seldom _____, never _____.
8. In the revision of the guide I would like to see (additions, changes, etc.) _____

EVALUATION OF VOCATIONAL ARTS AND CRAFTS GUIDELINES

1. Was this section easy to follow? _____
2. Was it too detailed? _____ not detailed enough _____ satisfactory _____
3. Can you suggest any areas not included which should be _____

4. Was the primary level too easy for most of your children? _____ too difficult? _____
appropriate _____
Examples of items you felt inappropriate _____

5. Was the intermediate level too easy for most of your children? _____ too difficult? _____
appropriate _____
Examples of items you felt inappropriate _____

6. Was the advanced level too easy for most of your children? _____ too difficult? _____
appropriate _____
Examples of items you felt were inappropriate: _____

7. How much did you follow and depend upon this section - completely _____, frequently _____
partially _____, seldom _____, never _____
8. In the revision of the guide I would like to see (additions, changes, etc.) _____

EVALUATIONS OF SAFETY GUIDELINES

1. Was this section easy to follow? _____
2. Was it too detailed? _____ not detailed enough _____ satisfactory _____
3. Can you suggest any areas not included which should be _____

4. Was the primary level too easy for most of your children? _____ too difficult?
appropriate _____
Examples of items you felt were inappropriate: _____
5. Was the intermediate level too easy for most of your children? _____ too difficult?
appropriate? _____
Examples of items you felt were inappropriate: _____
6. Was the advanced level too easy for most of your children? _____ too difficult?
appropriate? _____
Examples of items you felt were inappropriate: _____
7. How much did you follow and depend upon this section - completely _____, frequently _____,
partially _____, seldom _____, never _____.
8. In the revision of the guide I would like to see (additions, changes, etc.) _____