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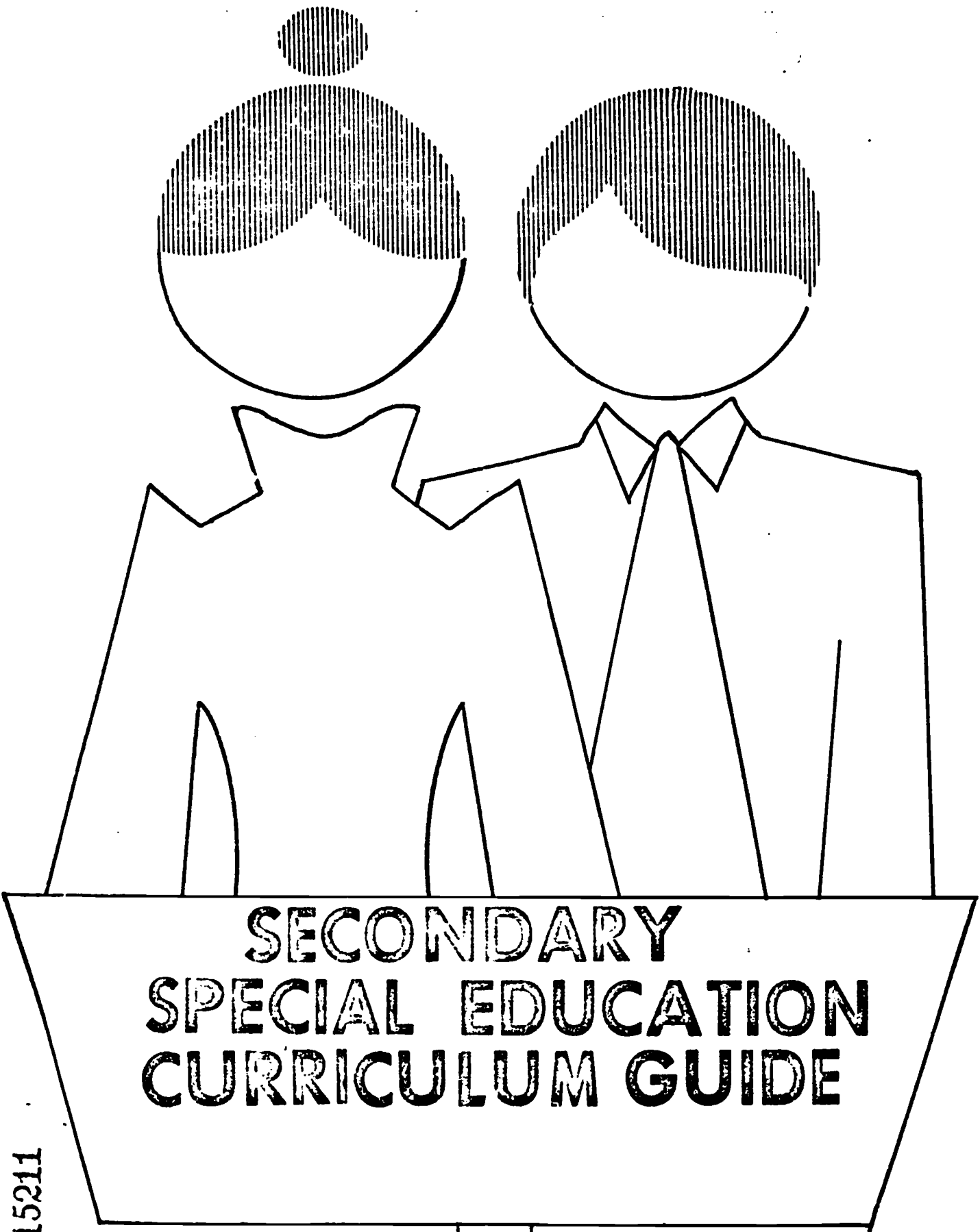
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ABSTRACT

Prepared by a committee of eight secondary special education teachers, this curriculum guide is designed for secondary teachers who have specialized training in the area of mental retardation. It provides suggested techniques and resources for planning and implementing programs for a 4-quarter school year that will help the mentally retarded secondary student acquire the knowledge, skills, and attitudes necessary to become a well-adjusted, contributing member of his community. The guide contains a complete listing of courses (English, mathematics, social studies, and prevocational and vocational information) for grades 8-12, and the content to be covered in each course is outlined along with specific behavioral objectives and a limited number of instructional procedures. Also included are sections on instructional resources, teaching aids, and evaluative techniques. To aid the teacher in lesson planning and evaluating student progress, an instructional model composed of a behavior, content, and evaluation domain is discussed, diagramed, and operationalized. This model emphasizes assessing competencies prior to instruction and analyzing the instructional task in light of these competencies. Teachers are also encouraged to use the guide, "Helping Children Reach Their Potential." (SB)

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ATLANTA PUBLIC SCHOOLS

**A SECONDARY PRE-VOCATIONAL CURRICULUM GUIDE  
FOR TEACHERS OF THE EDUCABLE MENTALLY RETARDED**

**DIVISION OF INSTRUCTION  
DEPARTMENT OF PUPIL PERSONNEL SERVICES  
PROGRAMS FOR EXCEPTIONAL CHILDREN**

**ATLANTA PUBLIC SCHOOLS**

**ATLANTA, GEORGIA**

**1970**

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## FOREWORD

One of the primary goals of public elementary and secondary education is to help each child develop academically, emotionally, and physically. Goals for the exceptional child are no different from those for other children. In either case, the teacher plays a vital role in helping the pupil develop his self-concept and in making the learning process consistent with the pupil's development and abilities.

This Special Education Curriculum Guide is designed to assist inexperienced secondary special education teachers in planning and implementing meaningful programs. It provides the experienced teacher with supplementary materials and ideas which may be useful in enriching his respective program. In addition, the regular classroom teacher may find the guide helpful in providing suggested instructions appropriate for the mentally retarded pupils so that they can experience success in a normal classroom.

The materials in this guide are grouped in five sections which provide a framework for an effective program of studies designed to help pupils learn the identified concepts in sequential order. It is important that the instruction be individualized and based on an effective appraisal of the pupil's strengths and weaknesses. These actions are the stock and trade of all good teachers.


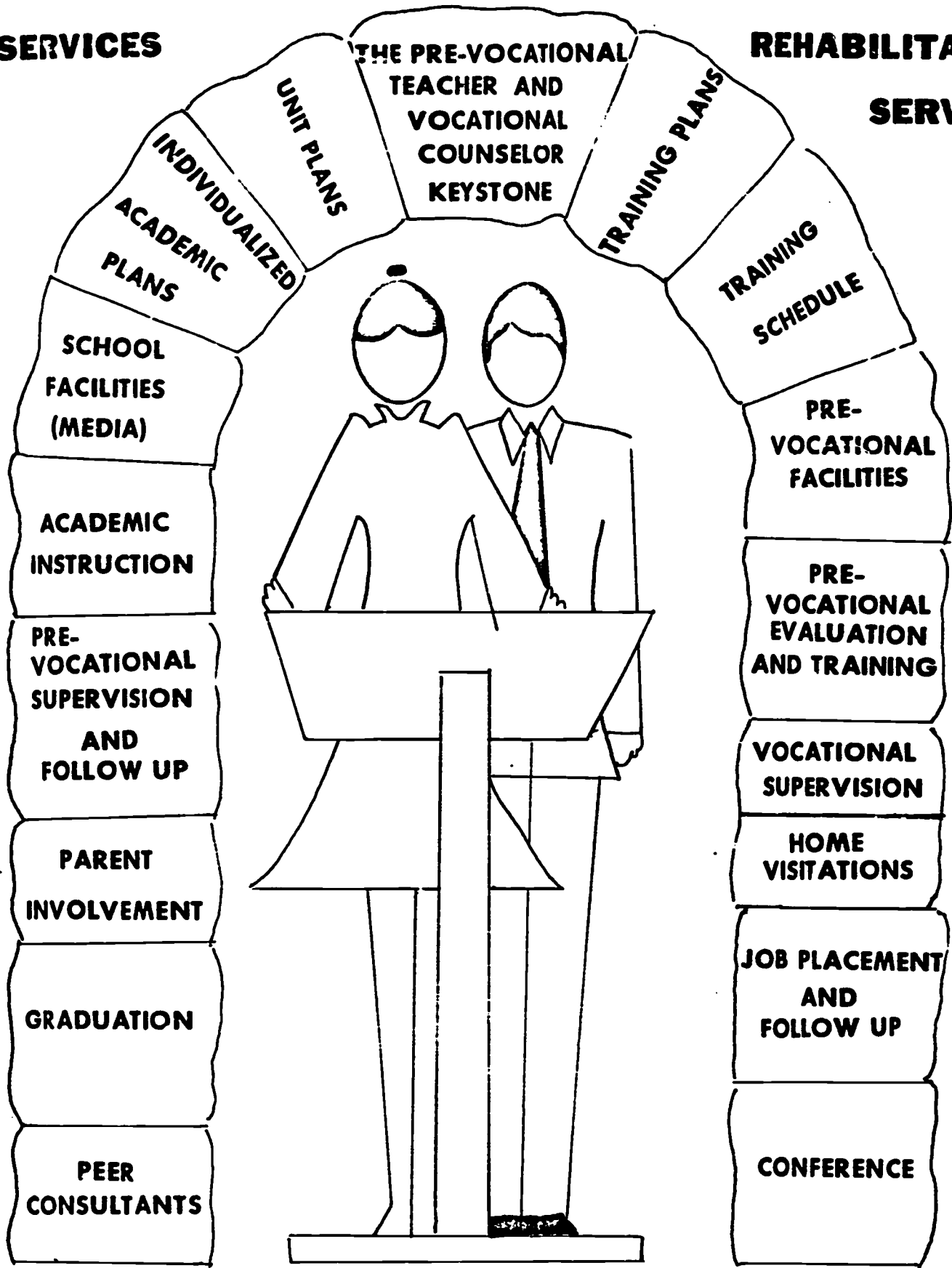
  
E. Curtis Henson  
Assistant Superintendent  
For Instruction

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ATLANTA, GEORGIA  
1970

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# ATLANTA PUBLIC SCHOOLS

INSTRUCTIONAL SERVICES CENTER 2930 FORREST HILL DRIVE, S.W.

ATLANTA, GEORGIA 30315

OFFICE OF  
ASSISTANT SUPERINTENDENT  
FOR INSTRUCTION

Dear Teacher:

During the 1969-'70 school year a group of teachers, representing each of the five school areas, was selected to do research, set up behavioral objectives for the secondary program, and write a tentative curriculum guide for the four-quarter school year. We are happy to present the results of this effort to you.

The preparation of a curriculum guide is a tremendous undertaking. We are indebted to the Curriculum Committee and to Mrs. Anna P. Atkinson who directed and coordinated the development of this guide.

The guide was prepared in order to make available to pre-vocational teachers a readily accessible resource for use in planning teaching-learning experiences. It is not intended to limit your ingenuity or creativity in any way.

We are grateful to each of you for the fine role you are playing in helping to make the program in the Atlanta Public School System relevant to the immediate and future needs of our pupils.

Sincerely,

A handwritten signature in cursive script that reads "Oscar L. Boozer".

Oscar L. Boozer, Director  
Services for Exceptional Children

## SECONDARY SPECIAL EDUCATION CURRICULUM GUIDE

### INTRODUCTION

The Atlanta Public School System is committed to the principle that all children possess the potential to learn certain basic skills, and that equal educational opportunities should be provided for each child to develop to his maximum potential. Carrying out this instructional responsibility for the mentally retarded child represents a very special educational challenge. This guide has been prepared to assist teachers who work with retarded children at the secondary level. Since these teachers should all be trained specialists in the area of mental retardation, the guide is not intended to develop their competencies for working with the retarded; rather, it was intended to assist Atlanta teachers in developing and delivering a comprehensive and sequential educational program for these children.

## CHARACTERISTICS OF THE EDUCABLE MENTALLY RETARDED

The mentally retarded child is defined by the Georgia State Department of Education as that child who, because of limited intellectual functioning, would be expected to have significant limitations in his educational development and is not able to achieve in a regular educational program. Inability to achieve and adjust presents itself in the areas of maturation, learning, social and emotional adjustment, and vocational adjustment. The Educable Mentally Retarded (EMR) will usually have an intellectual ability of approximately one-half to three fourths that of the "average" child of comparable chronological age. These children may demonstrate many of the same learning characteristics as the slow learner, but they differ in their ability to learn and in the amount which they will learn.

The Educable Mentally Retarded Child is more like than different from the normal child. Most mentally handicapped children are "normal" or within the normal range in most areas of their development. Their primary deviation is in the area of intellectual growth where development is significantly retarded. Aside from this single deviation and the impact it may have in terms of growth and development where intelligence plays a significant role, mentally handicapped children appear, react, and grow in essentially the same ways and at approximately the same rate as their normal associates.

As a group, the Educable Mentally Retarded may be said to possess the following basic characteristics:

1. An Intelligence Quotient ranging from 50 to 75 or 80.
2. Somewhat smaller stature, weight slightly less, and a somewhat higher incidence of physical defects than normal children.
3. An intellectual ability of about half or three-fourths that of the normal child of the same chronological age.
4. Higher incidence of failure than normal children.

Whether or not all the observed and measured physical and mental characteristics of the mentally retarded are true functions of mental retardation, as such, is a question that cannot be completely answered by available studies and research. There is some evidence that certain behaviors are more the result of the social and emotional stress placed upon retardates in our society. Whatever the specific etiology of his developmental patterns, there is no question that the retarded youngster does present a wide range of difficult behavioral characteristics which must be taken into account in program planning. That, in fact, is the challenge facing every Prevocational Teacher. This guide is designed to help these teachers make their "giant step for mankind."

#### PURPOSE OF THE GUIDE

In preparing this curriculum guide, the Special Education Secondary Curriculum Revision Committee has attempted to revise and systematize the curriculum for secondary educable mentally retarded pupils. It is hoped that this guide will aid Prevocational Teachers and Vocational Rehabilitation Counselors in the development and implementation of the concepts to be emphasized at each level of study.

The Curriculum Committee is in no way attempting to deprive the Prevocational Teacher of his need and responsibility to be innovative, self-reliant, resourceful and original; these traits remain essential if the teaching-learning process is to be meaningful and effective for students.

The guide is prepared for the sole purpose of making available to the Prevocational Teacher a readily accessible resource of suggested techniques and resources for planning and implementing activities and experiences that will help the mentally retarded secondary pupil acquire the knowledge, skills, and attitudes necessary to become a well-adjusted, contributing and worthy member of his community.

The success of the guide can only be measured in terms of the effect it has on the teaching-learning experience. Success in the use of the guide will depend upon the individual teacher's ability to translate the curriculum outlined into a program of experiences and activities appropriate to his particular pupils. In the final analysis, the relevance and dynamism of any course of study rests with the classroom teacher. Only his diligence, patience, and skill can make it possible for the content of the course of study to become the life-long possession of the student.

#### EDUCATIONAL OBJECTIVES FOR THE SECONDARY PREVOCATIONAL CURRICULUM

The educational objectives for the mentally retarded secondary pupil are the same as the objectives for the "regular" pupil. They differ mainly in degree, rather than kind.

The objectives of self-realization, personal-social competency, economic efficiency, and civic responsibility are a challenge in the education of the non-handicapped child, but are doubly so for the handicapped student. It is recognized, of course, that the handicapped child is deficient in some of the very tools with which these objectives are normally obtained. Many retarded children are defective in sight. Others are hard-of-hearing; some have speech defects, lowered vitality, limited emotional controls, and other handicaps. The challenge readily becomes clear, that all remediable defects must be corrected, that the unimpaired be utilized intelligently and effectively, and that in so far as possible appropriate behaviors be substituted for inappropriate and self-defeating habit patterns.

A secondary education suited to the needs and the abilities of handicapped pupils requires a special focus on goals designed to help each child:

1. Develop acceptable attitudes toward self and others.
2. Develop realistic academic, vocational, and social goals for himself.

3. Become aware of the life styles and values of other groups.
4. Develop social competency and leisure-time outlets.
5. Develop functional skills in the tool subjects.
6. Develop habits of healthful living.
7. Prepare for the world of work through vocational guidance and training as a part of his school experience.
8. Develop a sense of his own worth by helping him accept himself as he is (abilities and handicaps), realizing that he is important as a human being who can make a contribution to his world.
9. Have experiences that will open up avenues of departure for handling complicated life situations in a manner that will be both beneficial and self-satisfying.
10. Become a self-supporting, responsible citizen, able to take an active part in community affairs.

#### METHODS OF ACHIEVING THE EDUCATIONAL OBJECTIVES

1. Providing a program that meets the needs of the pupils to increase knowledge, deepen understanding, develop values, and acquire mastery of basic life-skills.
2. Providing individualized instruction on the levels of the pupils, with special emphasis on activities that may be applied to everyday situations.
3. Providing successful experiences within the total school program.
4. Providing wholesome experiences through trips, discussions, visits to various places of interest, using available community resources, and discovery of constructive ways to spend leisure time.
5. Providing work experiences that will develop desirable occupational characteristics, as well as the knowledge that he can be successful as an employee.



6. Providing experiences that will enable the student to have confidence in himself, make his own decisions, and stand up for what he believes.
7. Providing an "understanding ear", and the realization that someone cares about him and his problems through teacher-pupil conferences as needed.

#### SCOPE OF THE GUIDE

The guide contains a complete listing of courses and their descriptions for grades 8 through 12. For each course, the content to be covered is outlined along with the specific behavioral objectives considered to be the critical goals for the course. Each course outline also contains a limited number of instructional procedures recommended as suitable for helping students develop the requisite concepts and skills. To aid the teacher in lesson planning and evaluating student progress, the guide contains special sections on instructional resources and teaching aids, and evaluative techniques that emphasize teacher observation and ratings as well as typical testing procedures. Throughout there is a special emphasis placed on assessing student competencies prior to instruction and analyzing the instructional task in the light of these present competencies. This approach to instruction will not only enable the teacher to develop instructional procedures appropriate to actual student needs but will provide him with a valid basis for interpreting post-instruction test results both with respect to student progress and the effectiveness of his instructional procedures.

#### NOTE TO TEACHERS

Prevocational teachers are encouraged to submit comments and recommendations to improve the effectiveness of this guide. Comments should be keyed to the specific page, paragraph, and line of the guide for which change is recommended. Reasons should be provided for each comment to insure proper understanding on the part of the Curriculum Committee.

This guide is also viewed as a basis for cooperative curriculum building throughout the school system. For that reason, a lesson plan format has been provided that will allow teachers to document the lessons they develop for the various courses and units. Teachers are encouraged to submit their lessons to the Area Supervisors so that over a period of time a central bank of such instructional material may be built up. Use of the lesson plan format suggested in this guide will allow these materials to be stored by computer so that their retrieval for use by other teachers can eventually be automated.

Teachers are encouraged to use the Guide Helping Children Reach Their Potential. This guide contains detailed suggested procedures, resources and aids. A copy is located in each elementary and secondary school library.

#### TERMINAL OBJECTIVES SECONDARY E.M.R. PROGRAM

Graduates of the Secondary E.M.R. Program should be able, based on his capabilities to:

1. Perform daily personal, social, economic, and civic tasks with self-confidence.
2. Communicate his thoughts clearly, through speaking, listening, and reading.
3. Evaluate concepts about the moral and ethical standards of society and learn to adjust to these within the limits of his ability.
4. Employ the necessary standards for acceptable personal hygiene.
5. Establish wholesome interpersonal relationships by extending social courtesies, and respecting the individual rights of others.
6. Identify and perform his role for adequate home membership.

7. Travel in his community and to apply this knowledge to similar situations (other cities and towns).
8. Demonstrate the skills, knowledge, and attitudes that will make him a productive member of the community in which he lives.
9. Manipulate the four basic mathematical operations necessary for making realistic decisions in his economic affairs and perform occupational computations with understanding and accuracy.
10. Apply the knowledge and skills of time for work, recreation, and leisure activities; budgeting money.
11. Show basic respect for national insignia by saluting the flag and standing when the National Anthem is played.
12. Respect authority and the rights of others.
13. Demonstrate the rights and privileges involved in registration and voting procedures and perform his duties and accept his responsibilities as a voting citizen.

#### THE INSTRUCTIONAL MODEL

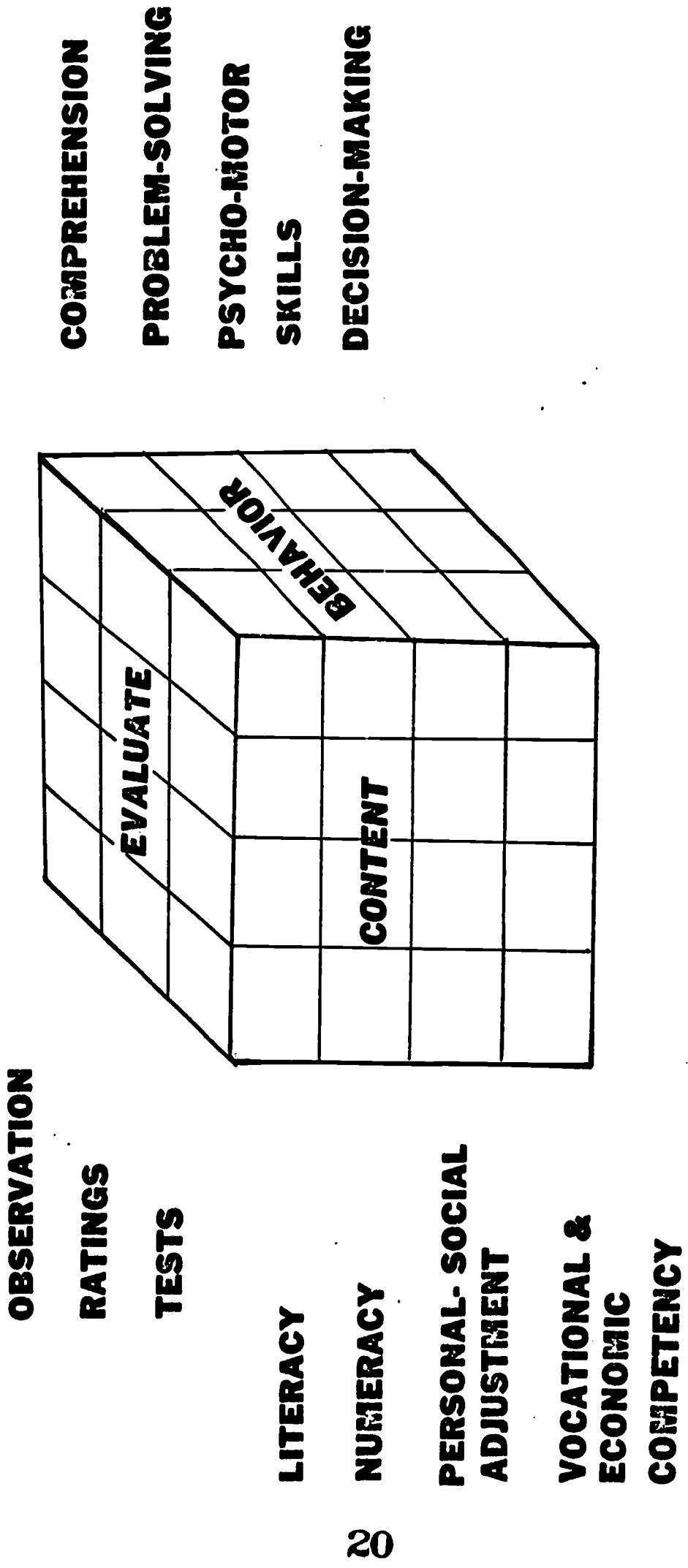
Providing the educable mentally retarded pupil with a secondary education that will enable him to rise above his handicap and secure a satisfying place for himself in his society is a difficult and demanding responsibility for the schools. Besides the task of helping these pupils become reasonably literate within the limitations of their handicaps, the school has the further task of minimizing their personal-social adjustment problems and maximizing their chances of becoming economically self-sufficient. None of these purposes differ in kind from the school's obligation toward its "regular" pupils; in the case of the mentally handicapped pupil, however, the school must cope with children whose special needs cannot always be met by its regular instructional program.

In the Atlanta Schools the special needs of the mentally handicapped secondary student are being met primarily by providing these students with smaller classes conducted by teachers specifically trained to recognize and deal

with their learning handicaps. The efforts of these teachers are strengthened and supported by Vocational Rehabilitation counselors assigned by the State Department to help students bridge the gap between school and work. Together the prevocational teacher and the rehabilitation counselor form a skilled team which often makes the difference between a retarded student finishing high school and competing successfully in the job market or leaving school early, becoming a delinquent, or a chronic societal dependent.

In recent years, the general educator has become particularly concerned with teaching children to learn specific behavioral competencies rather than generalized and vague educational achievements. The emphasis has been on objectively measurable outcomes that are the direct result of instruction. This emphasis on teaching for behavioral objectives is nothing new to the prevocational teacher of the retarded child. By virtue of the fact that his students are handicapped learners, the prevocational teacher has always been more concerned with what his children have learned rather than with his responsibility to cover a certain amount of subject matter. The ever-present and immediate challenge of preparing these students for successful employment has always forced the prevocational teacher to evaluate his teaching in terms of what his students have actually learned to do. Behavioral objectives are necessarily old hat to those who have dealt with students traditionally thought "unable" or "unfit" for learning. Indeed, special education came into existence and continues to flourish precisely because its practitioners have been able to demonstrate behaviorally that such children can learn and can become economically self-sufficient.

While there are many ways in which one might theoretically formulate an instructional model appropriate for the secondary special education curriculum, the present state of the program in the Atlanta Public School System suggests the formulation diagrammed on the following page.



**OBSERVATION**

**RATINGS**

**TESTS**

**LITERACY**

**NUMERACY**

**PERSONAL- SOCIAL  
ADJUSTMENT**

**VOCATIONAL &  
ECONOMIC**

**COMPETENCY**

**EVALUATE**

**CONTENT**

**BEHAVIOR**

**COMPREHENSION**

**PROBLEM-SOLVING**

**PSYCHO-MOTOR**

**SKILLS**

**DECISION-MAKING**

As the diagram shows, the model has three basic dimensions: Behavior, Content, and Evaluation. Each dimension has been partitioned into a number of categories. The Behavior dimension has the four categories of Comprehension, Problem-Solving, Psycho-Motor Skill Development, and Decision-Making. The Content dimension includes the categories of Literacy, Numeracy, Personal-Social Adjustment, and Vocational-Economic Competency. Finally, the Evaluation dimension contains the categories of Observation, Ratings, and Tests. The purpose of this model is to enable the prevocational teacher to view each segment or unit of instruction in terms of the subject area involved, the type of behavior objective being sought, and the particular method of evaluation to be used in determining student success and teacher effectiveness.

Thus, whole units or smaller segments of instruction may be identified by the following three-digit code:

B -- Behavior dimension	(First digit)
C -- Instructional content	(Second digit)
E -- Evaluation method	(Third digit)

Both the Behavior and Content dimensions have four sub-categories, while the Evaluation dimension has three. These are numbered in the diagram, and allow instructional segments to be identified according to the following example: Lesson Code = 343 would indicate a lesson segment where the behavior dimension involves a skill (first digit), the content dimension pertains to vocational competency (second digit), and the evaluation dimension suggests observation as the appropriate method. An example of such a lesson could be: Teaching the use of the cash register. The objective would be to have the student learn to ring up items correctly, add sales and total the sale, and finally make the correct change. His performance could be evaluated by having the instructor use a check-list to guide his observation of each step of the student's performance on a number of problems.

To help teachers understand the categories upon which this instructional model is based, the following brief review is presented:

## THE BEHAVIOR DIMENSION

Human behavior has traditionally been viewed as possessing a cognitive, volitional, and motor components. While any specific act of behavior should be viewed as having all three components inseparably intertwined, for purpose of analysis and discussion the three aspects can be distinguished and considered independently. In the model presented here, the cognitive or intellectual component has been broken down into two distinct categories: comprehension and problem solving. The volitional component has been referred to by the term Appreciation, and the motor component by the term skill. Each will now be discussed briefly.

COGNITIVE BEHAVIOR. In the context of the model presented here, cognitive behavior is meant to embrace all those behaviors by which a person knows. Although clearly an oversimplification of intellectual processes, this model divides man's knowing behavior into:

Comprehension, or the process by which the pupil comes to acquire facts, principles, concepts, with insight into their essential meaningfulness.

Problem-Solving, or the process by which the pupil applies his present store of knowledge to create analyses or syntheses of problems novel to him.

VOLITIONAL BEHAVIOR. Referred to by the term decision-making in the present model, volitional behavior is meant to identify those behaviors by which a person values the content of his experience and assigns priorities according to an internal or external frame of reference. It is obvious that volitional behavior or Appreciation as here defined will be critical in determining what pupils will attend to in their environment and what they will expend their energies to obtain. Volitional behavior is at the root of all personal decision-making, and by an examination of a person's free choices one comes to know what he values or appreciates. Hence, the term decision-making in the present model.

PSYCHO-MOTOR BEHAVIOR. By psycho-motor behavior the present model has reference to all those behaviors by which a person comes into physical contact with his environment, either to exert control or to respond to other controlling forces.



Psycho-motor behavior is behavior in the purest or fullest sense, for it has reference to what a person can actually do, as distinct from what he knows how to do, or values as worth doing. Environment, as used here, has reference to the physical world of objects and the social world of persons. When a man's motor behavior is disciplined and appropriate, he is considered to be skillful. Hence, this model's choice of the term psycho-motor skill for those motor behaviors by which a person brings his various senses and muscles into harmony with the world outside himself.

From the educator's point of view the importance of the psycho-motor behavior dimension of the instructional process rests in the need to encourage pupil development in each of the three basic categories simultaneously. In the past there has been a tendency for the schools to be overconcerned with the cognitive to the neglect of the volitional and motoric aspects of human behavior. Character formation and decision-making have been viewed as the responsibility of the home and the Church; learning activities with a heavy motoric component have been relegated to extra-curricular activities or the so-called non-academic parts of the curriculum. Many of the school's major problems with the unmotivated and disinterested student can be traced to this lack of balance in the school program. The present instructional model hopes to reduce the traditional one-sidedness of much school instruction by keeping before the teacher the need to stress the use and appreciation of learning as well as its acquisition. Furthermore, in all three areas the emphasis is on behavioral manifestations of what the student has come to know, to value, and to do as a result of the instruction program.

#### THE CONTENT DIMENSION

As it presently operates in the Atlanta Public School System, the secondary EMR program is a core curriculum centered on prevocational experiences. The primary focus of concern, of course, is the development of the individual student. His vocational needs and interests are given central consideration because in our society almost everything depends on a person being economically self-sufficient. The pre-vocational core of the EMR secondary curriculum is



now, however, narrowly vocational. Solid recognition is given to the fact that man the maker and worker accomplishes most of his labors directly or indirectly through the use of verbal and numerical symbols. Hence the prevocational program has both a special mathematics curriculum to help the retarded student become numerate and a special English curriculum to help him become literate. In both cases the emphasis is on functional learning, so that the student can see the relevance of these studies to his own personal welfare. Since these subjects are taught in small classes by trained specialists, every opportunity exists for each child to be taught according to his individual needs and capacity.

Because in most instances vocational success in adult life is a function of personal-social adjustment as much as intellectual ability and job competency the prevocational teacher places a great deal of emphasis on helping students with their personal and social adjustment. The special social studies curriculum provides a suitable backdrop for much of this effort. But equally important are the counseling skills of the prevocational teacher and the availability of the vocational rehabilitation counselor. Finally, since school is more than preparation for life and the outside world, but is in actuality a world with an ongoing life of its own, the prevocational teacher sees that each of his students participates in the life of the school as fully as possible. This usually takes the form of having EMR students take courses in the regular classroom as well as participate in extra-curricular activities.

In reviewing the prevocational curriculum of the Atlanta Schools, therefore, it seemed logical to categorize its essential content dimension into the four areas of: literacy, numeracy, personal social adjustment, and vocational-economic competency. For each of these areas a special curriculum has been prepared and almost all of what is done in the prevocational program can be classified under one or the other of these headings.

## THE EVALUATIVE DIMENSION

Teachers are generally familiar with the variety of tests by which student progress may be measured and his performance evaluated against some criterion measure. Teacher-made tests are usually divided into essay and objective. Essay tests include both short-answer and the longer, broad question type. Objective tests include multiple-choice, true-false, matching, and sentence completions or some combination of these. There are many good texts of tests and measurement designed to help the teacher construct tests whose items are well written and which form a balanced, valid, and reliable test. There are also a great number of standardized tests on the market which teachers can use for a variety of purposes, both diagnostic and evaluative. In light of the above, it is unnecessary and redundant to do more here than merely mention that paper and pencil tests constitute an important evaluative tool which teachers may use in a variety of contexts for a number of educational and guidance purposes.

What needs to be stressed here, however, is that paper and pencil tests are not the only evaluative tools available to the teacher. Observation check lists and rating scales can also be used to advantage. In fact, these devices can be superior for some purposes, particularly when the emphasis is on performance and behavior. Tests are much more efficient for the speedy gathering of data, but favor the more verbal student and do not adequately measure the performance dimensions of learning (e.g., the proper use of lab equipment). In the case of the mentally handicapped children the use of non-test evaluative tools needs to be considered because many of these children have had unfortunate experiences with paper and pencil tests, so much so in some cases that every test for them is a traumatic and self-damaging experience.

The disadvantage with check-lists, of course, is the time involved in having the instructor observe the performance of each student. This should not discourage the prevocational teacher from using them since he has a smaller than average number of children to instruct. The retarded child is not actually aware that he is being evaluated only that he is being observed.

Like check lists, rating scales are also essentially observational in nature. Here, however, the teacher is judging the quality of the student's performance against some criterion. This criterion may be the child's previous performance or the performance of some idealized typical student. In either case, the teacher needs to have the criterion performance well-defined in his mind before he rates the performance being observed. The criterion performance should also be behaviorally specific and not some generalized behavior category that compounds a confusing variety of specific behaviors within its domain (e.g., "good employee" which might include a whole gamut of variables such as promptness, politeness, affability, cooperativeness, job knowledge, and so forth).

#### PUTTING THE MODEL TO WORK

Up to this point only the structural aspects of the instructional model have been discussed. The purpose of this section is to rescue the model from being a taxonomic device useful only for classifying the instructional components of the secondary EMR curriculum.

What needs to be done now is to bring out the dynamism latent in the model for lesson planning and organization. It will be recalled that the model had three dimensions that generated 48 individual cells. Each of these cells has a Behavioral Content, and Evaluative dimension interacting within it. This interaction gives the model its dynamism as a stimulus and guide to the teacher as he maps out his instructional strategy. For in planning his instructional program, the teacher is asked to lay out his lessons or units in terms not only of their required content, but of the student behaviors to be developed and the means by which he will assess student readiness before instruction, and appraise his progress after instruction.

## AIM SYSTEM

The operation of this instructional model has been conceptualized in a functional system called AIM. AIM is an acronym for ASSESS-INSTRUCT-MEASURE PROGRESS (see diagram 2). What the system suggests is that for each instructional unit or lesson, the teacher not only should identify his behavioral objects and select appropriate learning activities and experiences, but that he should precede the instructional effort with an assessment of the student's present state of achievement, particularly with respect to those competencies which seem to form the basic readiness experiences necessary for assimilating the new learning in the lesson or unit. The system also calls for the teacher to measure the degree to which the new learning has been acquired after instruction and then to use this information to evaluate not only the progress made by individual students, but to judge the relative effectiveness of his presentation. Where progress is evident, he can move on with confidence to other instructional units for which the present one is a necessary readiness experience. Where the evidence suggests that satisfactory learning has not taken place he can revamp his instructional activities and initiate a review so that students can have another chance to acquire the skills or competencies involved.

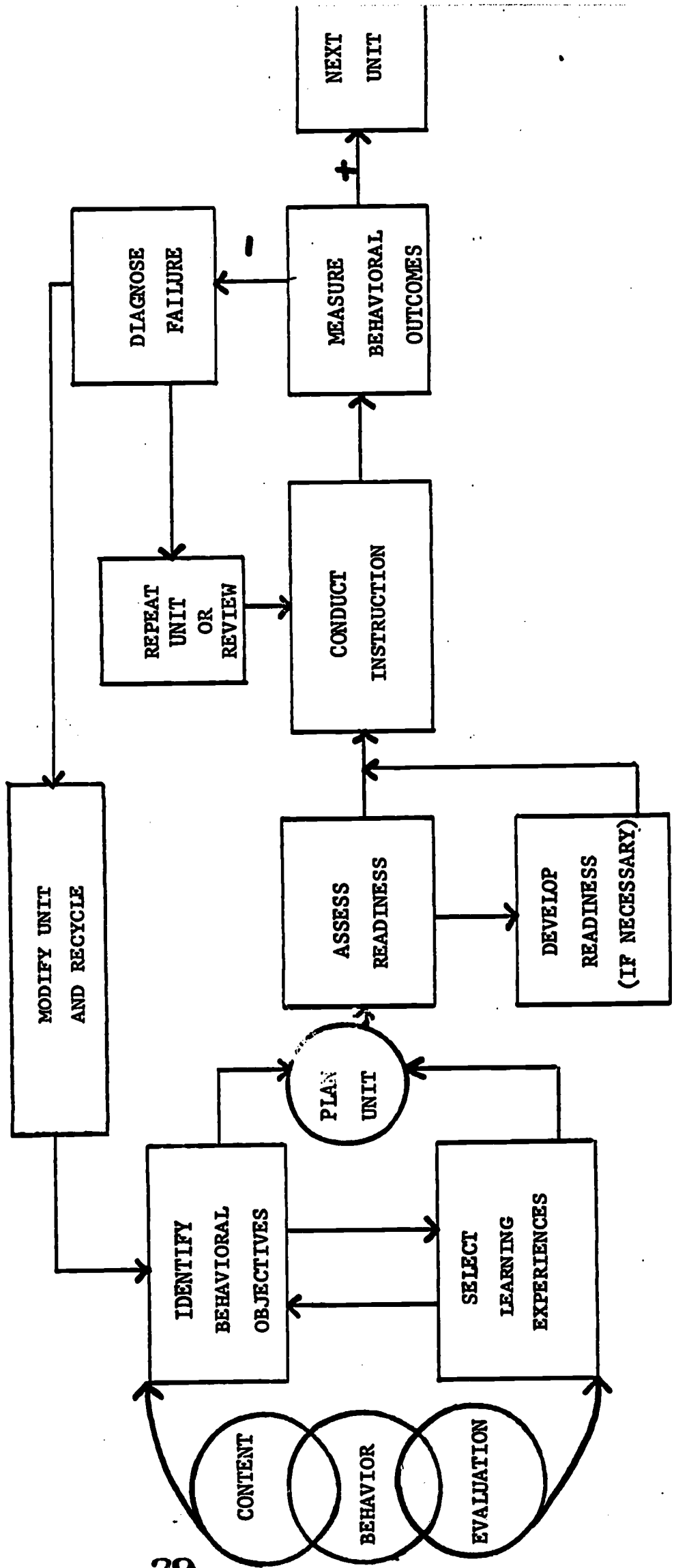
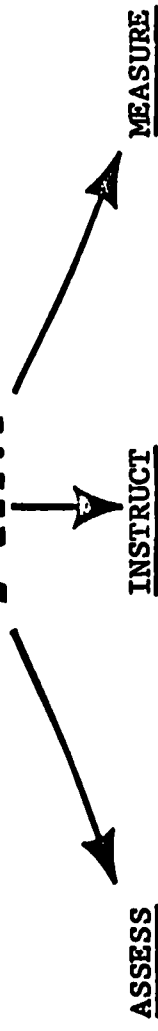
When the teacher is faced with the failure of his instruction to bring about the requisite behavioral changes in the students, he will, of course, begin an analysis of the instructional unit to see where the deficiency lies. The fact that he has made an initial assessment of the students' readiness for this particular learning experience eliminates one leading cause of learning failure; namely, a student not possessing the basic knowledge or skills requisite for acquiring the learning in which instruction is being given. This implies, of course, that the instructor has remedied any basic readiness deficiencies prior to presenting the new unit or lesson. Using the AIM approach, therefore, the teacher can be fairly confident that the trouble with the unit lies in the instructional procedures and not in the student's lack of readiness. No detailed procedure can be spelled out here as to how a teacher should proceed to locate the trouble and correct it. Each case will suggest its own procedures. Teacher,

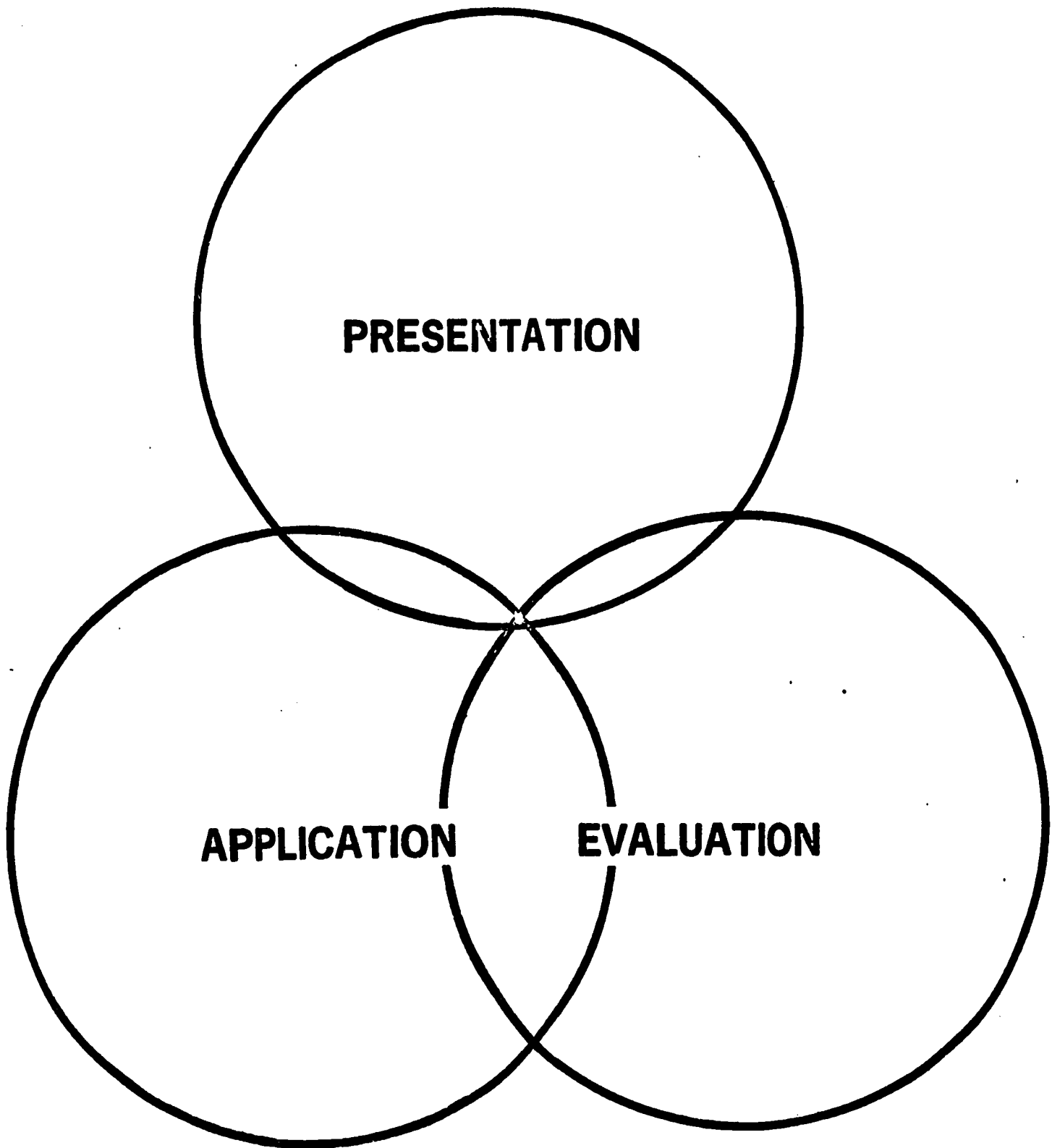
however, should always check their assumptions of what was wrong by recycling the revised unit to see if it actually does produce satisfactory student learning. Finally, it should be noted that in some cases the trouble will simply be the fact that either the teacher or the students were not giving their best effort to the lesson and unit. In that case, all that may be required is a simple review of those aspects of the learning experience on which performance was deficient.

A teacher who follows the AIM system will gradually be able to build a functional curriculum that is truly sequential and organized in terms of the psycho-logic of the learner and not merely the logic of the subject-matter. As individual lessons and units are developed with proper pre and post assessment of behavioral change, an interlocking instructional pattern will emerge through which most students can be successfully channeled.

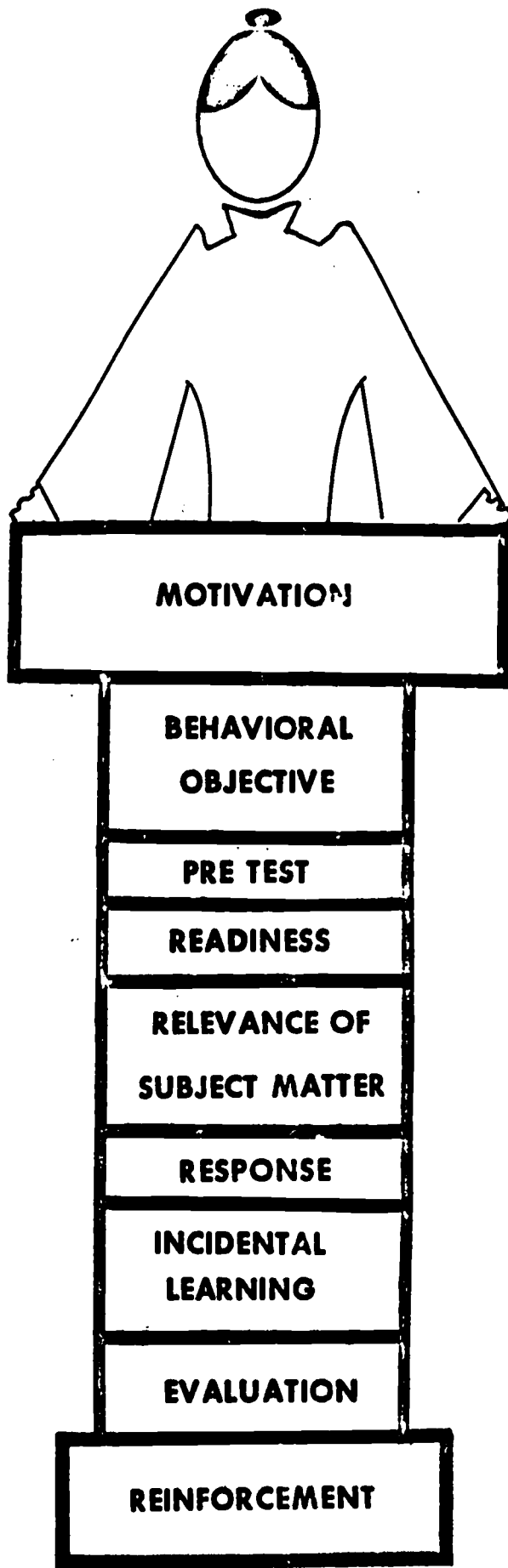
Because of the potential of the AIM system to help the Atlanta Schools build a model curriculum for the secondary EMR student, prevocational teachers are encouraged not only to follow the procedures outlined in this guide but to submit the fruits of their efforts to the lesson plan data bank being set up by the central office staff. The format to be followed in submitting lesson plans is in the appendix. It is a trial instrument and will be modified as teachers turn in lessons.

# AIM





**A**  
**The Instructional Process**  
**M**



**A**  
**The Principles of Instruction**  
**M**



**TO MOTIVATE STUDENTS**

**SHOW A NEED**

**DEVELOP AN INTEREST**

**ENCOURAGE EARLY SUCCESS**

**GIVE RECOGNITION AND CREDIT**

**RESPOND TO PROMOTE EFFICIENT LEARNING**

**USE SELF-COMPETITION**

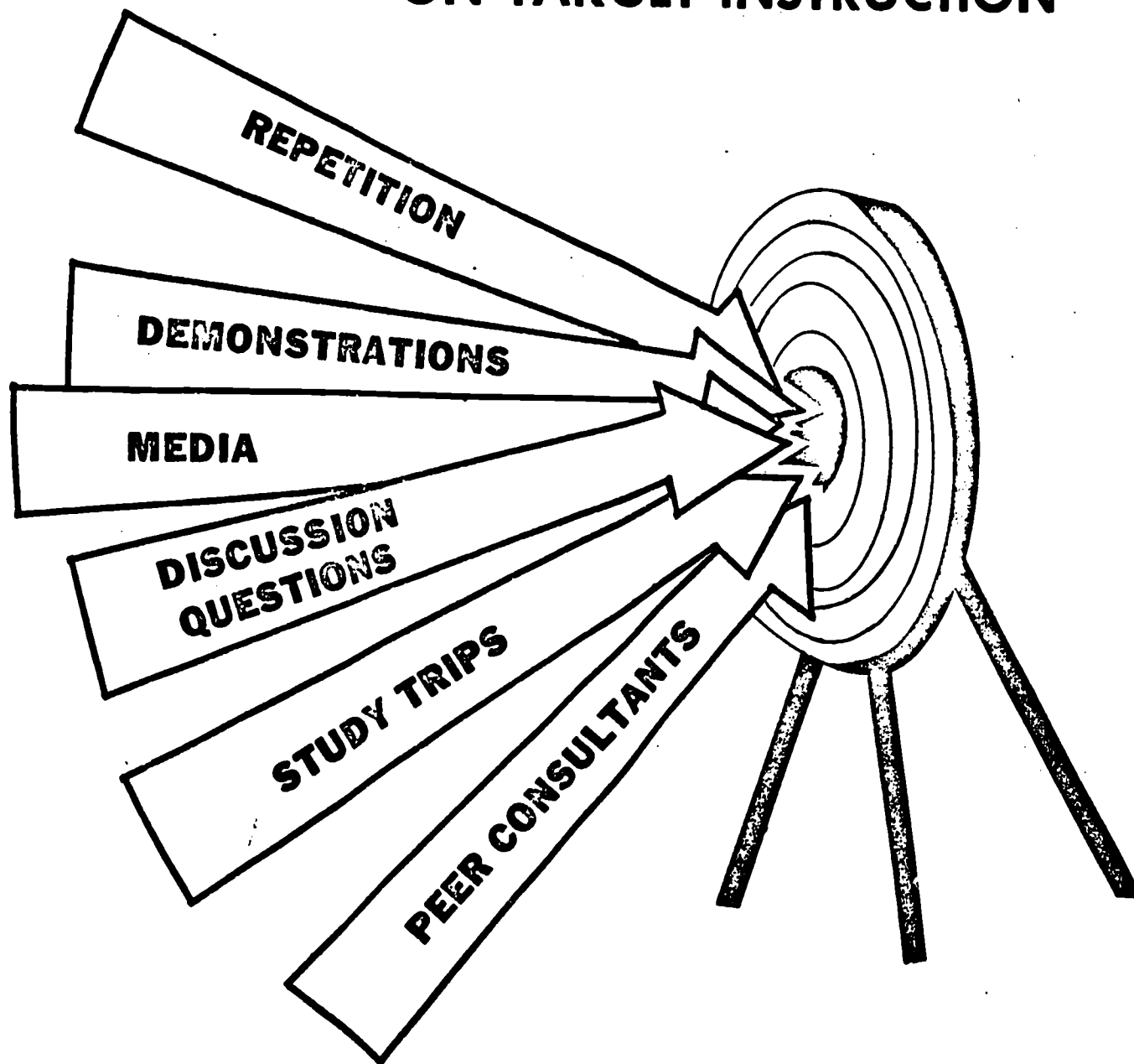
**USE THE REWARD SYSTEM**

**A  
I  
M**

**Techniques of Motivation**

**A  
I  
M**

# **ON TARGET INSTRUCTION**



**STUDENTS CAN FOLLOW INDIVIDUALIZED  
LESSON ORGANIZATION IF**

**IT'S LOGICAL**

**MAIN POINTS ARE LIMITED**

**MEDIA IS USED**

**Organization**

## Terminal Objectives -- English

The English program is designed to help each student develop his potential in the area of communications. Each student should be able:

1. To improve his self-image through listening, speaking, reading, and writing.
2. To orally express his feelings, thoughts, and ideas effectively.
3. To use functional the listening, speaking, reading, and writing skills developed.
4. To write personal data legibly and accurately.
5. To follow oral and written directions for safety, and for satisfying personal-social needs, and vocational interests.
6. To function effectively in a literate manner.

COURSE NAME:

English I-A

COURSE NUMBER:

261010

COURSE DESCRIPTION:

Understanding and using basic communicative skills

---

COURSE CONTENT:

- A. Developing comprehension: following oral and written directions, reading for information and pleasure.
  - B. Associating and interpreting ideas: comparing, generalizing, predicting outcomes, and drawing conclusions.
  - C. Organizing ideas: classifying, summarizing, and arranging materials in sequential order.
  - D. Reading: oral, silent, and choral.
- 

BEHAVIORAL OBJECTIVES:

1. To follow oral directions from teacher, classmates, V. R. Counselor, and others.
  2. To sequence the alphabet, pictures, and ideas.
  3. To classify pictures, materials, numbers, books, sounds, and jobs.
  4. To make relevant generalizations from pictures, recordings, tapes, books, and role playing.
  5. To read simple written directions about classwork.
  6. To read in a developmental reading series on his level as determined by a reading test or teacher observation.
  7. To write his name, birthdate, address, and telephone number.
  8. To solve personal and social problems through oral expression, discussion and reading.
- 

SUGGESTED PROCEDURES:

- A. Evaluate through formal and informal reading tests and inventories the reading levels of the pupils and group accordingly. Keep in mind that a great deal of individualized instruction is necessary.
- B. Select a basal text for each individual with high interest content and which is appropriate for the individual reading level.
- C. Use a variety of activities and equipment to stimulate oral language, such as role playing, dramatics, and situational tasks.
- D. Use a variety of media to motivate students, such as games, supplementary readers, safety cards, Scope, etc.
- E. Use your creativity to develop the eight objectives above.

COURSE NAME:

English I-B

COURSE NUMBER: 261020

COURSE DESCRIPTION:

Developing basic communicative skills

---

COURSE CONTENT:

- A. Vocabulary meanings and usage: definitions, recognizing and using synonyms, antonyms, and homonyms.
  - B. Inferring meanings from word-form clues: prefixes, suffixes, roots, compounds, words, and contractions.
  - C. Word Analysis: initial consonants, phonetic parts, compound words, building words, monosyllabic - polysyllabic words (contrast).
- 

BEHAVIORAL OBJECTIVES:

1. To expand the functional oral, reading, and written vocabulary.
  2. To use the meanings of words in a multiplicity of concepts associated with them for communicative purposes.
  3. To pronounce and spell words correctly in solving personal, vocational, and social problems.
  4. To gain self-confidence through group participation in games.
- 

SUGGESTED PROCEDURES:

- A. Determine through formal and informal reading inventories the reading levels of the pupils and group them accordingly -- a great deal of individualized instruction will be necessary.
- B. Select a basal text for each pupil or group.
- C. Play "word games" e.g., Bingo, Language Lotto, etc.
- D. Use a variety of instructional materials and supplementary books to create interest and expand communicative skills such as Films, Filmstrips, records and tapes.
- E. Stress oral communication.

**COURSE NAME:**

English I-C

**COURSE NUMBER:** 261030

**COURSE DESCRIPTION:**

Developing Basic Communicative skills for vocational and social purposes.

---

**COURSE CONTENT:**

- A. Developing dictionary skills: alphabetizing, guide words, respelling for pronunciation, pronunciation, definitions, table of contents.
  - B. Developing speaking skills: oral reports, retelling stories, choral reading, reciting poems. Vocabulary usage: reporting current events, delivering messages, making announcements, conducting meetings, dramatizations -- creative and imitative. Role playing: interviewing, etc.
- 

**BEHAVIORAL OBJECTIVES:**

1. To use the dictionary skills effectively in alphabetizing, definition, pronunciation, guide words, etc.
  2. To communicate fluently and intelligibly using spontaneous standard speech, to the best of his ability in expressing thoughts and feelings connectively and logically.
  3. To gain sense of self-realization of his abilities and limitations.
  4. To build and use a listening and speaking vocabulary that is self-satisfying and effective for meeting everyday situations in his vocational and social life.
  5. To develop self-confidence through participation in oral, writing and reading activities.
- 

**SUGGESTED PROCEDURES:**

- A. Initiate extensive and interesting exercises in developing dictionary skills, e.g., alphabetizing, spelling definitions, etc.
- B. Use You and Your World, Know Your World, and local newspapers to develop speaking skills, e.g., news reports, short stories, etc.
- C. Provide role playing experiences that will develop self-confidence in conversing with peers and adults.
- D. Use tape recorders and earphones to provide experiences in communication, e.g., speaking, listening, etc.
- E. Role playing.

**COURSE NAME:** English I-D

**COURSE NUMBER:** 261040

**COURSE DESCRIPTION:** Communicative Skills for Vocational and Social Usage.

---

**COURSE CONTENT:**

- A. Developing skills in telephone usage and operation: telephone courtesy, proper use and operation, role playing for securing special services, e.g., police, fire department, telephone operator, western union, taxi, etc. Developing oral language standards and social standards for telephone usage.
  - B. Using the telephone book: locating numbers and information, alphabetical listing of names, abbreviations used in book, classified business director, etc.
- 

**BEHAVIORAL OBJECTIVES:**

1. To communicate effectively by telephone in solving personal problems, e.g., securing the police, fire department, taxi, hospital, ambulance service, etc.
  2. To extend proper social courtesy when using the telephone.
  3. To use the telephone directories to locate numbers and other information as needed.
  4. To assume realistic roles in role playing situations.
- 

**SUGGESTED PROCEDURES:**

- A. Secure services of Bell Telephone Company to develop skills in telephone usage and operation.
- B. Secure telephone directories and provide experience in locating information, alphabetizing listing of names, abbreviation, etc. used in the directories.
- C. Set up an employment area -- include interviewing booth, receptionists desk, and manager's office for role playing situations.



COURSE NAME:

English II-A

COURSE NUMBER: 262010

COURSE DESCRIPTION:

Communicative skills for vocational and social usage.

---

COURSE CONTENT:

- A. Auditory, discrimination -- listening: following directions, dictation, phonemes, words, phrases, sentences, etc.
  - B. Auditory Memory -- perception: phonetic, charts, retelling a story, memorizing poems, songs, jingle, etc., reproducing images of symbols.
  - C. Mechanics of letter writing: indentation, margin, parts, etc.
- 

BEHAVIORAL OBJECTIVES:

1. To follow oral and written directions effectively.
  2. To retell stories in sequential order and to recite poems from memory.
  3. To transfer skills learned in critical or analytical listening to all social, vocational, and academic levels of operation.
  4. To understand and interpret sounds.
  5. To speak and write connectively.
  6. To ask questions that are relevant and clear.
- 

SUGGESTED PROCEDURES:

- A. Set definite standards for listening -- emphasizing what, why, and how.
- B. Maintain an environment conducive to listening.
- C. Use tape recorder, earphone, T.V. programs, to develop skills.
- D. Provide a variety of interesting and structured activities for listening, but integrate listening experiences with all curricular areas.
- E. Initiate activities at the interest and performance levels of the pupils.

**COURSE NAME:**

English II-B

**COURSE NUMBER:** 262020

**COURSE DESCRIPTION:**

Developing writing skills for vocational and social usage.

---

**COURSE CONTENT:**

- A. Creative writing: simple compositions, short stories, poems, simple sentences, etc.
  - B. The mechanics of letter writing: friendly letters, business letters, thank-you notes, invitations, addresses envelopes, etc.
  - C. Grammar: errors in usage, etc. Speaking-writing.
- 

**BEHAVIORAL OBJECTIVES:**

- 1. To communicate ideas in writing simple compositions, short stories, poems, sentences, etc., connectively and clearly.
  - 2. To write letters, notes, invitations, etc., to meet personal, vocational and social needs.
  - 3. To select and use appropriate form and content for correspondence, orders, etc.
  - 4. To observe rules of punctuation and capitalization in writing letters, compositions, poems, sentences, etc.
  - 5. To write legibly.
- 

**SUGGESTED PROCEDURES:**

- A. Use experience stories for simple compositions and short stories.
- B. Write invitations to parents to visit classroom, P. T. A. meetings, and other school functions.
- C. Write thank-you notes to consultants, principal, librarians, etc., for services rendered.
- D. Write invitations to birthday parties, class parties, etc.
- E. Play sentence games that will provide extensive practice in grammar improvement.

**COURSE NAME:**

English II-C

**COURSE NUMBER:** 262030

**COURSE DESCRIPTION:**

Expanding communicative skills for vocational and social usage.

---

**COURSE CONTENT:**

- A. Spelling: words in daily vocabulary, dictionary instruction and skills, association with skills in word recognition -- phonetic skills -- auditory -- visual discrimination -- structural analysis.
  - B. Writing -- additional skills in writing: compositions, essays, letter writing, short stories, poems, etc.
  - C. Syllabication: word building, etc.
- 

**BEHAVIORAL OBJECTIVES:**

1. To identify words, their forms, pronunciation and meaning.
  2. To use word meanings expressively in writing.
  3. To identify the sources and histories of words.
  4. To write letters to solve personal, social, and vocational problems.
- 

**SUGGESTED PROCEDURES:**

- A. Determine by some method the performance level of each pupil and plan his program accordingly.
- B. Select and secure a basal text or word list for each pupil.
- C. Incorporate the spelling skills in the writing activities.
- D. Play vocabulary building word games.

**COURSE NAME:** English II-D

**COURSE NUMBER:** 262040

**COURSE DESCRIPTION:** Correcting errors in Grammar Usage I

---

**COURSE CONTENT:**

- A. Grammar (Errors in Usage): personal pronouns.
- B. Substitutions: mine/my, youse/your, hisself/himself, yourn/yours, hisn/his, hern/hers, etc.
- C. Redundance (errors): Johe he, my aunt her car, in "Mr. Fox" it tells about, etc.

---

**BEHAVIORAL OBJECTIVES:**

- 1. To use correct grammar in speaking and writing.
- 2. To converse effectively with peers and adults.
- 3. To read with confidence.
- 4. To become cognizant of ability to read and converse with others.
- 5. To identify and avoid errors, substitutions, and redundance errors.

---

**SUGGESTED PROCEDURES:**

- A. Make use of extensive remedial reading drills.
- B. Initiate numerous language master drills that will correct errors in substitutions and redundance.
- C. Use choral reading or speaking to correct errors in grammar.
- D. Check visual closure abilities of pupils.
- E. Provide visual clues whenever possible.
- F. Use direct repetition skills.
- G. Check overuse of slang.

COURSE NAME:

English III-A

COURSE NUMBER: 263010

COURSE DESCRIPTION:

Correcting Errors in Grammar Usage II.

---

COURSE CONTENT:

- A. Adverbs: substitution -- errors.
  - B. Double Negative: errors in usage.
  - C. Prepositions: substitution errors.
  - D. Sentence Structure: mechanics and patterns.
  - E. Antecedents: Agreement in number.
  - F. Agreement of relative pronoun with antecedent.
  - G. Verb tense.
- 

BEHAVIORAL OBJECTIVES:

- 1. To avoid phonological deviations in oral and written communication.
  - 2. To use the mechanics and patterns of correct sentence structure in speaking and writing.
  - 3. To make antecedents agree in number, i.e., singular forms of antecedent are to be followed by singular form of pronoun.
  - 4. To use the correct tense of verbs in oral and written communications.
  - 5. To communicate effectively with peers and adults.
- 

SUGGESTED PROCEDURES:

- A. Determine the oral and written grammar patterns of the pupils and the types of errors most common to the class. Use this information for selecting instructional materials and aids for the daily lessons.
- B. Use choral reading to correct errors in substitutions and phonological deviations.
- C. Use sentence games to provide extensive drill in subject verb agreement.
- D. Initiate games and practical exercises that will correct errors in sentence structure.
- E. Play sentence games to identify and use correct verb tense.

**COURSE NAME:**

English III-B

**COURSE NUMBER:** 263020

**COURSE DESCRIPTION:**

Developing Job Related Communicative Skills

---

**COURSE CONTENT:**

- A. Written expression: Job applications and inquiries, creative writing, job related skills in writing, etc.
  - B. Spelling: words needed in job application, at work, in job inquiries, drivers license, social life, etc.
  - C. Reading: for information, leisure, time, etc.
  - D. Auditory and visual discrimination: vowels and consonants, initial consonants and blends, final consonants, recognizing word families, prefixes, suffixes, root words, etc.
  - E. Hyphens: Compound words and their structure, etc.
- 

**BEHAVIORAL OBJECTIVES:**

- 1. To identify, define, pronounce, and spell vocational words needed in job applications and inquiries.
  - 2. To read job related materials and stories of interest.
  - 3. To sound letters to help with the development of word-attack skills.
  - 4. To identify combinations of sounds in words.
  - 5. To express written ideas effectively.
  - 6. To recognize the same sounds in different words.
  - 7. To couple words to create new words.
- 

**SUGGESTED PROCEDURES:**

- A. Provide extensive activity in completing different job application forms.
- B. Write letters of application and resignation.
- C. Fill out requisitions for supplies, label items, write notes, announcements, memos and telephone messages.
- D. Write short stories, reports, daily schedules, and alphabetize lists.
- E. Create assignments using the dictionary, telephone book, index, glossary, street guides, bulletin board, school newspaper, library, audio-visual aids, etc.
- F. Make inventory of job possibilities and different type jobs.

**COURSE NAME:**

English III-C

**COURSE NUMBER:** 263030

**COURSE DESCRIPTION:**

Developing Communicative Skills for Vocational Usage.

**COURSE CONTENT:**

- A. **Oral Language:** supplying information for opening bank account, loan application, interview, social security card, tax forms, driver license, etc.
- B. **Drama:** role playing, skits, choral speaking, etc.
- C. **Listening:** following directions, recalling ideas and facts, predicting outcomes, etc.
- D. **Written language:** application forms, shopping lists, budgets, checks, money orders, withdrawal slips, deposit slips, telephone messages, letters, and invitations.
- E. **Spelling:** words related to vocation and social skills.

**BEHAVIORAL OBJECTIVES:**

1. To supply answers and ask questions with confidence when opening bank accounts, making loan applications, personal interviews, etc.
2. To speak with adult-like speech patterns when asking and answering questions.
3. To react to the author's mood and enjoy the development of a story, script, poem, etc.
4. To understand personal and general connotations of words.
5. To recognize and understand the jargon in social living.
6. To use auditory and visual discrimination skills to solve vocational and social problems.

**SUGGESTED PROCEDURES:**

- A. Plan trips to banks, utilize individual and community resources informal exchange of ideas, compositional talks, drill exercises using teacher prepared materials, establish rules of good manners, posture, usage, voice control, etc.
- B. Place great emphasis on articulation, enunciation, and pronunciation.
- C. Read selected paragraphs, short stories, poems, etc. and observe pupil reaction.
- D. Make extensive use of tape recorder, listening station, etc.
- E. Write from dictations, words and sentences which have been studied and then without prior preparation.

**COURSE NAME:** English III-D **COURSE NUMBER:** 263040  
**COURSE DESCRIPTION:** Developing and using oral and silent reading skills for effective social living.

---

**COURSE CONTENT:**

- A. Oral and silent reading of materials related to social living: application blanks, newspapers and magazines, menus and recipes, shopping lists, simple printed directions, information required for drivers license, printed materials from service organizations, rules and regulations, laws and policies, etc.
- B. Selection and use of resources: general resources, school resources, community resources, etc.

---

**BEHAVIORAL OBJECTIVES:**

- 1. To read and comprehend printed materials for effective social living, e.g., menus, newspapers, recipes, shopping lists, etc.
- 2. To differentiate between facts and opinions.
- 3. To make decisions based upon sound principles of economy, function, and quality in planning purchases.
- 4. To use reference materials and information to solve personal problems.

---

**SUGGESTED PROCEDURES:**

- A. Tape oral reading sessions.
- B. Take trips to restaurants and place orders from menu.
- C. Initiate games involving reading directions.
- D. Plan simple assignments involving the selection and use of research materials.
- E. Visit public library and compare with school facility.
- F. Use newspaper ads to compile shopping lists.
- G. Provide extensive practice in filling out applications.
- H. Develop reading corner consisting of materials selected by the pupils.
- I. Role playing and practical exercises in the development of social living skills.



**COURSE NAME:**

English IV-A

**COURSE NUMBER:** 264010

**COURSE DESCRIPTION:**

Planning concrete experiences for daily living.

---

**COURSE CONTENT:**

- A. Daily living concrete experiences: applying for a job, purchasing a car, invitations and letters, telephone courtesy, social courtesies, current affairs, insurance, budgeting money and leisure time, dating and marriage preparation.
  - B. Following directions: simple and complex, standard symbols, guides, maps, globe, etc.
  - C. Drawing conclusions and generalizing.
- 

**BEHAVIORAL OBJECTIVES:**

1. To discern his position in the complexities of living as an adult.
  2. To draw logical conclusions and make sensible generalizations.
  3. To detect propaganda and evaluate it.
  4. To identify the factors which contribute to a successful and happy engagement and marriage.
  5. To understand new words for context.
- 

**SUGGESTED PROCEDURES:**

- A. Initiate activities centered around the responsibilities in conjunction with being an adult, driving a car, smoking, sex activities, dating, marriage, etc.
- B. Plan trips where pupils can evidence understanding of proper dress and acceptable behavior e.g., party, church, picnic, movies, etc.
- C. Use community resources to plan discussions on the psychology of salesmanship and different propaganda methods.
- D. Use Films, Filmstrips, and material from such places as the bakery, Post Office, etc. for display.

**COURSE NAME:**

English IV-B

**COURSE NUMBER:** 264020

**COURSE DESCRIPTION:**

Developing interests in leisure time activities.

---

**COURSE CONTENT:**

- A. Oral and silent reading: fiction, stories on home life, articles on how to do things, household hints and tips, home beautification, poetry, newspapers, magazines, etc.
  - B. Reading mechanics: dividing words into syllables, building and analyzing compound words, etc.
  - C. Spelling: directional signs, streets, cities, states, etc.
- 

**BEHAVIORAL OBJECTIVES:**

- 1. To shift interests without losing motivation.
  - 2. To recognize the relationship among various subject areas.
  - 3. To follow directions necessary in achieving a particular goal.
  - 4. To spell correctly words that are necessary for effective mobility.
- 

**SUGGESTED PROCEDURES:**

- A. Pupils choose materials of personal interest or need for oral and silent reading.
- B. Summarize stories read. Answer who, what, when, where, why, and how questions on materials read.
- C. Devise flashcards of common words and phrases, make up story using these words.
- D. Initiate appropriate games to develop skills in the mechanics of reading.
- E. Initiate individual and group spelling games.

**COURSE NAME:**

English IV-C

**COURSE NUMBER:** 264030

**COURSE DESCRIPTION:**

Developing writing skills for effective communication.

---

**COURSE CONTENT:**

- A. Composing letters and forms: friendly letters, business letters, job inquiries, making appointments, securing information, requisitions, tax forms, etc.
  - B. Improving writing skills: letters and envelopes, short stories, summaries, sentences, paragraphs, etc.
  - C. Mechanics of writing: indentations, grammar, punctuation, keeping facts in order, abbreviations, etc.
  - D. Selection and use of resources.
- 

**BEHAVIORAL OBJECTIVES:**

- 1. To express ideas intelligible through improved writing skills.
  - 2. To identify the components of friendly letters and business letters.
  - 3. To manipulate federal and state tax forms.
  - 4. To identify the various types of insurances and their coverages.
  - 5. To use resources to solve personal problems.
- 

**SUGGESTED PROCEDURES:**

- A. Write business letters to solve real personal problems.
- B. Actually file personal tax returns.
- C. Secure services of insurance agent to discuss different types of insurance.
- D. Fill out applications for employment.
- E. Check resources for self-evaluation of written assignments.

**COURSE NAME:** English IV-D **COURSE NUMBER:** 264040

**COURSE DESCRIPTION:** Correcting errors in oral and written communication.

---

**COURSE CONTENT:**

- A. Verb agreement with subject, person, and number.
- B. Reading functional job related materials.
- C. Writing friendly and business letters.
- D. Writing letters of application.

---

**BEHAVIORAL OBJECTIVES:**

- 1. To communicate ideas intelligibly.
- 2. To read functional job related materials to solve vocational problems.
- 3. To write letters of application for jobs.
- 4. To write social letters and notes to achieve desired goals.

---

**SUGGESTED PROCEDURES:**

- A. Taping sessions to improve individual usage of grammar.
- B. Use tape recorder for oral reading of functional job related materials.
- C. Use over head projector to teach mechanics of letter writing.
- D. Write letters of application to teachers for work-in assignments.

## Terminal Objectives -- Mathematics

The student should be able:

1. To solve mathematical computations with understanding and accuracy according to ability and to immediate needs.
2. To compute with accuracy mathematical concepts and methods, and employ problem solving techniques pertaining to a chosen vocation.
3. To demonstrate a knowledge of financial problems such as judging quality, buying on installment, borrowing money, saving and insurance, and taxes.
4. To use deductive reasoning to solve mathematical problems.
5. To manipulate the four basic mathematical operations necessary for making realistic decisions in economic affairs.
6. To perform occupational computations with understanding and accuracy.
7. To apply Mathematical concepts and skills for budgeting money and time.

**COURSE NAME:** Mathematics I-A

**COURSE NUMBER:** 271010

**COURSE DESCRIPTION:** Understanding the number system. Using numbers and understanding the place value.

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**COURSE CONTENT:**

- A. Numbers that identify, i.e., birthdates, addresses, social security, etc.
- B. Place value, i.e., ones, tens, hundreds, thousands, etc.

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**BEHAVIORAL OBJECTIVES:**

- 1. To read, write, and use identifying numbers correctly.
- 2. To apply numbers accurately pertaining to daily life situations.
- 3. To identify the place value system in large numbers, e.g., 3, 4, 7, 9.

---

**SUGGESTED PROCEDURES:**

- A. Use license tags, I.D. cards, social security cards, etc., play number games.
- B. Use place value pockets, number ladder, concept and vocabulary charts, abacus, etc.
- C. Use problem solving method to stimulate interest.

---

**EVALUATIVE TECHNIQUES:**

- A. Observations.
- B. Check lists.
- D. Rating scales.
- E. Performance tests.
- F. Situational tasks.

**COURSE NAME:** Special Mathematics I-B **COURSE NUMBER:** 271020

**COURSE DESCRIPTION:** Using and understanding functional number concepts related to basic operational procedures.

---

**COURSE CONTENT:**

- A. Addition: adding whole numbers, correct number position for adding money, adding simple fractions.
- B. Subtraction: Subtracting whole numbers, correct number position for subtracting money, subtracting simple fractions.
- C. Multiplication: Multiplying whole numbers, multiplying parts of a whole, correct number position for multiplying simple fractions.
- D. Division: The inversion of multiplication.

---

**BEHAVIORAL OBJECTIVES:**

- 1. To manipulate the basic mathematical operation in adding, subtracting, and multiplying whole numbers and simple fractions necessary for making realistic decisions in economic affairs and perform occupational computations with understanding and accuracy.
- 2. To apply whole numbers and simple fractions accurately to functional situations.

---

**SUGGESTED PROCEDURE:**

- A. Identify coins, make change, and discuss fractional parts of \$1.00 and other money denominations.
- B. Differentiate between whole numbers ( 1 3 9 ); cents (97¢), and dollars (\$5.00).
- C. Write three placed numbers from oral dictation.
- D. Discuss and use related terms, e.g., more than ( $>$ ), less than ( $<$ ), small, large, etc.

**COURSE NAME:** Special Mathematics I-C      **COURSE NUMBER:** 271030

**COURSE DESCRIPTION:** Extend the concepts of partition or division of a number.

---

**COURSE CONTENT:**

- A. Partition and Division; i.e., the inversion of multiplication.
- B. Finding averages.
- C. Finding equivalent fractions.
- D. Finding percentages.

---

**BEHAVIORAL OBJECTIVES:**

- 1. To differentiate whole numbers and fractional numbers.
- 2. To compute averages, equivalent fractions and percentages to solve problems in functional situations.
- 3. To manipulate the basic mathematical operations in the partition or division of numbers.

---

**SUGGESTED PROCEDURES:**

- A. Use counting sticks bundled into groups to show relationship, e.g.; groups of tens showing that 8 bundles of 10 sticks is 80, and that  $\frac{1}{2}$  of 8 bundles is 4 bundles, or 40 sticks, etc.
- B. Use circle graph, bar graph, broken line graph, pictograph and number line to show equivalent fractions.
- C. Ask direct and pertinent questions to show relationship desired, e.g.; if 2 boys share equally 80 nuts, what fractional part of the nuts will each take?



**COURSE NAME:**

Special Mathematics I-D

**COURSE NUMBER:** 271040

**COURSE DESCRIPTION:**

Understanding and using measurement devices. Understanding functional concepts related to basic operational measurement procedures.

---

**COURSE CONTENT:**

A. Measurement: shapes -

1. round (circle), 2. straight (lines), 3. curve,
4. rectangle, 5. square, 6. triangle, 7. octagon

B. Measurement: liquid -

1. teaspoon, 2. tablespoon, 3. ounce, 4. cup,
5. pint, 6. quart, 7. gallon

C. Measurement: time -

1. day, 2. minute, 3. second, 4. hour, 5. week,
  6. month, 7. year, 8. decade, etc.
- 

**BEHAVIORAL OBJECTIVE:**

1. To apply the concept of partition or division to solve problems relating to school, occupation and leisure time activity.
  2. To differentiate between different shapes as they apply to the home, school, occupation and leisure time activity.
  3. To adequately perform liquid and solid measurements relevant to realistic problems.
- 

**SUGGESTED PROCEDURES:**

- A. Use clock, calendar, globe or map, pupil class and work schedules, bus schedules, etc.
- B. Have students prepare display corner exhibiting different shapes and sizes found in school, home, community.
- C. Set up interest corner displaying charts, bulletins, visual aids and manipulative objects.
- D. Use map or globe to show the relationship of various shapes to organization of cities, towns, communities.
- E. Have students find out the amount of punch and cookies needed for a special day at school, i.e., use problem solving method to keep interest stimulated.
- F. Encourage student participation by involving them in demonstrations using aids found in the home, school, community, etc.

**COURSE NAME:** Special Mathematics II-A      **COURSE NUMBER:** 272010

**COURSE DESCRIPTION:** Understanding and using metric measurement and its application.

---

**COURSE CONTENT:**

- A. Measurement: Weight -
  - 1. ounce, 2. pound, 3. ton
- B. Measurement: Linear -
  - 1. inch, 2. foot, 3. yard, 4. mile
- C. Measurement: Time -
  - 1. minute and hours, 2. calenday-days, month, year, decade, century, seasons, etc.

---

**BEHAVIORAL OBJECTIVES:**

- 1. To differentiate between ounces and pounds, and fractions of pounds.
- 2. To solve problems involving pounds, ounces and tons in everyday situations.
- 3. To apply linear measures to solve problems.
- 4. To function effectively within a given time element.

---

**SUGGESTED PROCEDURES:**

- A. Have pupils weigh and label one pound objects, e.g., bricks, stones of different sizes, books, cans of food, bread, etc.
- B. Have available: rulers, yardsticks, string and cardboard rulers marked in inches and half inches for problem solving activities.
- C. Use motor vehicle measurement to measure the length of one block, or the distance to a location in the school community from the school.

COURSE NAME:

Special Mathematics II-B

COURSE NUMBER: 272020

COURSE DESCRIPTION:

Understanding functional number concepts and their application to problem solving related to immediate needs.

---

COURSE CONTENT:

- A. Business mathematics for daily living.
  - 1. Class collections, 2. record keeping, 3. temperatures, 4. shopping, 5. earning money, 6. planning parties and recreational activities.
- B. Business mathematics and money
  - 1. Counting, 2. making change, 3. use and meaning of signs, e.g., \$ and ¢.

---

BEHAVIORAL OBJECTIVES:

- 1. To keep accurate records and apply skill in solving daily mathematical problems.
- 2. To plan and spend his money wisely.
- 3. To make correct change of coins and paper bills.

---

SUGGESTED PROCEDURES:

- A. Have students record their height and weight on daily log. Keep daily record of temperature and class collections, e.g., savings or stamp collections.
- B. Discuss and fill out bank account application, checks, deposit slips, and withdrawal slips.
- C. Plan a financial budget for individual use, and for parties, meetings, clubs, etc.
- D. Emphasize meaning of the signs (\$) dollar and (¢) cent. Encourage role playing activities involving student participation in shopping, buying, banking, and planning situations.
- E. Discuss sales tax, income tax, interest charges and installment buying.

---

EVALUATIVE TECHNIQUES:

- A. Observation.
- B. Rating scales.
- C. Written and oral test.
- D. Performance test.

**COURSE NAME:**

Mathematics II-C

**COURSE NUMBER:** 272030

**COURSE DESCRIPTION:**

Understanding our numeration system and its basic operation.

---

**COURSE CONTENT:**

A. Reading and writing numbers.

B. Fundamental Processes:

1. Addition.
  2. Subtraction.
  3. Multiplication.
  4. Division.
  5. Fractions.
- 

- BEHAVIORAL OBJECTIVES:**
1. To read and write numbers in the place value system to ten thousand.
  2. To extend the functional number concepts to problem solving situations.
  3. To compute gross and net parts of salary and deductions.
  4. To add, subtract, multiply, and divide to solve real and imaginary problems.
- 

- SUGGESTED PROCEDURES:**
- A. Discuss the largest number that can be named with a four-place numeral (9999). Add 1 to the numeral and show how regrouping involves renaming. Use place value charts and number lines to illustrate the renaming process.
  - B. Make charts, tables, and graphs that will tie in with information in other subjects, i.e., science, social studies, etc. Use film and filmstrips to reinforce skills.

**COURSE NAME:**

Mathematics II-D

**COURSE NUMBER:** 272040

**COURSE DESCRIPTION:**

Understanding and extending the functional number concepts. Using the functional number concepts for problem solving related to immediate needs.

---

**COURSE CONTENT:**

- A. Measurement of areas: floor, sidewalk, window, porch, yard, walk, roof, floor covering, etc.
  - B. Unit measurement of fuels: gallons, pounds, tons, cords, bushels.
  - C. Reading: recipes, formulas, charts, schedules, tables, graphs, maps, etc.
- 

**BEHAVIORAL OBJECTIVES:**

- 1. To make accurate measurements.
  - 2. To organize, judge, and evaluate functional problems related to immediate interests and needs.
  - 3. To make accurate and purposeful short-range plans.
  - 4. To read and manipulate recipes, formula charts, graphs, charts, maps, etc.
- 

**SUGGESTED PROCEDURES:**

- A. Build a vocabulary chart of measurement terms, i.e., add terms to the chart as they appear in various phases of the skill being taught.
- B. Have available rulers, yardsticks, and strings to be used by the students in finding answers to problems.
- D. Discuss and demonstrate variation in measurements.
- E. Compute cost of cleaning supplies, cost of furnishing various rooms of a home, etc.
- F. Practice making half or twice as much of a recipe to fit the size of a family or a larger group.
- G. Have students plan and prepare (where applicable) menus.
- H. Take actual shopping tours for bargains.

COURSE NAME:

Mathematics III-A

COURSE NUMBER: 273010

COURSE DESCRIPTION:

Understanding and using units of time, weight, size and distance.

---

COURSE CONTENT:

- A. Time Units: hour, minute, second; AM and PM EST -- Eastern Standard Time; DST -- Daylight Savings Time. Writing and reading time, i.e., 8:20, 9:43, etc.
- B. Vehicular: mile, mph, distance, mile per gallon, driver's license, registering motor vehicle, licensing vehicles, gross weight.
- C. Sizes: wheels, tires, diameter and width, air weight, anti-freeze capacity, etc.

---

BEHAVIORAL OBJECTIVES:

1. To read, write, identify, and understand time units in daily situations, e.g., reporting to school, reporting to work, traveling, etc.
2. To identify time zones and solve problems relative to zones for immediate use.
3. To solve problems that require a knowledge of the relationships between units of linear measurement as they apply to immediate needs.
4. To use the facts in the tables of weight, measurement, and liquid measurement in computative settings.
5. To differentiate between measurement situations requiring the use of a unit of length and a unit of area.
6. To compute the time unit with the unit of speed.
7. To evaluate and judge size and weight operation for motor vehicles.

---

SUGGESTED PROCEDURES:

- A. Take bus trip and record time required to make the trip. Record the distance and the time.
- B. Use maps, globes, and flashlight to solve problems relating to time zones.
- C. Use airplane flight schedules to solve problems relating to time zones.
- D. Use bicycles with odometers and cars to locate and record distance from school to interest points in community.
- E. Solve problems in partition or division; i.e.,  $\frac{1}{2}$  mile,  $\frac{1}{4}$  mile, etc.
- F. Visit service stations: observe and experiment with air pumps, fuels, and capacities.

---

**COURSE NAME:**

Mathematics III-B

**COURSE NUMBER:** 273020

**COURSE DESCRIPTION:**

Basic procedures in applying skills needed in money management and making adjustments to financial problems.

---

**COURSE CONTENT:**

- A. Budgeting: thrift, saving and spending, record keeping, proportions of earning, planning ahead.
  - B. Income: deductions, taxes, insurance, savings, etc.
  - C. Expenditures: food, clothing, shelter, household furniture, health, insurance, recreation, contributions, gifts, transportation, etc.
- 

**BEHAVIORAL OBJECTIVES:**

- 1. To perform simple mathematical functions that pertain to personal money management.
  - 2. To compute the cost of simple home management for a family of 2, 4, 6, etc.
  - 3. To differentiate between the basic kinds of taxes.
  - 4. To construct short-term plans pertaining to immediate personal needs.
- 

**SUGGESTED PROCEDURES:**

- A. Review and re-emphasize time units.
- B. Develop a vocabulary chart displaying budget, taxes, income, and related terms.
- C. Keep daily record of expenditures, i.e., lunch, transportation, miscellaneous. Discuss and evaluate same weekly.
- D. Use human resources from community agencies, e.g., banker, insurance agent, realtor, etc. Visit these agencies (where applicable).
- E. Encourage individual and group written and oral reports on specific areas, e.g., life insurance, short-term insurance, health, accident, and life insurance, etc.

COURSE NAME:

Mathematics III-C

COURSE NUMBER: 273030

COURSE DESCRIPTION:

Using money management skills for effective adjustment to financial problems.

---

COURSE CONTENT:

- A. Financial problems: job lay-off (unemployment insurance), fired from job (no income), extensive medical bills, other emergencies.
- B. Adjustment skills: finding new employment, borrowing money from reputable sources, readjusting living standards.
- C. Banking skills: Checking and savings accounts, making deposits, writing checks, making withdrawals.

---

BEHAVIORAL OBJECTIVES:

- 1. To adequately manipulate financial problems for effective readjustment.
- 2. To accept vocational disappointments and make necessary adjustment within the scope of his ability.
- 3. To plan reasonably ahead.
- 4. To adequately use the services of community agencies, e.g., banks, realtors, etc.
- 5. To plan and/or provide some financial aid (savings) for emergencies.

---

SUGGESTED PROCEDURES:

- A. Compute problems relative to loss of wages due to illness, accident, layoff, or firing.
- B. Display posters illustrating ways to save money.
- C. Build a vocabulary chart for the course as needed.
- D. Have a weekly savings project, make a savings book and keep accurate, orderly records.
- E. Review functional number concepts: +, -, x, and  $\div$ .
- F. Plan emergency budget (using savings or unemployment compensation checks) for families of 3, 4, 5, etc.
- G. Discuss techniques for finding jobs, i.e., using want ads, yellow pages, and employment agency services.
- H. Construct bank booths and have students make deposits, loans, and withdrawals in actual dramatization of using the bank.
- I. Discuss role of vocational counselor in job changes.
- J. Construct (with students) a display of agencies providing benefit for the unemployed, e.g., social security unions, insurances, pensions.



**COURSE NAME:**

Mathematics III-D

**COURSE NUMBER:** 273040

**COURSE DESCRIPTION:**

Understanding and using loan and budgeting skills and techniques.

---

**COURSE CONTENT:**

- A. Loans: purposes, employer-job income, collateral, references, method of repayment, time and amount of repayment, credit rating, length of loan, interest rates, total amount to be repaid, legal obligations and responsibilities, penalties, late fee, garnishment, etc.
  - B. Budgeting techniques: why budget, the amount of budget, advantages and disadvantages, budgeting for increased or decreased family size (justification and rationale).
- 

**BEHAVIORAL OBJECTIVES:**

1. To identify specific need for a loan.
  2. To compute interest rates on loans and determine total amount to be repaid.
  3. To identify legal obligation and responsibility involved in borrowing.
  4. To identify penalties for failure to meet the terms of the loan.
  5. To identify and evaluate the fundamental concepts of business practices, e.g., the concept of cost, profit, loss, etc., and to use these concepts in everyday situations.
  6. To develop an account, or record of expenditures, and a budget, or a proposed plan of expenditures.
- 

**SUGGESTED PROCEDURES:**

- A. Secure or duplicate blank forms so that students can make their own promissory notes. Use role playing to dramatize parts of the maker and the payee when making out forms.
- B. Secure interest computation book and provide individual experience in the computation of interest rates.
- C. Take trip to grocery store, clothing store, department store, etc., to teach economical buying and savings.
- D. Set up hypothetical situations illustrating advantages and disadvantages of budgeting.
- E. Use a variety of instructional materials and aids to provide practical exercises on budgeting, etc.

COURSE NAME:

Mathematics IV-A

COURSE NUMBER: 274010

COURSE DESCRIPTION:

Credit Concepts: Understanding and using credit in daily situations.

---

COURSE CONTENT:

- A. Credit for daily use: Credit Bureau, credit application, references, carrying charges, payment plans, buying power, collection agencies, charge plates, credit cards, etc.
  - B. Credit concepts: credit rating, credit laws -- age, legal obligations, repossession of credit purchases, etc.
- 

BEHAVIORAL OBJECTIVES:

- 1. To solve problems relating to credit in daily situations.
  - 2. To identify and evaluate credit agencies and their services.
  - 3. To identify legal obligations and responsibilities involved in credit buying.
  - 4. To compute credit limit to individual income and expenditures.
- 

SUGGESTED PROCEDURES:

- A. Secure credit application forms and have pupils complete these forms.
- B. Obtain and examine brochures from financial agencies.
- C. Discuss and post several methods and procedures that collection agencies employ.
- D. Secure interest rate book used by several agencies and compare rates.
- E. Use human resources for consultative purposes.
- F. Take a trip to the Credit Bureau and credit agencies.
- G. Use films and filmstrips where applicable.

**COURSE NAME:**

Mathematics IV-B

**COURSE NUMBER:** 274020

**COURSE DESCRIPTION:**

Advantages and disadvantages of credit buying. Understanding and using postal communication.

---

**COURSE CONTENT:**

- A. Advantages of credit buying; ease of buying on credit, establishing credit rating, maintaining credit.
  - B. Disadvantages of credit buying: additional cost due to credit, rate of interest, repossession stipulation policies.
  - C. Postal communication: stamps, money orders, postal savings, parcel post, special delivery and registered mail, size, weight, zones, cost, etc.
- 

**BEHAVIORAL OBJECTIVES:**

- 1. To use credit buying for personal satisfaction.
  - 2. To compute loss and gain in credit buying.
  - 3. To use postal communication for social and business purposes.
  - 4. To evaluate and control credit buying power to avoid repossession of property or damage to credit rating.
- 

**SUGGESTED PROCEDURES:**

- A. Secure credit application blanks from loan companies, banks, and department stores and have pupils participate in actual role-playing situations.
- B. Secure the services of a credit manager in providing the actual experience of applying for credit either at school or at the office. Compare credit buying to cash buying. Show service charges and/or interest added to purchases. Discuss the penalty of credit buying.
- C. Use role playing experiences to dramatize the horrors of experiences in the repossession of property.
- D. Take trips to post office, train or bus terminal, and air freight warehouses to provide experience in the actual process of postal communication.

**COURSE NAME:**

Mathematics IV-C

**COURSE NUMBER:** 274030

**COURSE DESCRIPTION:**

Using arithmetic skills and their application to occupational computations.

---

**COURSE CONTENT:**

- A. Payroll deductions: federal income taxes, withholding, state income tax, FICA, medical and life insurance, union dues, assessments, etc.
  - B. Records, applications, and forms: personnel records, job applications, withholding forms, federal income tax forms, state income tax forms, social security forms, etc.
- 

**BEHAVIORAL OBJECTIVES:**

- 1. To plan and manipulate personal budget based upon net earnings.
  - 2. To compute and account for difference between net and gross pay.
  - 3. To read and accurately fill out forms for employment, social security, insurance, state and federal taxes, etc.
  - 4. To compute short form for withholding tax.
- 

**SUGGESTED PROCEDURES:**

- A. Compute deductions from paycheck (real or imaginary) such as: union dues, assessments, insurances, social security, medical care, taxes, etc.
- B. List and discuss the necessity of various deductions (services provided by each).
- C. Provide extensive activities in filling out various forms. Stress importance of accuracy in giving specific dates and information.
- D. Use human resources to provide actual role-playing experiences.

**COURSE NAME:** Mathematics IV-D

**COURSE NUMBER:** 27404

**COURSE DESCRIPTION:** Using Arithmetic Skills and their Application for Occupational Computations.

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**COURSE CONTENT:**

- A. Salary Computations: hourly, daily, weekly, monthly, over-time, etc.
- B. Time clocks and sign-in sheets; use of time clocks and carbons.
- C. Taking orders and/or messages: telephone, written, oral.
- D. Shipping and receiving, mileage, distance, location, etc.
- E. Using Maps: location, distance, etc.

---

**BEHAVIORAL OBJECTIVES:**

- 1. To accurately compute wages earned.
- 2. To count money and make accurate change.
- 3. To judge time and distance.
- 4. To compute loss of wage caused by tardiness.
- 5. To transfer phone messages to correctly and accurately written messages.
- 6. To read and label packages correctly.
- 7. To read maps to locate areas needed in travel, employment, etc.

---

**SUGGESTED PROCEDURES:**

- A. Compute problems relative to pay by hour, day, week, month, year, over-time, etc.
- B. Compare salaries for various familiar job skills.
- C. Make up salary schedule for various jobs.
- D. Use money to make change for coins and bills.
- E. Record time on time cards or sheets.
- F. Secure services of community resources to provide actual experience with time cards.
- G. Use services of telephone company to provide experience in taking phone messages.
- H. Provide extensive experience in labelling and categorizing items.
- I. Prepare boxes for shipping and receiving.
- J. Visit United Parcel Service, etc.
- K. Discuss job locations and travel to place of employment and etc.

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## Terminal Objectives — Social Studies

The student should have the necessary skills to:

- 1. Achieve self-identity, vocational readiness, good human relationships, and wise responsibility.
- 2. Interpret social studies skills, concepts, and problem-solving techniques for making decisions in human affairs.
3. Display a reasonable commitment to the values that sustain a free society.
4. Demonstrate an interest and knowledge of human affairs.
5. Exemplify acceptable codes of behavior.
6. Exhibit a knowledge of the geographical structure of his city and state.
7. Evidence knowledge and appreciation for the United States and her foreign neighbors.
- 8. Respect and accept human differences among peoples of the world.

COURSE NAME:

Social Studies I-A

COURSE NUMBER: 281010

COURSE DESCRIPTION:

Understanding the family unit: (Roles and Responsibilities).

---

COURSE CONTENT:

- A. The family unit: parents (or guardians), siblings, other relatives.
  - B. Parents responsibilities and role in family:
    - a. Mother
    - b. Father
  - C. Children's responsibilities and role in the family unit.
  - D. Group Dynamics or Democratic Group Action.
  - E. Family Finances:
    - a. necessities
    - b. luxuries
- 

BEHAVIORAL OBJECTIVES:

- 1. To identify and understand the responsibilities and role of the various members of a family unit.
  - 2. To identify the problems encountered by the head of the family unit, e.g., providing food, clothing, shelter, financial, loss of job, etc.
  - 3. To respect authority and the rights of others.
- 

SUGGESTED PROCEDURES:

- A. Play guessing games using the role-playing technique to identify family members by descriptions of that members' role or responsibility in a family.
  - B. Use community resources to discuss role and responsibilities of each member of a family unit.
  - C. Use scrapbook and pictures to exhibit intact families.
  - D. Use home movies to demonstrate family group action.
  - E. Tell and write experience stories about family customs, values and etc.
  - F. Use socio-drama to help pupils gain insight into situations that might occur in the home adjustment between parents and children, and between siblings.
- 

EVALUATIVE TECHNIQUES:

- A. Observation.
  - B. Oral and written test.
  - C. Rating scales.
  - D. Checklists.
  - E. Situational tasks.
-

COURSE NAME: Social Studies I-B

COURSE NUMBER: 281020

COURSE DESCRIPTION: Understanding the community.

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COURSE CONTENT:

- A. Definitions: citizens, citizenship, neighbors, government.
- B. Responsibilities of community to its citizens: school-church-library-museum-new media-recreation-civic and service clubs-governmental agencies-health and sanitation.
- C. Individual responsibility to the community.
- D. Site and spatial distribution of services and jobs.

---

BEHAVIORAL OBJECTIVES:

1. To identify the different communities and the meaning of related terms.
2. To identify the responsibilities of a community to its citizens.
3. To identify the responsibilities of a citizen to his community.
4. To locate and use the services available to him in his community.
5. To identify governmental positions and their duties and responsibilities of the office to the citizens.
6. To know the laws that protect him as a citizen of his community, state and nation.
7. To know the tax system as it relates to individual responsibilities.

---

SUGGESTED PROCEDURES:

- A. Develop a vocabulary study program of key words in the unit.
- B. Use discussion and simple research to help students understand their community and its responsibilities to the citizens.
- C. Make scrapbook depicting services provided in the community.
- D. Make a crossword puzzle using vocabulary of the unit.
- E. Use maps to teach geography of the community.
- F. Visit various agencies serving the community.
- G. Use consultants extensively.
- H. Use the print outs of taxes from community to develop understanding of the relationship of taxes and services provided.



**COURSE NAME:** Social Studies I-C      **COURSE NUMBER:** 281030

**COURSE DESCRIPTION:** Using community resources.

---

**COURSE CONTENT:**

- A. Services available:
  - a. civic    b. social    c. service organizations
  - d. others
- B. Communication: (with service agencies)
  - a. telephone    b. mail or postal    c. others
- C. Location:
  - a. address    b. direction    c. others
- D. Emergencies: (how to handle)
  - a. telephone operator    b. hospital    c. police
  - d. fire    e. others
- E. Interdependence of each community.

---

**BEHAVIORAL OBJECTIVES:**

1. To know about resources and services that are provided by the community and how to use them.
2. To identify possible emergency situations and to know what to do under such circumstances.
3. To use the television, radio, and newspaper for personal vocational, legal and social problems.

---

**SUGGESTED PROCEDURES:**

- A. Compile a list of all community services available.
- B. Visit community service agencies.
- C. Initiate emergency type situations and use role-playing technique to allow pupils to handle emergencies.
- D. Visit main Post Office or local sub stations for a demonstration of services provided.

COURSE NAME: Social Studies I-D COURSE NUMBER: 281040

COURSE DESCRIPTION: Safety in the home and in the community.

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COURSE CONTENT:

- A. Accidents in the home and in the community.
- B. Hazards in the home.
- C. Safety away from home:
  - a. in public places
  - b. in large gatherings
  - c. while traveling
  - d. seasonal hazards
  - e. others
- D. Others.

---

BEHAVIORAL OBJECTIVES:

- 1. To identify hazards and practice practical safety habits in the home, school and community.
- 2. To identify the laws that protect society from hazards.
- 3. To practice decision making in stimulated classroom situations presenting danger to individuals or groups in the home, school and community.
- 4. To identify traffic safety precautions for pedestrians and motor vehicles.

---

SUGGESTED PROCEDURES:

- A. Secure list of safety tips and precautions for each pupil.
- B. Make list of as many objects as possible which cause accidents in the home.
- C. Use socio-dramas illustrating accidents in the home, school and community.
- D. Display student made posters illustrating safety in the home, school and community.
- E. Use simple research techniques to identify hazards in the home, school and community.

**COURSE NAME:**

Social Studies II-A

**COURSE NUMBER:** 282010

**COURSE DESCRIPTION:**

Understanding Metropolitan Atlanta's Basic Governmental Structure.

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**COURSE CONTENT:**

- A. Role and responsibilities of city officials.
  - B. Governmental Agencies.
  - C. Other agencies.
  - D. Representative Government and how it functions.
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**BEHAVIORAL OBJECTIVES:**

1. To understand governmental structure of Atlanta.
  2. To identify city government officials, term of office, powers, duties, and responsibilities to constitute.
  3. To know individual rights of citizens and rights of others.
  4. To exercise civic responsibility in simulated games.
  5. To locate city services available on a map.
  6. To locate agencies serving the community.
  7. To know why services are limited in local areas.
- 

**SUGGESTED PROCEDURES:**

- A. Use books, leaflets, pamphlets and discussions to introduce the concepts.
- B. Invite persons representing all areas of government to visit class for discussion, and question and answer sessions.
- C. Use role-playing technique extensively to teach the governmental structure of Atlanta.
- D. Visit government officials and service agencies.
- E. Use simple research (where applicable) to teach basic governmental structure of Atlanta.
- F. Use case studies from City files as examples of community services.

**COURSE NAME:** Social Studies II-B **COURSE NUMBER:** 282020

**COURSE DESCRIPTION:** Major business and industry serving the community.

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**COURSE CONTENT:**

- A. Identification of businesses and industries.
  - a. Personnel
  - b. services
  - c. products.
- B. Importance of business and industries.
  - a. to national economy
  - b. employment
- C. History of Economic Development.
  - a. future plans
- D. Job Opportunities.
  - a. businesses
  - b. industries

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**BEHAVIORAL OBJECTIVES:**

- 1. To identify the major businesses and industries in the community.
- 2. To locate and travel to places with employment possibilities.
- 3. To identify job opportunities available.
- 4. To identify importance of businesses and industries to the national economy.
- 5. To identify pioneers (including Blacks) in the business community and their contributions.
- 6. To research and discuss: Industry, Commercial businesses, Production, Services.

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**SUGGESTED PROCEDURES:**

- A. Collect from businesses and industries pamphlets, leaflets, and books to acquaint students with the business community.
- B. Role playing activities which give practice in job skills needed in businesses and industries.
- C. Use consultants of community extensively.
- D. Visit businesses and industrial corporations when applicable.
- E. Collect or draw pictures telling the story of the early history of the economic development of Georgia businesses including Black businesses.

COURSE NAME:

Social Studies II-C

COURSE NUMBER: 282030

COURSE DESCRIPTION:

Metropolitan Atlanta's Geographic Boundaries and Street Patterns.

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COURSE CONTENT:

- A. Geography of Atlanta:
    - a. major streets and patterns
    - b. wards
    - c. telephone areas
    - d. zip code areas
  - B. Historical background of Atlanta.
    - a. growth
    - b. population
    - c. occupation
  - C. Major Communities
    - a. identification
    - b. location
    - c. services
  - D. Landmarks, statues, etc.
  - E. Transportation lines.
  - F. Others.
- 

BEHAVIORAL OBJECTIVES:

1. To travel about the city with ease and confidence.
  2. To identify and locate Metropolitan Atlanta's important landmarks.
  3. To identify and locate Atlanta's zones, school districts and wards.
  4. To use the facilities of Metropolitan Atlanta for recreational and leisure time activities.
- 

SUGGESTED PROCEDURES:

- A. Secure a city map for each student and have pupils trace the city's boundary lines, plot bus routes to places of interest, etc.
- B. Visit important landmarks and locate on maps.
- C. Use maps, guides, city and telephone directories for identifying major communities in the metro-area.
- D. Collect books, pamphlets, transparencies, etc. (when applicable) to motivate students.

COURSE NAME: Social Studies II-D COURSE NUMBER: 282040

COURSE DESCRIPTION: Transportation lines serving the community.

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COURSE CONTENT:

- A. Transportation:
  - a. bus routes
  - b. bus schedules
  - c. bus names and numbers
  - d. communities served
  - e. bus fares
  - f. special service, etc.
- B. Importance of Transportation:
  - a. work
  - b. school
  - c. recreation
  - d. emergencies
- C. Cost of Transportation:
  - a. regular
  - b. transfers
  - c. specials
- D. Others.

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BEHAVIORAL OBJECTIVES:

1. To know how to use bus service to solve transportation.
2. To use maps and schedules to arrange individual and group trips.
3. To differentiate between express bus and special bus services.
4. To know how to arrange and use charter bus service.
5. To know cities, communities, and streets served by the bus company.
6. To know the cost of bus transportation.

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SUGGESTED PROCEDURES:

- A. Collect various city bus schedules, maps and routes.
- B. List and discuss names of various buses and the communities they serve.
- C. Evaluate and compare the services provided for the various communities.
- D. Secure tokens and transfers for oral discussion.
- E. Take bus trip to various communities.
- F. Have students map routes to follow for group bus ride experiences.

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EVALUATIVE TECHNIQUES:

1. Observation.
2. Rating scale.
3. Oral and written test.
4. Checklists.

COURSE NAME: Social Studies III-A COURSE NUMBER: 283010

COURSE DESCRIPTION: Understanding Georgia's History

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COURSE CONTENT:

- A. Georgia History.
  - a. discovery b. settlers
- B. Georgia Population.
  - a. past b. present c. urban d. rural
- C. Georgia Employment and Occupations.
  - a. training b. education
- D. Georgia's Resources.
  - a. natural b. human
- E. Others.

---

BEHAVIORAL OBJECTIVES:

1. To identify early settlers and important figures in our history. (Including Blacks.)
2. To identify and locate historical sites in our state.
3. To evaluate and compare the growth of our state during different periods.
4. To know the population of our state and its relationship to employment and unemployment.
5. To know the major resources of our state.

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SUGGESTED PROCEDURES:

- A. Use role playing to portray role of early settlers and important figures in our state.
- B. Write, direct and produce simple skit dealing with concept of the development of our state.
- C. Collect and display Georgia's most important natural resources.
- D. Compare population expansion as it relates to urban and rural life -- past and present.
- E. Visit State Department Birth and Death Certificates Office so pupils can determine how accurate records of population growth are kept.

COURSE NAME: Social Studies III-B COURSE NUMBER: 283020

COURSE DESCRIPTION: The Geographic Structure of Georgia

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COURSE CONTENT:

- A. Geography:
  - a. boundaries
  - b. bordering states
  - c. major cities
  - d. major industries
  - e. important waterways
  - f. parks and recreational facilities
- B. Services Provided:
  - a. employment
  - b. training
  - c. resources
- C. Climatic Conditions:
  - a. south
  - b. north
  - c. southwest
  - d. northwest
  - e. southwest
  - f. northeast
  - g. central
- D. Others.

---

BEHAVIORAL OBJECTIVES:

1. To identify the geographic structure of his state.
2. To know the services provided by his state.
3. To know the climatic conditions in the state as it relates to geographic location and natural resources.
4. To know how to travel throughout his state with ease and confidence.

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SUGGESTED PROCEDURES:

- A. Secure state map(s) for students.
- B. Secure large United States map and display on wall.
- C. Locate city of residence on state map and on United States map.
- D. Point out boundary lines and bordering lines.
- E. Locate major industries and waterways.
- F. Locate historical sites and recreational facilities.
- G. Initiate and play word games using names of major cities and bordering states.
- H. Tour historical sites and recreational facilities.



COURSE NAME:

Social Studies III-C

COURSE NUMBER: 283030

COURSE DESCRIPTION:

The Governmental Structure of Georgia

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COURSE CONTENT:

- A. Governmental structure:
    - a. Governor
    - b. Lieutenant Governor
    - c. Secretary of State
    - d. Senators
    - e. Representatives
  - B. Term of Office - powers and duties - salaries - etc.
    - a. Governor
    - b. Lieutenant Governor
    - c. Secretary of State
    - d. Senators
    - e. Representatives
  - C. Others.
- 

BEHAVIORAL OBJECTIVES:

1. To identify major public offices of the state.
  2. To know the duties of major public officials in the state.
  3. To know employment and unemployment laws.
  4. To know pertinent election and voting laws.
  5. To know how laws are made and how they should be enforced.
  6. To know the individual responsibility of each citizen.
- 

SUGGESTED PROCEDURES:

- A. Construct a huge diagram (for display) of the structure of our government.
- B. Make name cards of all governmental officials for name games.
- C. Initiate games where pupils will identify governmental officials by title and duties.
- D. Use state map to teach senatorial districts. (Change according to population)
- E. Discuss articles and amendments that are applicable to the needs and interest of the pupils.
- F. Use consultants extensively.

COURSE NAME:

Social Studies III-D

COURSE NUMBER: 283040

COURSE DESCRIPTION:

United States History

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COURSE CONTENT:

- A. Discovery of American and Early Settlers
    - 1. Rebellion of Colonists: American Revolutionary War
    - 2. Thirteen Colonies gain Independence: Declaration of Independence.
  - B. Growth of a Nation
    - 1. Pioneers and their experiences.
    - 2. Early days in the west.
    - 3. War between the states: Civil War
    - 4. Southern states secede.
    - 5. Emancipation Proclamation.
    - 6. Thirteenth Amendment.
  - C. Growth of Large Cities and Industries
    - 1. population 2. inventions 3. ways of living
    - 4. education 5. religion 6. others
- 

- BEHAVIORAL OBJECTIVES:
- 1. To identify the colonial period.
  - 2. To know the early settlers or pioneers and the problems they encountered.
  - 3. To understand and evaluate the conflicts involved in the Revolutionary War.
  - 4. To know and evaluate the causes and effects of the Civil War.
  - 5. To identify the effects of education and religion on urbanization and occupations as it relates to the ways people live.
  - 6. To know the contributions of the pioneers of America.
- 

- SUGGESTED PROCEDURES:
- A. Select and secure a variety of instructional materials and aids on the history of the United States.
  - B. Use role playing activities to teach the contributions made by our pioneers.
  - C. Use role playing activities to teach and understanding the causes and effects of wars.
  - D. Use name card games to teach the names of those who signed the Declaration of Independence.
  - E. Write and produce short skits (when applicable) to teach basic information.

Social Studies III-D(Cont.)

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- EVALUATIVE TECHNIQUES:
1. Observation.
  2. Oral and written test.
  3. Rating Scale.
  4. Checklists.

COURSE NAME:

Social Studies IV-A

COURSE NUMBER: 284010

COURSE DESCRIPTION:

United States Government

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COURSE CONTENT:

A. Government

1. Constitution
2. Branches: Executive, Judicial, and Legislative
3. term of office
4. election laws and procedures
5. powers
6. duties

B. Elected and appointed officials

1. laws
- terms of office
3. procedure, etc.

C. Democracy and its application

1. Freedom of the people
2. citizenship
3. election and voting
4. party system

D. Government symbols

1. seals
2. flag
3. songs
4. pledges

E. Others

---

BEHAVIORAL OBJECTIVES:

1. To read, interpret and understand the Federal Constitution.
  2. To identify national governmental figures, their duties, powers, and term of office.
  3. To examine and evaluate the application of democracy in America.
  4. To know all of our national ensignias.
  5. To know election laws and voting procedures.
  6. To exercise his voting rights and responsibilities.
- 

SUGGESTED PROCEDURES:

- A. Secure copies of the Federal Constitution.
- B. Make vocabulary study chart and word game of terms from the Constitution.
- C. Read and Discuss (where applicable) sections of the Federal Constitution.
- D. Role playing experiences identifying governmental figures by position, powers and duties, salaries, etc.
- E. Secure free literature from each branch of our Federal Government.
- F. Write letters of congressmen, senators, and other government officials.
- G. Secure or design national ensignias.

Social Studies IV-A (Cont.)

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- EVALUATIVE TECHNIQUES:**
1. Observation
  2. Oral and written test.
  3. Checklists.
  4. Rating Scales.

COURSE NAME:

Social Studies IV-B

COURSE NUMBER:

284020

COURSE DESCRIPTION:

The Geography of the United States

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COURSE CONTENT:

- A. Geography
    - a. Location of continent of North America.
    - b. Relationship to other countries.
    - c. Climate and topography in relation to influence on people in different locations.
  - B. Natural Resources and Climate Conditions
    - a. Influence on peoples' lives.
    - b. Influence on nations' growth.
  - C. Main Geographical Regions
    - a. Political divisions in the states.
    - b. Location of Atlanta and Georgia in the United States.
  - D. Others.
- 

BEHAVIORAL OBJECTIVES:

1. To know the relationship of North America to other countries.
  2. To locate North America on the world map.
  3. To identify the main natural resources of the various states.
  4. To know the influence our natural resources have on our lives.
  5. To identify the political divisions in our state.
  6. To know the major cities in the United States and their relationships to our state.
  7. To know the main geographic regions in the United States.
- 

SUGGESTED PROCEDURES:

- A. Secure maps for each student, a large map and globe for extensive study of the geographic structure of the United States.  
  
Locate North American Continent on globe and point out its relationship to other countries.  
  
Initiate word games using names of other countries and their resources.
- B. Secure from other countries pamphlets and leaflets describing their resources and climatic conditions.
- C. Secure from all states pamphlets describing their resources and climatic conditions.
- D. Secure climatic map of the United States.

Social Studies IV-B (Cont.)

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- EVALUATIVE TECHNIQUES:
1. Observation.
  2. Oral and written test.
  3. Checklists.
  4. Rating Scales.

**COURSE NAME:**

Social Studies IV-C

**COURSE NUMBER:** 284030

**COURSE DESCRIPTION:**

The Tax System of the United States

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**COURSE CONTENT:**

A. Income

1. taxes 2. fees 3. bonds

B. Expenditures

1. defense 2. federal aid 3. care and protection  
of government property 4. salaries 5. national  
parks and forest 6. others

---

**BEHAVIORAL OBJECTIVES:**

1. To identify different kinds of taxes for national income.
  2. To know the services provided by taxes, bonds and fees.
  3. To evaluate our national expenditures as it relates to defense, federal aid, care of property.
  4. To identify contributions of famous Americans to our national economy including minority groups.
  5. To identify the services provided by federal, state, and local taxes (when applicable).
- 

**SUGGESTED PROCEDURES:**

- A. Secure free literature relative to taxes, bonds, fees, federal aid, national defense salaries, etc.
- B. Set up reading corner of materials on famous and prominent Americans.
- C. Role playing experiences portraying famous Americans and historical sites.
- D. Play and name games.
- E. Initiate classroom newspaper.
- F. Write poems and simple skits.
- G. Use consultants extensively.



COURSE NAME:

Social Studies IV-D

COURSE NUMBER:

28404

COURSE DESCRIPTION:

The World We Live In

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COURSE CONTENT:

A. Geography

1. Location of continents.
2. Resources of various countries.
3. Identification.
4. Climatic conditions.
5. Location of historical sites.

B. United States and World Relationships

1. Independence of nations.
  2. World trade.
  3. World affairs.
  4. Companions of Democracy.
- 

BEHAVIORAL OBJECTIVES:

1. To know and locate the seven continents of the world.
  2. To know the relationship of foreign powers to the United States.
  3. To identify and locate historical sites throughout the world.
  4. To know the travel and communication services available throughout the world.
  5. To know the natural resources of other countries and their importance to the United States.
  6. To discuss the differences between people.
- 

SUGGESTED PROCEDURES:

- A. Secure maps from other countries.
  - B. Secure from airlines their air routes, maps and other free materials.
  - C. Tour airport with guide.
  - D. Write American Ambassadors to foreign countries for free literature.
  - E. Play word game associating foreign countries with their resources and climatic conditions.
  - F. Use newspaper daily to secure information on world affairs.
- 

EVALUATIVE TECHNIQUES:

1. Observation.
2. Checklists.
3. Oral and written test.
4. Rating Scale.

## Terminal Objectives -- Pre-Vocational Information

The student should be able to:

- ✓ 1. Identify a variety of employment facilities and job requirements.
2. Compare and evaluate benefits and non-benefits of employment and unemployment.
3. Use the skills necessary to acquire and maintain employment status.
4. Use knowledge learned in a classroom setting to situations that occur in daily living.
5. Travel from location to location that might be required by him for employment.
6. Locate and contact the correct offices and people in order to acquire the credentials necessary for employment and credit.
7. Maintain work habits that are necessary in establishing an effective employment record.
8. Evaluate his working conditions in the following ways: payrates, duties, fringe benefits, and opportunities for advancement.
9. Solve problems in adjustment that might arise on everyday job situations.
10. Identify and evaluate his own limitations and capabilities as they relate to his employment.
11. Maintain steady and continuous employment.
12. Retrain for a better job.

COURSE NAME: Pre-Vocational Orientation I-A COURSE NUMBER: 291010

COURSE DESCRIPTION: An Introduction to the pre-vocational training program.

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COURSE CONTENT:

- A. Sequential outline of co-operative program.  
definitions - academic expectations - pre-vocational training - school work-in - school work-out  
pre-vocational centers - technical schools - evaluation centers, etc.
- B. Vocational services:  
evaluation - counseling services, etc.
- C. Trips and tours:  
A.P. Jarrell - Bobby Dodd Workshop - Goodwill Industries - others that may apply
- D. Others.

---

BEHAVIORAL OBJECTIVES:

- 1. To identify basic concepts of the cooperative program through observation and participation.
- 2. To identify vocational counselor and services provided through the cooperative program.
- 3. To differentiate between the work-in and work-out programs.
- 4. To locate vocational centers outside the school community.
- 5. To secure the services provided through the cooperative program.

---

SUGGESTED PROCEDURES:

- A. Make extensive use of school and job related resource personnel, e.g., school counselor, vocational counselor, librarian, resource teacher, vocational center's staff, etc. to explain the cooperative program and its basic concepts.
- B. Visit vocational centers and job stations. Provide for on the spot discussion and answer sessions.
- C. Secure textbooks (when applicable) and other instructional materials and aids to meet the specific needs of the pupils.
- D. Take advantage of situations occurring daily to teach desired concepts.

Pre-Vocational Orientation I-A (Cont.)

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- EVALUATIVE TECHNIQUES:**
1. Observation.
  2. Checklists.
  3. Oral and written test.
  4. Rating Scales.

**COURSE NAME:** Pre-Vocational Orientation I-B **COURSE NUMBER:** 291020

**COURSE DESCRIPTION:** An overview of the reasons people work.

---

**COURSE CONTENT:**

- A. Reasons for employment:  
self improvement and support--security--purchasing power--provide for life's necessities and luxuries--personal and social approval, etc.
- B. Reasons for unemployment:  
health problems--educationally limited--vocationally limited--status of the American economy--attitude of the worker toward his job, employer, fellow employees, etc.--poor attendance record--poor job performance, etc.
- C. Others

---

**BEHAVIORAL OBJECTIVES:**

- 1. To identify the values associated with employment.
- 2. To plan vocational goals for the present and future.
- 3. To establish a concept of the value of the dollar and its power for purchasing life's necessities.
- 4. To differentiate between necessities and luxuries.
- 5. To form acceptable attitudes toward work, employers fellow employees, etc.

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**SUGGESTED PROCEDURES:**

- A. Use daily progress charts to observe and record improvement in self-images.
- B. Use money, pamphlets, price tags, sale papers, etc. to teach concept of purchasing power.
- C. Use sociogram to teach and evaluate social progress of pupils.
- D. Keep accurate antidotal records.
- E. Use pupil-teacher conferences as needed.
- F. Use community resources to reinforce basic skills.
- G. Field trips and tours.

**COURSE NAME:**

Pre-Vocational Orientation I-C

**COURSE NUMBER:** 291030

**COURSE DESCRIPTION:**

An investigation of available employment and of the skills needed to acquire and maintain employment.

---

**COURSE CONTENT:**

- A. Previous Job Experiences: paid and unpaid.
    - 1. identification
    - 2. location
    - 3. definitions
  - B. Job opportunities in the Atlanta Area:
    - 1. major industries
    - 2. service areas
    - 3. stores
  - C. Skills needed to acquire and maintain employment.
    - 1. job identification
    - 2. skills required
    - 3. experience, etc.
  - D. Working conditions--fringe benefits--job security
    - 1. identification
    - 2. location
  - E. Others
- 

**BEHAVIORAL OBJECTIVES:**

- 1. To identify work experiences.
  - 2. To define employment and job related terms.
  - 3. To identify various employment facilities within the school and community.
  - 4. To locate and use the want ad sections of the newspaper.
  - 5. To identify specific job skills requirements.
  - 6. To identify personal job goals.
  - 7. To evaluate and compare various working conditions, fringe benefits and job securities.
- 

**SUGGESTED PROCEDURES:**

- A. Use discussion and answer sessions, written activities and etc. to identify, classify and compare previous work experiences of pupils.
- B. Use vocational section of You and Your World to reinforce basic concepts.
- C. Use a variety of sources to identify employment facilities within the school and the community.

COURSE NAME:

Pre-Vocational Orientation I-D

COURSE NUMBER 2910 0

COURSE DESCRIPTION:

Evaluating Work Readiness, Potential, and Characteristi

COURSE CONTENT:

A. Initiative and Responsibility:

Uses initiative and accept responsibility--take and carry out orders--accepts criticism-- completes tasks--admit errors and accept consequences--uses time wisely--maintains good attendance--respects the rights and property of others--avoids gossip, etc.

B. Personality and Poise:

personal grooming and dress--speech habits and patterns--common courtesies

C. Others

BEHAVIORAL OBJECTIVES:

1. To use initiative and assume or accept responsibility.
2. To observe how things are done and follow directions.
3. To accept constructive criticism.
4. To use leisure time wisely.
5. To practice good grooming and proper dress codes.
6. To verbalize adequately.
7. To respect rights and property of others.
8. To become skillful in avoiding gossip.
9. To extend common courtesies.

SUGGESTED PROCEDURES:

- A. Assign various duties within the classroom to make pupils aware of their responsibilities.
- B. Allow students to lead discussions and initiate projects.
- C. Provide appropriate opportunities for pupils to practice make-up-grooming, appropriate dress, etc.
- D. Use resource persons to reinforce certain basic skills, e.g., Rich's barbers, beauticians, cosmetic representatives, etc.

**COURSE NAME:**

Pre-Vocational Information II-A      **COURSE NUMBER:** 292010

**COURSE DESCRIPTION:**

Getting Ready for Work

---

**COURSE CONTENT:**

- A. Develop desirable work attitudes
    - 1. getting along with employer and fellow employees
    - 2. accepting responsibility
  - B. Develop skills necessary to acquire employment
    - 1. making applications
    - 2. locating job stations
    - 3. using want ads
    - 4. interviews
  - C. Develop skills necessary to maintain employment
    - 1. completing assigned tasks
    - 2. attendance record
    - 3. appropriate dress
    - 4. obeying rules
  - D. Others
- 

**BEHAVIORAL OBJECTIVES:**

- 1. To have desirable attitudes toward work.
  - 2. To get along well with employer and fellow employees (interpersonal relations).
  - 3. To use the various media resources effectively.
  - 4. To use functional language skills in daily communication.
  - 5. To interview for a position with poise and self-confidence.
  - 6. To manipulate job application procedures effectively.
  - 7. To know and understand individual differences in people.
  - 8. To understand the significance of attitudes and good work habits in career development.
- 

**SUGGESTED PROCEDURES:**

- A. Role playing experiences to portray desirable work attitudes.
- B. Identify good and bad characteristics of a good worker and a poor worker.
- C. Set up interview booth and provide individual and group experiences in having interviews.
- D. Use newspaper and other media to locate jobs.
- E. Use word games to teach vocational vocabulary.
- F. Assign job responsibilities to pupils and require that all assigned tasks be completed.



**COURSE NAME:**

**Pre-Vocational Information II-B COURSE NUMBER: 292020**

**COURSE DESCRIPTION:**

**Occupational Information: Countdown to the 70's Industrial Workers**

**COURSE CONTENT:**

**Note: WETV-30**

- A. Space Age Occupations**
- B. The Builders (Construction)**  
(a) carpenters, (b) carpenter's helper,
- C. Air Transportation**  
(a) ramp agent, (b) red caps, (c) mechanics
- D. Rail Transportation**  
(a) ramp workers, (b) loaders and unloaders,  
(c) shipping,
- E. Transportation in our Town**  
(a) bus drivers, (b) cab drivers
- F. The Highway Men (Trucking)**  
(a) truck driver, (b) shipping and receiving  
workers
- G. Others**

**BEHAVIORAL OBJECTIVES:**

- 1. To know the various vocational opportunities that may be open in the future.**
- 2. To make realistic educational and vocational choices.**
- 3. To know the importance of good attitudes and good work habits in career development.**
- 4. To identify the skills and responsibilities of workers.**
- 5. To identify the transportation workers in town and the skills required for the various jobs.**

**SUGGESTED PROCEDURES:**

- A. Use spontaneous role playing to demonstrate the activities of various workers.**
- B. Use "Work of Our People" series of 22 tapes on Audio-Notebook (Learning Resources Center)**
- C. Tape interview sessions with employed acquaintances.**
- D. Read books about specific occupations for oral and written reports.**
- E. Use experiments and displays which may expand concepts presented in the lesson.**
- F. Use word name games to expand vocabulary.**
- G. Use vocabulary lists for spelling bees.**
- H. Develop a chart showing the many occupations on which Atlanta depends for successful business and industry.**
- I. Take tours and trips to expand concepts presented in the classroom.**

**COURSE NAME:** Pre-Vocational Information II-C **COURSE NUMBER:** 292030

**COURSE DESCRIPTION:** Occupational Information: Countdown to the 70's  
Service Workers

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**COURSE CONTENT:**

- A. Government employees
  - (a) zoo attendant, (b) equipment operator,
  - (c) machine operator, (d) duplicating machine operator
- B. Food Service employees
  - (a) waitress, (b) waiter, (c) cook, (d) salad maker,
  - (e) bus boy
- C. Postal Service Workers
  - (a) mail handler, (b) label machine operator,
  - (c) motor vehicle operator, (d) truck loader
- D. Recreational Workers
  - (a) recreation leader, (b) life guard, (c) con-
  - cession stand workers, (d) recreation supervisor
- E. Others

---

**BEHAVIORAL OBJECTIVES:**

- 1. To know the job possibilities.
- 2. To identify the job skills and requirements.
- 3. To identify the members of the food service team.
- 4. To know the responsibilities of the recreational workers.
- 5. To use the services provided by the government employees, food service workers and recreational workers.
- 6. To know the role of work in the lives of people.

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**SUGGESTED PROCEDURES:**

- A. Initiate word name games to teach vocabulary.
- B. Draw and display pictures of government employees.
- C. Use human resources.
- D. Use role playing to identify various occupations.
- E. Visit a governmental facility and observe employees at work.
- F. List job titles and related vocabulary for study.
- G. Write simple compositions about various workers and occupations.
- H. Do simple research.

COURSE NAME: Pre-Vocational Information III-A COURSE NUMBER: 292040

COURSE DESCRIPTION: Occupational Information: Countdown to the 70's Personal Services Workers

- COURSE CONTENT:
- A. The Barber
    - (a) skills, (b) duties, (c) responsibilities, (d) training, (e) job opportunities
  - B. The Beautician
    - (a) skills, (b) training, (c) duties, (d) responsibilities, (e) job opportunities
  - C. Manicurist
    - (a) skills, (b) training, (c) duties, (d) responsibilities, (e) job opportunities
  - D. Shampooer
    - (a) skills, (b) training, (c) duties (d) responsibilities, (e) job opportunities
  - E. Receptionist
    - (a) skills, (b) training, (c) duties, (d) job opportunities

- BEHAVIORAL OBJECTIVES:
1. To know the role of the barber and the cosmetologists.
  2. To use the services provided by the barber and the cosmetologists.
  3. To know the opportunities available in barbering and cosmetology.
  4. To identify the skills and training necessary for various jobs.
  5. To know the values and importance of proper care and treatment of the hair, skin, and nails.
  6. To be neat and well groomed.

- SUGGESTED PROCEDURES:
- A. Display and label personal care equipment, e.g., scissors, tweezer, clippers, nail file, cotton balls, hot irons.
  - B. List vocabulary and job titles on chalkboards.
  - C. Visit barbering and cosmetology schools and observe personal care workers in action.
  - D. Visit beauty and barber shops.
  - E. Invite human resources to visit class and make demonstrations (where applicable).
  - F. Make appointments for students to get manicures, facials. (Atlanta Arca Technical School)

**COURSE NAME:** Pre-Vocational Information III-B **COURSE NUMBER:** 293030

**COURSE DESCRIPTION:** Keeping The Job

---

**COURSE CONTENT:**

- A. Work Habits
  - a. punctuality and regular attendance.
  - b. loyalty to employer.
  - c. obey rules and regulations.
- B. Social Attributes
  - a. self-confidence.
  - b. cheerful and responsive to others.
  - c. co-operation.
  - d. acceptable manners
- C. Personal appearance and grooming
  - a. personal hygiene.
  - b. appropriate dress.
- D. Health
  - a. balanced diet.
  - b. adequate rest.
  - c. physical examination.
  - d. recreation and exercise.
- E. Others that apply

---

**BEHAVIORAL OBJECTIVES:**

- 1. To know and obey company rules and regulations.
- 2. To cope with interpersonal relationship on the job.
- 3. To have self-confidence and poise.
- 4. To dress appropriately for work.
- 5. To respect his employer and fellow employees.

---

**SUGGESTED PROCEDURES:**

- A. Prepare individual progress charts for attendance, punctuality, grooming, etc.
- B. Role playing experiences.
- C. Simple composition writing.
- D. Write simple poems.
- E. Initiate health and safety games.
- F. Keep individual charts on health and exercise.

COURSE NAME:

Pre-Vocational Information III-C

COURSE NUMBER: 293010

COURSE DESCRIPTION:

Finding Your Job

---

COURSE CONTENT:

- A. Compile personal data folders'.  
(a) name, (b) address, (c) telephone, (d) birthdate,  
(e) work experience, (f) references, (g) education,  
(h) experience, (i) social security number, (j) work  
permit, (k) others that may apply.
  - B. Reading, placing and writing want ads.  
(a) job qualification, (b) job title, (c) work hours,  
(d) union requirements, (e) salary, (f) fringe benefits,  
(g) others that may apply.
  - C. Personal Interviews  
(a) appropriate dress, (b) acceptable manners and  
behavior
  - D. Others
- 

BEHAVIORAL OBJECTIVES:

- 1. To compile and memorize personal information.
  - 2. To locate and read want ads in the newspaper.
  - 3. To write and place want ad with local newspaper.
  - 4. To identify job possibilities within the community.
  - 5. To be interviewed with poise and self-confidence.
  - 6. To effectively use public employment information.
  - 7. To employ functional language skills.
- 

SUGGESTED PROCEDURES:

- A. List media available for job seeking.
- B. Make personal data folders including information helpful  
for successful interviews.
- C. Actually write and place want ads.
- D. Locate and read want ads in the newspapers.
- E. Role playing.
- F. "Who am I?" games.
- G. Invite personnel directors from employment agencies  
to visit the class and conduct interviews.
- H. Write letters asking permission to use person's name  
as a reference.

**COURSE NAME:** Pre-Vocational Information III-D **COURSE NUMBER:** 293040

**COURSE DESCRIPTION:** Occupational Information: Personal Affects on the Employee

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- COURSE CONTENT:**
- A. Company rules and policies.
    - a. reporting to work.
    - b. dress.
    - c. conduct.
    - d. vacation.
  - B. Unions and Strikes.
    - a. dues.
    - b. membership.
    - c. rules and regulations
  - C. Advancement Opportunities.
    - a. promotional policies.
    - b. re-training for a better job.
  - D. Fringe Benefits and Salaries.
  - E. Working Conditions.
    - a. work area.
    - b. heating and lighting.
  - F. Others.
- 

- BEHAVIORAL OBJECTIVES:**
- 1. To know and understand the policies set up by the company and how they affect the employees.
  - 2. To know the advantages and disadvantages of union membership and how strikes affect the employees and their families.
  - 3. To identify the opportunities for advancement in various jobs.
  - 4. To evaluate and compare salaries and fringe benefits of various jobs.
- 

- SUGGESTED PROCEDURES:**
- A. Secure copies of company rules and regulations from all prospective employers and others as desired.
  - B. Invite various union representative to visit class and furnish pamphlets about his union.
  - C. List salaries and fringe benefits of various job titles.
  - D. Visit factories, plants, and etc. and observe working conditions of various type workers.

**COURSE NAME:**

Pre-Vocational Information IV-A COURSE NUMBER: 294010

**COURSE DESCRIPTION:**

Job Related Problems and Concerns I

---

**COURSE CONTENT:**

- A. Transportation:
    - a. public b. private c. cost
  - B. Lunch
    - a. availability b. cost
  - C. Sick Leave - Annual Leave - Vacations
    - a. procedure b. policies
  - D. Individual Job Related Problems
    - a. personal b. employer-employee
  - E. Others.
- 

**BEHAVIORAL OBJECTIVES:**

1. To plan in advance for adequate job transportation.
  2. To know the availability of lunch on the job and the comparative cost of taking lunch from home.
  3. To know the policies and procedures for accumulating and taking sick leave, annual leave, and vacation.
  4. To evaluate and compare the cost of private transportation to public transportation.
  5. To identify personal job related problems and how and where to seek help in solving them.
- 

**SUGGESTED PROCEDURES:**

- A. Identify and compare cost of transportation service available.
- B. List the availability and cost of lunch on the job.
- C. Compute and compare the cost of buying lunch on the job and taking lunch from home.
- D. Identify policies and procedures for securing sick leave, annual leave and vacations.
- E. Role playing for solving personal job related problems.

**COURSE NAME:** Vocational Information IV-B **COURSE NUMBER:** 294020

**COURSE DESCRIPTION:** Job Related Problems and Concerns II

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- COURSE CONTENT:**
- A. Changing Jobs
    - 1. giving notice to employer
    - 2. pay scale
    - 3. working conditions
    - 4. transportation and cost
    - 5. duties
    - 6. opportunity for advancement
    - 7. seniority loss and its affects
    - 8. fringe benefits
    - 9. job security
  - B. Laws and Contracts
    - 1. labor laws
    - 2. contracts
    - 3. civil laws
    - 4. criminal laws
    - 5. credit buying contracts
  - C. Salary deductions and taxes
  - D. Others
- 

- BEHAVIORAL OBJECTIVES:**
- 1. To give proper notice to former employer when changing jobs.
  - 2. To know the affect seniority loss will have upon him in the future.
  - 3. To evaluate and compare present and prospective salaries, fringe benefits, working conditions, duties, etc.
  - 4. To know labor laws, civil laws, criminal laws, and contract binding laws.
  - 5. To read and understand all contracts before signing.
  - 6. To compute salary deduction and file tax returns.
- 

- SUGGESTED PROCEDURES:**
- A. Role playing for giving notice to employer.
  - B. Write letters of resignation.
  - C. Secure copies of labor laws, civil laws, and criminal laws.
  - D. Read and discuss contracts.
  - E. Manipulate salary deductions.
  - F. Secure and discuss tax returns.



**COURSE NAME:**

Vocational Information IV C

**COURSE NUMBER:** 294030

**COURSE DESCRIPTION:**

Job-related problems and concerns

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**COURSE CONTENT:**

**A. Salary deductions**

1. Union dues
2. Hospitalization
3. State income taxes
4. Federal income taxes
5. Savings bonds
6. Credit union

**B. Filing Tax Returns**

1. State returns
2. Federal returns
3. Homestead exemption

**C. Others**

---

**BEHAVIORAL OBJECTIVES:**

1. To compute salary deductions effectively.
  2. To know why taxes are deducted from his salary.
  3. To use the services provided by the credit union.
  4. To compute and file personal state tax returns.
  5. To compute and file federal state tax returns.
  6. To aid parents in filing homestead exemption reports.
- 

**SUGGESTED PROCEDURES:**

- A. Use actual pay stubs of pupils to compute internal salary deductions.
- B. Secure and complete forms required for claiming dependents.
- C. Actually file tax returns.
- D. Make application to save with the credit union.
- E. Secure contract forms for borrowing money from the credit union.

**COURSE NAME:**

Vocational Information IV-D

**COURSE NUMBER:** 294040

**COURSE DESCRIPTION:**

Understanding Clothing

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**COURSE CONTENT:**

- |  |  |
|--|--|
| <p><b>A. Clothing needs:</b></p> <ol style="list-style-type: none"><li>1. Size</li><li>2. Essentials</li><li>3. Accessories</li><li>4. Cost</li></ol>          | <p><b>C. Clothing Maintenance and Care:</b></p> <ol style="list-style-type: none"><li>1. Cleaning methods</li><li>2. Proper storage service and cost</li></ol> |
| <p><b>B. Clothing Purchases:</b></p> <ol style="list-style-type: none"><li>1. Where to buy</li><li>2. Cost</li><li>3. Durability</li><li>4. Occasion</li></ol> | <p><b>D. Others</b></p>  |
- 

**BEHAVIORAL OBJECTIVES:**

1. To know individual size for all clothing needs.
  2. To select appropriate dress for all occasions.
  3. To identify minimum essentials.
  4. To know how and where to shop for clothing needs.
  5. To compare and evaluate cost of clothing.
  6. To keep clothing neat and clean.
  7. To identify type of cleaning service and storage required for different fabrics.
  8. To evaluate the durability of clothing before purchasing.
- 

**SUGGESTED PROCEDURES:**

- A. Make individual lists of clothing needs for discussion.
- B. Take trips to department stores and compute actual cost of clothing needs.
- C. Invite clothing merchants to visit class and bring samples of clothing for discussion of kind of fabric, type of cleaning required, cost of garment, etc.
- D. Visit dry-cleaning plant, self-service laundry, and owner-operated laundry and compare services and cost.

**COURSE NAME:**

Vocational Information V--A-B-C COURSE NUMBER: 295010 -  
295030

**COURSE DESCRIPTION:**

Preparation for full-time employment.

---

**COURSE CONTENT:**

- I. The content of these courses should be determined by the class composition. Individually planned programs that are relevant to the needs of the pupils should be the basis for planning the final three courses for pupils to be graduated in the program.
  - A. Concrete experiences that are relevant to the on-the-job training or work experiences of the pupils.
  - B. Individual and group counseling.
  - C. Others that are relevant to the needs of the pupils.
- 

**BEHAVIORAL OBJECTIVES:**

1. To make satisfactory career choices.
  2. To make immediate plans for job placement and continued vocational training.
  3. To use the services of the teacher-counselor and the vocational rehabilitation counselor in solving vocational and personal problems.
  4. To be vocationally adequate -- to be able to get a job, hold a job, and have the necessary skills and mobility to re-train for a better job.
  5. To be literate, numerate, and socially competent.
- 

**SUGGESTED PROCEDURES:**

- A. Present all concepts in the most functional, concrete, and simple method possible.
- B. Present the same concept in many different ways depending upon the individual pupil's perception of the concept and his ability and performance levels.
- C. Use concrete experiences as motivating factors in teaching basic skills and concepts.
- D. Use role playing and functional media to teach basic concepts.

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Money Makes Sense - \$2.00. A text-workbook that the principles of arithmetic through the use of money. A good testing and review material for pre-vocational and work-study programs.

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and getting a job. Two sets; 12 pictures per set. Ideas are excellent but pictures themselves are somewhat immature in approach.

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Guide to Job Placement of the Mentally Retarded.

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So You Are Going to Supervise a Mentally Retarded Employee.

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FAMILY SERVICE ASSOCIATION  
OF AMERICA  
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These Are Not Children

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U. S. GOVERNMENT PRINTING  
OFFICE  
WASHINGTON, D. C.

Preparation of Mentally Retarded Youth,  
for Gainful Employment - (Bulletin 1959,  
No. 28, Rehabilitation Service Series No.  
507). \$.35.

U. S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
VOCATIONAL REHABILITATION  
ADMINISTRATION  
WASHINGTON, D. C.

Special Problems in Vocational Rehabilitation  
of the Mentally Retarded - (Rehabilitation  
Service Series No. 65-16.)

THE POINTER  
1714 FRANCISCO STREET  
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The Pointer - published three times a year -  
\$ 3.50. A periodical for special class  
teachers and parents of the handicapped.  
Useful ideas, teaching tips, good articles.

THE INTERSTATE PRINTERS AND  
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DANSVILLE, ILLINOIS

A Curriculum Guide for Teachers of the Educable  
Mentally Handicapped. (The Illinois Plan.) \$3.00

DEPARTMENT OF SPECIAL EDUCATION  
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Occupational Education in the Altoona Senior  
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on comprehensive curriculum studies; considers  
various aspects of work education and consumer

education for older retardates.

D. VAN NOSTRAND COMPANY  
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Household Mechanics - Many pictures showing various  
household repair jobs with description. To be  
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vocational teaching materials.

THE UNIVERSITY OF WISCONSIN  
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MATERIALS CENTER  
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MADISON, WISCONSIN 53706

Complete list of cataloged materials in the  
Special Education Instructional Materials  
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imate cost (in most cases) - \$2.50.

The WINNOWER - a subscription to the quarterly  
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D1.10: A C13	A C13	Go, Reading for Information (C) (Work Text)	2.50
	A C11-12	Progress Tests	
D1.10: MB 001	B 001	Men in the Armed Forces (Text)	1.25
D1.10: MB 001.42	B 001.42	Reading Instruction in the Armed Forces: A Teaching Guide	.45
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Materials recommended for use by Special Study Committee of High School Teachers.

These publications may be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. List catalog number and title. Remittance must be enclosed with order. Check or money order must be made payable to the Superintendent of Documents. Price List 31, Education, issued free by Superintendent of Documents, contains additional information.





DEPARTMENT OF DEFENSE  
UNITED STATES ARMED FORCES INSTITUTE  
MADISON, WISCONSIN 53713

3 SEP 1969

USAFI (K)

Mrs. A. P. Atkinson  
Atlanta Public Schools  
2930 Forrest Hill Drive, S. W.  
Atlanta, Georgia 30315

Dear Mrs. Atkinson:

Your letter to the United States Armed Forces Institute (USAFI) requesting examination copies of On Your Mark!, Get Set!, and Go! has come to my desk for reply. I am asking our supply division to send you a copy of each of these books and also a copy of each of the Letter Patterns for Drill that goes with them and the Line Tracker Mask.

USAFI is not authorized to sell any of its publications. Our mission is to develop educational materials and to distribute them without charge to men and women on active duty in the Armed Services only. However, in response to many requests from civilian educators, the Superintendent of Documents has placed a number of our publications on sale at the Government Printing Office (GPO) in Washington, D. C. I am sending you a list of materials thus available with instructions for ordering at the foot of the page. Orders should be sent directly to GPO, not to USAFI.

The Letter Patterns for Drill and the Line Tracker Mask are not on the list, but you can easily Xerox them if you wish. There is no copyright on them as they are in the public domain and I, as author of all these materials, will be happy if they aid you in your difficult and very important task. I would also appreciate your letting me know if these materials are useful to your program.

If I can be of further service, please write again.

Sincerely yours,

*Josephine Bauer*

JOSEPHINE BAUER  
CHIEF, HUMANITIES DIVISION

Attachments



## SCHEDULING

The Secondary Special Education Pre-Vocation Program provides for great flexibility in scheduling. There are, of course, certain basic requirements. Pre-Vocational students are required to satisfy certain basic requirements (see Program Guide) for completion of the program leading toward graduation and the High School Diploma. However, valid physical and/or emotional problems may require either major or minor modifications in the individually planned program of study. This will necessitate modifications in scheduling.

The Key to success in scheduling the pre-vocational students depend upon the ability of the pre-vocational team to provide a relevant course of study that will meet the immediate and future needs of the students. The goal of this guide is to provide a program that will help the student become functionally literate, numerate, socially competent, and vocationally adequate.

It is the direct responsibility of the secondary Pre-Vocational Department Chairman to supervise the scheduling of all of the students assigned to the program. This can be accomplished best through the cooperative efforts of all of the members of the pre-vocational team:

1. Pre-Vocational Chairman
2. Principal
3. Pre-Vocational Teachers
4. Vocational Counselors
5. Parents
6. Students

It is suggested that the Pre-Vocational Departmental Chairman be assigned to the Scheduling Committee by the Principal in each school. This assignment will enable the Pre-Vocational Chairman to become familiar with the Scheduling procedures in his school as well as provide an excellent opportunity for him to become familiar with other curricular in the school. This will provide the necessary background for him to make sound decisions regarding placement of the pre-vocational students in the regular school programs.

A sample schedule for each grade level is presented below. Keep in mind that it is only a sample and that the final responsibility for effective scheduling of individual students rests with the Pre-Vocational Chairman and the pre-vocational team.



10th Grade Level

John Doe      1005

Room

Teacher

Course Number

Course Name

263010	Special English	27	B
273010	Special Mathematics	19	C
292040	Pre-Vocational Information	2	H
283010	Special Social Studies	26	Y
	Work-In/Work-Out or		
	Mechanical Drawing-Home Economics	22	K
	Work-In/Work-Out or		
	Chorus-Typing-Sewing-Shop	13	G

11th Grade Level

Carol Doe      1103

Room

Teacher

Course Number

Course Name

274010	Special Mathematics	19	C
294010	Vocational Information	2	L
264010	Special English	27	B
284010	Special Social Studies	26	Y
	Work-In/Work-Out (On Job) or		
	May Take An Elective		P.V.T. Director
	Work-In/Work-Out (On Job) or		
	May Take An Elective		P.V.T. Director

12th Grade Level

Jerry Doe      1203

Room

Teacher

Course Number

Course Name

295010	Vocational Information	2	L
264040	Special English	27	B
255020	On The Job		
255030	On The Job		
	On The Job		
	On The Job		

**Note:** Seniors who will attend school either part-time or full-time should be given careful consideration when planning their schedules. It is recommended that some seniors be allowed to be employed full-time during the second and third quarters. There are no restrictions on the flexibility of scheduling for seniors other than their own limitations and/or work readiness.

# THE UNIT PLAN

**MUST CONTAIN**

**BEHAVIORAL  
OBJECTIVES**

**MAY CONTAIN**

**REVIEW  
PROCEDURES**

SERVICES FOR EXCEPTIONAL CHILDREN

ATLANTA PUBLIC SCHOOLS

Teacher's Name \_\_\_\_\_ DATE \_\_\_\_\_

School \_\_\_\_\_

UNIT OR LESSON PLAN FORMAT

A. UNIT IDENTIFICATION

1. Course Name \_\_\_\_\_ 2. Number \_\_\_\_\_
3. Level \_\_\_\_\_
4. Unit or Lesson Title
5. Staffing Pattern
  - a. Teacher - class - small group
  - b. Teacher and individual student
  - c. Team teaching
  - d. Consultant - peer consultant(s)
  - e. Vocational Counselor - class - small group
  - f. Vocational Counselor - individual
  - g. other (specify)

B. UNIT STRUCTURE

1. Behavioral Objective(s)
2. Materials Media and Special Equipment Needed
3. Pre-Assessment Procedures: (Describe or attach sample of test or other assessment instruments)
  - a. Informal or formal instruments
  - b. Situational tasks
  - c. Conference questions
  - d. Slide Presentation
  - e. Other
4. Activities:
  - a. General Methodology
  - b. Procedural Steps (List 1, 2, 3, etc.)

C. POST-UNIT- Measurement Procedures (attach copy of assessment instruments)

1. Test:
  - a. Essay
  - b. Objective -
    1. Multiple Choice
    2. True - False
    3. Supply tests
    4. Matching tests

UNIT OR LESSON PLAN FORMAT (Cont.)

c. Standardized (Name) \_\_\_\_\_

2. Check list
3. Rating Scale
4. Situational tasks
5. Verbal Evaluation

D. Comments:



**STUDENT PERSONAL DATA FORM**

## HIGH SCHOOL COOPERATIVE PROGRAM FORM

Attached are several forms used in casework with pupil clients.

The Evaluation and/or Training plan form is used to document joint planning done by the Pre-Vocational Teacher and Counselor for the pupil-client. This form should be completed at the time the pupil-client is placed in extended evaluation (Status 06), or a plan is developed for active services (Status 12).

The VR:MR:1 is a short referral form used in the Cooperative Program. It should be completed by the Pre-Vocational Teacher as soon after the beginning of the new school year as possible.

The VR:MR:2 is used to secure parental permission for the pupil-client's participation in the Program. A copy should be afforded each of the persons signing it.

The VR:MR:3 is used to reflect the phases through which the pupil-client progresses. These phases are more specific than the statuses mentioned elsewhere.

The VR:MR:4 is used to reflect the pupil-client's progress on a work station, and may be used for both evaluation and adjustment training. This form is also used by the Pre-Vocational Teachers to document the progress of those pupil-clients who are receiving adjustment training in the Pre-Vocational Classroom.

**GENERAL EVALUATION**

Name \_\_\_\_\_ Date \_\_\_\_\_

Sex \_\_\_\_\_ Date of Birth \_\_\_\_\_ CA MA IQ

Address \_\_\_\_\_ Telephone \_\_\_\_\_

Father \_\_\_\_\_ Age \_\_\_\_\_ Occupation \_\_\_\_\_

Mother \_\_\_\_\_ Age \_\_\_\_\_ Occupation \_\_\_\_\_

Brothers \_\_\_\_\_ Sisters \_\_\_\_\_

**A. Physical**

Height \_\_\_\_\_ Weight \_\_\_\_\_ Eyes \_\_\_\_\_ Speech \_\_\_\_\_

Handicaps \_\_\_\_\_

General Health \_\_\_\_\_

Comments \_\_\_\_\_

**B. Educational**

Reading Level \_\_\_\_\_

Arithmetic Level \_\_\_\_\_

Spelling \_\_\_\_\_ Writing \_\_\_\_\_

Grade completed in regular school \_\_\_\_\_

Vocational interest or skill indicated \_\_\_\_\_

Comments \_\_\_\_\_

**C. Personal Appearance**

	Often	Sometimes	Never
Neat _____			
Courteous _____			
Calm _____			
Self-Confident _____			
Shows Self Control _____			
Good Grooming _____			
Annoying Mannerisms _____			
Comments _____			

## EVALUATION AND PERSONAL ADJUSTMENT FACTORS

Client: \_\_\_\_\_ Date: \_\_\_\_\_

Rating:	Unsatisfactory 0	Poor or Below Average 1	Fair or Average 2	Good or Above Average 3
	0	1	2	3
1. Personal hygiene				
2. Appearance				
3. Dress				
4. Grooming				
5. Care of clothing				
6. Posture				
7. Poise				
8. Punctuality				
9. Dependability				
10. Initiative				
11. Accepts Responsibility				
12. Honesty				
13. Cooperation				
14. Attitude toward authority				
15. Working alone				
16. Adjusts to new situation				
17. Frustration level				
18. Emotional or self-control				
19. Motivation -- desire to achieve				
20. Sustained effort				
21. Working with others				
22. Planning ability				
23. Ability to converse				
24. Listens to instructions				
25. Comprehension of oral instructions				
26. Ability to read instructions				
27. Comprehension of written instructions				
28. Follows instructions (oral, written)				
29. Ability to make decisions				
30. Attitude toward criticism				
31. Physical dexterity				
32. Care of tools and equipment				
33. Proper use of tools and equipment				
34. Hand-eye coordination				
35. Observation of safety rules				
36. Working to capacity				
37. Quality of work				
38. Quantity of work				
39. Plant hygiene				

Remarks: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

GENERAL INFORMATION DATA

1. Can tell time accurately \_\_\_\_\_
2. Knows correct name of Center \_\_\_\_\_
3. Can travel independently \_\_\_\_\_
  - a. drive a car \_\_\_\_\_
  - b. car pool \_\_\_\_\_
  - c. bus \_\_\_\_\_
  - d. other \_\_\_\_\_
4. Can recognize traffic signs and signals \_\_\_\_\_
5. Understands when and how to contact the following:
  - a. fire department \_\_\_\_\_
  - b. police department: City \_\_\_\_\_ County \_\_\_\_\_ State \_\_\_\_\_
  - c. Health Department \_\_\_\_\_
  - d. employment office \_\_\_\_\_
  - e. Vocational Rehabilitation Office \_\_\_\_\_
  - f. doctor \_\_\_\_\_
  - g. hospital \_\_\_\_\_ emergency room \_\_\_\_\_
6. Knows meaning of:

a. employer _____	b. employee _____	c. hired _____
d. fired _____	e. full time _____	f. part time _____
g. vacation _____	h. supervisor _____	i. instructor _____
j. volunteer _____	k. vacation with pay _____	
l. sick leave _____	m. bonus _____	
7. Is oriented for:
  - a. days of week \_\_\_\_\_
  - b. weeks of month \_\_\_\_\_
  - c. months of year \_\_\_\_\_
8. Can check dates on calendar \_\_\_\_\_
9. Understands dates:
  - a. written out (January 1, 1965) \_\_\_\_\_
  - b. written numerically (1-1-65) \_\_\_\_\_
10. Recognizes basic colors \_\_\_\_\_
11. Knows state of residence \_\_\_\_\_
12. Knows number of stars and stripes in flag \_\_\_\_\_
13. Knows current president \_\_\_\_\_

(General Information Continued)

14. Understands:

left \_\_\_\_\_ right \_\_\_\_\_ north \_\_\_\_\_ south \_\_\_\_\_ east \_\_\_\_\_ west \_\_\_\_\_

15. Can understand and demonstrate the following:

in \_\_\_\_\_ out \_\_\_\_\_ over \_\_\_\_\_ under \_\_\_\_\_ up \_\_\_\_\_ down \_\_\_\_\_ between \_\_\_\_\_

through \_\_\_\_\_ around \_\_\_\_\_ top \_\_\_\_\_ bottom \_\_\_\_\_ in back of \_\_\_\_\_

behind \_\_\_\_\_ in front of \_\_\_\_\_

16. Can read \_\_\_\_\_ understand \_\_\_\_\_ safety signs.

17. Follows \_\_\_\_\_ does not follow \_\_\_\_\_ instructions on safety signs.

	Often	Sometimes	Never
<b>D. <u>Social</u></b>			
Makes Friends Easily _____			
Gets Along with Others _____			
Has a Sense of Humor _____			
Likes to be Alone _____			
Annoying Mannerisms _____			
Comments _____			
<b>E. <u>Abilities</u></b>			
Follows Instructions _____			
Assumes Responsibility _____			
Sticks to Work _____			
Works to Capacity _____			
Sustained Effort _____			
Can Take Pressure _____			
Precise in Work _____			
Comments _____			
<b>F. <u>Behavioral Factors</u></b>			
Assumes Role of Leadership _____			
Sense of Humor _____			
Mixes with Crowd _____			
Emotional _____			
High Temper _____			
Easily Frustrated _____			
Snap Decision _____			
Slow Decision _____			
Annoys Others _____			
Wants to be Alone _____			

	Urten	Sometimes	Never
Timid _____			
Comments _____			
<b>G. <u>Personality Traits</u></b>			
Listens to Directions _____			
Begins Work on Time _____			
Sticks to Task Until Completed _____			
Depends Upon Others _____			
Is Punctual _____			
Interested in Room Activities _____			
Accepts Responsibility for Class Conduct _____			
Accepts Responsibility for Personal Conduct _____			
Has Nervous Habits or Mannerisms _____			
Assumes Role of Leadership _____			
Brings Personal Problems to Teacher _____			
Has Evidence of Many Personal Problems _____			
Helps with Planning Learning Activities _____			
Adjusts to New Situations _____			
Wants to Have Own Way _____			
Accepts Own Level of Attainment _____			
Has Good Relations with Teacher _____			
Maintains Adequate Control of Emotions _____			
Resents Being in Special Class _____			
Happy to be in Special Class _____			
Has Feeling of Accomplishment _____			
Is Neat in Appearance _____			
Puts Away Materials When Finished _____			
Accepts Responsibility _____			
Makes Friends Easily _____			



	Often	Sometimes	Never
Seems to be a Happy Individual			
Prefers Working Alone			
Is Excessively Timid or Shy			
Shows Interest in All Activities			
Tends to Depend to Excess on Teacher			
Tends to Depend on Others in Class			
Gives Up Easily			
Is Interested in Own Progress			
Has a Sense of Humor			
Is Accepted by the Group			
Easily Becomes Frustrated			
Works Well with Others			
Talks Excessively			
Annoys Others in Class			
Has Trouble Making Decisions			
Has Good Control of Temper			
Precise in His Work			
Works Under Pressure			
Interested in Recreation			
Safety Conscious			
Comments			

ACADEMIC EVALUATION DATA

Reading

Comprehension grade level \_\_\_\_\_

Enjoyment grade level \_\_\_\_\_

Can read following

Can understand following

- |                                  |       |       |
|----------------------------------|-------|-------|
| 1. Newspaper                     | _____ | _____ |
| a. headlines                     | _____ | _____ |
| b. weather                       | _____ | _____ |
| c. want ads                      | _____ | _____ |
| 2. Bus schedule                  | _____ | _____ |
| 3. Map                           | _____ | _____ |
| 4. Employment application        | _____ | _____ |
| 5. Social Security Card          | _____ | _____ |
| 6. Withholding Forms             | _____ | _____ |
| 7. Names & Numbers in phone book | _____ | _____ |
| 8. Ruler                         | _____ | _____ |
| 9. Yardstick                     | _____ | _____ |
| 10. Scale                        | _____ | _____ |

Writing

Can write \_\_\_\_\_ Print \_\_\_\_\_ Name & address legibly \_\_\_\_\_

Can fill out following

Can understand following

- |                           |       |       |
|---------------------------|-------|-------|
| 1. Employment application | _____ | _____ |
| 2. Social Security Card   | _____ | _____ |
| 3. Withholding Form       | _____ | _____ |
| 4. Blank check            | _____ | _____ |
| 5. Bank deposit slip      | _____ | _____ |

Can write simple note \_\_\_\_\_ Can write & address personal letter \_\_\_\_\_

Can write answer to want ad \_\_\_\_\_

(Academic Continued)

Math

Can do the following:

- |  |       |       |       |
|--|-------|-------|-------|
| 1. Distinguish denominations of money        | _____ | _____ | _____ |
| 2. Measure:                                  |       |       |       |
| 1/16 inch                                    | _____ | _____ | _____ |
| 1/8 inch                                     | _____ | _____ | _____ |
| 1/4 inch                                     | _____ | _____ | _____ |
| 1/2 inch                                     | _____ | _____ | _____ |
| 1 inch                                       | _____ | _____ | _____ |
| 3. Measure:                                  |       |       |       |
| 12 inches                                    | _____ | _____ | _____ |
| 1 foot                                       | _____ | _____ | _____ |
| 3 feet                                       | _____ | _____ | _____ |
| 1 yard                                       | _____ | _____ | _____ |
| 4. Made adequate change for:                 |       |       |       |
| self protection                              | _____ | _____ | _____ |
| employment                                   | _____ | _____ | _____ |
| 5. Understand a budget                       | _____ | _____ | _____ |
| 6. Figure a budget on paper                  | _____ | _____ | _____ |
| 7. Use tax table and compute 3% and 4% raxes | _____ | _____ | _____ |

Language Usage

In conversation:      Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

In writing:              Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

NAME \_\_\_\_\_

Check List for Social Adjustment

Scale: 1--Never 2--Seldom 3--Occasionally 4--Generally 5--Always

- 1. \_\_\_\_\_ Listens to directions
- 2. \_\_\_\_\_ Begins work on time
- 3. \_\_\_\_\_ Sticks to task until completed
- 4. \_\_\_\_\_ Depends upon others
- 5. \_\_\_\_\_ Is punctual
- 6. \_\_\_\_\_ Is interested in room activities
- 7. \_\_\_\_\_ Accepts responsibility for class conduct
- 8. \_\_\_\_\_ Accepts responsibility for personal conduct
- 9. \_\_\_\_\_ Has nervous habits or mannerisms
- 10. \_\_\_\_\_ Assumes role of leadership
- 11. \_\_\_\_\_ Brings personal problems to teacher
- 12. \_\_\_\_\_ Has evidence of many personal problems
- 13. \_\_\_\_\_ Helps with planning learning activities
- 14. \_\_\_\_\_ Adjusts to new situations
- 15. \_\_\_\_\_ Wants to have own way
- 16. \_\_\_\_\_ Accepts own level of attainment
- 17. \_\_\_\_\_ Has good relations with teacher of special class
- 18. \_\_\_\_\_ Has good relations with Workshop personnel
- 19. \_\_\_\_\_ Has acceptable behavior in other class activities
- 20. \_\_\_\_\_ Maintains adequate control of emotions
- 21. \_\_\_\_\_ Resents being special class
- 22. \_\_\_\_\_ Has feelings of accomplishment
- 23. \_\_\_\_\_ Puts away material when finished with them
- 24. \_\_\_\_\_ Accepts responsibility
- 25. \_\_\_\_\_ Makes friends easily
- 26. \_\_\_\_\_ Seems to be a happy individual
- 27. \_\_\_\_\_ Prefers to work alone
- 28. \_\_\_\_\_ Is excessively timid or shy
- 29. \_\_\_\_\_ Shows interest in all activities
- 30. \_\_\_\_\_ Tends to depend to excess upon teacher
- 31. \_\_\_\_\_ Gives up easily
- 32. \_\_\_\_\_ Is overly concerned with marks or grades
- 33. \_\_\_\_\_ Has a sense of humor
- 34. \_\_\_\_\_ Is accepted by the group
- 35. \_\_\_\_\_ Becomes frustrated easily
- 36. \_\_\_\_\_ Works well with others
- 37. \_\_\_\_\_ Annoys others in class
- 38. \_\_\_\_\_ Has trouble making decisions
- 39. \_\_\_\_\_ Handles materials and supplies with care
- 40. \_\_\_\_\_ Attendance good

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_ Teacher \_\_\_\_\_

### TRAINING PROGRESS REPORT

1. Name of Trainee \_\_\_\_\_ Month Ending \_\_\_\_\_ 19\_\_\_\_  
Last    First    Middle    County

2. Job Objective of Trainee \_\_\_\_\_

3. How many days absent this month? \_\_\_\_\_ Why? \_\_\_\_\_

Check with "X" the work or words best describing items 4, 5, & 6

4. Progress this Month:  Accelerated . . . _____ Average . . . . . _____ Slow . . . . . _____ No progress . . . _____	5. Quality of Work:  Excellent . . . . . _____ Good . . . . . _____ Fair . . . . . _____ Poor . . . . . _____	6. Cooperation in Training:  Cooperative . . . . . _____ Fairly cooperative _____ Indifferent . . . . . _____ Not cooperative . . . _____
--	--	--

7. Difficulties (If any check below and explain briefly on back of this form):

Learning subject matter _____ Handling tools or machines _____ Speed _____ Accuracy _____ Following instructions _____	Other difficulties: With disability _____ With appliance _____ With general health _____ Other (describe) _____
--	---

8. Subjects or Operations this month -- with grades (if in employment training rate performance as Good, Fair, or Poor):

Subjects or Operations	Grade or Rating	Subjects or Operations	Grade or Rating
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

9. In your opinion, is this the kind of training for which the man is best suited?  
 Yes \_\_\_\_\_ No \_\_\_\_\_ If no, why? \_\_\_\_\_

10. Remarks: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Training Agency \_\_\_\_\_  
 Address \_\_\_\_\_

(Signed) \_\_\_\_\_  
 Instructor in Charge

WORK HABITS, ATTITUDES, AND BEHAVIOR

I. Work Habits:

1. Is punctual \_\_\_\_\_
2. Adheres to authorized "breaks" \_\_\_\_\_
3. Is neat and orderly \_\_\_\_\_
4. Keeps work area clean \_\_\_\_\_
  - a. with supervisor \_\_\_\_\_
  - b. without supervisor \_\_\_\_\_
5. Accepts instructions: \_\_\_\_\_ **Follows instructions:**
  - a. from certain individuals \_\_\_\_\_
  - b. from any authorized person \_\_\_\_\_
  - c. if comprehended \_\_\_\_\_
6. Accepts criticism:
  - a. from certain individuals \_\_\_\_\_
  - b. from those in authority \_\_\_\_\_
  - c. from anyone \_\_\_\_\_
7. Works well:
  - a. alone \_\_\_\_\_
  - b. in a group \_\_\_\_\_

II. Attitudes and Behavior:

1. Overly talkative \_\_\_\_\_
  - a. relative to subject \_\_\_\_\_
  - b. irrelevant to subject \_\_\_\_\_
2. Withdrawn \_\_\_\_\_
3. Friendly \_\_\_\_\_
4. Aggressive \_\_\_\_\_
5. Belligerent \_\_\_\_\_
6. Moody \_\_\_\_\_
7. Unusual tics or mannerisms \_\_\_\_\_

(Work habits, attitudes, and behavior continued)

8. Mannerly \_\_\_\_\_
9. Rude \_\_\_\_\_
10. Has socially acceptable behavior (in your presence) \_\_\_\_\_
11. Cooperates:
  - a. with adults \_\_\_\_\_
  - b. with co-workers \_\_\_\_\_
12. Assumes responsibility \_\_\_\_\_
13. Looks for work \_\_\_\_\_
14. Is consistent in:
  - a. attitude to work \_\_\_\_\_
  - b. attitude to supervisor \_\_\_\_\_
  - c. attitude to co-worker \_\_\_\_\_
15. Is able to adjust to changing situations \_\_\_\_\_
16. Is enthusiastic \_\_\_\_\_
17. Impresses you as realistic as to goals \_\_\_\_\_  
as to handicaps \_\_\_\_\_
18. Most obvious weakness: \_\_\_\_\_
  - a. Immaturity \_\_\_\_\_
  - b. Inability to perform \_\_\_\_\_
  - c. Poor attitude \_\_\_\_\_
  - d. Physical handicap \_\_\_\_\_
  - e. Mental handicap \_\_\_\_\_
  - f. Emotional instability \_\_\_\_\_

### III. Specific Questions

1. Is evaluatee a troublemaker? \_\_\_\_\_
2. Does he mind his own business? \_\_\_\_\_
3. Is he a leader or a follower? \_\_\_\_\_
4. Does he stick to a job? \_\_\_\_\_
  - a. if he likes it \_\_\_\_\_
  - b. if he does not like it \_\_\_\_\_
5. Does he prefer to work alone? \_\_\_\_\_

(Work habits, attitudes, and behavior continued)

6. Does he accept criticism cheerfully? \_\_\_\_\_  
grudgingly? \_\_\_\_\_
7. Does he prefer routine jobs? \_\_\_\_\_  
repetitive jobs? \_\_\_\_\_  
unusual jobs? \_\_\_\_\_
8. Is he easily emotionally upset? \_\_\_\_\_
9. Is he at ease with his supervisors? \_\_\_\_\_  
co-workers of same sex? \_\_\_\_\_  
co-workers of opposite sex? \_\_\_\_\_
10. Is he motivated sufficiently for vocational training? \_\_\_\_\_  
What areas do you recommend? \_\_\_\_\_

NOTES:



VR-MR 1

VOCATIONAL REHABILITATION REFERRAL FORM

SCHOOL REFERRAL

DATE \_\_\_\_\_

NAME \_\_\_\_\_ BIRTHDATE \_\_\_\_\_ SEX \_\_\_\_\_ RACE \_\_\_\_\_

ADDRESS: Street \_\_\_\_\_

City \_\_\_\_\_ Phone \_\_\_\_\_

TEST SCORES: \_\_\_\_\_

HANDICAP: \_\_\_\_\_

EVALUATIONS ARE NOW BEING DONE IN THE FOLLOWING AREAS:

- ( ) Response to instruction
- ( ) Sense of responsibility
- ( ) Attitude
- ( ) Motivation to work
- ( ) Dependability
- ( ) Personal habits
- ( ) Social competence
- ( ) Emotional stability
- ( ) Other Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SIGNED: \_\_\_\_\_  
(Pre-Vocational Training Instructor)

At \_\_\_\_\_ High School

Pre-Vocational Evaluation and/or Training Permit

This is to certify that I approve of \_\_\_\_\_  
participating in the pre-vocational and/or evaluation training program at  
\_\_\_\_\_ School. I understand that this program  
will be a part of his curriculum and that it may involve part time away from  
the school grounds for examination, evaluations, and pre-vocational work  
experience training. I agree to do my part and to relieve the school, vocational  
rehabilitation, and their agents from any responsibility as to the outcome of  
any injury or accident occurring to \_\_\_\_\_  
while he is receiving these services.

_____ (Parents or Guardians)	_____ (Date)
_____ (Teacher)	_____ (Date)
_____ (Vocational Rehabilitation Consul.)	_____ (Date)
_____ (Principal)	_____ (Date)

INDIVIDUAL EVALUATION AND/OR TRAINING PLAN FOR HIGH SCHOOL PUPIL-CLIENTS

NAME \_\_\_\_\_ SEX \_\_\_\_\_ DATE \_\_\_\_\_  
ADDRESS \_\_\_\_\_ TEACHER \_\_\_\_\_  
BIRTHDATE \_\_\_\_\_ AGE \_\_\_\_\_ COUNSELOR \_\_\_\_\_  
PHONE \_\_\_\_\_ SCHOOL \_\_\_\_\_ GRADE \_\_\_\_\_  
DATE OF REFERRAL \_\_\_\_\_

I. BACKGROUND INFORMATION: (Personal - Social - Environmental - Educational)

II. PHYSICAL ABNORMALITIES:

III. VOCATIONAL PSYCHOLOGICAL TEST SCORES:

1. Psychologist \_\_\_\_\_  
WISC \_\_\_\_\_ WAIS: VIQ: \_\_\_\_\_ PIQ: \_\_\_\_\_ FSIQ: \_\_\_\_\_
2. Wide Range Achievement Test: Reading Grade Level: \_\_\_\_\_  
Arithmetic Grade Level: \_\_\_\_\_
3. Minnesota Rate of Manipulation Test: Placing: \_\_\_\_\_%, Turning \_\_\_\_\_%  
Displacing: \_\_\_\_\_%, One-hand Turning and Placing: \_\_\_\_\_%  
Two-hand Turning and Placing: \_\_\_\_\_%
4. Minnesota Assemble Test: \_\_\_\_\_%
5. Purdue Pegboard: R \_\_\_\_\_%, L \_\_\_\_\_%, B \_\_\_\_\_%, Assembly \_\_\_\_\_%
6. Crawford Small Parts Dexterity Test: S \_\_\_\_\_ ( )  
P \_\_\_\_\_ ( )
7. Other: \_\_\_\_\_

SUMMARY OF VOCATIONAL TESTING: (Overall statement of manipulative ability).

EVALUATION AND/OR TRAINING PLAN

NAME \_\_\_\_\_

IV. VOCATIONAL PREFERENCE

V. VOCATIONAL APPRAISAL AND SPECIFIC PLANNING:

A. Abilities:

B. All Assets and Liabilities to be Evaluated and/or Developed:  
(DESCRIBE AND BE SPECIFIC) After description of assets and liabilities, outline both the counselor's and pre-vocational teacher's plan to correct deficiencies.

1. PERSONAL HABITS: (DESCRIPTION)

2. ATTITUDES: (DESCRIPTION)

3. SOCIAL SKILLS: (DESCRIPTION)

EVALUATION AND/OR TRAINING PLAN

NAME \_\_\_\_\_

4. WORKER TRAITS AND SKILLS: (DESCRIPTION)

5. EMOTIONAL STABILITY: (DESCRIPTION)

EVALUATION AND/OR TRAINING PLAN

NAME \_\_\_\_\_

6. FUNCTIONAL ACADEMIC SKILLS: (DESCRIPTION)

7. OTHER: (DESCRIPTION)

EVALUATION AND/OR TRAINING PLAN

NAME \_\_\_\_\_

C. EVALUATION AND/OR WORK ADJUSTMENT TRAINING PLAN: To be used to designate planning on previous pages as (1) evaluation, (2) extended evaluation, or as (3) active status planning. It is also to be used to specify other work study programming, adjustment training, and/or other services deemed necessary and not covered in Section B. Planning should be kept current with supplementary plans written as necessary.

TENTATIVE OBJECTIVE: \_\_\_\_\_

DATE: \_\_\_\_\_

**WORK ADJUSTMENT REPORT**

NAME \_\_\_\_\_ WORK TRAINING STATION \_\_\_\_\_  
 SYSTEM \_\_\_\_\_ JOB TITLE \_\_\_\_\_  
 SCHOOL \_\_\_\_\_ VR COUNSELOR \_\_\_\_\_ PHONE # \_\_\_\_\_  
 TEACHER \_\_\_\_\_

Days Absent \_\_\_\_\_

Period Covered: From \_\_\_\_\_ To \_\_\_\_\_

\*\*\*\*\*

**FACTORS**

**AVERAGE EMPLOYEE**

Less Than Same As More

	Less Than	Same As	More
<b>Group I - PERSONALITY &amp; SOCIAL ADJUSTMENT</b>			
Self Confidence			
Cheerful			
Cooperates With Supervisor			
Cooperates With Other Employees			
Respects Supervisor			
Minds Own Business			
Accepts Criticism			
Mixes socially with other Employees			
Neat and Clean			
Other			
<b>Group II - WORK HABITS &amp; EFFICIENCY</b>			
On Time			
Safety Conscious			
Completes Work on Time			
Careful With Materials & Property			
Quality of Work			
Understands Work			
Shows Initiative			
Other			

Group I - Personality and  
Social Adjustment

Group II - Work Habits and  
Efficiency

Would you be as willing to hire this individual as you would your average applicant, if a job were available:

YES \_\_\_\_\_ PROBABLY \_\_\_\_\_ PROBABLY NOT \_\_\_\_\_ NO \_\_\_\_\_  
 Would Hire If (State Conditions): \_\_\_\_\_

\_\_\_\_\_ Date

\_\_\_\_\_ Supervisor's Signature



A COOPERATIVE PLAN FOR THE EDUCATION AND REHABILITATION  
OF HANDICAPPED PUPILS IN THE PUBLIC SCHOOLS OF GEORGIA

I. INTRODUCTION

Research and demonstration over the past several years has proven that a substantial number of those who are mentally retarded can acquire sufficient skills to make it possible for them to become, in varying degrees, contributing members of society.

Experience has shown, however, that a slowed-down academic program is unsuited to mentally retarded adolescents and that a work-study or balanced program serves as a more effective medium of learning.

Experience also suggests that the retarded person needs special guidance and consistent support in making the transition from the protective school environment to the world of work.

Both Special Education and Vocational Rehabilitation have rather explicit responsibilities in preparing the mentally retarded for productive living and the quality of their respective services will depend in large measure on the complementing and blending of services at some point before "formal" education is completed.

II. BACKGROUND INFORMATION

The Georgia Department of Education is charged by State Law with the responsibility for a State program of education and vocational rehabilitation for disabled youth.

These responsibilities are discharged through: (a) the Office of Instructional Services which works with local school districts in the education of disabled youth six years of age and older, and (b) the Office of Vocational Rehabilitation which provides authorized services to eligible disabled individuals within the state.

The State Department of Education has long felt there is no segment of its program more important than the training and habilitation of disabled young people who have before them the possibility, with adequate services, of a full and productive life. Major attention has therefore been directed toward effecting a comprehensive and coordinated program between special education and rehabilitation, having strong common bonds and objectives, with the view of bridging the gap between special education and the world of work.

III. COOPERATIVE PROGRAM

The Offices of Vocational Rehabilitation and Instructional Services of the Georgia Department of Education establish and operate, in cooperation with local school systems within the State, special cooperative facilities at the secondary school level. The primary purpose of which is to provide, on an organized and systematic basis, appropriate and needed vocational rehabilitation services to eligible and feasible vocational rehabilitation clients as authorized in the State Vocational Rehabilitation Plan.

## A. Operational Plan

The plan includes the merging of two distinct programs, so related as to provide continuous and uninterrupted services which has the purpose of preparing handicapped pupil-clients for employment.

### 1. Special Education is responsible for

the further development and continued operation of special education programs in accordance with the State Office of Instructional Services policies. This includes the actual establishment of the cooperative facilities within individual school systems. Activities which are currently, traditionally, and legally the function of Special Education "not specifically assigned to the Office of Vocational Rehabilitation as enumerated herein" will be the responsibility of Special Education.

### 2. Vocational Rehabilitation is responsible for

the operational aspects of the program as they relate to that phase of the total program which are currently, traditionally, and legally the functions of Vocational Rehabilitation. Authorized rehabilitation services will be provided when indicated under the conditions and limitations stipulated in the State Plan for Vocational Rehabilitation. Specifically, the Office of Vocational Rehabilitation will exercise full control of:

- a. Determination of eligibility of all clients accepted for service.
- b. Determination of nature and scope of all Vocational Rehabilitation services to be provided rehabilitation pupil-clients.
- c. All personnel assigned to the cooperative facility will be under the technical supervision of Vocational Rehabilitation for all rehabilitation aspects of the program.

In setting up a program of this type and scope, it is recognized that certain services to mentally and physically disabled youth can legally be the responsibility of both Special Education and Vocational Rehabilitation. The very nature of the problem and the common objectives make this so. The program provides continuous and uninterrupted services through "common areas" without duplication or encroachment of one division on the legal responsibility of the other. It is an enrichment of the programs of each division and saves substantial sums of public money.

## B. Staffing

1. Special Education Personnel having program responsibilities:

### State

- a. Associate State Superintendent for Instructional Services
- b. Director, Division of Special Education and Pupil Personnel Service
- c. Associate Director, Division of Special Education and Pupil Personnel Service
- d. Coordinator, Mental Retardation, Division of Special Education and Pupil Personnel Service
- e. Consultant, Mental Retardation, Division of Special Education and Pupil Personnel Service
- f. Other consultants and supervisors as designated by the Division of Special Education and Pupil Personnel Service
- g. Supporting staff

### Local

- a. Superintendent of system
- b. Administrative staff of system
- c. Consultants of system
- d. System Coordinator, Program of Special Education
- e. Principal of school
- f. Teachers in Cooperative Facilities

In addition to their regular duties they serve as consultants to Vocational Rehabilitation personnel and supervise those activities which are primarily special education in nature as distinguished from Vocational Rehabilitation services.

The Associate Director, Division of Special Education and Pupil Personnel Service, among other things, will approve the establishment of the cooperative facilities. He will approve personnel paid from special education funds who are assigned to Vocational Rehabilitation and who work under the supervision of the Office of Vocational Rehabilitation. He also certifies salaries of the Office of Instructional Service personnel which can be matched by Vocational Rehabilitation. Except as provided under Section VIII, "Financing", expenditures for salaries and related costs will be paid by the Office of Instructional Service at no cost to Vocational Rehabilitation.

The Consultant, Mental Retardation, Division of Special Education and Pupil Personnel Service, among other things, will evaluate the school's readiness for a cooperative facility for the retarded, and approve teachers assigned to the cooperative facility. He will provide consultation to teachers in the cooperative facilities and assist them in the development of a work-study curriculum.

2. Vocational Rehabilitation Personnel having program responsibilities:
  - a. Assistant State Superintendent for Rehabilitation Services
  - b. Director, Division of Field Services

- c. Director, Division of Program Planning & Development
- d. Assistant Directors, Divisions of Program Planning & Development and Field Services
- e. Coordinator, Mentally Retarded and School Rehabilitation Services
- f. District Director, Vocational Rehabilitation
- g. Assistant District Director, Vocational Rehabilitation
- h. Vocational Rehabilitation District Coordinators
- i. Vocational Rehabilitation Counselors
- j. Other Consultants and Supervisors designated by the Division of Vocational Rehabilitation
- k. Supporting staff

In addition to their regular duties, they will serve as consultants and supervise those activities which are primarily Vocational Rehabilitation in nature as distinguished from special education. The Director of Field Services, through the assigned rehabilitation staff, will, among other things, determine eligibility of all clients. He will authorize all Vocational Rehabilitation expenditures, determine nature and scope of rehabilitation services to be provided and approve and supervise all staff rendering Vocational Rehabilitation activities and expenditures.

The State Coordinator of Services for the Mentally Retarded in the Division of Program Planning and Development has the responsibility of jointly evaluating the operation and development of the program with designated individuals from the Division of Special Education and Pupil Personnel Service and local school systems. These individuals will also review new requests for the Cooperative Program from school systems and make recommendations regarding approval to their appropriate Directors.

### 3. Key Staff Persons

The key staff persons involved in the operation of the Vocational Rehabilitation aspects of the program are:

- a. The Vocational Rehabilitation District Coordinator is designated by the District Director and assigned to the Special Rehabilitation program. His major duties and responsibilities are outlined herein. He is a regular rehabilitation staff member and functions as such.
- b. The Vocational Rehabilitation Counselor His major duties and responsibilities are outlined herein. He is a regular rehabilitation staff member who is responsible for authorizing rehabilitation services for pupil-clients as distinguished from Special Education Services.
- c. Pre-Vocational Teacher - His major duties and responsibilities are outlined herein. He will function as a rehabilitation staff member in rendering Vocational Rehabilitation services as distinguished in the Plan for Special Education services. He is subject to qualifications and standards which apply to all professional personnel of the school system as determined by State certification requirements, and as outlined in the Vocational Rehabilitation State Plan.

d. Other personnel as needed.

C. Location of Cooperative Facility

The cooperative facility is to be housed in a building housing other students of comparable chronological ages.

D. Approval of a Cooperative Facility

1. Any local school system operating a State approved unit within the secondary school system may apply for a cooperative facility through application to the Director of the Division of Special Education and Pupil Personnel Service who will, following his approval, forward this request to the Director of Field Services, Office of Vocational Rehabilitation for consideration and approval.
2. Minimum requirements for approval of a cooperative facility are:
  - a. A sufficient number of handicapped pupils eligible for vocational rehabilitation services to warrant the setting up of a cooperative program.
  - b. Meeting other requirements as set forth in the policies of the Georgia State Board of Education.
3. Minimum requirements for approval by Vocational Rehabilitation:
  - a. All persons accepted for services shall be clients of the Office of Vocational Rehabilitation, meeting the eligibility requirements set forth in the State Plan and specifically:
    - (1) Upon the recommendation of qualified specialists those classified as mentally retarded, having behavior disorders, emotionally disturbed, or substantially physically impaired to constitute a vocational handicap.
    - (2) There must be a reasonable expectation that the client will be able to engage in remunerative employment.
  - b. Approval by the Director of Field Services, Vocational Rehabilitation, of the assignment of any other school staff to the program who are not on the payroll of Vocational Rehabilitation.
  - c. Services are such as would come within the nature and scope of the State Vocational Rehabilitation Plan.
  - d. Personnel assigned to the rehabilitation aspect of the program work under the supervision of Vocational Rehabilitation. 146



- e. Adequate space, maintenance, utilities, and a favorable climate for the cooperative program.

#### E. Organizational Structure and Administration

The cooperative facility will be located in an appropriate secondary school and staffed with a teacher(s), Vocational Rehabilitation Counselor (part time or full time depending on the number of pupil-clients), Vocational Rehabilitation District Coordinator (part time), and other personnel as needed, i.e. Vocational Evaluator, Vocational Trainer, Social Worker, Psychologist, secretary, etc. All personnel in the facility will receive technical supervision and direction from the Vocational Rehabilitation District Coordinator for the Mentally Retarded as a representative of the Director of Field Services in the Office of Vocational Rehabilitation. The Coordinator will be assigned by a Vocational Rehabilitation District Director for administration supervision.

The cooperative facility staff will receive assistance and guidance from the Division of Special Education and Pupil Personnel Service and local coordinator, Program for Exceptional Children and from the Vocational Rehabilitation Division of Program Planning and Development.

Administratively, the Vocational Rehabilitation Counselor will be assigned to the Vocational Rehabilitation District Director. He will receive technical and program supervision from the District Coordinator.

The cooperating school system may reserve the privilege of nominal supervision of the rehabilitation unit as outlined in III, F. This means it may handle the non-vocational rehabilitation activities and such things as setting of hours of work, requiring personnel to conform to rules and regulations of the school, and making sure that activities of personnel or program do not conflict with the overall objectives of the school system.

#### F. Duties and Responsibility of Key Personnel

1. The principal of the school in which the cooperative facility operates is charged with the following responsibilities:
  - a. Coordinate existing services within the school with the special rehabilitation program in order to facilitate and expedite the cooperative program and prevent any conflicts between Special Education and Vocational Rehabilitation.
  - b. Administration of Special Education program as distinguished from the Vocational Rehabilitation program.
  - c. Coordinate existing services within the school such as:
    - (1) Attendance regulations
    - (2) Disciplinary regulations
    - (3) Recreational activities

- d. Arrange for housing of program.
  - e. Regulate working hours in compliance with school policy.
  - f. Provide access to school records and school evaluation.
  - g. Provide for building maintenance, custodial help, utilities, etc.
  - h. Furnish general consultative assistance as needed.
2. Local Coordinator of Program for Exceptional Children: He will assist the program staff in the identification of problems pertaining to the local school systems. The Coordinator will be responsible to the local school superintendent in all matters and will interpret the program's progress to him.
  3. School System Consultant in Mental Retardation (Larger School Systems). He will assist teachers in the development and implementation of a work-study curriculum and provide an on-going in-service training program for cooperative facility teachers in conjunction with the Vocational Rehabilitation Staff Development Program.
  4. A Vocational Rehabilitation Coordinator shall be assigned to supervise rehabilitation program operations and to give technical assistance and supervision to all personnel employed or assigned to the facility. His duties, among other things, shall be:
    - a. Secure certification of pre-vocational teachers from system superintendent at beginning of school year and verification of teacher salaries each quarter.
    - b. Assist and supervise the Vocational Rehabilitation Counselor in the following areas:
      - (1) Conducting vocational appraisal
      - (2) Evaluating vocational potential of handicapped pupils
      - (3) Developing work-study programs
      - (4) Developing local resource committees
      - (5) Developing job placement program
    - c. Provide program and technical supervision to Counselors and clerical staff in the Cooperative Program.
    - d. Provide administrative and technical supervision to Evaluators located in work laboratories in the Cooperative School Program.
    - e. Provide technical supervision to pre-vocational teachers in the local school system within the assigned district.
    - f. Coordinate methods and procedures to be used and the quality and quantity of services to be provided to pupil-clients.

- g. Coordinate services provided in the evaluation and pre-vocational training centers and work laboratories with the services provided in the Cooperative School Facilities.
  - h. Coordinate services between community agencies and facilities with the Cooperative School Program.
  - i. Serve as chairman of the evaluation team.
  - j. Consult with school officials on training arrangements within the participating school systems for those services that will be without cost to Vocational Rehabilitation.
  - k. Initiate and conduct joint conferences with the Vocational Counselor and school staff in screening applicants and providing services.
  - l. Consult with Vocational Rehabilitation Counselor on individual Vocational Rehabilitation plans for clients accepted for Vocational Rehabilitation services.
  - m. Assist school officials in the establishment of additional secondary programs for the mentally retarded.
  - n. Assist school officials and teachers with evaluation and enrichment of curriculum.
  - o. Development of work study programs and expansion of on-the-job training opportunities.
  - p. Development and expansion of job placement programs for the mentally retarded.
  - q. Stimulate community evaluation and development of resources for facilities and programs to assist in the developing of vocational potential in the mentally retarded.
5. A Vocational Rehabilitation Counselor will be assigned proportionately to each participating cooperative facility. His duties are:
- a. Administer Vocational Rehabilitation functions in the facility under the technical supervision of the Vocational Rehabilitation District Coordinator assigned to the local school system.
  - b. Serve as a member of the evaluation team.
  - c. Conduct vocational appraisal and share findings with the pre-vocational teacher.



- d. Certify eligibility of individuals referred for Rehabilitation services.
  - e. Serve as counselor and assist in interpreting the pre-vocational training program to parents.
  - f. Develop a vocational diagnosis and plan on each pupil-client with the cooperative facility teacher.
  - g. Approve all pre-vocational training and other rehabilitation services which are appropriate for each pupil-client.
  - h. Provide individual and group counseling and guidance to pupil-clients.
  - i. Prepare and maintain individual case records and reports.
  - j. Assist in securing pre-vocational training stations on and off campus.
  - k. Evaluate pre-vocational training facilities, make training arrangements, and consult about training progress with the trainer and pre-vocational teacher.
  - l. Supervise pre-vocational training and act as liaison person between the local community and the Office of Vocational Rehabilitation.
  - m. Make reports on individual progress of clients. Keep accurate accounts and proper attendance records and evaluation sheets of all clients.
6. A pre-vocational teacher will be assigned full time to each participating unit. His duties are:
- a. Serve as a member of the evaluation team.
  - b. Develop individual evaluation and training plans for each pupil-client with the Vocational Rehabilitation counselor.
  - c. Adapt academic instruction to work preparation goals for individual pupil-clients.
  - d. Develop a program to familiarize the individual with specific work opportunities within his capacity.
  - e. Keep records and compile pre-vocational data for the evaluation team.
  - f. Assist in developing pre-vocational training stations.
  - g. Appraise assets and limitations of pupil-clients relating to available areas of employment through the use of work samples and pre-vocational training stations.

- h. Provide experiences for developing adequate vocational, social, and personal characteristics of each pupil-client, taking into consideration that it is work habits and attitudes which cause most failures in employment.
- i. Presenting curricula subjects and use of materials related to specific job exploration, thereby developing impaired learning as well as presenting knowledge of the world of work.
- j. Counsel with parents in interpreting occupational goals and seeking their cooperation in adjustment of problems.

**H. Provision of Services**

- 1. Services to persons not yet ready for evaluation or acceptance by Vocational Rehabilitation, whether academic, social, or vocational will be furnished by the Office of Instructional Services at no cost to the Office of Vocational Rehabilitation.
- 2. All services provided those persons accepted as Vocational Rehabilitation referrals and/or as clients by Vocational Rehabilitation through the cooperative facility in the local school setting will be directed specifically to the Vocational Rehabilitation of the client. These will include when appropriate and as needed:

**a. Evaluation**

- (1) Medical examination
- (2) Psychological Testing (Intelligence and Personality Testing)
- (3) Social Evaluation
- (4) Educational Evaluation
- (5) Vocational Testing
- (6) Psychiatric Evaluation
- (7) Work Laboratories and Pre-Vocational Training Center Evaluations
- (8) Job Try-outs

**b. Adjustment Training**

- (1) Individual and Group Counseling and Guidance in personal, social, educational, and vocational adjustment.
- (2) Instruction, Training, and Counseling in such areas as:
  - (a) Skills of everyday living
  - (b) Using and understanding practical sciences
  - (c) Recreational activities (motor skills and leisure time activities)
  - (d) Using arts and crafts

- (e) Health and safety habits
- (f) Adjustment to family relationships
- (g) Work expectations
- (h) Vocational opportunities
- (i) Personal Hygiene
- (j) Social expectations

**(3) Work-Study Programs**

(a) On Campus: Work-Training in such areas as the school cafeteria, library, office, grounds, maintenance, gym, runner, teacher aid, etc.

(b) Off Campus: Work-Training in community business and facilities during a portion of the school day.

- c. Psychological and psychiatric treatment service
- d. Physical restoration services
- e. Vocational training
- f. Purchase of Prosthetic Devices
- g. Parental counseling and guidance
- h. Coordination of community resources used to evaluate and train retardates
- i. Role playing; sociodrama
- j. Operant conditioning
- k. Job placement and follow-up

3. Program - It is understood that the Vocational Rehabilitation Counselor will be charged with day-by-day supervision of individual clients. Each local school system will maintain records so that an overall picture of progress, as well as individual progress, can be compiled at the end of any given period.

4. Evaluation of Special Education pupils for Vocational Rehabilitation potential will begin in the cooperative facility immediately upon referral by the school and acceptance by the State Agency as a suitable candidate for rehabilitation consideration. Each referral will continue in evaluation status until an individual client plan has been developed cooperatively by the Counselor and Teacher and goes into effect or until the Agency determines that the referral is not ready for further consideration and evaluation. The evaluation period will be flexible. Ordinarily, initial evaluation of most pupil-clients should be sufficiently complete within one school year to write individual adjustment or vocational training and/or placement plans which may continue as long as the person participates in the cooperative program.

5. General

All necessary services will be provided in accordance with the provisions of the approved State Plan for Vocational Rehabilitation.

#### IV. SPECIAL REHABILITATION UNITS

Evaluation and Pre-Vocational Training Centers and Work Laboratories have and will be established in school systems where the number of clients are sufficient to warrant and justify the expenditure involved and where financing is available. Establishment of these facilities must be approved by the Office of Vocational Rehabilitation and the State Board of Education.

The above-mentioned special facilities, where established, will operate concurrently with the cooperative facilities and serve the clients from the Cooperative facilities during the school year. The Office of Vocational Rehabilitation reserves the discretion to serve other bona fide Rehabilitation clients within these facilities.

#### V. COMMUNITY PLANNING AND PARTICIPATION

The Office of Vocational Rehabilitation for many years has made use of local resource groups in developing and executing individual plans for disabled clients, particularly those with severe involvements. Adequate community planning and participation are fundamental to the success of present and future management of the problem of mentally retarded handicapped individuals. In the absence of this cooperation, the community suffers and the handicapped become unfortunate social and financial burdens. Proper community planning will enable society to absorb as useful citizens the greatest possible number of handicapped individuals. It is anticipated that local resource committees will be employed to the maximum in this joint undertaking.

#### VI. RECORDS AND REPORTS

The State Department of Education and each local school system will maintain appropriate accounts and records for reporting to the Office of Vocational Rehabilitation and for audit purposes, and make such reports as may from time to time be reasonably required.

#### VII. BUDGET

Each Rehabilitation District Coordinator, with the assistance of the local school administrators, will prepare and submit an annual budget for each district showing source of funds, amount available, purpose and amount of proposed expenditures, and such other items as the Office of Vocational Rehabilitation may require. The budget must be approved by the Office of Instruction and Vocational Rehabilitation.

#### VIII FINANCING

##### School Systems

Certain expenditures will in most cases be the responsibility of the school system. This usually includes the establishment of the facilities, i.e., provision of space, maintaining of building, utilities, salaries of principal and other participating personnel not under the supervision of Vocational Rehabilitation and training and other costs which are a part of the school curriculum.

### Special Education (State)

The Georgia State Department of Education, on approval of the State Superintendent of Schools, will allot to the applicant school system, in accordance with provisions of the Minimum Foundation Program, Section 20 for the pre-vocational teacher(s). These funds will not be actually transferred to the Office of Vocational Rehabilitation but will be sent directly to the local school system by the State Disbursing Office, as required by State Law. The allotment will be made from State funds appropriated to the Office of Instructional Services. Expenditures from the allotment will be for the operation of that part of the program authorized under the Vocational Rehabilitation Plan and as described herein.

The salaries of school personnel assigned to the cooperative facilities and other expenditures necessary for the operation of the Vocational Rehabilitation Unit, except for those expenses as outlined above as the responsibility of the local school, will be certified for matching purposes by local school authorities to the Office of Vocational Rehabilitation, through the Office of Instructional Services.

They will constitute actual expenditures by, and at the discretion of, the State Office of Vocational Rehabilitation, and for the purposes which the Office of Vocational Rehabilitation designates. Such expenditures will be considered State funds derived from public sources for matching purposes by the Office of Vocational Rehabilitation. Funds derived from local tax sources and used for Rehabilitation purposes also will be considered for matching purposes by the Office of Vocational Rehabilitation. The salaries of teachers and other persons and any other expenses attached to the rehabilitation unit will be certified by local school authorities to the Office of Vocational Rehabilitation through the Office of Instructional Services, Program for Exceptional Children for matching purposes.

### Vocational Rehabilitation

The Office of Vocational Rehabilitation will make such additional expenditures as may be required in providing necessary administrative, consultative, supervising and counseling services, together with case service cost for clients of the Office. Such expenditures will be made from Vocational Rehabilitation funds including State and Federal share.

To facilitate the development and operation of the program, the State Offices of Instruction and of Vocational Rehabilitation, and the local school systems will execute the attached agreement entitled "Agreement of Cooperation Between the Office of Instruction and Vocational Rehabilitation of the Georgia Department of Education and Public School Systems of Georgia".

REVISED 2-70

AGREEMENT OF COOPERATION BETWEEN THE OFFICES OF  
INSTRUCTION AND VOCATIONAL REHABILITATION OF THE  
GEORGIA DEPARTMENT OF EDUCATION AND  
PUBLIC SCHOOL SYSTEMS OF GEORGIA

The State Department of Education through its Office of Vocational Rehabilitation and Office of Instructional Services enter into this agreement with the \_\_\_\_\_ (school system(s) in order to provide a comprehensive rehabilitation program to meet the needs of eligible handicapped pupils enrolled in secondary schools.

I. Purpose of the Agreement

The purpose of this agreement is to establish and operate a complex of rehabilitation services for handicapped pupils at the secondary level, which would not normally be provided by the public schools. This agreement outlines the duties, responsibilities and obligations of the participating agencies and systems.

II. Definitions

Office of Vocational Rehabilitation refers to the services and staff of the State Department of Education, Office of Vocational Rehabilitation, State Office Building, Atlanta, Georgia. The local office serving this school system is located at \_\_\_\_\_.

Office of Instructional Services refers to the services and staff of the State Department of Education, Office of Instructional Services, State Office Building, Atlanta, Georgia.

Division of Special Education and Pupil Personnel Services, Program for Exceptional Children refers to the unit within the Office of Instructional Services which is specifically responsible for educational programs and services for handicapped students. 155



Local School System refers to \_\_\_\_\_

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Cooperative Facility refers to the unit within a public secondary school which is designated by the agreement participants to be utilized for the provision of services to handicapped students.

Local System Coordinator is the individual assigned by the local school system to assume the responsibility for the development, supervision and administration of the special education program in that system.

Pre-Vocational Teacher refers to the individual approved by the Division of Special Education and Pupil Personnel, Program for Exceptional Children to teach handicapped students. This individual provides rehabilitation services to include evaluation, educational, vocational training and adjustment services to the handicapped students in conjunction with and under the supervision of the rehabilitation counselor.

Vocational Rehabilitation Coordinator is the individual assigned by the Office of Vocational Rehabilitation to coordinate and supervise activities and rehabilitation services pertaining to the Cooperative School Program within a Vocational Rehabilitation district.

Vocational Rehabilitation Counselor is the individual assigned by the Office of Vocational Rehabilitation to work with the cooperative facility, its staff and pupil-clients. He will authorize rehabilitation services and carry out the other rehabilitation functions as described in the attached plan.

Eligibility refers to the presence of the combination of three factors: (1) the presence of physical or mental disability or a behavior disorder and the resulting functional limitation or limitations of activities; (2) the existence of a substantial handicap to employment caused by the

limitations resulting from such a disability and (3) a reasonable expectation that Vocational Rehabilitation services may render the individual fit to engage in a remunerative occupation.

### III. Purpose of the Program

The cooperative program has proven to be a successful means of educating and habilitating handicapped youngsters so that they may become self-supporting, contributing members of society. Rehabilitation services can be provided to individuals of secondary school age with mental or physical handicaps. The types of services to be provided by Vocational Rehabilitation are mental and physical evaluation and diagnosis, psychological and psychiatric services, physical restoration services, individual and group counseling and guidance, pre-vocational and adjustment training, vocational training, purchase of prosthetic devices, employment placement services and employment follow-up services.

All rehabilitation services are jointly planned and coordinated with local school personnel so as to facilitate and complement evaluation, training and educational experiences.

Rehabilitation professional staff which includes the vocational adjustment counselor and vocational rehabilitation coordinator along with appropriate consultative staff, are assigned to coordinate and provide appropriate rehabilitation services to insure quality as well as quantity of services. The relationship which exists between the school system Coordinator for Special Education, Vocational Adjustment Counselor, Pre-Vocational Teacher and the Vocational Rehabilitation Coordinator enables the group to give more concentrated and beneficial assistance to the handicapped pupil-client.



**THE OFFICE OF INSTRUCTIONAL SERVICES, DIVISION OF SPECIAL EDUCATION AND PUPIL PERSONNEL SERVICES, PROGRAM FOR EXCEPTIONAL CHILDREN, OF THE GEORGIA DEPARTMENT OF EDUCATION AGREES:**

1. To allot the participating school system units for instruction purposes in accordance with the provisions of the Minimum Foundation Program and policies of the State Board of Education.

2. To designate and approve teachers and units for handicapped children of secondary school age.

3. To provide staff for consultative and leadership services to systems conducting cooperative programs for secondary school age pupils.

4. To provide consultation to the Vocational Rehabilitation personnel assigned to the Cooperative Program.

5. To determine and certify to the Office of Vocational Rehabilitation that the teachers in the cooperative facility meet the minimum requirements established by the Office of Instructional Services, Division of Special Education and Pupil Personnel and the State Board of Education.

6. To approve the establishment of the cooperative facility upon completion of all prerequisites as determined by the policy of the State Board of Education through the Division of Special Education and Pupil Personnel.

7. To certify as to the readiness of a school system to enter into a cooperative program.

**THE OFFICE OF VOCATIONAL REHABILITATION OF THE GEORGIA DEPARTMENT OF EDUCATION AGREES.**

1. To assign a Vocational Rehabilitation Adjustment Counselor to the cooperative facility who will perform the functions described in the attached plan.

2. To assign a Vocational Rehabilitation District Coordinator to supervise and coordinate all of the rehabilitation services to the mentally

and physically handicapped youth and who will perform the other duties described in the attached plan.

3. To approve the nature and scope of rehabilitation services to be provided by the cooperative facility as distinguished from the usual responsibilities of local school systems for educating mentally and/or physically handicapped pupils.

4. To determine eligibility of all clients receiving vocational rehabilitation services as distinguished from special education services and as described in the attached plan.

5. To authorize all Vocational Rehabilitation expenditures.

6. To approve all individual Vocational Rehabilitation plans.

7. To accept referral of those handicapped individuals who need Vocational Rehabilitation services over and above those provided by the public school system and/or other agencies and to provide necessary services in accordance with provisions of the approved State Plan for Vocational Rehabilitation.

8. To provide vocational rehabilitation personnel assigned to the cooperative facilities with administrative, technical and consultative services as may be needed through state and district Vocational Rehabilitation staff.

9. To develop a Rehabilitation budget for the operation of the Cooperative School Program and to provide a copy to the unit Program for Exceptional Children.

10. To perform the duties and functions assigned and carry out the program as described in the attached plan.

11. To insure that established special rehabilitation facilities such as work laboratories and pre-vocational centers will remain in operation concurrently with the cooperative facilities.

THE PARTICIPATING PUBLIC SCHOOL DISTRICT AGREES:

1. To establish the cooperative facility as described in the attached plan.
2. To assign an agreed-upon number of teachers to the cooperative program.
3. To certify to the Office of Vocational Rehabilitation Services through the Division of Special Education and Pupil Personnel Services the salaries of teachers in the cooperative facility for the purpose of matching federal funds needed to operate the cooperative program. The certified funds will not be used for matching purposes to secure other federal funds.
4. To develop a climate within the schools for acceptance of this program so that the retention of selected mentally and physically handicapped students beyond the usual age for release from school is made possible.
5. To provide the required space, maintenance of building, necessary utilities, custodial help, and/or other services needed to allow the cooperative facility to function smoothly.
6. To cooperate with Vocational Rehabilitation in preparing the annual budget on the cooperative program.
7. To maintain appropriate accounts and records for making such reports as may be reasonably required for audit purposes.
8. To provide cooperative program personnel access to school records and school evaluation of pupil-clients.
9. To coordinate applicable existing programs within the school with the cooperative facility.
10. To encourage participation in school insurance program by all students included in this program.
11. To obtain the approval and support of the local school board for this phase of the secondary school program.

12. To develop a schedule for cooperative facility teachers to allow sufficient time for regular planning for students, including adequate time for the teacher to work with rehabilitation staff for planning and writing individual evaluation and/or training plans and also to visit training stations. This will be done in accordance with the policies of the State Department of Education, Division of Special Education and Pupil Personnel.

13. To accept the responsibility of orienting other school personnel regarding the objectives, policies and procedures of the cooperative program.

14. To assist in securing the acceptance and support of this program from the community.

15. To provide transportation when legal for students from their homes to the schools where the cooperative facilities are located.

16. To provide transportation when legal between the school and community training facilities utilized by the program.

17. To interpret the cooperative program in cooperation with Vocational Rehabilitation to the students and their parents in order to clarify roles in the cooperative program and acquire their support.

18. To provide a Diploma or Certificate of Achievement upon completion of the planned cooperative program, the requirements for which will result from planning from all participating agencies.

19. To assist in the selection and be responsible for the approval of the Local Advisory Committee.

20. To perform the other duties and functions necessary to carry out the program as described in the attached plan.

21. To be in compliance with the Federal Civil Rights Act.

This agreement shall become effective upon its signing by the duly authorized representative of the parties herein mentioned and shall continue in force unless otherwise terminated by either one of the parties upon a sixty (60) day written notice.

\_\_\_\_\_  
SUPERINTENDENT

\_\_\_\_\_  
DATE

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SCHOOL SYSTEM

\_\_\_\_\_  
DISTRICT DIRECTOR  
OFFICE OF VOCATIONAL REHABILITATION

\_\_\_\_\_  
DATE

\_\_\_\_\_  
STATE COORDINATOR  
MENTALLY RETARDED & SCHOOL  
REHABILITATION SERVICES  
OFFICE OF VOCATIONAL REHABILITATION

\_\_\_\_\_  
DATE

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ASSOCIATE DIRECTOR, PROGRAM FOR  
EXCEPTIONAL CHILDREN  
OFFICE OF INSTRUCTIONAL SERVICES

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DIRECTOR  
DIVISION OF FIELD SERVICES  
OFFICE OF VOCATIONAL SERVICES

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DATE

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ASSOCIATE STATE SUPERINTENDENT  
OFFICE OF INSTRUCTIONAL SERVICES

\_\_\_\_\_  
DATE

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ASSISTANT STATE SUPERINTENDENT  
OFFICE OF VOCATIONAL REHABILITATION

\_\_\_\_\_  
DATE