

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

ED 012 116

EC 000 078

CURRICULUM GUIDE--TRAINABLE RETARDED.

BY- EVANS, DON F.

STOCKTON UNIFIED SCHOOL DISTRICT, CALIF.

REPORT NUMBER CURR-BULL-132

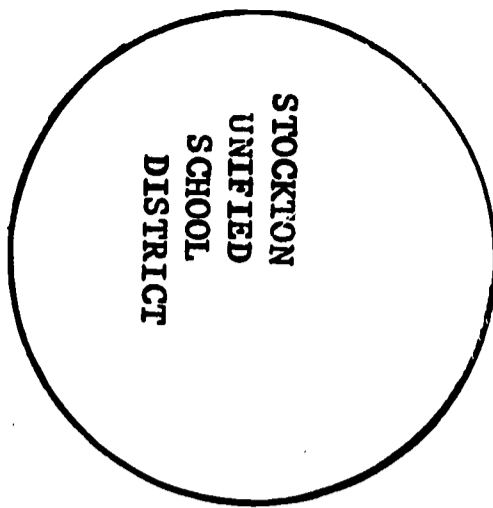
PUB DATE APR 64

EDRS PRICE MF-\$0.27 HC-\$5.32 133P.

DESCRIPTORS- *TRAINABLE MENTALLY HANDICAPPED, *CURRICULUM GUIDES, *VOCATIONAL EDUCATION, *SCHEDULING, *TEACHING GUIDES, SPECIAL EDUCATION, FACILITIES, ELEMENTARY GRADES, SECONDARY GRADES, PREVOCATIONAL EDUCATION, CURRICULUM, CLASSROOM ARRANGEMENT, ADMISSION CRITERIA, EQUIPMENT, UNITS OF STUDY (SUBJECT FIELDS), INSTRUCTIONAL MATERIALS, RECORDS (FORMS), SAN FRANCISCO SOCIAL COMPETENCY SCALE, STOCKTON

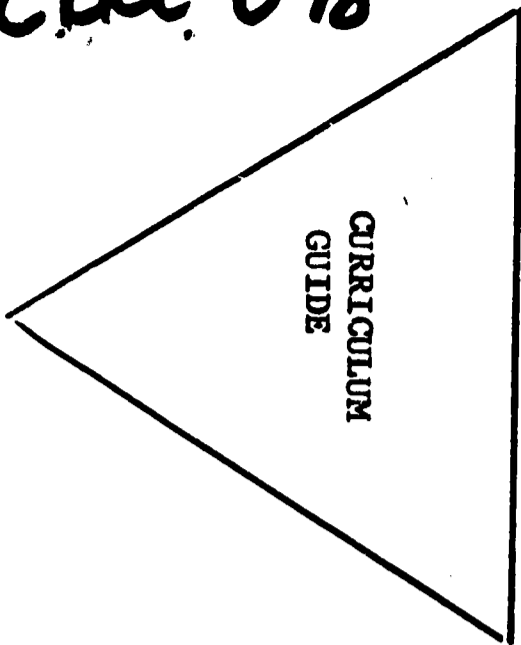
SCHEDULES IN CHART FORM FOR TRAINABLE CHILDREN IN ORIENTATION, PRIMARY, AND INTERMEDIATE GROUPS SHOW TOPIC AREAS AND ACTIVITIES ALONG WITH INSTRUCTIONAL MATERIALS AND SUGGESTIONS. AT THE TERMINAL-SECONDARY LEVEL, THE VOCATIONAL PROGRAM IS DISCUSSED AND DAILY SCHEDULES AND WEEKLY UNITS FOR YEARLY PLANNING ARE PRESENTED. TOPIC AREAS, ACTIVITIES, INSTRUCTIONAL MATERIALS, AND SUGGESTIONS ARE OUTLINED FOR TERMINAL-SECONDARY UNITS ON HOMEMAKING AND GOOD GROOMING. THE SAN FRANCISCO SOCIAL COMPETENCY SCALE WHICH EVALUATES SELF-HELP, INITIATIVE-RESPONSIBILITY, SOCIAL SKILLS, AND COMMUNICATION IS INCLUDED. THE GUIDE ALSO INCLUDES SAMPLE STUDENT EVALUATION FORMS AND LISTS OF SUGGESTED FACILITIES, EQUIPMENT, AND INSTRUCTIONAL MATERIALS. (MY)

EC.000.078

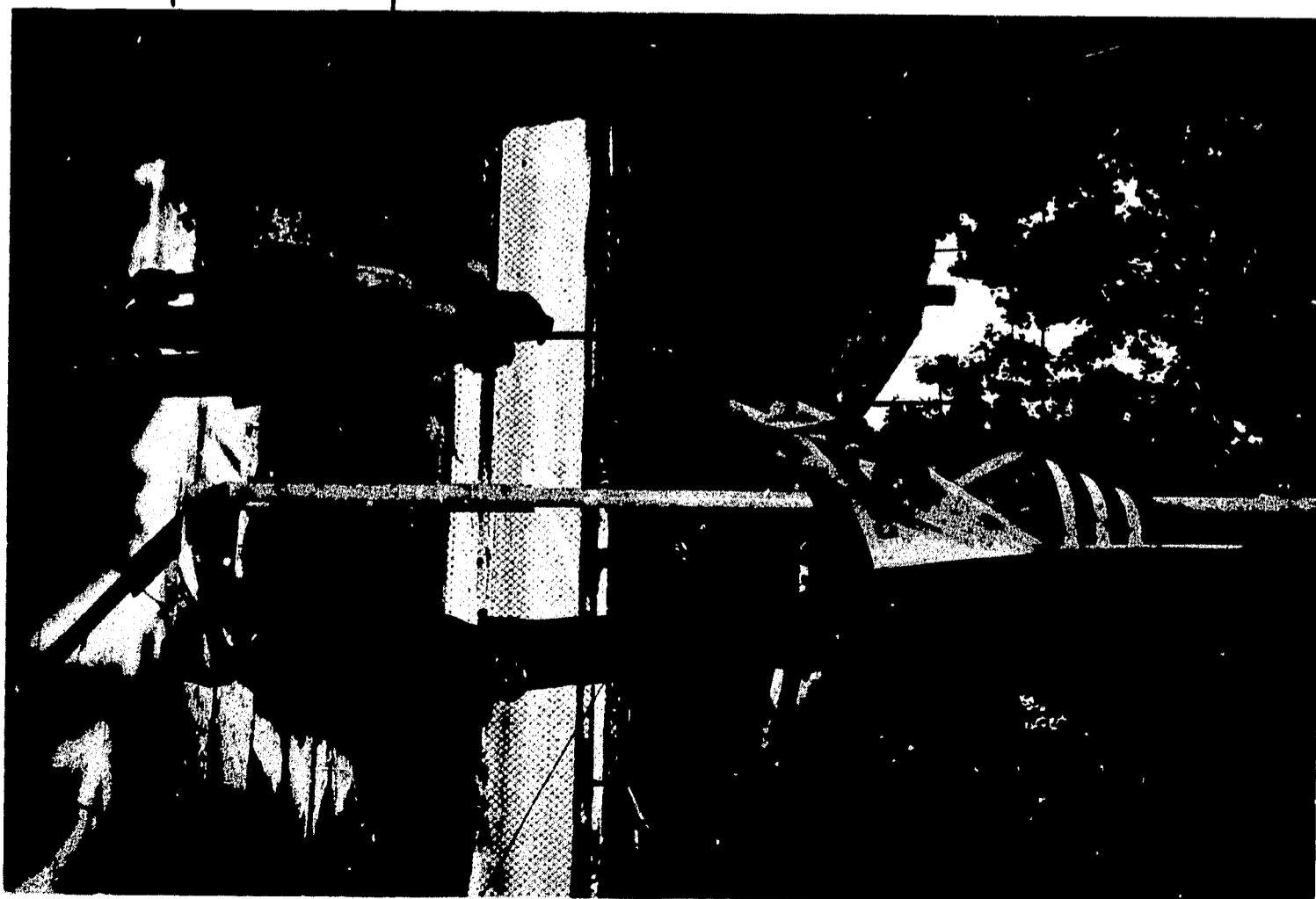


2-9-67-34

ED012116



TRAINABLE RETARDED



**U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION**

**THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.**

**C U R R I C U L U M G U I D E
T R A I N A B L E R E T A R D E D P R O G R A M**

Donald R. Sheldon, Superintendent of Schools

**Curriculum Bulletin No. 132
Stockton Unified School District
Stockton, California
April 1964**

TABLE OF CONTENTS

Foreword	1
Introduction	11
Philosophy Of Stockton Unified School District	1
Teaching Philosophy Of Special Education	2
Profile Of A Special Education Teacher	3
Admissions, Case Review, And Dismissals Committee	4
Entrance Requirements To The Trainable Retarded Program	5
Available Services, Facilities, And Sequential Pattern For Effective Usage	6
Educational Goals For Trainable Pupils	7
Discipline And Its Relationship To Independence	8
Children's Assistants For Mentally Retarded	9
Suggestions And Procedures For An Adequate Lunch Program	10
The San Francisco Social Competency Scale	11
Suggested Facilities, Equipment, Instructional Materials And Supplies For Trainable Retarded	23
Daily Schedules For Trainable Retarded:	
Orientation Or Beginning Group	27
Primary Group	29
Primary-Intermediate Group	31
Intermediate Group	33
Curriculum Outlines For:	
Orientation Or Beginning Group	35
Primary Group	43
Intermediate Group	47
Terminal Or Secondary Program:	
Program Assignment Chart	61
In-School Work Experience	63
Educational Planning For Trainable Retarded In The Terminal Or Secondary Program	65
Stockton Plan Of Operation Of Occupational Training Program For Mentally Retarded	69
Pre-Vocational And Activity Evaluation For Trainable Retarded	71
Pre-Vocational And Community-School Terms	72
Classroom Layout	73
Sample Classroom Layout - Independent And Vocational Emphasis	74
Suggested List Of Equipment And Materials Needed For Terminal Program	75
Daily Schedules For Terminal-Secondary Program	77
Curriculum Outlines:	
Home and Community Living	81
Homemaking	85
Good Grooming	97
Work And Community Living	105


Appendix:

Units Of Study That Need Constant Reinforcement	109
Suggested Film Calendar Schedule	111
Pattern For Teaching Of Table Setting	113
Greeting And Activity Songs	115
Sample Weekly Evaluation Form	117
Sample Good Grooming Evaluation Form	119
Check List For Training Center And Sheltered Workshop	121
Evaluation Form For Use Of Training Center Supervisor	127
Sample Time Card	129
Index To Case Study Folder Sample	131
Case Study Guide	133
Books And Publications Available In The Special Education Office Library	135

FOREWORD

This Curriculum Guide will fill a long-felt need for something tangible and concrete to help the beginning teachers of severely mentally retarded. It should also serve as a handy reference for the more experienced teachers in this comparatively new field of public school education.

This handbook is a cooperative effort of all the teachers now serving the trainable mentally retarded and of several who are no longer in Stockton. Under the able leadership of Don F. Evans, Consultant in Special Education, the committee worked many hours in its preparation. As in most undertakings of this kind, perhaps the greatest benefit from this Curriculum Guide is to those who worked together to create it.


Roger M. V. Walton, Coordinator
Pupil Personnel Services

Approved: 
Superintendent of Schools

INTRODUCTION

A program for the trainable retarded in Stockton Unified School District has been in existence since the fall of 1954. Mrs. Josephine McClintock and Mr. Robert Murray were the first teachers. It was through their capable leadership, tolerance for inconvenient conditions, and understanding of pupil-parent problems that the school program was successfully initiated.

There has been considerable growth take place from the first "rented house stage" of twelve pupils to the present school-sheltered workshop arrangement that helps to plan and provide for the future of eighty-four pupils now enrolled. Unquestionably, one of the major reasons for this development is the team-like efforts of those who have been associated with the school program for the past eight years.

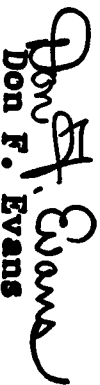
The teachers have created an atmosphere that is conducive to the attainment of habitation. To do this they have extensively contributed lesson plans, activities, schedules, and practical materials that have been classroom tested. The following were on the in-service committee which prepared the materials for this guide.

Edith Bentley, Head Teacher, Intermediate Group
Olevia Griffith, Teacher, Primary Group
Josephine McClintock, Teacher, Orientation or Beginning Group
Joyce Harrison, Teacher, Terminal Program
Muriel Hartwig, Teacher, Terminal Program (home and community living)
Robert Murray, Vice-Principal

Recent additions to the staff who have contributed to the publication are:

James Fitch, Terminal Program (pre-vocational)
Elizabeth Lee, Teacher, Primary Group
James O'Brien, Teacher-Supervisor at the Training Center-Sheltered Workshop
Sheila Woolcock, Teacher, Orientation or Beginning Group

The value of this curriculum guide will be determined by those who use it and the results obtained thereby. To all those who helped develop a curriculum worth describing - I wish to express my sincere appreciation.


Don F. Evans

Consultant in Special Education

PHILOSOPHY OF STOCKTON UNIFIED SCHOOL DISTRICT

American Way of Life

WE BELIEVE that our schools should perpetuate the cherished American qualities and traditions of the past and relate these to the constantly changing conditions of the complex world in which we live; that they should direct the development of all children toward an understanding and appreciation of the privileges, opportunities, and responsibilities of our American way of life.

School Organization

WE BELIEVE that our schools should be so organized and administered as to imbue children with the principles of democracy; that they should always treat with highest regard the dignity and worth of the individual.

Full Development of Child

WE BELIEVE that the primary purpose of education is to bring about the fullest possible development of each child. We are concerned with all aspects of growth--emotional, physical, intellectual, moral, aesthetic, and social.

Fundamentals

WE BELIEVE that it is essential to provide each child with the ability to use effectively the fundamental tools of learning, including speaking, reading, writing, spelling, and arithmetic; that it is also important to develop good study habits and scientific attitudes to provide opportunities for individual creativity, and to insure that each child finds satisfaction in work well done.

Relationships

WE BELIEVE that our schools should help each child establish mutually satisfactory relationships with his school, his associates, his home, and his community; that our schools should work cooperatively with all citizens of the community to achieve understandings and solutions of common problems.

Continuity of Learning

WE BELIEVE that balance and continuity in the educational program demand that the experiences for each grade grow out of the specific framework that has been developed by professional personnel working cooperatively with citizens of the community and adopted by the Board of Education; that individual teachers should select learning experiences within this framework that are suited to the needs of their students.

TEACHING PHILOSOPHY OF SPECIAL EDUCATION

WE BELIEVE that special education should be organized to educate the exceptional child to the extent of his individual capacities.

WE BELIEVE that special educators should be concerned for the needs of all children, normal as well as exceptional.

WE BELIEVE that in order to achieve the best educational possibilities and successful rehabilitation we need to work in close harmony with related fields and put into practice the team approach.

WE BELIEVE that education and rehabilitation of an exceptional child comes about when school, community, and home are making every effort to work together.

WE BELIEVE that special education teachers owe their first responsibility to the children and the school in which they serve.

WE BELIEVE that the school principal plays a key and vital role in the success of any special education program. The program needs the complete acceptance, efforts, enthusiasms, and understanding of the entire staff of the school district.

WE BELIEVE that if an exceptional child can be successfully integrated into a regular classroom we should be responsible for accomplishing this placement and to evaluate continually to assure proper school placement.

WE BELIEVE that programs for the physically handicapped and educable retarded children should be located on regular school grounds in an effort to foster integrated programs.

WE BELIEVE that special education should be aware that it is but one facet of the total process of rehabilitation.

WE BELIEVE that special education needs to promote constantly the understanding of the exceptional child to the community, home, and school.

WE BELIEVE that the question we need to keep constantly in front of us is what percent of the exceptional children in our community are we serving and what we can do to make a more complete program.

WE BELIEVE that we need to be aware that the exceptional child lives in a critical atmosphere and we must prepare ourselves to work effectively with it.

PROFILE OF A SPECIAL EDUCATION TEACHER

1. ---attends to individual differences and creates a school climate with this in mind.
2. ---is basically concerned with the education of all children.
3. ---is full credentialed with constant attention to periodic training in order to keep abreast with a rapidly changing profession.
4. ---attempts to understand the culture, family life, and feelings that each pupil has and uses this as a background for the educational world.
5. ---uses the services of others to the advantage of the pupil.
6. ---expresses and reflects an attitude that enriches and encourages pupils to live securely with what they have and have not.
7. ---learns the difference between the tasks that take a teacher and the acts that take a mother.

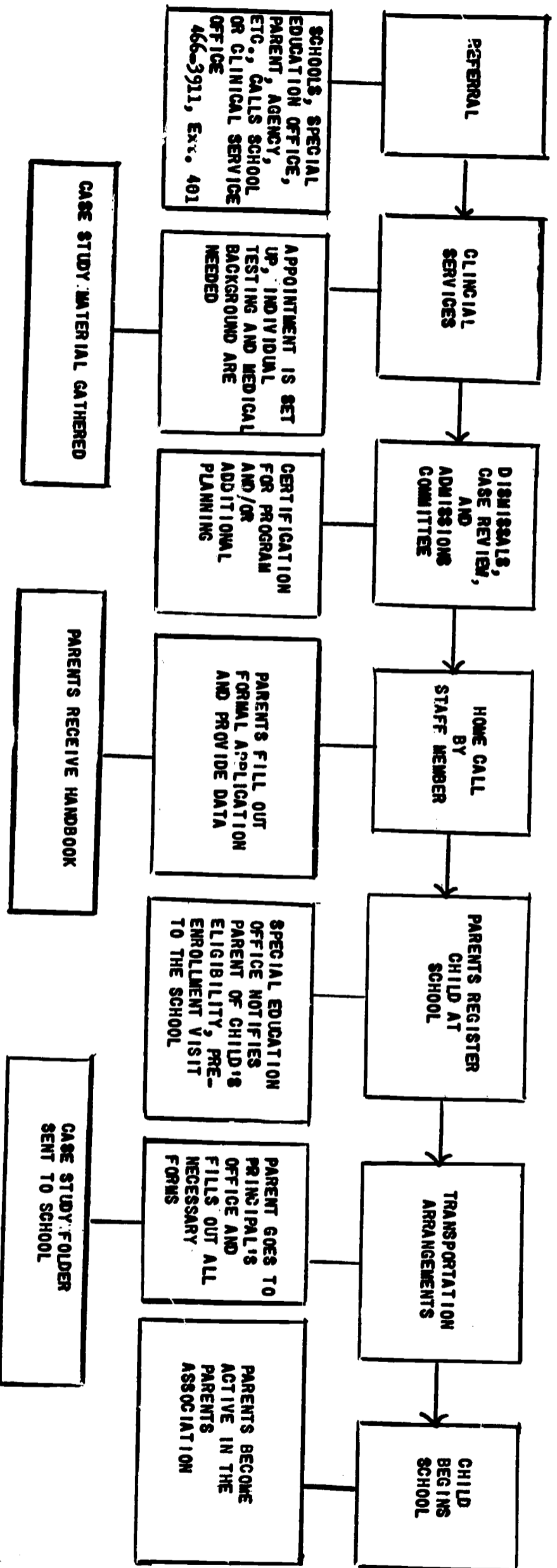
ADMISSIONS, CASE REVIEW, AND DISMISSALS COMMITTEE

The function of the Admissions, Case Review, and Dismissals Committee for the Retarded is many fold. It approves the admission of a pupil to the program for the trainable retarded after evaluation of the psychological, social, educational, and medical background of the child. Eligibility is determined on the basis of individual mental tests, diagnostic evaluation, and upon recommendation of the school psychologists. Because of the complexities of training a severely retarded child not all children may be ready to adjust to a school program. Placement, therefore, is on a trial basis.

Pupils are periodically referred to the Clinical Services Office by their teachers in an effort to provide continual evaluation. The cases are then reviewed by the committee.

The committee is made up of school psychologists, principals, teachers, and others who may relate to the decision and planning. The Consultant for Special Education is chairman of the committee.

ADMISSIONS PROCEDURE FOR THE TRAINABLE RETARDED



ENTRANCE REQUIREMENTS TO THE TRAINABLE RETARDED PROGRAM

The minimum functioning requirements for the admission of children to classes established under Education Code Section 6903 are based upon the California Administrative Code, Title V, Section 197. These criteria provide a minimum level of physical, mental, emotional, and social development for enrollment.

A. PHYSICAL CONDITION

1. Be able to hear spoken connected language and be able to see well enough to engage in special class activities without undue risk.
2. Be ambulatory to the extent that no undue risk to himself or hazard to others is involved in his daily work and play activities.
3. Be trained in toilet habits so that he has control over his body functions to the extent that it is feasible to keep him in school.

B. MENTAL, EMOTIONAL, AND SOCIAL DEVELOPMENT

1. Be able to communicate to the extent that he can make his wants known and understand simple directions.
2. Be developed socially to the extent that his behavior does not endanger himself and the physical well-being of other members of the group.
3. Be emotionally stable to the extent that group stimulation will not intensify his problems unduly, that he can react to learning situations, and that his presence is not inimical to the welfare of other children.

AVAILABLE SERVICES, FACILITIES, AND SEQUENTIAL PATTERN FOR EFFECTIVE USAGE

AGE 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

ASSOCIATION FOR RETARDED AND PARENTS OF THE TRAINABLE RETARDED

TRAINING CENTER - SHELTERED WORKSHOP

PSYCHOLOGICAL ASSESSMENT AND EVALUATION

PARENT COUNSELING

CHILD CARE FOR MR/PH CHILDREN

SCHOOL PROGRAM FOR TRAINABLE RETARDED

ACTIVITY CENTER

DAY AND RESIDENTIAL CAMPING
RECREATION PROGRAM

DIAGNOSTIC AND MEDICAL EXAMINATION AND CARE

MENTAL HYGIENE CLINIC - CATHOLIC SOCIAL SERVICE - FAMILY SOCIAL SERVICE

NON-DENOMINATIONAL RELIGIOUS PROGRAM

EDUCATIONAL GOALS FOR TRAINABLE RETARDED PUPILS

1. To learn the basic self-help tasks such as eating, dressing, and cleanliness and to teach the child how to protect himself from common dangers in the home, school, and community.
2. To develop adequate social competencies in the home and other environments with which he comes in contact.
3. To develop language abilities so that his ability to communicate with others is enhanced.
4. To achieve a measure of economic usefulness and to become as independent as possible.

DISCIPLINE AND ITS RELATIONSHIP TO INDEPENDENCE

Many visitors remark at the apparent lack of discipline problems in the program. Two facts should be made clear at the beginning. First, there are discipline problems and, second, creating an atmosphere conducive to effective training and education takes effort, structuring, planning, and skill. These are some of the principles and practices used in providing such a climate in which to learn.

Talking teamwork and practicing teamwork must be synonymous. When a pupil enrolls in the school he soon discovers that there are LIMITS. By structuring his environment he soon knows what he can do and cannot do. We believe that this provides a more secure setting - one in which the child can progress more rapidly toward his goals.

Seeing that a child behaves is everyone's business. If a pupil impulsively leaves the room, goes off in a different direction, tries to run away, pushes someone else, or in any other way misbehaves, the closest person to him takes action. The "he's not in my class" attitude will not work.

The atmosphere of the school is vitally important. There is no substitute for a positive attitude. When the school personnel realize and understand the goals of the program, the program becomes more than custodial care for the children. A summation of the school's approach to discipline is:

1. Team approach
2. Structured environment and setting limits
3. Positive attitudes
4. Understanding the goals of the program

CHILDREN'S ASSISTANTS FOR MENTALLY RETARDED

DEFINITION:

A person who, under supervision, performs custodial duties in the areas of Special Education which would include the physically handicapped and mentally retarded; assists in the care and feeding of physically and mentally handicapped children at schools where such children are taught; and does related work as required.

EXAMPLES OF DUTIES:

Dresses, undresses, toilets, assists with therapy; checks bathrooms, puts away toys and equipment, and gets children to and from therapy as scheduled. Assists children to and from buses; puts on braces and takes braces off children. Sweeps, mops, dusts, polishes walls, furniture, mirrors, plumbing fixtures; fills and collects from dispensers; empties waste containers. Sweeps, dusts, and cleans assigned classrooms and offices; cares for supplies and equipment; makes minor repairs to clothing; performs special custodial tasks when requested by faculty members.

DESIRABLE QUALIFICATIONS:

Knowledge of:	Modern cleaning methods and the use and care of cleaning materials and equipment
Ability to:	Use cleaning materials and equipment with skill and efficiency Perform manual labor Understand and follow a work schedule and oral or written instructions Work cooperatively with others
Experience:	None required
Education:	Equivalent to completion of the eighth grade

SUGGESTIONS AND PROCEDURES FOR AN ADEQUATE SCHOOL LUNCH PROGRAM

At the beginning of each school year, the principal explains to the parents of new pupils the part the school lunch program has as a part of the curriculum and training of the child. The noon meal provides the teacher with an excellent opportunity to plan for a variety of homemaking activities as well as for such routine tasks as setting the table. (See "Table Setting Pattern", page 113). The lunch program is a time when "family style" serving is employed to give pupils an opportunity to practice table manners, passing of food, and at the same time, improving the child's coordination.

Since the school lunch program is a comprehensive educational unit, covering elementary grade through secondary and terminal age children, it is necessary to anticipate the size portions to be served and the number of servings. The amount of food consumed by the older pupils will be governed by a great many factors - size, maturity, activity in physical education, and the work done at the sheltered workshop. A homemaking unit should be provided so that the menus can be prepared by the pupils in the school. Such a project would, of course, be a part of the curriculum.

The school lunch menus are run in the Stockton Record and are announced over the radio during the week prior to that when served. The following is a typical week's menu. It is a well-balanced meal and meets the nutritional needs of the children.

Monday	Meat in gravy, steamed rice, buttered tomatoes, celery sticks, peanut butter sandwiches, and cherry pie
Tuesday	Fried chicken, parsleyed potatoes, cranberry sauce, lettuce wedge with French dressing, hot bread, and chocolate pudding
Wednesday	Chill beans with meat, savory rice, buttered spinach, raw vegetable salad or molded salad, cinnamon bread, and fruit crumble
Thursday	Meat loaf with gravy, mashed potatoes, carrot sticks, cornbread, and pineapple
Friday	Grilled cheese sandwiches, escalloped tomatoes, marinated kidney or pinto beans on lettuce, bread, fruit, and cookies

THE SAN FRANCISCO SOCIAL COMPETENCY SCALE

The San Francisco Social Competency Scale¹ is included in the curriculum guide to give the classroom teacher additional guide lines to use in lesson planning and to serve in present and future curriculum studies.

The Stockton Unified School District approved and participated in the "Study of the Effects of Community and Institutional School Classes for Trainable Retarded Children." The project began on March 15, 1957 and continued through June 30, 1961. From this study there developed an increasing awareness of the educational needs of trainable retarded children and the rehabilitation processes by which limited independence may be obtained.

We extend our appreciation to the Co-Directors of the study, Leo F. Cain and Samuel Levine; Research Associates Irving Tallman, Freeman F. Elzey, and Lorraine Baker for the use of the San Francisco Social Competency Scale and their close working affiliations and for their interest and desire to evaluate and establish criteria with which to pursue better curricula to develop the potential of the trainable retarded.

¹ San Francisco Social Competency Scale Form X-3, used by permission

APPENDIX B SAN FRANCISCO SOCIAL COMPETENCY SCALE FORM X-3

SELF HELP

1. UNDRESSING

1. Cannot undress self.
2. Takes off most clothing but cannot unbutton or unzip.
3. Takes off most clothing and can unbutton and unzip.
4. Completely undresses self.

2. FOOD PREPARATION

1. Cannot prepare simple food.
2. Can prepare foods not requiring mixing or cooking (e.g., can make sandwiches such as cheese spread, peanut butter).
3. Can prepare foods requiring mixing but not cooking (e.g., cold puddings, cold drinks).
4. Can both mix and cook simple foods (e.g., jello, oatmeal).

3. MAKING BEDS

1. Cannot make or undo bed.
2. Can undo but cannot make bed.
3. Can spread sheets and blankets on bed, but cannot tuck or put pillow in case. Can completely make bed, including tucking and putting pillow in case.
4. Can completely make bed, including tucking and putting pillow in case.

5. EATING

1. Cannot feed self.
2. Can hold utensils but can use only spoon in feeding self.
3. Successfully uses a spoon but sometimes spills with a fork.
4. Feeds self with a fork and spoon without spilling.
5. Can use spoon and fork and cut with knife in eating.

7. USE OF KNIFE

1. Cannot hold knife.
2. Can hold knife but cannot use.
3. Can spread butter or jam with knife.
4. Can cut soft food such as sausage, hamburger patties, French toast.
5. Can cup up meat if trimmed and removed from bone.

9. BRUSHING TEETH

1. Cannot hold toothbrush.
2. Can hold toothbrush but cannot brush teeth.
3. Can hold toothbrush, makes brushing motions, but does not brush properly.
4. Can hold brush, apply paste and get to mouth, but must be aided in actual brushing.
5. Can brush teeth unaided.

4. OPENING DOORS

1. Cannot open door.
2. Cannot open door requiring turning knob, but can push door open.
3. Can open door when knob turning is required.
4. Can open door and lock door with key.

6. SERVING FOOD

1. Cannot carry food without spilling.
2. Can carry only solid foods without spilling.
3. Can carry semi-solid foods without spilling.
4. Can carry a pitcher or glass of liquid without spilling.
5. Can carry and pour liquids without spilling (e.g., milk, juice, coffee).

8. BLOWING NOSE

1. Cannot blow nose.
2. Can blow nose but usually needs wiping.
3. Can blow nose but sometimes needs wiping.
4. Can blow nose, including wiping.

10. SWEEPING

1. Cannot sweep floor.
2. Can sweep floor where there are no obstructions; unable to pickup dirt in dustpan.
3. Can sweep under desks or tables but cannot pickup dirt in dustpan.
4. Can sweep under desks or tables and can pickup dirt in dustpan.

11. REMOVING OUTER CLOTHING

1. Cannot take off outer clothing.
2. Can take off outer clothing such as coats and jackets.
3. Can take off outer clothing such as shirts, pull-over sweaters, blouses, shoes, etc.
4. Can remove all outer clothing, including undoing back buttons, belts, etc.

13. DRESSING

1. Cannot put on any clothing.
2. Can put on clothing but cannot button or zip.
3. Can put on most clothing and can button and zip.
4. Dresses completely except for shoe tying and rain shoes.
5. Completely dresses self, including shoe tying and rain shoes.

15. FOLDING ARTICLES

1. Cannot fold any laundry items.
2. Can fold washcloths, towels and pillow-cases with help.
3. Can fold washcloths, towels and pillow-cases without any help.
4. Can fold washcloths, towels and pillow-cases without help, and sheets, blankets, and bedspreads with help.
5. Can fold all of above items without help.

17. CLEANING UP

1. When cleaning up spilled liquid he smears over larger area, making a bigger mess.
2. Blots up some liquid, but job must be completed by someone else.
3. Blots up liquid but area requires finishing touches by someone else.
4. Cleans up liquid and does not require someone to finish job.

12. CARE OF FINGERNAILS

1. Cannot clean or file fingernails.
2. Can clean nails with better hand but needs help with other hand.
3. Can clean nails on both hands.
4. Can clean and file nails on both hands.

14. PASSING FOOD

1. Cannot pass food.
2. Can pass bowls with solid food only.
3. Can pass plates with solid food only.
4. Can pass bowls with liquid or semi-solid food.
5. Can pass all items, including platters and trays with food on them.

16. CARE OF SHOES

1. Cannot wipe shoes.
2. Can wipe shoes but cannot brush or polish.
3. Can wipe and brush shoes but cannot polish.
4. Can clean, brush and polish shoes.

18. WASHING HANDS AND FACE

1. Although the child goes through the motions of washing hands and face, they must be redone by someone else.
2. After washing hands and face they must be partially redone by someone else.
3. Usually washes hands and face so they do not need redoing, but child needs to be checked each time.
4. Can wash hands and face without having to be checked.

19. DRESSING

1. Cannot put on any clothing.
2. Usually someone else must partly redo and complete the job (e.g., button correctly, put shoes on proper feet).
3. Adult must check job and frequently adjust clothing.
4. Job must be checked by someone else and necessary adjustments made by the child.
5. Dresses self adequately without having to be checked.

20. DOING TASKS

- When child indicates he is through with a task:
1. It must be completely redone by someone else.
 2. It must be partly redone by someone else.
 3. It is usually done adequately but someone else needs to check on how well it is done.
 4. There is no need to check because the child adequately carries out task.

21. CLEARING TABLE

1. Cannot clear table of unbreakable dishes.
2. Can clear table of unbreakable dishes and silverware but cannot scrape dishes and stack.
3. Can clear table of breakable dishes, glassware and silverware, but cannot scrape dishes and stack.
4. Can clear table, scrape and stack breakable dishes for washing.

22. PUTTING ON SHOES

1. Cannot put on shoes.
2. Can put on shoes and pull laces tight.
3. Can put on shoes and make first part of the knot.
4. Can put on shoes and tie bow.

23. CLEANING DISHES

1. Cannot stack or scrape dishes.
2. Can stack dishes but cannot scrape.
3. Can stack and scrape but cannot wash dishes.
4. Can wash and dry dishes.

24. TOILETING

1. Does not wipe self.
2. Sometimes wipes self.
3. Usually wipes self.
4. Nearly always wipes self.

25. KEEPING NOSE CLEAN

1. Does not keep nose clean.
2. Sometimes cleans nose.
3. Usually cleans nose.
4. Nearly always cleans nose.

INITIATIVE-RESPONSIBILITY

34. HANGING UP CLOTHES

1. Does not hang up clothes without being told.
2. Sometimes hangs up clothes without being told.
3. Usually hangs up clothes without being told.
4. Nearly always hangs up clothes without being told.

36. DRESSING

1. Does not initiate dressing.
2. Sometimes initiates dressing.
3. Frequently initiates dressing.
4. Nearly always initiates dressing.

38. OFFERING ASSISTANCE

1. Does not offer assistance to others.
2. Sometimes offers assistance to others.
3. Frequently offers assistance to others.
4. Nearly always offers assistance to others.

40. TELLING TIME

1. Cannot tell time.
2. Can tell time to nearest hour.
3. Can tell time to nearest half hour.
4. Can tell time to nearest quarter hour.
5. Can tell time to nearest five minutes.

SOCIAL SKILLS

35. CLEANING UP SPILLED LIQUIDS

1. Does not clean up after having spilled liquids (e.g., soup, water, paint).
2. Sometimes cleans up spilled liquids.
3. Frequently cleans up spilled liquids.
4. Nearly always cleans up spilled liquids.

37. CLEANING UP MESS

1. Does not take initiative in cleaning up own mess.
2. Sometimes takes initiative in cleaning up own mess.
3. Frequently takes initiative in cleaning up own mess.
4. Nearly always takes initiative in cleaning up own mess.

39. ANSWERING TELEPHONE

1. Does not take initiative in answering telephone.
2. Sometimes takes initiative in answering telephone.
3. Frequently takes initiative in answering telephone.
4. Nearly always takes initiative in answering telephone.

41. SHARING

When other children wish to share his favorite toy he:

1. Watches passively or cries.
2. Protests.
3. Shares if both play together with the toy, but otherwise does not share.
4. Shares, sometimes giving permission for others to play separately with toy.
5. Shares, frequently giving permission for others to play with the toy.

42. TRAFFIC SIGNS

1. Does not understand traffic signals or signs.
2. Understands a few traffic signs which do not require reading.
3. Understands most traffic signs which do not require reading.
4. Understands a few traffic signs which require reading.
5. Understands many traffic signs which require reading.

44. ANSWERING DOOR

1. When doorbell rings or there is a knock, child does not answer door.
2. Answers doorbell or knock, does not take message, does not call the appropriate person.
3. Answers door and calls appropriate person, but does not take messages.
4. Answers door, calls appropriate person, and when required, relays simple message such as, "Mr. A was here."

46. RESPECTING PROPERTY RIGHTS

1. Takes others' property even though he is told what belongs to him or to others.
2. Asks permission to use others' property, but does not return property to owner when he is through.
3. Asks permission to use others' property and will occasionally return property to owner.
4. Asks permission to use others' property and nearly always will return property to owner.

43. BORROWING-VOLUNTEERING

1. Frequently takes object when in use by others; does not permit use of his objects by others;
2. Takes others' objects when not in use; does not permit use of his objects by others.
3. Asks permission to use objects and, when asked, will permit others to use his objects.
4. Asks permission to use objects and volunteers use of his objects to others.

45. JOINING IN PLAY

1. Does not join others in play.
2. Sometimes joins others in play.
3. Frequently joins others in play.
4. Nearly always joins others in play.

47. PLAYING WITH OTHERS

1. Usually plays by self.
2. Plays with others but limits play to one or two children.
3. Occasionally plays with a larger group (three or more children).
4. Usually plays with a larger group (three or more children).

48. HELPING OTHERS

1. Never helps other children.
2. Helps other children only when they are playing together.
3. Sometimes stops his own play to help another child.
4. Usually stops his own play to help another child.

50. TELEPHONE

1. Cannot answer telephone.
2. Answers telephone, but unable to take message and/or call appropriate person.
3. Answers telephone, calls appropriate person. Cannot take message.
4. Answers telephone, calls appropriate person and takes messages.

52. GOING ON ERRANDS

1. Cannot be sent on errands to other people.
2. Can be sent on errands with note to other people.
3. Can be sent on errands without note if only one object is desired.
4. Can be sent on errands without note if not more than two objects are desired.

54. ATTENDING TASKS

1. Pays attention to tasks if time does not exceed five minutes.
2. Pays attention to tasks if time does not exceed ten minutes.
3. Pays attention to tasks if time does not exceed fifteen minutes.
4. Pays attention to tasks if time does not exceed twenty minutes.
5. Pays attention to tasks even if time exceeds twenty minutes.

49. CARE OF SELF

1. Adult must be with or near child at all times.
2. Child can be left alone in his own room with adult in the house.
3. Child can be left in house but adult must be close by (e.g., in the yard)
4. Child can be left alone in the house while adult visits neighbor or goes to store (short period, 20-30 minutes).

51. FREEDOM OF MOVEMENT

1. Does not go out of house or yard alone.
2. Goes out alone in the immediate area of the house.
3. Goes freely on his own block but does not cross any streets.
4. Goes several blocks alone.

53. BEHAVIOR IN PUBLIC

1. Cannot be taken to public places because he cries, becomes restless, or frightened, etc.
2. Can be taken to public places but must be held by hand or given constant reassurance.
3. Can be taken to public places but sometimes requires reassurance.
4. Can be taken to public places and seldom, if ever, requires reassurance.

55. DELIVERING MESSAGES

1. Cannot deliver messages by gesture or other means.
2. Can deliver a simple message by gesture only (one thought or action).
3. Can deliver a simple message verbally.
4. Can deliver a more complex message verbally (more than one thought or action).

57. RELATING OBJECTS TO ACTION

1. Cannot name objects in pictures or story.
2. Can name objects and people in pictures, but cannot indicate actions.
3. Can relate objects to action but unable to connect actions into a story.
4. Can connect actions in a picture to tell a story.

59. REPEATING

1. Cannot repeat sounds or words made by others.
2. Can repeat sounds made by others.
3. Can repeat most words made by others.
4. Can repeat complete sentences made by others.

61. SHARING

1. Does not indicate, even by gesture, that he wants someone to share something with him.
2. He indicates only by gesture that he wants someone to share something with him.
3. He indicates by gesture and limited speech but does not name object (i.e., "I want", "Give me").
4. Indicates that he wants someone to share with him by naming the object.

56. ANSWERING QUESTIONS

- When asked a question he:
1. Does not respond
 2. Responds by nodding, pointing, or other gesture.
 3. Responds by combination of gesture and speech, but oral response is limited (e.g., yes, no, etc.)

58. INDICATING WANTS

- At the table he:
1. Does not indicate his wants.
 2. Indicates his wants by gesture.
 3. Indicates his wants by saying, "I want that.", etc. (does not name food or object).
 4. Indicates his wants by specifically naming food or object (e.g., "Pass the potatoes", or "I want the spoon").

60. USE OF LANGUAGE

1. Says no words -- gestures only.
2. Says a few specific words (e.g., water, mother, father). Does not use sentences.
3. Speaks in complete sentences (e.g., "I want a drink", "I want a toy", etc.).
4. Speaks in more complex sentences, connecting a number of actions or statements.

62. SPONTANEOUS SPEECH

1. Rarely speaks spontaneously in group situations, even when question is directed to him.
2. Responds in group situation only if question or command is directed to him.
3. Sometimes speaks spontaneously in a group situation.
4. Usually speaks spontaneously in a group situation.

63. FOLLOWING INSTRUCTIONS

1. Cannot follow familiar instructions.
2. Can carry out one familiar instruction.
3. Can follow new instructions given one at a time, as well as familiar ones.
4. Can follow several new instructions given at a time as well as familiar ones.

65. INDICATING DISLIKES

1. Cannot indicate dislike by gesture or other means.
2. Can indicate whether he likes an object offered him, but is unable to indicate by any means what he wants.
3. Indicates his dissatisfaction with object offered him and can indicate by gesture what he wants.
4. Verbally states his dissatisfaction with object and specifically requests what he wants.

67. IDENTIFICATION

1. Can state first name only.
2. Can state full name.
3. Can state full name and address.
4. Can state name, address and telephone number.

69. PLAYING WITH OTHERS

1. Does not ask to play with other children.
2. Indicates by gesture his desire to play with other children but does not name people or activity.
3. States his desire to play with other children but does not name people or activity (e.g., "I want to play.").
4. States his desire to play with others, naming people and/or activity (e.g., "I want to play ball with John", or "I want to jump rope with Mary.")

64. SPEAKING TO ADULTS

1. Does not speak to adult friends or adults visitors.
2. Speaks only to close friends or the family.
3. Speaks to adult visitors if he has met them before.
4. Speaks to most adult visitors, even if he has not met them before.

66. CLARITY OF SPEECH

1. Communicates by gesture only.
2. Can speak, but speech is frequently indistinct.
3. Speech is somewhat clear but is occasionally indistinct.
4. Speech is generally clean and distinct.

68. GOING PLACES

- When he wishes to go someplace:
1. Indicates by gesture only.
 2. Indicates by using simple words (e.g., "zoo", "store").
 3. Indicates by using short phrase (e.g., "go store", "go zoo").
 4. Indicates by using complete sentences.

70. COMMUNICATING UNHAPPINESS

- When unhappy he:
1. Cries or runs away without explaining reason for his unhappiness.
 2. Kicks or screams at offending object.
 3. Seeks help by crying and searching out an adult, but is unable to explain his unhappiness.
 4. Expresses his feelings and the cause of his unhappiness.

71. ANSWERING DOOR

1. Does not gesture or speak, just stands there.
2. Indicates that someone is at the door by gesture only.
3. Indicates that someone is at door by gesture and limited speech (i.e., "Man there").
4. Indicates that someone is at door by using complete sentence.

72. BREAKING OBJECTS

- After he has broken something he indicates what has happened by:
1. Crying.
 2. Pointing to the broken object.
 3. Saying, "I broke it", or "I broke the glass", etc. (names object).

SUGGESTED FACILITIES, EQUIPMENT, INSTRUCTIONAL MATERIAL AND SUPPLIES FOR TRAINABLE RETARDED

Classroom Facilities

Size: It is recommended that 60 square feet of space per child be allowed.

Location: so that needs of multiple handicapped can be met.

Sink and Counter: running water, both hot and cold, are necessities in order to develop properly the activities centering around economic usefulness and self-care.

Toilets and Lavatories: activities centering around good grooming and self-help in personal habits make it imperative that toilets and lavatories be in close proximity to the classroom.

Electrical Outlets: at least one on each side of the room is needed.

Storage Space: open shelves, closed cupboards and bins for toys, books, paper, clay, lumber, tools, concrete articles, etc. are needed. In addition to coat closet space, individual bins should be provided for each pupil's use so that he can get and put away his own belongings. Importance of keeping things orderly is part of the training provided.

Teachers need an area for maps, records, and instructional supplies.

Bulletin Boards and Black Boards: the amount of space devoted to this type of equipment depends upon the class makeup. Older groups should have considerably more area devoted to this type of equipment.

Use of Room: Routine and consistency are two cardinal principles with these children. For these reasons the room cannot be shared by another group either during the day, after school, or over the week-end. It is impossible for a teacher to develop a suitable training program when equipment and supplies are being used and disarranged by others.

Playground Area

The playground area should be large enough to provide for several group activities and organized games at the same time.

EQUIPMENT

flag
1 filing cabinet

1 stapler
1 phonograph, 3 speed

movable divider screens
1 paper cutter

EQUIPMENT (Continued)

1 kiln
1 full-length mirror
aquarium, terrarium or animal cages
broom, mop, dustpan

1 piano
1 double painting easel
12 stacking cots or resting pads
First Aid Kit

1 long work or project table
1 tape recorder (for school)
1 16 mm sound projector (for school)

INSTRUCTIONAL MATERIALS AND SUPPLIES

toy store equipment
service station
children's housekeeping set
child size kitchen equipment
postal station
farm set
ring toss game
hollow building blocks
hammer and peg board
wooden inset puzzles, varying difficulty
interlocking play block toys
dolls
doll furniture
doll house
doll buggy
doll bed
sewing cards
knitting frames
knitting spools
yarn, wool
buttons, thimbles, needles, assorted sizes and colors
picture puzzles
lacing and typing frame
play money
wooden and plastic beads for stringing
shoe button beads and elastic for stringing
colored spools
toy telephone
dress up clothes
clock dial with movable hands
zipper and button boards

bottom pictures
T-tiles and fiberboard
rhythm band instruments (bells, tambourines, triangles, drums, cymbals, sand blocks, rhythm sticks)
design blocks
rubber molds, casting powder
small play blocks, asst. sizes
abacus counting frame
looms for making hot pads
jersey loops
leather craft materials
cloth for sewing
plastic containers-1/2 pint, 1 pint, 1 quart
bean bags
assorted children's records
simple lotto games
peg boards
scales
educational thermometer
water color sets
water color brushes
weaving mats with wooden slats
colored construction paper
white drawing paper
poster paints
finger paints
chalk, white and colored
paste, glue
modeling clay
colored pencils
crayons, thick and thin
finger paint paper
poster paper

paper plates for painting
paper cups
paper straws
plastic straws
paper clips
cord, twine, thread
oak tag paper
heavy wrapping paper
pipe cleaners, asst. sizes and colors
scotch tape
thumb tacks
rubber bands, asst. sizes
paper towels
tape measure
yard sticks
scissors and carrying rack
12" rulers
paper punch
brass fasteners, round head

PLAYGROUND EQUIPMENT

large pipes or similar objects
for climbing through, over,
around, under and exploring

1 slide
1 sandbox

1 jungle gym
1 balance bar

PHYSICAL EDUCATION EQUIPMENT

tumbling mats
indoor social games
jumping ropes
soccerballs

softballs
footballs
basketballs
utility balls, rubber, asst. sizes

whistles
rubber bases, 1 set
baseball bats

INDIVIDUAL PUPIL NEEDS

toothbrush
toothpaste
washcloth
hand towel

facial tissue
nail file
drinking glass
apron

comb
deodorant
soap
change of clothing (optional)

DAILY SENDS FOR TRAINABLE RETARD

SCHEDULE FOR TRAINABLE RETARDED
Orientation Group

School _____ School Month _____ Week _____ Teacher _____

HOOR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-					
9:10	Opening Exercises (outdoors)	Roll Call	Flag Salute	Lunch Money	
9:10-					
9:25	Greeting Song	Opening Exercises (inside)	Sharing Time	Oral Activities	
9:25-					
9:35			Rhythms		
9:35-	Numbers and Identification	Health and Safety	Numbers and Identification	Health and Safety	Numbers and Identification
9:45					
9:45-					
9:50		Toilet Routine		Good Habits	
9:50-					
10:15			Arts and Crafts		
10:15-					
10:35		Recess and Games		Sharing With Other Groups	
10:35-					
10:55			Rest (Music)		
10:55-					
11:00		Toilet Routine		Good Habits	
11:00-					
11:25		Lunch		Manners	
11:25-					
11:45			Music		
11:45-					
11:55		Story Time		Goodbye Song (Red Record)	
11:55-					
12:00		Preparation and Cleanup		Goats	Go To Bus
12:00-					

SCHEDULE FOR TRAINABLE RETARDED
Primary Group

School _____ School Month _____ Week _____ Teacher _____

HOUR	SCHEDULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
11:30-	Buses Arrive	Teacher and Children's Assistant meet buses. Children get help in taking off coats or jackets before entering cafeteria.				
11:35-	Lunch	Teacher and Children's Assistant supervise lunch program. Table manners, self-help, proper handling of utensils, etc., are emphasized.				
11:55-	Bathroom	Children's Assistant supervises bathroom routine (washing hands, etc.). Teacher readies other children for brushing teeth.				
12:00-	Brush Teeth	Teacher supervises brushing teeth. Emphasis on proper method of brushing teeth and cleanliness stressed.				
12:20-	Line Up for Exit	Class assembles for line-up routine. Class and teacher start back to classroom in orderly manner.				
12:25-	Class Opening	Flag salute; one familiar song. Discuss lunch menu and balanced meals. Discuss what the class will be doing for remainder of school day. Sharing time.				
12:40-	Readiness Period	Number and color concepts. Class works with flannel board, cut out construction paper numbers, objects brought from home, etc. Counting in concrete forms, using familiar objects or persons. Tracing numbers, etc.				
1:00-	Language Arts	Story read aloud to class by teacher. Class might have puppet show, re-enact the story on flannel board or with paper figures. Speech training.				
1:15-	Outdoor Activity	Class is taken out to courtyard by teacher for organized games and for free play with outdoor equipment.				
1:30-	Bathroom and Rest Period	Class is taken to bathroom by Children's Assistant and teacher. Supervised washing period. Class is taken back to room for rest period (on mats).				
1:55-	Art and Music	Individuals choose puzzles, records, rhythm band instruments, story, painting, or free-hand drawing. (Working with clay and the playhouse are the most popular with most children.) Training in proper usage of the various art materials.				
2:15-	Evaluation	Teacher helps class evaluate day's work. What did we do? Did we enjoy doing it? What would we like to do tomorrow?				
2:25-	Dismissal	Five minutes allowed for passing out notes, putting on coats and jackets and lining up to go to the bus.				

SCHEDULE FOR TRAINABLE RETARDED
Primary - Intermediate Group

School _____ School Month _____ Week _____ Teacher _____

HOOR	SCHEDULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:40-						
8:45	Buses Arrive					
8:45-	Opening	Children are met at front door and lunches are taken to cafeteria.				
9:00	Exercises	Children hang coats and jackets on hangers. While children are at circle take count for attendance and lunches.				
9:00-						
9:20	Language	Flag salute and opening song			Weather discussion	
9:20-						
9:35			Number Concepts			
9:35-						
10:00			Readiness			
10:00-						
10:05			Bathroom			
10:05-						
10:30			Games			
10:30-						
10:40			Rest (at tables, heads down)			
10:40-						
11:00			Literature		Get Ready For Lunch	
11:00-						
11:30	Lunch	Good Manners -- Serving Procedures -- Scrape Trays -- Clean-Up				
11:30-						
11:45		Bathroom	Wash Up		Brush Teeth	
11:45-						
12:45	Rest Period	Mats on floor, towels for covers; absolute quiet, music by phonograph record				
12:45-						
1:00			Song or Story			
1:00-						
1:10		Bathroom	Drink		Back To Room	
1:10-						
1:45			Activity Period			
1:45-						
1:50	Evaluation Period	What did we do? Were we good workers?				
1:50-						
2:00	Fun Time	Free Activity Period				
2:00-						
2:10	Dismissal	Clean up and get ready to go home. Pass out notes, papers; put on coats and jackets and line up for buses.				



SCHEDULE FOR TRAINABLE RETARDED
Intermediate Group

School _____	School Month _____	Week _____	Teacher _____			
HOUR	SCHEDULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:40-						
9:00	Buses Arrive	Teacher meets buses as they unload; choice of games, puzzles, etc.				
9:00-	Opening Exercises	Flag Salute, singing of "America". Roll Call. Collection of lunch money, count for milk and lunch (name child to serve as "counter").				
9:15		Oral Activities				
9:15-		Communication				
9:30		Speech Development				
		Speech Drill				
		Listening				
		Language Arts				
9:30-		Story Time - Holiday Stories				
10:00		Films, Filmstrips				
10:00-						
10:05		Bathroom and Lavatory Training				
10:05-						
10:25	Directed P.E.	Organized Outdoor Games				
10:25-						
10:30		Bathroom and Lavatory Training				
		Wash Hands				
10:30-		Number Development				
10:55		Vocabulary Building				
10:55-		Identification				
11:00		Clean Up and Prepare for Lunch				
11:00-		Lunch at Assigned Tables				
11:30		Table Manners				
11:30-						
11:45		Bathroom and Training on Brushing Teeth				
11:45-		Finish up work projects left from morning				
12:00		Evaluation of morning's work				
12:00-						
12:15		Rest Period				
12:15-						
12:35		Relief Period				
12:35-						
12:40		Put Away Blankets and Clean Up				

(Continued, page 34)



SCHEDULE FOR TRAINABLE RETARDED
Intermediate Group (Continued)

HOOR	SCHEDULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12:40-	-----		Social Development			
1:10	-----		Health			
			Science			
			Safety			Use practical events that pertain to the life of the retarded.
			Current Events			
			Auditory and			
			Visual Discrimination			
1:10-			Rote Singing			
1:30	Music	-----	Rhythm Bands			
			Rhythm Singing Games			
			Folk Dancing			
1:30-	Directed					
1:50	Creative Art	Free choice when directed activity is completed: Puzzles, Blocks, Clay, Crayons, Beads, and Games				
1:50-						
2:00	Clean Up	Evaluation of day's work; suggestions for next week. Training in putting on outer garments and gathering up possessions. Distribution of notes, etc.				

CURRICULUM OUTLINES FOR:

Orientation or Beginning Groups

Beginning Primary Group

Intermediate Group

ORIENTATION OR BEGINNING GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
9:00-9:15	<u>Opening Exercises</u>	
	Flag Salute	Flag salute can be done prior to coming into school
	Roll Call	Registers or Class Enrollment Sheets
	Collection of Lunch money	Room Organizer (cardboard folder for tickets)
	Routine Tasks: Hang up coats and jackets Announcements, etc. Close doors, etc.	Helper Chart
	Greeting Songs (See Appendix)	1. "The More We Get Together" 2. "Clap Your Hands" 3. "Where Is _____?" 4. "Here We Go Walking Round and Round"
	Finger Plays: (See Appendix)	1. "A Ball For Baby" 2. "Open, Shut Them" 3. "Two Little Blackbirds" 4. "Follow The Leader" 5. "Busy Windshield Wiper" 6. "This Piggy Went To Market" 7. "Eency, Weency Spider" 8. "Sometimes I'm Tall"

(Continued)

TEACHER'S COMMENTS

ORIENTATION OR BEGINNING GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
9:00- 9:15	Action Songs (See Appendix)	1. "My Hands Upon My Head" 2. "My Head, My Shoulders, My Knees, My Toes"
	Exploring and Sharing Time Seasonal experiences Texture and Identification of Items Self Image	1. Halloween Experience: Pumpkin: Hold it, touch it, tell what it is. Say the word "pumpkin". 2. Leaves: Pass leaves around the circle, feel them, talk about the color. 3. Fruits and Vegetables: Identify them, pass around the circle, feel, smell them, talk about color, texture and taste.
9:15- 9:20	Choosing Time	Children choose activity they wish to explore during the next period.
9:20- 9:40	<u>Work Activities</u> A. Children may work individually with a variety of coordinated activities B. Special Projects	Doll house, blocks, puzzles, crayons, easel paints, peg boards, beads, trucks 1. Gingerbread Man: Teacher cuts out the form of the man. Children paste forms on poster paper.

(Continued)

TEACHER'S COMMENTS

ORIENTATION OR BEGINNING GROUP

<u>TIME</u>	<u>AREAS AND ACTIVITIES</u>	<u>INSTRUCTIONAL AIDS AND SUGGESTIONS</u>
9:20- 9:40	<u>Work Activities (Continued)</u>	<ol style="list-style-type: none">2. Mosaics: Children paste scraps of colored paper on sheet of white poster paper.3. Halloween: <u>Ice Cream Carton Masks</u> Use 2-1/2 gallon size ice cream carton. Put on child's head, measure eyes, nose, and mouth. Cut out parts. Paint with tempera and decorate.
9:40- 9:45	<u>Cleanup and Evaluation</u> A. Training in replacing all materials and objects used in work activity B. Evaluation of projects that have been completed and objects that have been made. Show and discuss.	Work with two children at a time. Aid from the Children's Assistant is necessary. Scissors, colored paper, blocks, paints, crayons, beads, and puzzles
9:45- 10:10	<u>Physical Education</u> <u>Supervised play in play yard</u>	Coordinating Exercises: Bouncing large ball, rolling ball, slides, climbing and sitting, monkey bars, swings, hoola hoops, hopping, running, walking, jumping, sand box, balance bar, wagons, tricycles, wheel toys, digging, pouring, carrying

TEACHER'S COMMENTS

ORIENTATION OR BEGINNING GROUP

<u>TIME</u>	<u>AREAS AND ACTIVITIES</u>	<u>INSTRUCTIONAL AIDS AND SUGGESTIONS</u>
10:10- 10:20	<u>Bathroom Training</u> Self-help training	Lavatory, wash hands, toilet training
10:20- 10:40	<u>Rest Period</u>	Rest on mats Collect mats, place on tables, put away
10:40- 10:50	<u>Monday</u> Use records and record player	1. <u>Singing Games:</u> "Did You Ever See A Lassie?" "Mulberry Bush" "Big Gray Cat" "I'm Dressing Myself" "I'm A Little Teapot"
	<u>Tuesday</u> Creative Rhythms	1. Folk Dance: "Hokey Pokey" 2. Fundamental Rhythms: <u>Elementary Rhythms</u> by Phoebe James <u>Walking Through</u> by Ruth Evans
	<u>Wednesday</u> Filmstrips: Use filmstrips and projector	Use films related to Social Living Units: Zoo, circus, pets, farm animals, home, and family
	Unit: Pets and Farm Animals	1. Filmstrips "Fluffy, the Chick" "Little Red Hen"

(Continued)

TEACHER'S COMMENTS

ORIENTATION OR BEGINNING GROUP

<u>TIME</u>	<u>AREAS AND ACTIVITIES</u>	<u>INSTRUCTIONAL AIDS AND SUGGESTIONS</u>
10:40-10:50	<u>Wednesday</u> (Continued)	2. Records: "Little Red Hen" 3. Songs: "Old MacDonald Had A Farm" "Baa, Baa, Black Sheep" "Getting Up Song" 4. Stories: "Three Little Pigs" "Little Red Hen" 5. Finger Plays: "This Little Pig" "Two Little Blackbirds" "Five Little Kittens" "Telephone Poles" (See Appendix)
	<u>Thursday and Friday</u>	
	<u>Rhythm Band</u> Choose leader to start band	Use simple rhythm instruments with piano or records Piano: "Anchors Aweigh" "Halls Of Montezuma" "Caissons Go Rolling Along" "Yankee Doodle" "Whistler And His Dog" "Amaryllis" "Country Gardens" "Turkey In The Straw"

(Continued)

TEACHER'S COMMENTS

ORIENTATION OR BEGINNING GROUP

<u>TIME</u>	<u>AREAS AND ACTIVITIES</u>	<u>INSTRUCTIONAL AIDS AND SUGGESTIONS</u>
10:40- 10:50	<u>Thursday and Friday (Continued)</u>	<u>Records:</u> <u>Nursery School Rhythms</u> by Phoebe James <u>Rhythm Orchestra</u> by Phoebe James
		<u>Instruments:</u> Rhythm Sticks, Wrist Bells
		<u>Leader:</u> Child chosen starts rhythm band, other children watch the leader and hold sticks up until leader says, "Play."
10:50- 11:00	<u>Speech Training and Color Training</u>	<u>Color Chart</u> Objects for matching
		1. Identify colors on chart, say name of color. Match same colored object to color on chart
		2. Show a picture. Identify objects and tell a story about the picture.
	Speech games and sounds	Use simple speech games
11:00- 11:15	<u>Health</u>	
	<u>Personal cleanliness</u>	
	1. Preparation for lunch	
	2. Training habits	
	3. Lavatory, toilet training	
	4. Wash hands before eating	

TEACHER'S COMMENTS

ORIENTATION OR BEGINNING GROUP

<u>TIME</u>	<u>AREAS AND ACTIVITIES</u>	<u>INSTRUCTIONAL AIDS AND SUGGESTIONS</u>
11:15-	<u>Lunch</u>	
11:45	Lunch training Good table manners Develop ability to use silver, napkins	Lining up to go to the cafeteria Instructions on taking turns Silverware
11:45-	<u>Preparation For Closing School Day</u>	
12:00	Prepare for going home; get things that are to be taken home. Put on coats and jackets. Training in putting on coats, jackets, mittens, buttons "Goodbye Song"	Song: See Appendix

TEACHER'S COMMENTS

PRIMARY GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
11:00-11:55	<u>Lunch -- Cleanup</u> Training in good manners, ability to use silverware, napkins Table cleanup and stacking dishes	
11:55-12:05	<u>Lavatory</u> Toilet training, brushing teeth, washing and drying hands	Face towels and soap, toothbrush and tooth paste
12:05-12:15	<u>Health Inspections</u> Inspection of hands, nails, face, ears, and teeth	
12:15-12:25	<u>Music</u> Rote Singing: 1. Learn by listening to records 2. Teacher sings phrases 3. Children sing phrases 4. Teacher and children sing whole song together	Songs: 1. "Mary Had A Little Lamb" 2. "I'm A Little Teapot" 3. "Old MacDonald Had A Farm" 4. "Oats, Peas, Beans and Barley"
12:25-12:55	<u>Physical Education - Recess</u> Training in big muscle coordination First and Third Weeks	Children line up and each child has a turn to participate 1. Balance Bar 2. Slides 3. Swings 4. Horizontal Bars 5. Jungle Gym 6. Children's Choice

(Continued)

TEACHER'S COMMENTS

PRIMARY GROUP

TIME

AREAS AND ACTIVITIES

INSTRUCTIONAL AIDS AND SUGGESTIONS

12:25- Physical Education - Recess (Continued)
12:55

Second and Fourth Weeks

Organized Games
Hot Potato
Bouncing Ball
Hoola Hoops
Children's Choice

12:55-

Lavatory

Toilet training and washing hands

Soap, brushes

1:00

Readiness Activities

1:00-
1:15

Calendar Recognition:

Discuss day of week each day
Place number on calendar

Pocket chart type calendar

Name Recognition:

Children sit in a circle. Use a "Busy Bee Chart" with children's names on cards and cards placed in pockets of chart. Teacher chooses a child to identify name. Repeat with each name card.

Busy Bee Pocket Chart:

Pocket chart cards with name of each child

TEACHER'S COMMENTS

PRIMARY GROUP

<u>TIME</u>	<u>AREAS AND ACTIVITIES</u>	<u>INSTRUCTIONAL AIDS AND SUGGESTIONS</u>
1:15- 1:30	<u>Creative Activities</u> Training in use of crayons, easel paints, scissors, paste. Draw pictures using crayons to illustrate objects that have been discussed in previous periods of the day.	<u>Special Projects:</u> Thanksgiving: 1. Make turkeys from paper plates, paint plates with tempera. Cut strips of colored paper for tail and make wattles from colored paper. Fasten tail and wattles in place with staples. 2. Make Indian teepees by cutting half-circles from colored construction paper. Make design on edges with crayons. Staple in cone shape and cut door. 3. Room decorations: Cut turkeys and leaves from construction paper, color with crayons.
1:30- 1:50	<u>Number Readiness</u> Use flannel board to illustrate number concepts. Use flannel figures for counting.	Flannel board Flannel figures (Holiday Set, Gel-Sten No. 25)
	<u>Language Arts</u> Use audio visual material such as film strips, story records, slides, flash cards to stimulate language development.	Film strips, story records, slides, and flash cards

(Continued)

TEACHER'S COMMENTS

PRIMARY GROUP

<u>TIME</u>	<u>AREAS AND ACTIVITIES</u>	<u>INSTRUCTIONAL AIDS AND SUGGESTIONS</u>
1:30- 1:50	<u>Language Arts (Continued)</u> Children describe objects in materials used. Tell color and use of object, where it is found, and what they like about it.	
1:50- 2:00	<u>Children's Choice Of Activities</u> Monday, Wednesday, and Friday Tuesday and Thursday	Blocks, beads, peg boards, and puzzles Child's choice of trucks, doll house in addition to above items
2:00- 2:15	<u>Rest Period</u> Children rest on mats	Mats: Paper towels for each child
2:15- 2:25	<u>Rhythm Instruments</u> Monday, Wednesday, and Friday Use records to stimulate participation with rhythm instruments	Record: <u>Rhythm Activities</u> - R.C.A. Victor, Vol. 1
2:25- 2:30	<u>Tuesday and Thursday</u> Creative Rhythms - Bodily Movements <u>Cleanup and Evaluation</u> Evaluation at end of each work period on Friday	Record: <u>Childhood Activities</u> by Ruth Evans Teacher evaluates with children

TEACHER'S COMMENTS

INTERMEDIATE GROUP

<u>TIME</u>	<u>AREAS AND ACTIVITIES</u>	<u>INSTRUCTIONAL AIDS AND SUGGESTIONS</u>
9:00-	<u>Opening Exercises</u>	
9:15	Flag salute and singing of "America" Roll call, lunch count and collection of lunch money	Teacher selects a child to serve as "counter"
9:15-	<u>Speech Development</u>	
9:30	1. Use simple tongue and lip exercises. Have each child do the exercises individually, then have the group do them together.	<u>Sounds For Little Folks, Speech Improvement, Speech Correction, Expression Co., Boston, Mass.</u>
	2. Use pictures of objects and have the group say the name of the object. Let the children watch the teacher's lips and tongue when she says the word. Let each child say the word.	<u>Sound Games, Speech Correction For Your Very Young, Alice L. Woods, Dutton & Co., Inc.</u>
	3. Have each child look into a mirror to see how his tongue and lips perform and "exercise."	Jack-In-The-Box, Barrows and Hall, Expression Co., Boston, Mass.
	4. Use poems with sounds that are being used. Teacher says part of the line, children add proper word. Do as a group and do individually with each child.	

(Continued)

TEACHER'S COMMENTS

INTERMEDIATE GROUP

<u>TIME</u>	<u>AREAS AND ACTIVITIES</u>	<u>INSTRUCTIONAL AIDS AND SUGGESTIONS</u>
9:00-	<u>Speech Development (Continued)</u>	
9:15	5. Dramatize being a witch, an owl, a doctor for the vowel sounds: "e", "ah", and "oo."	
9:30-	<u>Social Studies</u>	
9:45		<u>Filmstrips</u> Learning About Our Flag Celebrating Flag Day Flag Etiquette
	Practice "America" and other patriotic songs,	
	Saying the flag salute is a way of saying that we love our flag and the country we live in. To say the salute we stand up straight and tall with our right hand over our heart and our left hand at our side.	
	Practice raising the right hand and placing it over the heart. Practice keeping the left hand and arm straight down at the left side. Learn the flag salute phrase by	
	(Continued) phrase.	

TEACHER'S COMMENTS

INTERMEDIATE GROUP

<u>TIME</u>	<u>AREAS AND ACTIVITIES</u>	<u>INSTRUCTIONAL AIDS AND SUGGESTIONS</u>
9:30-	<u>Social Studies (Continued)</u>	
9:45	Indicate the ways in which we show respect to our parents and our country: 1. obeying laws (respect for authority) 2. helping others 3. following instructions 4. trying to do our best 5. sportsmanship	<u>Moral and Spiritual Values</u> , Ventura County Board of Education. A copy is available from the Special Education Library, S.U.S.D.
9:30-	<u>Physical Education and Recess</u>	
10:15	<u>Large muscle coordination:</u> walk, jump, march, run, hop, and skip <u>Eye and muscle coordination:</u> bouncing, catching, and throwing balls of different sizes	Walking Games: "Follow The Leader" Marching Games: "Follow The Leader" Hopping Games: "Hop Like Bunnies" Skipping Games: "Drop The Hankie" Jumping Games: "Jump Rope" and "Jump Like Frogs" Running Games: "Grannle Tipple Toe" Use playground balls: 6", 8-1/2", and 10" Use plastic fun balls
	<u>Simple organized games:</u> "Drop The Hankie," "Sky Ball," "Lykins Ball," "Dodge Ball," "Grannle Tipple Toe," "Peggy On The Bounce," and simplified version of kick ball	<u>Education Through Physical Activities:</u> O'Keefe and Fahey, C.V. Mosby Co.

(Continued)

TEACHER'S COMMENTS

INTERMEDIATE GROUP

<u>TIME</u>	<u>AREAS AND ACTIVITIES</u>	<u>INSTRUCTIONAL AIDS AND SUGGESTIONS</u>
9:45-10:15	<u>Physical Education and Recess (Continued)</u> <u>Singing Games:</u> "Turkey, Turkey," "Did You Ever See A Lasse?" "London Bridge," and "Mulberry Bush"	Use the music series for singing games.
10:15-10:55	<u>Number Readiness</u> <u>Rote Counting:</u> Rote counting from 1 to 10 of such things as children, sheets of paper, pencils, chairs, scissors, tables, lunch mates, lunches, milk, water color pans, paint brushes, and letters to go home. <u>Ordinals:</u> Place youngsters in a line or seat them in a row of chairs. Find the first and last. Have the last child in line sit down; use first and last child in forming lines for P.E. and music. <u>Recognition of numbers:</u> 1. Let each child pick out the number he is working with and place it on the flannel board. Let him choose the number of objects to go with his number. 2. Point to a number on the flannel board. Have the youngsters identify the number and count the objects.	Use flannel board, flannel cutouts of numbers 1 - 9.

TEACHER'S COMMENTS

(Continued)

INTERMEDIATE GROUP

<u>TIME</u>	<u>AREAS AND ACTIVITIES</u>	<u>INSTRUCTIONAL AIDS AND SUGGESTIONS</u>
10:15-10:55	<u>Number Readiness (Continued)</u> 3. Have the youngsters bring, jump, or clap the number they are working with in the group. Pick out the flannel number and place it on the board.	Flash cards with objects Flash cards with numbers
10:55-11:00	<u>Cleanup and Lavatory</u> Go to lavatory, wash hands for lunch. Be seated at the tables.	Put materials away, put chairs up to the tables. Hand inspection
11:00-11:30	<u>Lunch</u> Practice good table manners. Chew the food well, teeth are made to bite and chew with. Assign room helpers for lunchroom and table cleanup after lunch.	Eat with mouth closed. Learn to hold silverware, and to use knife and napkin. Learn how to use a straw. Save the dessert for last. See Table Setting Diagram in Appendix.

TEACHER'S COMMENTS

INTERMEDIATE GROUP

<u>TIME</u>	<u>AREAS AND ACTIVITIES</u>	<u>INSTRUCTIONAL AIDS AND SUGGESTIONS</u>
11:30-	<u>Rest Period</u> Assign blankets to each youngster. Practice resting quietly.	
12:15	After rest period, practice folding blankets and replacing them in their box. Assign duties for light switches and pulling shades.	
12:15-	<u>Readiness Activities</u>	
12:45	<u>Language Development:</u> 1) Use picture stories to stimulate language development in the use of descriptive words and use of sentences. 2) Discuss pictures and the stories they tell as a group and tell about what is going on in the pictures. 3) Let each child tell his story about the pictures. Encourage the use of detailed description.	Flannel board and cutouts Flannel board stories "Weekly Surprise" "Fun With Pictures" "We Read Pictures"
	<u>Visual Discrimination:</u> 1) Use flannel cut outs. Place three of one kind with one that is different. Let the youngsters pick out	

TEACHER'S COMMENTS

(Continued)

INTERMEDIATE GROUP

<u>TIME</u>	<u>AREAS AND ACTIVITIES</u>	<u>INSTRUCTIONAL AIDS AND SUGGESTIONS</u>
12:15- 12:45	<u>Visual Discrimination (Continued)</u> the one that does not belong with the group of figures. 2) Place various flannel cutouts on the board. Hold up an object and have the youngsters find the one on the board that is like it.	
	<u>Flannel Board Stories:</u> Use flannel board story cutouts. Tell the story to the class, putting up the flannel figures as the story is told. Take down the figures and let the class arrange the figures in sequence and tell the story as the figures are put on the board.	
	<u>Story Records:</u> Listen to a story record. Play it several times during the week and discuss the story as a group. Let the youngsters retell the story as a group and individually.	Story Records - See list in Audio-Visual Catalog Record Player
	<u>Audio Discrimination</u> 1) Use various rhythm instruments. Have the class sit in a circle, teacher sits behind them and shakes wrist bells or taps rhythm sticks. Let each child identify the sound.	<u>Rhythm Instruments:</u> rhythm sticks wrist bells drum

TEACHER'S COMMENTS

(Continued)

INTERMEDIATE GROUP

<u>TIME</u>	<u>AREAS AND ACTIVITIES</u>	<u>INSTRUCTIONAL AIDS AND SUGGESTIONS</u>
12:15- 12:45	<u>Readiness Activities (Continued)</u> 2) Close eyes. Listen for sounds in the classroom or out-of-doors, identify the sounds. See how many sounds you can hear.	
	3) Tap on the drum and have youngsters count the number of taps.	Drum
	4) <u>Play "Doggie"</u> : One child sits in a chair with his eyes hidden. Eraser is placed on his chair. A child is chosen to go up and "steal the bone". He whispers, "Doggie," and returns to his seat. Class calls, "Doggie, doggie, who has the bone?" Child from whom the bone is stolen guesses who has the bone.	Eraser
12:45- 1:00	<u>Recess</u> Supervised free play in the play yard.	
1:00- 1:20	<u>Music Rhythms</u> <u>Monday and Friday:</u> <u>Rote Singing:</u> Integrated rote singing with center of interest being discussed during social studies period.	
(Continued)		

TEACHER'S COMMENTS

INTERMEDIATE GROUP

<u>TIME</u>	<u>AREAS AND ACTIVITIES</u>	<u>INSTRUCTIONAL AIDS AND SUGGESTIONS</u>
1:00-	<u>Music Rhythms (Continued)</u>	
1:20	We sing "America" because it is the song of our country and like our salute to the flag is a way of saying that we love the country that we live in.	Records: "America" - R.C.A. Victor Band "Patriotic Songs" - Columbia Record
	The song "America" was written a long time ago. It is a very old song and everybody should know the words to the song. We are going to learn the words so that we can teach our little sisters and brothers the words.	
	Teach the words phrase by phrase. Sing the words with the piano and with the record. Let the boys sing the words, the girls hum. Finish the music period with all singing the words together.	
	<u>Tuesday</u>	
	<u>Fundamental Rhythms</u>	R.C.A. Victor Albums:
	Marching	Listening
	Running	Singing
	Skipping	Rhythms
	Hopping	
	Walking	Singing Games Album
(Continued)	1) Use drum and have class walk while	Drum

TEACHER'S COMMENTS



INTERMEDIATE GROUPS

<u>TIME</u>	<u>AREAS AND ACTIVITIES</u>	<u>INSTRUCTIONAL AIDS AND SUGGESTIONS</u>
1:00-1:20	<u>Music Rhythms (Continued)</u> teacher beats out the rhythms of the walk on the drum.	
	2) Use piano to play selections with a definite beat to accompany rhythms.	Piano
	3) Use records to accompany the rhythms and encourage each child to listen to the music and to respond to the beat of the music. Have the class perform the rhythms as a group and let volunteers show the class how they are able to walk or skip to the music.	Record Player Records
	<u>Wednesday</u> <u>Rhythm Band:</u> Use piano or records to accompany rhythm band instruments	Piano Records
	1) Pick selections that have a very definite rhythm so that the beat is easily felt and accompanied by the rhythm instruments.	<u>Rhythm Instruments:</u> rhythm sticks, drum, tambourine, triangle, wrist bells, and rattles
	<u>Thursday</u> Creative Rhythms Singing Games Folk Dances	

TEACHER'S COMMENTS

(Continued)



INTERMEDIATE GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
1:00-	<u>Music Rhythms (Continued)</u>	
1:20	1) Use records or piano to accompany singing games. Talk about the words of the game. Do the actions with the words without the music in the beginning. Use musical speech to accent the rhythm of the music and the actions with accompany it. After the class knows the actions, play the music. As the words are said; add actions.	Record Player Children's Records
	2) Simplify directions for folk dances. " <u>Skip To My Lou</u> "- Have youngsters skip around the circle with a partner to the music. At the end of the chorus, youngsters change partners with the couple in front of them. " <u>Pop Goes The Weasle</u> "- Children march around in a circle, clap hands on "pop" and turn around and circle in the other direction.	
	3) Use music with a simple theme for creative rhythms. Pick a short selection that is suggestive of the trees swaying, witches, raindrops, or clouds floating. Listen to the	

(Continued)

TEACHER'S COMMENTS

INTERMEDIATE GROUP

<u>TIME</u>	<u>AREAS AND ACTIVITIES</u>	<u>INSTRUCTIONAL AIDS AND SUGGESTION</u>
1:00-	<u>Music Rhythms (Continued)</u>	
1:20	music first several times and discuss what the music makes the class feel like doing. Let several youngsters demonstrate bodily movements to the music.	
1:20-	Let the class select the movement they think fits the music best. Encourage the whole class to participate in the movements. Use simple props, scarves, balloons, streamers of crepe paper to encourage all children to participate.	
1:55	<u>Creative Activities</u> <u>Directed:</u> Integrate room activities with the creative arts period; the flag may be a basis for a creative period.	
	<u>Finger Paint Projects:</u> 1) Use blue tempera on a small sheet of finger paint paper. Let youngsters finger paint in blue. When finished, give the youngsters a small pan of white tempera mixed with starch. Using the forefinger, let the children make stars across blue finger-	Tempera Finger Paint Paper Starch Easel Trough Iron Brushes Marking Pins

TEACHER'S COMMENTS

(Continued)



INTERMEDIATE GROUP

<u>TIME</u>	<u>AREAS AND ACTIVITIES</u>	<u>INSTRUCTIONAL AIDS AND SUGGESTIONS</u>
1:20-	<u>Creative Activities (Continued)</u> painting on the paper.	
1:55		
	2) Use red tempera mixed with starch. Give each child an easel brush. Use large sheets of finger paint paper and let each youngster brush red stripes lengthwise on the paper.	
	3) When the finger paintings are dry, press with a warm iron. Mark out a rectangle with a flow pen on the blue star paper. Let the children cut out the rectangle. Mount the star section on the red striped paper with glue, paste or staple .	
	Flag may be used on a bulletin board developed from the social studies unit on "Our Country's Flag."	
	<u>Free Creative Activities:</u> Following the directed art period, children may have a choice of manipulative toys or coordination materials.	Blocks Trucks Puzzles Crayons Clay Modeline Snap Blocks Beads Peg Boards

TEACHER'S COMMENTS

INTERMEDIATE GROUP

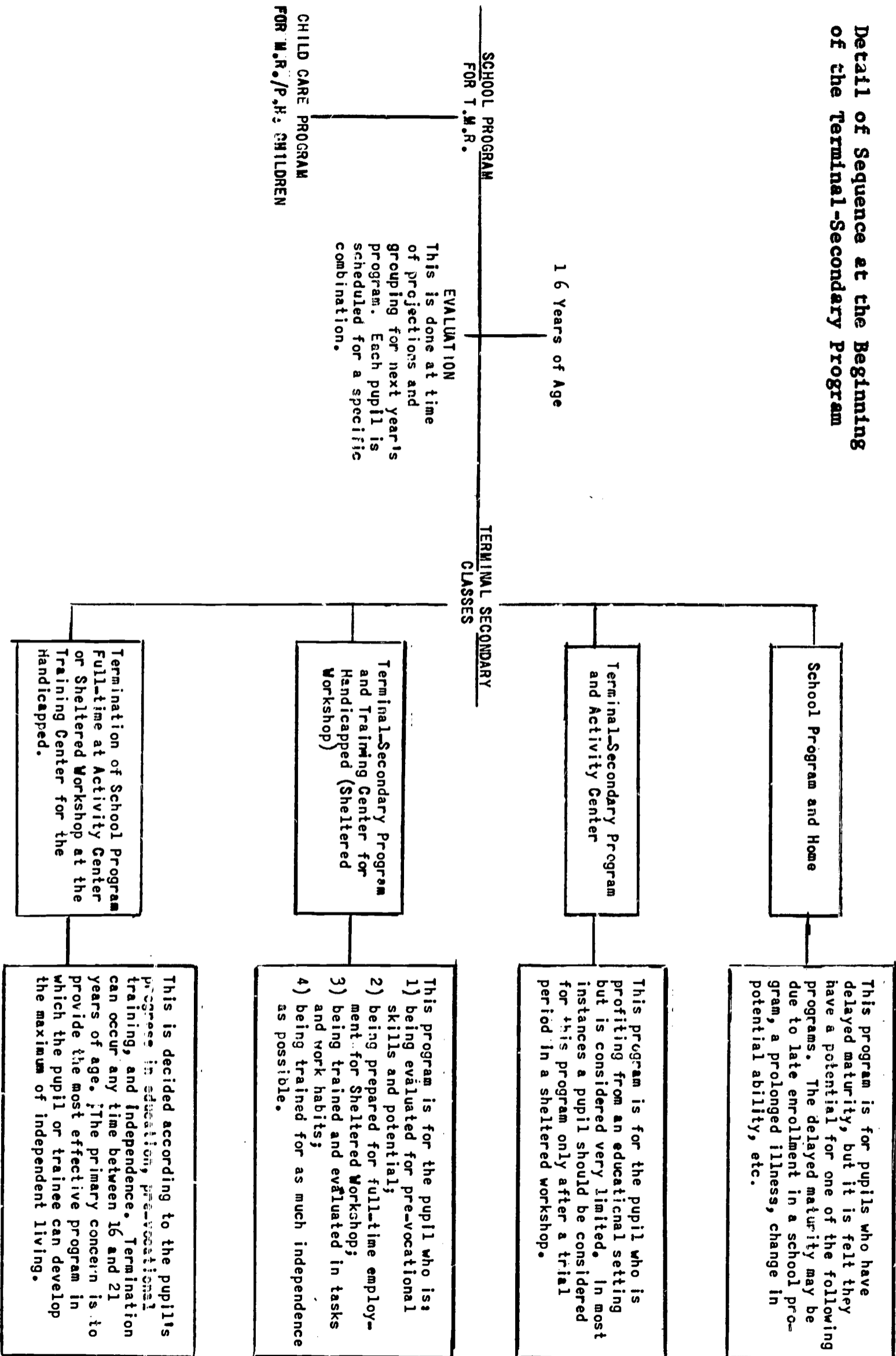
<u>TIME</u>	<u>AREAS AND ACTIVITIES</u>	<u>INSTRUCTIONAL AIDS AND SUGGESTIONS</u>
1:55-	<u>Cleanup - Evaluation</u>	
2:00	Room cleanup Stack chairs	
	Evaluation of the day's work	Teacher evaluates with the class
	Preparation to go home	

TERMINAL OR SECONDARY PROGRAM

PROGRAM ASSIGNMENT CHART

EDUCATIONAL PLANNING FOR TRAINABLE RETARDED

Detail of Sequence at the Beginning of the Terminal-Secondary Program



IN-SCHOOL WORK EXPERIENCE

In-school work experience, in this case, is a mock-up of situations that may be encountered in the sheltered environments and should develop the characteristics that are essential to community living (punctuality, following directions, use of time, etc.).

This is a list of possible work stations in a school for the trainable retarded. The number and types of jobs depend greatly upon the imagination of the teacher and the acceptance on the part of the school district.

CATERERIA AIDE
MESSENGER
PHYSICAL EDUCATION MONITOR
CLERK OR SECRETARY HELPER
CUSTODIAN HELPER
GARDENER APPRENTICE
TRAFFIC GUIDE

Since the Stockton Unified School District program is not housed in or attached to a regular school, the number of in-school work experience jobs is limited when compared to the work experience program in the regular secondary school program.

It should be made clear that this is a job and should be conducted in a business-like manner. The pupil will take the lead from the teachers and their approach to the work to be done. Job descriptions, time clocks or a good facsimile, and constant and routine evaluations are essential if the work experience program is to be effective.

As a part of the school-training center program some of the pupils work at the Child Care Center for Mentally Retarded and Physically Handicapped Children. These pupils are assigned to specific jobs and are paid on a per hour basis. The assignment of pupils to this program is arranged by the Director of the Child Care Center, the terminal teacher, and the principal with the concurrence of the Director of the Training Center. At the present time the job capacity is seven. This is proving to be a valuable training program since it is a real life situation and the pupils are under close supervision. The trainee must be able to be really useful to the Child Care Center or he is returned to the Training Center.

EDUCATIONAL PLANNING FOR TRAINABLE RETARDED IN THE TERMINAL OR SECONDARY PROGRAM

The following sequence becomes operational when a pupil becomes 16 years of age and he enters the Terminal - Secondary Program.

1. PROGRAM ASSIGNMENT

The teachers, principal, supervisors for the Activity Center and/or Training Center, and the Consultant for Special Education meet to decide on the program for each pupil over 16 years of age. This meeting is usually held in May, after all pupils in the school have been grouped and the projection of class needs has been determined for the following school year. Pupils are assigned to one of the following combinations. (For details see Program Assignment Chart, page 61.)

- a. School program and home
- b. Terminal-Secondary Program and Activity
- c. Terminal-Secondary Program and Training Center
- d. Termination of school program

2. PRE-VOCATIONAL EXPLORATION

Pre-vocational work experiences are offered as preparation for vocational training and for a broadening of social competencies which will eventually lead to as much independence as possible for the retarded. The pre-vocational work exploration program is carried on in conjunction with regular classroom units. It includes in-school work experience and/or part-time assignment for work at the Training Center Sheltered Workshop.

3. CURRICULUM

The curriculum should be designed to include such areas as the activities of daily living, field trips, personal hygiene, good grooming, homemaking, self-help skills, job mock-ups, etc. (See Curriculum Outline for details.)

4. TRAINING CENTER FOR THE HANDICAPPED (SHELTERED WORKSHOP) AND ACTIVITY CENTER

These programs, coupled with home or residential living, represent a major part of a retarded pupil's life after completion of the school program. Therefore every effort should be made to help the re-

carded child to function in these settings. This should be the goal of the school program. A day in the life of a retarded adult living in Stockton might parallel these descriptions.

Breakfast with the family and helping with the routine jobs about the house. A walk to the bus and on to the Training Center-Sheltered Workshop where they punch in on a time clock and work on sub-contracts in keeping with their skills. A coffee break and a chance to talk about the standings in the National League or the new dress styles. More work until noontime, then the lunch pals make their appearance and it is time to relax with a game of horseshoes before the one o'clock whistle. The progress and the speech may be slow, but the stuffing of envelopes and the collating continue through the afternoon until it is time to hang up the duster or overalls and meet the bus.

There are decorations to be finished for the square dance at the Activity Center tonight, so this time it is a different kind of work. Some of our friends call this recreation, at any rate it is fun. Oh yes, and then there are the names to be sewn on the towels for the swim this next Saturday. Tomorrow we have to be sure that we put the finishing touches on the dolls for the children at the hospital. There seems hardly enough hours in the day to do all the things that need to be done and here it is dinner time. The rest of the family is already home, soon it will be time for dishwashing and lawn-mowing, and maybe time for just sitting and enjoying the neighborhood action.

The dance and the refreshments were a pleasant way to spend the evening, but without rest tonight, tomorrow's busy day will be exhausting.

The educational program of the Training Center and the Activity Center endeavors to prepare the pupil for the experiences he will face when he leaves school. This is the reason why there must be close cooperation between the school, the parent, and the Training Center or Activity Center. Part of the time spent in the school and part of the time spent in one of these agencies will help to prepare the pupil for his placement in the community.

5. TERMINAL CASE CONFERENCE

In addition to the regular parent-teacher conferences, a terminal case conference is held sometime within the last year of the educational program. The classroom teacher, principal, Special Education

Consultant and other designated persons will meet with the parents. At this meeting the pupil's plans for the future are discussed. It is the responsibility of the principal of the school to set up these meetings.

STOCKTON PLAN OF OPERATION OF OCCUPATIONAL TRAINING PROGRAM FOR MENTALLY RETARDED MINORS

The plan outlined below was submitted to the State Department of Education, Bureau of Special Education, on September 29, 1961 and was approved.

PUPILS

1. Admissions Policy and Procedures

Mentally retarded pupils will be selected for occupational training by an admissions committee. This committee will approximate the same committee that admits pupils to the school program. It is made up of the following: Consultant for Special Education, psychologists, social worker, teachers, administrators, and the principal of the school. In addition to this committee there is added a workshop representative, preferably the workshop supervisor who will work with the pupils.

2. Criteria Used in Selecting Pupils

- a. Pupils must be enrolled in special day classes for mentally retarded.
- b. Pupils must not be able to profit from a regular work experience program.
- c. Pupils must be sixteen years of age and not more than twenty-one years of age.
- d. Pupils must be developed socially to the extent that their behavior does not endanger themselves or the well-being of other members of the Training Center for the Handicapped.
- e. Pupils must be emotionally stable to the extent that group stimulation and work training situations will not intensify their problems unduly; that they can react to a training situation and that their presence is not inimical to the welfare of the other members of the Training Center for the Handicapped.

3. Supervision and Evaluation of Pupils

All pupils going to the Training Center for the Handicapped come under the supervision of the workshop supervisor. The ratio of pupils to workshop supervisor is that stipulated in the State of California Education Code - one supervisor for every twelve pupils who are at the Center at any one time. The classroom teacher and the workshop supervisor are scheduled to spend a minimum of one hour each week for the coordination of the program.

Pupils' progress will be evaluated by the workshop supervisor and the classroom teacher of the terminal program. The evaluation of each pupil will be filed in his case study folder.

SHELTERED WORKSHOP OF WORK ESTABLISHMENT

1. Selection of Sheltered Workshop or Other Work Establishments for Participation in an Occupational Training Program

Any training center or workshop considered for an occupational training program would have to meet the local building code requirements, state labor laws, and state education, health and safety codes as they apply to physically handicapped and mentally retarded minors. In addition, a contract must be developed between the school district and the sheltered workshop or training center.

ADMINISTRATION

1. Records are to be maintained.
2. The school district is to have comprehensive insurance coverage on the pupils. The workshop or the training center is to be covered by workmens' compensation and liability insurance.

TRANSPORTATION

1. Inasmuch as the school district contracts for supervision at the training center or sheltered workshop, this makes the training center or sheltered workshop an extension of the school program.
2. Bids from the transportation companies include transportation to the workshop or training center and return to the home. However, students are encouraged to use public transportation whenever possible in an effort to make them more independent.

PRE-VOCATIONAL AND ACTIVITY EVALUATION
FOR
TRAINABLE RETARDED

An evaluation is to be completed on each pupil before he enters the workshop. It is the responsibility of the school, particularly of the terminal-secondary teacher, to prepare this information for the workshop supervisor. (See Appendix, page 121, for form to be used.)

SUGGESTED NEEDS FOR THE PRE-VOCATIONAL EVALUATION

1. Dictionary of Occupational Titles
2. General Aptitude Test Battery (GATB) Manipulative Test - State Department of Employment
3. MacQuarrie Test for Mechanical Ability - California Test Bureau, Del Monte Research Park, Monterey, California - 35 tests - \$.20
4. Crawford Small Parts Dexterity Test - The Psychological Corporation, 522 Fifth Avenue, New York 36, N.Y. - \$30.00
5. Bennett Handtool Dexterity Test - ibid.
6. Box and Block Test - Patricia Holser, C.T.R., c/o United Cerebral Palsy Association of Los Angeles County, 1726 West Pico Blvd., Los Angeles 15, California
7. Tower System - Institute for Crippled and Disabled, New York, N.Y.
8. The Role of the Workshop in Rehabilitation. Thompson, Nellie Z., National Institute on the Role of the Workshop in Rehabilitation, 1958. Washington, D.C.
9. "Prevocational Evaluation Criteria for the Severely Handicapped." Usdane, William M., Archives of Physical Medicine in Rehabilitation, May 1957.

PRE-VOCATIONAL AND COMMUNITY-SCHOOL TERMS

The technical language changes as a pupil moves into the Terminal-Secondary level. The following is a list of terms with which the teacher will need to become familiar. Undoubtedly the nomenclature will change with technical advancement. There is space provided for the addition of terms as they become necessary to an understanding of the program and its relationship to the community.

work experience	test battery	vocational counselor
work exploratory	jig	mock-up
work station	collating	jointer
work sampling	time and motion study	manual dexterity
color coding	inspection tasks	assembling
client speed	work production	supervision requirements
job analysis	selective placement	pre-vocational evaluation
work tolerance	sub-contract	application form
trainability	work habits	Social Security Card
Vocational Rehabilitation Services (VRS)	activities of daily living (ADL)	Selective Service
Dictionary of Occupational Titles (DOT)	Aid to Totally Disabled (ATD)	Department of Employment

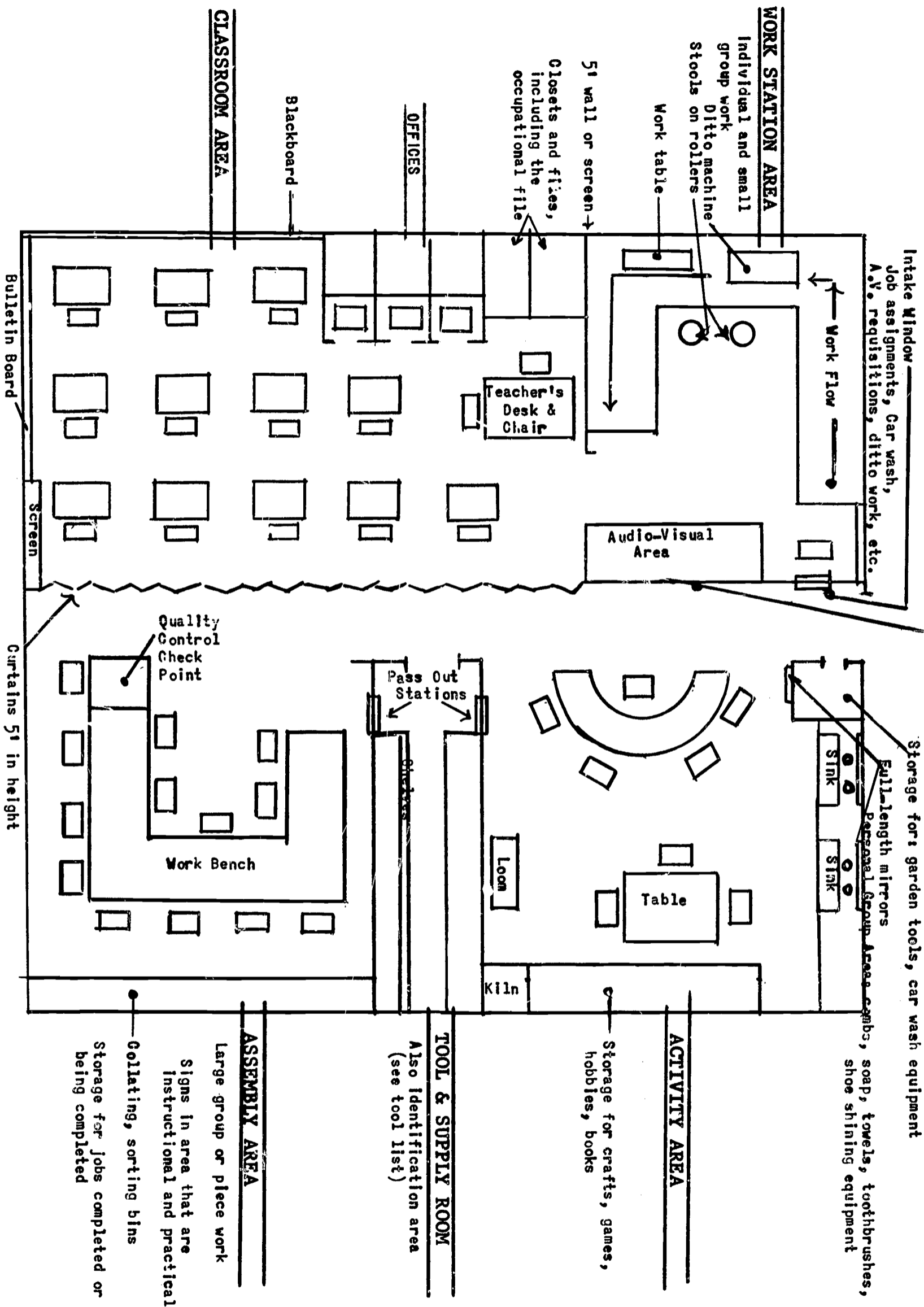
CLASSROOM LAYOUT

The classroom for the Terminal-Secondary level program needs to include additional facilities because of the nature of the program. As in the other levels, there is no substitution for creative and imaginative thinking.

There should be areas where pupils can work on jobs that would be classified as individual and small group projects. This would serve as another work station in the school and would provide for direct supervision by the classroom teacher. The classroom for the home economic projects should be similar to that of the junior high school plan. See the next page for a sample classroom layout for independent and vocational emphasis.

TYPE OF CLASSROOM LAYOUT - Independent and Vocational Emphasis

EVALUATION CLIPBOARDS & JOB DESCRIPTIONS



SUGGESTED LIST OF EQUIPMENT AND MATERIALS NEEDED FOR TERMINAL PROGRAM

bed (for instruction in bed making)	telephone kits and units	dust mop
sponges	pans	soap and detergents
rags	window washing aids	coveralls
hot plate	ironing board and iron	eating and cooking utensils
napkins	workbenches and vise	time cards
bins for sorting	crosscut saw	compass or keyhole saw
hack saw	scroll saw	nail set
brad awl	medium mill file, see detailed	pocket knife
hand drill	list of files	glue
tri-square	six foot steel tape	claw hammers
8-4" x 6" C-clamps	adjustable wrench	pump type oil can
combination whetstone	assorted sandpaper	carpenter's level
spattergun	broom	dust pan
furniture polish	buckets	cleansers
shoe shine kit	hose	kitchen stove
sewing machine	money (play and real)	towels
long work benches for projects	collating bins	cash registers
and assembly line work	saw horses	wooden mallet
light and heavy screwdrivers	adjustable cutting pliers	putty knife
glass cutter, medium mill	miter box	soldering iron
paint scraper	magnetized tack hammer	long nose pliers
rip saw	asst. wood chisels, including	small block plane
file brushes	1" chisel	plumbers force pump (friend)
pipe wrench	brace and asst. bits	jack plane
tin snips	wrecking bar	

PHYSICAL EDUCATION EQUIPMENT

tumbling mats	softballs
indoor table games	footballs
jump ropes	basketballs
whistles	baseball bats



INDIVIDUAL PUPIL NEEDS

toothbrush and toothpaste
soap
washcloth
handtowel

facial tissue
apron
nail file
change of clothing (optional)

comb
drinking glass
deodorant

FILE LIST

10' half-round double-cut bastard
8' round bastard

8" mill
6" triangular

6" second-cut half-round
10' half-round rasp

SUGGESTED LUMBER

Cedar, redwood, white pine, walnut: Use two or three grades and types of lumber so pupils will learn to work with different types and varieties. The amount of lumber needed is determined by the projects. Industrial Arts teachers are helpful sources of information when ordering supplies. Most lumber yards have "scrap bins" that have usable wood at no cost to you.

Suggested grades of wood:

#1 and #2 clear
#2
#5

Size wood needed:

2 x 4's
1 x 6's
1 x 2's
1 x 12's
2 x 10's
4 x 4's

DAILY SCHEDULES FOR
TERMINAL - SECONDARY PROGRAM

TERMINAL-SECONDARY PROGRAM
Approximate CA: 14-21 years

School _____ School Month _____ Week _____ Teacher _____

Hour	Subject	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-	Opening Exercises	Roll Call	- Attendance report and excuses	- Lunch and milk count for Children's Assistant	- Collect lunch money	-
9:20-	Seat Activity: Creative Arts, books magazines, records, games, etc.					
9:25-	Clean desks, put away above activities					
9:30-	Bathroom - Children's Assistant helps					
9:35-	Group Activity and Discussion	Tell Time: Students re- late news and activities of weekend	News Ranger Read and Discuss	Story Time and Discussion	Social Living Health Safety Manners	Group Singing- Class favorites
9:45-	Homemaking: Exchange students, boys to Industrial Arts and girls to homemaking program	<u>Weekly</u> Good grooming, nail care and face care				
9:50-	Exercise-weight watchers					Weight watchers record weight
10:00-	Group Activity for week:					
11:00	1. Foods 2. Sewing, hand crafts 3. Training for usefulness at home and at school 4. Good grooming					Clean up classroom
11:00-						
11:20	Recess					Bathroom and outside
11:20-						
11:30	Prepare for lunch					Report back to classroom
11:30-						
12:00	Lunch - Lunchroom					Pickup sack lunches and lineup

TERMINAL-SECONDARY PROGRAM
Approximate CA: 14-21 years

School _____ School Month _____ Week _____ Teacher _____

HOOR	SUBJECT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12:00-	Return to classroom					
12:10	Get mats out for rest Pull shades. Line up					
12:10-	Brush teeth					
12:30	Clean fingernails					
12:30-	Rest on mats in classroom					
1:00	Listen to records or have story time					
1:00-	Homemaking:					
1:50	Group Activity for Week:					
	1. Foods				Weight	
	2. Sewing, hand crafts				Watchers	
	3. Training for usefulness at home and at school				Weight girls	Nail care and Hair care
	4. Good grooming					
1:50-	Clean up. Put on wraps					
2:00	Pass out notes					
					Line up at door	Lead group to buses



SCHEDULE FOR TERMINAL-SECONDARY PROGRAM

Approximate CA: 16-21 years

School _____ School Month _____ Week _____ Teacher _____

HR	SUBJECT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1:10-	Pre-Vocational	Job Sampling	Gardening and/	Group	Job Sampling	Work orientation
1:35	Training (boys)	Individual Projects	or Car Cleaning Individual Projects	Project	Individual Projects	Good grooming- followed by an inspection
1:35-						
1:40						
1:40-						
2:10	Boy's P.E.	Basketball in yard	Calisthenics in room	Baseball in yard	Calisthenics in room	Choice of game by majority
2:10-	Number		Place scores			Discuss pay
2:35	Work		and comments			checks and en-dorsements
2:35-	Social		Readiness or	Art (group	Readiness	Music
3:00	Studies		Filmstrips	project)		
			Writing			



SCHEDULE FOR TERMINAL-SECONDARY PROGRAM

Approximate CA: 16-21 years

School _____ School Month _____ Week _____ Teacher _____

HOUR	SUBJECT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:15-	Students arrive					
9:30	Free activity period		Group Discussions			
9:30-	Opening Exercises	Flag Salute	Roll Call	Collection of Lunch money		
9:50		Lunch count	- Check date and discuss current events of interest			
9:50-	Pre-Vocational Training (boys)	Job sampling, local sheltered workshop, etc.	Individual Gardening and/ or Car Cleaning	Group Projects	Individual Projects	Work Orientation
10:25			Shoe Shining		Job Sampling	Good Grooming to be followed by tool and supply inspection
10:25-		(Coordination with sheltered workshop program)				
10:35		Clean Up and Replace All Tools				
10:35-	Boys' P.E.	Seasonal Sports	Play Exercise	Seasonal Sports	Physical Exercise	Choice of game by majority
11:00						
11:00-	Number Work (boys and girls)	Making Change and Use of Money	Place salvage scores and comments	Sizes, Shapes and Measurements	Use of Money	Discuss pay checks and practice en-dersements
11:20-		All students wash hands before entering cafeteria - emphasis on good manners				
11:45	Lunch					
11:45-						
12:00		Clean Up	Wash Up	Brush Teeth		
12:00-	Social Studies	Word and number recognition and writing	Film Strips	Art (group project)	Reading Readiness	Music and dance Interpretation
12:45-						
12:45-	A.M. Class departs	Morning group goes to buses for departure to Training Center				
1:10	P.M. Class arrives	Afternoon group washes up and enters cafeteria for lunch (at 12:35 morning primary teacher takes custody of class until 1:10)				

See page 80 for schedule for afternoon class



SCHEDULE FOR TERMINAL-SECONDARY PROGRAM
Approximate CA: 16-21 years

School _____ School Month _____ Week _____ Teacher _____

HR	SUBJECT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1:10-	Pre-Vocational Training (boys)	Job Sampling Individual Projects	Gardening and/or Car Cleaning Individual Projects	Group Project	Job Sampling Individual Projects	Work orientation Good grooming- followed by an inspection
1:35-		Clean up and replace all tools				
1:40-		Basketball in yard	Calisthenics in room	Baseball in yard	Calisthenics in room	Choice of game by majority
2:10-	Boy's P.E.					
2:10-	Number Work		Place scores and comments			Discuss pay checks and endorsements
2:35-	Social Studies	Word Recognition and Writing	Readiness or Filmstrips	Art (group project)	Readiness	Music



CURRICULUM OUTLINES
Home, Work and Community Living

TERMINAL-SECONDARY PROGRAM
Weekly Unit for Yearly Planning

HOME AND COMMUNITY LIVING

I.	II.	III.	IV.
SEPTMBER	FOODS	SEWING AND HANDCRAFTS	TRAINING FOR USEFULNESS AT HOME AND AT SCHOOL
		(See section on Creative Activities for details)	
	<u>Choice of Activity</u>	<u>Choice of Activity</u>	<u>Choice of Activity</u>
Kitchen safety Identification of kitchen equipment Measuring techniques	Place mats and Napkins Aprons and Headscarfs Curtains Resting mats Storage boxes for supplies or playground equipment	Table service and lunch setups Techniques of dishwashing and daily kitchen routine and cleannup Specific duties of classroom helpers and plan definite routine for each job and discuss	Prepare good grooming kits Emphasize personal cleanliness in kitchen Demonstrate techniques to be used throughout the school year Discuss reason for emphasis
OCTOBER	Vegetable cookery	<u>Choice of Activity</u>	<u>Choice of Activity</u>
Halloween treats	Potholders Make bath mitts Hem hand towels (to be used later for nail care) Make Scuffles from any quilted material Make Halloween costumes for younger group Shellac ornamental gourds	Care of equipment at school and home (stoves, refrigerators, washing machines, irons, etc.) Care of skin, hands and feet (See Good Grooming Sections C and D)	
NOVEMBER	Fruit cookery	<u>Choice of Activity</u>	<u>Choice of Activity</u>
Different methods of cookery	Sew buttons and hooks Cornucopias from paper-mache Make dried arrangements Laundry bag Clothespin bag Decorate clothes hangers Dress protectors Shoe duster for dad	Further emphasis on care and use of equipment Plant seeds and bulbs Garden care Hand washing Laundry care--sorting, folding, sprinkling, hanging, ironing	Care of Clothing Shoe care (See Good Grooming Section G)

TERMINAL-SECONDARY PROGRAM
Weekly Unit for Yearly Planning

HOME AND COMMUNITY LIVING

I.

II.

III.

IV.

FOODS

SEWING AND HANDCRAFTS

TRAINING FOR USEFULNESS
AT HOME AND AT SCHOOL

GOOD GROOMING

DECEMBER

Christmas foods
Christmas gifts
Cookies, jelly, cranberry
sauce, spiced nuts,
popcorn, etc.

Christmas gifts for mother
Fancy aprons
Lavender sachets
Pomanders
Christmas gifts for dad
Decorate container of
goodies
Paper weight
Bottle opener

Care of silverware and
glassware
Holiday helpers at
school

Manners and good posture
(See Good Grooming Section F)
(See Social Living - Manners)

JANUARY

Food for breakfast

Felt tissue case for
"Pleenex"
Canister sets
String container
Dustcloth
Make-up cape
Duster mlt and container
for storage

Dusting and polishing the
furniture
Removal of scratches
Care and storage of mops
Cleaning rugs and upholstery
Use and storage of vacuum
cleaner

Hair Care
(See Good Grooming Section E)

FEBRUARY

Importance of good foods
for good health

Pillowcases
Plastic storage protectors
for blankets
Sachets for linen closet
Yarn octopus for bed
decoration
Heart-shaped needle case
Stitchery valentines

Bedmaking and folding
blankets
Care of mattress
Helping to care for others

General Fitness
(See Good Grooming Section A)

MARCH

Hot breads: muffins, pop-
overs, biscuits, nutbread,
cornbread
Hot Cross Buns (Easter)

St. Patrick's Day
Shamrock needle case
Name tags from felt sham-
rocks
Green and white felt
jabot
Neckties for blouse
Cover small matchboxes with
green felt and sequins

Cleaning mirrors, windows
and woodwork
Wiping down walls
Garden care - weeding
Prepare planters
Plant seeds in egg shells
Posture and exercises
Modeling
(See Good Grooming Section F)

TERMINAL-SECONDARY PROGRAM
Weekly Unit for Yearly Planning

HOME AND COMMUNITY LIVING

I.	II.	III.	IV.
FOODS	SEWING AND HANDCRAFT	TRAINING FOR USEFULNESS AT HOME AND AT SCHOOL	GOOD GROOMING
<p>APRIL</p> <p>Milk and egg cookery</p> <p>Puddings, soups, gelatin whips, milk shakes</p>	<p>Earring tray from egg cartons</p> <p>Assorted vases for spring flowers</p> <p>Manzanita flower and egg tree</p> <p>Picture scrap books for younger class made from old sheets</p>	<p>Child Care</p> <p>Rules for baby sitters</p> <p>Gardening care - weeding</p> <p>Plant ornamental gourds</p>	<p>Further emphasis on personal cleanliness</p> <p>Posture and modeling</p>
<p>MAY</p> <p>Foods from foreign lands</p> <p>Tea party for mothers - Fancy sandwiches, fancy cakes, fruit punch, and salted nuts</p>	<p>Mother's Day Gifts</p> <p>Beach bag</p> <p>Bandana blouse</p> <p>Quilted case for her hostery</p>	<p>Inventory - assist teacher with general cleaning and inventory</p> <p>Storage of supplies</p>	<p>General review and evaluation of Good Grooming</p> <p>(See Good Grooming)</p>
<p>JUNE</p> <p>Use leftover supplies</p> <p>Plan weiner roast for the younger group</p>	<p>Design paper plates and napkins</p> <p>Make sticks for weiner roast</p> <p>Father's Day Gifts</p>	<p>Kitchen cleanup</p> <p>Storage of supplies for summer</p> <p>Inventory of equipment</p>	<p>Vacation safety</p> <p>(See Social Living-Safety)</p>

AREAS AND ACTIVITIES

INSTRUCTIONAL AIDS AND SUGGESTIONS

Foods

Use of equipment

1. stove
2. refrigerator
3. washing machine
4. vacuum cleaner
5. sewing machine
6. kitchen utensils
 - a. correct names
 - b. learn to identify

- Demonstration and discussion of use of equipment
- (a) service
 - (b) safety
 - (c) correct use

Filmstrips

- 2033 Preserved Foods
 3814 Kinds of Food
 3816 Keeping Food From Spoiling

Look for pictures of kitchen equipment and utensils to make a mural

Games for identification of equipment:

1. Use flashcard pictures of kitchen equipment and utensils to teach identification
 2. Place an assortment of utensils on table and ask individual girls to select the utensil named
 3. Kitchen equipment quiz: Ask to identify -
 What is it? How is it used?
 a. applecorer f. measuring cup
 b. vegetable peeler g. ricer
 c. plate scraper h. flour sifter
 d. potato masher i. cookie sheet
 e. strainer j. other utensils
- After items are identified, play the game to see who can name the most utensils.

Discuss kitchen safety

Film: "Cooking Kitchen Safety" (11 minutes)

Class makes set of rules for kitchen safety after viewing film.

Measuring Techniques

Demonstrate and practice measuring

(Continued)

Design bulletin board with measuring equipment and pictures.
 Pin-up measuring cups and spoons, spatulas, etc.

TERMINAL-SECONDARY PROGRAM

SEPTEMBER

HOMEMAKING UNIT

FOODS

AREAS AND ACTIVITIES

INSTRUCTIONAL AIDS AND SUGGESTIONS

Measuring Techniques (Continued)

1 cup
2 cups = 1 pint
4 cups = 1 quart
2 pints = 1 quart

teaspoon (tsp.) 1/4 - 1/2
tablespoon (tbsp) = 3 teaspoons

Discuss liquid and dry measure
Demonstrate: Measuring liquid
Measuring shortening
Measuring sugar (granulated, brown,
and powdered sugar)
Discuss differences in above

Prepare:
Cocoa, lemon and orangeade and cupcakes

Basic clay dough for primary group

Recipe: 1 cup flour
1 cup salt
1 teaspoon oil
1/2 cup water

TERMINAL-SECONDARY PROGRAM

HOMEMAKING UNIT

FOODS

OCTOBER

AREAS AND ACTIVITIES

INSTRUCTIONAL AIDS AND SUGGESTIONS

Vegetable Cookery

Bulletin board suggestions (See Health Section in Creative Activities)

Prepare a variety of vegetables plentiful at this season.

Sweet potato - casserole, baked, grow one in container of water

Prepare same vegetables in a variety of different ways (boiled, baked, fried, etc.)

Potatoes - baked, mashed, boiled, potato salad, etc.

Prepare vegetable soup and vegetable stew.

Carrots - carrot-pineapple salad, baked, boiled, etc.
Make carrot garden from tops of carrots placed in shallow bowl of water.

Construct a horn of plenty to be used as a table decoration during this season - fill with a variety of vegetables, nuts, ornamental gourds, and leaves.

Mold horn with chicken wire and cover with papier-mache or asbestos and wheat paste mixture, paint with tempera.

Class prepares vegetable booklets or makes a mural or movie.

Cut from magazines pictures of vegetables. Have group look for some vegetables cooked in different ways. (See Health Section in Creative Activities.)

Discuss favorite vegetables of the group.

Let class tell their favorite vegetables and manner in which it is prepared.

Class to look for pictures of their favorite vegetables.

Mount pictures on bulletin board and place girl's name next to the picture. Label bulletin board "Our Favorite Vegetables".

Use filmstrips for class discussion.

Filmstrips:

- 581 Vegetables From the City
- 1784 Vegetable Gardens
- 2027 Vegetables
- 2822 From Farm to Table
- 3817 Where Food Comes From

Halloween Treats:

Prepare cupcakes - decorate with Halloween colors or candles.

Decorate with pumpkin faces using corn candy or raisins.

(Continued)

TERMINAL-SECONDARY PROGRAM

OCTOBER

HOMEMAKING UNIT

FOODS

AREAS AND ACTIVITIES

Vegetable Cookery (Continued)

INSTRUCTIONAL AIDS AND SUGGESTIONS

Sugar cookies

Cut to resemble pumpkin faces.

Popcorn balls

Vegetable Jack-O-Lanterns

Cut face in pumpkin, use assortment of vegetables to decorate (carrot nose, bell pepper sections for ears, carrot tops for hair, radish eyes, etc.).

TERMINAL-SECONDARY PROGRAM

NOVEMBER

HOME MAKING UNIT

FOODS

AREAS AND ACTIVITIES

INSTRUCTIONAL AIDS AND SUGGESTIONS

Fruit Cookery

Select fruits available at this season.

Add a variety of fruits to the horn of plenty.

Prepare some fruit by several different methods.

Apples - applesauce, baked apples, Waldorf Salad.

Testing Bee: to possibly acquaint pupils with unfamiliar foods.

Unusual foods such as cranberries, pomegranates, avacodos. A fresh pineapple may be used as part of the decorations in the horn of plenty and later used by class in Testing Bee.

View filmstrips on fruits.

Filmstrip
2032 Fruits

Prepare cranberry jelly - may be saved for Christmas gifts or prepare cranberry sauce.

Other jellies may be made by using frozen orange or grape juice.

Filmstrip on jelly and jams, class discussion.

Filmstrip
G 222 Sure Jell Magic

Table decorations for holiday season.

Save fresh pineapple and use as a holiday centerpiece. Paint with gold paint and decorate with assorted colored sequins.

Discuss favorite fruits.

Make booklets of various fruits.

See Health Section of Creative Activities.

Mural or movie made from various fruits and methods of cookery.

TERMINAL-SECONDARY PROGRAM

DECEMBER

HOMEMAKING UNIT

FOODS

AREAS AND ACTIVITIES

INSTRUCTIONAL AIDS AND SUGGESTIONS

Holiday Cookery

Cookie Tree

Decorate with fancy holiday cookies on strings, cranberries and popcorn. Use decorated gingerbread boys.

View film

Fancy holiday cookies may be threaded with needle and hung from the tree

Fill holiday gift containers with:

Prepared assorted nuts - sugar and/or spiced
Simple candy or stuffed dates, candied orange peel
Cereal munchies
Simple fruit cake or nutbread

Popcorn can be prepared and used in various ways

Paint branch (preferable large branch from manzanita) with white tempera with Vanos Starch added

Film
Gingerbread Boy

Decorate boys with frosting for eyes, nose, mouth and buttons. Raisins may also be used.

A Sawa Cookie Press is especially good and may be purchased from: Scandanavian Import & Export Co.

9051 Harriet Lane
Anaheim, California - \$6.00

For best results chill dough slightly before using the cookie press

Decorate pint or one-half pint cartons or make canister sets. See Creative Arts section

Glue popped kernels on tree. (May be colored by shaking in bag with small amount of dry tempera)

Popcorn Balls - Barbecued, seasoned, popcorn center-pieces or cheese popcorn

Popcorn Snowman - Make newspaper base and glue popcorn on outside. Use assorted size pieces of licorice for face and buttons.

Popcorn Wreath - Press candied popcorn into round, buttered molds. Mix cinnamon candies and peanuts into mixture. Wrap in colored cellophane and hang as decorations or give as gifts.

TERMINAL SECONDARY PROGRAM

JANUARY

HOMEMAKING UNIT

FOODS

AREAS AND ACTIVITIES

INSTRUCTIONAL AIDS AND SUGGESTIONS

Foods for Breakfast

Prepare different types of cereal.

Prepare an assortment of different hot cereals -
ZooM, Roman Meal, Oatmeal.

Discuss hot versus cold cereals:
Tasting Bee of various cereals.
Pupils tell their favorite cereals.

Class samples various cold cereals such as Wheat,
Corn and Rice Chex and Cheerios.

Plan breakfast bulletin board. Ask children to
bring in egg and milk cartons, bacon wrappers,
etc.

Save some of cold cereals to be made into Munchies
Directions: Combine pretzel sticks, nuts, and
seasoning with oil. Toast in slow oven.

Class makes mural or movies showing proper food
for breakfast.

See Creative Activities Section on Health for
details.

Class makes scrapbook showing proper foods for
breakfast.

Prepare: Cinnamon and French toast.

Discuss basic breakfast and use filmstrip for
discussion.

Filmstrips:
3595 A Right Breakfast
4338 Why Eat A Good Breakfast

Films:
Bill's Better Breakfast
Food That Builds Good Health

FEBRUARY

TERMINAL-SECONDARY PROGRAM

HOMEMAKING UNIT

FOODS

AREAS AND ACTIVITIES

INSTRUCTIONAL AIDS AND SUGGESTIONS

Nutrition -- Good Foods and Good Health

Stress the importance of good food to good health.

Read and discuss the story, "Good Health Train".

Class make a "Good Health Train" for bulletin board. Cut out pictures of healthful food.

Use films and filmstrips, pictures for discussion.

Grade Teacher Magazine, October 1959

See Health Section of Creative Activities.

Films:

Young Mother Hubbard

Food That Builds Good Health (10 minutes)

Eat For Health (11 minutes)

Filmstrips

Sd91 Good Food, Good Health, Good Looks

3813 Food For Good Health

3814 Kinds of Food

Make "Good Health Habit Book" or mural for wall in good foods.

Animal feeding experiment:

Compare results of experiments.

Discuss reasons for differences in growth rate and implications for teenage diets.

Feed two mice on different diets - one balanced and the other limited.

TERMINAL SECONDARY PROGRAM

MARCH

HOME MAKING UNIT

FOODS

AREAS AND ACTIVITIES

INSTRUCTIONAL AIDS AND SUGGESTIONS

Hot Breads

Discuss types of hot breads.

Find pictures of various types of hot breads and make them into a mural or add to Food Booklet.

View filmstrips and films and discuss.

Filmstrip:
1078 Loaf of Bread
4203 Muffin Making

Visit a bakery and see bread baking.

Film
Miller Grinds Wheat (11 minutes)
Field trip to Sunbeam Baking Company.

Bake bread in class. Irish Soda Bread may be baked for St. Patrick's Day.

Muffins: View filmstrip, discuss and use recipe in filmstory. Prepare muffins, select several girls to demonstrate for class.

Other types of hot breads may be baked in class such as cornbread, popovers, biscuits.

Prepare Hot Cross Buns for Good Friday -- Discuss.

Read story or tell class the traditions of Hot Cross Buns. Let them take buns to share with friends or relatives in keeping with the tradition.

APRIL

HOMEMAKING UNIT

FOODS

AREAS AND ACTIVITIES

INSTRUCTIONAL AIDS AND SUGGESTIONS

Milk and Egg Cookery

Discuss with the class different ways in which milk may be used in the diet.

Excellent pamphlets and booklets on milk may be obtained from the National Dairy Council, Chicago, Illinois.

Prepare various recipes using milk -- soups, puddings, gelatin whips, milk shakes.

Booklet entitled "Cooking Is Fun" (from above source) is a pictorial cookbook with recipes for cream of tomato soup, banana milkshake, and easy puddings.

Discuss the importance of milk in our diets and why it is important for teenagers to drink an adequate supply. View film and filmstrips and discuss.

Filmstrips:
488 Milk we drink
2692 Milk

Egg Cookery

Discuss various ways in which eggs may be prepared: boiled, poached, deviled, etc. Prepare custard.

"Blown" shells may be used for Easter decorations. If eggs cookery is introduced before Easter season.

Eggs may be blown from shell by piercing both ends and blowing through one end. The egg may be painted and hung by thread or secured by pipe cleaners and hung on Easter Egg Tree.

Egg shells may be used to plant seeds.

Half-shells may be filled with soil and placed in egg cartons in sunny window. Prick bottom of egg and plant seeds which may be planted in ground after seedlings develop.

Make earring trays from pressed paper egg cartons; Cut lid from cartons, enamel or metallic paint. Decorate cartons by gluing jewels or sequins on top of carton.

TERMINAL-SECONDARY PROGRAM

MAY -- JUNE

HOMEMAKING UNIT

FOODS

AREAS AND ACTIVITIES

INSTRUCTIONAL AIDS AND SUGGESTIONS

Tea Party for Mothers

Class plans tea party and serves fancy sandwiches, cakes, punch, and salted nuts.

Prepare sandwich spreads ahead of time.

Ask bakery to slice bread lengthwise for sandwiches.

Sandwich spreads:

1. Cream cheese and pineapple, color with pink or green coloring
2. Cream cheese and chives
3. Pimiento spread

Allow time for pinwheels to set in waxed paper before cutting. Spreads may be applied the previous day.

Spread filling on entire slice of bread and place cherries or pimientos at one end of slice. Roll in waxed paper as for jellyroll. Chill. Just before serving cut into thin slices with sharp knife.

Bread may be spread with a variety of fillings and stacked one on top of the other. Chill, and just before serving cut in thin slices or may be cut in slices about one inch thick and then cut in thirds to make finger sandwiches.

Prepare sheet cake for Petit Fours. Cut cake into diamond or other fancy shapes. Small cupcakes may be used. Cake may be prepared on previous day and frosted on day of tea.

Prepare package cake and bake in sheetcake pan. Frost entire cake with a thin icing and cut into individual small, fancy shaped cakes which may be decorated with candies, tinted coconut, or rosettes made from tinted frosting squeezed through a pastry gun.

Foreign Cookery

Many special classes have children from a variety nationality groups. Discuss foods from foreign lands and prepare a few basic dishes.

Ask parents to share recipes not too complicated for a "Tasting Bee".
Invite mothers to visit the class to demonstrate making a dish characteristic of her nationality.

TERMINAL-SECONDARY PROGRAM

MAY -- JUNE

HOMEMAKING UNIT

FOODS

AREAS AND ACTIVITIES

INSTRUCTIONAL AIDS AND SUGGESTIONS

Foreign Cookery (Continued)

Class prepares such dishes as enchiladas, fried rice, chow mein, Swedish meat balls, Irish stew, Italian spaghetti, and Spanish rice.

Show pictures of foods from various lands.

Class looks for pictures of foreign cookery. Name country associated with food.

Clean cupboards and use leftover supplies if possible.

Plan a veiner roast for younger group. Class prepares potato salad, cupcakes and punch.

TERMINAL-SECONDARY PROGRAM

GOOD GROOMING UNIT

AREAS AND ACTIVITIES

INSTRUCTIONAL AIDS AND SUGGESTIONS

Shoe Care

Demonstrate and practice way of caring for shoes
Plan specific time during week for care of shoes
during class period
Emphasize importance of clean laces as well as
clean shoes

Equipment Needed:
Shoe shine kits, assorted polishes, brushes, wire
brush, cloth or buffer

Make shoe dusters from terrycloth or flannel for
dad to shine shoes

Washing and Ironing

Washing and ironing taught if facilities are
available at the school

1. Proper way to sort laundry
2. Loading the washing machine
3. Operating the machine
4. Proper removal of clothes from machine
5. Hanging clothes on clothesline

Care of washing machine

Care of iron

Handwashing

Equipment Needed:
Spin-dry washing machine
Electric iron
Clothesline
Collapsible clothes dryer for drying during bad
weather

TERMINAL-SECONDARY PROGRAM

GOOD GROOMING UNIT

AREAS AND ACTIVITIES

INSTRUCTIONAL AIDS AND SUGGESTIONS

A. General Fitness

Diet
Rest
Exercise
Proper medical and dental care

Class makes "good grooming boxes" for storage of grooming equipment

Discuss importance of first impressions with reference to cleanliness, neatness, posture, weight, vitality

Review filmstrips and follow with class discussion

Equipment: Articles used for good grooming

Use pictures to illustrate. Class looks through magazines to find pictures depicting good grooming for bulletin board. Look for pictures depicting good health habits.

Filmstrips:

1331 Sleep and Rest
2001 Science and Personal Appearance

Films:

Sleep for Health (10 minutes)
Let's Be Clean and Neat (11 minutes)
Body Care and Good Grooming (20 minutes)
Young Mother Hubbard

Good Grooming and Health Educational Units
Bristol Myers Education Department, G.M.
45 Rockefeller Plaza
New York 20, N.Y.

TERMINAL-SECONDARY PROGRAM

GOOD GROOMING UNIT

AREAS AND ACTIVITIES

INSTRUCTIONAL AIDS AND SUGGESTIONS

B. Personal Cleanliness

1. Daily bath, shower or sponge - perspiration

- a. take a bath, etc.
- b. use a deodorant
- c. wear clean clothing

Discuss importance of body cleanliness.
Discuss adjustments one can make to different conditions and lack of equipment.

Class plan daily routine for establishing cleanliness, health, and rest. Print points on blackboard for discussion.

Students who are capable may copy schedule for their good grooming notebook. Many will derive satisfaction from printing material- even though they are unable to read it they understand and recall content.

Dramatize:

Play charades - guess games
Brushing teeth, combing hair, washing neck, ears, etc.
Brushing clothes

Make bulletin board displaying equipment necessary for bathing (wash cloth, towel, soap, etc.).
Arrange around a picture of bath or shower.

Necessary items: toothbrushes, combs, soap, wash cloth, clothes brush

Rules newsprint and pencils

Filmstrips:

2190	You and Your Grooming
3450	Keeping Neat and Clean
3502	Grooming
3873	Your Best You

Films:

Good Grooming for Girls (10 minutes)

Class makes movie projector with wooden rollers to be fastened to beginning and end of "Good Grooming Movie."

Class draws picture illustrations of good grooming practices. Those unable to do this may find illustrations. Paste on roll of white paper to make movie

AREAS AND ACTIVITIES

INSTRUCTIONAL AIDS AND SUGGESTIONS

2. Brushing Teeth

Teach proper use of toothbrush, toothpaste or powder
Daily routine for brushing teeth after lunch; check teeth after brushing

Equipment for display: empty toothpaste carton, toothbrush, pictures of child brushing teeth
Construct a toothbrush holder for the class. Use cup hooks and labels. A piece of heavy plywood is suitable and may be hung on the wall and easily removed by the teacher for distribution of the brushes to pupils.

Class looks for pictures on dental care to be used for discussion and on bulletin board

Excellent bulletins, stories, and pictures are available through the American Dental Association, 222 East Superior Street, Chicago 11, Illinois and from the National Dairy Council, 11 North Canal Street, Chicago, Illinois.

Filmstrip:

2934 Your Teeth and Their Care

Films:

Judy's Smile
Teeth Are To Keep
The Teeth

3. Nose, Throat, Eyes and Ears

Nose picking, coughing, sneezing; use of Kleenex

Discuss picking nose from appearance as well as health standpoint

Pictures for discussion - Kleenex

Filmstrips:

1755 Health and Eyes
1825 Your Eyes At Work

Films:

Demonstrate
Refrain from putting hands and objects in eyes, nose and mouth
Stress cleaning matter from corners of eyes

Hear Better, Healthy Ears (10 minutes)
Your Eyes (10 Minutes)
Eyes Bright (10 minutes)

TERMINAL-SECONDARY PROGRAM

GOOD GROOMING UNIT

AREAS AND ACTIVITIES

INSTRUCTIONAL AIDS AND SUGGESTIONS

4. Menstrual Hygiene

Encourage self-help and personal hygiene

Ask school nurse to visit class and discuss personal hygiene for girls during the menstrual period

Encourage girls to engage in some moderate activities, not to just sit unless they have cramps, etc.

Girls are requested to have a change of undergarments at school in the event that a change is necessary. Label package with girl's name.

C. Care of the Skin

Have pupils bring pictures of care of skin to class. Make skin care section for good grooming notebook. Cut and paste appropriate pictures.

Pictures; soap wrappers, wash cloth, towel, brushes, Kleenex, etc.

Bulletin board displaying pictures and objects used in skin care

Wash cloth, cleansing cream, soap, bath brush, hand brush, etc.

Discuss proper care of skin: washing, cleansing, and drying. Demonstrate various methods of cleaning the skin.

Makeup:

Choice of color and proper application
Stress using only own lipstick, comb, powder puff, etc.

If possible, invite a resource person (possibly a parent or friend) to demonstrate the following:
a. Selection of and applying makeup
b. Skin care when makeup is used
c. Social graces (applying makeup in public, etc.)

Shaving for boys:

Demonstrate shaving routine

TERMINAL-SECONDARY PROGRAM

GOOD GROOMING UNIT

AREAS AND ACTIVITIES

INSTRUCTIONAL AIDS AND SUGGESTIONS

D. Care of Hands and Feet

Cleanliness:

Discuss cleanliness from appearance as well as health standpoint

Filmstrips:

4458 Hands Right
2188 Your Hands and Feet

Smoothness:

Discuss causes of roughness, use of lotions and/or creams

Well kept nails -- manicures

Demonstrate care of nails

Set aside definite time each week for nail care. Provide each pupil with necessary equipment.

Equipment needed:

Individual plastic handbasins, emery boards, orange sticks, cotton, cuticle oil, polish remover, colorless nail polish, manicure scissors, lotion, hand towels.

Foot Care

Diseases of the feet

Athletes foot - prevention and cure

Method of trimming toenails - danger of picking toenails

Discuss function of the feet

Film:

Healthy Feet (11 minutes)

E. Hair Care

Discuss importance of combing, brushing, shampooing, curling and styling hair

Discuss importance of hair care, methods of shampooing, brushing, curling, etc.

Demonstrate brushing methods

Stress importance of covering shoulders when brushing hair and checking clothes after combing hair for loose hairs and dandruff

Provide combs and brushes of various types for good grooming kits

Filmstrip:

2187 Your Hair

(Continued)

TERMINAL-SECONDARY PROGRAM

GOOD GROOMING UNIT

AREAS AND ACTIVITIES

INSTRUCTIONAL AIDS AND SUGGESTIONS

E. Hair Care (Continued)

Care of combs and brushes
Show how to clean combs and brushes

Ammonia water, stiff brush, a tall container to hold combs and brushes

Discuss avoidance of combing hair in public

Demonstrate how to curl hair - pin curls and rollers. Ask girls who curl their own hair to demonstrate techniques

Bobby pins, curlers, hairnet, hair dryer

F. Good Posture

Discuss necessity of good posture - stress reasons for good posture
Appearance - effect of good posture on health and appearance

Wall charts and pictures
Class cuts out pictures of good postures from magazines to illustrate

Relationship of good posture and good health
Have class demonstrate good posture in sitting, walking, standing

Use full-length mirror for checking appearance

Posture improvement - discuss methods of improving posture through exercises, adjustment of table and chair heights to the individual's needs.

Exercises for posture improvement
Daily exercises should be included in the class schedule. Give special attention to the posture improvement exercises.

Ask school nurse to assist in checking individual postures. Carry out recommended suggestions for posture improvement

Suitable records for exercising:
"Reduce in Record Time"
"The Living Method Course" by Evelyn Loewendahl
(a series of four records with booklet enclosed)

Filmstrips:
1334 Straight and Tall
2015 Posture

(Continued)

TERMINAL-SECONDARY PROGRAM

GOOD GROOMING UNIT

AREAS AND ACTIVITIES

INSTRUCTIONAL AIDS AND SUGGESTIONS

F. Good Posture (Continued)

Select a posture "King and Queen" as suggested in movie

Films:
Move Better (10 minutes)
Walk Better (9 minutes)

Practice graceful walking - girls act as models

Model to records:
"Alice Blue Gown"
"Easter Parade"

G. Care of Clothing

Responsibility for care of clothing

Discuss and list ways in which you can help to care for clothing such as:

1. Hanging up clothes
2. Turning clothing right side out
3. Changing clothes after school
4. Advising mother of need for repairs or
5. Making repairs, sewing on buttons, etc.
6. Washing and ironing

Discuss neatness, stress belts tied and shirts tucked inside

Demonstrate proper methods of hanging, brushing, and folding

TERMINAL-SECONDARY PROGRAM

WORK AND COMMUNITY LIVING

	SHOP	SCHOOL SERVICE	HOME SERVICE	GROOMING
SEPTEMBER	<p>Explain duty chart and proper procedure for each assignment.</p> <p>Rules for safety regarding tools and equipment.</p> <p>Paste names on assigned boxes.</p> <p>Various finger dexterity tests, practice with peg boards, assorted nuts and bolts, hand tools, etc.</p>	<p>Ditto machine operation and care, identify cause of misprints.</p> <p>Sorting, stapling, folding, cutting if required.</p> <p>Set up work order board and specify procedures.</p> <p>Practice proper table setting and select workers for cafeteria duty (one for each week)</p>	<p>Demonstrate equipment and methods for routine cleaning. Include such items as mirror, wash basin, table tops, woodwork, floors.</p> <p>Clean and arrange cupboards, drawers, shelves.</p> <p>Take inventory of the contents at time the cleaning is done.</p>	<p>Standards expected with emphasis on personal cleanliness as an obligation to companions.</p> <p>Demonstrate shaving techniques, give helpful hints.</p> <p>Issue kits for good grooming of teeth, hands, fingernails.</p> <p>Set up procedure for weighing and recording weights.</p>

OCTOBER	<p>Wire work: Learning to handle wire cutters, pliers, specified lengths and completing demonstrated shapes and designs.</p> <p>Final design to be frame for face mask. Pupils will cover frame with papier mache, then tempera paint.</p>	<p>Package wrapping, using string and tape.</p> <p>Gift wrapping-demonstrate tying bows, etc.</p> <p>Stuff envelopes with one or a variety of items.</p> <p>Sort variety of items as to size, shape, color, texture, etc.</p> <p>Stack books, packages, various size cans, etc.</p>	<p>Car washing, polishing and cleaning of the interior.</p> <p>Tire changing - put emphasis on safety.</p>	<p>Clothing - appropriate type for occasion and weather.</p> <p>Care of clothing.</p> <p>Proper shoe care and techniques for polishing.</p> <p>Proper use of handkerchief.</p>
---------	--	---	--	--

NOVEMBER	<p>Woodworking with simple hand tools.</p> <p>Trace pattern for planter on plywood, cut with coping saw; nail, file, sand, and stain (3 per class)</p>	<p>Train several pupils on operation of filmstrip and movie projector. Have the rest of class observe.</p> <p>Demonstrate proper moving methods for furniture and other heavy items.</p> <p>Demonstrate use of cart and dolly.</p>	<p>Fill planters, plant bulbs; assign two pupils to water these and the other plants.</p> <p>Let individual pupils try planting unidentified seeds in milk cartons.</p>	<p>Proper procedure for taking a bath.</p> <p>Foot care and dangers of neglect.</p> <p>Discuss ways in which germs may be spread and controlled.</p>
----------	--	--	---	--

TERMINAL-SECONDARY PROGRAM

WORK AND COMMUNITY LIVING

	SHOP	SCHOOL SERVICE	HOME SERVICE	GROOMING
DECEMBER	<p>Christmas presents to take home: Plaster of Paris ash tray decorated with 1/4" tile work and design markings of various fixtures from copper and aluminum foil</p>	<p>Construct Christmas decorations for classroom and halls Fill requests from the other teachers for construction related to the season</p>	<p>Demonstrate showing courtesy to guests: seating hanging coats ash trays noise</p>	<p>Do's and don'ts" of eating Emphasis on over indulgence and unbalanced diet Stress real price of smoking tobacco in relation to health, etc.</p>
JANUARY	<p>Book rack construction for instruction in use of cross-cut and box saw, hand-drill, screws (to be flat-heads and countersunk), use of enamel and paint Carpenter's steel square to be used for checking and Jack plane for trimming corners to specified design</p>	<p>Jig-saw puzzles - repair methods Stress conservation of plywood sheet when parts traced and cut</p>	<p>Hazards in the home to be aware of: lack of ventilation poison in various forms electrical outlets, spontaneous combustion and other causes of fire</p>	<p>Good posture; ways to attain and maintain it Importance of maintaining good posture</p>
FEBRUARY	<p>Orientation and authorization of certain pupils to use certain power tools (drill, sander, vibrator saw) Stripping several pieces of old furniture with paint scrapers and limited amounts of paint remover, sand down for refinishing</p>	<p>Woodwork cleaning, methods used Paint or varnish various pieces of furniture which have been prepared</p>	<p>Get acquainted with the sewing machine, using the iron and the vacuum cleaner</p>	<p>Construct a scrapbook to contain various magazine articles which advertise products for good grooming First section to be on hair care. Discuss chances of product doing all that is claimed. Demonstrate practical means and methods of caring for the hair</p>

TERMINAL-SECONDARY PROGRAM

WORK AND COMMUNITY LIVING

	SHOP	SCHOOL SERVICE	HOME SERVICE	GROOMING
MARCH	<p>Picture frame construction without nails</p> <p>Boards and corners to be joined with glue and dowels by using brace bit, and clamps</p> <p>Engrave design on frame with tools from wood-cutting sets.</p> <p>Several of the pupils may be allowed to design with the wood burning set</p>	<p>Identification and practice with rake, hoe, shovel and other garden tools</p> <p>Weeds and grass to be cleared from playground</p> <p>Instruction in proper way to dig, weed, prune, rake, trim, water, use of hand mower and wheel barrow</p>	<p>Bundling old newspapers in neat bundles of 25 lbs. Teacher and pupils may contribute papers and the S.A. will pick them up when 200 lbs. has been bundled</p> <p>Proper use and application of furniture wax</p>	<p>Second section of scrapbook to emphasize dental care</p> <p>Types of common dental problems to be identified</p> <p>Stress dangers of using abrasive type cleaning agents</p> <p>Proper routine for brushing teeth</p>
APRIL	<p>Weaving: Fasten 1/4" hardware mesh to picture frames made in March.</p> <p>Make designs by weaving colorful yarns through the mesh</p> <p>Make one large frame to be used as a room divider</p> <p>After completing above items, make wooden frames, 8" square with nails protruding, to weave pot holders, etc.</p>	<p>Site for garden to be furrowed and planted with a variety of seeds. Some of the seeds to be for planted for Halloween pumpkins</p> <p>Crews to weed and water during P.E.</p>	<p>Proper washing, rinsing and drying of individual items</p> <p>Removal of spots from various types of fabric</p> <p>Upholstery cleaning</p>	<p>Section in scrapbook to emphasize skin care as shown by picture ads</p> <p>Proper care for the skin and of pimples, with emphasis on proper washing, cleansing, and drying</p>
MAY	<p>Taking apart various items with a minimum of time and a maximum of salvage, and with safety items to include scrap T.V. cases for wood, nuts,</p>	<p>Flyer sheets to other teachers offering to make simple repairs or renovate various games and toys needing such treatment</p>	<p>Practice and instruction in proper methods of lubricating simple tools, toys, and hand-powered appliances</p>	<p>Section in scrapbook to emphasize eye and ear care, to be followed by items on proper rest</p>

(Continued)

TERMINAL-SECONDARY PROGRAM

WORK AND COMMUNITY LIVING

SHOP

SCHOOL SERVICE

HOME SERVICE

GROOMING

MAY (Continued)
bolts, screws, and wire
Have some pupils try
to re-assemble the items
they have just dismantled
Scrap electric motors
or generators dismantled
for scrap copper.
All of the above items
are available for the
asking at most repair shops

JUNE
Make award certificates
and plaques by sand cast-
ing, block printing with
forms cut in styrofoam,
engraved sheets of copper
foil.

Inventory and appraisal
of all tools, supplies and
furniture
(Repair Requisition for
those items in need of re-
pair)

Ideas for vacation
activities

Simple first-aid plus
"do's and don'ts" in
various emergencies
Practice buckling car
seat belts and encouraging
their regular use.

Awards to go to indivi-
dual pupils for persever-
ance, effort, or achieve-
ment throughout the year

A P P E N D I X

	Page
Units of Study That Need Constant Reinforcement	109
Suggested Film Calendar Schedule	111
Pattern for the Teaching of Table Setting	113
Greeting and Activity Songs	115
Forms and Charts for School and Training Center-Sheltered Workshop and Activity Center Program:	
Weekly Evaluation Form - Attendance and Work	117
Good Growing Evaluation Form	119
Check List for Training Center and Sheltered Workshop	121
Evaluation Form for Use of Training Center Supervisor	127
Sample Time Card	129
Index To Case Study Folder	131
Case Study Guide	133
Books and Publications Available in Special Education Office Library	135

UNITS OF STUDY THAT NEED CONSTANT REINFORCEMENT

In addition to developing the self-help skills described in the San Francisco Social Competency Scale, the following activities will need continuous emphasis:

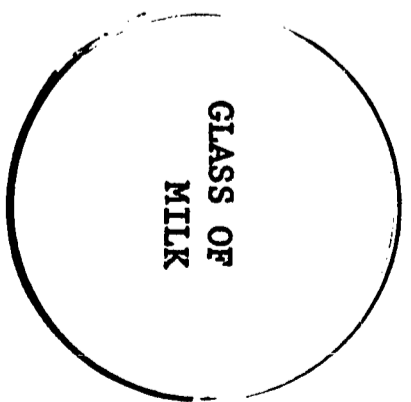
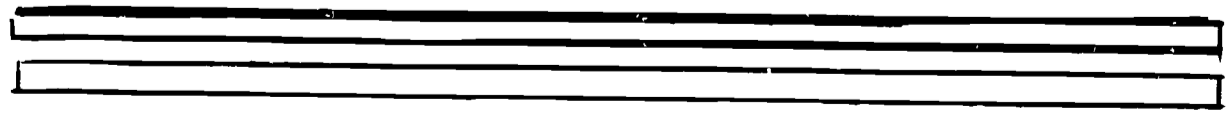
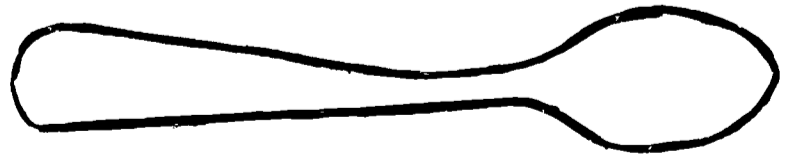
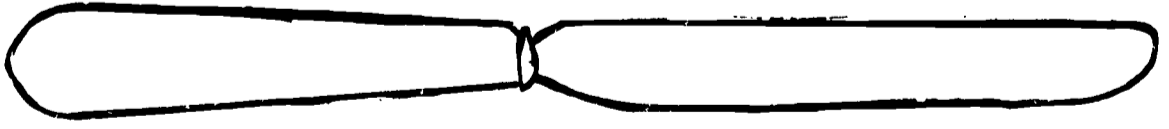
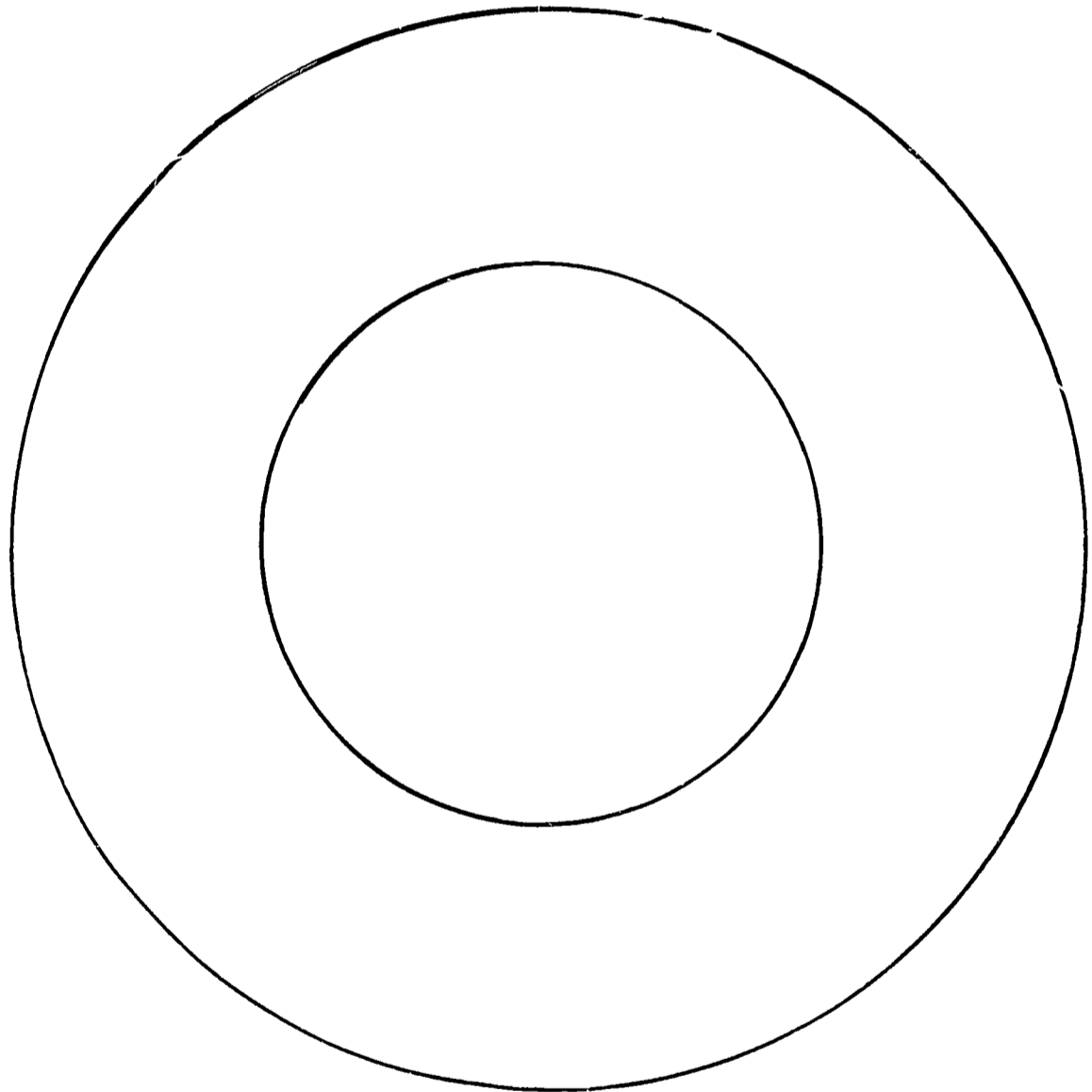
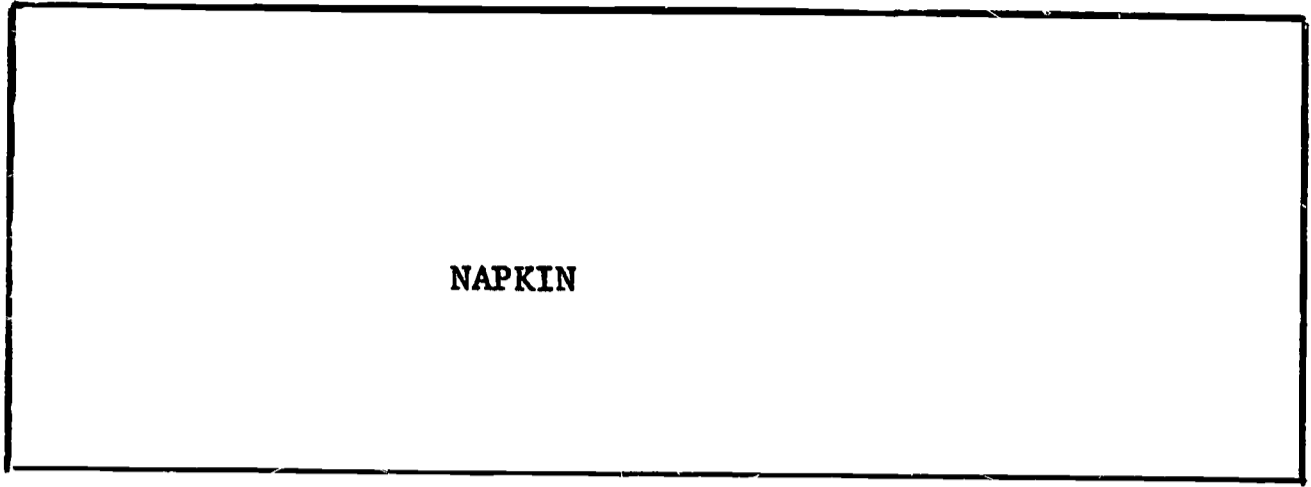
- extensive field trips to stores, transportation facilities, sheltered workshops, and businesses that sub-contract with the training center and sheltered workshop
- a variety of free-time activities
- usefulness in the home
- methods and use of transportation facilities
- activities of daily living
- understanding safety rules and the use of traffic signals
- use and identification of money, tools, equipment, various types of materials
- types of jobs and skills required
- personal appearance, health, and human relationships

SUGGESTED FILM CALENDAR SCHEDULE

SEPTEMBER		OCTOBER		NOVEMBER	
Films: "Teeth Are To Keep" "Judy's Smile"		Filmstrips: 3598 "You're On Parade" 3873 "Your Best You"		Films: "Healthy Feet" "How To Catch A Cold" "Goodbye, Mr. Germ" Filmstrips: 2188 "Your Hands and Feet" 4458 "Hands Right"	
DECEMBER		JANUARY		FEBRUARY	
Films: "Health In The Home" "Foods That Build Good Health"		Films: "Move Better" "Walk Better" "Posture Pals" Filmstrips: 1334 "Straight and Tall" 2015 "Posture"		Filmstrips: 2187 "Your Hair" 2001 "Science and Personal Appearance"	
MARCH		APRIL		MAY	
Films: "The Teeth" Filmstrips: 3597 "Tale Of A Toothbrush" 2934 "Your Teeth And Their Care"		Films: "Sleep For Health" "Hear Better, Healthy Ears" "Your Eyes" "Eyes Bright" Filmstrips: 1755 "Health And Eyes" 1825 "Your Eyes At Work"		Films: "Care Of The Skin" "Healthy Skin" Filmstrips: 2192 "Your Face" 2744 "Your Skin And Its Care"	

PATTERN FOR THE TEACHING OF TABLE SETTING

This pattern may be drawn on plastic sheets or on a plain placemat so that it can be used in teaching the correct method of setting the table. Pupils may use samples as placemats until activity is learned. An actual place setting fastened to cardboard is also very helpful in teaching this activity.



Straws

GREETING AND ACTIVITY SONGS.

GREETING SONGS

1. The More We Get Together

The more we get together, together, together
The more we get together
The happier we'll be.

For your friends are my friends
And my friends are your friends
The more we get together
The happier we'll be.

2. Name Song (Where Is _____?)

Where is _____
Where is _____
He is here, he is here,
We are glad to see you
_____ dear, _____ dear.

Repeat the verse using the names of several children in turn.

3. Here We Go Walking Round and Round

Here we go walking round and round,
Round and round, round and round.
Oh! won't you tell me what's your name?
(music stops, point to a child)
Hi! Robert (everybody says name of child)

ACTIVITY SONGS

1. Clap Your Hands

Clap your hands, clap your hands,
Clap your hands, 'til the music stops.

Shake your hands, shake your hands,
Shake your hands, 'til the music stops.

Swing your hands, swing your hands,
Swing your hands, 'til the music stops.

Swing your arms, swing your arms,
Swing your arms, 'til the music stops.

Nod your head, nod your head,
Not your head, 'til the music stops.

Stamp your feet, stamp your feet,
Stamp your feet, 'til the music stops.

2. Action Song Of The Body

My head, my shoulders, my knees, my toes
My head, my shoulders, my knees, my toes.

My eyes, my ears, my mouth, my nose
My eyes, my ears, my mouth, my nose.

3. Sometimes I am tall -- (stand up and stretch
hands high over head)
Sometimes I am short -- (bend over)

GREETING AND ACTIVITY SONGS

ACTIVITY SONGS (Continued)

4. Ball For Baby

Here's a ball for Baby
Big and soft and round!

Here is Baby's hammer-
Oh! how he can pound.
(make hammer with fist)

Here is Baby's music-
Clapping, clapping so.
(clap hands)

5. Follow The Leader

Touch your eyes
Touch your nose
Touch your ears
Touch your waist
Touch your legs
Touch your feet
(stand up and touch parts of body)

6. Open, Shut Them

Open, shut them
Open, shut them
Give a little clap.

Open, shut them
Open, shut them
Lay them in your lap.

7. My Hands Upon My Head

My hands upon my head I'll place (hands on head)
On my shoulders - and on my face (hands on
shoulders and on face)
At my hips and by my side (hands on hips, down
by side)
Then behind me they will hide (hands behind you)
I will raise them way up high (hands high over
head)
And let my fingers fly, fly, fly. (wiggle the
fingers over the head)

Clap, clap, clap, and (clap hands)
One, two, three (count)
Just see how quiet they can be (fold the hands
in the lap)

8. This Little Pig Went To Market

This little pig went to market (start with thumb)
This little pig stayed at home (2nd finger)
This little pig had roast beef (3rd finger)
This little pig had none. (4th finger)
This little pig cried, "wee, wee, wee", (5th finger)
and ran all the way home. (close hand into fist)

SAMPLE WEEKLY EVALUATION FORM

X = Satisfactory

NAME	ATTENDANCE	ATTEMPTED ASSIGNMENT	COMPLETED ASSIGNMENT	WORKED SAFELY	CLEANED UP	TEAMWORK	NOTATIONS



SAMPLE GOOD GROOMING EVALUATION FORM

X = Good
V = Needs to improve (second V in succession means an O)
O = Unacceptable (second O = note home)

NAME	CLEAN SKIN	CLEAN CLOTHES	NEAT FINGERNAILS	NEAT(Clean) HAIR	SHAVED	SHOES	WEIGHT Since many of the pupils are overweight the comment is on loss or gain



STOCKTON UNIFIED SCHOOL DISTRICT
 Pupil Personnel Services Department
 Special Education Office

CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

Code:

- 0 - Never or rarely
- 1 - Sometimes or occasionally
- 2 - Usually or often
- 3 - Almost always or always
- 4 - To be used when item does not apply or the evaluator is unable to determine

Name _____

Evaluator _____

Date of Evaluation _____

Item	Activity	0	1	2	3	4	Remarks	
Ambulatory	1. Carry solid objects							
	2. Carry fluid in open container							
	3. Carry as part of a team							
	4. Over changing surfaces	(a) stairs						
		(b) inclines						
		(c) rough surfaces						
	5. Erect with comfort							
	6. On rough surfaces							
	7. On heights							
	8. To lift from table height	(a) light objects						
		(b) heavy objects						
(a) light objects								
9. To lift from bench height	(b) heavy objects							
	(a) light objects							
10. To lift from floor	(a) light objects							
	(b) heavy objects							
Reaching	11. To reach	(a) forward						
		(b) sideways						
		(c) backwards						
		(d) downwards						
		(e) upwards						
Grasping	12. To grasp small objects	(a) thin						
		(b) bulky						
		(c) flat						
		(d) upright						
Grasping	13. To grasp large objects	(a) thin						
		(b) bulky						
		(c) flat						
Grasping	14. To grasp solid objects							
	15. To grasp pliable objects							

CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

(2)

- Code:**
- 0 - Never or rarely
 - 1 - Sometimes or occasionally
 - 2 - Usually or often
 - 3 - Almost always or always
 - 4 - To be used when item does not apply or the evaluator is unable to determine

Name _____

Evaluator _____

Date of Evaluation _____

Item	Activity	0	1	2	3	4	Remarks
Holding	16. To hold (a) solid objects						
	(b) containers of fluid with ease and maintaining balance						
	(c) containers of fluid with endurance						
	(d) without movement						
Coordinated Movement	17. Rhythmic coordinated movement						
	A. <u>Body Movements</u>						
	a. <u>repetitious bending, i.e. stacking on floor</u>						
	b. <u>repetitious squatting, i.e. lifting from floor</u>						
	c. <u>repetitious swaying, i.e. sawing or sweeping</u>						
	d. <u>repetitious shifting of weight, i.e. digging with shovel</u>						
	B. <u>Leg Movements</u>						
	a. <u>alternating up and down, i.e. treadle sewing machine, electrical foot controls, etc.</u>						
	b. <u>controlled applied pressure, i.e. electrical knee controls, etc.</u>						
	C. <u>Arm Movements</u>						
	a. <u>with controlled force, i.e. feeding into sewing machine, electrical saw</u>						
	b. <u>with wide range (a) vertical (b) horizontal</u>						
D. <u>Hand and Finger Movement</u>							
a. <u>gross movement, i.e. polishing, painting large objects, packaging, etc.</u>							
b. <u>fine movement, i.e. typing, braiding, sorting, sewing, etc.</u>							



CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

(3)

- Code:**
 0 - Never or rarely
 1 - Sometimes or occasionally
 2 - Usually or often
 3 - Almost always or always
 4 - To be used when item does not apply or the evaluator is unable to determine

Name _____
 Evaluator _____
 Date of Evaluation _____

Item	Activity	0	1	2	3	4	Remarks
Identifi- cation	18. A. Identifying major tools: a. hammers, pliers, saws, etc.						
	B. Identifying various fastenings: a. household, i.e. door knobs, faucets, light switches, etc. b. garments, i.e. zippers, buttons, laces, etc.						
Basic Skills	19. Basic Skills: (a) reading						
	(b) arithmetic						
	(c) spelling						
	(d) can identify common signs						
	(e) can tell time						
	(f) can make change						
	(g) can take measurements						
	20. Traits: (a) physical						
	(b) attention span						
	(c) appropriate dress and grooming						
(d) cleanliness							
(e) punctuality							
(f) persistence							
(g) initiative							
(h) following instructions - oral - written							
Personal Traits	(i) alertness						
	(j) dependability						
	(k) judgment						
	(l) ambition						
	(m) resourcefulness						
	(n) honesty: voluntarily admitting error						
	(o) emotional stability						
(p) independence							



CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

(4)

Code:

- 0 - Never or rarely
- 1 - Sometimes or occasionally
- 2 - Usually or often
- 3 - Almost always or always
- 4 - To be used when item does not apply or the evaluator is unable to determine

Name _____

Evaluator _____

Date of Evaluation _____

Item	Activity	0	1	2	3	4	Remarks
21.	(a) Speech						
	(b) Telephone						
22.	(a) Drawing straight line with pencils, using a ruler						
	(b) Cutting along line with scissors						
	(c) Opening envelope, removing and unfolding paper						
	(d) Folding new paper, placing in envelope and sealing envelope						
	(e) Writing or printing						
	(f) Erasing pencilled writing						
	(g) Turning 5 pages of a book						
23.	(a) Drinking from glass						
	(b) Drinking from cup with handle						
	(c) Spoon to mouth with food						
	(d) Fork to mouth with food						
	(e) Cutting meat						
	(f) Spreading butter on bread						
24.	(a) Undressing completely						
	(b) Undressing, help on fastenings						
	(c) Dressing completely						
	(d) Dressing, help on fastenings						
	(e) Handling accessory appliances						
Dressing, Undressing, Appliances	- hearing aid						
	- braces, etc						
	- glasses						
25.	Shaving or applying cosmetics - boys						
	- girls						
26.	Washing Body						
	Brushing Teeth						
27.	Brushing Teeth						
	Combing Hair - boys						
28.	Combing Hair - boys						
	- girls						
Grooming, Bathing, Undressing, Appliances	Combing Hair - boys						
	- girls						

CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

(5)

Code:

- 0 - Never or rarely
- 1 - Sometimes or occasionally
- 2 - Usually or often
- 3 - almost always or always
- 4 - To be used when item does not apply or the evaluator is unable to determine

Name _____

Evaluator _____

Date of Evaluation _____

Item	Activity	0	1	2	3	4	Remarks
Bathroom	29. (a) Into bathtub						
	(b) Out of bathtub, shower						
	(c) On toilet and adjusting clothes						
	(d) Cleansing						
	(e) Off toilet, adjusting clothes						
	(f) Washing hands						
Trans- porta- tion	30. Can use public transportation to and from work -						
	(a) paying fare						
	(b) knowing stops						
	(c) transfers						

STOCKTON UNIFIED SCHOOL DISTRICT
 Pupil Personnel Services Department
 Special Education Office

EVALUATION FORM FOR USE OF TRAINING CENTER SUPERVISOR

Evaluation of _____

Date of Evaluation _____

- Types of Work Evaluated
1. _____
 2. _____
 3. _____
 4. _____

	Excellent	Good	Adequate	Poor	Unacceptable	Remarks
Motivation - Initiative						
Attitudes						
Accepts Supervision						
Cooperation With Other Clients						
Work Tolerance						
Aptitudes						
Emotional Tolerance						
Work Habits						
Tool Usage						
Operation of Equipment						
Quality of Work						
Quantity of Work						
Attendance						
Punctuality						
Attentiveness						
Safety Procedures						
Honesty Concerning Errors						
Comprehension of New Learning Situations						

Workshop Supervisor _____



SAMPLE TIME CARD

This is a sample of the punch card used at the Training Center - Sheltered Workshop. It is used to determine the hours worked, pay due, benefits and deductions, etc. The pupil uses this time card in conjunction with the time clock and needs instruction on how to use it. The date is recorded by the secretary.

				Pay Period Ending	
No.					
Name _____					
Reg. Hrs.	_____	Rate	_____	Total	_____
Extra Hrs.	_____	Rate	_____	Total	_____
F.I.C.A.	_____	ST.UN.COMP.	_____	Total	_____
FED.W.T.	_____	ST.DIS.BEN.	_____	Total	_____
Insurance	_____	Dues	_____		
City/St.W.T.	_____	Bonds	_____		
_____				Net Wages	_____
_____					_____
IN	OUT	IN	OUT	IN	OUT

Payment Received in Full

Signed _____



INDEX TO CASE STUDY FOLDER

1. Identification (Inside Front Cover)
2. Pictures of Pupil (Paste Inside Back Cover)
3. Yearly Case Study Summary (Latest Year On Top)
4. Parent and Case Conference Reports
5. Psychometric and Clinical Services Reports
6. Speech Therapist Reports
7. Developmental Records
8. Test Results - Intelligence, Achievement, Others
9. Previous Case Study Materials
10. Other Material Should Be Contained in the Envelope Inside Front Cover

STOCKTON UNIFIED SCHOOL DISTRICT
Pupil Personnel Services Department
Special Education Office

CASE STUDY GUIDE

Name _____

TO BE MADE OUT IN DUPLICATE

Date _____

Teacher and School _____

Areas to include: I. Home and Family History; II. Personal History, Social and Emotional Adjustment; III. Scholastic Adjustment; IV. Pre-Vocational Planning and Work Experience; V. Suggestions for Next Year's Teacher.

BOOKS AND PUBLICATIONS AVAILABLE IN THE SPECIAL EDUCATION OFFICE LIBRARY

ANGEL UNAWARE, Dale Evans Rogers

ATTITUDES OF EDUCATORS TOWARD EXCEPTIONAL CHILDREN, Crutchshank, Haring, Stern

BRAIN-INJURED CHILD, Psychopathology and Education of, A. Strauss: L.E. Lehtinen

CLINICAL PROCESS, E.K. Beller

CONTEMPORARY PSYCHOTHERAPIES, Morris I. Stein

COUNSELING AND PSYCHOTHERAPY WITH THE MENTALLY RETARDED, C.Stacy: M. DeMarrino

COUNSELING THE EMOTIONALLY DISTURBED, C. H. Patterson

EARLY EDUCATION OF THE MENTALLY RETARDED, Samuel A. Kirk

EDUCATING EXCEPTIONAL CHILDREN, Samuel A. Kirk

EDUCATION OF THE SLOW LEARNING CHILD, Christine P. Ingram

EMOTIONAL BLOCKS TO LEARNING, I. D. Harris

EXCEPTIONAL CHILD, THE (A Book of Readings), J. F. Magary, J.R. Elchorn

HELPING CHILDREN WITH SPECIAL NEEDS, R.F. DeHaan, J. Kough

IDENTIFYING CHILDREN WITH SPECIAL NEEDS, R.F. DeHaan, J. Kough

I RECLAIMED MY CHILD, L. Stout

LEARNING PERFORMANCE OF RETARDED AND NORMAL CHILDREN, G. O. Johnson, K.A. Glake

MENTAL DEFICIENCY, A. F. Tredgold

MENTAL DEFICIENCY "THE CHANGING LOOK", A.M. Clarke, A.B.D. Clark

MENTAL HEALTH IN THE HOME, L. S. McLeod

(Continued)

- MENTAL MEASUREMENTS YEAR BOOK, O.K. Ruros
- MENTAL RETARDATION, J. H. Rothstein
- MENTALLY RETARDED, The, T. E. Jordan
- MENTALLY RETARDED CHILD, The, M.L. Hutt, R.G. Gibby
- MOTHER-CHILD INTERACTION IN PSYCHOSOMATIC DISORDERS, A.M. Garner, C. Wener
- PARENTS OF THE HANDICAPPED, Gunnar Dydvad
- PSYCHOPATHOLOGY OF CHILDHOOD, P.H. Hoch, J. Zubin
- PSYCHOLOGICAL PROBLEMS IN MENTAL DEFICIENCY, S.B. Sarason
- PSYCHOTHERAPY WITH CHILDREN, C.E. Moustakas
- READING CURRICULUM FOR THE MENTALLY HANDICAPPED, Sisters of St. Francis of Assisi, St. Coletta Schools
- READINGS ON THE EXCEPTIONAL CHILD, Century Psychology Series, E. Phillip Trapp, Philip Himelstein
- REFLEXES TO INTELLIGENCE, S.J. Beck, H.B. Mollsh
- SLOW LEARNER IN THE CLASSROOM, The, N.C. Kephart
- SPECIAL EDUCATION FOR THE EXCEPTIONAL, Introduction and Problems, Merle E. Frampton, Elena D. Gall
- SPECIAL EDUCATION FOR THE EXCEPTIONAL, Mental and Emotional Deviates, Merle E. Frampton, Elena D. Gall
- STUDY OF THE EFFECTS OF COMMUNITY AND INSTITUTIONAL SCHOOL CLASSES FOR THE TRAINABLE MENTALLY RETARDED CHILDREN,
Study by Sam Levine, San Francisco State College
- TEACHING METHOD FOR BRAIN-INJURED AND HYPERACTIVE CHILDREN, William M. Crutckshank, Frances A. Bentzen,
Frederick H. Rataeburg, Marian T. Tannhauser
- TEACHING THE MENTALLY RETARDED CHILD, Natalie Perry

AMERICAN JOURNAL OF MENTAL DEFICIENCY

January, 1951	Volume 55	Number 3	July, 1958	Volume 63	Number 1
April, 1951	Volume 55	Number 4	September, 1958	Volume 63	Number 2
July, 1951	Volume 56	Number 1	November, 1958	Volume 63	Number 3
October, 1951	Volume 56	Number 2	January, 1959	Volume 63	Number 4
January, 1952	Volume 56	Number 3	March, 1959	Volume 63	Number 5
April, 1952	Volume 56	Number 4	May, 1959	Volume 63	Number 6
July, 1952	Volume 57	Number 1	July, 1959	Volume 64	Number 1
October, 1952	Volume 57	Number 2	September, 1959	Volume 64	Number 2
January, 1953	Volume 57	Number 3	January, 1960	Volume 64	Number 4
April, 1953	Volume 57	Number 4	March, 1960	Volume 64	Number 5
July, 1953	Volume 58	Number 1	November, 1960	Volume 65	Number 3
October, 1953	Volume 58	Number 2			
January, 1954	Volume 58	Number 3	July, 1961	Volume 66	Number 1
April, 1954	Volume 58	Number 4	September, 1961	Volume 66	Number 2
July, 1954	Volume 59	Number 1	November, 1961	Volume 66	Number 3
October, 1954	Volume 59	Number 2	January, 1962	Volume 66	Number 4
January, 1955	Volume 59	Number 3	January, 1962	Volume 66	Number 4
July, 1955	Volume 60	Number 1	January, 1962	Volume 66	Number 4
October, 1955	Volume 60	Number 2	"Monograph Supplement"		
January, 1956	Volume 60	Number 3	March, 1962	Volume 66	Number 5
April, 1956	Volume 60	Number 4	March, 1962	Volume 66	Number 5
October, 1956	Volume 61	Number 2	"Prognosis of Mental Subnormals"		
January, 1957	Volume 61	Number 3	July, 1962	Volume 67	Number 1
April, 1957	Volume 61	Number 4	September, 1962	Volume 67	Number 2
July, 1957	Volume 62	Number 1	November, 1962	Volume 67	Number 3
September, 1957	Volume 62	Number 2	January, 1963	Volume 67	Number 4
November, 1957	Volume 62	Number 3			
January, 1958	Volume 62	Number 4			
March, 1958	Volume 62	Number 5			
May, 1958	Volume 62	Number 6			

CURRICULUM GUIDES AND COURSES OF STUDY FOR THE TRAINABLE RETARDED

A Curriculum Guide for Teachers of the Trainable Mentally Retarded - State Department of Public Instruction, Raleigh, North Carolina

A Guide To Curriculum Planning for the Trainable or Severely Retarded - D.W. Wood, Central Michigan University

Course of Study and Curriculum Guide for Severely Mentally Retarded Students - San Mateo County Schools

Curriculum Guide for Severely Mentally Retarded - Kerr Avenue School, Modesto City Schools System

Curriculum Guidelines for Teachers of Severely Mentally Retarded Children - State of Tennessee

Curriculum Material for the Severely Mentally Retarded - San Francisco Unified School District

Planning for the "Trainable Child" in the Classroom Day By Day - National Association for Retarded Children

Report Number Two on Study Projects for Trainable Mentally Handicapped Children - Vernon L. Nickell, Superintendent of Public Instruction, Illinois

Report on Study Projects for Trainable Mentally Handicapped Children - Vernon L. Nickell, Superintendent of Public Instruction, Illinois

Teaching Extremely Retarded Children - Kent State University Bulletin

Teaching the Retarded Child At Home: Home At School - Edna Davison Osterhout, Dingman's Ferry, Pa.

The Trainable Retarded, A Curriculum Guide for Special Class Teachers - The Commonwealth of Massachusetts, The Department of Education