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ABSTRACT

The guide for teachers of trainable mentally handicapped children describes behavioral objectives, activities, and instructional materials (primary, intermediate, and prevocational levels) for the following curriculum areas: self help skills, social skills, perceptual motor skills, communication skills, functional academic skills, economic usefulness skills, and vocational preparation. Behavioral objectives concern such activities as brushing teeth, using a knife to cut soft meat, learning to take turns, using telephones, using elevators and escalators, making change, and recognizing neighborhood signs. Listed at the end of each curriculum area are additional materials, including books, pamphlets, games, filmstrips, music, and records. Introductory sections deal with professional and personal qualifications for teachers and aides, responsibilities of the director of special education, program evaluation, recreational planning, and community responsibility for post school planning. Appendixes discuss a procedure for integrating special education classes into regular school programs, a body image unit, daily schedules, and parent communication; and list guidelines for school aides, materials and equipment needed in classrooms for the trainable mentally retarded, instructional materials centers, annotated bibliographies for professional libraries and parents, sources of free and inexpensive materials, and companies with listings relevant to special educators. (GW)

ED 074667

A GUIDE FOR THE TEACHER OF THE TRAINABLE MENTALLY HANDICAPPED

PREPARED BY

Jane Blumenfeld, University of New Mexico and Pearl E. Thompson, Albuquerque Public Schools
in cooperation with

- Claire S. Bossuet Gallup Public Schools
- Barbara Gray Fort Bayard, Special School for Special Children
- Shirley Jones Las Vegas Public Schools
- Henrietta Mitchell Lovington Public Schools

illustrated by Beverly S. Vogel

Santa Fe, New Mexico
1970

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Dr. Darrell A. Hindman
Director of Special Education

NEW MEXICO STATE DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION

Dr. Jane Howard
Instructional Services Specialist

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

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FOREWORD

In keeping with the democratic philosophy of our country, all children should be given the opportunity to learn and to develop to their maximum potential, whether they are average, bright, limited, or deviant in their capacities to learn. Among these young people are those who deviate from what is considered "mentally normal" in our society to such an extent that modifications of regular school programs have been necessary in order to provide specially-adapted educational programs for them.

Historically speaking, children whose I.Q.'s fall between approximately 50-75 have been more likely to be accepted into public school classes since the beginning of the twentieth century. During the last twenty years, however, more provision has been made for equal opportunities for those whose mental deviations are more serious-- the individual known as the trainable mentally handicapped (TMH) child. Before 1950, these individuals were most often cared for and educated in residential facilities.

Although many practices and processes have been utilized in educating the trainable child, the educational programs in classes for the trainable are often in such early stages that there is little general agreement as to what should be taught or how it should be taught. Since the trainable child has the same basic needs as all children -- love, a sense of belonging, a sense of worth, an opportunity to express himself and to realize his capacities -- this child, probably more than most, needs the help of the teacher to find ways of meeting these needs.

This Curriculum Guide has been based on the experiences of professional personnel in the State of New Mexico who have been directly concerned with teaching these children and devoted explicitly to the recognition of the needs of the trainable child. It is the sincere hope of the Division of Special Education that this Guide will serve as an excellent resource for teachers whose primary responsibility is to provide experiences which will help the trainable child in his emotional, social, physical, and mental development so that he can better adjust to society and the pattern of life around him.

Darrell A. Hindman, Director
Special Education Division

INTRODUCTION

In preparing this Guide for publication, a questionnaire was sent to each Special Education teacher in New Mexico from the State Department of Education, Division of Special Education. This questionnaire requested information about the areas of exceptionality in which the teacher was employed and/or showed special interest.

From this list, all teachers who indicated an interest and willingness to help in the development of a Curriculum Guide for TMH children, were sent a second questionnaire asking for general objectives, methods, techniques, or activities. A third questionnaire was mailed to all teachers of TMH children in the state so that each might have an opportunity to contribute to the Guide. This last questionnaire requested activities for the development of skills on primary, intermediate, prevocational and vocational preparatory levels. The material received was reviewed by the committee and added to the Guide where applicable.

Requests for copies of local TMH guides were sent to State Departments of Education in all fifty states and to some cities. Many of these were received and reviewed by the authors.

A preliminary draft of the Guide was presented to the Steering Committee in May, 1969. During the summer of 1969, a two day workshop was held in Fort Bayard for members of the Steering Committee and other interested Special Educators. Several other meetings of the Steering Committee were held in the ensuing months.

It is the authors' hope that TMH teachers will use this Guide in a loose-leaf notebook so that they can add their own units and ideas to make the Guide more applicable to their local needs.

Jane Blumenfeld
Pearl E. Thompson

March, 1970

ACKNOWLEDGEMENTS

The authors wish to thank Dr. Darrell A. Hindman and Dr. Jane Howard for their leadership in initiating the development of curriculum guides for Special Education classes in New Mexico. Through their efforts, the Curriculum Guide Steering Committee was appointed and funding for the development of this Guide was approved. Long-range plans call for guides in other areas of Special Education to be written.

This Guide could not have been completed without the cooperation of the other members of the Steering Committee:

Claire S. Bossuet	Gallup, New Mexico
Barbara Gray	Fort Bayard, New Mexico
Shirley Jones	Las Vegas, New Mexico
Henrietta Mitchell	Lovington, New Mexico

They have given freely of their time and have offered many suggestions which have been incorporated into the Guide. The contribution of Beverly Vogel as artist and educator added significantly to the development of the Guide. Special thanks are due to Dr. Louis A. Bransford, Associate Professor, Department of Guidance and Special Education, University of New Mexico, who served as consultant.

Acknowledgement and thanks are due to the many teachers who responded to the questionnaires and to others who offered suggestions and materials which have been included in the guide. A number of suggestions, such as some from Las Cruces and Santa Fe, were anonymous. Those who can be credited are listed below:

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Janet Harriman	Albuquerque, New Mexico
Gail Heath	Albuquerque, New Mexico
Linda Hutchens	Clovis, New Mexico
Eileen Kemper	Albuquerque, New Mexico
Hazel L. Mayer	Clovis, New Mexico
Patricia Mershon	Albuquerque, New Mexico
Lovella Millsap	Clovis, New Mexico
Creta Olson	Roswell, New Mexico
Mary Reals	Clovis, New Mexico
W. J. Scott	Clovis, New Mexico
Betty Williams	Las Cruces, New Mexico

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Jaire-Blumenfeld
Pearl E. Thompson

March, 1970

Definition

"Mental Retardation refers to subaverage general intellectual functioning which originates during the developmental period and is associated with impairment in adaptive behavior in the areas of maturation, learning, and social adjustment." ¹

<u>Terms in current usage</u>	<u>I.Q. Range</u>	<u>M.A. Range</u>
Mild	76-83	12-14
Mild	50-75	8-12
Moderate	25-49	3-8
Severe	0-24	0-2
Generic usage	0-83	0-14

The Trainable Mentally Handicapped (TMH) are defined as persons "whose disabilities are such that they are incapable of meaningful achievement in traditional academic subjects but who, nevertheless, are capable of profiting from programs of training in self-care, social and simple job or vocational skills."²

Careful differential diagnosis may reveal that:

- the individual has suffered damage to the central nervous system resulting in physical, sensory motor, and neurological handicaps.
- the individual is developing at one-fourth to one-half the normal rate with an I.Q. ranging between 25-50.

In observing individual characteristics in the classroom, a teacher of TMH may notice the following:

- TMH need constant supervision.
- TMH show poor judgment in solving everyday problems.
- TMH show lack of initiative, little independent behavior.
- TMH have limited speech and language.
- TMH appear unable to profit from academic learning.

The teacher may also notice that with special training:

- TMH appear capable of learning self-help skills.
- TMH appear to develop social skills through work in a group.
- TMH appear able to develop good work habits and simple vocational skills.
- TMH appear able to learn some functional academic skills.

¹ R. F. Heber, "A Manual on Terminology and Classification in Mental Retardation," Monograph, American Journal of Mental Deficiency, (Washington, D. C. 1961) p. 3. Reprinted by permission from the American Journal of Mental Deficiency, Copyright 1969, American Association on Mental Deficiency.

² Ibid., p. 96.

Rationale

The American educator is devoted to the principle that every child has a right to an educational program that will meet his individual needs and abilities and will challenge him to develop to his full potential. Because of the limited abilities of the TMH, they are sometimes omitted from the general school program. Educators, administrators, and other professionals may question the worth of developing programs for the TMH because they feel that the amount of effort expended does not yield sufficient returns. It is often up to Special Educators to remind others that the principles of American Education apply to all children.

Special Educators should do everything possible to make other professionals and the lay public aware that:

- educational programs for the TMH enable them to become partially independent and self-supporting.
- the cost for the care of the TMH who remain at home or in a community center is substantially less than for those placed in custodial institutions.^{1, 2}

Since the TMH usually cannot benefit from regular classroom experience, or even from EMH classroom experience, a special curriculum must be designed to meet their needs. This Guide is an attempt to aid school personnel in developing a program for the TMH, with maximum independence and economic usefulness as goals. The Guide outlines the desired skills and describes activities which will provide the TMH with opportunities to:

- learn to care for personal needs.
- develop social skills.
- learn to control behavior in social situations.
- develop motor skills.
- develop independence through communication.
- develop some functional academic skills.
- participate in recreational and leisure time activities.
- develop useful vocational skills.

Recently, permissive legislation has been enacted which enables school districts to develop TMH programs. Several districts have already developed programs; others are seeking help from the State Department of Education, Division of Special Education, in setting up their programs. For these reasons, the need for a TMH Curriculum Guide has become apparent. It is hoped that this volume will bring to school personnel an understanding of the TMH and provide specific information for setting up a school program for the Trainable Mentally Handicapped.

Any Special Education program which a school system establishes must have as its foundation thorough differential diagnosis. This should be set up by educators in cooperation with psychologists, speech therapists, counselors, and other appropriate personnel. In the Southwest, children from non-English-speaking homes may be referred for diagnosis. Professional staff must be on the alert so that suitable evaluation and placement of these children is made. Diagnosis should be open-ended and continuous so that appropriate transfers may be effected.

¹ Harold M. Skeels, "Effects of Adoption on Children from Institutions." Disadvantaged Child, Joe L. Frost & Glenn Hawks, eds. (New York: Houghton-Mifflin Co., 1966), p. 118.

² L. F. Cain and S. Levine, "Effects of Community and Institutional School Programs on TMR Children," CEC Research Monograph (1963 Series), BNOB-1.

Professional and Personal Qualifications for Teachers and Aides

Teachers

The State of New Mexico has developed guidelines for the training and certification of Special Education teachers and aides.

To these guidelines, the authors would like to add the following:

A teacher of TMH children:

- must realize that her pupils are more like than different from normal children.
- must search for ways to minimize the differences in social groups.
- must have a knowledge of child growth and development.
- must be skilled in the use of many methods by which she can teach to the learning patterns of each child.
- must keep an open mind about diagnosis so that it does not limit the avenues of learning which she opens to the pupil.
- must keep learnings at success levels of pupils.
- must be able to measure pupil progress through the use of rating scales and other techniques.
- must continue her professional training.
- must keep abreast of current developments in the field.
- must be able to talk with other professionals, such as social workers, psychologists, speech therapists, physical and occupational therapists, and counselors.
- must be able to work with parents.
- must be emotionally stable, patient, and willing to measure success by small gains.

Aides

"The School Aide is a school employee who is qualified by education, experience, and character to relieve one or more teachers of time-consuming, noninstructional tasks so that teachers may devote more time to instruction." (Guidelines for School Aides, State Board of Education. See Appendix)

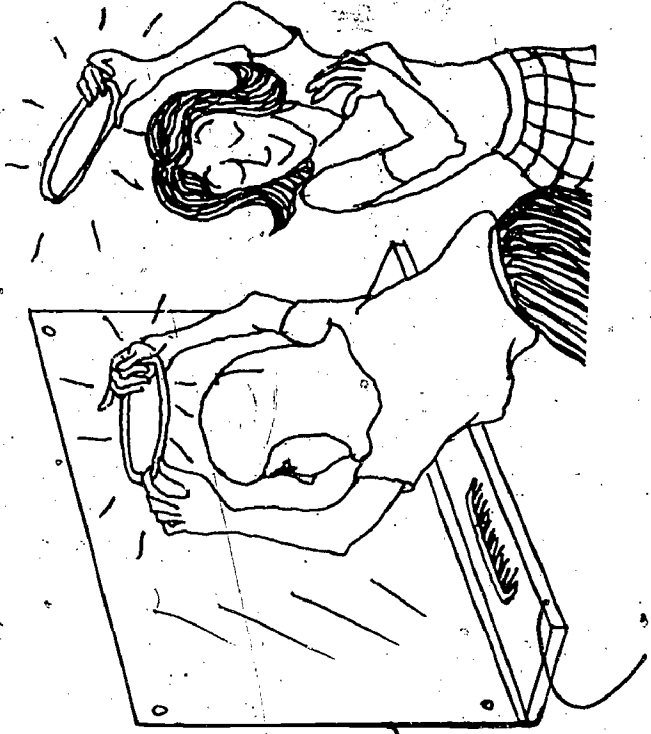
The qualifications listed in the Guidelines are as follows:

- high school diploma or equivalency
- health certificate
- knowledge of duties to which assigned
- good command of the English language
- attendance at School Aide Workshop
- demonstration of highest ethical and moral standards
- School Aide Permit issued by Division of Certification, State Department of Education

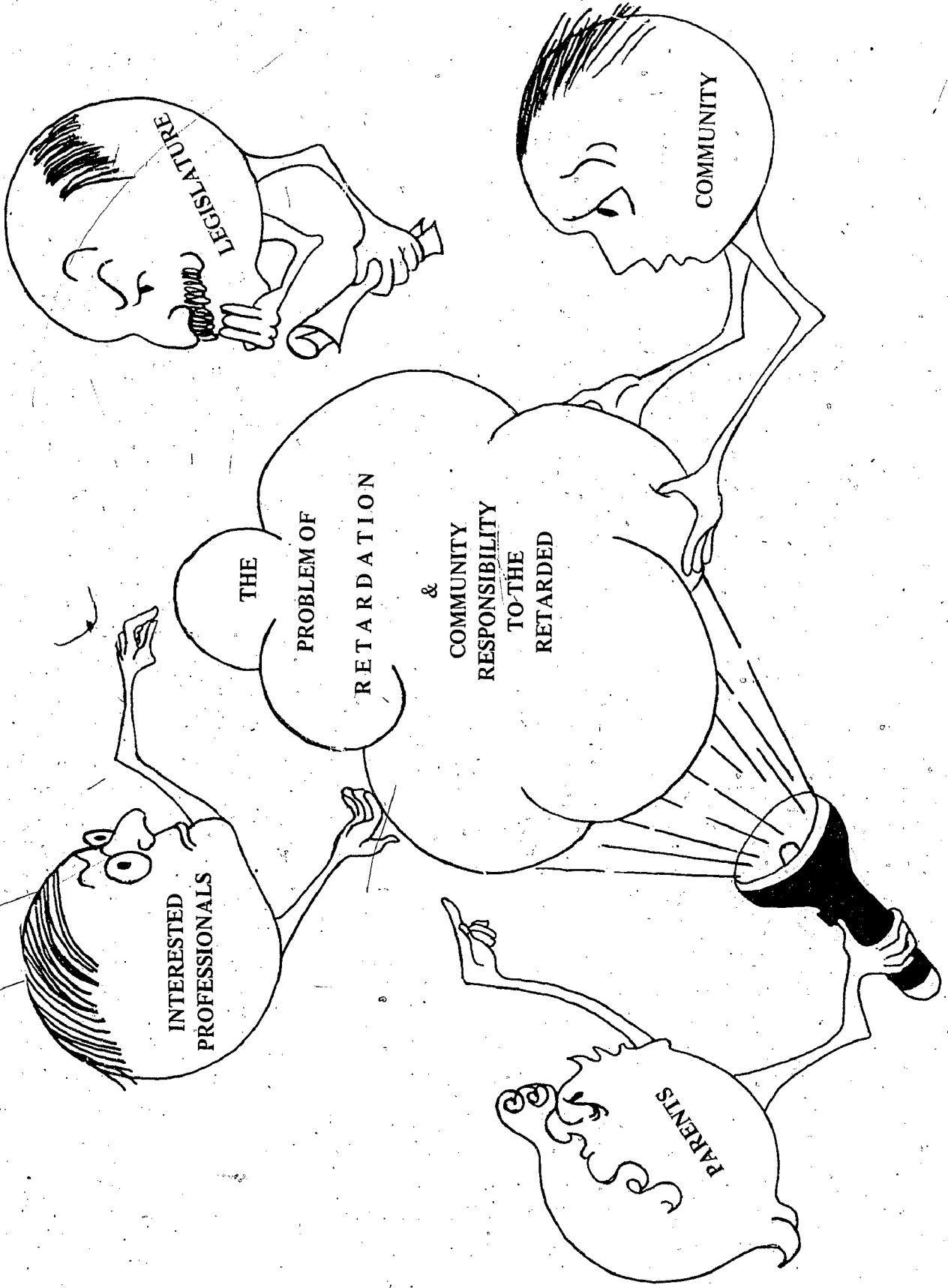
Aides should be:

- able to work with children.
- of an accepting and pleasant disposition.
- emotionally stable.
- able to retain a belief in the need for training of TMH children.
- willing to work with, and interested in learning from, the teacher or any other professional working with the children.

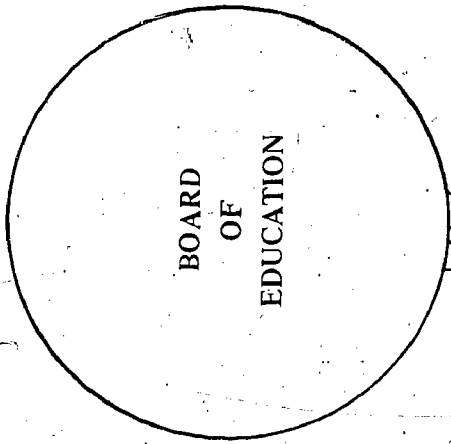
Aide should be able to shine and adjust teacher's halo as well as her own.



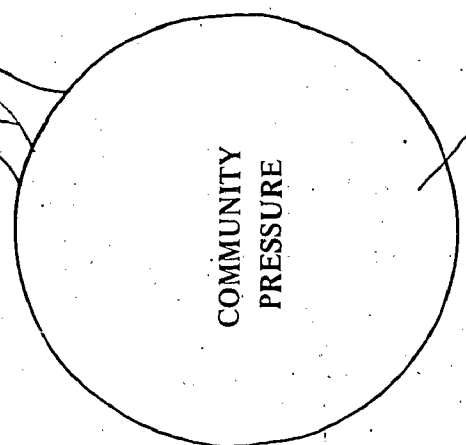
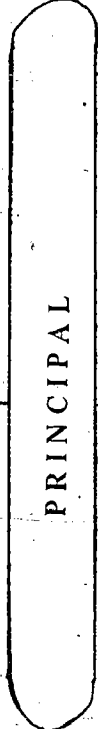
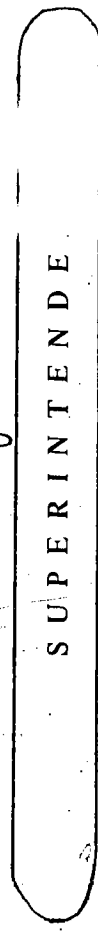
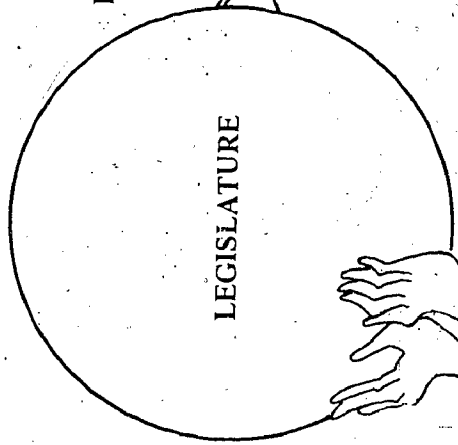
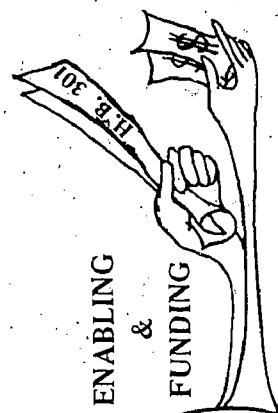
THE COMMUNITY MUST UNDERSTAND MENTAL RETARDATION



... AND ACCEPT ITS RESPONSIBILITIES TO THE RETARDED



UNDERSTANDING & ACCEPTANCE FOR PROGRAM DEVELOPMENT



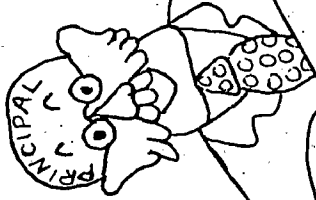
Responsibilities of the Director of Special Education

"A director of special education is one who directs, guides, and integrates a well-organized and highly-complex program of special education."¹ In line with this definition, a director of Special Education would have the responsibility to:

- establish a complete program of differential diagnosis for placement of exceptional children. This would be set up with the help of all appropriate professional staff,
- guide and assist supervisors in carrying out a constructive program of growth and adjustment for all exceptional children and youth.
- organize an integrated program of Special Education and see that it is put into action.
- be a community leader who is willing and able to interpret the problems and needs of exceptional children to various groups and enlist their support in community education and acceptance.
- be aware of and be cooperative with the community agencies, organizations, and institutions which may help with the development of programs for exceptional children.
- have an understanding of the objectives of general education so he can cooperate in school planning for effective Special Education programs on all three levels.
- cooperate with school principals in developing a better understanding of exceptional children and their needs through in-service training or workshops.
- encourage local school systems to include programs of Special Education orientation in all schools in order to develop understanding and acceptance of exceptional children.
- keep the Special Education staff aware of the current trends in areas of Special Education through in-service programs, professional books, and current journals.
- be aware of all sources of monies available for establishing special classes and to be ready and willing to set up these classes as soon as such money becomes available.
- be willing to cooperate with all parent groups concerned with exceptional children.

¹ Romaine P. Mackie and Anna M. Engel, Washington, D. C.: U.S. Department of Health, Education & Welfare, 1960, Directors & Supervisors of Special Education in Local School Systems, p. 19.

...OR IS IT INTEGRATED LIKE THIS!



SCHOOL

TEACHING PERSONNEL:

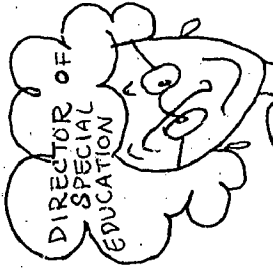
- REGULAR CLASSROOM
- SPECIAL EDUCATION
- HOME ECONOMICS
- PHYSICAL EDUCATION
- MUSIC
- ARTS & CRAFTS
- LIBRARIAN
- SHOP

ANCILLARY PROFESSIONAL PERSONNEL:

- NURSE
- PSYCHOLOGIST
- SPEECH THERAPIST
- COUNSELOR
- CONSULTANT
- AIDES

NON-TEACHING PERSONNEL:

- SECRETARY
- CUSTODIAN
- BUS DRIVER
- CAFETERIA WORKERS



THE DIRECTOR OF SPECIAL EDUCATION MUST WORK CLOSELY WITH THE SCHOOL PRINCIPAL TO MAKE SPECIAL EDUCATION AN INTEGRAL PART OF THE SCHOOL PROGRAM.



DIRECTOR OF SPECIAL EDUCATION



SCHOOL

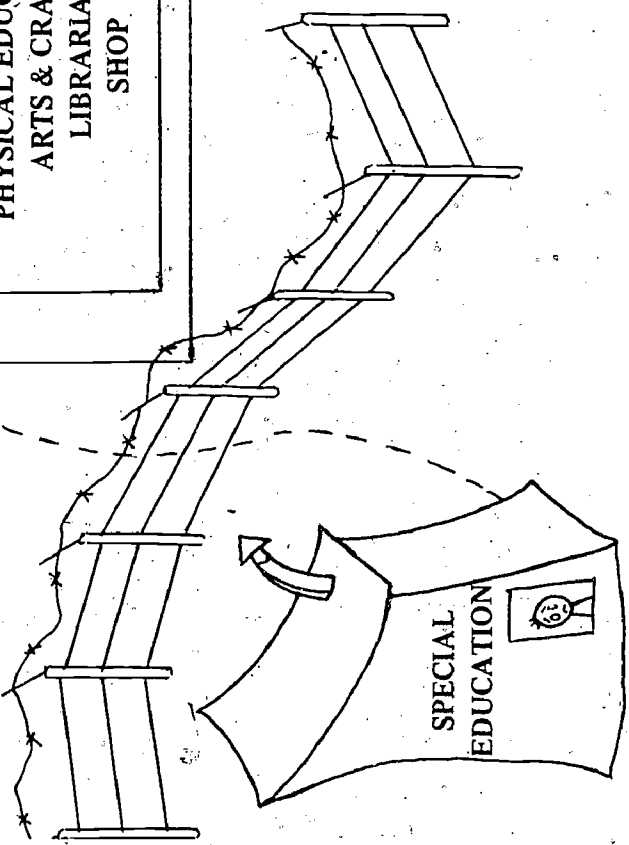


PRINCIPAL

TEACHING PERSONNEL:
 REGULAR CLASSROOM
 HOME ECONOMICS
 MUSIC
 PHYSICAL EDUCATION
 ARTS & CRAFTS
 LIBRARIAN
 SHOP

ANCILLARY PROFESSIONAL PERSONNEL:
 NURSE
 PSYCHOLOGIST
 SPEECH THERAPIST
 COUNSELOR
 CONSULTANT
 AIDES

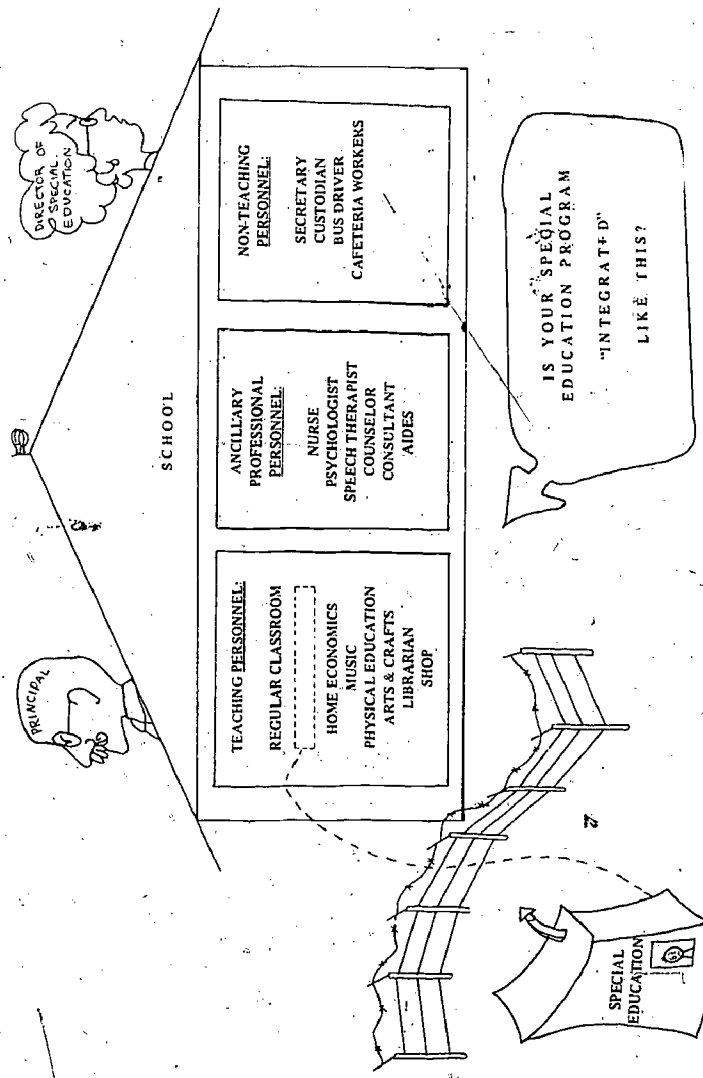
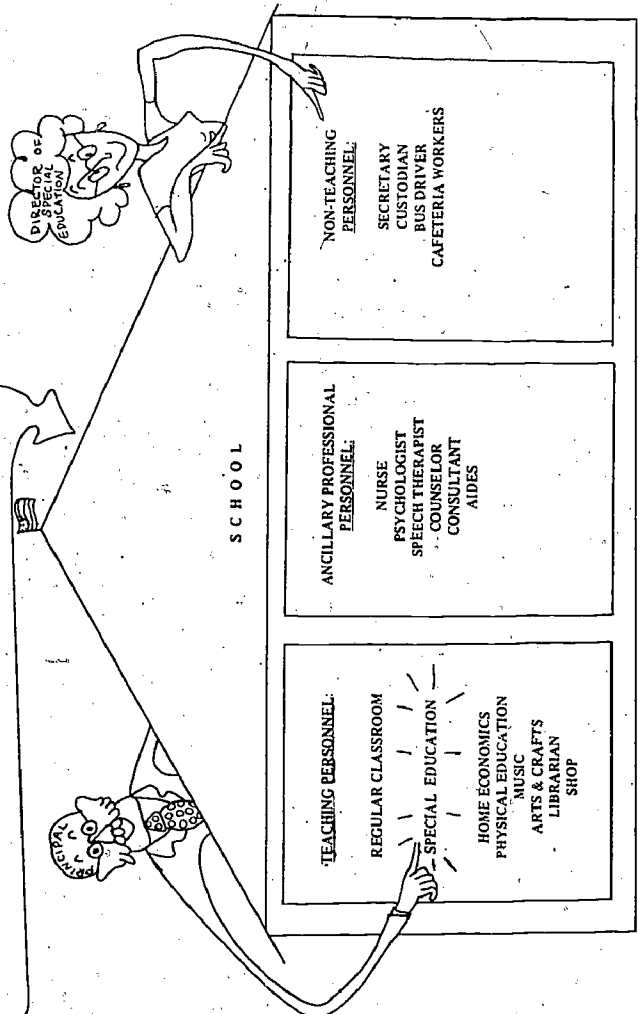
NON-TEACHING PERSONNEL:
 SECRETARY
 CUSTODIAN
 BUS DRIVER
 CAFETERIA WORKERS

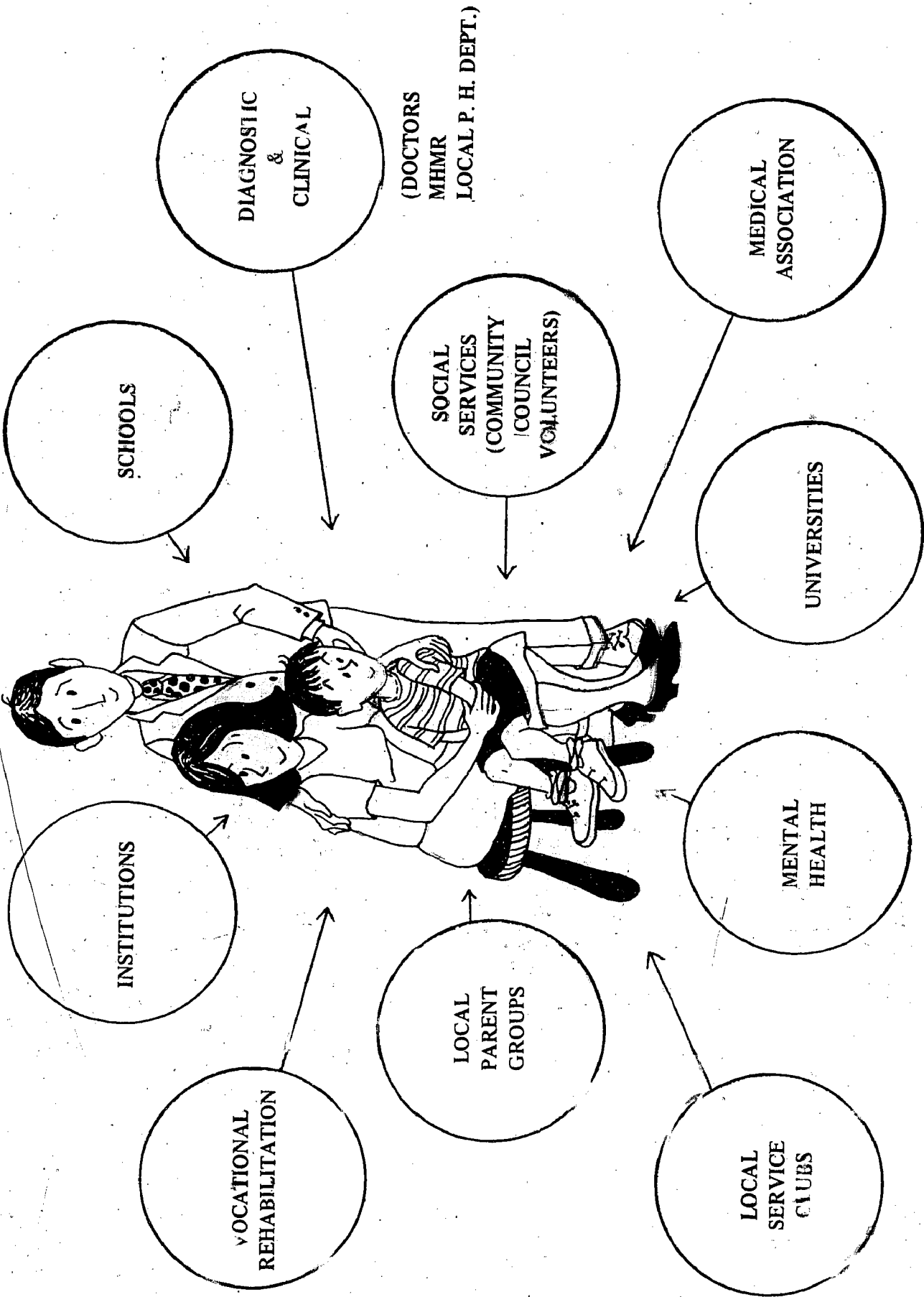


IS YOUR SPECIAL EDUCATION PROGRAM "INTEGRATED" LIKE THIS?

INTEGRATING SPECIAL EDUCATION INTO THE REGULAR CLASSROOM

... OR IS IT INTEGRATED LIKE THIS!





COMMUNITY AGENCIES INVOLVED

Review and Evaluation of Program

For an adequate appraisal of the program for the trainable mentally handicapped, the following suggestions are made:

- set up a program rating scale or behavioral checklist to see that curriculum and general program are being carried out as legislated.
- hire a Special Education consultant who is familiar with trainable programs to help in evaluation as requested. He may be from out of state.
- solicit parent evaluations of the program. Are children receiving the help they need? Are parents receiving the help they need?
- set up a TMH committee made up of school personnel and other community specialists interested in developing a comprehensive program.
- keep an account of the number of graduates who are participating in a planned community program. How many are at home? How many have not been able to attend any program?

Recreational Planning

Recreational planning for exceptional children, as for all children, should involve the total community. Among the groups that might be expected to cooperate in developing recreational programs for the trainable mentally handicapped are:

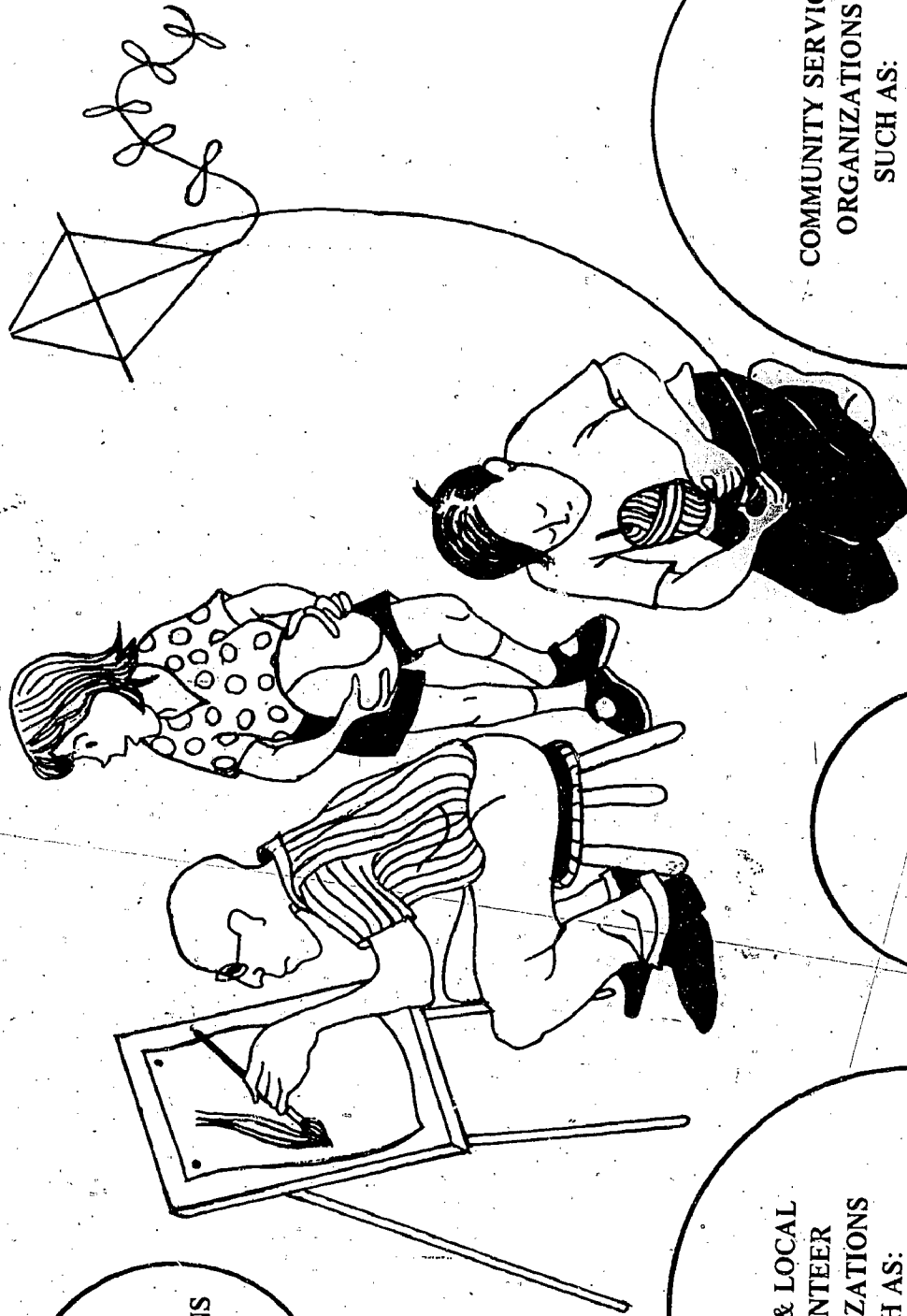
parent groups — state and local volunteer organizations such as: Boy Scouts
Girl Scouts
Campfire Girls
YMCA
YMCA

community service organizations such as: Junior League
Assistance League
Civitan
Elks

churches, state and local welfare agencies (HEW)

More than most children, TMH children need practice in order to develop skill at games and related activities. Along with the regular school, home, and vocational programs, opportunities should be provided for the children and adults to participate in recreational programs.

GROUPS THAT MIGHT COOPERATE IN DEVELOPING LEISURE TIME PROGRAMS FOR THE TRAINABLE MENTALLY RETARDED ARE:



RELIGIOUS ORGANIZATIONS

STATE & LOCAL WELFARE AGENCIES

STATE & LOCAL VOLUNTEER ORGANIZATIONS
SUCH AS:
BOY SCOUTS
GIRL SCOUTS
CAMPFIRE GIRLS
YMCA
YWCA

PARENT GROUPS

COMMUNITY SERVICE ORGANIZATIONS
SUCH AS:
JUNIOR LEAGUE
ASSISTANCE LEAGUE
CIVITAN
ELKS

While a controversy still exists over the responsibility for such programs, community planning agencies are beginning to coordinate efforts to offer the most effective and comprehensive recreation program. A good recreation program for the TMH should provide opportunities for:

- creative and constructive use of leisure time.
- development of motor skills.
- continued social development.
- development of vocational preparatory skills.

Community Responsibility for Post-School Planning

A. Sheltered Workshops and Activity Centers:

A sheltered workshop is a nonprofit organization set up to provide remunerative employment for severely-handicapped individuals who are unable to participate in competitive employment. To be successful, it must be part of a community effort to provide gainful employment in a sheltered environment. Ideally, it would be combined with an activity center for the use of workers during leisure or "slack" time; and for use of those severely-handicapped persons living at home who are unable to participate in gainful employment, but who need an opportunity to participate in recreational activities.

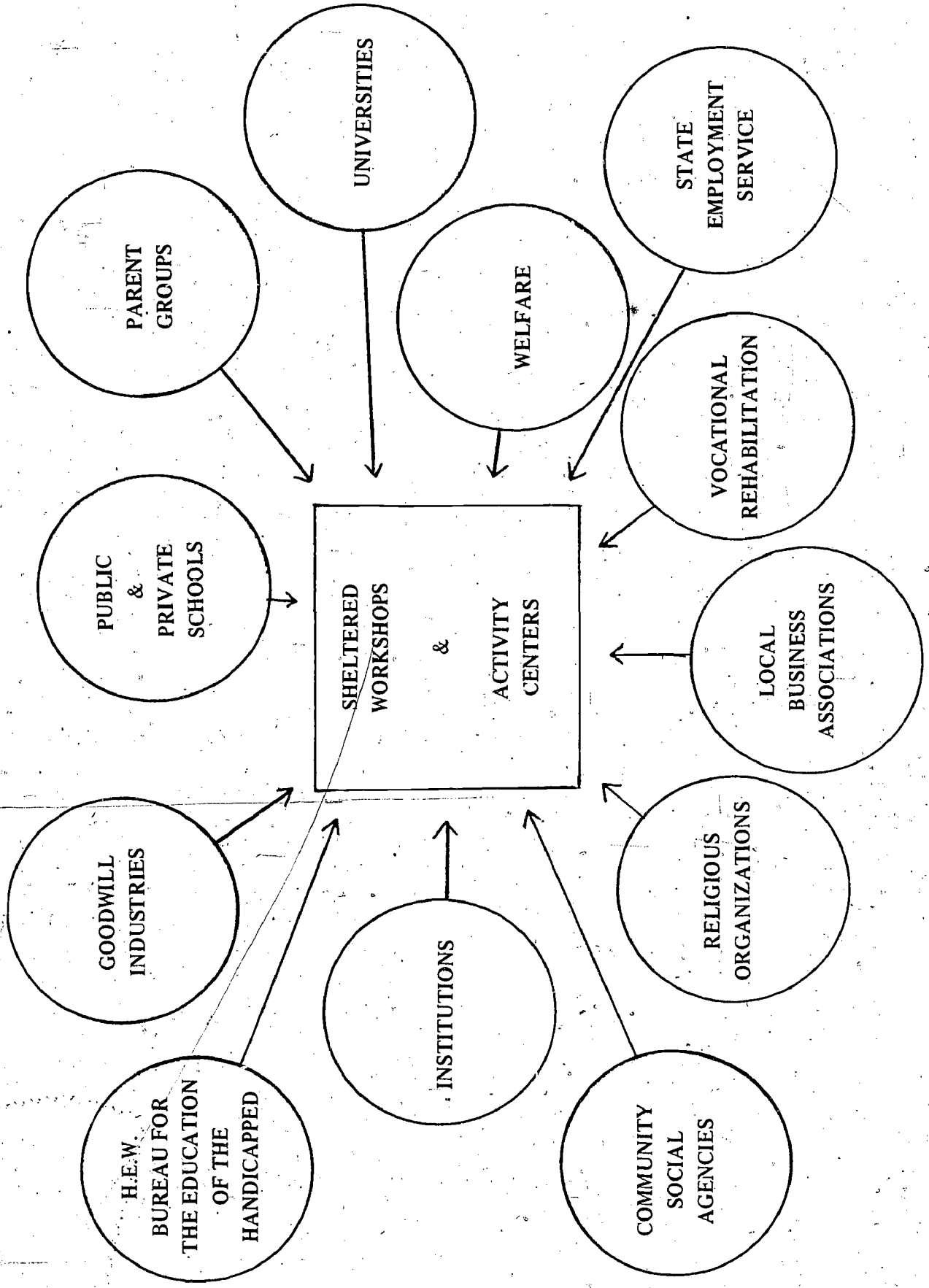
The cooperation of many community agencies is needed in the successful development of a sheltered workshop and activity center for handicapped persons.

It has been shown that with ingenuity, perseverance, and strong motivation, communities of 20,000 population and up can successfully develop a sheltered workshop and activity center for handicapped persons (TMH and others). Such a center would be for adults too handicapped to work in competitive employment but able to do contract work under supervision, and able to benefit from an activity program. These adults would continue to live at home or in boarding homes operated jointly by the community and the state training school.

B. Institutions and Boarding Homes

Many retarded children must be placed in institutions because the family situation is such that the children are unable to remain at home. In such cases, early home and/or school training helps the child make the adjustment to the situation. The institution should continue the training program for the TMH. If skills are developed, placement in a boarding home operated in conjunction with the sheltered workshop and activity center may result. The TMH adult would probably live out his life in the boarding home under supervised conditions. He would participate in the workshop and activity center to the extent of his ability. Some TMH will, of course, remain institutionalized.

ALL THESE AGENCIES WORK TO FORM . . . SHELTERED WORKSHOPS & ACTIVITY CENTERS.



COMMUNITY RESPONSIBILITY FOR POST SCHOOL PLANNING

PRELIMINARY STATEMENT TO CURRICULUM SECTION OF GUIDE

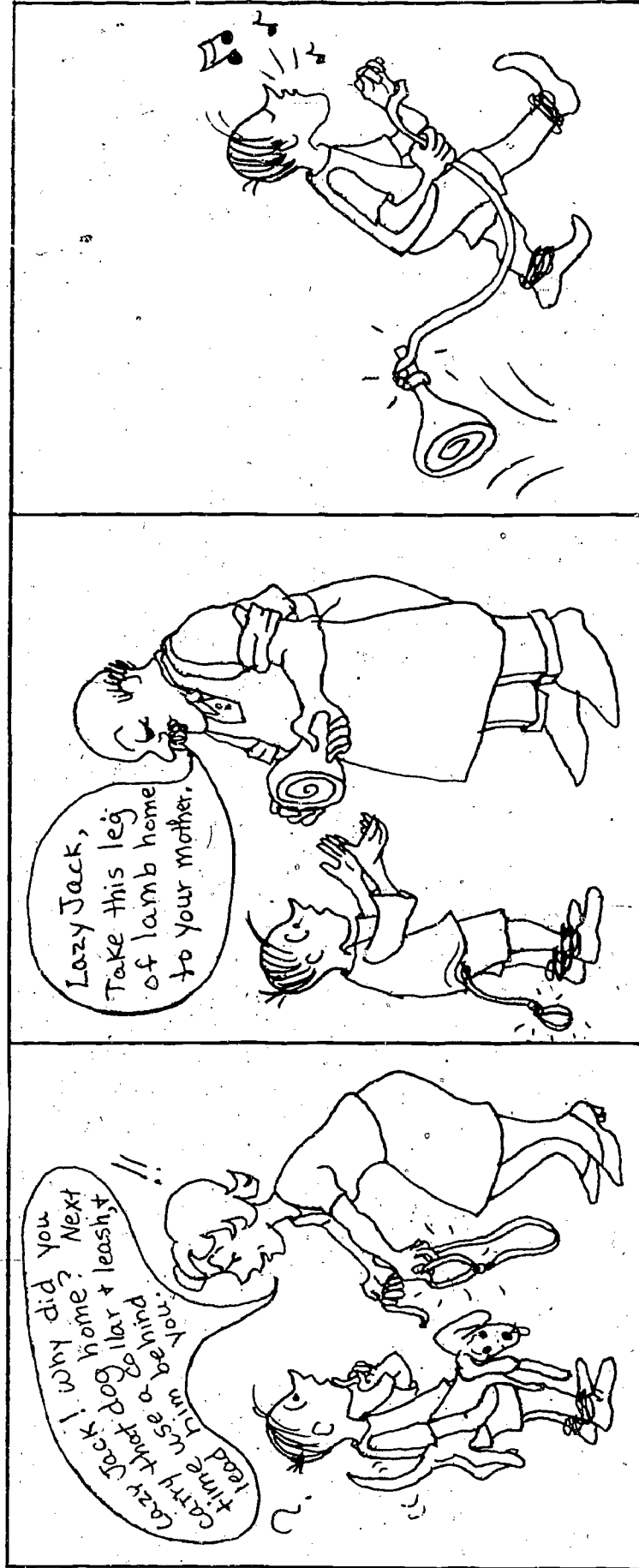
The teacher of the Trainable Mentally Handicapped should be familiar with all methods, new and old, which have been shown to be useful in developing learnings. These methods include:

- Diagnostic and Clinical Teaching 1.2
- Life Experience — Persistent Problems Approach 3
- Contingency Management 4
- Developmental Approach 5.6
- Perceptual Motor Training including Auditory and Visual Skills 7.8
- Responsive Environment 9
- Programmed Learning — Auto Education 10
- Limitations on Stimulation, Space, etc., in Environment 11
- Problem Solving 12.13

All teachers should be familiar with behavioral theory, neurological theory, and attention theory, and should keep abreast of new developments in the field of teaching exceptional children. 14

1. Myklebust, Helmer Learning Disabilities: Educational Principles and Practices (New York: Grune & Stratton, 1967)
2. Smith, Robert M. Clinical Teaching: Methods of Instruction for the Mentally Retarded (New York: McGraw-Hill, 1968)
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The Persistent Problems Approach to the education of TMH children is one which helps the child meet and solve the kinds of problem situations he will encounter throughout his lifetime. The TMH child needs more opportunity to practice and to overlearn than does his more quick-witted peer. The nursery story of Lazy Jack¹ depicts the problem of the child who would profit from a program based on the Persistent Problems Approach. Lazy Jack shown in the accompanying cartoon needed more practice in problem-solving. Educators sometimes place the TMH child in this position, expecting him to learn from one experience, when in truth he needs a variety of experiences with similar problems before he can arrive at a solution himself. Of course, there are many problems which the TMH child will not be able to solve without help. Research has shown, however, that the TMH child can develop problem-solving learning sets with repeated practice.²



¹ "Lazy Jack" in Story and Verse for Children selected and edited by Miriam Blounton Huber, (New York: The Macmillan Co., 1955), pp. 247-248.

² Smith, Robert Clinical Teaching: Methods of Instruction for the Retarded, (New York: McGraw-Hill, 1968), p. 45.

Learning how to learn is a goal the teacher must set for these children. From primary through vocational levels, the teacher must consciously set up problem situations in all skill areas so that problem-solving skills may be developed. It is harder for the TMH to unlearn bad habits than for the normal child, so, it is important that learnings be established early and continued throughout the school program. Muska Mosston has said that true education can occur only when the child is presented with alternatives and must deal with them.¹ Other educators have expressed similar views. The authors agree and believe that this is as true for TMH as for normal children.

To use this problem-solving approach, the teacher must know on what skills each child in her class needs to practice and on what level he or she is working. There are several ways for the teacher to discover what experiences each child has had, what gaps need to be filled, and where to begin the school program. Essentially, the teacher must employ the techniques of Diagnostic or Clinical Teaching to complement the Persistent Problems Approach. Home visits during which the Cain-Levine or Vineland Scales are filled out with the parent as informant are helpful. Teacher-developed diagnostic tests, one of the several perceptual-motor development tests (see Cratty in Appendix), and other devices may be used to help diagnose each child's learning level and learning problems. Consultation with other professionals, careful reading of medical reports and reading of all available information about the child, help the teacher lay a firm foundation for the curriculum.

Curriculum must include the development of cognitive, affective and motoric (or psychomotor) skills. It must be developmental, sequential, and measurable.

To be effective, teachers must find out as much about the child's developmental level as possible. This can be done by observing the child, talking with him (using such tools as the Life Experience Interview adapted to TMH)², the Vineland Social Maturity Scale³, or the Cain-Levine Social Competency Scale⁴, talking to parents, talking with other professionals, reviewing reports, and requesting medical and other evaluations when necessary.

The sequencing of activities relates directly to the information which the teacher has about the child. She takes the student where he is and plans careful, sequenced steps for him to follow.

Teachers can use published rating scales or develop their own evaluation forms if they wish to show that their techniques are effective with their pupils.

¹ Cratty, Bryant Developmental Sequences of Perceptual Motor Tasks (New York: Educational Activities, Inc., 1967) p. 17.

² Bransford, Op. Cit. p. 32 ff

³ Doll, Op. Cit. p. 75 ff

⁴ Cain, Leo F., Levine, Samuel, and Elzey, Freeman F., Cain-Levine Social Competency Scale, Consulting Psychologists Press: (Palo Alto, 1963)

The TMH Performance Profile¹ is one way to do this; the Cain-Levine Scale (see Bibliography) and the Vineland Social Maturity Scale are others. A teacher may take her behavioral objectives by skill area and develop rating scales on which she can measure each child on each objective on a one to five scale, one being minimal performance and five optimal performance. She should have a clear idea of the kind of performance she expects on each level of the scale. Each time she rates a child, she should do it without checking the child's previous performance, so that she will not be influenced by the previous record. Progress, or lack of it, can be documented at the end of the year by comparing ratings at first and last of the school year. If no progress is indicated during interim ratings, the teacher may wish to change her method of approach or go back to previous steps to help the child achieve.

An example of this type of rating scale for Primary Self-Help Dressing is illustrated below:

Name:	Birthdate:			School Year:
	September	December	March	
Desired Behavior				May
remove outer garment				
hang clothes in proper place				
find own garment				
help teacher with dressing				
put on cap or scarf				
remove and put on socks				

Rating Scale 1-5

1. indicate child only completes behavior when reminded and with help
2. child completes behavior without reminding, but with help
3. child completes behavior without help sometimes
4. child completes behavior most of the time
5. child able to complete behavior all the time

¹ DiNola, Alfred J., Kaminsky, Bernard P., and Sternfeld, Allan E., I.M.R. Performance Profile for the Severely and Moderately Retarded. Reporting Service for Exceptional Children: (New Jersey, 1963)

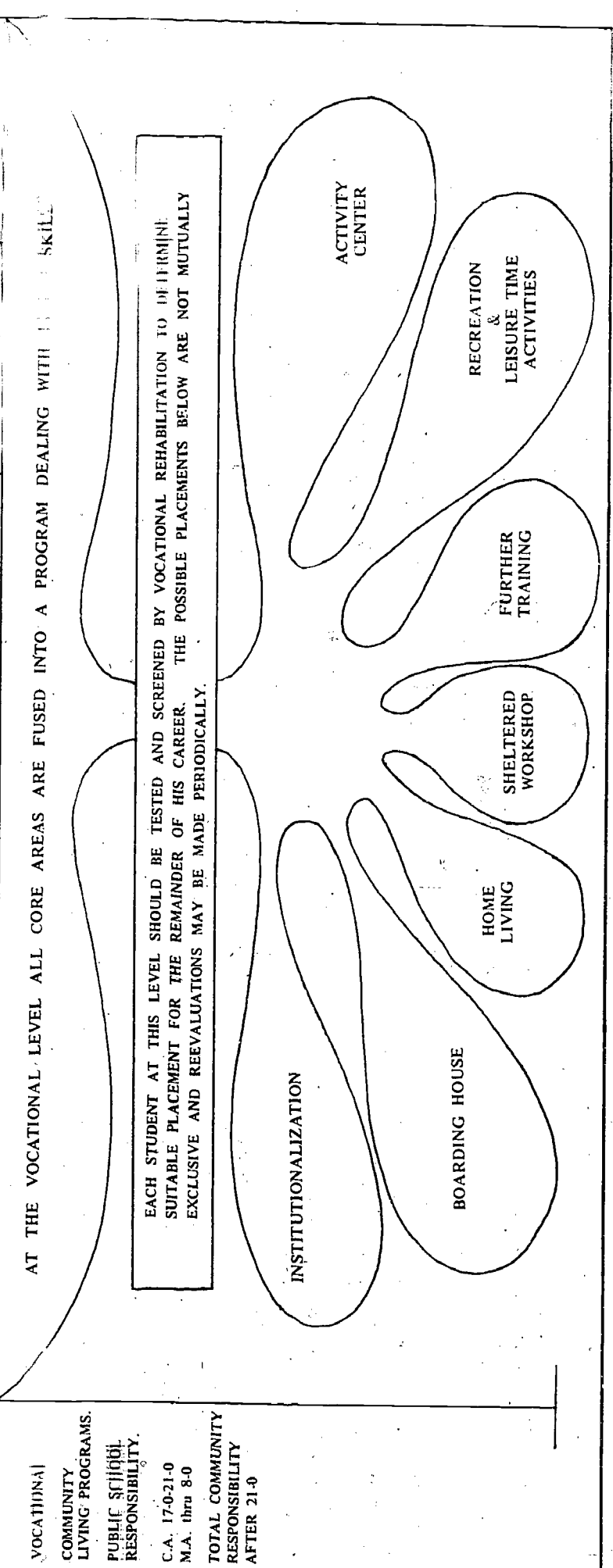
It is the opinion of the authors that a Special Education program is only as good as its service to parents. Home-school communication and cooperation is of vital importance in all learning areas. Letters outlining desired learnings should be sent at the beginning of each new unit with suggestions as to how parents can implement learnings. (See example in Appendix.) Parents should understand that the need for accomplishment and a feeling of success are as important to the TMH as to the normal child. Verbal explanations of desired learnings, made by the teacher at short parents' meetings, help parents understand the program and relieve pressures at home. The strains may be present because the child does not have an opportunity to meet his needs and assist others in the home. Little progress can be expected if there is no carry-over from school to home. Make your activities so interesting that the child will go home talking about them and the parents will want to come to school to learn more about them.

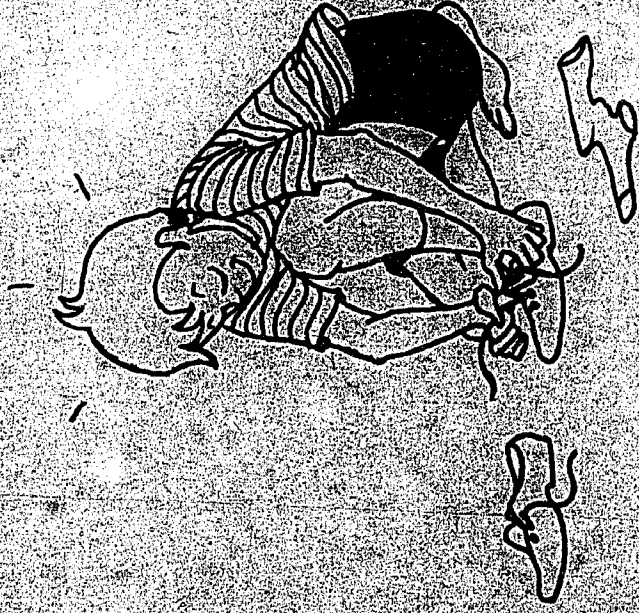
Because of the unique quality of the TMH program, it often needs to be explained to other school personnel and the Special Education teacher is in the best position to do this. (See one explanation to regular classes in Appendix.) The school population is vitally interested in the "hows and whys" of mental retardation. A few answers to simple questions and an opportunity to see and know TMH youngsters can do much to bring about a better understanding within each individual school. It is only when school children realize that the TMH child is more like than different from them, that they will carry some understanding and knowledge of mental retardation to their parents for the beginning of better community understanding and acceptance.

PERSISTENT LIFE PROBLEMS SCOPE AND SEQUENCE CHART
A LIFETIME PROGRAM LEADING TO MAXIMUM INDEPENDANCE AND ECONOMIC USEFULNESS

	SELF-HELP	SOCIAL COMPETENCY	PERCEPTUAL MOTOR	COMMUNICATION	FUNCTIONAL ACADEMIC KNOWLEDGE	ECONOMIC USEFULNESS
<p align="center">PRE-SCHOOL PLANNING</p>	<p align="center">DIAGNOSIS PARENT-COUNSELING</p>	<p align="center">THERAPY</p>	<p align="center">PRE-SCHOOL PROGRAMS</p>	<p align="center">HOME TRAINING</p>		
<p>PRIMARY C.A. 5.0 to 8.11</p>	<p>PERSONAL HEALTH AND HYGIENE Toilet Teeth Cleanliness Rest Grooming Feeding Dressing</p>	<p>GROUP RELATIONS *Taking directions *Awareness of self in relation to others *Getting along in home, school, neighborhood, community SAFETY-home, school, neighborhood, community MANNERS-home, school, neighborhood, community USE OF LEISURE TIME play, art, music, hobbies</p>	<p>SENSORI-MOTOR TRAINING PERCEPTUAL MOTOR TRAINING *STATIC BALANCE BODY IMAGE Locomotion Rhythm SPATIAL RELATIONS GROSS MOTOR</p>	<p>GESTURE IMITATION LISTENING SPEAKING</p>	<p>RECEPTIVE AND EXPRESSIVE LANGUAGE Vocabulary Development Naming Following Commands Action Words Safety Attention DISCRIMINATION Auditory Visual Tactile NUMBER CONCEPTS VISUAL SEQUENCING VISUAL MEMORY</p>	<p>FOLLOWING DIRECTIONS at school and at home ESTABLISHING SCHOOL ROUTINE PROBLEM SOLVING</p>
<p>INTERMEDIATE C.A. 9.0 to 12.11</p>	<p>SAME AS PRIMARY</p>	<p>SAME AS ABOVE</p>	<p>PERCEPTUAL MOTOR TRAINING</p>	<p>RECEPTIVE AND EXPRESSIVE LANGUAGE VOCABULARY DEVELOPMENT for learning for social skills AUDITORY SEQUENCING AUDITORY SEQUENTIAL MEMORY</p>	<p>copy designs AUDITORY SEQUENCING AUDITORY MEMORY trace letters write name SOCIAL STUDIES AND SCIENCE</p>	<p>DEVELOPING WORK HABITS DEVELOPING ABILITY TO WORK WITH OTHERS ATTENTION SKILLS PROBLEM SOLVING</p>

<p>PRE-VOCATIONAL C.A. 13.0 to 16.11 M.A. through 6.11</p>	<p>PERSONAL HEALTH AND HYGIENE complete grooming and health care EATING SKILLS TABLE MANNERS DRESSING good grooming habits selection and care of clothes</p>	<p>SAME AS ABOVE</p>	<p>PERCEPTUAL MOTOR DEVELOPMENT dynamic balance FINE MOTOR</p>	<p>ORAL LANGUAGE DEVELOPMENT Role Playing Problem Solving Telephone Manners READING (See Functional Academic Knowledge)</p>	<p>TIME write some words MONEY FUNCTIONAL READING</p>	<p>REVIEW TAKING RESPONSIBILITY for completing work assignment TRANSPORTATION SKILLS some independent travel</p>
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SELF - HELP SKILLS

SELF-HELP SKILLS

The Self-Help Skill Area represents all the competencies which a TMH can acquire to help himself to live a happier and more productive life. Educational research has shown that TMH youngsters do not learn through incidental learnings, but must have special training for the development of each skill. These children have usually had very few experiences with peer groups and may have been isolated much of their lives. Too often family members have done all things for them because it was easier than to take the time and effort to teach the children to do things for themselves.

To make the child aware that he is an unique individual, the classroom should be happy and informal, yet structured to meet the needs of the individual students. The need for accomplishment and success is just as great for the TMH as for the normal person; and the absence of activities to satisfy these needs often accounts for many disciplinary problems or lack of student participation in classroom projects. Even the most withdrawn student will participate in some activities when developed on his interest, understanding, and ability levels.

When a child learns to do simple things for himself, he acquires a feeling of accomplishment and becomes a happier individual. Once he has learned to take care of some of his personal needs, it is easier to guide him into play and work activities with a group. As his confidence increases, he will learn to cooperate, share with others, and accept responsibility. When he accepts his role as a member of the group, it is not unusual to see him helping another member who has not mastered all the self-help skills.

The area of self-help may be the one in which the parents receive the most assistance from the school. Frequent home-school communication enlisting parental cooperation is necessary if the child is to develop personal competencies necessary for happier daily living at home and school. Invite the parents to school to observe the routines taught in the establishment of self-help skills. Parents are usually very interested in these routines, but have been reluctant to teach them at home because they did not know where to begin. A list of desired learnings sent home when a new skill is introduced will indicate to parents that you are aware of their interest and appreciate their cooperation. (For example see Appendix.) Remind the parents that a self-help routine at school is of little value if it is not practiced each day in the home and community. If the teacher can gain the complete confidence and cooperation of the parents, she can often help eliminate an unpleasant home atmosphere, relieve pressures and strains on all family members, and develop a much happier and more useful TMH individual.

**Skill Area - Self-Help
Level - Primary**

**C. A. 5.0-8.11
M. A. 2.0-3.11**

Behavioral Objectives

Personal Health and Hygiene

The child will be able to:
help make his own Grooming Box.

Help each child make a personal Grooming Box from a cigar box or other small box. Paste a small mirror in the top of each box. Decorate the outside of the box with wallpaper, construction paper, or tempera paint. Put the following articles in the box: lotion, comb, toothbrush, toothpaste, nail file. Put the child's name on his box. (The teacher should also make a Good Grooming Box for demonstrations. Never ask the students to do anything the teacher is not willing to do.)

Vocabulary Development for Oral Language:

learn the names of the articles in his box.

comb	toothbrush	grooming box	mirror
lotion	toothpaste	nail file	soap

Hold up each article in Grooming Box. Demonstrate its use. Pupils imitate teacher's demonstration.

Guessing Game: Describe one of the objects in Grooming Box. Example: "You brush your teeth with it." Let the students guess which object the teacher is describing. As the student's vocabulary increases, let him describe one object.

Match pictures with articles in Grooming Box.

Place object from Grooming Box in paper bag. Let each student feel the object and guess what it is.

Instructional Aids and Materials

Note: Teacher writes a "Dear Parents" letter explaining the grooming program and enlists their cooperation in providing needed articles for Grooming Box.

Cigar box or other small, sturdy box
Construction paper
Wall paper
Tempera paints
Small plastic bottle for lotion (pill bottles are very good)
Small mirror, comb, nail file, lotion, toothbrush, toothpaste, soap (if not available in restrooms)

Good Grooming Box

Articles found in box
Pictures of articles

Good Grooming Box

Articles in Grooming Box.
Pictures of each article in Grooming Box.

Note: Campfire Girls and Girl Scouts will help you find pictures.

Paper bag
Article from Grooming Box.

Behavioral Objectives

find his own Grooming Box

use the articles in his Grooming Box when reminded

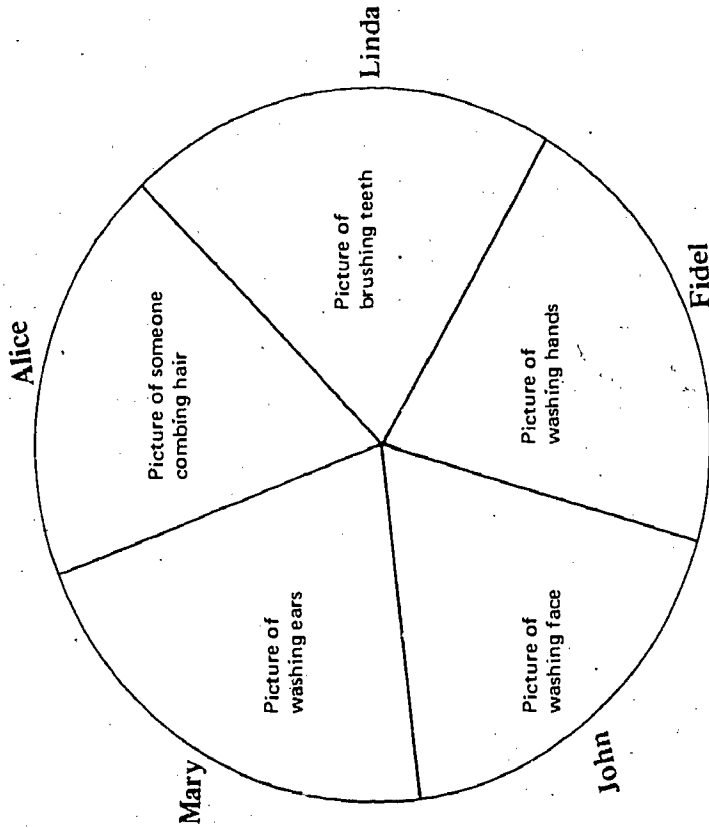
Activities

Make a Good Grooming Book showing pictures of the objects in Grooming Box. Paste the pictures on plain paper (cut to size of sheets wanted). Cover with brown or white butcher paper. Staple cover on book or make holes along one edge with paper punch. Let each child lace holes with colored yarn. Make a design on cover of book.

Have a special place to keep Good Grooming Box. Practice finding Grooming Box as a group. Say, "Find your Grooming Box and come back to your table." Give individual instruction for finding Grooming Box. Say, "John, find your Grooming Box."

Have designated time for use of Grooming Box every day.

Make a Helper Chart for checking teeth, hair, hands, face, and ears. Let each help check the students.



Instructional Aids and Materials

Magazines

Supply of pictures for students unable to find their own

Plain paper, plain paper, butcher paper, paper punch, colored yarn, yarn needle, paints or crayolas

Shelf or cabinet for Grooming Boxes

Grooming Boxes

(See attached chart)

Behavioral Objectives

Activities

Have a Good Grooming Chart. Let each student find his own name and put a star by the activity he performed before coming to school.

Go to the restroom for grooming period. If you have a room restroom, go in groups of two or three. If not, divide group into boys and girls. Enlist the help of the principal, coach, secretary, aide, custodian or older students in the school.

Give a demonstration on brushing teeth. Sing "This is the Way We Brush Our Teeth". Pupils take toothbrush and toothpaste from Grooming Box and brush teeth, watching themselves in restroom mirror or small mirror in top of Grooming Box. Put away toothbrush and toothpaste and get comb.

Demonstrate combing hair and sing "This is the Way We Comb our Hair." (Teacher may comb own hair or doll's hair) Pupils comb hair watching themselves in restroom mirror or small mirror in top of Grooming Box.

Put away comb and get soap from Grooming Box if there is no soap in restroom. Demonstrate washing hands, face and ears using doll. Sing "This is the Way We Wash Our Hands, etc."

Students wash hands, face and ears watching themselves in restroom mirror or small mirror in top of Grooming Box.

Name	Brush, Teeth	Comb Hair	Wash Face	Wash Hands	Wash Ears
Mary					
Pedro					
Anabelle					
Joseph					
Thomas					
Anna					

Instructional Aids and Materials
(See attached chart)

Note: Have pictures at the top of each column like those on Helper Chart.

Restroom
Grooming Box

Tune: "Here We Go Round the Mulberry Bush",

Articles from Grooming Box

Doll with real hair
Restroom mirror
Comb

Soap
Doll

Behavioral Objectives

Activities

Demonstrate drying face, ears, and hands with paper towel. Sing "This is the Way We Dry Our Face, etc."
 Put away soap and get lotion.
 Demonstrate use of lotion. Sing "This is the Way We Rub in Lotion."
 Students rub in lotion. Return lotion to Grooming Box. Return to room and sit at table.

Take all articles from Grooming Box and place them on table. Call out name of one article and ask child to hold it up. Then instruct student to put article in his Grooming Box. (This check will make sure that all articles are returned to box.) Close Good Grooming Box.

put away his box when grooming time is over

Put away boxes in an orderly fashion. Check to see that the boxes were replaced in proper place.
 Later on, appoint a leader to see that the boxes are put in proper place.
 Variation: Play "Follow the Leader" for putting away boxes.

Toilet

The child will be able to:

use proper names for restroom facilities

toilet
 toilet paper
 flush
 girls
 lavatory
 soap
 paper towel
 boys

Take small groups of students to restroom to see actual school restroom. If teacher is a woman, enlist help of principal or coach
 If teacher is a man, the school secretary, aide, or nurse will help.
 Point to each article or fixture in restroom and give its name. Ask students to repeat name.

Take large, life-size doll to restroom to demonstrate the fixtures. As you demonstrate the use of each fixture, repeat its name.
 Let each student repeat the demonstration with the doll.

Make arrangements with the school principal for older students to take small groups of TMH youngsters to the restroom for practice in naming fixtures and supplies. (Have a short training session for these volunteers so they will understand what they are expected to do and say. This provides an opportunity for better school understanding and acceptance of TMH.)

Instructional Aids and Materials

Paper towels

Lotion
 Grooming Box

Note: Vaseline is very good for students who have chapped or cracked hands and lips.
 Jar of vaseline for room use

Permanent place for Grooming Boxes

Restroom if available
 Concrete models
 3 piece restroom set made of hardwood \$3.00
 Childcraft Equipment Co.

School restrooms
 Principal or coach
 Secretary, aide, or nurse

Large, life-size doll

Older student volunteers

Behavioral Objectives

indicate the need for toilet, using acceptable vocabulary such as "toilet"

take clothes down with help

girl—sit on toilet

boy—lift lid and stand or use urinal if available

use toilet paper with help

flush toilet with help

rearrange clothing with help

wash hands after toileting

Activities

Use doll houses bathroom furniture for guessing game in room.

Match pictures with real fixtures in bathroom. Name the fixtures.

Match pictures with doll house furniture.

Name each fixture matched.

Demonstrate the correct vocabulary for permission to go to the toilet. Correct child when he uses terms which are not acceptable.

Have a regular routine to follow for restroom procedure. Supervise at all times.

Daily practice with constant supervision at all times.

Use doll to simulate procedure. Show each actual step.

Let each student practice with doll.

Set off one corner of room for restroom.

Use boxes for fixtures or ask a father to make fixtures from wood, etc. Stress the need for privacy in restroom. When girls are playing, put a sign reading "Girls" over the door. Change sign when boys are playing.

Use buttoning and zipping boards for practice.

Rearrange doll's clothes — boys use boy's clothing and girls use girl's clothing.

See cleanliness activities.

Make chart for bulletin board or wall.

Let each student put a star by his name when he remembers to wash after toileting.

Matching Game: Match such articles as soap—towel, toothbrush—toothpaste. Name matched articles.

Matching Game: Have several pictures of each restroom fixture. Put pictures of each fixture in separate box. Name the fixture placed in each box.

Vocabulary Development for Oral Language

tooth

dentist

brush

nurse

toothbrush

toothpaste

rinse

Teeth

The child will be able to:
use proper vocabulary for brushing teeth

Instructional Aids and Materials

Doll house bathroom furniture

Pictures to match bathroom fixtures

Doll house furniture

Pictures of fixtures

Note: Be sure that an adult accompanies a student to a strange restroom so he will not become frightened

Non-verbal child - see Primary Communication

Restroom, and an adult to supervise

Large rubber doll

Real restroom or mock restroom

Creative Playthings has rubberoid doll which stands, sits

Montessori boards

Large doll; boy's and girl's clothing

Chart with each child's name, days of the week and place for stars

Articles needed for matching

Pictures of fixtures

Hosiery box for each fixture

Concrete objects and pictures of:

toothbrush, tooth, toothpaste, nurse, dentist

Behavioral Objectives

Activities

Instructional Aids and Materials

Guessing Game: Ask, "What has a long handle?" or "What is in a tube?" Place the models or pictures on table before beginning. When a child guesses the correct answer, instruct him to find the model or picture. As vocabulary develops, allow students to ask questions.

Models or pictures

What is Missing? Place objects or pictures on table in front of students (not more than 3 objects at first). Point to each and let children identify them. Take one away. Guess which one is missing.

Models or pictures

Give each student a picture of teeth, toothbrush and toothpaste. Say, "Hold up the toothbrush." Practice in smaller groups if some students are not recognizing the objects.

Picture of teeth, toothpaste and toothbrush for each student

find own toothbrush

put toothpaste on brush with help

wet toothbrush with help

brush teeth with help

rinse mouth, spit and wipe mouth

rinse toothbrush

shake water from toothbrush

replace toothbrush

cap toothpaste with help

Ask school nurse to give demonstration using large set of teeth and toothbrush.

Note: School nurse can often get individual toothbrushes and toothpaste for Grooming Boxes. If not, your dentist or some toothpaste companies will furnish them.

Let each student practice brushing large teeth. Then brush own teeth.

Invite dentist to come to room or go to dental clinic for demonstration. Be sure that the students become acquainted with his nurse. (Many school nurses wear street clothes at school.)

Dentist or field trip to dentist's office

Show how it is done — by each student.

Restroom or lavatory or washstand in room

Stimulate gag reflexes for proper spitting.

Seek help of physical therapist for spitting, sucking and swallowing procedure when necessary

Daily practice with constant supervision will be needed for each step.

If restroom or washstand are not available, be sure mother understands procedure for caring for teeth

Name: Card Game: Make a rack with each child's name on it. Put a nail under each name. Let each student find his own name and hang his brush to dry.

Rack with child's name
Nail

If toothpaste is not available, make your own:

- 4 teaspoons baking soda
 - 1 teaspoon salt
 - few drops of essence of peppermint.
- Store in baby food jar with child's name on cover.

Baby food jars with screw-on top
Measuring spoon
Baking soda, salt, essence of peppermint,
felt pen

Behavioral ObjectivesActivitiesInstructional Aids and Materials

Play "Visit to Dentist." Encourage each child to open mouth so "dentist" can see inside.

Mock dentist office

Movies - Contact school nurse and local dentist for suggestions.

Toothbrushes with child's name in gold
Rich Personals
157 Sherman Ave.
New York, New York

Cleanliness

The child will be able to:
use correct words for
cleanliness activities

Vocabulary Development for Oral Language

cold	towel (paper)	cough	facial tissue
hot	towel (cloth)	sneeze	drool
soap			

Bring hot plate into room. Heat a pan of water. Let the students feel the heat and steam coming from the water.

Fill a hot water bottle with the boiling water.
Feel the bottle.

Take some of remaining water and put ice cubes in it. Touch the ice cubes before putting them into the water. Watch them melt. Put in more ice cubes until water gets cold. Put hand into water.

Demonstrate cough and sneeze and proper procedure for caring for each.

Have a box of facial tissue on teacher's desk or other available place for use by students. Encourage them to use the facial tissue.

Paint hot water faucet with red paint or red finger nail polish so students can distinguish between hot and cold water. Explain why this is done to the rest of the school so the students will not try to scrape off red paint. Constantly remind a drooler to close and wipe his mouth. Have a small mirror readily available to show him how he looks when drooling.

These activities must be practiced daily under supervision. Call attention to red paint on hot water faucet. Show students how to mix water.
Practice every day.

turn on water

combine hot and cold water
with supervision

Actual Objects
Pictures

Hot plate, pan, water

Hot water bottle
Boiling water

Ice cubes
Pan of hot water

Box of facial tissue

Note: Ask each student to bring in box of facial tissue on first day of school and you will have enough for year.

Red paint or finger nail polish

Small mirror

Wash basin or lavatory with hot and cold water.
Note: Make some provision to heat water if none is available. It is important that the students learn that hot water is needed for cleanliness.

Behavioral Objectives

use bar soap to wash face and hands with help

dry with towel with help

dispose of towel when reminded

apply lotion under supervision

control drooling with help

use of facial tissue with help

cover mouth when coughing or sneezing when reminded

comb hair with help

clean fingernails with help

Activities

Demonstrate use of right amount of soap from soap dispenser. You may need to practice using liquid soap from a bottle before using soap dispenser.

Demonstrate washing of face and hands. Students wash face and hands. This should be a fun activity, but the students should not be allowed to get wet.

Demonstrate proper way to dry hands with paper towels. Also use cloth towel so students will understand its use and replacement in the home.

Always have a waste basket available for disposal of paper. Have a helper to stand by basket and remind student to pick up paper if it does not go into basket.

Use lotion to demonstrate drying hands. Use lotion to practice rubbing hands as in the application of bar soap or soap from dispenser.

Bring small washpan into room. Practice washing and drying the doll's hands and face, using small wash cloth.

Use mirror to show child what is meant by drooling. Make child aware of tongue with fingerplays, stressing the need to keep the mouth closed. Show students how to lick substances from lips. Give child popples made from clear soup. Show him how to lick.

Demonstrate use of facial tissue. If child cannot blow his nose, the teacher may manually press his lips together and instruct him to blow. Let child practice on doll and self.

Visit by school nurse to talk about being ill and when to stay at home. Filmstrips (talk with your school nurse regarding available ones.) Movies -- (See school nurse for suggestions)

Demonstrate combing hair in front of full-length mirror. Let each student "show how it is done." Have pictures of messy and well-groomed hair for discussion.

Demonstrate cleaning fingernails. Let each child "show how it is done." Have before and after pictures of fingernails. Decide which fingernails look nicer.

Instructional Aids and Materials

Liquid soap with dispenser
Bar soap

Wash basin or lavatory; Soap, paper towel; cloth towel, towel rack

Waste basket
Helper

Lotion

Doll, wash cloth, wash basin, soap

Small mirror
Talking Time pp. 37-39, 42-43
Peanut butter, jelly, popples made from clear soup

Note: Contact your physical therapist for other ideas

Facial tissue
Doll

Note: Ask school nurse to talk to group of parents about illnesses and encourage them to keep child at home when ill

Full-length mirror, comb for each child
Pictures of well-groomed hair
Pictures of messy, dirty hair

Fingernail file
Picture of fingernails, dirty and clean

Behavioral Objectives

Rest

The child will be able to:
use suitable words for rest activities

Activities

Vocabulary Development for Oral Language

rest sleep still quiet limp

Read poems and let students play the parts. Act Fingerplays.
Sing songs (See suggested materials at end of skill area.)
Pretend you are asleep. Pretend you are resting.
Show before and after pictures. Play games with pictures such as: "Find the picture of the boy who is sleepy," or "Find the picture of the girl who is happy."

rest quietly after meals or activities as directed by teacher or aide
tell what time he goes to bed

Play "rest music" so the child will be quiet (See suggested materials at end of skill area or use your favorite records.)
Play story records. Read a story your students enjoy.

Talk about things you do before going to bed: eat dinner, watch favorite television program, take a bath, etc. (The student will not be able to tell the actual hour, but he will become aware of the things he does before going to bed each night.)

Feeding

The child will be able to:
use the proper vocabulary for feeding

wash hands with help
follow simple directions

Vocabulary Development for Oral Language

tray fork milk table napkin garbage can
spoon
foods served in school cafeteria

Take children to cafeteria to meet cooks and see food preparation area.
Borrow tray, spoon, fork, and napkin from cafeteria for name identification.

See Cleanliness Activity

Vocabulary Development for Oral Language

get in line
get behind
walk to the table
get in front of
pick up your tray
say "thank you" to cooks

Instructional Aids and Materials

Pictures showing happy, strong, weak, sick children

Talking Time pp. 22 and 25
Rhymes for Fingers and Flannel Boards pp. 114-117

Pictures illustrating the words in vocabulary development

Record player
Records
Story records

Note: Make the parents aware of the need for sleep. If the child is sleepy or irritable at school, talk with the parents

Eating utensils
Real food as needed
Pictures as needed

Visit to school cafeteria
Tray, napkin, fork, spoon

Practice with supervision every day.

Behavioral Objectives

Activities

Instructional Aids and Materials

<p>Line up and march around room. Play "Follow the Leader" with one child leading the group to a specified place in the room or on the playground.</p>	<p>Record player and any good march record</p>
<p>Line up for walking races in classroom. At first this will be one line with each child carrying an object to the teacher or another child. Later two lines can be formed with each carrying an object to a designated place and back. (The lessons to be taught are walking and staying in line.)</p>	<p>Objects which children can easily carry</p>
<p>carry tray with a minimum of spilling</p>	<p>Tray from cafeteria Silverware, milk carton filled with sand or water</p>
<p>sit at table with a minimum of unnecessary movement</p>	<p>Napkins, juice and crackers Small tables, chairs and doll dishes</p>
<p>open milk carton</p>	<p>Record player and march music Silverware</p>
<p>suck liquids through straw</p>	<p>Wooden family Rubber family, tea set Dollhouse furniture</p>
<p>swallow without drooling</p>	<p>Empty milk carton</p>
<p>take small bites of food</p>	<p>Plastic straws Juice</p>
<p>chew until able to swallow easily when reminded</p>	<p>Crackers, cookies or hard candies Small mirror</p>
<p>carry tray with a minimum of spilling</p>	<p>Borrow tray from cafeteria so each child can practice carrying a tray before going to lunch. Place fork, spoon and milk carton on each tray.</p>
<p>Have snack time so child will be able to sit at table, hands in lap, and wait until all have been served before eating. Use small tables and chairs for "Tea Time."</p>	<p>Have snack time so child will be able to sit at table, hands in lap, and wait until all have been served before eating. Use small tables and chairs for "Tea Time."</p>
<p>Let students line up and march to tables. Play room games with silverware - Name, hide, visual memory, etc. Play with dollhouse and family of people. Serve a meal and have family seated. Have a party and have family attend. Bring milk carton from cafeteria. Teach the word "open" when showing the child how to open carton. Students practice opening milk carton. Serve juice in room. Use plastic straws. If child is unable to comprehend the sucking process, place straw in child's mouth and gently hold nostrils closed for a second. The child will automatically stop for breath, drawing the liquid through the straw. See drooling under Cleanliness Activities. Have tea parties and serve crackers. Demonstrate taking small bites. Later use something harder than crackers so they must really bite. Use small mirror in Grooming Box to watch self take bites. Show child how to bite, chew, suck, and swallow in front of full length mirror. Let him return to his seat and practice with small mirror. Have constant supervision so child will not get strangled or develop bad habits.</p>	<p>Let students line up and march to tables. Play room games with silverware - Name, hide, visual memory, etc. Play with dollhouse and family of people. Serve a meal and have family seated. Have a party and have family attend. Bring milk carton from cafeteria. Teach the word "open" when showing the child how to open carton. Students practice opening milk carton. Serve juice in room. Use plastic straws. If child is unable to comprehend the sucking process, place straw in child's mouth and gently hold nostrils closed for a second. The child will automatically stop for breath, drawing the liquid through the straw. See drooling under Cleanliness Activities. Have tea parties and serve crackers. Demonstrate taking small bites. Later use something harder than crackers so they must really bite. Use small mirror in Grooming Box to watch self take bites. Show child how to bite, chew, suck, and swallow in front of full length mirror. Let him return to his seat and practice with small mirror. Have constant supervision so child will not get strangled or develop bad habits.</p>

Behavioral Objectives

eat finger foods

drink milk from a cup

use spoon with a minimum of spilling

use fork sometimes

bring food to mouth rather than lowering head to tray

use napkin with help

able to clean tray with help

identify foods with help

Activities

Pretend you are a rabbit eating carrots. Use small mirror to show child how to take small bites and chew with mouth closed. Stress "a talking time" and "a quiet time" so child will understand that he does not talk with food in mouth.

Read a story, stumbling over words so child cannot understand what is said. Explain that this is the way you sound when talking with food in mouth.

Serve juice in paper cup without straw.

Go on field trip to dairy where milk can be served in paper cups.

Set up mock cafeteria. Have a pretend lunch. Have a luncheon in classroom. Ask cooks to prepare an extra portion of food children are having difficulty eating. Eat this food in room, demonstrating way to eat without spilling.

Arrange for special eating time when no one else will be in the school cafeteria. Give demonstrations on proper ways to eat without spilling too much.

Practice holding up head and smiling when eating.

Talk about the foods we are eating. Mention why some foods must be eaten slowly (to keep from spilling).

Demonstrate correct use of napkin.

Borrow trays from cafeteria to practice cleaning.

Invite cafeteria supervisor to room for a demonstration on proper cleaning. Practice putting the silverware on tray so it will not fall from tray. Stress working with tray to minimize spills.

Ask school secretary to type a copy of the school menu (week or month) for each student. Send the menu home and encourage parents to question child about foods he ate at school.

Talk about school menu each day. Have pictures of foods for easy identification.

Have actual foods in classroom for identification whenever possible.

Play picture identification game with teacher reading menu and children finding pictures of food.

Play cafeteria and ask for food by name.

Instructional Aids and Materials

Carrots (cut in small 2 inch strips)
Finger foods

Story children know

Paper cup and juice

Trip to dairy

Mock cafeteria

Note: This will only be on one or two occasions to prevent students from making fun of TMH youngsters

Regular cafeteria foods

Napkin

Trays

Cafeteria supervisor

School menu for each child

Supermarkets will give you display pictures
Contact your local dairy council for pictures and stories

Actual fruits and vegetables

Pictures of food from daily menu

Cafeteria set up with pictures of foods in containers

Behavioral Objectives

Activities

Put food on tray and carry it to the table.

Play store and ask for food by name.

Go on a field trip to a vegetable and fruit stand. Bring fruits and vegetables back to room for tasting.
 Show the raw fruit or vegetable before cutting it. Identify it.
 Let each child smell and taste the food.

Guessing Game: Smell or taste the food without looking at it. Identify it. Use artificial fruits and vegetables after child recognizes the real ones. (Be sure your artificial foods look and feel like the real ones.)
 Have a mystery box and let the students identify the food by feeling.
 Develop more vocabulary as needed by school menu or local foods.

maintain eating skills at home

Practice sitting at smaller table such as you would find at home.
 Pass make-believe foods.

Dressing

The child will be able to:
 give the correct word for dressing skills

give the correct word for fasteners used in dressing

remove outer garments with help

Instructional Aids and Materials

Tray, silverware

Store with empty cans in store-like setting

Field trip
 Real fruits and vegetables

Fruits and vegetables from Peabody Kit Level P are excellent;
 artificial foods in box;
 real food in box
 School menu

Table for 6 or 8 persons
 Doll dishes and silverware

Note: Send home suggestions for further cooperation

Dressing Frames
 Educational Teaching Aids
 Division of A. Daigger and Company, Inc.

Eta Best Vests
 Educational Teaching Aids
 Division of A. Daigger and Company, Inc.

Note: TMH do not learn by observation, they must have daily practice

Dolls, doll clothing
 Montessori Dressing Frames
 Oversized trousers

Vocabulary Development for Oral Language

button	zip	put on
tie	lace	take off

These words can be learned by daily practice under constant supervision.

Vocabulary Development for Oral Language

zipper	snaps	bows	hook and eyes
buttons	buckles	laces	

These words can be learned by using dressing frames and Eta Best vests with constant supervision.

Dress dolls with outer clothing.
 Practice with Montessori Boards for buttoning, tying and zipping. Have oversized trousers for children to practice putting on and taking off.
 Use oversized trousers to find front and back of clothing and to learn to put the leg in the proper place.

Behavioral Objectives

hang clothing in proper place with supervision

find own garment with supervision

help teacher with dressing

put on cap, scarf, or coat

remove and put on socks

put on shoes, but does not always get them on right feet

put on boots with help

put on mittens

identify articles of clothing

identify articles of clothing

Activities

Have picture of coat over child's name on rack. Practice putting garment on coat hanger and hang under name.

Play Game: Take off coat, hang coat on coat hanger, go back to room, go back to clothing rack and find coat, put on coat, button or zip coat, take off coat, etc.

Fingerplays for dressing up.
As you put on and take off clothing, name the clothing.

Play Pretend Games: The wind is blowing. What shall I put on my head? How do I put it on my head? It is raining. What shall I wear? How do I put it on?

Have spare socks at school for practice.

Take off shoes. Put them on again.

Help a friend put on his shoes.

Tie shoes for a friend.

Lace and tie the lacing shoe.

Lace and tie the Lacing Frame.

Tie old shoes.

Put on own boots.

Put on own mittens.

Vocabulary Development for Oral Language

cap

scarf

socks

shoes

mittens

jacket

boots

coat

scarf

dress

shirt

pants

sweater

Hold up article of clothing. Let students guess what it is.

Play visual memory game: Have three articles of clothing. Ask students to close eyes. Take away one and ask: "What is missing?" Play same game with pictures of clothing. Play weather game: Teacher says, "It is raining today. What will you wear?" Child selects clothing from pictures. Talk about cold weather clothes. Talk about warm weather clothes.

Instructional Aids and Materials

Picture of coat for each name card
Coat hanger and rack for hanging

Coat or wrap

Let's Do Fingerplays pp. 16-20

Caps

Scarves

Coats

Socks

Own shoes

Lacing shoe

Dressing Frame for lacing and tying

Note: Encourage parents to teach the child to identify right shoe with right foot by special markings on shoe. Carry over to school activities

Boots

Mittens

Actual articles of clothing

Pictures of clothing

Various articles of clothing

Good clothing pictures

Clothing pictures

Real articles of clothing when possible

Behavioral Objectives

continue dressing skills at home

Activities

Talk about what we wear when it snows.

Talk about what we wear when the wind blows.

Dress and undress mannequin naming articles of clothing and telling when you would wear each article of clothing.

(This is another good opportunity to reinforce "Take off" and "Put on.")

Continue practice at school.

Encourage children to dress and undress at home.

Stress the importance of getting the child up early enough to dress self and become independent. Encourage parents to name articles of clothing as they help the child dress and undress.

Instructional Aids and Materials

Good clothing pictures for each season

Peabody Learning
Development Kit Level P

Note: Have frequent parental conferences or send home notes for dressing at home
Suggest suitable clothing which child can manipulate

Behavioral ObjectivesPersonal Health and Hygiene

The child will be able to:
use correct names for
articles in Grooming Box

help make his own
Grooming Box

care for own Grooming
Box with help

learn the names of all
articles in his box

learn the use of each article
in his box

Review Personal Health and Hygiene activities for Primary Level.

ActivitiesVocabulary Development for Oral Language

comb toothbrush nail file hair brush
lotion toothpaste nail brush grooming box
mirror

Let each student decorate his box with wallpaper, construction paper, paints, crayolas or any other materials requested by student. Put each child's name on his box.

Practice getting Grooming Box from shelf or cabinet where it is kept -- count the articles in the box to see if all are there.

Take all the articles from box. Hold them up as teacher calls out name. Put articles in Grooming Box. Be sure each article is clean.

Play Name Game: Teacher calls out name of article and child holds it up.

Variation: Teacher calls out name of article and child finds picture of it.

Demonstrate the use of articles in Grooming Box. Let student demonstrate in front of full-length mirror.

Let child use article, watching self in little mirror on inside of Grooming Box

Find pictures showing uses of Grooming Box articles.

Make a Good Grooming Book using the pictures.

Cover with butcher paper. Staple cover to book or lace holes (made with paper punch) with colored yarn.

Identification Game: Teacher says, "I am going to comb my hair. What do I need?" Student finds comb or picture of comb, etc.

Matching Game: Have several pictures of each Grooming Box article. Let students put matching objects into boxes.

put away box when grooming time
is over

Have a specific place for boxes to be kept. Practice putting them away.

Instructional Aids and Materials

Articles in Grooming Box
Pictures of articles in Grooming Box

Write a "Dear Parents" letter explaining the purpose of the Good Grooming Box and ask for the following: Cigar or other sturdy box, comb, lotion, toothbrush, toothpaste, hair brush, nail file, small mirror

Grooming Box with articles

Grooming Box with articles

Real grooming articles

Picture of articles

Articles in Grooming Box
Full-length mirror

Magazines

Plain paper, paste, pictures

Paper punch

Colored yarn and yarn needle

Grooming Articles

Picture of articles

Pictures

Boxes

Shelf or cabinet for Grooming Box

Behavioral Objectives

Toilet

The child will be able to:
use proper vocabulary

take down clothing,
use toilet paper with
reminding

flush toilet

rearrange clothing with help

wash hands

dispose of paper towels

Activities

(See suggested activities on Primary Level.)

Vocabulary Development for Oral Language

toilet
toilet paper
lavatory
gentlemen

flush
flush
women
ladies

paper towel
waste basket
soap dispenser
urinal

Use rubberoid doll to demonstrate proper use of toilet, taking down clothing and use of toilet paper.

Let students show proper restroom procedure using doll.

Talk about restroom procedure and why it is important to flush toilet.

Make trips to restroom (girls to Girls' Restroom

and boys to Boy's Restroom). Demonstrate flushing the toilet. Call attention to the automatic flusher on urinal in Boys' Restroom.

The school principal, coach, school nurse, secretary, aide and custodian will be willing to help with the demonstrations.

Take a field trip to an area which will require the use of a restroom different from the one at home or school.

Practice with dolls, again pulling up, taking down, etc., of clothing

See Primary Cleanliness Activities. Also chart on washing hands in Primary Toilet Activities.

Have role-playing in room showing correct way to wash hands and dispose of paper towel.

Suggested classification games for use with Toilet Activities:

Cut bathroom pictures from magazines and make a booklet.

Have cardboard boxes to represent bathroom and kitchen. Place correct doll furniture in each room.

Have cardboard boxes to represent bathroom and bedroom. Place correct doll furniture in each room.

Play above games using pictures of furniture instead of doll furniture.

Instructional Aids and Materials

Concrete models

Doll house furniture
Pictures of bathrooms
Pictures of fixtures

Rubberoid doll available from Childcraft
Toilet paper

Girls' Restroom
Boys' Restroom

Helpers

Field trip where community restroom will have to be used.

Dolls and doll clothing

Note: Talk with parents concerning the boys' use of zippers in public restrooms instead of dropping clothing to floor.

Chart with each child's name, day of week, and place for stars

Lavatory or wash basin
Water, soap, paper towel, waste basket

Magazines, paste
Paper for booklet, cardboard boxes
Doll furniture

Pictures of furniture

Behavioral Objectives

Teeth

The child will be able to:
develop a vocabulary
for the care of teeth

find his own toothbrush

prepare his toothbrush for
brushing with supervision

brush teeth with supervision

give proper care to
toothbrush after brushing

put away toothbrush and
toothpaste

Activities

Have many pictures of bathroom fixtures. Match ones that are alike. Cut out pictures of all items that have to do with bathroom. Put on one page. Instructo Classification Games with pictures for naming and speech development.

Vocabulary Development for Oral Language

teeth	toothpaste	dentist's office
toothbrush	dentist	nurse (office)
decay	hurt	nurse (school)
brush	toothache	

Have a specific place to keep toothbrush. Have child's name on brush.

Ask the school nurse to demonstrate brushing teeth using large set of teeth and large toothbrush.

Plan a trip to the dentist's office to acquaint the children with a dentist and his office. Let dentist demonstrate proper care of teeth and discuss what happens when you don't take care of teeth.

Frequent demonstrations by teacher using large set of teeth and large toothbrush. Play "This is the Way I Do It" with students using large teeth and toothbrush. Use full-length mirror or small Grooming Box mirror for reinforcement of proper technique.

Make mixture for brushing teeth if toothpaste is not available. (4 teaspoons baking soda, 1 teaspoon salt, a few drops of essence of peppermint mixed together and stored in baby food jar with child's name on top of jar.)

Review all activities on primary level for children who still have difficulty brushing teeth.

Draw pictures showing proper care of teeth.

This may be in booklet form or large pictures for bulletin boards.

Occasional demonstrations by teacher.

Frequent "This is the Way I Do It" by students.

These activities are learned if there is a regular routine each day and the students are supervised to see that they follow directions.

Instructional Aids and Materials

Pictures of bathroom fixtures
Pictures, paper, scissors, paste
Instructo Classification Games.

Real objects

Pictures related to vocabulary development

Toothbrush with name on it

School nurse

Large teeth and toothbrush

Visit to dentist's office

Large teeth

Large toothbrush

Mirror

Baking soda, salt, essence of peppermint

Baby food jar with lid

Crayolas and paints

Behavioral Objectives

Activities

Instructional Aids and Materials

Other activities for care of teeth: Make booklet of foods which cause tooth decay. This may be made with pictures from magazines or student drawings. Paste on manila paper and cover with construction paper. Let child make an original drawing for cover.

Manila paper
Construction paper
Crayolas or paints

Visit a dentist's office for old teeth. Put a tooth in closed baby food jar and add one substance which causes decay.

Old teeth.

Leave for several months and note decay. Keep a teacher-made record so students can remember which food caused the most and the fastest kinds of decay.

Baby food jars with lids

Any substance which causes tooth decay

Draw a picture of visit to dentist's office for bulletin board.

Paper and crayolas

Make a booklet to send home to parents showing foods which cause decay.

Paper and pictures of food which cause decay

The teacher can type a short story for students showing what happened when the tooth was placed in this food substance.

Short, typed story about each food used in tooth decay tests

Make a booklet showing foods we can eat which build strong and healthy teeth.

Pictures from magazine, paper and paste

Cleanliness

The child will be able to:

develop a cleanliness vocabulary

Vocabulary Development for Oral Language

cold
hot
toilet
shoes
sneeze
facial tissue
soap
drooling

tub
ice cubes
hot water bottle
lavatory
paper towel
cloth towel
washcloth
nail file

wash basin
stove
hot plate
tongue depressor
nail brush
tea kettle
dust pan
cough

Actual objects whenever possible

combine hot and cold water

Mark the water faucets with colors: red for hot, blue for cold. Put tea kettle or pan on hot plate to heat water. Show the child how to put hand near the steam to feel heat (supervise carefully to prevent burning). When the water is boiling, pour some of the hot water into a pan to feel the heat coming from it.

Colored tape which does not come off when damp or finger nail polish
Hot plate
Pan or tea kettle and water

use care with hot water

Pour some of the boiling water into hot water bottle. Feel the bottle. Bring a pan of ice cubes into the room. Let each student feel the ice cubes. Mix hot water and ice cubes to cool off water. Show how to turn on hot and cold water to get the right temperature for washing hands and face.

Hot water bottle
Pan of ice cubes
Hot water, ice cubes
Hot and cold water faucets

wash hands and face alone

Washing: Instruct students to push up sleeves, if long sleeves are worn. Insert a set stopper in lavatory and run hot and cold water to desired temperature. Moisten hands. If soap dispenser is available, tell the students how many times it should be released. Bar soap may be used with instructions to soap palm first and then back of hands.

Lavatory or sink in room
Soap dispenser or bar soap

Behavioral Objectives

wash neck and ears with reminder and supervision

Activities

Sing "This is the Way We Wash Our Hands" during the washing process.

Wet wash cloth and wring out. Demonstrate use of small amount of liquid or bar soap. Rub face, neck and ears with soapy wash cloth. Show how to to rinse wash cloth and carefully rinse face, neck, and ears to prevent itching from excess soap.

Demonstrate proper way to dry face, neck and ears and hands. Use both paper and cloth towels.

Sing "This is the way we wash our _____" as other washing activities are carried out. Show how to use lotion on face, hands, and neck to prevent chapping. Have a jar of vaseline available for students who do not have lotion or who have badly chapped and cracked hands and lips.

Instructional Aids and Materials

Tune: "Here We Go Round the Mulberry Bush"

Wash cloth
Bar of soap

Paper towels
Cloth towels

Hand lotion
Jar of vaseline

Note: Discuss washing activities with parents and suggest they encourage similar home activities. Suggest the use of vaseline to prevent chapped and cracked hands, feet and lips

See chart below

Have a chart to record student's cleanliness when he arrives at school. If he always comes to school dirty, and parent conferences do not improve the condition, give him an opportunity to "freshen up" in the restroom before room check. Select a "nurse" to check each child for cleanliness. If he gets a check mark for each day of the week, give him a star on Friday. Let the student find his own name and paste on the star. This chart may be monthly or weekly.

clean lavatory with reminder and supervision

Show students the correct way to clean lavatory with paper towel.
Sing "This is the Way We Clean the Lavatory." Students practice correct way to clean lavatory.

bathe body with help

Bathe rubberoid doll in small, plastic tub or wash basin.
Show how to soap, wash, rinse, and dry doll.
Give each child an opportunity to bathe doll.

Name	M	T	W	Th	F	Star
John						
Fidel						
Linda						
Mary						
Alice						
Robert						
Florinda						

Paper towels

Rubberoid doll
Plastic tub or washbasin
Towel, soap, water, washcloth

Behavioral Objectives

Activities

Instructional Aids and Materials

If you have a bathtub at school, let each student who does not have bathtub at home, take a bath at school. The aides can assist with the bathing. Coaches will supervise boys in tub or shower.

Find pictures of persons taking a bath.
Find pictures of clean and dirty persons.
Decide which one looks nicer.

Cleanliness movies (contact your school nurse for local or county movies available)

care for fingernails

Demonstrate cleaning nails with fingernail file. Demonstrate scrubbing of nails with small brush.
Sing "This is the way we _____" as each activity is carried on. Have "This is the way I do it" demonstration by each child.

clean shoes

Demonstrate the use of a mat by the door. Line up students and march outside. Return to room, cleaning shoes on mat.
Demonstrate use of tongue depressor, broom and paper towel in cleaning mud from shoes. Give opportunity for lots of individual practice on muddy days.
Encourage students to help friends clean shoes. Praise students for clean shoes and clean floor.
Have a room helper who will sweep up any mud brought in on shoes.

control drooling

Use full-length mirror to be sure child understands the meaning of drooling.
Encourage all students to help others care for themselves when drooling.

use facial tissues but may sometimes need to be reminded

Ask each student to bring in box of facial tissue with supplies at beginning of school year. Place a box on teacher's desk or other designated place for use by all students.

dispose of facial tissue

Demonstrate the uses of facial tissue (coughing, sneezing, drooling).
Have "This is the way I do it" demonstrations by students.

Demonstration by teacher.
"This is the way I do it" demonstrations by students.

Other suggested activities related to Cleanliness: Play matching games suggested in Primary Cleanliness Area.
Find pictures of bathroom furniture and fixtures found in home and school. Paste them in a booklet. Name the furniture or fixtures found.
Find pictures of articles found in bathroom. Sort according to color.

Note: Contact parents who do not have bathtubs and invite them to have a bath at school. Ask them to supervise their child while bathing at school. If parents refuse to come to school, make home calls and send home notes describing bathing techniques.

Pictures of people taking baths
Pictures of clean and dirty people

Fingernail file
Nail brush

Mat for cleaning shoes

Tongue depressor
Paper towel
Broom

Dust pan and broom

Full-length mirror
Facial tissue, and helpers

Facial tissue

Facial tissue

Facial tissue
Waste basket

Magazines
Paper for booklet
Pictures of articles found in bathroom

Behavioral Objectives

Rest

The child will be able to:
 respond to simple
 rest directions

rest quietly after meals
 or activities without
 direction from teacher

tell what time he goes to bed

Feeding

The child will be able to:
 identify many of the
 foods served in school
 cafeteria

Activities

Vocabulary Development for Oral Language

rest quiet close your eyes pretend
 sleep limp put your head on your desk

Use fingerplays to teach vocabulary.

Set up a regular routine for students to follow: After recess, come into the room and put your head on desk; or, after lunch, come into room, get your mat (or go to your cot), rest quietly on floor.

Play soft music or music students especially enjoy so they will listen.
 Play story records or read stories students enjoy.

Talk about things you do before going to bed (eating dinner, watching television, taking a bath, etc.)
 Encourage students to get plenty of sleep. Show pictures of happy and sleepy children.

Vocabulary Development for Oral Language

fruits	peas	cookies
apple	potatoes	vegetable salad
orange	corn	fruit salad
peach	lettuce	breakfast
pear	tomato	meat
grape	carrots	hamburger
lemon	dinner	turkey
grapefruit	beef	mayonnaise
lunch	chicken	buns
ham	mustard	chile
hot dog	cornbread	tortilla
fish	spinach	tamale
hot rolls	milk	posole
vegetables	bread	spanish rice
beans	cake	
other foods served in your school cafeteria		

Instructional Aids and Materials

Pictures to illustrate rest concepts
 (actual participation best for development
 of these concepts)

Talking Time pp. 21, 25

Record player
 Quiet records
 (See Suggested Materials at end of Skill Area)
 Story records, stories

Pictures to illustrate sleep

Note: Encourage parents to get child to bed
 for needed rest.

Actual foods whenever possible
 Good colored pictures of food
 (before and after cooking)
 Artificial foods
 Peabody Kit Level P has some good artificial
 food

Behavioral Objectives

wash hands before lunch with reminding

carry tray with no spilling

take small bites

eat with mouth closed with reminding.

use spoon

use fork

use knife to cut soft meat

use napkin when reminded

scrape tray and return to proper place with reminding

report spills and ask for help to clean up

Activities

See Cleanliness Activities for washing hands.

Set up a mock cafeteria to practice carrying tray. Borrow tray and silverware from cafeteria. Carry tray from one end of room to another.

Using a large sheet of brown butcher paper, draw a tray and the outline of silverware and milk. Let each student place the milk and silverware on the proper outline. Explain that these articles may be placed in the right position to prevent spilling.

Demonstrate proper biting and chewing. Let students demonstrate for rest of class.

Use small mirror to watch self biting and chewing with mouth closed. Show and discuss pictures illustrating right and wrong way to eat. Have tea parties to practice good eating habits. Demonstrate right and wrong ways to eat foods (Perhaps a class in the school would send students down for demonstrations).

Have a "This is the way they did it" demonstration by TMH students showing how regular students performed.

Stress the three finger position for holding the spoon and fork.

Name the kinds of food we eat with a spoon; with a fork; or cut with a knife. Demonstrate use of silverware using food they have difficulty eating whenever possible. Have lots of play periods to practice holding silverware properly.

Have tea party for dolls. Show proper use of napkin. Have a snack period, stressing proper use of napkin.

Set up an area in room (similar to that found in school cafeteria) for scraping tray, putting paper in wastepaper basket, and stacking trays to be washed.

Plan a field trip to a local cafeteria. Ask manager to show students where they go through the line to select food, and what they do with their tray after reaching the table.

Set up a mock cafeteria. Tell one student to spill his tray. Ask another child to demonstrate what he should do. Select another child for "custodian". Send for custodian to clean up spill.

Instructional Aids and Materials

Mock cafeteria
Trays and silverware from cafeteria

Butcher paper with outline of tray, silverware and milk

Crackers, cookies
Finger foods

Small mirror
Pictures showing good and poor eating habits
Small tables and chairs
Finger foods
Regular student demonstrations of good and bad eating habits

Spoon
Fork
Knife

Child-size table, tea set, dolls, napkin, juice, crackers

Trays, garbage can, empty milk carton, silverware

Field trip to local cafeteria

Mock cafeteria
Broom
Mop and dust pan

Behavioral Objectives

clean table when eating at home or at room party when reminded

eat from own plate at home and school

sit at the table with good posture

determine edible and inedible substances

choose some needed foods

Activities

Have a "pretend party." Show students how to brush crumbs from table (with napkin) into a waste basket.

Pretend you are a "mother" or "father." Show your "child" how to take his napkin and brush food from the table onto his plate.

Pretend you are a waitress in a cafeteria.

Show how to brush food from table onto tray, using napkin.

Encourage good eating habits so that food is not scattered or spilled on the table. Then only a little cleaning of the table will be necessary.

Talk about eating all the food on your plate so you won't get hungry.

Ask for a second helping if you are still hungry, rather than take food from another's plate. He might not have enough to eat if you take his food.

Ask other students in your school to demonstrate right and wrong posture.

Let TMF students demonstrate correct posture.

Show right and wrong pictures. Praise students who sit properly.

Play "Do we eat this?" Use pictures of foods. Variation: Use pictures of foods and toys. Decide which ones are eaten.

Make chart of edible foods -- name each food.

Make chart of inedible things -- name each and tell why we don't eat it.

Picture or Object Game: Leader holds up picture or object and asks:

"Do we eat it?" If the student answers correctly, he holds up next card.

Learn the names of foods we eat. The teacher will name one food and the child will find it. Have a store set up. Separate the cans into foods and cleaning products, etc.

Let each student get one box and one can from the store. Decide whether the things are edible or inedible.

Buy something from the store. Have two or three clerks. The clerk who finds the can or box for the student will sell it to him. The student may buy the can or box if he can tell whether it is edible or inedible.

Make health posters or booklets showing foods you would eat for each meal.

Make a booklet showing the foods you ate in the cafeteria for a week.

Have pictures of six or eight foods. Select the foods you will need for one meal. Tell why you selected the foods.

Visit a fruit and vegetable store. Ask the manager if he sells anything that cannot be eaten.

Instructional Aids and Materials

Napkin

Waste basket

Napkin

Plate

Napkin

Tray

Note: Encourage parents to supervise eating, so good eating habits will not be broken.

Demonstrations by regular students

Pictures showing good and bad posture.

Many pictures of foods

Pictures of toys

Chart of foods

Chart of inedible substances

Picture or objects

Models of food

Pictures of food

Store with many empty cans and boxes

Note: Suggest that parents send cans and boxes for store so you will get foods common to each home

Magazines

Paper or tagboard

Paste, scissors

Cafeteria menu

Pictures of foods

Field trip

Behavioral Objectives

Activities

Make a booklet showing foods you saw on field trip (these may be pictures of drawings by students).

Other activities related to eating: Talk about foods we ate (or will eat) at lunch. Have pictures of food for identification. The teacher will read the food from the menu and the child will find the picture.
Decide which foods are meat, vegetables, or fruits.

Talk about the silverware used to eat each food. Find food pictures. Paste them on charts for later identification. (It may be necessary for the teacher to do some of the cutting and pasting if charts are to be preserved for later use.)

Take shoe or cigar boxes and make a separate box for each of the following: fruits, vegetables, meats, beverages, and desserts. Paste several pictures on the top of each box so the students can easily recognize the category.
Give each student pictures of fifteen foods to place in the proper box.
After he has sorted the pictures, let him name them for you as you check to see that the pictures were placed in right category. Collect two or three identical pictures of foods. Give each student ten pictures and ask him to match the ones which are alike.

Play "Soup Stone" — a beggar has a soup stone.

The students are holding vegetables needed for the soup. He goes to each student and asks if he can make soup. If the student answers "yes" the beggar asks him for one of the vegetables. If he is holding the vegetable, he gives it to the beggar. If he is not holding the vegetable, the beggar must go to the next student and continue begging until he receives all the vegetables he needs. When the necessary ingredients have been obtained, take turns preparing the vegetables for soup. After the vegetables are cooked, eat the soup with crackers. Practice good eating habits and use napkin. Clean table after eating.

transfer all learned skills to classroom parties and home

Have classroom parties on special occasions.

Encourage proper eating habits.

Have "Open House" and invite parents to school cafeteria with own child to observe his eating habits.

Instructional Aids and Materials

Paper
Pictures

Note: Ask secretary to prepare cafeteria menu for each child to take home. Encourage parents to question child regarding lunch

Silverware
Food Pictures
Tagboard

Cigar or shoe boxes
Good pictures of fruits, vegetables, meats, beverages and desserts
Fifteen foods which can be easily stored in the above categories

Identical food pictures for matching

How to cook soup

Salt, water, carrot, potato, celery, milk, bouillon cube
Food parer
Knife
Spoon

Crackers

Hot drink cups or bowls
Plastic spoons, napkins

Classroom table

Refreshments for party

Note: Talk to parents regarding eating skills practiced at school
Encourage home cooperation

Behavioral Objectives

Dressing

The child will be able to:
 give correct name for articles of clothing and dressing skills

Activities

Instructional Aids and Materials

Vocabulary Development for Oral Language

boots	lace	right	coat hanger
shoes	tie	left	coat rack
coat	button	socks	sweater
cap	mitten	blouse	garment
zip	gloves	shirt	pants
scarf	jacket	jeans	dress
lost and found box			

Articles of clothing
 Pictures of clothing

remove outer garments with help

Remove outer garment with supervision. Make certain the garment is right side out so it will be ready when needed.

hang outer garments in proper place

Hang the garment on coat hanger.
 Button or zip garment so it will not fall off.
 Hang coat hanger under name card.

Outer garments

find own outer garment put on outer garment and work zipper if started

Pretend you are going outside. Find your coat, bring it into the room, put it on, etc. Practice with button and zipper dressing frames.
 Practice buttoning and zipping own garments.

Coat hanger
 Coat rack

Student name cards placed above rack.

Own coat

Button Dressing Frames

Zipper Dressing Frames, own outer garments

Fingerplays - "Dressing up"

Let's Do Fingerplays pp. 16-20

put on mittens with supervision

The following procedure may prove helpful in putting on or taking off mittens.

1. Take off right mitten
2. Put right mitten in right pocket of coat or jacket
3. Take off left mitten
4. Put left mitten in left pocket of coat or jacket
5. Take off coat
6. Hang up coat

Mittens
 Coats

When ready to put on mittens

1. Put on coat
2. Put left hand in left pocket and get left mitten
3. Put left mitten on left hand
4. Put right hand in right pocket and get right mitten
5. Put right mitten on right hand

Note: This procedure may be used with gloves when child learns to put on gloves

Behavioral Objectives

put on boots
 put on shoes, but may
 not be able to tie them

Activities

Practice taking off and putting on own boots.
 Practice taking off and putting on shoes.
 If shoes lace, take out laces and put in again. Make a game of following, developing rhythmic movements: Stress that the lace on the right side is always the leader.

1. Thread lace through both bottom holes
2. Put ends together and pull to make both sides the same length
3. Put right string across and thread
4. Pick up left string and thread across
5. Put right string across and thread
6. Tie bow. Practice tying bow around body using terry cloth belt.

Use Montessori Boards for lacing and tying.

Fasten two ribbons of contrasting color to edge of board. Tie bow.

tie scarf with help

Use large plastic bottle for head model to practice. Place the "head model" facing the same direction as the child so the tying will be more realistic.
 Suggest tying scarf in double-knot so it will stay in place.
 Get doll ready for cold or windy day.

adjust clothing with large
 buttons

Fasten and unfasten clothing.
 Use Dressing Frames with large buttons.
 Use Buttoning Vests with large buttons.

recognize own clothing in
 lost and found box

Play "Whose Garment is This?" Hold up an outer garment and let student identify own clothing

Pretend coat is lost. Look in room "lost and found box."
 Let student identify coat in box.

Bring old clothing from home for room "lost and found box."
 Put one or two coats into box with the clothing.
 See if student can find his own coat among the clothing.

Instructional Aids and Materials

Boots
 Own shoes
 Lacing shoe

Terry cloth belt

Montessori Dressing Frame
 Board with 2 ribbons of contrasting color
 attached to it

Large plastic bottle
 Scarf
 Doll, doll clothing

Own clothing
 Button Dressing Frames
 Vests with large buttons

Student's outer garments

Lost and found box
 Student's coat

Old clothing from home
 Several students' coats

Skill Area - Self-Help
Level - Prevocational

Behavioral Objectives

Physical Health and Hygiene

The learner will be able to:
use correct names for
grooming aids

C.A. 13.0-16.11
M.A. thru 6.11

Activities

Vocabulary Development for Oral Language

comb	grooming	napkins (girls)	toothpaste
brush	nail brush	clothes brush	deodorant
facial tissue	fingernail file	toothbrush	

make-up as needed by individual young ladies

Review activities in Primary and Intermediate area for learning articles in Good Grooming Box.

Put several articles from Grooming Box into paper bag. Let students feel them and guess what is in the bag.

Make a "Good Grooming Book." Cut pictures from magazines. Paste all the the combs on one page, toothbrushes on another, etc. Copy the word for each page from the board. Cover with construction paper and an original drawing of a well-groomed person.

Show your book to the class and tell them the name of each article pasted in book.

make own grooming
box with minimum of
help

Let each student decorate his box as he wishes. Have various materials available for his selection. Be certain each box is well marked for easy identification.

(Locker space is needed at this age level to store additional grooming supplies and clothing which may be needed. If regular school lockers are not available, search your school or second hand store for old cabinets, file or wooden, or drawers used for sorting or storing equipment. Put name on his space.)

keep his own locker
neat and clean

Instructional Aids and Materials

Note: Encourage teachers to contact Child Development Center, Santa Fe for professional aid in health care.
Actual grooming aids
Pictures illustrating good grooming

Paper bag
Articles from Good Grooming Box
Pictures of grooming aids
Paper, paste, construction paper

Large sturdy box
Articles to fill box

Wall paper, scissors, construction paper
paste, miscellaneous materials

Regular school lockers with locks (Use key
locks; combination locks are too confusing)

Bulletin board showing pictures of "good
housekeeper."

Behavioral Objectives

shine own shoes with supervision

shave with supervision

manicure own nails with supervision

Personal Cleanliness

The learner will be able to:
bathe with minimal supervision

use deodorant with supervision

Activities

to the person or persons having the neatest and cleanest lockers. (This might be a bulletin board display showing a picture of child.)

Set up Shoe Shine Corner for use during specified grooming periods.
Practice shining own shoes.
Practice shining friend's shoes.

Have shaving equipment in the room for demonstration and use (with supervision) by few who may need it.
Have a screen so girls can be separated from boys for underarm and leg shaving.

Have manicure set in room for demonstration and use during specified grooming periods.
If students have difficulty manicuring own nails, manicure a friend's nails for practice.

(Review vocabulary from Primary and Intermediate areas. Vocabulary for this level will be taught as the need arises.)

Make a bulletin board showing equipment needed for a bath.
Demonstrate giving a doll a bath (at this age level, you may want to divide the boys and girls for specific cleanliness instructions). Discuss the importance of taking a daily bath or shower.
Give lots of time for students to bathe doll. Talk about the different kinds of baths (shower, tub, sponge).
Take a trip to the Boys and Girls P. E. locker rooms to see the showers.
Ask the P. E. instructors to assist you in giving the students a shower on a very hot day.

Ask school nurse to discuss importance of frequent baths and use of deodorant to prevent body odor.
Encourage the use of deodorants before coming to school. (If there is an unpleasant odor about a student, give him an opportunity to go to the restroom

Instructional Aids and Materials

Note: An instant type camera making needed pictures is a must

Shoe shining kit, shoe polish

Note: Don't forget to ask for shoe polish when an organization offers supplies

Shaving equipment
Screen

Manicure set

Note: In starting Grooming Book show well groomed people. As each grooming area is studied, add to book, pictures illustrating that area

Pictures of things needed to bathe
Plastic tub, soap, towel, doll, wash cloth

Girls and Boys P. E. showers

Note: If there are no bathroom facilities in the home, invite the parents to school for showers. Enlist help of parents in supervising showers in P. E. dept.

School nurse

Behavioral Objectives

select clean clothing
(with some supervision)
to wear after bathing

Activities

to sponge off and to use deodorant.)

Discuss cleanliness of clothing. Show pictures of persons wearing clean and dirty clothing. Decide which persons you would want for friends.

Get a pair of dirty socks. Put in a jar and keep tightly closed for several days. Take off lid and let each student smell. Explain that dirt cannot always be seen, but can be smelled. Talk about the need for frequent change and airing of clothes

Smell the socks again. Explain that all clothing worn next to the body should be laundered every time it is worn.

Make a booklet showing clothing worn next to skin. Give reasons why these clothes should be changed everytime you wear them.
Demonstrate washing clothes by hand.

Let students bring some of their underwear and socks from home to wash.

Show proper use of water softener or fabric softener and detergent.
Explain that it is easier to wash clothes that haven't been worn too long and become filthy. Wash some drip-dry clothes if you have a washer and dryer.

Show movies for boys. (See your school nurse for suggestions.)
Show movies for girls. (See your school nurse for suggestions.)

clean up restroom after
self with supervision

Take turns cleaning restroom.

Talk about dirty restrooms you have seen.

Ask school nurse to come in for discussion of diseases caused by filthy restrooms.

Find pictures of clean restrooms. Mention how pretty they are.

use public restrooms

Discuss community responsibility in use of public restrooms.

Take a field trip to a nearby public restroom. Compare public restroom with school restroom. Find out who cleans public restrooms.
Discuss ways to keep all restrooms clean.

Enlist cooperation of school nurse, coach and principal in periodic checks on students in restrooms without supervision.

(Make certain that the students understand that restrooms are not places to play. This will help older students understand that they do not linger in public restrooms to make new friends.)

Instructional Aids and Materials

Pictures of persons wearing clean and dirty clothing

Old pair of dirty socks
Jar with lid

Construction paper
Catalogs, paper and paste

Socks, underclothes for washing

Fabric softener
Detergent
Washer and dryer

Movies
Movies

Cleanser
Toilet bowl cleanser
Brush

School nurse
Pictures of pretty restrooms

Public restroom
Field trip

School nurse
Coach, principal

Note: Caution parents to train boys to use zipper instead of dropping pants to floor in public restroom. There are still many misunderstandings of mentally retarded adults and immature behavior may be misinterpreted

Behavioral Objectives

The learner will be able to:
 recognize some of the written words and use the others in oral language

Activities

Take small groups of students of a restroom. Let them take turns going into the stall with the door. Stress closing the restroom door when using public restroom.

Vocabulary Development for Self-Care and Oral Language

toilet	boys	ladies	urinal
restroom	girls	gentlemen	toilet paper
lavatory	women	soap	napkins (girls)
shower	men	tub	towel (paper, cloth)

Make flash cards of the words you are teaching the students to recognize.
 Play word games — Hold up card and give clues to what the word is.
 Let the child who guesses correctly hold the card. Put words over doors — Say "Who goes thru this door?" "Why?"

care for teeth at home and school with some reminding and supervision

Find pictures on dental care to be used on bulletin board.
 Make chart for record of students who brush their teeth before coming to school.
 Let each student find his name, the correct date and put a star.
 Ask school nurse to discuss foods that cause tooth decay.
 Ask school nurse to demonstrate brushing teeth.

Get old teeth from dentist. Place one tooth in a baby food jar with a substance which will cause tooth decay. Close jar tightly and leave for several weeks or months to note rate of decay.
 Visit a dentist's office. Ask the dentist to show you how he cares for teeth.
 Take a field trip to a local dental association for bulletin board pictures.

Take field trip, if possible, to local dairy council for bulletin board pictures and stories.
 Ask someone from the Dental Association to visit your room and talk with the students so they can be friends with several dentists.

Instructional Aids and Materials

School restroom

Flash cards for boys, girls, women, ladies, men, gentlemen, toilet
 Find articles or colored pictures of others words

Flash cards

Pictures on dental care
 Chart with child's name, days of week

School nurse

Substance which will cause tooth decay
 Old teeth
 Baby food jar with lid
 Dentist's office

Excellent pictures may be obtained from:
 American Dental Assn.
 22 West Superior St.
 Chicago, Illinois

National Dairy Council
 115 North Canal Street
 Chicago, Illinois

Dental Council of the Rio Grande Valley
 135 Madison N.E.
 Albuquerque, New Mexico

Behavioral Objectives

use correct word for vocabulary related to ears, nose, mouth, eyes

give acceptable care to mouth with reminding and supervision

Activities

Filmstrips about dentists. (Ask your school nurse for suggestions.)
Filmstrips and Films (talk with your dentist and school nurse for suggestions)

Vocabulary Development for Oral Language

nose	doctor	lips	eyelashes	ears
sneeze	office	well	blind	hearing aid
cough	mouth	nurse	see	deaf
facial tissue	tongue	eyes	dentist	audiometer
smell	teeth	eyelid	sick	hospital

Make flash cards for doctor's office, nurse, dentist's office, and hospital. Tell how the doctor, nurse, and dentist help them, holding up these words as you talk.

Make a bulletin board using pictures of hospital, doctor, nurse, and dentist. Put the written word under each picture.
Match flash cards with words under pictures.

Have a mystery box for each of four senses. Paste a flannel nose on first box, flannel mouth on the second box, a flannel eye on the third box and a flannel ear on the fourth. Collect a supply of objects and foods to represent the concepts of smell, see, taste, and hear.

Divide class into two small groups. Give two mystery boxes to each group. Mix the objects in the boxes. Sort into correct mystery box. (This project will need supervision.) Name the sense organ used with each object.

Work with facial puzzles to learn the proper position of nose, eyes, mouth and ears on each person. (Suggested puzzles are baby, sister, brother, mother, father, grandmother, and grandfather.)
Find large faces of individuals. Cut out face and paste on cardboard. Cut into puzzle of eight or ten pieces. Work the puzzle. Identify the parts of the face and tell the use of each part.
Make a felt face for use on flannel board. Have removable eyes, ears, nose and mouth.

Talk about uses of mouth and reasons why it should be kept clean.
Remind students to brush teeth at home to prevent bad breath.
Introduce mouth wash. Demonstrate gargling and spitting.
Ask school nurse to review cleanliness activities for mouth.
Films and filmstrips suggested by school nurse.
Practice "This is the way I do it" when sneezing and coughing.

Instructional Aids and Materials

Movies and filmstrips

Models which can be taken apart (often available from Health and Science teachers)
Good pictures of eyes, nose, mouth and ears

Pictures of doctor, nurse, dentist, hospital

Flash cards of above word

Food mystery boxes
Sense organs made from flannel
Objects and food

Small groups
Two mystery boxes

Puzzles available from Dev. Educational Learning Materials

Faces in color from magazines
Cardboard
Paste

Flannel board with removable features

Mouth wash for each student
School nurse
Films and filmstrips
Facial puzzles

Behavioral Objectives

give acceptable care to eyes with supervision and reminding.

give acceptable care to ears with reminding and supervision

give acceptable care to nose with reminding and supervision

Activities

Examine model of eye. Teach the parts of the eye according to the abilities of your students.

Discuss reasons why we must take care of our eyes.

Show how to remove matter from eye before coming to school.

Ask a person who wears glasses to come to room and demonstrate proper care of glasses.

Ask a blind person to come to school and bring his "Seeing Eye Dog."

Use eye chart and test vision of students.

Play "Blindman's Bluff" -- try to find someone in the classroom while you are blindfolded.

Blindfold each student and let him try to guess what something is by feeling it.

Borrow Braille books from regional Braille society to demonstrate how blind people read. Borrow large print books to show how partially seeing persons read.

(Bring all resource persons and materials to classroom to help explain that some of these conditions might exist for us if we do not take good care of our eyes while we are young.)

Films and filmstrips suggested by school nurse.

Examine model of an ear.

Demonstrate proper cleaning of ear.

Ask school nurse to discuss the dangers of putting things into your ears.

Pretend you do not hear well. Ask students to close eyes and whisper a command very softly. See if students respond to command. Explain that hard of hearing or deaf persons cannot always hear sounds.

Ask a hard of hearing person to come to school and talk with the students.

Invite someone who wears a hearing aid to talk with the students.

Use audiometer to test hearing of all students.

Have a short clean up time for students who do not clean ears before coming to school.

Films and filmstrips suggested by school nurse.

Make posters showing games we should not play near someone's ear.

Make a mystery box. Place a number of objects with different odor in the box.

Ask student to close eyes. Hold up one of the objects under his nose for identification.

Ask nurse to show how to blow nose when you have a cold.

Demonstrate use of facial tissue when coughing and sneezing.

Instructional Aids and Materials

Model of eye

Wash cloth, warm water
Person who wears glasses

Blind person
Eye Chart
Blindfold cloth

Blindfold cloth
Object a child recognizes
Braille book
Large print books

Films and filmstrips

Model of ear
Wash cloth, warm water

School nurse

Hard of hearing, resource person

Resource person who wears hearing aid
Audiometer
Restroom

Films and filmstrips
Posters, pictures

Mystery box
Articles or foods to smell

Demonstration by school nurse
Facial tissue

Behavioral Objectives

use correct words for conditions of hands and proper cosmetics for them

care for hands with supervision

use correct words related to feet and their care

care for feet with supervision

Activities

Discourage unsightly nose picking. (Suggest child keep his hands in his lap if he is not working.)
 Show what can happen if you get facial make-up into nostril (sneezing, burning, swelling, etc.)
 Discourage use of make-up until proper techniques are learned.
 Films and filmstrips suggested by school nurse.

Vocabulary Development for Oral Language

hands rough dirty lotion vaseline
 soft clean chapped cream

Show pictures and identify the conditions of the hands.

Then ask, "Which picture shows rough hands?" etc.

Find pictures of rough or chapped hands.

(Roughness may be illustrated by cutting a hand out of sandpaper.)

Discuss causes of roughness and mention that it can be prevented by use of lotion or cream. (If unable to afford lotions or creams, ask parents to provide vaseline.)

Discuss reasons for having clean hands when eating or handling food.

Review washing techniques and application of lotion.

Show pictures of nice, clean hands and dirty, rough hands.

Describe the care each set of hands received.

Show pictures of beautiful hands with manicured fingernails.

Review care of fingernails.

See that each student has necessary equipment to care for his fingernails.

(These may be articles in own Grooming Box or articles available from room manicure set.)

Demonstrate what rough hands will do to delicate clothing.

Films and filmstrips suggested by school nurse.

Vocabulary Development for Oral Language

feet toe trim cut bunion
 foot toenail corn file

Find pictures of feet.

Demonstrate the washing of feet using a doll. Give students time to wash doll's feet.

Show how to trim toenails.

Instructional Aids and Materials

Films and filmstrips

Pictures showing various conditions of hands
 Bottle of lotion, jar of cream and jar of vaseline

Magazines

Hand cut from sandpaper

Lotions

Creams

Pictures of clean hands, pictures of rough, dirty hands

Pictures of hands with manicured nails

Materials needed for nail care

Sandpaper hand, pair of hose or other delicate clothing

Films and filmstrips

Pictures of feet

Flannel board foot with removable parts

Plastic pan, doll, wash cloth, soap, water

Scissors

Behavioral Objectives

Caution against buying shoes too small.
Ask nurse to discuss diseases of the feet and how to prevent them.

use correct words for conditions of skin and its care

Vocabulary Development for Oral Language

skin	smooth	soap	bathtub	facial tissue
clean	rough	towel	lotion	cream
dirty	chapped	bathing	wash cloth	

Look for pictures of materials used in skin care. Identify each material. Make a booklet from pictures, save them for future identification or use them for bulletin board display.

care for skin with supervision

Review correct way to wash hands and face, then show how to dry hands and apply lotion to prevent chapping.

Review correct procedure in taking bath. (Stress that bathing is a private matter and should be done with the bathroom door closed.)

Demonstrate cleansing of skin using cream and facial tissue or cream and soft cloth.

Ask your public health officer to visit the room. Ask him to bring individual containers for germ growth. (Let students touch inside of box, breathe into the box, etc. Close tightly and watch bacteria form.)

Mention the need for own towel and wash cloth to prevent spread of germs. Ask nurse to discuss common skin disorders and how they can be prevented.

use correct vocabulary when discussing menstrual care

Vocabulary Development for Oral Language and Understanding

belt — put on belt
deodorant — put deodorant on napkin
napkin — place napkin properly, change napkin regularly
bathing — wash or bathe carefully during this time
Wrap napkin carefully and put in waste basket.
Period cramps

care for self during menstrual period with reminding and help

Have each girl bring a box of napkins and belt to school to leave in her locker. Label box with girl's name and place in locker.

Ask each girl to bring a change of underclothes in case it is needed. Label and place in locker.

Ask nurse to talk with girls regarding personal hygiene during menstrual period.

Set aside an area of the room (hidden by screen) so the girls can demonstrate the

Instructional Aids and Materials

Clippers
School nurse

Real articles whenever possible
Pictures to illustrate conditions of skin

Pictures of materials used in skin care

Wash basin, soap, towel, lotion

Wash basin, soap, towel, doll, wash cloth

Facial tissue, cream, cloth

Public health officer
Containers for germ growth

School nurse

Actual articles

Note: Talk with mother regarding procedures practiced at home. Ask mother to report to teacher when period starts

Slides, Clausen and Roach

Napkin and belt

Change of underclothes

School Nurse

Large doll, napkins, belt, water, washcloth

Behavioral Objectives

correct care of self during period, using a large doll.
 Encourage participation in school activities except when she has cramps.
 Show films shown to Sixth Grade Girls.
 Show other movies suggested by coach or school nurse for boys.
 Check all unpleasant odors. Take individual girl to restroom and supervise while she washes properly, deodorizes pad, changes napkin and disposes of it.
 Explain the odor to her. Mention that people do not like to smell this odor.
 Repeat this procedure with each student until the odor is not present.

use words which describe the hair and its care

care for hair with reminding and supervision

rest when reminded

Activities

Instructional Aids and Materials

soap, wash basin
 Movies
 Movies
 Supervised menstrual care in restroom as needed

Vocabulary Development for Oral Language

hair	trim	detergent	beauty school
comb	clean	cut	curlers
brush	healthy	bobby pins	dandruff
set	tease hair	dryer	For Girls Only
shampoo	rollers	beauty operator	

Find pictures of well-groomed hair. Discuss how the hair was cared for.
 Make a bulletin board showing hair styles suitable for young ladies. Tell how the hair was cared for.
 Find pictures of articles needed to care for hair. Put pictures on bulletin board.
 Comb hair in front of mirror.
 Ask beauty school to send students to give demonstrations on shampooing, brushing, curling, etc.
 Get hair dryer for room so hair can be shampooed and styled each week.
 Ask beautician to give demonstration on combing and brushing of hair.

Show how to clean comb and brush. (Place both in basin or lavatory. Add about a teaspoon of detergent. Pour hot water over comb and brush. Let set about 15 minutes or overnight. Brush out stubborn dirt with old toothbrush.)
 Make certain that each girl has a comb and brush for her Good Grooming Box.
 Discuss reasons why hair should not be combed in public places.
 Show pictures of well-groomed hair and hair in curlers. (Suggest that young ladies not leave home when hair is in curlers.)
 Discuss dandruff and what causes it. Find pictures showing dandruff, or add it to dark clothes using white tempera paints.
 Set off a special corner for hair grooming.
 Put up a screen with sign, "For Girls Only."

Discuss reasons for getting plenty of sleep.

As many actual objects as possible
 Pictures of the other objects

Pictures of well-groomed hair
 Pictures of hair styles suitable for teenagers
 Pictures of articles used in hair care
 Mirror, comb
 Students from beauty school

Hair dryer
 Beautician

Basin
 Detergent
 Old toothbrush, comb, brush
 Comb
 Brush

Pictures of well-groomed hair, hair in curlers
 Pictures illustrating dandruff

Screen
 Sign, "For Girls Only"

Note: If students seem unusually tired for periods of time, talk with parents concerning sleep habits.

Behavioral Objectives

Bring clock to room. Set the clock at the time teenagers should go to bed and get up. Show pictures of happy and grouchy people. Decide which ones we would want for friends. Ask school nurse to talk about need for sleep. Show movies and filmstrips suggested by school nurse.

Instructional Aids and Materials

Clock

Pictures of happy and grouchy people

School nurse

Movies

Filmstrips

Note: It is time to start developing an understanding the need for medical care and hospitals. Visit a doctor's office or ask someone from the Medical Association to tell the class how doctors make us well and to stress that medicine is taken under doctor's orders only. Visit a hospital, if possible. Ask a nurse in a white uniform to come visit and talk about hospitals and how they care for us.

Eating and Table Manners

The learner will be able to:
use the right vocabulary for eating

get ready for lunch when reminded

eat all food on tray

Activities

Bring clock to room. Set the clock at the time teenagers should go to bed and get up. Show pictures of happy and grouchy people. Decide which ones we would want for friends. Ask school nurse to talk about need for sleep. Show movies and filmstrips suggested by school nurse.

Vocabulary Development for Oral Language

meal	drive-in	vegetables (names as needed)
lunch	fork	fruits (names as needed)
dinner	spoon	meats (names as needed)
breakfast	knife	salads (names as needed)
cafeteria	custodian	desserts (names as needed)
restaurant	cook	

Review reasons for having clean hands when eating.

Review correct procedure for washing hands.

Practice lining up and staying in line while washing hands and waiting for others to finish.

Give lots of opportunities for washing hands so students will form habit of washing when hands become dirty.

Stress quiet talking in line and in cafeteria.

Make posters showing a well-balanced breakfast, lunch, and dinner.

Collect pictures of foods eaten for lunch and sort according to fruits, vegetables, meat or main dish, salads, desserts, drinks.

Actual foods before cooking
Pictures of cooked food
Pictures of places to eat

Lavatory or wash basin
Soap, paper towels

Box labeled for each category (shoe boxes cut down or hosiery boxes make excellent storage units.)

Paste a picture and the word for each category on top of box

Behavioral Objectives

use knife for cutting in sawing fashion

identify and use proper utensil when eating meat, soup, dessert, etc. with reminding

eat at a reasonable speed most of the time

save dessert until end of meal

Activities

Invite the cafeteria supervisor to speak to your class and explain how she plans meals.
 Visit your local dairy association for excellent pictures showing the different foods we should eat each day.
 Talk about the foods we will have for lunch. See if foods from each food group are being served. Explain that well-balanced meals keep us well. Encourage students to eat all food on tray.
 Make a monthly school lunch booklet. Find pictures of the foods you ate for lunch. At the end of the week, check your booklet against the school menu to see if you have eaten properly.
 Visit the cafeteria for short tours, meeting the cooks to learn how they plan and prepare the meals.

Demonstrate correct use of knife.

Take turns showing your friends how to cut with a knife.

Borrow a churn and get carton of cream from local dairy association (Most will donate it.) to make butter. If churn is not available a quart jar may be used. Put the cream in a jar, screw lid on tightly and shake. When butter is made, drain off milk and work out excess milk using butter paddle or spatula. Add salt to taste and refrigerate. (Sometimes grandmothers are happy to visit school and show the students how to make butter.)

Next day, let girls make pancakes from pancake mix. (This can be cooked in electric skillet or hot plate and skillet, if stove is not available.)

Serve the pancakes to the boys to be eaten with butter and syrup.

Demonstrate correct way to cut butter and the pancakes.

Matching Games: Have set of plastic spoons, forks and knives.

Find pictures of foods we enjoy. Match the food with the correct eating utensil.

Speech Improvement Game: Teacher: "What silverware do you use when eating ice cream?" Student: "I eat ice cream with a spoon, etc."

Make posters showing foods we eat with fork, spoon and knife. Identify foods and silverware.

Carefully supervise eating habits in school cafeteria.

Remind students of proper procedures in the dining area, but not to the point that he is ridiculed by other students in dining room. Call attention to bad eating habits when you return to classroom.

Set up mock cafeteria in room. Make trays using cardboard and butcher paper. Find pictures of the foods for each meal (enough pictures for each student).

Instructional Aids and Materials

Cafeteria supervisor

Field trip to local dairy association

Paper, paste
 Magazines
 Lunch menu
 Tour of school cafeteria

Churn
 Cream

Spatula or butter paddle
 Salt
 Stove or electric skillet
 Or hot plate and skillet
 Butter, syrup

Note: Don't forget to brush teeth after eating

Plastic set of silverware
 Food pictures

Food pictures
 Tagboard

Trays drawn on butcher paper or cardboard
 Pictures of foods served in cafeteria

Behavioral Objectives

wipe mouth when necessary with occasional reminding

scrape and return eating utensils

clean up table after eating

report and clean up spills

set table

Activities

Select two persons for co-orks. Let them put the pictures of the foods on the trays. Let each student get his tray and march to the table. Talk about the foods on tray and which ones we eat first. Identify the dessert and leave it until all other food on tray is eaten.

(Note the students who need practice in cleaning mouth, chewing, etc.) Discuss ways to keep mouth clean.

Let students eat finger foods, watching self in mirror, so he will be aware of dirty mouth. Demonstrate eating slowly, with mouth closed pointing out that the food cannot get on the mouth and face if we chew with mouth closed. Remind students to use napkin frequently in dining area. In room look at pictures of persons with dirty faces and clean faces. Decide which ones we would want for friends.

Have a room check to see how many students have clean mouths when they return to room. Give students time to wash face when brushing teeth.

Observe students in cafeteria, noting area in which they need practice. Set up mock cafeteria in room with area for scraping trays. Demonstrate correct way to scrape tray for those having difficulty.

Demonstrate cleaning table by brushing spilled food onto tray with napkin before leaving table. Put paper on table in room for student practice.

(This will be an excellent opportunity to involve your school custodian.) Invite custodian to tell how he keeps the cafeteria clean.

Get a broom, mop, and dustpan for room use. Practice sweeping floor each day and mopping floor at least once per week. Learn where mop is kept in school cafeteria.

Assign a helper to clean up any spills at our table during lunch. Encourage the custodian to allow students to help him clean up spills in the cafeteria (especially good for boys).

Draw a place setting on butcher paper.

Instructional Aids and Materials

(Girl Scouts and Campfire Girls will help find pictures.)

Finger foods
Mirror

Pictures of clean and dirty faces

Helper to check faces

Mock cafeteria with area for scraping trays

Napkin
Tray, small pieces of paper

School custodian

Broom
Mop
Dustpan

Note: Call custodian by name and be respectful to him and his job

Note: Custodian may consent to allowing TMH boys to mop school cafeteria.

If the students do a good job, they may be allowed to clean up halls and playground. If they are noisy in halls, suggest that teachers close classroom doors for short times while halls are being cleaned

Place setting drawn on butcher paper

Behavioral ObjectivesActivitiesInstructional Aids and Materials

Practice setting table using inexpensive stainless steel silverware and plastic or melmac dishes. (Visit home to see how formal the evening meal will be. Encourage parents to consider this a daily chore for their child.)

Stainless steel silverware, plastic or melmac dishes

Practice setting the table without the drawn place setting.

Make a bulletin board using articles needed for measuring ingredients. Practice the use of measuring cups and spoons many times before trying to cook any food. Use individual measuring cups to begin. Select a recipe to make and measure ingredients many times before mixing: measure sugar, put back into container; measure sugar again, put back into container, etc. Plan simple lunch to prepare and eat in the room one day per month. (Students pay lunch money to room fund to buy foods. See Simple Meal Recipes in Suggested Materials following skill area.)

Various measuring cups and spoons

(Make a simple recipe book to take home so parents will know what students have been cooking at school. Use pictures and illustrations so students can understand it.) Contact your school cafeteria supervisor for supplies she can share with you.

Measuring cups and spoons
Ingredients to measure

Take a field trip to a grocery store to buy needed foods for the meal.

Note: Boys may help if they wish. This is a good opportunity to show that meals must be paid for when you eat out

Cook the foods using stove, electric skillet or hot plate.

The lunch may be the same price as cafeteria meal so students may be given a choice of food with each individual dish being priced as in public cafeteria.

Have a room party and prepare chocolate milk with instant mix or cold drink mix. Invite another room to attend.

Chocolate milk mix or cold drink mix

Prepare sandwiches and gelatin dessert for special holiday party. (Be sure the foods you prepare are simple and will be good to eat.)

Bread, sandwich meat, mayonnaise
Gelatin

serve meals with supervision

Practice proper procedures for serving cookies and punch at party.

Practice serving a meal cooked in room.

Practice passing food at the table.

Have open house and invite parents. Prepare and serve refreshments to the visitors.

Dishes for serving
Napkins

Refreshments

Note: Encourage parents to allow students to prepare and serve simple foods at home

Care of Clothes

The learner is able to:
select seasonal clothing
with supervision

Review Vocabulary Development for Oral Language on Intermediate Level with any student who is having difficulty remembering the names of his clothing.

Make posters showing hot, cold, rainy, and windy weather clothing.

Make clothing booklets for each season.

Talk about clothing we wear for different weather conditions.

Posters illustrating various kinds of clothing
Paper, paste, catalogs

Behavioral Objectives

care for own clothes with supervision

do simple washing and ironing with supervision

do simple sewing with supervision

Activities

Review hanging up garments when arriving at school. Discuss ways of caring for all clothing.

Do simple laundry in lavatory (bring few clothes from home). Do simple washing in washing machine. (Develop a vocabulary as needed for washing. You may want to teach the names of some of the new materials which can be washed and dried in dryer.) Keep an iron and ironing board set up at all times. Separate from rest of room with screen so it can be used in case of accident. Iron flat materials (pillow cases, dish towels, etc.)

Set up a sewing corner with sewing machine for simple stitching. Encourage students to sew on buttons and sew up ripped seams. Do simple embroidery.

Have sewing cards for students who have difficulty working with small needle and thread.

Instructional Aids and Materials

Coat racks, garment

Note: Make parents aware of dressing skills practiced at school and ask for cooperation at home

Garments from home

Fabric softener, detergent
Washing machine

Ironing board

Steam iron

Note: Encourage parents to allow students to wash and iron simple pieces

Sewing corner with sewing machine

Needles, thimble, assorted colors of thread

Note: Make parents aware of sewing skills taught and encourage them to provide similar activities at home

Self-Help Suggested Sources for Materials and Equipment

A. Dajzer and Company, Inc.
Educational Teaching Aids Division
159 West Kenzie Street
Chicago, Illinois 60610

Eta Best Vests for Dressing Skills
Dressing Frames (lacing, hooks and eye, large button, small button, zipper, compression snap, bow tying, buckling)
Doll House
Doll Furniture

R. H. Stone Products
18279 Levernais
Detroit, Michigan 48221

Solid Maple and Birch doll house furniture - very sturdy available in living room, bedroom, dining room, kitchen and bathroom
Helpmates, buckle, button, zip with tie-on hood

Creative Playthings Inc.
P. O. Box 330
Princeton, New Jersey

Dress-Me Doll (for older children)
Bendi Baby (molded foam rubber)
Doll Clothes
Sew So Boards (Masonite) with laces

Childcraft Equipment Co.
155 East 23rd Street
New York, New York 10010

Rubberoid doll
Wooden family
Aluminum Luncheon Set
Housecleaning set
Kitchen utensils
Open top doll house

Childcraft stove
Childcraft refrigerator
Childcraft sink
Childcraft cabinet
Table Top Ironing set (ironing board with hardwood iron)

American Guidance Services Inc.
Publishers Building
Circle Pines, Minnesota 55014

Peabody Developmental Kit, Level P

Developmental Learning Materials
3505 N. Ashland Avenue
Chicago, Illinois 60657

Cuddly Kitty (put together pet - snaps, buckles, etc.)
Superboard Lacing Cards with laces

Community Playthings
Rifton, New York 12471

Doll House (3 styles)
Doll House furniture (6 rooms)
Vinyl dolls with clothes
Chase dolls (for bathing)
Flagg Flexible Doll Family (5 members)
Aluminum Kitchen Set
Child-size tea table for four

Books and Pamphlets

Jones, Marion, How To Tell the Retarded Girl About Menstruation.
Neenah, Wisconsin: Kimberly-Clark Corp.

Grayson, Marion F., Let's Do Fingerplays.
Washington: Robert B. Luce Inc., 1962

Scott, Louise Bender and Thompson, J. J., Talking Time
St. Louis: Webster Division, McGraw-Hill Book Company, 1951

Scott, Louise Bender and Thompson, J. J., Rhymes for Fingers and Flannelboards.
St. Louis: Webster Division, McGraw-Hill Book Company, 1960

Carlson, Bernice Wells, and Ginglard, David R., Play Activities for the Retarded.
Nashville: Abingdon Press, 1961



Cline, Kathy, "A Symbol Cookbook Program," Teaching Exceptional Children, Summer, 1969, pp. 101-105

Bare, Claire, Boettke, Eleanor and Waggoner, Neva, Self-Help Clothing for Handicapped Children and Adults The National Society for Crippled Children and Adults, Inc. 1962, 84 pp.

Books for Students in School Library

Doorly, Ruth K., Our Jimmy Westwood, Massachusetts: Services Associates (Box 224, 02090) \$3.95 and 35¢ postage Two parents tell their children about their retarded brother. Illustrated by retarded boy.

"Hello, Know Who I Am?" Interesting, illustrated pamphlet of little retarded boy telling about retarded people. 5¢ per copy Lee County Association for Retarded Children 2570 Hanson Street Fort Meyers, Florida

Music (Quiet and Action) Books and Records

Gingland, David R. and Stiles, Winifred, Music Activities for Retarded Children: A Handbook for Teachers and Parents New York: Abingdon Press

Ginn and Company
The Kindergarten Book
The First Grade Book (enlarged edition)

Silver Burdett Company
Making Music Your Own K
Making Music Your Own (First Grade)

May's Music Company
514 Central Avenue S.W.
Albuquerque, New Mexico 87103
Bowmar Records and many others available. (Write for catalog)

Manners Can Be Fun
Summit Industries
P. O. Box 415
Highland Park, Illinois

Films and Filmstrips

International Communication Films

A Division of Doubleday and Company, Inc.
1371 Reynolds Avenue
Santa Ana, California 92705

Sleepy Heads (shows that animals and children need plenty of sleep)

A Thousand Eyes (shows proper care and protection of eyes)

Society for Visual Education Inc.

1345 Diversey Parkway
Chicago, Illinois 60614

Personal Cleanliness Record Films

1. Washing Your Hands and Face
2. Brushing Your Teeth
3. Washing Your Hair
4. Trimming Your Nails

San Mateo Public Schools

San Mateo, California

Slides and Teacher's Guide -- "Time to Grow Up"
Sara Clausen and Antoinette Roach

Simple Recipes

National Dairy Council
Chicago, Illinois

Write for "Cooking Is Fun" (pictorial cookbook with simple recipes)

In setting up recipes for cooking with TMH, read the directions to them or set up recipe using picture of each step and ingredient used. Constant supervision is necessary.

Peanut Butter Kisses

Mix 1 cup Peanut Butter, 1 cup jam and 2 cups powdered milk.
Roll into a log.
Cut into rounds or squares, or roll into balls.
Chill and eat.

Butter Cookies

(Dough can be rolled in wax paper and kept in refrigerator to slice and bake as desired.)
Cream ½ lb. butter and 4 tbsp. powdered sugar.
Add 1 tbsp. vanilla, 1 cup flour, ½ teaspoon salt and mix well.
Add another cup flour and mix well. Put dough in refrigerator for 10 minutes to set.
Make small balls of dough around nuts if desired. Cook in slow oven 325°, until golden brown. When cool, put in plastic bag with powdered sugar and shake.

Peanut Butter Cookies (makes 4 doz.)

Blend ½ cup shortening and ½ cup peanut butter.
Slowly add ½ cup white sugar and ½ cup brown sugar. Cream well.
Sift 1 cup all-purpose flour, ½ teaspoon soda and ¼ teaspoon salt.
Add 1 egg to the shortening and sugar mixture.
Slowly add dry mixture.
Roll into balls and place on baking sheet.
Press each cookie with fork to flatten.
Bake at 350° F.

Oatmeal Cookies

Sift ¾ cup flour, 1 teaspoon baking powder, ½ teaspoon salt, ½ teaspoon cinnamon together.
Cream ¼ cup shortening and ½ cup sugar until smooth. Add 1 egg to shortening mixture.
Alternate adding dry mixture and 3 tbsp. milk to shortening mixture.
Add ½ cup raisins.
Stir in ¾ cup oatmeal. Drop by teaspoon on greased cookie sheet.
Cook about 12 minutes (until brown) in 375° oven.
Cool on rack and store in closed container.

Sandwich Suggestions

1. Mix peanut butter and jelly.

2. Cream cheese and pineapple.
3. Lunch meat with mayonnaise.
4. Lunch meat with mustard.
5. Mix peanut butter and strawberry jam

Breakfast

Tasty Oatmeal

Combine 1 cup milk, 1 cup water and ½ teaspoon salt in saucepan. Bring to a boil. Slowly add 1 cup quick cooking oatmeal and cook for 1 minute. Remove pan from stove and cover with lid. Let stand for a few minutes and add ¼ cup of raisins.

French Toast

Break one egg in shallow bowl and beat lightly. Add ¼ teaspoon salt, ½ tsp. sugar, ¼ cup milk and stir. Heat butter or margarine in skillet. Dip a slice of bread in egg mixture and brown on both sides in hot butter or margarine. Eat with apple sauce, jelly or syrup.

Salads

(Get ice cream cups from cafeteria and make individual salads.)

1. Lime gelatin and carrots
2. Orange gelatin and carrots
3. Red gelatin and fruit cocktail
4. Red gelatin and miniature marshmallows
5. Lime gelatin with colored miniature marshmallows
6. Cream cheese and gelatin, beat until frothy. Add fruit cocktail.
7. Cabbage and apple (finely chopped) mixed with mayonnaise
8. Put mayonnaise in hollow of pear or peach halves. Top with grated yellow cheese.
9. On lettuce leaf, put pineapple slice with cottage cheese and cherry in center.

Instant Desserts

1. Fruit cocktail with whipped cream
2. Instant puddings made with milk
3. Frozen cookies to be sliced and baked
4. Cake mix to which water is added (mix and pour in cupcake fillers and bake)

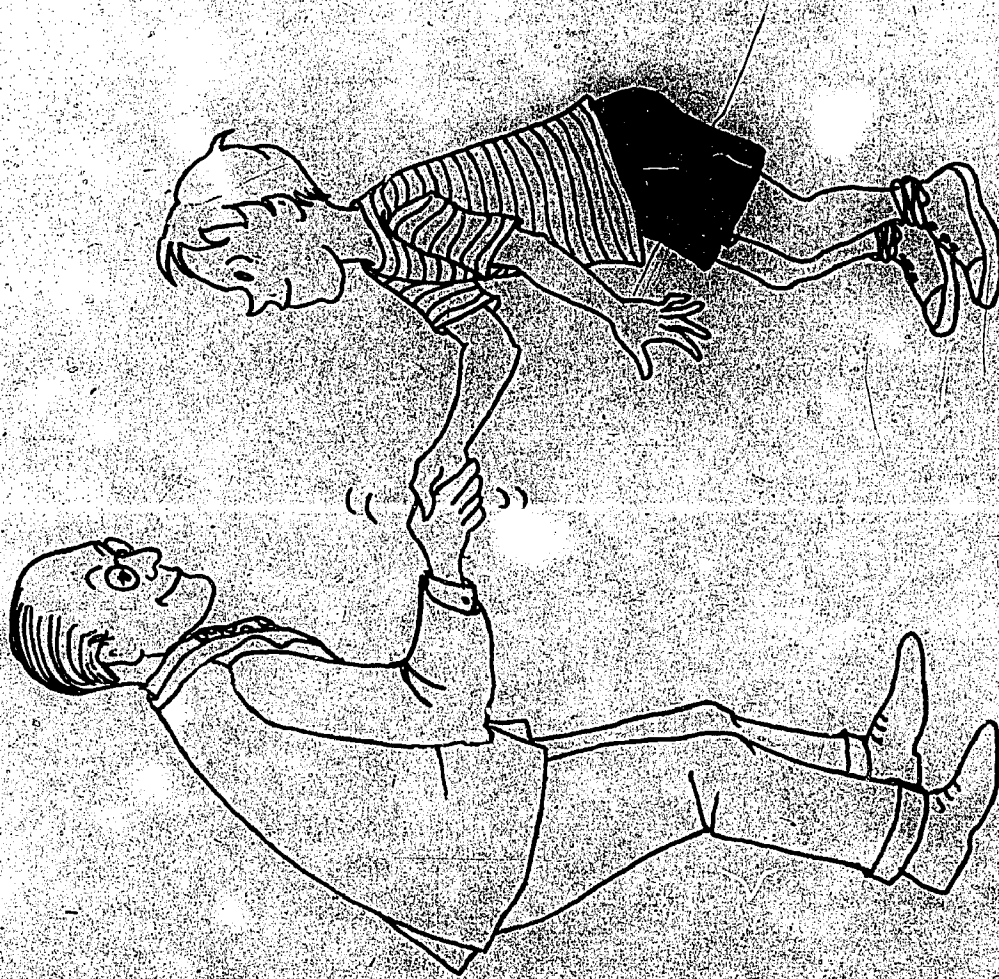
A Meal in One

1. Hot Meal -

Grease skillet and put in 1½ pounds ground beef, 3 medium potatoes (sliced), and 2 onions sliced. Add salt and pepper and cover. Cook slowly for 2 hours. Serve with catsup.

2. Quick Meal -

Heat one can of mushroom soup. Slowly add ¼ cup milk. Cut cooked ham in small pieces and add 1 cup of ham to mixture. Season with salt and pepper. Serve over buttered toast.



**SOCIAL
COMPETENCY
SKILLS**

SOCIAL SKILLS

The importance of helping the TMH pupil build a foundation for skills of social competence cannot be overemphasized. In reviewing the reasons for failure of many TMH to make satisfactory life adjustments, research indicates that inability to make suitable adjustments to group situations at work and at play heads the list.

The teacher must keep in mind the ultimate goals of the TMH program, namely, achievement of maximum independence and economic usefulness. Even on a primary level the teacher must initiate skills, such as taking directions and completing work, which will eventually enable the child to get along on the job no matter how remote the latter possibility appears. The teacher must develop in the student a desire to be a cooperating member of a group or community; develop an understanding for the rights and property of others; develop skills necessary to give the student a feeling of security and belonging in group situations; and develop attitudes and relationships regarding boy-girl behavior.

Behavioral Objectives

Activities

Instructional Aids and Materials

Note: Children learn from concrete experience. Actual objects and experiences should be used when possible. These objects and experiences should be a part of the daily plan. (See Suggested Materials at end of skill area.)
Children learn when presented with alternatives. Problem-solving situations should be presented regularly. Social Skill is very important on the job.

Group Relations

Awareness of Self

The child will be able to develop an acceptable self-image

Vocabulary for Oral Language Development

head	mouth	teeth	arm	foot
eyes	nose	lips	hand	knee
ears	tongue	hair	leg	shoulder

Child may or may not be able to say these words on command; will be able to point to body part named.

"If you're happy and you know it..." Song

Divide class - count boys and girls.
Separate photographs into boys and girls.

Draw entire body on brown paper; fill in parts, color.
Separate boys and girls, and place around room.
Draw self portrait.

Chalkboard drawings.
Talk about boy's clothes, girl's clothes.
Look through magazines for girls and boys.
Find girl's clothes and boy's clothes; make bulletin boards of these; make card games to classify and sort pictures.

Flannel board, flannel head with separate eyes, ears, nose, mouth, hair to put on and take off. (See pattern end of skill area)
Full-length mirror of good quality
Mannequin pup.
Instant-type photographs of each child
Mannequin-Peabody Language Development Kit.
Level P

(For content, see Body Image Unit-Appendix)

Brown paper, crayons, scissors

Drawing paper, crayons
Chalk, chalkboard

Color magazines, scissors
Oaktag for chart or for card games

tell whether boy or girl

Behavioral Objectives

recognize name when called

recognize name on card

recognize family members

The child will be able to:
play with one other child in parallel play

share with reminding and supervision

Activities

Greet child by name.
Play games requesting child to do something when his/her name is called or later when name card is held up.

Make name cards; place around room for children to find.
Label Grooming Box, hanger, chair and other appropriate objects with child's name.

Match name cards.
Play "Do What I Do."

Discuss members of family; be sure you know names of family members.

Role playing; playing in doll corner with rubberoid models.

Vocabulary for Oral Language Development

mother	sister	driver	grandpa	baby
father	teacher	cook	doctor	policeman
brother	custodian	grandma	principal	fireman

Have children point to pictures when named.
Put on hats of different helpers.

Help two children to select a toy and to play together.

Set up play areas ... doll corner, kitchen, sand box, etc.

Getting Along With Others

point to community helpers when named

Instructional Aids and Materials

Name cards for each child

Oaktag name cards
Magic marker

"Do What I Do" name cards
Do what name on card held up does

Note: Every two or three weeks a note should go home to parents indicating desired learnings being taught in the classroom and ways in which these may be reinforced at home. (See Appendix)

Set up doll corner with children and teacher-made furniture; painted cardboard; or furniture "scrunged" from parents or other sources.
Doll family from Creative Playthings (negro and white)

Instructo family kits
Hats of different helpers
Large pictures of community helpers -- David Cook Company
Language Master cards with pictures of community helpers

Have toy shelves where children can help themselves and replace in proper position on shelf.

Preston Corp. -- Sand and water table, toys for playing, furniture, rug, dishes

Behavioral Objectives

Activities

Instructional Aids and Materials

Let children know that you will mediate disputes.

Seek help from parents, P.T.A. and other sources for classroom equipment.

Bring something to talk about with group.

Toy cars, several of each type
Large blocks -- Creative Playthings

help other children with reminding

Encourage children to report needs and accidents. Respond to attempt to communicate.

learn to take turns

Sharing toys, tricycles, wagons, etc.

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

Toys, tricycles, wagons
Rhythm instruments

learn "yours" and "mine" with help

Role-playing with objects belonging to individual children and teacher.

recognize own property with help

Find own coat, Grooming Box.
Beginnings of respect for others' property.

Taking Simple Directions

Child will be able to:

Follow teacher's directions

Vocabulary for Oral Language Development

Please pick up _____
put away _____
get me _____
give me _____

respond to teacher command

March Hop Move over
Run Jump Get out of the way

accept reprimand

Teacher will have to demonstrate various actions required and go over them carefully with each child.

accept some change in routine

Have child respond to taped directions.

Note: These are important learnings for child's safety.

Note: This is particularly important on the job. Child should be subjected to some criticism situations so he learns to take it without "falling apart."
Make bulletin board of all these directions. Have pictures illustrating them.

Make a tape recording
Tape recorder

Behavioral Objectives

Activities

Instructional Aids and Materials

Have child follow directions on record

Modified nursery games

The Farmer in the Dell

ask for help

Recognize teacher or other adult as source of help

Safety - Home and School

The child will be able to

go up and down steps (two feet per step if necessary)

open and close doors carefully

walk in school

respond to fire drill

use scissors carefully with supervision

keep pencils and other sharp objects away from eyes and other body parts of self and others with supervision

walk carefully on slippers floor or steps

Vocabulary for Oral Language Development

STOP LEAVE BE CAREFUL DON'T TOUCH
MOVE FLY GET OUT OF THE WAY

Practice going up and down stairs

Play "Journman" - take turns

Discuss - walk to school so will not slip and hurt self or others

Regular school fire drills - demonstrations, practice Know EXIT, where to go when to return

Role-play proper way to carry scissors - hand them to others

Demonstration and practice
Role-playing

Demonstrate, practice wiping feet. May have to fall once or twice to realize danger.

Preston Corp. Steps

Practice with door handle

Screwing on the caps off and off might help with this

FAH sign with illustration

Left handed scissors are available from Preston Corp.
Make Teacher helper scissors (available from DLEM)

Safety film

See Perceptual Motor Development Skill Area - walking exercises would be helpful, mat for wiping feet

Behavioral Objectives

walk properly initially

walk to and from classroom to bus

stay away from hot surfaces such as stoves, heaters, etc

put trash, fruit peels in waste basket

get on bus one by one with reminding

remain seated in bus with reminding

keep hands in bus with reminding

wait for bus to stop before starting to get off with reminding

cross street with supervision

The child will be able to:

greet teacher with "Hi" or other simple greetings, smile

Activities

Safety Fingerplays

Demonstration

Role-playing - simulate situation

Color wet things that are hot. Emphasize "No, No, No"

Demonstration and practice. May have to slip on banana peel to learn this lesson.

Demonstration, practice

Role-playing. Put chairs together as bus, make door, have children get in one by one.

Practice in room, simulate street crossing.

Police visit

Safety patrol visit, demonstration.

Go outside, practice crossing street.

Visit police station, have police help

Fingerplays

Take a walk and do it "Drive" around room. Practice crossing the street.

Manners

Instructional Aids and Materials

Rhymes for Fingers and Flannelboard (See Suggested Materials at end of skill area.)

Hot Plate, pan

Banana peel
Waste basket

Folding chairs

Resource person - policeman
Members of safety patrol

Field trip to police station

Fingerplays and Action Rhymes (See Suggested Materials at end of skill area)

Boxes, make stop sign, street light, tempera

Behavioral Objectives

Activities

Instructional Aids and Materials

- listen for period up to 10 minutes to story, play, etc.
- learn names of classmates with help
- get materials with help

- Dramatization with puppets and dolls
- Project
- Start with very short (1 minute) story; increase length as year progresses
- Photographs of each child
- "Simon Says" and directional games

- Finger puppets
- Hand puppets (make from socks or paper bags)
- Doll Family
- Puppets in Peabody
- Language Development Kit 1 (See Suggested Materials)
- Materials for surprise fun project.
- Flannel board
- Magnetic board story figures
- Instant-type film and camera

Table Manners

Leisure Activities

- The child will be able to:
 - play with at least one other person with supervision
 - find toy and play with it
 - replace toy when reminded
 - use playground equipment with help
 - paint and do other creative activities with help
 - model clay with help
 - use crayons
 - participate in teacher-directed games where each child does same thing

- Free play. Take out and put away materials
- Potato prints
- Finger painting.
- Cut out collage
- Random cutting.
- Make snakes, balls, etc. Rolling and shaping to get feel of clay.
- Draw pictures.
- "Hop like a rabbit" "Fly like an airplane"

- Be sure room is set up so that toys and equipment are accessible to child
- Swings, slides, climbing bars
- Tempera, easel, brushes
- Large newsprint
- Potato
- Construction paper, paste, scissors
- Clay
- Crayons and drawing paper
- Tape recorded directions

Behavioral Objectives

care for classroom pet with supervision

able to sing simple songs

able to participate in rhythm band

Activities

Have chart of children's responsibilities.

Use picture of child beside picture of what he/she is responsible for

Make up simple songs about classroom.

Instructional Aids and Materials

Comeca pig, fish, child's picture, tagboard

See records listed previously

Rhythm instrument

Behavioral Objectives

Group Relations

Awareness of Self

The child will be able to:
recognize body parts

develop good self-image

tell full name

recognize name card

recognize acceptable
behavior

recognizes that he is part
of family

name members of family

Activities

Take pictures, make bulletin board

Vocabulary for Oral Language Development

to primary list of body parts add these words.

forehead	elbow	toes	ankle	neck
eyebrows	finger	knee	wrist	

Use mirror to look at and identify own body parts and those of others.
"If You're happy and you know it"
"Do What I Do"

Role-playing, Introductions,
Dramatizations.

Which card is this?
Round games with name of individual called
Musical chairs

Role-playing
Make up problem situations which children must work through.

Draw family
Photograph is possible
Make family book.

Review family members by generic and specific names; i.e. brother, John
Bulletin board.

mother	cousin	brother	uncle	grandmother
father	sister	aunt	grandfather	

Instructional Aids and Materials

Photographs

Mirror
Grooming Box (see Self-Help Primary)

Mirror
Records

Note: Use of positive reinforcement is extremely important. The book, *Living With Children*, is recommended. (See Suggested Materials at end of skill)

Name cards
(first, last, duplicate)
Records, record player

See Robert Smith Clinical Teaching for the Mentally Retarded (Suggested Materials at end of skill area)

Drawing paper, crayons, magic markers

Creative Playthings
Rubberoid Doll Family

Behavioral Objectives

Activities

Instructional Aids and Materials

Tell story of things that happen at home.
What activities we all do.

Filmstrips

Write experience chart and post with drawings making family bulletin board.

Invite family to school activity

is able to greet parents at school

show acceptable behavior when parents are at school

try to learn the Pledge of Allegiance

form a close relationship with teacher to team a bridge between security of home and school

Filmstrip on flag

Record

Filmstrip on group behavior

call bus driver, volunteers, cook, principal, nurse, custodian by recognizable names

Play games illustrating job of these school personnel so child understands how school personnel help him.

Pictures of school personnel, types of clothing worn by each

recognize own desk and return to it

Start and stop all activities on command, return to desk.

use school materials and equipment cooperatively

Put away carefully; cover; don't waste.

Paste, paper, books, records

name community helpers outside of school

Unit on community helpers. Invite them to class; bulletin boards, field trips.

Language Master and cards

make gifts for parents

Making Directions

The child will be able to:

follow simple directions

Increase to two or three tasks to carry out. Make up games such as "Alan, put the green book on my desk. Bring me the red pencil."

Have children direct you and each other to do simple task.

Behavioral Objectives

Activities

Instructional Aids and Materials

Tape directions for _____ to follow

Tape recorder, tape

Circle ball. Children sit in a circle, teacher calls child's name and rolls ball. Child catches ball and rolls it back to teacher. More complicated version involves child calling another child's name and rolling ball to him/her.

Large rubber ball

follow teacher commands

Filmstrips on interaction

accept reprimand

Counseling with individuals and groups so that they begin to understand why "bosses" sometimes reprimand

Note: Involve counselor in helping plan a program to help children accept criticism without withdrawing or exploding. This is very important on the job.

Safety

The child _____ will be able to stay with group

Practice working in group, "buddy system" for filmstrips.

respond to questions if he becomes lost

Play policeman, take lost boy frame (have child tell name and address).

Police hat, whistle, traffic signs

Ask policeman to visit class. Have children tell name and address.

Policeman

learn STOP

Make stop sign.

Regular size stop sign

learn red means go, red means stop, yellow means be careful

Make traffic light

Red, green, yellow cellophane
Electric light

ask all ways before crossing street

Play pedestrian. Set up streets with tape, have children be cars.

Masking tape
Models from Constructive Playthings

Take children to nearest street crossing, practice crossing street

Ask school patrol for help

School patrol

Police visit

Resource person - policeman

play in designated area

know correct use of playground equipment when reminded

Demonstration, Practice

Note: Enlist the help of the coach to show children how to use playground equipment.

Behavioral Objectives

Follow fire drill procedure when in class.

Recognize that a fire alarm announcement may be dangerous.

Take medicine only when given by an adult.

Take food or candy only from known adult.

Follow safety rules for riding in school bus.

Manners

The child will be able to:

greet teacher and classmates

greet guest

find chair for guest

bring up w/ up with surrounding

know a teacher, know he may take it

want to eat or if all served seated when reminded

answer telephone

Activities

Review procedure regularly so that when drill starts, children know what to do. Learn "FIRE."

Learn "Don't Touch."

Demonstration and practice. Reinforce "Don't Touch," "Danger," and "Poison" signs.

Demonstration and practice.

Demonstration, practice. Role-playing. Policeman, school bus driver, field trip on city bus.

Regular classroom procedure for greeting.

Role-play guests.

Have snacks and parties with children serving.

Use teletransmitters from phone company.

Instructional Aids and Materials

Bell

Safety signs

Medicine chest

Teacher should work with bus driver on safe driving behavior. Inability to follow safety procedures on bus is reason for exclusion from program.
Car

Pictures showing proper behavior
Photos of class members if possible

Extra chairs

Hangers

Filmstrips on manners SVE single concept films and projector

Napkins, coffee filters, drinks, cups

Enlist parents in this learning; let them know how they can help

Behavioral Objectives

learn to introduce classmates and guests

Table Manners

Leisure Time

The child will be able to share with playmate when reminded

to play and playmate when reminded

to play simple games with all participating

to play simple matching game

to use playground equipment with help

to learn to ride tricycle, bicycle

to simple dancing

to mold with clay

to work stamp pieces

to do simple weaving

Activities

Role-play

Actual situation with principal, parents and other guests.

(See Self-Help)

Play area set up in room

Place toy for each toy.

Go in and out the window

Do up the Handkerchief.

Loopy Loo

Hooky Pokey.

Musical Chairs.

Round Dances.

Cards made by teacher with one item on each, two or four matching of each item, have children deal cards and try to match two or four of a kind.

Make and fly a kite.
Swimming.

Opportunities to pedal bicycle

Face and other molding activities.

Have puzzles available.

Make potholder.

Instructional Aids and Materials

Arrange for parents to come to school so they may be introduced to class

Shelves, manipulative toys (Creative Playthings, Pres(on Corp.)

Records: follow directions with record (See Suggested Materials at end of skill area)

Oaktag, gummed pictures of other duplicated pictures - one item to a card. Keep sample.

Swing, slides, barrels, mats

Try to arrange for some swimming activity if possible, after school if necessary

Tricycle mounted on board, bicycle

Square Dance Records (See Suggested Materials at end of skill area)

(See Suggested Materials at the end of skill area)

Sifo Puzzles

Wonderweave Loom (Karbcraft Co.)
Cardboard looms

Behavioral Objectives

do simple lacing and sewing

care for pet with responsibility

simple drawing with paint, finger paint.

make simple designs

Activities

Have these available for practice.

Chart showing how to care for pet, pet needs, who is responsible.

Animal stories.

And song, "Old Mac Donald"

Finger painting.
Painting on easel.

Collage painting, potato prints.
Ironing on scraps, leaves, between pieces of waxed paper.

Instructional Aids and Materials

Lacing boards (Preston Corp.)
Sewing pictures

Fish, guinea pig, rabbit or other gentle animal easy to care for.

Food, newspaper

Cage or fish bowl

"Who's My Mother"

"Millions of Cats"

Finger paints, butcher paper (slick surface on one side)

Finger painting can be done by moistening paper and sprinkling tempera on it
easel, tempera, crayons, paper

Collage materials

Potatoes, knives, tempera

Behavioral Objectives

Activities

Instructional Aids and Materials

Group Relations

Awareness of Self in Relation to Home, School, Community

The student will be able to:
express own identity

Vocabulary for Oral Language Development

My name is _____

I live in _____

My phone number is _____

recognize name and address
and telephone number

Answer questions:

What is your name?

Where do you live?

What school do you go to?

Where do you work?

What is your phone number?

Make I.D. cards.

Many role-playing situations may be set up helping student to show how
she would act in different situations, i.e. helping mother at home, taking
messages for teacher, reporting accidents, telling policeman address if lost.
Opportunity to develop roles in creative dramas.
Visits to regular classroom. Role-play.
Give many opportunities for student to introduce self. Invite guests to room.

Play "Guess Who?"

Give address and/or phone number, see if child recognizes it.

Photograph pupils in candid actions, post, discuss.

Make silhouette, color, identify.

Chart showing each student's name, address, telephone number.
Match first and last names.

Notes to parents

Language Master, cards with name and address
on each one

I.D. cards

Have on hand many props to be used with role-
playing and dramatics, i.e. policeman's hat,
traffic signals, old clothes, dishes, teletrainer
Creative Dramatics
Stanwix House

Oaktag, magic markers

Construction paper, film, instant-type camera

Brown paper, crayons, paint

Charts
Name cards

Behavioral Objectives

relate to community helpers

Take Directions

The student will be able to:
listen to direction and accept direction

take direction in interaction with one other child (teacher directed)

follow schedule set up by teacher and class

participate in election of officers for class (teacher directed)

set up class rules with officers (teacher directed)

attempt to understand and follow rules

Activities

Set up blackboard so that many activities can be matching activities -- name with address, etc.

Visits to classroom by doctor, nurse, etc.
Talk to pupils in-class and on field trips.

Teacher designs situations where child must listen carefully to direction and carry it out, such as making monthly calendar design.

"Put this blue circle on the red square."
"Put the nest in the tree."

Teacher sets up situation where two students work together to put up a decoration, set tables for party, clean up or other activity.

Make chart of schedule as set up by class.
Try to correlate with time telling for those who have some idea of time.

Vocabulary for Oral Language Development

election nominate candidate ballot vote

Discuss role of officers.

Nominate.

Make ballots.

Hold election.

Count ballots.

Post results on chalkboard.

Post names and photographs of officers on chart.

Post rules on chalkboard.

Role-play rules.

Copy on bulletin board.

Make or find pictures of what rules mean (or photograph if possible)

Role-play.
Peer reprimand.

Instructional Aids and Materials

Filmstrips, bulletin boards, other materials related to helpers

Construction paper plus other materials for making bulletin boards

Have necessary props on hand

Chart of schedule

Clock, oaktag, magic marker, pictures or photographs of student doing job listed on schedule

Chart

Magic markers

Chart

Magazines

Photographs

Note: Teacher should attempt to desensitize students to criticism. This makes it easier to take criticism on the job.

Behavioral Objectives

follow directions of adult supervision

able to control self in group; i.e. temper, hyperactivity, inappropriate laughter

handle property carefully

participate in money-making project to help others or to buy something class needs

Safety

The student will be able to:

learn simple rules for crossing street

learn safe use of step ladder

learn proper storage of mops

Activities

In-school work experience: cafeteria, custodian, messenger, helper, gardener

Act out examples of appropriate and inappropriate behavior. Have pupils choose right one — photographs or pictures.

Review care of own property and that of others. Play "Whose is This?"

1. Help others — Christmas candy sale
2. Class needs — decide what is needed, develop project to make money for it.

Vocabulary for Oral Language Development

should include utensils, equipment and other things that come up in problem situations

Review activities under Safety-Intermediate

Vocabulary for Oral Language Development

STOP WALK DON'T WALK

Bulletin board with pictures of safety rules.
If in some school with younger TMH, have them help younger ones learn about crossing street.
Take photographs of student crossing street correctly.

Use ladder to put up decorations, make bulletin boards, reach high items.

Role-play.
Idea of having items out of the way, so falling over them is avoided.
Idea of care, making things last.

Instructional Aids and Materials

Note: With cooperation of administration, teacher should make every effort to enlist the aid of para-professionals in the school to help with these projects. Some kind of reinforcement should be given to them.

Palomares and Bessell Human Development Training Program.
Magic Circle
seek help of counselor for group techniques

Children's coats, hats, books, etc.

Teacher directed!

Note: Teacher should be on the alert to create problem-solving situations for students to resolve: several each day

Traffic light
Traffic signs

Safety Workbook (Stanwix House)

Safety filmstrips

Photographs

Step ladder

Mops, broom, other cleaning tools

Behavioral Objectives

recognize danger from broken objects on floor

use elevator, escalator, electric doors

recognize danger of spilled food and water

recognize some poisons

identify some poisonous plants

avoid tampering with electrical outlets

learn to plug appliances in carefully

observe rules for riding in car and bus

recognize how community workers help him

Manners

The student will be able to:
open door for guest

Activities

Create problem-solving situations.
Role-play -- slipping on glass.

Filmstrip on how glass cuts, injuries from falling.
Clean-up procedures.

Field trips to practice.

Create problem-solving situations.
Role-play.
Clean-up procedures.

Role-play -- help to understand.
cleansers, ammonia, iodine, medicines.
Films, filmstrips, bulletin board.

Film
Discussion
Avoid mixing water and electricity.

Practice: iron toaster clock washing machine

Review Intermediate Objectives

Ride city bus many times.
Bulletin board on rules of riding in bus and car.

"Who Am I?" Have visitors from different professions visit class.
policeman nurse teacher
fireman librarian bus driver
others as indicated
Write letters of invitation.

Role-play.
Invite guests, parents and resource people.

Instructional Aids and Materials

Glasses, plates, record that may be broken

Filmstrips
Broom, dustpan, waste basket

Arrange with store to allow you to bring class before opening so can learn about these things

Items to set up problem-solving situations
Mops, rags, other equipment.

Pictures, films, filmstrips

Have items available for teaching

Note: Work with parents obtain money for bus trips

Note paper

Behavioral Objectives

invite guests into room

take wraps and find chair

plan a party

call guests on telephone

plan refreshments

prepare refreshments

serve refreshments

clean up

remain seated until excused

bid guests goodbye

boy holds door for girls

help younger children

call friends who are home sick

cooperate and share with others

Leisure Time

Recreation, Games, and Activities

The student will be able to:
play games

take turn as leader

Activities

Role-play. Invite guests.

Have a party for class.

Invite guests for a party.

Do this first for class; then for invited guests

Wash cups, clean off tables.
Clean up trash, sweep.

Role-play

Use teletrainer, use real telephone.

Instructional Aids and Materials

Teletrainer to invite classmates by phone

Plan with parents to have students call home to invite parents to party
Introduce to telephone directory
Magnifying glass
Large dial

Cleaning Equipment

Beanbag games
Dramatics

Card games
Horseshoes

Square dances
Round dances

Square dance records (Educational Activities)
Recreation for Retarded TeenAgers
"Show Me"

Behavioral Objectives

act properly at library, museum, airport, etc.

participate in simple relays

participate in recreational athletics

observe proper behavior at movies

Arts and Crafts

The student will be able to:
do some creative drawing

painting

make objects of clay, glaze and fire

weave on simple loom

woodburning

able to choose activity, find materials, seek help when needed

clean up and care for

Activities

Field Trips.

Role-play proper behavior before going on trip.

Swimming, hiking, bowling, playground activities.

Trip to movies.

Set up an area of the classroom where creative activities may proceed. It should be possible to leave unfinished projects there.

Instructional Aids and Materials

Note: Parents should be asked to contribute if possible to these activities. These are important learning experiences for these children. Parents should be aware of desired behaviors so they can be reinforced in family activities.

Paint, paper, crayons, wax paper, bottles

Tissue paper, glazes, yarn, clay, thread, leather, wood, tools, small kiln

Simple loom (Preston Corporation)

Note: Teacher should acquire a book on art activities for children. She may have to adapt these to abilities of TMH. There are many guides, some of which are listed in the Suggested Materials at end of skill area.

Woodburning set with cards for burned designs

Tool rack (Preston Co.)

Bulletin board with procedures for clean up and care of tools.

Behavioral Objectives

Music

The student will be able to:
do simple dancing

listen to music, react
to it

participate in rhythm
band

sing simple songs

participate in planned
recreation program
outside of school

Pets

The student will be able to:
tell what a pet is

tell what care pet
needs

Activities

Music appreciation
Rhythm dancing, dramatics.

Accompany on xylophone.

Bulletin board with photos of own pets; bring pets if feasible.
Names of pets.

What dog eat eats. Make chart of this.
What cat eats.
What bird eats.
What fish eats.
Loving care.
Make bird feeding station.
Buy feed.

Instructional Aids and Materials

Concept Records (Educational Activities)

Instruments

Xylophone

Local A.R.C. or other group school be sponsoring

Matching cards

Student's name — kind of pet — pet's name

Oaktag, photos or magazine pictures, foods of
pets

Wood, hammer, nails, paints

Social Skills
Suggested Sources for Materials and Equipment

American Guidance Services, Inc.
Publishers Building
Circle Pines, Minnesota 55014

Peabody Language Development Kit, Levels P, 1

Bell and Howell
7100 McCormick Road
Chicago, Illinois 60645

Language Master

Bowmar Records
available through May's Music Co.
514 Central Avenue, S.W.
Albuquerque, New Mexico 87103

Creative Playthings
Princeton, New Jersey

Educational Activities, Inc.
Freeport, New York

Records:
Creative Music for Exceptional Children
Simplified Folk Dance Favorites
Honor Your Partner Albums No. 1, 2, 10, 11, 14, 26, 30
Listening With Mr. Bunny Big Ears
Listening and Moving
Melody Midgets' Music for Rhythm Bands and Instruments

Fern Tripp
2035 East Sierra Way
Dinuba, California 93618

Instructo Products Co.
Paoli, Pennsylvania
or through University Book Store
2122 Central S.E.
Albuquerque, New Mexico

Negro Family Kit
White Family Kit
Dramatic Character Kits

Karbercraft Co.

P. O. Box 123
Northport, New York

Preston Corporation

71 Fifth Avenue
New York, New York 10003

Perceptual Motor Skill Materials and Games

Society for Visual Education (SVE)

1345 Diyersey Parkway
Chicago, Illinois 60614

Filmstrips

Stanwix House

3020 Charters Avenue
Pittsburgh, Pennsylvania 15204

Safety Workbooks

Books and Articles

Black, Dolores and Motter, Bonnie *Slow Me*, (film and book)
Bowling Green, Ohio: Bowling Green State University.

Carlson, Bernice Wells and Gingland, D. R., *Play Activities for the Retarded Child*
New York, New York: Abingdon Press, 1961

Coleman, Jack et. al., *Music for Exceptional Children*
Evanston, Illinois: Summy-Birchard Co., 1967

Doll, Edgar A., *The Measurement of Social Competence*
Circle Pines, Minnesota: American Guidance Services, 1953

Gingland, D. R. and Stiles, Winifred, *Music Activities for the Retarded*
New York, New York: Abingdon Press, 1965

Journal of Council for Exceptional Children - ERIC
Teaching Exceptional Children, Washington, D. C.

McIntyre, Barbara M., Inform Dramatics: A Language Arts Activity for the Special Pupil
Pittsburgh, Pennsylvania: Stanwix House

McNeice, William C. and Benson, K. R., Through Their Hands They Shall Learn: Crafts for the Retarded
Bloomington, Illinois: McKnight and McKnight Pub. Co.

Nagle, Avery and Leeming, Joseph, Fun With Nature Craft
New York, New York: J. B. Lippincott, Co.

Palomares, Uvaldo and Bessel, Henry, Methods in Human Development
San Diego, California: Human Development Training Institute, 1967

Patterson, Gerald and Gullion, M. E., Living With Children
Champaign, Illinois: Research Press, 1960

Scott, Louise Bender and Thompson, J. J., Rhymes for Fingers and Flannelboards
New York, New York: Webster Division, McGraw-Hill, 1960

Smith, Robert M., Clinical Teaching: Methods of Instruction for the Retarded
New York, New York: McGraw-Hill Book Co., 1968

Train My Hands That I May Work
Johnstown, Pennsylvania: Mafex Associates

Filmstrips and Filmloops Picture-Story Study Prints

Society for Visual Education
1345 Diversity Parkway
Chicago, Illinois 60614

Getting To Know Me
The Child and His World
Sights and Sounds of the Home
Personal Cleanliness
Community Helpers
Familiar Animals and Their Families
Getting Along With Others

Suggested Songs for Primary Level

WHERE IS THUMBKIN?

(tune "Frere Jacques")

Where is thumbkin: (Put hands behind back)

Where is thumbkin?

Here I am; (Bring fists forward — wiggle thumbs)

Here I am; (Wiggle thumbs)

How are you today, sir?

Very well, I thank you. (Wiggle thumbs)

Run away. Run away. (Put hands behind back)

2. Where is Pointer? (index finger)

3. Where is Tall Man? (middle finger)

4. Where is Ringman? (ring finger)

5. Where is Pinkie? (little finger)

IF YOU'RE HAPPY

(tune "She'll Be Coming Round the Mountain When She Comes")

If you're happy and you know it, clap your hands (clap, clap)

If you're happy and you know it, clap your hands (clap, clap)

If you're happy and you know it,

Then you really ought to show it.

If you're happy and you know it clap your hands. (clap, clap)

2. Stamp your feet

3. Wink your eye

4. Bounce your seat

5. Snap your fingers

6. Bow your head

7. Wave good-bye (say "good-bye")

8. Turn around

9. Touch your toes

10. Touch your head

11. Touch your ears

12. Touch your nose

13. Touch your chin

THIS OLD MAN

This old man, he played one;

He played nick, nack, just for fun.

Nick, nack; paddy wack, music in the air.

This old man played everywhere.

This old man, he played two:

He played nick, nack on my shoe (point to shoe)

Nick, nack, paddy wack. Music in the air.

This old man played everywhere.

Suggested Games

HIDE THE BASKET

1. Use any small article such as a little basket.
2. Half of the class hide their eyes.
3. The other half of the class watch where the object is put.
4. The object must be put in sight. No one must tell where it is.
5. The child who hides the object says, "ready."
6. The children hunt with their hands behind their backs.
7. When they see it, they take their seats and must not tell.
8. When all have had time to find it, the first to take his seat goes and gets the object.
9. The other half of the class hid their eyes and the one that found the object hides it.

DOG CHASES KITTY

1. The children form a circle.
2. Give two children each a small soft object such as a board eraser.
3. They use two hands to hold the object.
4. Call one object the dog; the other the kitty.
5. When the teacher says "Go," each child passes the object to the next child.
6. They have to take the object with both hands.
7. The object is to see how fast the dog can catch the kitty.

DO WHAT I DO

1. Print on a card - "Do what (name of child) does."
2. The child whose name is on the card comes up and does something.
3. All the children do what he does (skip, clap, jump).
4. This a good game to help the child recognize his name.

ISAW

1. Have children sit in a circle with one child in the center.
2. The child in the center says "On my way to school this morning I saw _____"
3. and imitates what he saw.
4. The children guess what he is imitating. The first to guess correctly goes into the circle.
5. If no one guesses, the one in the center tells what was imitated and chooses someone to replace him.

DO THIS-DO THAT

(more mature children)

1. The leader says "Do this," all imitate him.
2. If leader says "Do that" those who imitate him miss.
3. Three misses and the player is out of the game.

Arts and Crafts Pointers

- * Always break down projects into simple steps.
- * Move each child at his own rate rather than moving the class together from step to step.
- * Use as little (or no) formal presentation as possible. Explain steps as you get to them; but explain simply why you do each step so they can try to see the progression and logic of the process. Use examples for presentation.
- * Always work to see the child is satisfied with what he does.
- * Praise sensibly, or you devalue praise.
- * Permit the child to attempt to do things for himself.
 - assume that he can do things, but lend assistance, if needed.
 - decide from the things he can't do, what can be taught.
 - assign priorities and sequence to what you want to teach; if you hop from one task to another, none may be accomplished.
- * Keep in mind that the change, the growth of the child's mind and muscular control are of more importance than the art objects produced. It is the child's growth and satisfaction you seek, not a present you are satisfied to have him show his parents.

Constructions

- * Paper
- * Paper Mache
- * Clay
- * Pipe cleaner animals, dolls
- * Stuffed animals, cloth or paper
- * Cardboard box construction boxes, toilet paper or paper towel rolls, shirt cardboard, cereal boxes, etc.)
 - horses, animals
 - boats
 - houses
 - trains
 - people
 - drums (oatmeal boxes)
 - airplanes

- * Wood constructions
- * Sock puppets
- * Pot holders
- * Peep Box scenes, table top scenes
- * Mobiles, stabiles
- * Salt and flour constructions (beads, pins, etc.)
- * Yarn dolls
- * Ojo de Dios
- * Yarn pictures
- * Stitchery
- * Cardboard purse weaving
- * Painted stones for paper weights

Paint, Chalk, and Crayon

- * Crayon Resist
- * Draw around self
- * Stuffed paper drawing of self
- * Paint on crumpled wet paper
- * Chalk on wet paper
- * Painted Mural (best: background painted, then each separate figure or object painted and pasted on background)
- * Sponge painted mural
- * Wax paper mats
- * Melted crayon designs between wax
- * Collage pictures
- * Pictures assembled from magazines

* Work with color. Take one. What things are of this color? How does this color make you feel?

* Finger Painting

* Scribble to music

* Paint or crayon to tell about experience, person or place.

Clay

* Pots (pinch, coil, slab)

* Tiles

* Sculpture — from a model (turtle, kitten)
make self, with eyes closed, kinesiethically
feeling clay

* Beads

* Candlestick holders

* Pins

* To finish, paint with tempera, and shellac
Best clay is powder form as there is no storage problem
Can sometimes obtain from local brick company.

Print Making

* Plasticene Prints

* Monoprints

* Tempera on folded paper (Rorschach) prints

* String prints

* Glue drop prints

* Potato prints

* Rubbing over leaves, coins, screen

* Inner tube prints

* Spatter prints

* Finger paint prints

* Stick, spool, etc. prints

Paper Work

* Woven paper mats

* Paper flowers

* Paper bag mask

* Paper village

* Cut paper mural

* Paper lanterns

* Snowflakes

* Kites

* Mobiles

* Christmas, Valentine, and other holiday cards and decorations

* Paper plate animals or wall pockets

* Paper sculpture animals (simple)

* Paper dolls

* Magazine cut out pictures

* Torn paper pictures

* Cut magazine picture, mount on wood block and shellac

* Paper chains

Paper Mache

* Animals (imaginary or real)

* Masks over paper bags

* Jewelry

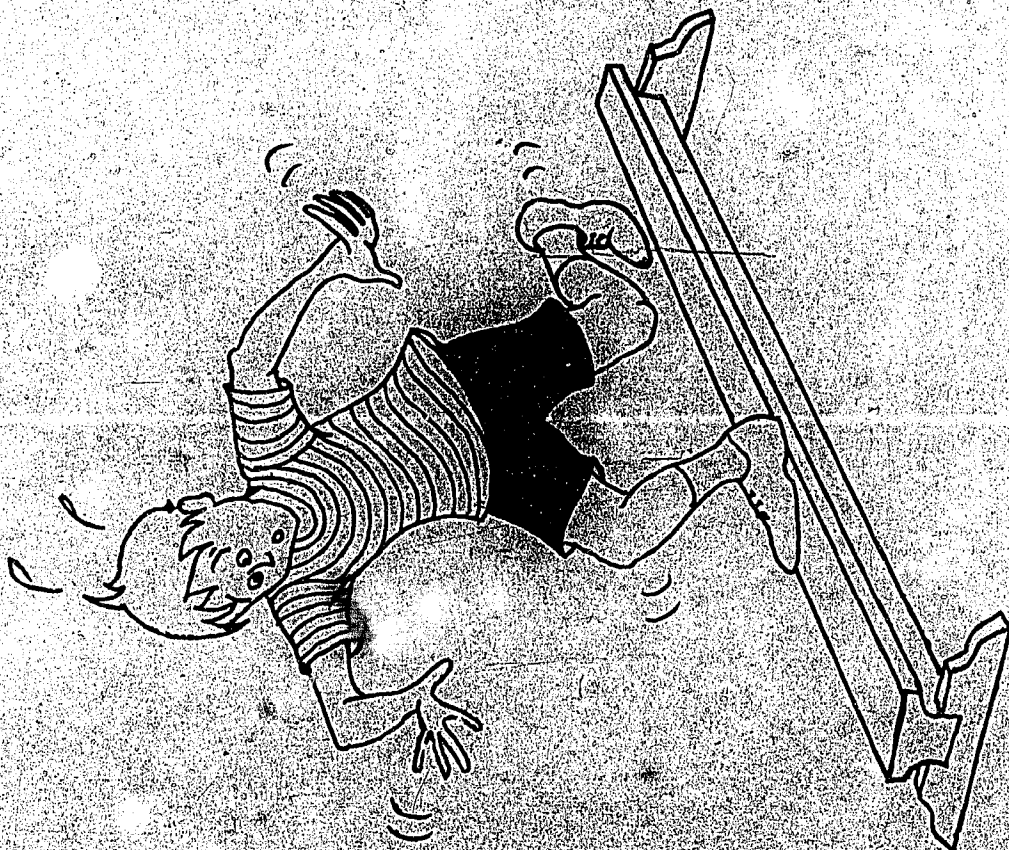
* Puppet heads over balloons

To make paper mache, mix flour and water to thick cream consistency. Dip small strips of newspaper into it remove excess and apply to balloon, wire hanger or other model. When dry paint and decorate.

Don't expect perfect results, but don't settle for disinterested sloppiness.

Some children object to the mess.

Planning is everything -- have to visualize results, so there should be a model for every stage of the game. Results are very satisfying.



**PERCEPTUAL
MOTOR SKILLS**

PERCEPTUAL MOTOR SKILLS

The authors believe that much emphasis should be given to the development of sensorimotor and perceptual motor skills in the education of the trainable mentally handicapped. Almost without exception the TMH exhibit poor coordination, poor posture, clumsiness, lack of awareness of self in relation to objects in the environment, and other similar problems. A program that is directed, at an early age, toward the development of sensorimotor and perceptual motor skills should help the TMH develop more normal perceptions and enable them to deal with their environment in such a way as to make their deviancy less obvious. For example, carefully-programmed teaching of the use of playground equipment enhances likeness rather than difference to the normal child.

The authors are not trying to promote any particular neurological learning theory. They feel that the curriculum should be well-rounded, involving cognitive, affective, and psychomotor functions; each playing equally important roles in the full development of the individual. While research has not proved that sensorimotor and perceptual motor training are directly related to the acquisition of cognitive skills, there is evidence that success in one area enhances the possibility of success in another. Research indicated that the motor and intellectual abilities of the TMH are more closely related than in other groups.¹ The TMH are inferior motorically to other groups of retarded children. Cratty² does not include Down's syndrome children with TMH motorically, as the former appear to exhibit more severe motor problems, requiring special programming, than do the latter.

In recent years, there has been an upsurge of interest in physical activity programs for the mentally handicapped. Historically, programs of this kind can be found in the work of Seguin, Montessori, and Doll. Many professionals have devoted their time to step-by-step analyses of the kinds of abilities needed in the development of such skills as locomotion, agility, balance, rhythms, and games, to name a few. This research has made a significant contribution to planning programs for the TMH. Universities and other institutions have developed therapeutic Physical Education programs. Physical therapists and physical educators are combining knowledge and skills to improve these programs. The work of Newell Kephart, Bryant Cratty, and Evelyn Loewandahl should be mentioned along with others whose names and works appear in the bibliography.

The following pages list a number of suggestions to help the classroom teacher develop a perceptual motor training program. Caution is always in order when a child with serious physical problems is placed in your class. Be sure that he is under the supervision of a qualified physical therapist and neurologist or orthopedic surgeon. When possible, work closely with other professionals to establish a good perceptual motor training program. Make a checklist for each child so you can see his progress and follow his development.

¹Cratty, Bryant Developmental Sequences of Perceptual Motor Tasks (Freeport, New York: Educational Activities, Inc.) p. 2

² *Ibid.*

General Program Planning

- Obtain at least one of the activity books listed in the bibliography.
- Plan activities with energy level of students in mind. The program is not meant to exhaust the students.
- Be sure that the activity is at the success level of the group. If it is not, simplify the steps.
- Use simple verbal instructions.
- Demonstrate each step as many times as is necessary. (Quality of performance, not speed, is the aim.)
- Have pictures of each step if possible, photographs may be used.
- Develop a checklist of desired behaviors and rating scale at each level.
- Cratty's developmental steps are listed at the end of the skill area.

**Skill Area – Perceptual Motor
Level – Primary**

C. A. 5.0-8.11
M. A. 2.0-3.6

Behavioral Objectives

Sensory Training

The child will be able to:
use toys provided for
manipulation.

learn from inter-
action with environ-
ment that eyes,
ears, tongue, nose,
hands help him

manipulate various
objects

Body Image

The child will be able to:
identify body parts listed
in vocabulary

Activities

Manipulative toys should be available for use each day – plastic bottles with
different kinds of caps.
Opportunities for exploring the environment: walks, feeling objects in room,
holding and manipulating objects.

Engage various senses with different smells, tastes, noises, sights, feelings. Use
teacher-made smelling, tasting, noise, etc., sets.

Give child as many experiences as possible, with objects he can manipulate, take
apart and put back together. N. C. Kephart believes that one reason children
develop learning problems is lack of practice with objects encountered in every-
day life. (N. C. Kephart, *The Slow Learner in the Classroom, Daily Sensorymotor*

Training Activities – See bibliography)

Vocabulary for Oral Language Development

head	hands	legs	eyes
arms	fingers	feet	

Instructional Aids and Materials

Note: Many sensorimotor activities need to
be included at this age.
Creative Playthings – manipulative toys
Some of the suggested programs may need to
be adapted to the needs of the TMH – such as
SRA's Detect Tactile. The material is useful but
the programs of use will have to be adapted.

Sand box
Water play
Single Concept Projector
Eyegate Sensory Film
Loops

Screw on bottle caps
Take apart percolator
Push-up toys
Egg poacher
Nesting bowls and blocks
Open and close drawers and doors on cupboards
Mystery boxes

Peabody Language Development K Level P
Mannequin

Cratty, Loewendahl, Getman, Black see
references in Suggested Materials at end of
skill area.
Sensory Kit – reading development
Unit (See Mershon in Suggested Materials at
end of skill area)
Detect Visual, Detect Tactile

Behavioral Objectives

respond to question by pointing

identify parts in mirror

complete flannel or other simple figure of man

color in outline of body made by teacher

play Simon Says

respond to directions on record or tape

fit parts of head on flannel board correctly

draw face with help

act out finger-plays concerned with body parts

on command (with help) clap hands, close eyes

Activities

Ears, nose, mouth, tongue, teeth — "Where is your _____?"

Have child point to parts on self and others. Teacher-Made games

Take-a-part Mannequin, Peabody, flannel or other. Have child put on missing part.

Puzzles — cut up magazine picture of person or photographs of class members mounted on cardboard and made into puzzles.

Have child lie down on paper, draw around him, have him color clothes, put in eyes, ears, etc. Post around room with name card.

Simon Says touch your head, eyes, etc.

Review directions on record or tape carefully; have child respond to one at a time.

Have each child put pieces in proper place.

Have child make circle for face; put on eyes, ears, nose, mouth, hair in right place.

"I have two eyes to see with"

Have child relate one body part to another. Make up game, children can direct.

Instructional Aids and Materials

See SRA's Inquisitive Games in Suggested Materials at end of skill area
Gymnastic mat 4 x 6 at least

Full-length, good quality mirror

Flannel board and figures

Note: Evaluate learnings by keeping a checklist for each child (clipboard or chart). Rating Scale may be developed also (See Suggested Materials at end of skill area) (See Body Image Unit in Appendix)

Brown paper
Magic markers
Paint or crayons

Many activities listed in P. A. S. S. Getman, the Physiology of Readiness (see suggested materials)

If can't find a slow enough record, make own tape giving instructions.

Flannel board

Flannel head with separate eyes, ears, nose, mouth hair

Use hand mirror to examine own face, where eyes are, etc.

Drawing paper, crayons, magic marker

Fingerplays and Action

Rhymes (See Suggested Materials at end of skill area)

Observe closely to see who needs more practice

Behavioral Objectives

with eyes open and closed,
touch hand to nose, ear, foot,
finger to head, leg, etc.

use fingers to
complete puzzles,
pegboard designs

dance to songs
directing use of
body parts (teacher
directed with help)

complete simple
sentences relating
to function of body
parts learned (teacher
directed)

lie supine on mat and
move body parts on
direction (teacher
may have to touch
parts she wishes child
to move for some time
before he will be able to
do it on command)
i.e. passive movements

roll across floor
with help
crawl

walk
run

make paper
footprints

cut out footprints

Activities

Looby Loo
Hokey Pokey

I see with my _____
I hear with my _____
I eat with my _____
I clap with my _____

“Lift legs”
“Sit up”
“Lift head”
“Lift arms”
“Wave hands”

Teacher may have to activate child's perceptual motor involvement through
passive and assistive movement as he develops his own abilities.

Crawl around rope patterns on all fours.
Walk on rope, hoop.
Seal walk – walk on hands with legs dragging.
Follow the leader.
Alternate crawl and walk.

Draw around children's feet on heavy brown paper.

Help child cut out footprints.

Instructional Aids and Materials

Pegboards
Puzzles

Records (See Suggested Materials at end of skill
area) or teacher-made tapes may have to be
made so directions will be given slowly enough

Listening and Moving (Educational Activities
Inc.)

Child may bring shorts especially girls who can
put them on under their dresses to use with this
type of activity.
Any professional assistance available from a
physical educator trained in therapeutic P. E.
or a physical therapist should be welcomed.
School systems would benefit from having
physical therapist as a consultant.

Mat

Rope, hoop
Use cloth to tie ankles together
Ladder
Masking tape, colored construction paper

Brown paper
Magic markers, crayons

Scissors

Behavioral Objectives

follow footprint patterns on floor

Position in Space

The child will be able to:
touch body parts to other objects with help

tell front, back, top of head, sides of self with help

respond to movement directions with help

begin to understand left and right (Bryant Cratty p. 19, 20 - Feels TMH can rarely identify left and right but that this may be changed with exposure to perceptual motor training techniques.)

review body parts on teacher-made checklist

Activities

Place footprints around on floor so child can follow pattern.

Help child touch hand to chair, head to wall, foot to door, etc.

Simon says:

- touch - side to table
- front to table
- top of head
- top of head to wall
- front to floor, etc.
- on mat - side on mat
- back on mat, etc.

Bend to the front.
Touch side of foot.

Point to side - move sideways, forward, backward, jump, etc.

Put colored tape on hands.
One color for each hand.
On mat, roll to left side with help, right side with help.

Give directions or plan other situations so you can tell how well children have learned the body image and position in space materials.
Might use flannel board and figures plus some body movement.

Instructional Aids and Materials

Note: Keep a record of desired behaviors and child's accomplishments. (See Suggested Materials at end of skill area)

Record
Teacher-made tape

Teacher-made tapes are useful after directions from teacher are understood

Colored tape

Teacher-designed testing situation and checklist.

Flannel board and figures

Behavioral Objectives

Balance

The child will be able to:
 walk forward
 walk backward
 walk sideways
 walk in pattern set
 by others
 kneel
 tiptoe

use equipment
 with help

walk up and down
 stairs, one at a time
 or alternating feet

walk on rope, hoop
 use walking beam
 with help

roll across mat

roll across segment of
 floor to object roll across
 floor to object

roll across floor in
 barrel with help

do exercises as directed
 by teacher

Activities

Plan activities either teacher-directed in person or on tape, and/or record directed.

Walk on patterns taped or chalked on floor.
 Play follow the leader.

Play exaggerated tiptoe walking games.

Introduce equipment. Lead children through use of equipment — engage help of aide and/or fifth and sixth graders in the school or university students.

Child should be encouraged to use alternating feet on steps. Lead through activity.

Walk on different patterns of rope.
 Walk on hoop.
 Play "look out for the alligators, don't fall in."



Place object at increasing distance from the child. See if he can orient his body to object.

Teacher will probably have to help the children through this activity.

Stand, bend with arms down, etc.

Instructional Aids and Materials

Note: Make checklist of desired activities; keep record for each child. Supervision will have to be given at all times at this age. An aide is very valuable to teacher with these activities

Equipment needed:
 walking beam, wibbler, tape and paper, mat, twist board, dollie or scooter board, bouncing tube, trampoline, stairsteps, barrel, rack board (most available from Preston Corporation)

Rope
 Hoop
 Balance beam

Barrel may be purchased or possibly obtained from janitorial supply house.

Loewendahl, Cratty, Black, Getman, Frostig — See references in the bibliography; each one has many suggested activities.

Behavioral Objectives

- copy poses that teacher acts out
- play statue
- imitate fairy, elephant
- use playground equipment with help
- move legs in bicycle movement with help
- operate mounted tricycle with help

Visual Motor Coordination

- The child will be able to:
 - roll ball to another child in circle
 - roll ball to certain spot on wall
 - throw ball
 - throw ball to another child
 - develop coordination by playing many games and do many activities involving visual-motor coordination

Activities

- Hands in air, hands to floor, one hand up, one hand down, etc.
- March in circle to music, stop music, freeze in position when music stopped.
- Have children imitate different kinds of walk -- light, heavy.
- Outdoor activities, teacher helps. On mat, have child practice.
- Moving legs alternately. Aide or older child move legs in desired movement.
- Let child use mounted tricycle. Have aide or older child move child's legs through movement.
- Circle, roll ball games. May need help from teacher or aide.
- Catching is not necessarily involved at this level; depends on child.
- Plan for a great deal of practice with these kinds of games. Overlearning may enable some TMH children to play these games with more able children.

Instructional Aids and Materials

- Have pictures of action as well; see if child can follow
- Record or tape Educational Activities Marches AL No. 11
- Radio Corporation of America -- Dance a Story Series, Dance Records
- Record or tape
- Playground equipment Mat
- Tricycle mounted on board
- Note: Enlist counselor in administering Frostig Visual Perception Test. See Suggested Materials at end of skill area.
- Basketball or Soccerball
- Soft volleyball
- Ring Toss game
- Horseshoe game
- Bean bag game
- Pegboards, large pegs

Behavioral Objectives

eye-hand

participate in chalkboard activities

match actual objects

match objects drawn on board

match objects drawn on worksheets

follow dots

eye-foot:

Activities

Fifth and sixth graders may be enlisted to help with some of these learnings as it will be necessary to supply continuous help and supervision at this level.

Draw line. Stay between two lines drawn on board.
Follow dots.



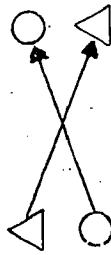
green - start-go



red - stop



Matching -



Be sure to enforce left to right motion of eyes and hands.



Teacher-made worksheets

Kick ball back and forth - two children.

Follow lines with feet.

Follow footsteps.

Walking beam.

Straddle walk tape on floor.

Push bean bag to numbers on floor.

Instructional Aids and Materials

- Cylinder blocks
- Square pegboard
- Geometric inserts
- Lacing Boards and other Montessori type equipment may be made or purchased
- Parquetry (DLM and Preston Corporation)

- Chalk
- Colored masking tape
- Construction paper

Objects purchased in dime store - two of each

- Worksheets
- Paper and crayon
- Paper and pencil

Ball

- Walking beam
- Tape
- Bean bag

Behavioral Objectives

Auditory Motor

The child will be able to:
respond to signal

Activities

Go over rope held by two children, initiating step to jumping rope.
Swing rope around, children jump over it.
Circle, kick ball — five or six children sitting in circle.
Hopping.

Buzzing response, drumming or xylophone.

Clapping hands, stamping feet in response to sounds teacher makes imitating rhythms.

Teacher-made or manufactured cards for children to observe and respond to, with clapping or pointing to right card after teacher makes sounds on drum or xylophone or other.

Instructional Aids and Materials

Buzzer board
Drum, xylophone
Melody bells

Auditory Dynamic Research Perceptual Motor
Development Cards (See Suggested Materials at
end of skill area.)

**Skill Area – Perceptual Motor
Level – Intermediate**

C. A. 9.10-12.11
M. A. thru 5.11

Behavioral Objectives

Activities

Instructional Aids and Materials

Body Image

The child will be able to:
name body parts

Review Primary Oral Vocabulary

elbow wrist
shoulder ankle

neck
hips

waist

Note: Checklist – be sure to keep record of children's accomplishments.
Review activities under Primary as indicated by children's needs.
Evaluate level by teacher-made test or other perceptual motor development test. (Kephart, Cratty, or other)

place parts of mannequin puzzle, flannel or other correctly

Review flannel or PLDK mannequin. Review flannel face, photograph puzzles.

Mannequin puzzle
Detect Visual, Detect Tactile
Face with separate features
Instant type camera
Cardboard for mounting
White glue

model face in clay

Help child place features in clay face.

Clay
Paint

complete simple drawing of man on chalkboard

Draw man without various parts → have child fill in.

can dot in first then leave off completely

follow directions on records

Looby Loo
Hokey Pokey
Square Dances

Cratty Records

become aware of body surfaces

Trampoline jumping. (See also Primary)

Trampoline

move body parts on command

Activities directing child to move: legs, arms, "Angels in the Snow" (Kephart)

Mat

exhibit poise in walking into room, across room, and through door

Practice.
Role play.
Discuss each other's performance.

Full-length mirror

Behavioral Objectives

Activities

Instructional Aids and Materials

sit correctly

greet guests

take pride in self

move sideways

backward

forward

jump up

bend down

copy gestures of

teacher

copy gestures in

picture

walk through hoop

Position in Space

The child will be able to:

relate body parts to

objects in the environ-

ment

relate objects to

body

move through

obstacle course

move body with

trunk fixed

These activities should be done slowly so child knows exactly what is expected of him.

Teacher stands/sits in various positions, children imitate.

Hold up pictures of people in various positions, children imitate.

Walk over and under objects.

Walk around objects.

Make obstacle course, running around objects.

Touch various parts of body to objects:

side to table

arm to chair

side to mat

Where is the chair? In front, back, beside?

Lifting and moving objects.

Obstacle course. Go through hoop, under table, etc.

Forward, sideways, back.

Tie in with grooming, self-help, and social skills units

Tape of teacher's voice (also other voice would be good)

Pictures of activities

Hoop

Bryant Cratty

Frostig Program for the Development of Visual Perception

Robert Valett, The Reinforcement of Learning Disabilities

Barrel, chairs, tables, etc., for obstacles

Tape of directions as well as teacher-directed

Trampoline

Mat

Preposition cards with pictures representing meaning of "in front of," etc., would be useful

Hoop

Behavioral Objectives

move limbs
move left and right
body parts with help

Balance

Walking

The child will be able to:

walk forward
walk backward
walk sideways
(on and off beam)
walk fast
walk slow
walk around objects
walk with partner
walk single file
walk up and down
stairs with alternate
feet

use equipment, some
with help, some alone

do exercises; teacher-
directed or record-
directed

follow simple
rhythms

Activities

Bend and straighten arms, (elbows).
Bend and straighten legs, (knees).

Lift left arm.
Lift right leg.
Touch left hand, right hand, left foot, right foot.
Throw ball with left hand.

Have children participate in a number of individual and group walking games and activities.

"Did You Ever See a Lassie?"
(See Suggested Materials at end of skill area.)

Encourage child to use equipment on his own; give help when necessary.

"Head, Shoulders, Knees and Toes"
"Simon Says"

Arms outstretched, palms up, bend elbows and touch fingers to top of shoulder.
Bring elbows forward and touch together, raise, move to sides and back as far as possible.

Round dances to record or tape.

March under bridge made by two children.
Walk, run, hop (skip if can).

Instructional Aids and Materials

Color cue left side — red dot, band around wrist and ankle or other cue meaning left

Walking beam

Tape

Rope

Hoop

Stair steps

Tape of directions:

walk fast

walk slow

Add music to tape after children can do this to taped directions:

See Primary-Balance

(See Suggested Materials at end of skill area.)

Teacher may have to slow record down — relate Listening and Moving Record, and others Educational Activities Drum

Behavioral Objectives

follow creative rhythms

ride tricycle

operate mechanical exerciser

use playground equipment

Visual Motor Coordination

The child will be able to:
roll ball in circle game

kick ball in circle game

throw and catch ball

visual tracking

Visual Discrimination Skills

The child will be able to:
play games requiring visual motor coordination

Activities

Play elephant, butterfly, train, ball, floating, sad, happy, skating, etc.

Active movement.

Passive movement, teacher helping those for whom it is necessary.

Outside activities — children may need some help but independent activity is goal.

Might make this a rhythm game with tape of music with teacher's voice.
"Roll the Ball"

to Andy
to James
to Ann
to Mike, etc.
"Kick the Ball"

See ball throwing evaluation in Pre-vocational.

Watch ball going back and forth without moving head.
Follow pictures on worksheets. Tell names in sequence.

(See Functional Academics.)

Lacing, simple weaving.

Nimble.

Make or buy bean bag game. Help to keep score. Relate to number learning.

Kickball — standing up in circle.

Hopsotch on floor of classroom.

Jumping rope.

Instructional Aids and Materials

Allow these to develop slowly so child really gets the idea. Having one rhythm well done is better than many poorly done

Tricycle

Mechanical exerciser

Playground equipment

Tape

Soft volleyball

Softball

Medium sized rubber ball

Suspendable ball

Picture cards

Nimble-Childcraft

Bean bag

Quoit Games

Rope

Ball

Dubnoff School Program

I/Level/1

Sequential Perceptual Motor Teaching Resources Exercises

Behavioral Objectives

Auditory Motor Skills

Auditory Sequencing

follow simple
directions

Activities

Follow drum beat sequence by jumping or other activity.
Follow xylophone sequences with another xylophone.
Student respond to teacher buzz on another board.
Pick out buzzer card after teacher has buzzed.
Buzz correct sounds from buzzer card.

Instructional Aids and Materials

Drums
Xylophones
Buzzer boards

Skill Area - Perceptual Motor Level - Pre-Vocational

C. A. 13.0 - 16.11
M. A. thru 6.11

Behavioral Objectives

Body Image and Self Concept

Position in Space

The student will be able to:
name body parts

tell function of
body parts

know that heart,
lungs, stomach,
kidneys are vital
organs

exhibit poise in
walking into room,
greeting guests,
sitting, standing

Balance

The student will be able to:
stand on one foot - eyes
open, closed, and with
arms at side

Activities

Teacher-devised evaluation activity to review learnings from previous levels.
Review work should be undertaken as needed for individual children.

Show what to do with feet. Make up sentences about it.
walk - I walk with my feet.
kick - I kick with my feet.

~~These~~ learnings should be tied in with self-help skills on proper diet.

Learning about menstruation - See Self Help Skill Area.

Visit other classrooms in building. Give students opportunity to walk, sit,
stand in various situations.
Demonstrate proper way to stand in line, in back of room, etc.
Tie in with Social Skills Activities.

Exercises for improving posture.

Balance is important to other tasks such as throwing and catching.

Plan many activities for child to develop balance.

Instructional Aids and Materials

Note: At this level these activities should begin to fuse with those in other skill areas.
For example, self-concept should relate to grooming, social skills at play and on the job. Games and Dances combine several skill areas. Equipment listed on other levels should be available to teacher either in classroom or gym. Appropriate dress, i.e. shorts for girls if necessary

Balls and other objects for students to demonstrate functions
Pictures of various body movements

Stethoscope:
Be sure to enlist parents in these learnings
Slides, booklet, on menstruation

Drawings or other illustrations on desired behaviors
Bulletin board
Obstacle course

Mirror

Note: The aim here is to emphasize likenesses to normal students

Help TMH to appear as normal as possible in a group

Frostig Program

Move, Grow, Learn - Frostig

Fifty Vigorous Physical Activities - Cratty

Behavioral Objectives

stand on one foot with arms folded

hop on right foot

hop on left foot in pattern across tape

walk on beam

walk around rope or a stick

get up and down on mat

jump ahead, back, laterally (half turn)

play endurance games

do Rhythms and Dances

Visual Motor

The student will be able to:
catch and throw ball

Activities

Put masking tape on floor.

Walking activities.

Cross legs; walk around rope; walk over stick while watching object across room.

Have student practice getting up and down from sitting position on mat.

Rope climb.
Wall push.
Towel pull.

Stretching. Feet together, hold each other's wrists, pull and rotate.

Instructional Aids and Materials

Masking tape

Walking beam

Rope, stick

Mat

Rope from ceiling

Towel

Ball, 3" diameter

Ball, 8" diameter

Throw ball into 2' x 2' square from 15' away.
Should be able to hit 3/5 times.

Bounce ball to student, should be able to catch 3/5 times — sometimes 5/5. (Cratty p. 61)

If student can do above, practice throwing with small ball directly to student.

Catch swinging ball.
Nimble.

Suspendable ball activities
Nimble — Creative Playthings

Behavioral Objectives

play games involving eye-hand, eye-foot coordination

model in clay

fingerprint

hand-eye tracking

connecting dots

Auditory-Motor

The student will be able to:
follow instructions by teacher, on tape, on record

Activities

Dodge ball.
Kick ball.
Catch.
Quoit Games.

Make pegboard patterns.

Place dots evenly on paper with paint and paint brush.

Chalkboard activities.

Frostig program.

Have students plan own games, dances.
Listen to records, follow instructions.

Instructional Aids and Materials

Dodge ball
Kick ball

Dubnoff Program
Visual Motor
DLM cards-pegboard pattern
Pegboard—DLM lighted
pegboard

Clay (Coordinate with art activities -- Social Skills)
Fingerpaints
Paint and paint brush

Chalkboard

Frostig (See bibliography)

Pathway School Program
Eye-hand Coordination
Exercises -- Teaching Resources

Songs, dances, games on records
Teacher-made tapes of directions

**Perceptual-Motor
Suggested Materials and Equipment**

American Guidance Services
Publishers Building
Circle Pines, Minnesota 55014

Peabody Language Developmental Kit, Levels P, I

Childcraft
155 East 23rd Street
New York, New York 10010

Silly Cycle
Nimble
Twist Board

Developmental Learning Materials
3505 N. Ashland Avenue
Chicago, Illinois 60657

Educational Activities
P. O. Box 392
Freeport, New York

Fifty Vigorous Physical Activities (cards)
by Bryant Cratty

Follett Educational Corporation
1010 West Washington Blvd.
Chicago, Illinois 60607

Move, Grow, Learn (activity cards)
by Marianne Frostig

Instructo Products Co.
1635 North 55 Street
Philadelphia, Pennsylvania

Perception Research Associates
LaPorte, Texas

Suspendable Ball Activities

Programs to Accelerate School Success
Minneapolis, Minnesota 55440

Plastic geometric forms

Preston Corporation
71 Fifth Avenue
New York, New York 10003

- pedometer
 - automatic timer
 - velco tape
 - mat
 - balance board
 - walk on number kit
 - balance beam set
 - barrel, rack and board
 - bouncing tube
 - coaster sled and seat
 - parquetry blocks
 - cylinder blocks
 - square pegboard
 - trampoline
 - wibbler
 - tricycle mounted on board
 - Montessori materials; lacing boards, etc.
- pegboard
 - puzzles
 - pipe ring toss
 - rubber quoit games
 - bean bag games
 - rubber horseshoe game
 - suction dart game
 - gym scooter board
 - hand dynamometer
 - stethoscope
 - stopwatch
 - geometric inserts
 - sorting box
 - exercycle
 - skat scooter
 - ride-a-roller balancing board

Science Research Associates
259 East Erie Street
Chicago, Illinois 60657

Detect Tactile by Leonard N. Gould
Inquisitive Games: Discovering How to Learn, by Herbert A. Sprigle

Teaching Resources
100 Boylston Street
Boston, Massachusetts 02116

Dubnoff Program
Fairbanks
Cheves

Equipment needed for games:

Boys

softball
indian ball
basketball
soccer (use soft volleyball)
relays
softball hockey
bowling
kickball
tennis with ping-pong paddles
and tennis ball
wrestling
follow the leader
punching bag -- boxing
croquet
horseshoes
tumbling
golf practice hole, club, ball
checkers
dominoes
bingo

Girls

bowling
badminton
softball
basketball
dodgeball
soccer
kickball
shuffleboard
ring toss
horseshoes
checkers
dominoes
bingo
bean bag games
red light
stoop tag
puzzles

Bibliography -- Perceptual Motor
Books and Pamphlets

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La Porte, Texas: Perception Development Research Associates, 1966

Black, Dolores and Motter, Bonnie *Show Me* (film and booklet)
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Braley, William T., Konichi, G. and Leedy, Catherine *Daily Sensorimotor Training Activities*.
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New York, New York: Abingdon Press, 1961

- Cratty, Bryant *Movement, Perception, and Thought*.
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Palo Alto, California: Consulting Psychologist Press, 1963
- Getman, G. N. and Kane, E. R. *The Physiology of Readiness*.
Minneapolis, Minnesota: Programs to Accelerate School Success, Inc., 1964
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Johnstown, Pennsylvania: Mafex Associates, 1969
- Kephart, Newell C. *The Slow Learner in the Classroom*.
Columbus, Ohio: Charles E. Merrill, Inc., 1960
- Loewendahl, Evelyn *Exercises for the Mentally Retarded*.
Swarthmore, Pennsylvania: A. C. Craft, Inc. 1967
- Robbins, Ferris, and *Educational Rhythms for Mentally Handicapped Children*.
New York, New York: Horizon Press Publishers, 1965
- Valett, Robert *The Remediation of Learning Disabilities*.
Palo Alto, California: Fearon Publishers, 1967
- Cratty, Bryant *Developmental Sequences of Perceptual Motor Tasks*.
New York, New York: Educational Activities, Inc. 1967

Thorne Films Inc.
1229 University Avenue
Boulder, Colorado 80302

Aids for Teaching the Mentally Retarded (especially for teachers)

- Phase A — Motor Training
- Phase B — Initial Perceptual Training
- Phase C — Advanced Perceptual Training
- Phase D — Integrated Motor Perceptual Training
- Phase E — Sheltered Workshop

Educational Activities, Inc.
Freeport, New York

Visual Perception Filmstrips
March Records
Rope Skipping Records
Social Perceptual Training Kit for Community Living

Mafex Associates
111 Baron Avenue
Johnstown, Pennsylvania 15907

Tooties

SIXTEEN DEVELOPMENTAL STEPS IN THE FORMATION OF THE BODY IMAGE AND THE BODY'S POSITION IN SPACE¹

1. IDENTIFICATION OF BODY PLACES (FRONT, BACK, SIDES, TOP, BOTTOM)

- a. Touch the front of your body.
- b. Touch the top of your head.
- c. Touch your side.

2. BODY PLANES IN RELATION TO OBJECTS:

- a. Touch the wall with your back.
- b. Lie on the mat on your side.

3. OBJECTS IN RELATION TO BODY PLANES.

- a. Where is the ball - in front of you, behind you, or by your side?
- b. Is the ball by your feet or by your head?
- c. Is the chair to your side, to your back, or to your front?

4. BODY PART IDENTIFICATION (LIMBS, ETC.)

- a. Where are your feet? touch your feet.
- b. Where is your arm? touch your shoulder.
- c. Where is your leg? touch your knee.

5. MOVEMENTS OF THE BODY.

A. TRUNK MOVEMENT WHILE FIXED

- a. Bend forward toward the front.
- b. Bend to the side; bend to the other side.
- c. Bend slowly backwards.

B. GROSS MOVEMENTS IN RELATION TO BODY PLANES.

- a. Where is your side? Can you move sideways?
- b. Let's try forward backward and sideways movements.
- c. How can you jump up?

C. LIMB MOVEMENTS.

- a. What can you do with your arms? Straighten arms. bend arms. lift arms at your shoulder, turn your arms (rotate them both ways).
- b. What can you do with your legs? Straighten legs. bend one leg at your knee.
- c. Lift one leg at your hip.

¹Cratty, Bryant Developmental Sequences of Perceptual-Motor Tasks. Educational Activities, Inc., Freeport, New York, 1967. Reproduced with permission of the publishers.

6. **LATERALITY OF BODY:**

- a. Touch your left leg
- b. Touch your right arm
- c. Climb this ladder using your left leg and left arm first
- d. Touch your right ear

7. **LATERALITY IN RELATION TO OBJECTS.**

- a. Place your left side nearest the chair
- b. Put your left foot on the box
- c. Go up to the wall and put your right side nearest the wall, now move and touch the wall with your left side

8. **STATIC OBJECTS RELATED TO LATERALITY.**

- a. Is that box by your right side?
- b. Is that stick touching your right or left foot?
- c. Which arm is nearest the ball?

9. **LATERALITY AND MOVING OBJECTS.**

- a. You stand still and I'll move around you. You tell me where I am. When am I nearest your back, nearest your left, and nearest your right?
- b. Now I'll move a little faster. You tell me where I am now
- c. Stand still and tell me where the rolling ball is
- Is it to your left, your right, your back, or your front?

10. **MOVING BODY'S LATERALITY IN RELATION TO OBJECTS.**

- a. You walk around this chair and tell me where the chair is in relation to you
- b. Using two chairs around which to walk a figure-eight, walk around the chairs and tell me where you are. When are your left and right sides of your body near the nearest chair?

11. **THE LEFT AND RIGHT OF OBJECTS (PERSONAL REFERENCE SYSTEM).**

- a. Point to the left side of the table
- b. Point to the right side of the chair
- c. Show me the right and left sides of the paper

In steps 12-16, the child is not moving, but is asked to make judgments of objects, another's body parts, or movements.

12. **STATIC DIRECTIONALITY WITH OTHER PEOPLE (PROJECTION INTO ANOTHER'S REFERENCE SYSTEM).**

- a. (Person opposite child) Show me my left arm.
- b. Touch my right elbow.
- c. Touch my left ear with your left hand.

13. **LATERALITY OF OTHER PEOPLE IN RELATION TO STATIC OBJECTS.**

- a. Which side of my body is nearest the chair?
- b. As I walk around the figure eight (the two chairs) tell me which side of the object is nearest to me?

14. **RELATION OF STATIC OBJECTS TO LATERALITY OF OTHER PEOPLE.**

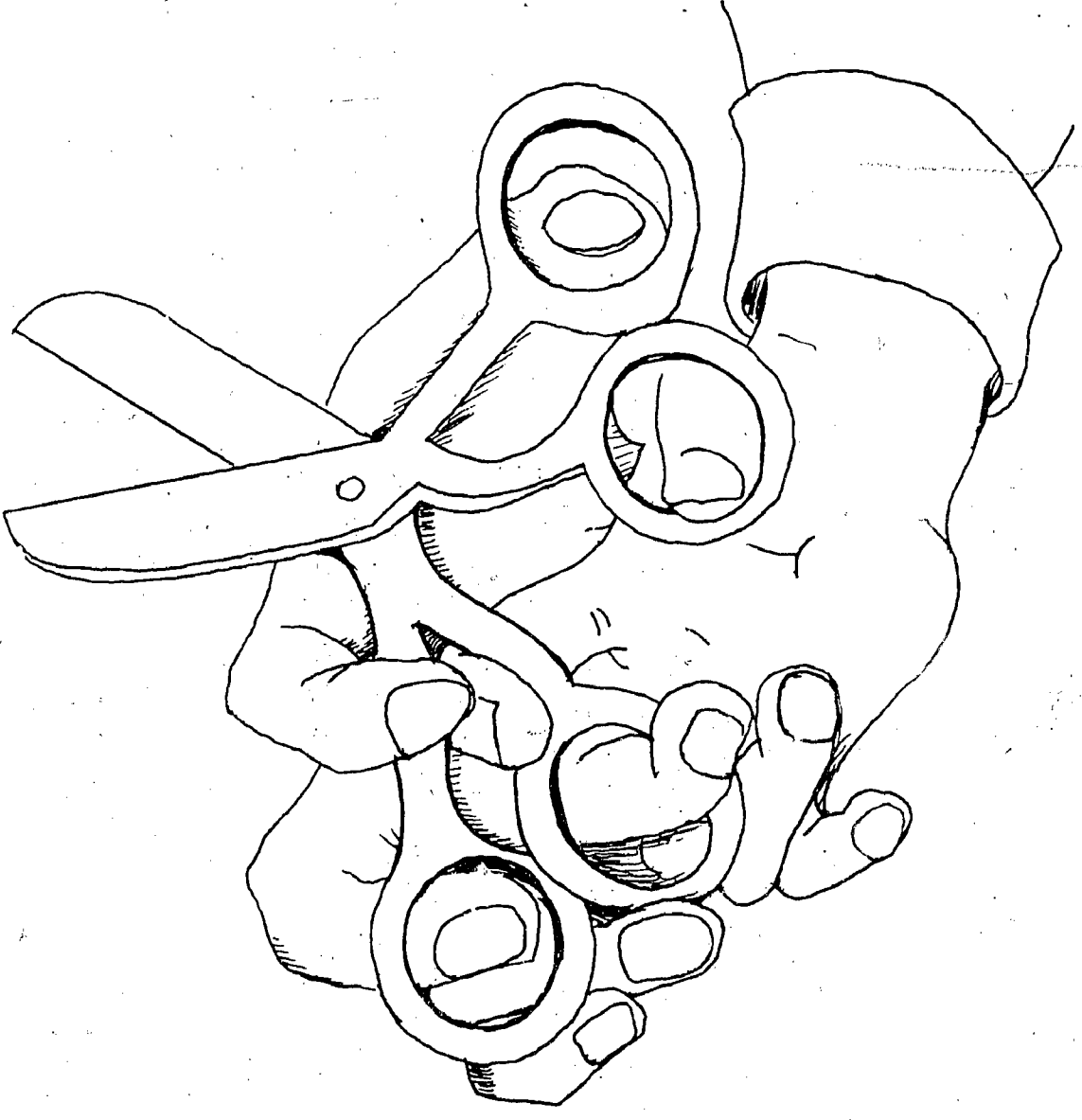
- a. (Teacher moves chair to a static position)
Where is this chair in relation to me?
Is it at my left or at my right?
- b. Where is the ladder in relation to me?

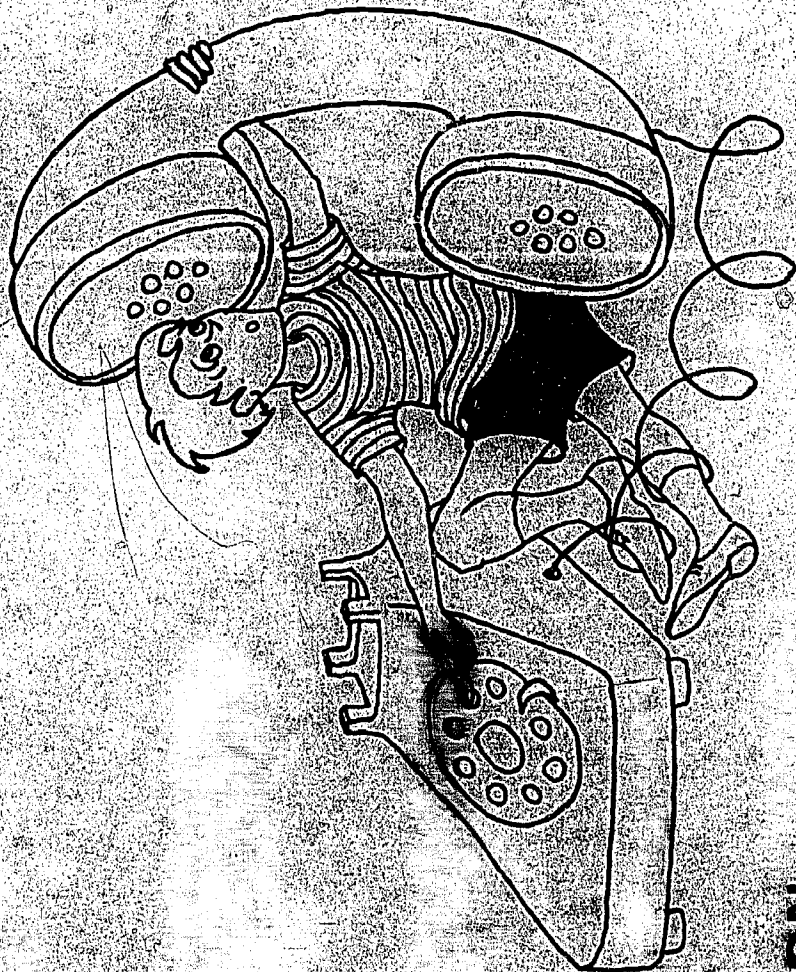
15. **MOVING OBJECTS IN RELATION TO OTHERS' LATERALITY.**

- a. Tell me where the ball is as it moves around my body.
Is it to my right, my left, my front, or my back?
- b. Where is the moving rope? Is it to my front, my back, my left, or my right?

16. **LATERALITY OF OTHERS' MOVEMENTS.**

- a. Tell me, am I walking to my left or my right?
- b. Which way am I moving?





**COMMUNICATION
SKILLS**

COMMUNICATION SKILLS

Speech is a form of communication but communication need not be speech. The teacher of the trainable mentally handicapped child must keep this in mind as she attempts to help the child deal with his environment in a meaningful way.

There are many modes of communication. Gesture and facial expression are important ones to be encouraged in the young TMH whose speech will be slow in developing. If a child understands language spoken to him, he may be able to respond with a correct motor response. Therefore, listening skills must be encouraged and a receptive language vocabulary developed. This can be done even when speech production is improbable. The child then learns to listen to and to follow directions. He may learn to use a communication board if necessary. He learns to follow directions which helps at home and on the job.

Speech production should continue to be encouraged, even in the older child, since limited verbal expression may develop. Shaping of speech sounds and words through use of behavior modification principles is encouraged. The teacher accepts any approximation of a sound or word and with positive reinforcement (extrinsic or intrinsic rewards) she shapes it into intelligible speech. This may be a very-long process and she should not become discouraged.

There is nothing more frustrating to a child than not being able to make his needs known, not being understood, and not being able to communicate. The TMH child encounters such frustration more often than other children not only because of his level of intelligence but also the physical anomalies which so often beset him. It is often necessary to work with these physical abnormalities before or in conjunction with the language program. Consultation and help from a physician or physical therapist is encouraged when the child appears to have physical problems. Teachers in New Mexico must keep in mind that the child may come from a Spanish speaking home. The child may have some receptive language in Spanish. If the parents speak English, they should be encouraged to speak both languages to the child.

Teachers are encouraged to work closely with speech therapists in the development of their communication program. There are many different techniques for approaching a child's problems. Speech therapists can give the teacher professional advice and encouragement; when one method does not appear to be achieving desired results another may be tried.

COMMUNICATION - GOALS OF THE PROGRAM

The goal of communication program for the TMH is to assist him in developing everyday communication skills. For the nonverbal child this would include a well developed listening program so that the child understands what is said to him and can respond with appropriate gestures or other motor response. For the child who will learn to speak, the listening program should be extended to include encouragement of approximations of sounds and words and a well structured program of functional language learnings; emphasizing oral language and some reading and writing related to projective vocabulary. This program should include learning to:

- a. Identify self (start with first name and on Vocational Prep level know name, address, phone - carry ID cards as well)
- b. Make needs known
- c. Listen to others; listen to follow instructions for games and activities
- d. Learn to use Yes, No, Hello, Goodbye, Thank You, Please, Excuse Me, You're Welcome
- e. Greet guests - say goodbye
- f. Respond to safety directions (Don't touch, Wait, Sit down, Come here)
- g. Make safety phone calls to police, doctor, firestation
- h. Participate in Role Playing or Creative Drama in classroom
- i. Help younger children without bullying
- j. Engage in conversation with supervisor and fellow workers
- k. Use appropriate tone of voice in group situations
- l. Ask directions

Skill Area – Communication
Level – Primary

C. A. 5.0 – 8.11
M. A. 2.0 – 3.6

Behavioral Objectives

Language for Listening

The child will be able to:
 understand what teacher says
 as listed below and respond
 with suitable gesture

Activities

Instructional Aids and Materials

Note: The atmosphere in the classroom should be conducive to communication. Teacher should be prepared to accept whatever attempts the children make to communicate by gesture or other means. She should be familiar with behavior shaping techniques so that attempts to speak are encouraged and may develop.^{1,2} Praise each effort.

The teacher should work closely with a speech therapist and counselor. An examination of the child's speech mechanism is made and, some measure of psycholinguistic level is taken through administration of such tests as the Peabody Picture Vocabulary Test and The Illinois Test of Psycholinguistic Ability. If the child is not speaking teacher should know at what level child is receiving language so she can program accordingly.

Gesture

The child will be able to:
 point to people, objects
 or pictures to make needs
 known

shake head or use other
 signal for yes and no
 si no

Teach child to use teacher-made individual communications board to which child may point to make needs known or to give yes-no answers. Should include picture of water, food, toilet, apparel, and other necessary items.

Shape child's behavior, i.e., accept any approximation of desired behavior and reinforce it positively. If you wish child to shake head back and forth for "No" accept generalized shaking and reinforce it with "good girl", continue this each day until desired behavior is achieved.

Teach child to use buzzer for yes-no answers; ring buzzer once for yes, twice for no, or work out own system. Teach child to shake or nod head for yes-no answers. Play "Do you want (a) _____" (dog, bread, candy, etc.)

Communication Board

Knowledge of behavior shaping techniques used in operant conditioning.

DLM buzzer board
 Other buzzer or bell

¹Homme, Lloyd Contingency Management in the Classroom.

Champaign, Illinois: Research Press, 1968

²Patterson, Gerald and Gullion, M. Elizabeth Living With Children.

Champaign, Illinois: Research Press, 1968

Behavioral Objectives

take adult by hand to show what he needs

identify at least five objects and pictures of the objects using the above methods

to wave goodbye smile in greeting

follow directions as shown by teacher

follow directions with picture

imitate teacher's gesture

imitate teacher action

Activities

Teach child to take teacher or other adult by hand to show adult what he needs. Use such simple activities with directions such as "take me to the table." Have child take teacher's hand and lead her to table.

Teach child to look at adult or other helper -- maintain eye contact.

Use pictures on the communication board of the words which will help child and teacher communicate. Have the child show you by pointing, respond to yes-no questions, and in other ways indicate that the objects and pictures of the objects mean something to him.

Set up game whereby a child leaves the room with the teacher; all wave goodbye. As they come back in, smile in greeting. May say "hi" if they have learned this.

Teacher models language for child. The child may not be able to repeat the name of the object or action pointed to, but teacher should say (model) the word for him each time he points.

Teacher indicates by doing what she expects of the child such as hanging up coat, putting away toys. Child responds by doing task; accept approximations and shape behavior.

Teacher may use picture instead of actions.

Teacher recites and acts out her own finger plays (ones from a variety of books some of which are listed at the end of this section). Children respond with gestures used by teacher.

Teacher-made action games to teach such words as:

sit	run	stand	bend	clap	shake
walk	jump	hop	touch	turn	put

Use Spanish words if appropriate.

Instructional Aids and Materials

Note: Remember that the child is just as frustrated by not being able to make his needs known as teacher is in not understanding him. Be alert to meaningful gestures and requests for help.

OBSERVE LISTEN

Objects such as small toilet, small table, food, drink, clothing, toys
Pictures of same objects

Note: Make constant use of positive reinforcement of all attempts to communicate.

Keep language SIMPLE, SLOW, and DIRECT. Use the same words and maintain eye contact. For example, don't say water one day and drink the next. Decide on one word and stick to it until child has mastered it and can accept another word for similar concept. As child matures, substitute words may be used.

Teacher should continue talking (modeling) for child. Even though the child cannot speak, he is listening. Parents should be helped to develop simple speech models for their child. Also, they should know that receptive language must be present before child will be able to say words.

Pictures of activity

Fingerboard and felt objects
Finger Plays and Action Rhymes
Rhymes for Finger Plays and Fingerboard

Tape and recorder to make same directions as teacher gives in classroom, on tape for children to follow
Pictures of action
Allow child time to absorb what is said. Be sure he is listening.

Behavioral Objectives

play imitative games

Expression-Facial

The child will be able to:
recognize smile
know that it means
happy

recognize frown
recognize crying

know that they
mean not happy

follow simple
directions

Speech for Safety

The child will be able to:
understand and respond
to no

show I.D. card

listen to and
discriminate some
sounds in the
environment

Activities

Teacher says or sings directions. Children imitate them.

Teacher-demonstrations of happy face; not happy face.

Filmstrips -- pick out happy expression; not happy expression.

Pictures with various expressions.

Identify photographs as happy; not happy.

Vocabulary for following directions:

sit down close the door come here clap your hands
stand up open the door turn around stamp your feet

Use Spanish words if appropriate

Vocabulary for Safety:

NO DON'T Don't touch Wait Come here

Make I.D. card. Show child that it tells his name, address, and phone number.
Be sure he carries it with him.

When teacher asks "What is your name?"; child pulls out I.D. card. If child
can say part of name have him attempt to do so.

Children hide eyes. Teacher makes sound, child picks what made sound from
objects on table as bell, drum, clapping, rhythm instruments, talking:

Instructional Aids and Materials

Photographs of the children doing all these
speech activities will help comprehension and
encourage language development. Failure to
develop receptive language may indicate aphasia;
further diagnostic studies should be requested by
the teacher.

Note: Teachers facial expressions give meaning
to sounds in speech development.

Projector and filmstrips

Pictures

Teacher-made puzzles of various facial expressions
Hand mirror

Close ups of teacher and children with varying
expressions.

Tape recording of simple directions -- teacher-
made

I. D. Card

Some parents may want child to wear I.D.
bracelet or other identification

Rhythm instruments Model of airplane, car
Teacher-made tape of sounds
Pictures of instruments, door, hands clapping, etc.

Behavioral Objectives

- clap hands, clap in pattern, stamp feet, stamp in pattern
- do simple finger plays and action rhymes

Activities

Making noises of animals or other things shown in a filmstrip.

Teacher demonstrates; children imitate.

"I have two eyes to see with."
(See Body Image Unit in Appendix.)

"Here's a Ball for Baby."
"Where is Thumkin?"

"Open Them, Shut Them (hands)
Open Them, Shut Them
Give a Little Clap
Open Them, Shut Them
Open Them, Shut Them
Lay Them in your Lap
Creep Them, Creep Them
Creep Them, Creep Them
Right up to your chin
Open up your little mouth
But do not let them in."
"Open Them, etc."

Speech Readiness

The child will be able to:
show progress in:

breath control

Have children participate in breathing activities:
in — out, stop on signal

Blowing activities:

blow ping pong ball or other light object across water or table; lips only — or with straw later

blow soap bubbles

blow up balloons

Instructional Aids and Materials

- Filmstrips
- Peabody Language Development Kit Level P auditory sections
- Teacher-made auditory perception cards
- Audio Dynamic Research — Auditory Perception Cards
- Golden Book of Finger Plays and Action Rhymes
- Flannel board and figures

Large bowl or pan of water to blow objects across

Straws

Soap bubble pipes

Bowl

Paper

Ping pong balls

Cotton

Candles

Facial tissue

Feathers

Oral Objectives

lip control

Have a party with these activities.
 Help child examine his lips and yours in mirror.
 Puckering to blow a kiss.
 Stretch lips in smile.
 Form lips into "O."

"Jonathan Joe has a mouth like an 'O.'"

Humming.

Sounds (animal) m-m-m-moo
 b-b-b-bah

Application of cold around lips.

tongue control

Play Simon Says "tongue in" — "tongue out."

Place peanut butter on lips in various places (corners, upper, lower). Have child lick it off.

Licking — play kitty drinking milk.
 Eat ice cream cones.

Recognition of Body Parts

The child will be able to:

point to parts of body
 when named

name some parts of
 body when pointed to

Oral Language Development

The child will be able to:
 name familiar objects (if
 unable to say full name of
 object, will attempt initial
 sound or syllable)

Activities

blow out candles

Balloons
 Paper bags
 Harmonica
 Hand mirror

A. A. Milne — "When We Were Very Young"

Models of animals
 Pictures of animals
 Films, filmstrips
 Popsicles — regular or made of consomme

Hand mirror

Peanut butter, jelly, honey, or other substance
 which child will want to lick off.

Lollipops
 Dish of milk
 Ice cream cones

Mannequin-Peabody Language Development Kit.
 Level P
 Large picture dictionary with one picture
 to page — can be made up as chart rack.
 made up as chart rack

Note: Teacher should check children on understanding of words so that more emphasis can be placed on vocabulary development if necessary.

Actual objects, models, pictures of words to be taught

Note: Teacher should remember that the goal

Vocabulary for Oral Language Development

water	doll	hat	teacher's name	car	daddy	shirt
milk	attempt	coat	peg	school	bathroom	pants
ball	puzzle	mittens	trike	mamma	dress	

Behavioral Objectives

Activities

Instructional Aids and Materials

Use Spanish words if appropriate

These words can be added to the words, need or want:
need _____ want _____

manipulate objects and name them

All concepts should be learned by actual experience with objects, then go to models and pictures.

use Language Master with supervision

Language Master with cards using pictures with instructor tape ready to go, so that all child needs to learn is how to run card through.

Sensory stimulation - feeling objects.

Have a mystery box with objects for child to name or feel: doll, ball, etc.

Body Image Vocabulary and activities in Perceptual Motor Section will relate well to vocabulary building and speech activities.

Make word boxes for each child with card with picture of each word child has in receptive and/or expressive vocabulary. Take photograph of each child; put on box with his name so child can easily identify his box by picture. Each time child learns word, put picture on card and place in word box.

recognize action words

Run Jump Hop Walk
Teacher demonstration of pictures of activity.

Visual Discrimination

The child will be able to:
discriminate by shape

discriminate by color

name up to five colors

Present triangle, circle, square form board.
Have child put right shape in forms. Match circles, squares, triangles by shape and color.
Classify by shape, size, color; not necessary to name

Red, blue, green, yellow, white.
Rojo, azul, verde, amarillo, blanco

of the TMH communication program is to help the child achieve functional language. His articulation may never be normal due to physical limitations. Encourage attempts at language.

Note: Behavior modification techniques such as those used at the Monterrey Institute can be adapted to encourage speech.

Language Master and cards

Ball, pegs, etc.

Felt and Flannelboard
Full length mirror

Word boxes
Cards and pictures (catalogs)
Photographs

Jean Utley - "What's Its Name?"

8x10 cards with person doing activity

Seguin formboard
P.A.S.S. plastic stencils
D.L.M. stencils
Color board - Judy Co.

Matching games
Language master cards with color words on the tape, color on card

Behavioral Objectives

use up to four prepositions
in following directions

In out up down
Go up-the-stairs,
Come down the stairs.
Go in the room.
Go out the door.

Use large boxes, steps and other props to help child develop understanding
of the concept.

respond to first name

Come when called; do what he is supposed to do. Roll ball and call name.
Child catches and rolls back to teacher.

say his first name

Play Train Game: Have train go slowly as student passes mirror, ask, "Who
Do I See?"
Child answers simply, "John."

Tactile Discrimination

The child will be able to:
recognize objects by
feeling them

Feeling objects -- identifying objects by sight and feeling; identifying objects
by feeling only.
Have duplicate objects to match with Mystery box, with one item child knows.
Have him feel it and guess what it is.

Activities

Instructional Aids and Materials

Special Education
Materials Center prepared cards for preposition;
blocks; Language Lessons (See Suggested Materials
at end of skill area)
Preston Co.

Ball

Full length mirror

Mystery box with hole in top for hand, or mystery
bag

Note: Use of taken reinforcement to stimulate
speech should not be overlooked.

First Grade Song Book
Ginn and Company

**Skill Area – Communication
Level – Intermediate**

C.A. 9.10-12.11
M.A. thru 5.11

Behavioral Objectives

Activities

Instructional Aids and Materials

Note: Review and add to control of articulators as outlined under Primary Communications. Work with speech therapist on this and on language development program. Try to have Illinois Test of Psycholinguistic Abilities administered.

Listening

- The child will be able to:
 - follow simple rhythms
 - imitate simple rhythm
 - follow simple directions on record

Teacher plays simple rhythm on drum; child repeats on drum or by clapping. Child is able to walk to simple rhythm.

Pattern directions on body image sequences. (Cratty – See Appendix)

Review gesture activities from Primary Level if they are still necessary.

show part of room where activities occur

Have room set up so that there are areas such as store, dress up, science that will stimulate speech. Play "Show me where you play store, where the balls are" etc.

point to correct pictures when activity is named

Have pictures of children doing things. Nothing encourages conversation as much as this. Play "Show me the picture where Larry is jumping, Jean is throwing ball" etc.

follow lesson as set up in language development kit

If she wishes, teacher can use lessons as indicated in Peabody Language Kit. These may need adapting to the group.

name sounds or point to pictures of sound heard on tape

Make sounds of:
cat duck horse bell
dog cow pig drum
Teacher may make tape or use one already developed.
Play game to listen for sounds. Close eyes and tell what is heard.

Drum
Melody bells
Buzzer board

Listening and Moving Records

Communications board
Buzzer board

Materials to make sections of room realistic and conducive to speech

Instant-type camera

Peabody Language Development Kits, Level P, Level I
Language Lessons (See Suggested Materials at end of skill area)
Tape, tape recorder
Records, Record player
Rhythm band instruments
"Who Said It"
Teacher-made tapes

"Listening With Mr. Bunny Big Ears" (Bowmar)

Behavioral Objectives

name classmates talking in class or on tape or record

listen to action word and do it

obey simple commands

act like certain animals

guess what animal other child is pretending to be

listen to nursery rhymes

repeat rhymes with teacher

fill in word to complete rhyme

follow finger plays and action rhymes

follow directions in simple games

Activities

Blindfold child; have another child stand behind him and whisper. Blindfolded child identifies whisperer.

Vocabulary for Receptive Language

jump stand
hop sit
gross motor activities

walk
run

walk backward
walk sideways

Pick up the book.
Bring it to me.
Open the door.
Get your coat.
Turn on the light.
Close the windows.

Teacher demonstrates; acting out animal behaviors: dog, cat, elephant, etc.

Play: "Guess Who I Am."

Use pictures of animal that child can point to if he cannot say name.

Pick two or three nursery rhymes child should know; read them aloud; play tape or record of them; show pictures that describe rhyme. These must be reviewed many times.

Have children who are able to repeat rhymes with teacher and on tape recorder.

Give incomplete line as:

Mary Had a Little

Child will give or show teacher correct words.

Pick two or three of these for children who learn well. These can be interspersed with other activities which are not so difficult.

Play "Did You Ever See a Lassie?" Teacher sings and demonstrates action; helps each child individually to go through actions. Then has whole group do it.

"The Name Train." Teacher is engineer, marches around room making noise like train; calls names of children to join the train. Later, child may be engineer.

Instructional Aids and Materials

Pictures of action words in case they are needed
Cratty

Walking beam and other equipment

If the child is able to follow these directions, the teacher knows that the child is understanding language even though he may not be producing it. These understandings should be developed with the hope that the child may be able to express himself verbally at a later stage. Expression through gesture, facial expression and movement should be encouraged.

Pictures of animals

Big Book of Nursery Rhymes

Tape and tape recorder

Flannel board and figures

Pictures of nursery rhyme characters for child to pick if he can't say name

Golden Book of Finger Plays and Action Rhymes
Fingerplays and Flannel board Activities

Note: Take photographs of children doing fingerplays.

Note: Teacher should acquaint parents with goals of communication program. In many homes, the child does not have to speak because his needs are anticipated. Help parents to understand that they are helping their child by making him ask by gesture or words for his wants.

Behavioral Objectives

answer simple questions about story

exchange greeting

follow simple directions like:

clap hands

clap hands in pattern

stamp feet

stamp feet in pattern

open the door

close the door

listen to short nursery rhymes and stories

sequence up to 4

pictures of nursery

rhyme or story

fingerplays

role play very simple

story or rhyme with

help of pictures (with

or without verbalising)

exhibit expressive behavior

appropriate to the story

Activities

Tell short story and then ask question that can be answered with one word: or point to picture that answers question.

Say "Hi" or "Hello" on entering classroom.

Listen to each child say something, then play "Who Said It?" by blindfolding child and having him guess who is talking.

Make noise of something shown in filmstrip; have child identify by naming or pointing to object or picture.

Teacher demonstrate. Children imitate.

Cards with actions on them; teacher demonstrates, child learns to follow pattern.

Shorten nursery stories to children's attention span. Have children show with pictures what happened in the story.

For example:

Have four large pictures of "The Three Bears" story. Goldilocks going into the house, eating the porridge, sleeping in the bed, bears come home. See if children can sequence pictures against wall or chalkboard as a group. Go to smaller sequencing when they appear ready.

Teacher should pick certain rhymes and have children repeat and act out often.

The Three Bears as above.

Instructional Aids and Materials

Filmstrip on greeting

Blindfold

Children talking

Filmstrips

Audio Dynamic Research
Auditory Perception Cards
Buzz board - DLM

Listening Time Records (Bowmar)
Songs for Children with Special Needs Records
and book (Bowmar)

Story pictures for sequencing, 8x10 or larger
We Read Pictures

We Read More Pictures
Scott, Foresman and Co
Judy Co.-See-Queen

Finger Plays and Action Rhymes
Talking Time

Flannel board and figures (see Body Unit and
face pattern-Appendix)

Instructo body masks for dramatics

Basic Concepts Through Dance-Body Image
(Carr and Jerry Records for Special Education -
Bowmar)

Behavioral Objectives

Activities

Instructional Aids and Materials

play house

Encourage playing house by having a corner of the room set up for this purpose: have old clothes and other props handy.

Listening with Mr. Bunny Big Ears Record --
Bowmar

tell life experience

Tell something that happened to family.

Old clothes, rugs, table setting and other props which may be brought into dramatic play
Dolls, clothing for dolls
Instant type camera and film -- nothing stimulates interest and speech more than pictures of themselves in action.

participate in a party at school

Have a party; have children greet each other when they come to the party.
Greet guests who come to the room.
Take pictures.
Have puppets talk to each other.

Cold-mix drink, cookies, napkins

use first and last names of friends

Call friends on toy telephone, on teletrainer.

Instant type camera and film
Hand puppets

name members of family

Arrange with parents for child to call them from school to invite to class party or for other reason.

Toy telephone

Try to get "teletrainer" from telephone company. They will demonstrate proper use of phone and show movie.

tell simple family experience

Tell about family. Draw pictures of family. Name them.

Drawing paper.

Teacher must have correct family information.

describe party or other activity at home

Make a booklet about things family does together. Draw pictures, tell class about them.

role play school events

After having the party, ask the children to pretend they are having a party and act it out; role play other school events. Take pictures, and act out event.

role play family events

If possible, have photographs of families.

role play simple story

Act out simple story told by teacher.

create simple play

Encourage children to make up own story.

Tape and tape recorder

Behavioral Objectives

Safety Words

The child will be able to:
recognize words and be able
to give proper response

Activities

Vocabulary for Oral and Reading Development

hot	don't walk	poison	boys	keep off
stop	wait	exit	girls	police
go	telephone	women	push	doctor, M.D.
walk	danger	men	pull	

Match pictures with words on cards; have children draw pictures to illustrate words; develop card file for each child with pictures and words on Language Master cards. (cards made with tagboard and surplus tape)

role play protective vocabulary

Have children act out what they would do as teacher pulls out card.

Oral Language Development

The child will be able to:
learn 20 words or more

Vocabulary for Oral Language Development

hat	shirt	milk	spoon	chair	driver
coat	shoes	water	knife	school	pencil
dress	socks	meat	fork	bus	crayon
pants	underwear	tray	table	teacher	paper

I need coat.
I need water.

use words in simple sentences

Visual Discrimination

The child will be able to:
match by shapes, color,
size

Have children match objects according to shape, color, size.
Review color words.
Try Frostig Program on those needing it.

matching patterns on pegboards and from card to pegboard

Make patterns on one pegboard. Have child copy on another. Start with very simple pattern. Have child copy pattern from card on pegboard.

Instructional Aids and Materials

Note: Development of vocabulary for self protection in TMH is important aspect of communications program.

Pictures of words
Flash cards

8x10 Language Master cards with protective word and picture of word. Teacher tapes word on L. M. tape.

Note: Check other skill areas for words for oral language development.
Language Master cards with picture of word and recorded word on the tape.
Child need only learn to put card into slot.

Individual word boxes with child's photograph on front. Tagboard with pictures of words child knows filed in individual box.

SRA
Detect Visual
Frostig Program
Forms in varying shapes, sizes and colors.

Pegboard, pegs

DLM pegboard cards to match patterns to pegboard — SRA Lesson Plan (S — appendix)

Behavioral Objectives

play matching game

simple association game

Tactile Discrimination

The child will be able to:

recognize common objects
by touch

recognize gross opposites

Activities

Identify object by name. Match with similar object. Example: hat, coat.

Hat and coat.
Shirt and pants.

Know hard-soft, wet-dry, hot-cold, etc.

Adapt some of Detect Tactile Program to class. Have children guess by feeling it; what you have in mystery bag or box.

Tracing activities. Set up word cards (protective or other). Clip tracing paper over it and have child trace word.

Instructional Aids and Materials

DLM association cards

Detect Tactile

**Skill Area – Communication
Level – Pre-vocational**

C. A. 13.0-16.11
M. A. thru 6.11

Behavioral Objectives

Activities

Instructional Aids and Materials

Listening

The child will be able to:
follow two simple directions

Directions Game – Call child's name; give him two directions. Have other children monitor his behavior and tell if they think he followed the directions. If not, see if another child is able to do it.

“Put the book on the chair.”

“Bring me the pencil.”

“Put a green paper ball on this chair.”

“Give Bobby the book.”

identify pupils' voices
from tape recorder

Identify sounds with eyes closed.
Identify voices on tape.

Tape recorder

Teacher-made tapes at children's level to get them used to idea

follow rhythms and
directions on records

Have children listen to tape and later records. Teacher demonstrates actions then does with individual children; then with group.

Music Concepts Through Dance
Position in Space – Bowmar

participate in simple
folk dancing

Make simple costumes when folk dances have been learned; put on program for other classrooms.

Simplified Folk Dance Favorites – Bowmar

participate in rhythm
band

Drum, melody bells, rhythm band

learn to record on
Language Master

Teacher shows child how to listen for question on tape; then how to tape his response.

Language Master
taped cards

listen to question and
answer by using Language
Master

use sentence up to six
words

Make up game using picture cards. Have child hold up card and name it. Later have him name it by using a sentence. “This is a dress.” To increase sentence length, add adjective to describe picture. “This is a red dress.”

Pack of picture cards – one picture to a card
Peabody Language Development Kit, Level 1, 2
Economy Pictures Cards

color to music

Listen to music and using paint brush, crayons, or magic markers make drawing to music.

Record, record player, paintbrush, paints, crayons,
mag. markers

Behavioral Objectives

listen to story (teacher-taped on tape recorder with headset)

sequence story pictures

identify familiar sounds by pointing to picture and/or naming

Visual Discrimination

The student will be able to:
tell same and different items

tell alike items

Speaking

The student will be able to:
say word or sign from picture

read word
match word to picture

act out word

Activities

Have children listen to story. (From picture book if desired)

Have children sequence pictures about the story.

Teacher-made tapes of familiar classroom sounds can be used to play "What's my name?"
Children are asked to identify sounds.
Same can be done with manufactured tapes and picture cards.

Do pencil and paper activities, involving shape, color and size discrimination.

Match all items that are alike; chairs, trees, etc.

Vocabulary for Oral Language and Reading

Exit	Pull	Keep Out	Information	Up	No Trespassing	Gentlemen
Danger	Open	Walk	Stairs	Down	Entrance	Women
Push	Close	Don't Walk	Elevator	One Way	Men	Ladies

(See also Functional Academics)

Put picture on bulletin board; have students tell you what action the picture shows; match word to picture.

Reverse procedure; put word on bulletin board, read it, match with picture.

Give each child picture or word; have him act it out.

Instructional Aids and Materials

Headset
Tapes (teacher-made and others), tape recorder
Book

Sequence pictures (teacher-made)
DLM - Sequential Pictures I and II

Association Picture Cards I, II, III
Buzzer Board Pattern Cards
Auditory Familiar Sounds
Picture card and record
Auditory Training Rhythm Band
Fern Tripp
2035 East Sierra Way
Dinuba, California 93618

DLM - Same and Different Language Expression Cards
Mafex - Developing Shape Discrimination
Developing Color Recognition and Safety Awareness

DLM Association Cards

Note: Be sure to work with speech therapist on speech improvement for those who still cannot be understood.

DLM Functional Signs
SEMC - words and pictures
Teacher-made signs
Fern Tripp - Community Signs

Put tape on word cards and picture cards; use with Language Master

Behavioral Objectives

role play with words

make up simple play

learn parts

record on tape recorder

give play for class

participate in a telephone conversation

take simple messages

request information on phone
make an emergency
phone call

role play interviews in person

tell how to look on job

tell how to act on job

name familiar items in store

ask for item he can't locate

Activities

What happens if you do not do what a sign tells you?

- No Trespassing
- Walk
- etc.

Have students make up a story about some activity they are interested in or some story they have read.

Make up short parts for each player.

Have students go through play on tape; replay it for practice.

Put the play on for rest of class.

Have student call friend and ask him to visit; be sure to stress coming to the point and not dragging out the conversation.

Teach students how to write phone numbers so the parent or other person may return call.

Find out what time the movie starts; when an appointment is, etc.

Call fire department, police, doctor to report an emergency.

Teacher or other student should be interviewer; simple information should be given such as name, address, phone number, are you in school?

Can you do _____? (activity that job requires)

Practice maintaining eye contact.

Call for appointment.

Discuss good grooming and its relationship to success on the job.

Discuss pleasant disposition, value of a smile.

Doing what the boss tells you.

Have students interact in mock workshop situation.

Learning to take criticism. Help student learn from mistakes.

Visit sheltered workshop.

Have boss come to talk to class.

Take a field trip to local supermarket.

Learn names; see how many items students can name on shelves.

Have child ask store employee for item he can't find.

Instructional Aids and Materials

Word cards

Put on Laminate Master Cards to reinforce learning; play with tape recorder and tape

Clothes lines if needed.

If there is a phone in the room, arrange with parents and other so students make real calls Teletrainer --Phone Co.

Note pad

Note: If parents wish students to take messages, a special pad should be set up showing information parents wish to have taken such as name and phone number.

Props -- desk, chair, etc.

Telephone

Teletrainer

Avid Filmstrips and Records on Jobs, Job Attitudes

Set up mock workshop

Table with sorting, counting or counting job set-up

Social Perceptual

Training Kit for Community Living (Educational Activities)

Behavioral Objectives

ask bus driver for directions

ask policeman for help

Activities

Arrange with bus company for class to meet bus driver, ask for directions to get on right bus.

Have policeman visit room; have students talk to him.

Instructional Aids and Materials

Spin It
Speech and Language Materials, Inc.
P. O. Box 721
Tulsa, Oklahoma 74101

COMMUNICATION SUGGESTED MATERIALS AND EQUIPMENT

American Guidance Services, Inc.
Publishers Building
Circle Pines, Minnesota 55014

Peabody Language Development Kit, Levels P, 1

Bell and Howell
7100 McCormick Road
Chicago, Illinois 60645

Language Master

Educational Activities
P. O. Box 392
Freeport, New York

Who Said It - Ernest Siegel, et al. (records)
Social Perceptual Training Kit - Barbara Edmonson, et al.
Record - Rhythms and Songs for Exceptional Children
Record - Happy Time Listening
Record - Listening to Mr. Bunny Big Ears
Social Perceptual Training Kit for Community Living

Instructo Products Co.
1635 North 55th Street
Philadelphia, Pennsylvania

Cut outs for acting

May's Music Company
514 Central S. W.
Albuquerque, New Mexico

Melody bells
Drum

Stanwix House
3020 Charters Avenue
Pittsburgh, Pennsylvania 15204

Informal Dramatics: A Language A Activity for the Special Pupil - Barbara McIntyre, Ph. D.

Word Making Productions
Salt Lake City, Utah

Revised Word Making Card Set

Communication Boards (if necessary)
Flannel Board and figures (group and individual -- purchased or teacher-made)
Polaroid camera and film
Graflex Study Mate -- individual filmstrip viewer
Objects purchased in local stores or brought from home

Books and Articles

Doll, Edgar A. *The Measurement of Social Competence*.
Circle Pines, Minnesota: American Guidance Services, 1953

Dunn, Lloyd "Peabody Picture Vocabulary Test"
Circle Pines, Minnesota: American Guidance Services

Golden Book of Fingerplays and Action Rhymes

Homme, Lloyd *Contingency Management in the Classroom*.
Champaign, Illinois: Research Press, 1968

Kirk, Samuel and Kirk, Winifred "The Illinois Test of Psycholinguistic Abilities"
Urbana, Illinois: University of Illinois Press

Palomares, Uvaldo and Bessell, Henry *Methods in Human Development*
San Diego, California: Human Development Training Institute, 1960

Patterson, Gerald and Gullion, M. Elizabeth *Living With Children*.
Champaign, Illinois: Research Press, 1968

Scott, Louise Bender and Thompson, J. J. *Rhymes for Fingers and Flannelboards*.
New York, New York: Webster Division, McGraw-Hill, 1960

Molloy, Julia *Trainable Children*
New York, New York: The John Day Company, 1963

Educational Record Sales
157 Chambers Street
New York, New York 10007

Classroom Rhymes -- Animal Rhymes
Machine Rhymes

LANGUAGE DEVELOPMENT SERIES
NO. 1: PREPOSITIONS

The Special Education Materials Center
1420 Edith N. E.
Albuquerque, New Mexico
Jane Blumenfeld and Beverly Vogel

A Cooperative Program of the
University of New Mexico and the
Albuquerque Public Schools

Language Development

Today we hear a great deal about communication. Are we listening when someone tells us something? Are we able to respond in a meaningful way to what has been said? Communication involves sensitivity between participants, and it also involves understanding of what is being said so that proper response may be given. Misunderstandings often occur because concepts are being used in different ways with different meanings given to them. For this reason, language development plays an important role in the art of communication.

There are three general aspects of language development which are usually considered: namely, articulation or the ability to form the phonemes of a language correctly; concept development or the building of a vocabulary in the language; and structure of language or the knowledge of how to use the words in a meaningful way.

The Special Education Materials Center is concerned with each one of these aspects of language development and hopes to produce several booklets which will be helpful to the classroom teacher in planning the language program. The present publication is the first in the SEMC's Language Development Series. It relates specifically to concept development and the structure of language in the somewhat ambiguous area of prepositions. It grew out of need in the Special Education classroom for greater understanding of prepositions and how to use them.

I. Prepositions

<u>English</u>	<u>Spanish</u>
for	para
in	en
on	sobre, en
in front of	en frente
beside	al lado
up	arriba
down	abajo

<u>English</u>	<u>Spanish</u>
between	entre
behind	detrás
before	delante
among	entre
with	con
to	a

SUGGESTED WAYS TO MAKE THE PREPOSITION CARDS MORE USEFUL

For easier handling and storage, the preposition cards come to you with holes punched in them. They may be taken out of the envelope in which they arrived and placed in a looseleaf notebook. Hopefully, future Language Development Series will come in the same form, ready for inclusion in your notebook.

You may wish to mount the series on cardboard for further durability. Any kind of cardboard will do, but shirt cardboard may be the cheapest and most readily available. If you like, you can punch holes in the cardboard and use both cardboard and notebook. Cards may then be laminated.

Experience has shown that the cards work better if the dog in the picture cards and the letters in the word cards are in color. Perhaps you can find time to add the color yourself since printing costs prevented our adding it. A marking pen is useful for this purpose, although crayon will do. The dog might be orange or brown. The words may be any bright color.

II. Suggested Lessons

First lessons with the use of prepositions should be with actual objects. A plan for teaching concepts In and On is presented below. It should be remembered that in Spanish the word En may mean either in or on and the clues to the speaker and listener are contextual. There are two words which they must learn to use properly for the single concept En.

SAMPLE LESSONS

In - On

In

Materials needed

refrigerator carton large enough for child to get into; stool or large block small box with several small toys in it; piggy bank pictures, preferably humorous, demonstrating concepts

Procedure

Have a child get in the box. While he is in the box the teacher is saying "Alan is in the box." "Where is Alan?" "He is in the box." The teacher describes each child's actions, sometimes she will get an answer to her question, if not, she should answer it herself without insisting that the children do so. The child feels what in means.

From the gross involvement in the concept, the child proceeds to a generalizing of the concept to anything that is in something else. This is done through the use of the small box with toys and with any other objects that are readily available in the classroom. The teacher should always be on the alert to use objects in the child's experience. Imagination and creative thought are requirements here as in all teaching. From actual objects the teacher proceeds to pictures. If she is an artist, she is in! If not, she should try to find interesting and humorous pictures if possible. Again there is much discussion of in in terms of self talk or parallel talk on the part of the teacher. That is, she first describes the picture herself, asks questions and m. receive some answers.

A good deal of variety is needed because repetition is important and variety keeps the repetition from becoming boring. The teacher can make an "IN BOOK" of pictures containing pictures of the concept.

Conversation - in playing and working with the children, teacher and aide should be on the alert to use concepts during normal classroom conversation.

Games - 1. Set up a number of in situations. One person is "it" and places himself or something in something. The person who describes what he is doing gets to do something. 2. "What is in my hand?" "Which hand is it in?"

Activities - A booklet can be made on all concepts so that child can take this home to reinforce memory of them. Parents should be alerted as to what the book is about and how to use it.

ON

Have each child get on the stool or block. Describe his actions. Do the same with other objects around the room. Be sure that you describe what each child is doing and then ask what he is doing. Whoever answers the question and in whatever way as long as he indicates some idea of the concept on should be positively reinforced with "Good boy" or whatever other comment the teacher wishes to use. In general, these children are so eager to learn about new things that there should be no need for extrinsic reinforcement

such as M and Ms. Imaginative and interesting presentations will increase the child's attention to the task. After gross involvement with the concept, have a number of small items that the child can place on a box or other object. A number of interesting pictures can be presented for the child to describe as he wishes. If teacher does not get good response she should make one herself without comment. Continual positive reinforcement of whatever response the children do make seems to pay off better than trying to force a response.

Conversation — teacher and aide should be on the alert to use the concept in the classroom and watch for opportunities to support the child's natural use of the concept.

Games — teacher-made games such as "I see something big on the table." (block or other object having been placed there). "What is it?" answers should be expanded as "I see a block on the table."

Activities — "On Book" individual books, children can make bulletin board with pictures of concept IN and ON.

Five or Other Number Concept

Materials — actually anything that enables teacher to present the concept concretely is all right. ~~The materials used in this presentation were "five" little chickens placed in a small glass container.~~

Tape recorder

Pictures

Material to make "five" pictures

Clay

Procedure — Ask the children to guess what is in the jar. They can see something colored but cannot see any form. Take chickens out one by one and line them up. Count the chickens, have the children count with you in unison. Do the same with any number of other items. Let children hold five things and count them.

If you have a tape recorder, any of the sessions can be recorded for instant play-back. The children like to hear themselves and this is one way to encourage individual counting and general responses.

Pictures with five things in them, as much variety as possible should be available to the teacher. Children can make own picture to put in their books.

Conversation — many in this group are five years old which can be discussed. Chairs, toys and other things around the room can be put in groups of five. Teacher can use this at meal and snack times also.

Games — musical chairs with five chairs and five children to start with. "How many do you see?" alternate one and two things with five things; ask children to tell how many they see.

Activities — make picture as noted above. Make things with play dough or clay for children to take home to count.

Hard and SoftHard

Materials needed

metal truck, marbles, any hard toys, small rocks, etc. Poster made of hard and soft things — the one used in this program was a "Hard and Soft Bird" made of pins, nails, buttons, cotton, feathers and soft material. Pictures of cards, planes, and other things that feel hard. Rocks, buttons, cotton and cloth to make a hard and soft picture.

Procedure

review what fingers do from body image program. If children do not have this background, develop a short lesson on how our fingers can tell us things. How we know what objects feel like. One way to do this is to play "Seeing with our fingers." In this game several objects are shown to the child, then he is blindfolded and handed one of the objects to guess what it is by feeling it. After the children become proficient at this they can be given an unknown object and asked to guess what it is. When the teacher is sure that the children remember or have developed an understanding of the concept of feel, she presents the objects representing the concept hard. She makes up simple sentences such as "The rock feels hard." "How does the rock feel?" Again she should answer herself until the children start answering spontaneously. By this time spontaneous responses should be coming regularly but not necessarily from all the children. The latter may need more individual help in internalising the concept and should be noted by the teacher and aide.

Use all concrete examples that can be found. Present pictures of animals, cars, blocks, etc. Ask children to tell you the ones that will feel hard.

Soft

Materials needed

cotton, soft material, feathers, pillows, anything that feels soft
Pictures, posters, materials to make collage

Procedure

same as for hard, elicit responses where possible, after word is learned, compare hard and soft. Look at hard and soft items, feel them, tell what they feel like. These items should be left on table for children to work with themselves later on. The teacher reports that a good deal of handling of objects left by the instructor has occurred and that conversations go on about them.

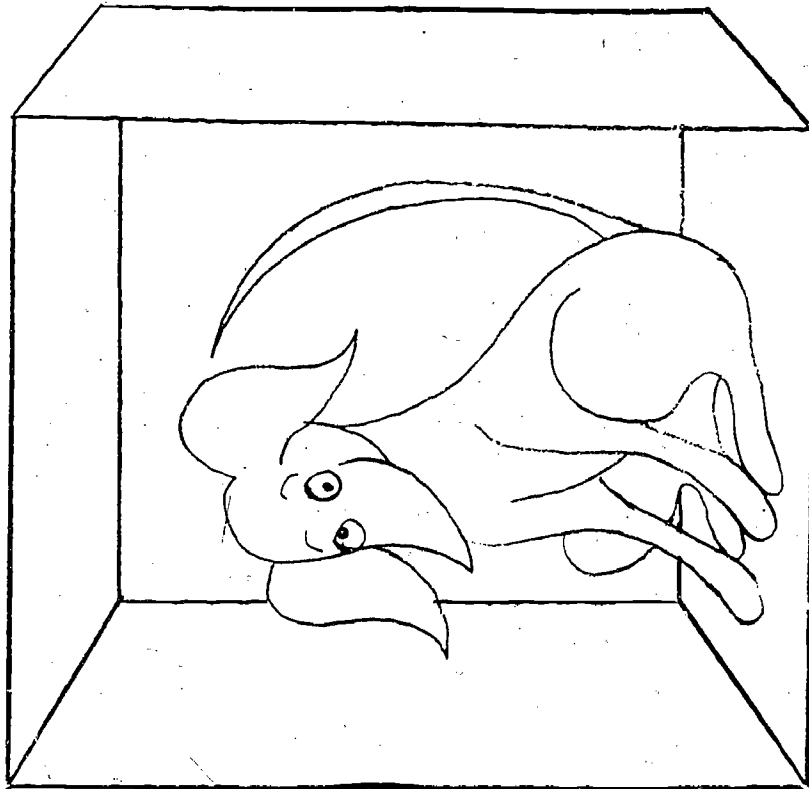
Poster concerned with hard and soft also makes good group or individual conversation piece. If pretty feathers and other interesting hard and soft items are placed on it, it can be presented to the group and have children tell which part is hard, which soft.

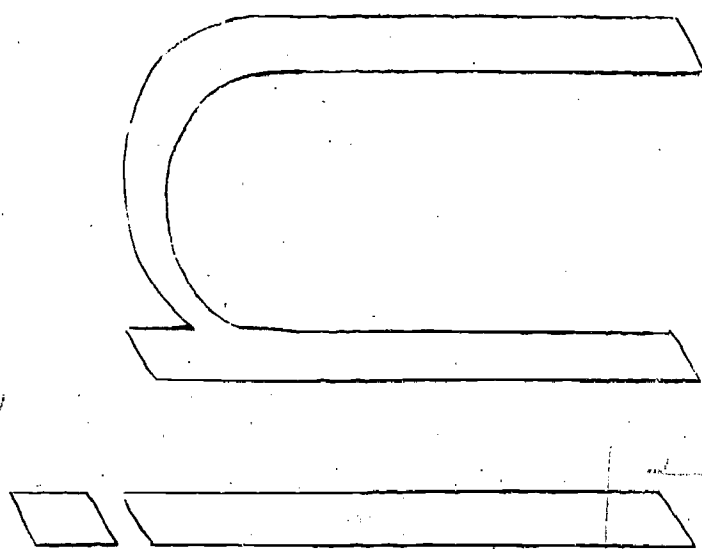
Games — blindfold and give some item to child which is hard or soft, have him guess which it is. See who can name the most hard things in the room, same for soft things.
Activities — using rocks, buttons, cotton, material and any other items the teacher has been able to acquire. Let children make collage with crayons, paints, etc., and hard and soft items.

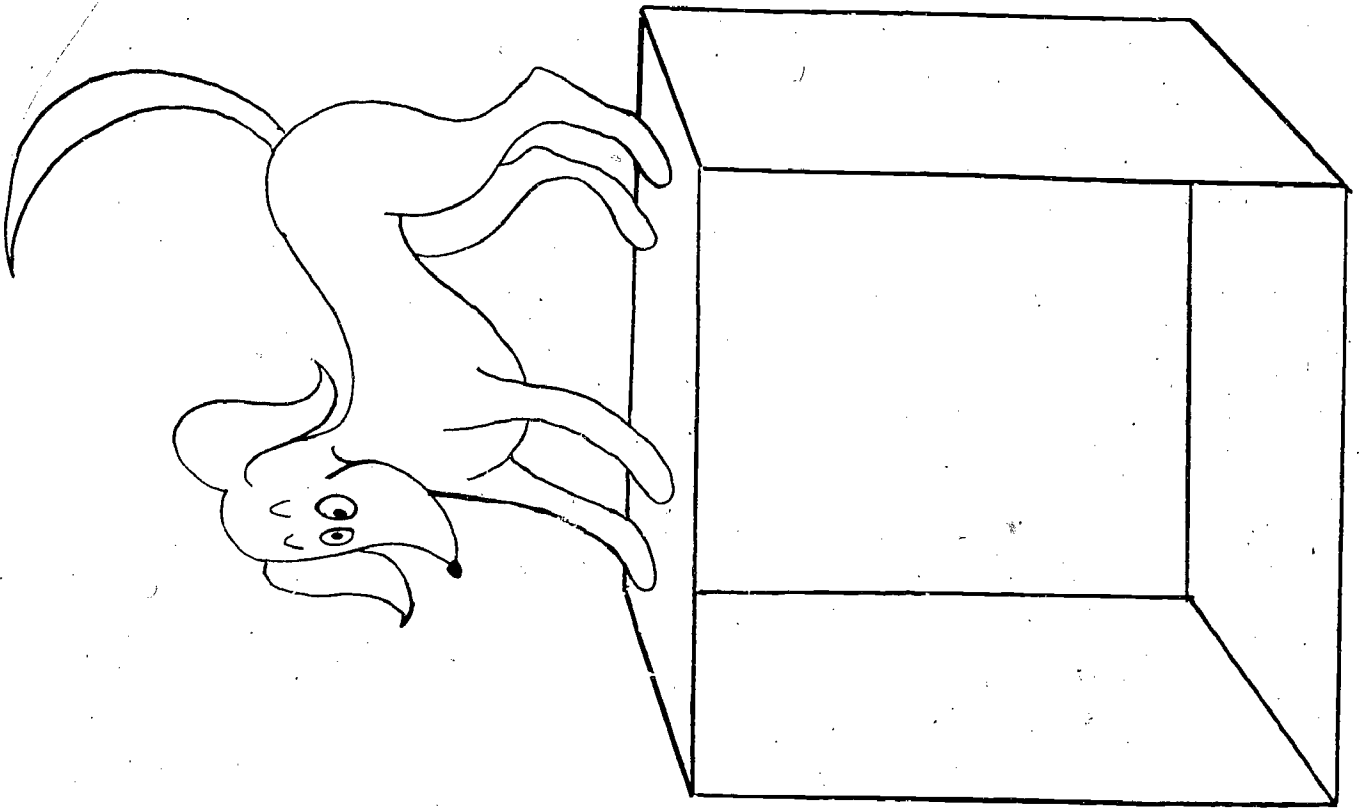
Teachers, as always, will adapt this lesson plan to their own classroom rather than using it in a rigid manner. Similar plans may be developed for each concept; activities may be changed as the age and ability level of classes change.

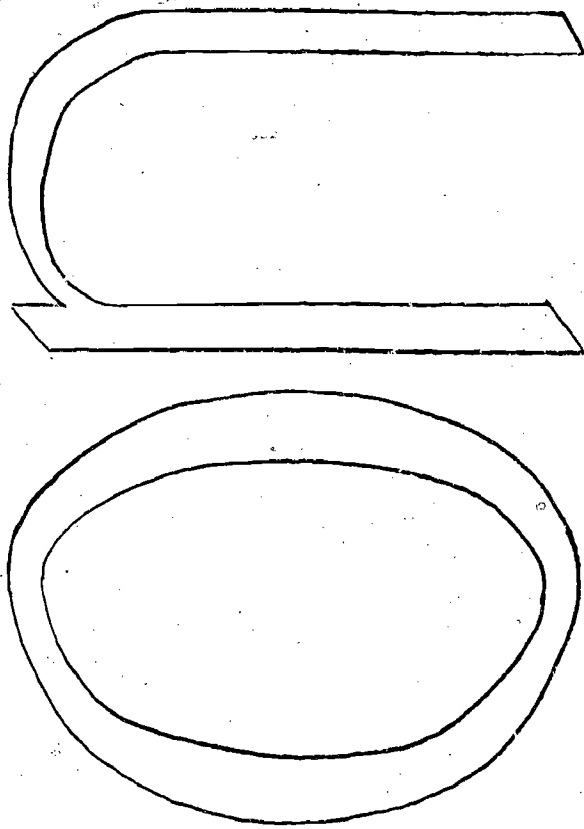
Research on learning patterns of the slow or retarded student indicates that pictures do reinforce the learning of concepts for these children even more than for the child with normal intelligence. The teacher is urged to supplement the pictures presented in this booklet with others which she makes herself or finds in magazines.

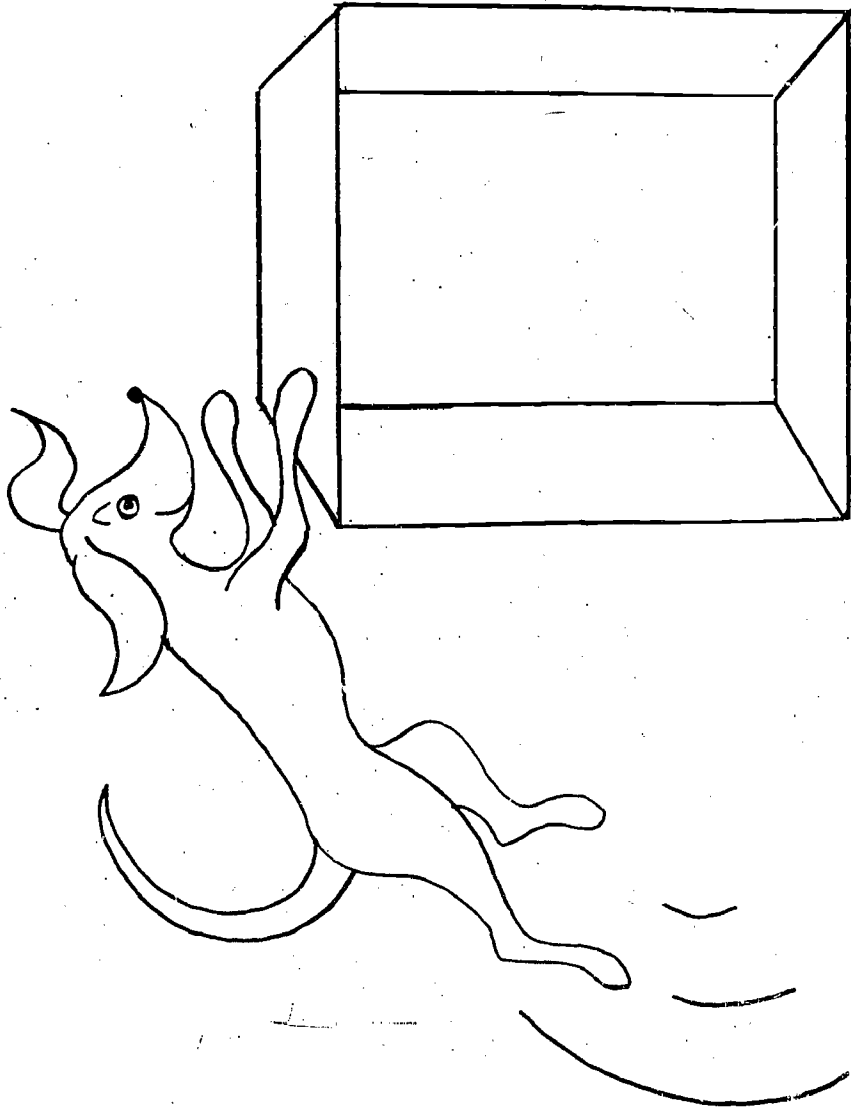
If you wish further help with language development in your classroom, please come to the SEMC to browse through the materials which we have available. They are there for you to borrow. Our consultants are available for discussions on curriculum development or for construction of materials for classroom use.

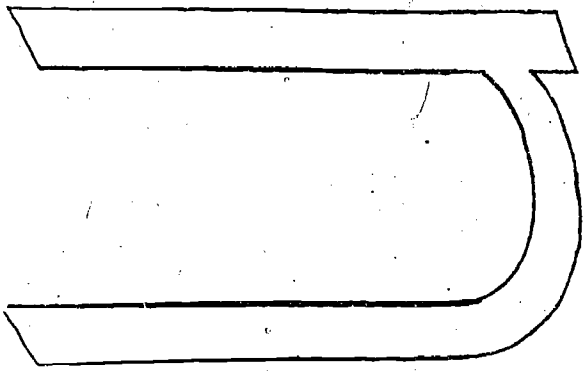
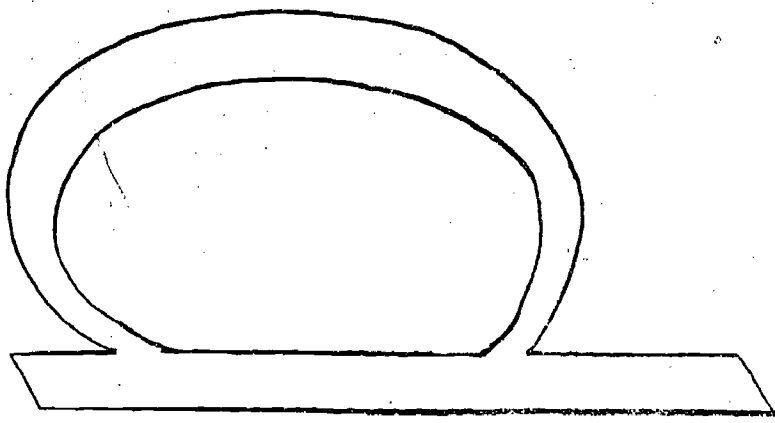


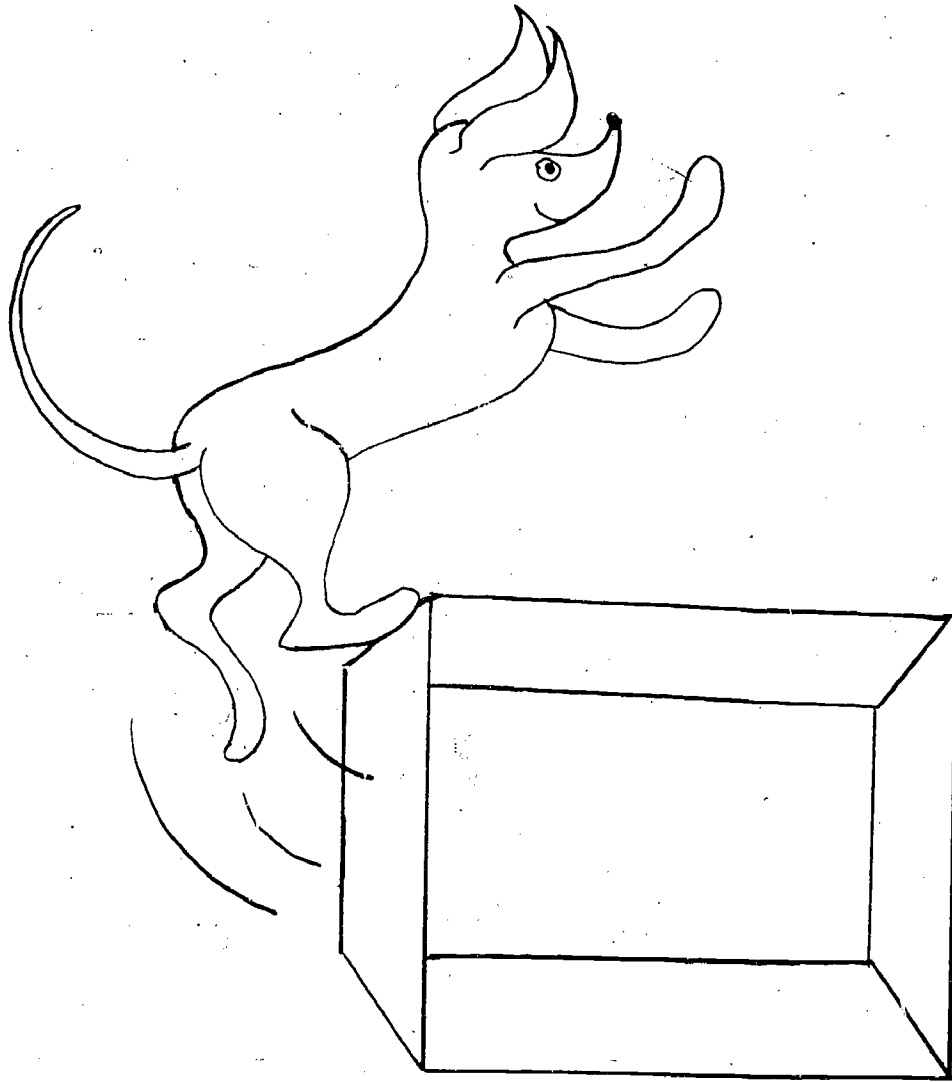




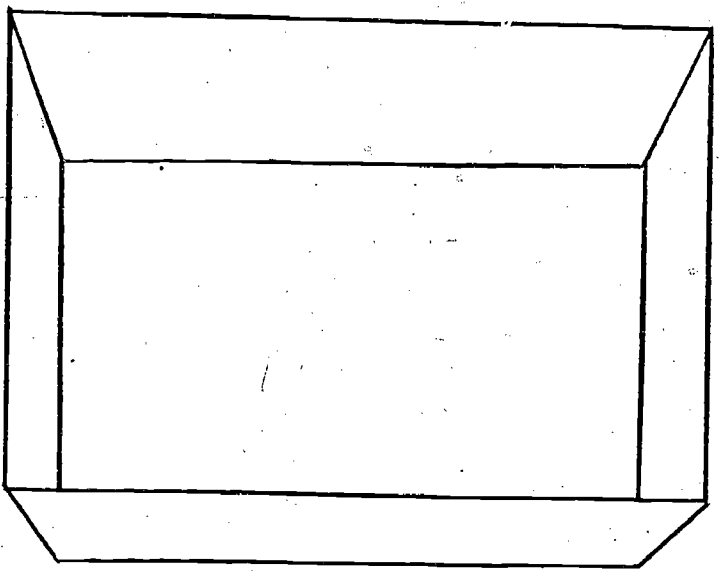
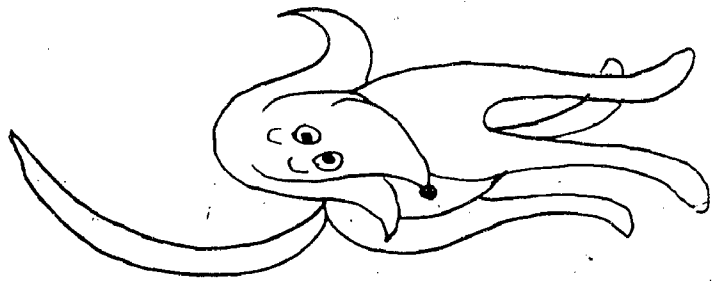
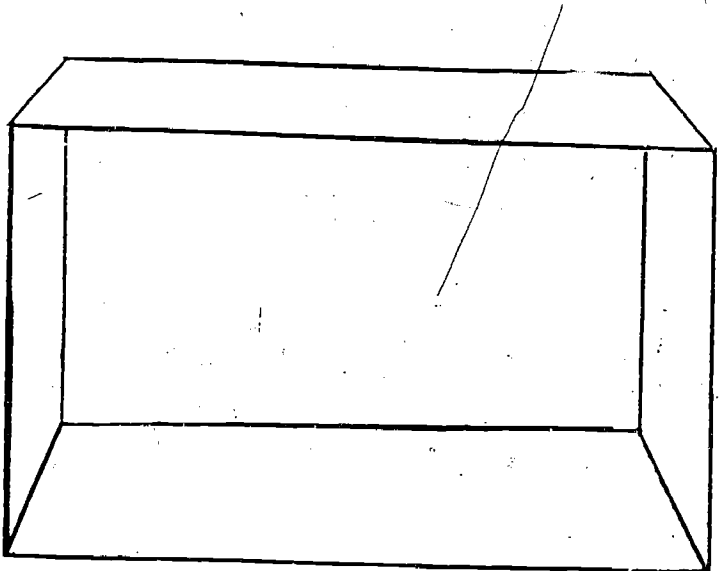




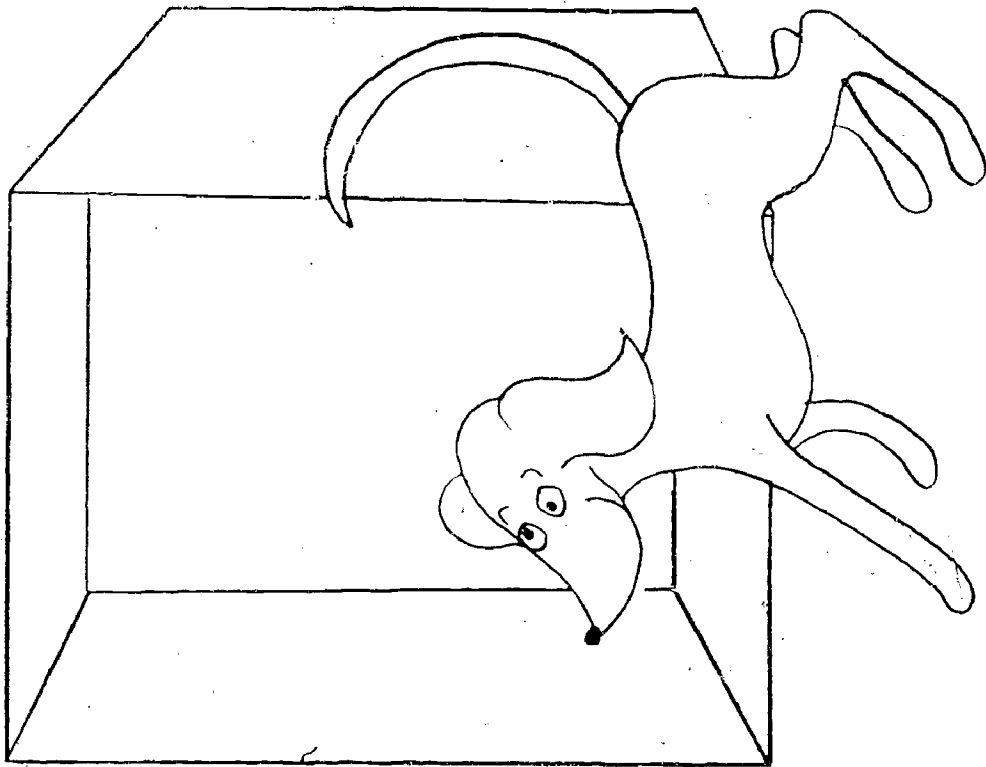




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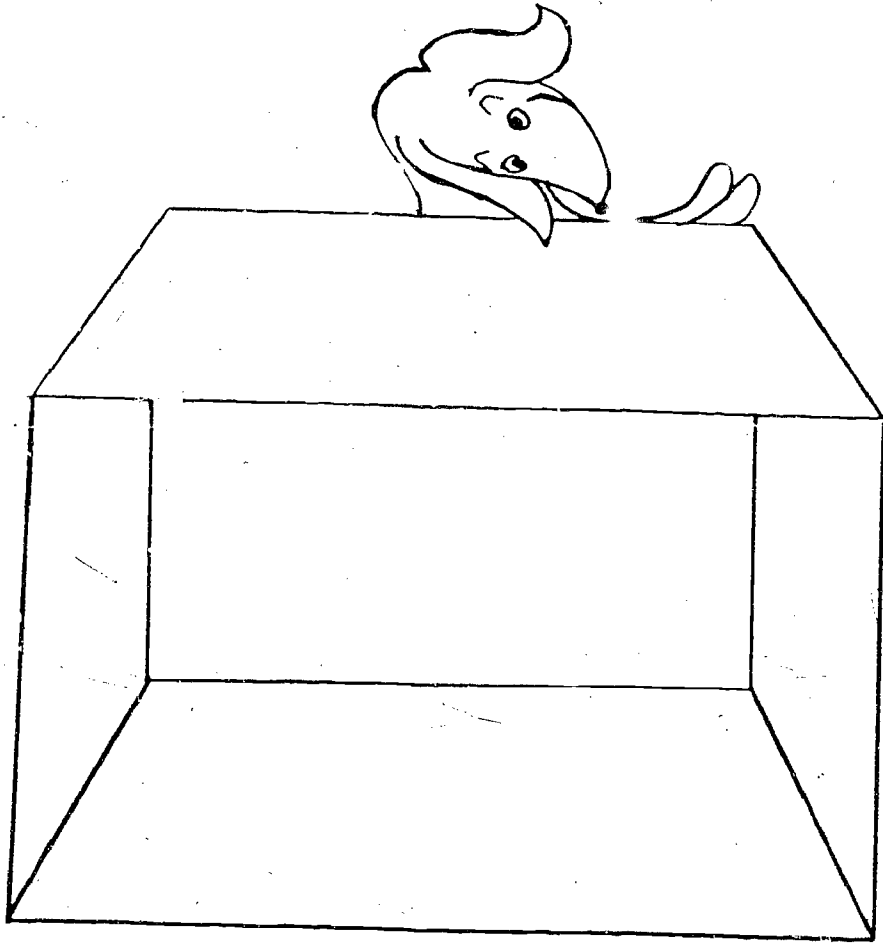


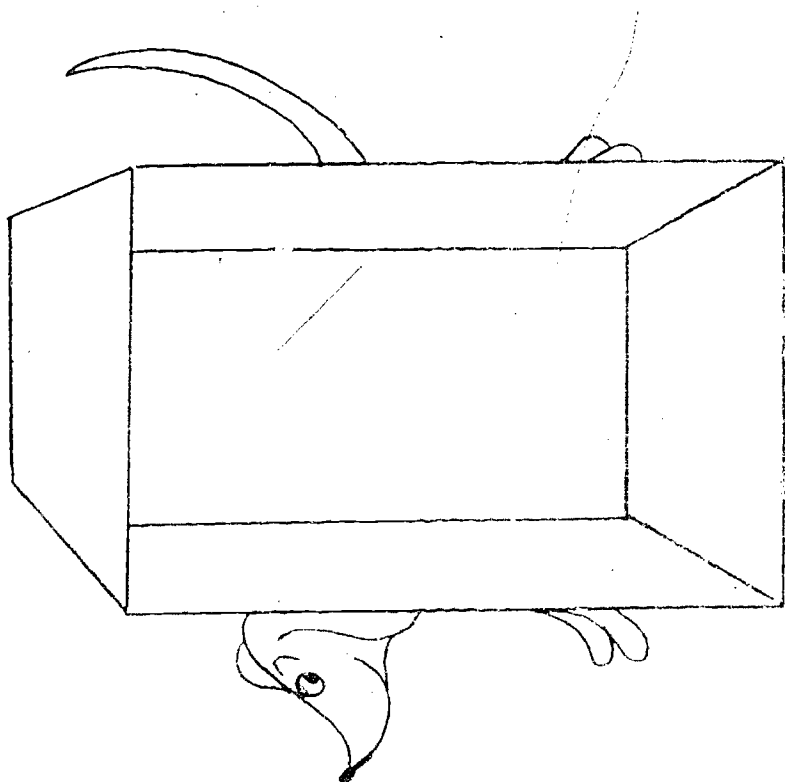
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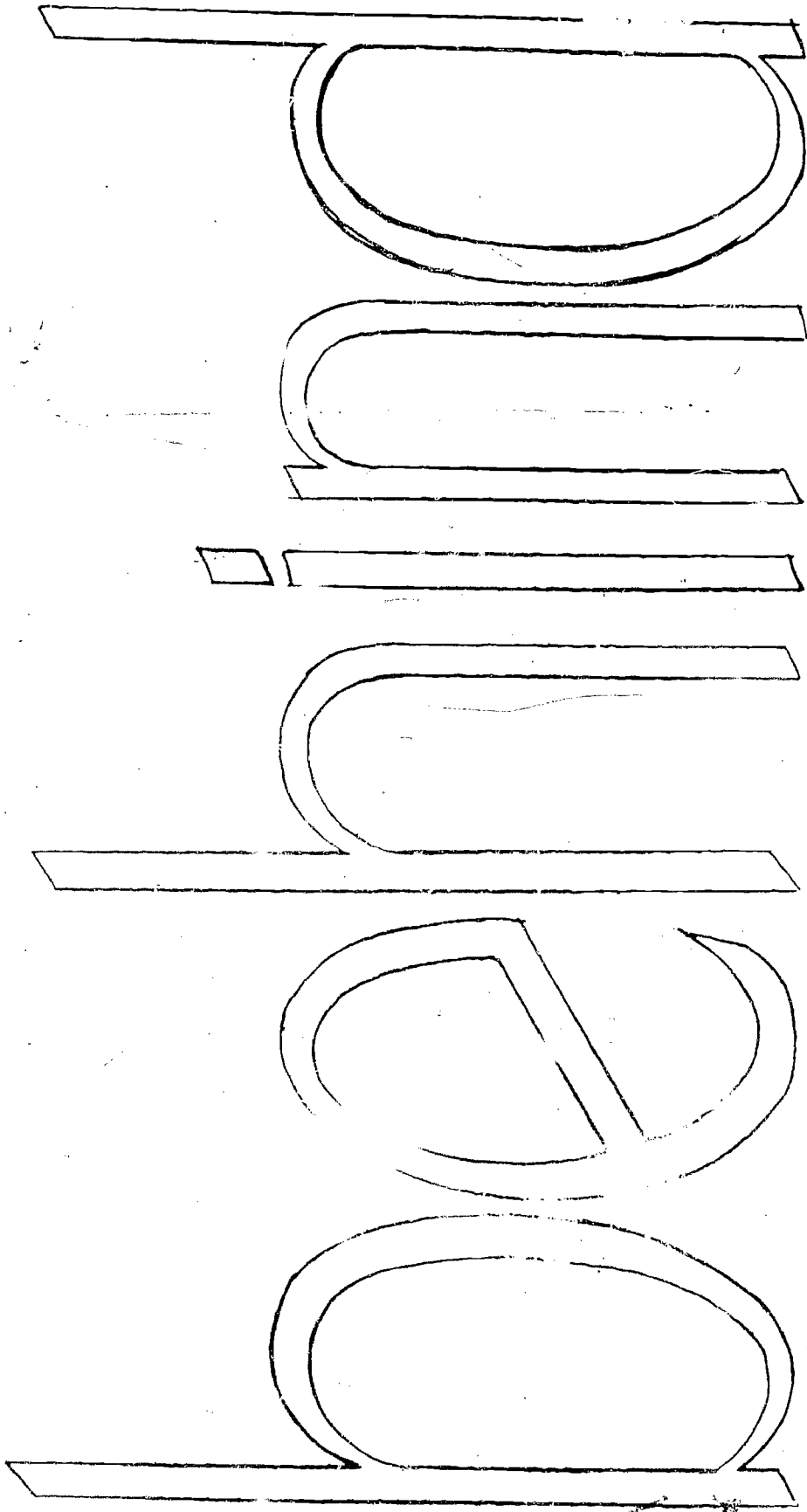
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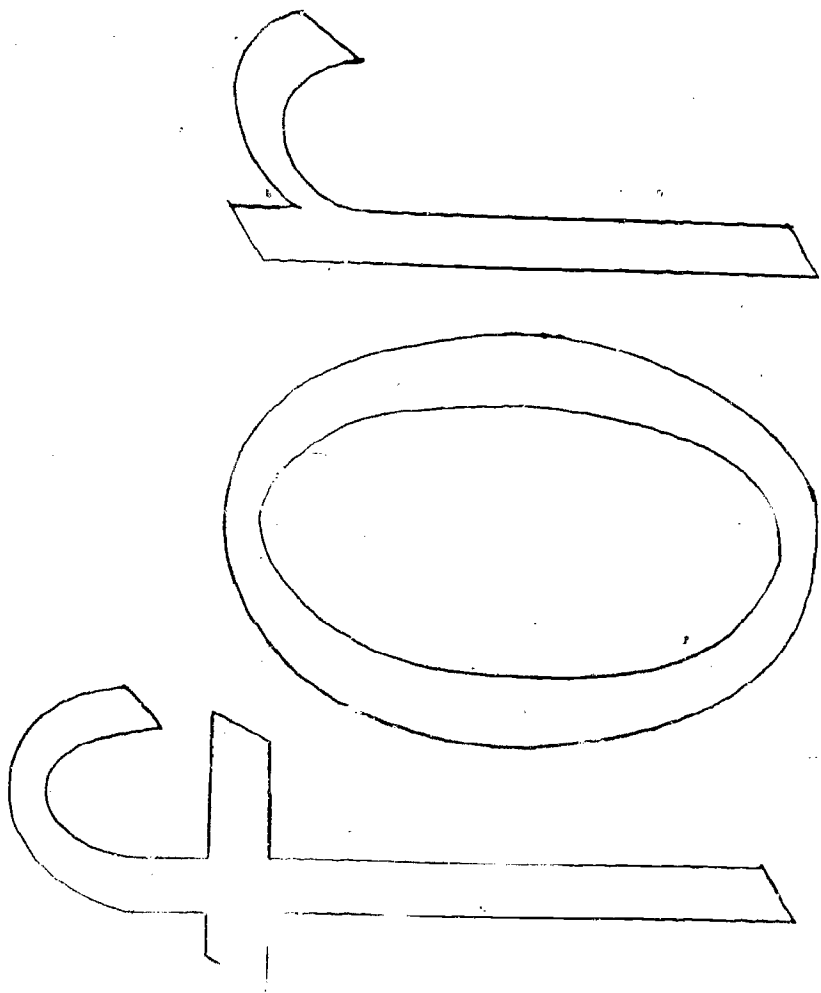
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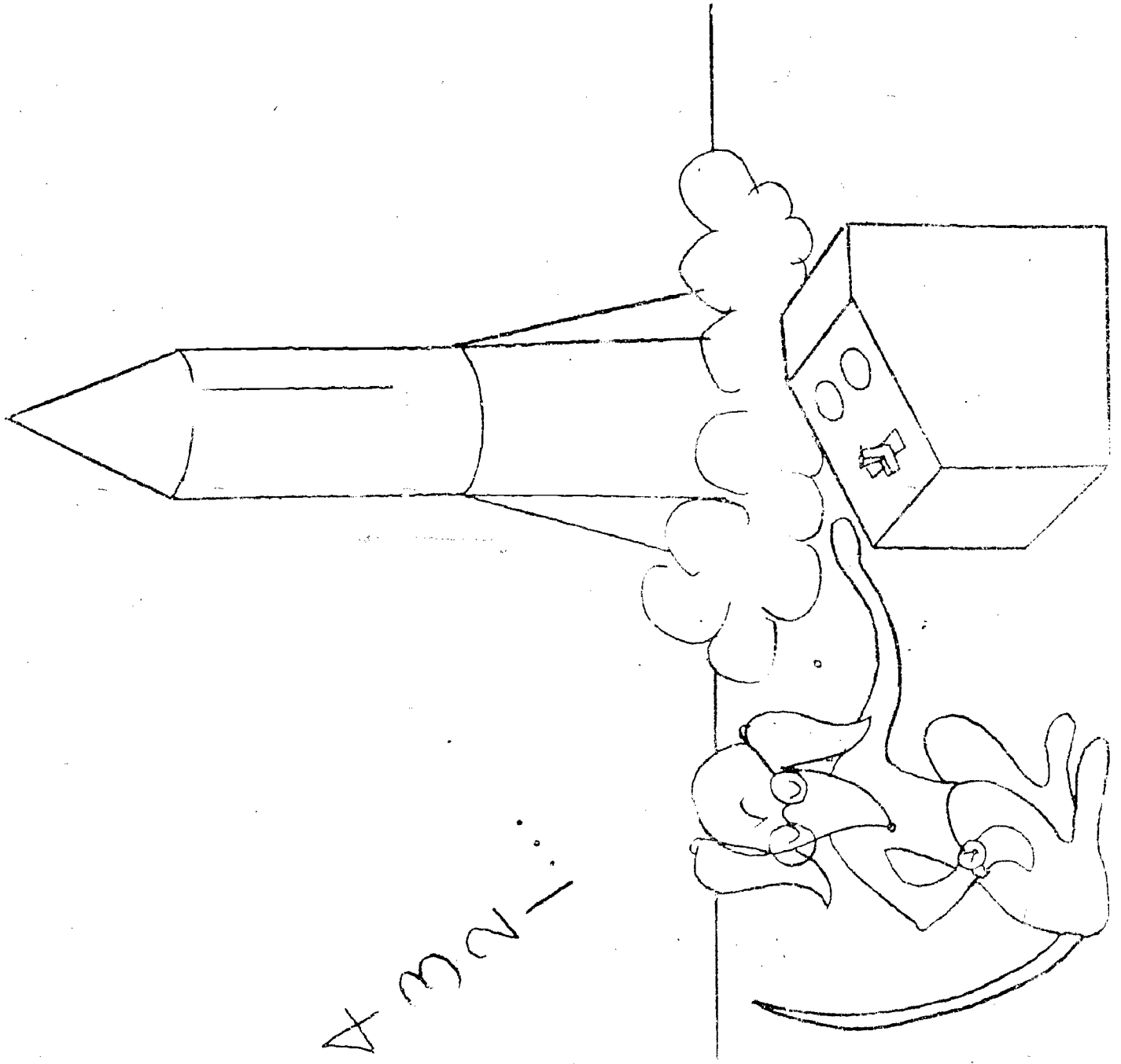






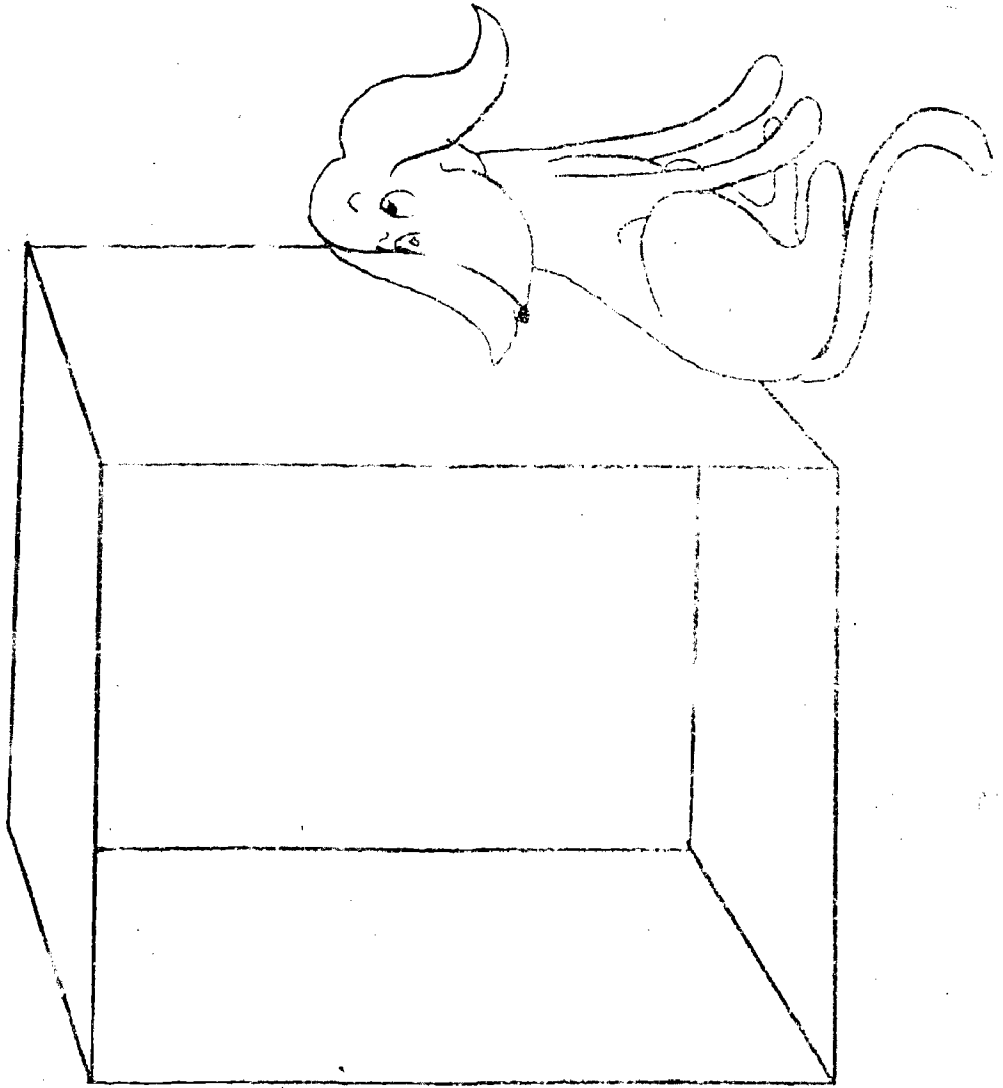




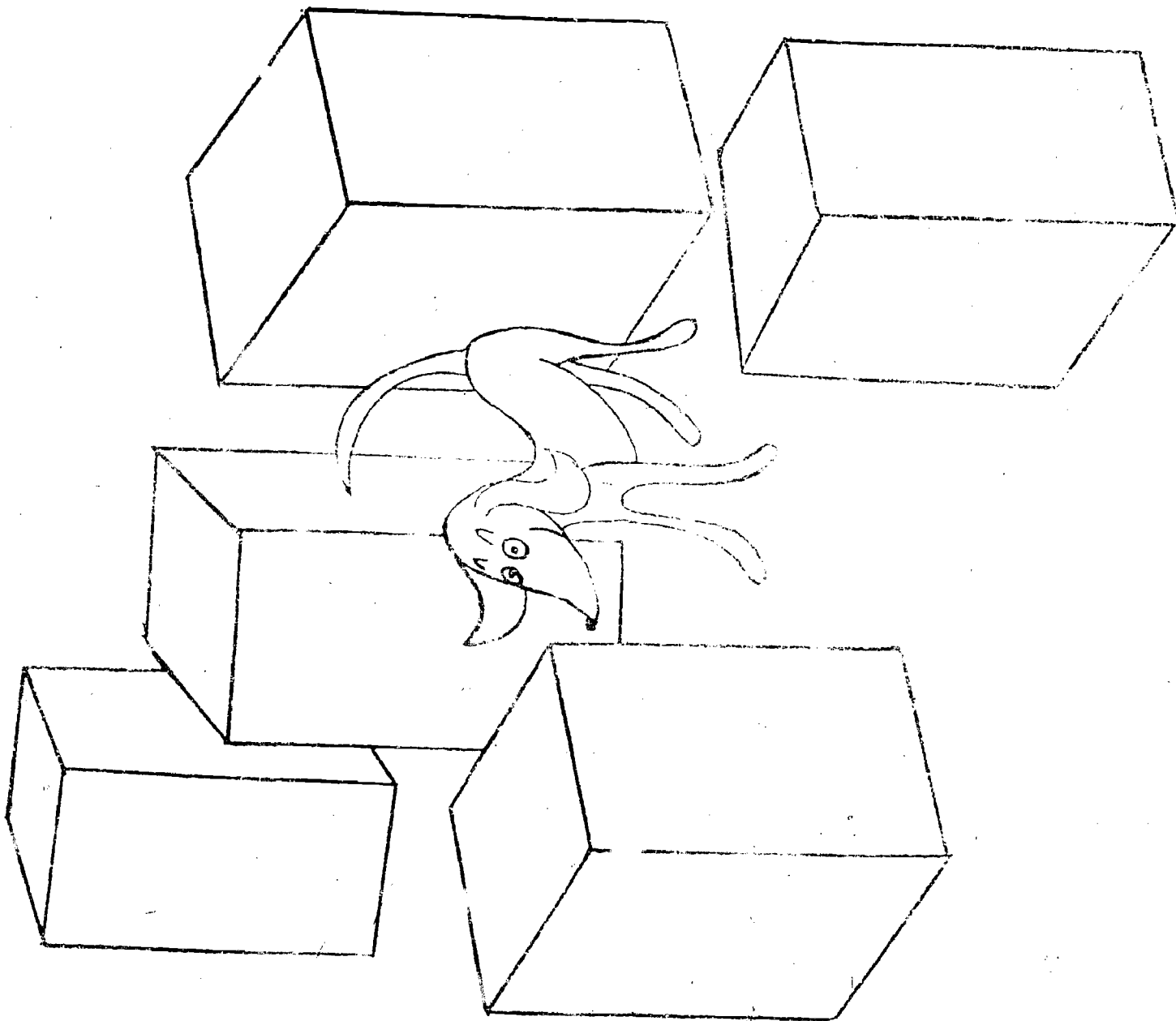


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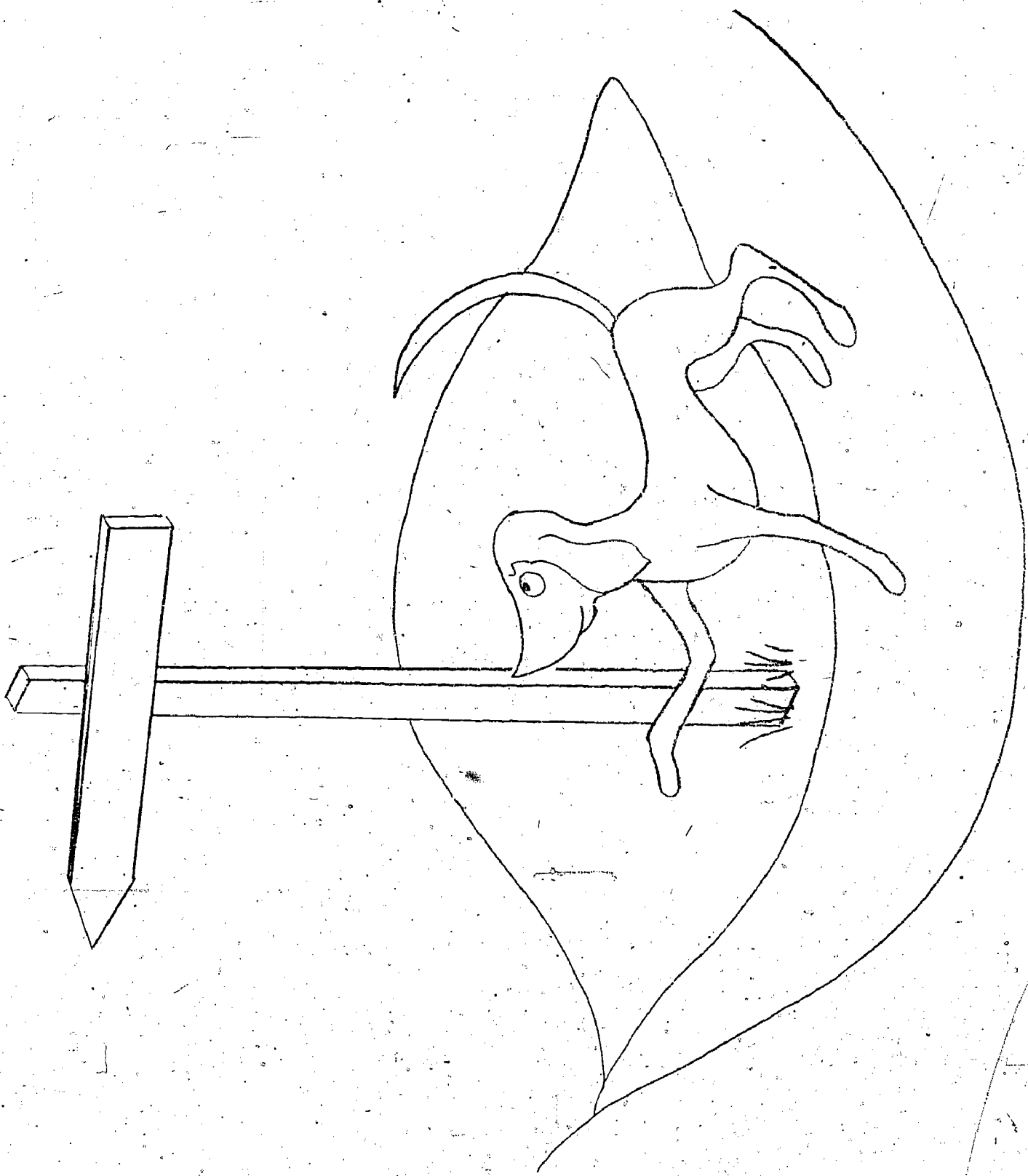
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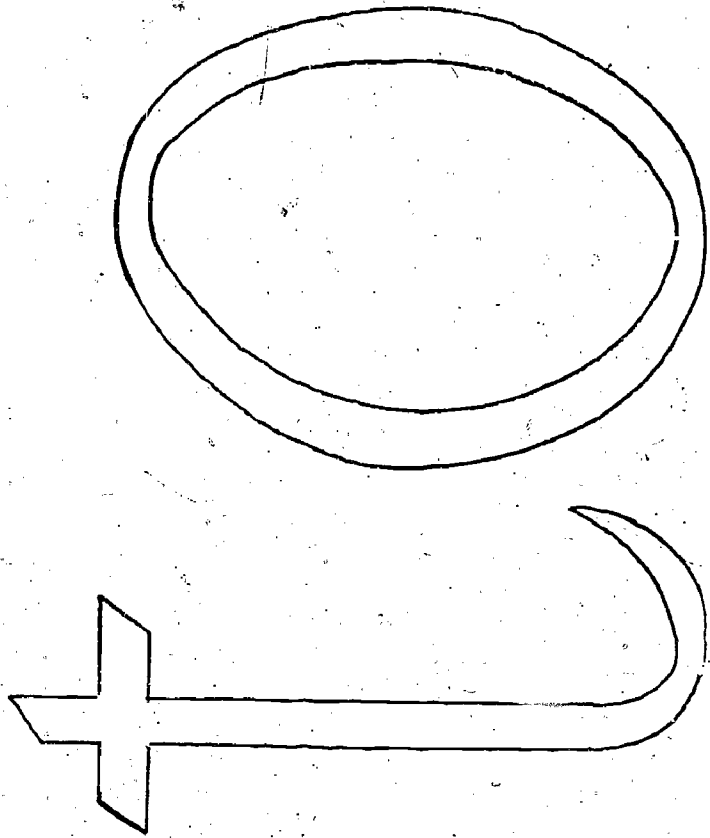


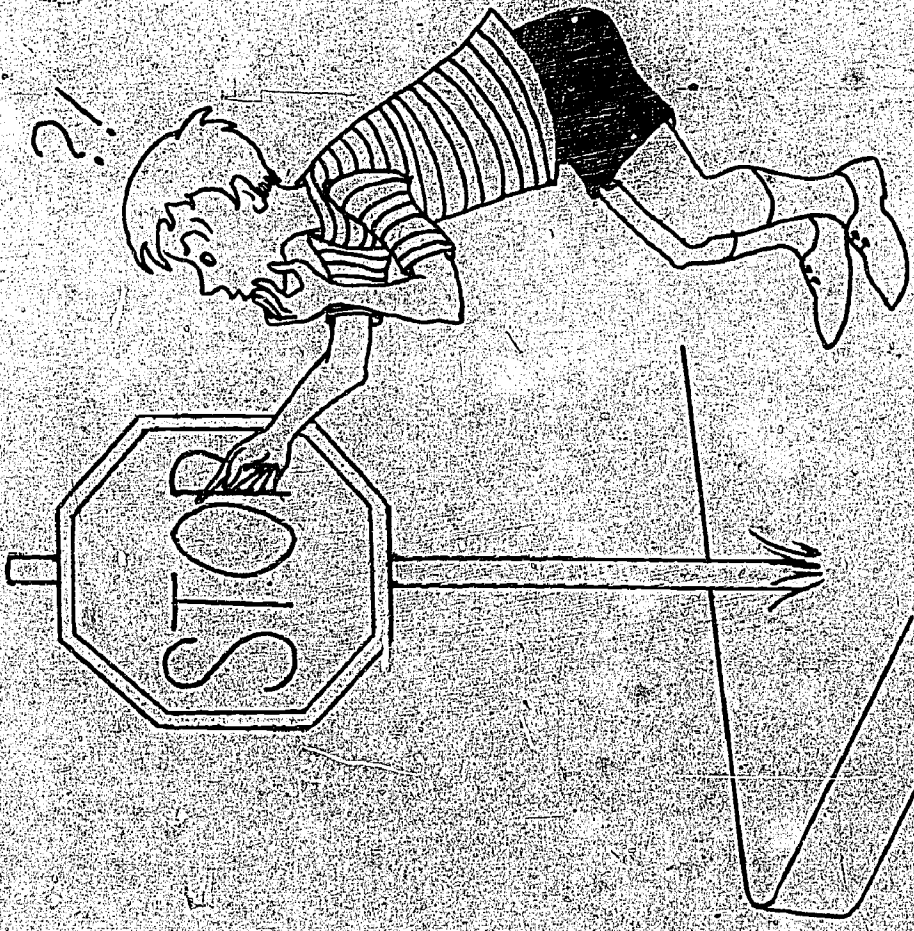
BOOKS



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**FUNCTIONAL
ACADEMIC SKILLS**

FUNCTIONAL ACADEMIC SKILLS

The Functional Academic Knowledge Skill Area is a controversial one in the training of the TMH. It has long been the opinion of many educators that the TMH Training Program must be limited to one of survival learnings necessary for future institutional placement or sheltered living. However, some TMH persons have shown the ability to acquire limited academic skills which have been useful and satisfying to them. The authors feel that this skill area should be a part of any TMH program.

In this Curriculum Guide, the Functional Academic Knowledge Area includes reading, penmanship and number experiences as needed by the individual to participate in a happier and safer home and community and to work in a sheltered workshop or activity center. While the area of reading cannot be considered the most important, it is probably the area most used and most abused. Since it is generally accepted that children with an I.Q. below 55 will not read readily, the authors believe that reading activities should be limited to names, directions, and labels which have meaning and practical value to the students. Numerous opportunities must be provided so an individual can achieve the degree of "reading" of which he is capable. In some rare instances, older trainables, who have reached their optimum mental maturity and have been trained in an exceptional program for many years, may read a few words or sentences. It is common for some students to memorize words or stories and recite them with very little understanding. However, if a child begins to read words or sentences with comprehension, a complete re-evaluation should be requested to determine if the student has been placed in the wrong program.

Although writing and many number skills may be beyond the capability limits of most of these students, learning opportunities must be provided to develop some limited skills which may be helpful to them. The authors agree that writing words other than name, address and pertinent information needed for employment has very limited value. At the same time, we believe that any number learning the TMH can achieve is valuable, but they do not advocate the teaching of numbers which the child cannot understand or use. The school environment, which is the ideal place to teach skills for daily living, must not be a "Writing and Number Factory" merely to satisfy a few parents who insist on traditional academic training for their y^ors.

Such activities as these described in the Guide, must be taught in a relaxed, but structural, classroom atmosphere in which the student feels free to participate. The teacher must bear in mind that many discipline problems are caused by activities in which the TMH children cannot succeed or cannot understand. Rather than force a child to participate in something that has no meaning for him, it is better to forget the "academics" and concentrate on personal skills or social competencies needed to make him a more adequate individual in his post-school environment.

**Skill Area - Functional Academic Knowledge
Level - Primary**

Behavioral Objectives

Receptive and Expressive Language

Naming

The child will be able to:
use correct names for persons
and objects in school and
home environment

Vocabulary Development for Oral Language

- | | | | |
|---------|----------|---------------------|---------------|
| father | home | school | principal |
| mother | family | crayons | cigar box |
| sister | pencil | crayolas | school nurse |
| brother | paper | teacher | custodian |
| baby | desk | table | secretary |
| paste | cook | chair | paint brushes |
| paints | scissors | first and last name | |

(Review Communication Skill Area for suggestions in speech development.)

give his first and last
name

Circle games for all students.
Make first name cards for each child. Hold up card and ask, "Whose name
is this?"

When child responds, let him hold card.

Put all student name cards in card pockets. Call each child and let him find
and hold his name card.

Put child's name card at desk or table where you want him to sit. (Tape the
card to the table) Let him find his name. When child has learned to recognize
his first name, play some games with flash cards with first and last names.
(See Social Skills Activities)

name family members:
mother, father, sister,
etc.

Use wooden family for identification. Use simple command: "John, please
find the father, etc."

Collect colorful pictures showing family fun.
Say, "Who is throwing the ball?" etc.

Locate a family set which can sit, stand, etc. Set up the doll house with
furniture and encourage the students to play with the family. Listen to the
child's play vocabulary to learn his vocabulary needs.
Learn the Family Fingerplays.

Activities

Instructional Aids and Materials

Actual objects and persons whenever possible

First name card for each child.

Card pockets

Name card
Tape

First and last names flash cards

Wooden Family
Judy Company
Colorful pictures of family fun

Doll house with furniture
Family which can sit, stand, etc.

Rhymes for Fingers and Flannelboard pp.78-86

Behavioral Objectives

identify objects and persons in home environment

identify own street sign with help

identify persons and objects in school

Activities

Associate names with people. Ask parents to supply pictures of all family members or make a home call and take instant-type pictures of each family member.

Make "Family Book," pasting pictures of one family on each page. Cover the pages with clear plastic and library tape so the books can be handled by student to find his family in the book. Let him identify each person by name. Make another family book using pictures from magazines or drawings by students. Have one page for each family member showing what he does each day. Show your book to the class identifying each family member and telling what he does.

Identify objects in room that are found at home by Guessing Games. Find pictures of objects you have at home.

Make some city streets with black or brown construction paper on a large table. Make small street signs for each student's home address. Attach street signs to small stick which has been stuck in modeling clay. Let each child take a toy car or truck and drive to his street sign. Repeat the name of the street sign.

Make bulletin board with pictures of principal, secretary, aide, nurse, custodian, cooks and any teachers the students may contact.

Play "Find the _____" on the bulletin board. Identify the person with his job. Ask persons (whose pictures are on bulletin board) to visit class room so students can become acquainted with them.
Read stories about school personnel. Ask, "What is his _____ name?"

Pretend you are one of the school personnel. Show what you would do. Tell what your name is (same as person you are pretending to be). Tour the school plant and see where each person (on bulletin board) works.
Draw pictures of persons and things you saw on the tour.
Make a school book. Draw a picture of each person (from bulletin board) working.

Staple book together to take home to show parents. Teacher may write person's name at top of page so parents can encourage use of names at home.

Play identification game with objects. Say, "Find the table" or, "What has four legs?"

Find pictures of objects in classroom.

Make charts showing objects which you may wish to use in teaching.

Instructional Aids and Materials

Instant-type camera
Picture of each family member

Paper, clear plastic, library tape, pictures of each family member

Pictures
Drawings
Paper

Objects found in home
Pictures of home objects

Streets from black or brown paper
Street signs for student's home address
Popsicle or ice cream sticks
Modeling clay
Small car or truck

Note: Make pictures with instant type camera

Pictures of school personnel

Stories of school Personnel

Tour of school plant
Paper, crayolas
School book
Student's drawings

Objects in classroom

Pictures of classroom objects

Charts with real objects or pictures of classroom objects

Behavioral Objectives

Find two identical pictures of objects. Paste one in a box along with several other objects. Give the child the box and identical objects to match. (Real objects may be used with one object being stapled to the box.)

Sort pictures into categories (toys, people). Name the objects after sorting.

Sort toys and play people into categories (toys, people). Name the objects after sorting. Sort objects (balls or balloons) according to color. Name the object and the color.

Same activity with pictures.

Put several objects on table. Ask students to close eyes. Take away one object. Guess which one is gone.

Same activity with pictures.

Draw pictures of things you see at school.

Draw pictures of toys you play with at school.

Following Commands

The child will be able to:
listen to and respond
to simple commands

Give simple commands such as, "Close the door," etc.

Play Action Games: "Put your hand on your head," "Put your hand under the chair," etc.

Play Identification Games. Give simple command such as, "Bring the big ball to me" or, "Bring the red ball to me."

Play records which give directions for marching, walking, clapping, etc.

Play "Exercise Game." Appoint a leader and instruct everyone to follow the leader.

Instruct the leader to run around the room, hop around the room, etc.

Action songs (also see Suggested Materials at end of skill area).

Learn Fingerplays.

Respond to Action Words

The child will be able to:
respond to and use some
action words

jump skip work stand
run hop sit come

go put
bring

Review action fingerplays. (pp. 108-113)

Play "Follow the Leader." Instruct the leader to hop, skip, etc.

Follow directions. "Run to the door." "Stand up." "Sit down."

Instructional Aids and Materials

Box, two identical pencils, two identical scissors, etc.

Pictures of toys, people

Play people

Small toys

Real objects or toys in a variety of colors
Colored pictures of objects in room

Small objects on table

Pictures of objects

Child's drawing

Child's drawing

Toys for identification

Records (See Suggested Materials at end of skill area)
Leader

Misc Activities for Retarded Children pp. 62, 90

Rhymes for Finger and and Flannelboards
pp. 108-113.

Pictures illustrating action concepts you wish to teach

Behavioral Objectives

Activities

Sing and act out creative activity with records.
 Play Pretend Games. "Pretend you are a rabbit. Hop around the room."
 "Pretend you are a dog. Walk around the room."
 Look at action pictures showing fun at school. Discuss the pictures and tell what each person is doing.
 Talk about fun things you do at home.
 Draw pictures of fun things you do at home.
 Tell the class about your picture.

Instructional Aids and Materials
 Records to *The Kindergarten Book* pp. 8-32
 Paper sack puppets make this game more realistic
 School fun pictures

Home fun pictures
 Paper for drawing

Safety

The child will be able to:
 use simple safety vocabulary
 for own protection

Safety Vocabulary for Oral Language

STOP	WALK	fire	burn	BEWARE of DOG
GO	fun	hot	KEEP OUT	

any other safety words pertinent to own area. Play action games. Put on good marching or other fast record. Hold up run sign. Later hold up stop sign. Play this often using stop, go, run, walk.
 Sing Safety Songs (What Do You Do?)

STOP and GO signs
 Flash card with BEWARE of DOG on it
 Other pictures to develop safety concepts

Making Music Your Own
 Silver Burdett Company
 Note: Talk with parents regarding hazards in community. Build your vocabulary and words around these hazards.

observe simple safety rules

Practice using "STOP" and "GO" signs.
 Set up streets with small cars and trucks. Have a policeman to hold up "STOP" and "GO" signs. Take students out of game who do not obey rules.

STOP and GO signs
 Streets made from paper
 Small cars and trucks
 Policeman
 STOP and GO signs

Practice walking up and down stairs.
 Use wooden room steps many times each day by giving simple commands.
 Discuss reasons we do not run up and down stairs.
 Talk about the times we run (playing games).
 Talk about the times we walk (fire drills).

Note: Ask parent to make some wooden steps for room practice.

Pictures to illustrate simple safety rules

Attention Skills

The child will be able to:
 sit quietly and listen during
 short library periods

Contact school librarian for a regular weekly library period.
 Pretend you are in the library. They sit quietly with hands in laps or on top of desks while teacher reads a story or plays story record.

Story
 Record and record player

Behavioral Objectives

Activities

Take the students to library programs for the regular students.

Instructional Aids and Materials

Note: Hold frequent conferences with the school librarian and make her aware of your needs and the students' abilities. Give her a list of your units and skill areas so that she can order suitable books, films and filmstrips. Suggest the names of interesting and well-written books on mental retardation for professional library. (See Suggested Materials at end of skill area.) Suggest books or pamphlets to read to students or for them to read. (See Suggested Materials at end of skill area.)

Penmanship

The child will be able to:
develop a vocabulary for penmanship

Vocabulary Development for Oral Language

chalk	chalkboard	mark	dot	paper
pencil	line	circle	design	write

Identification Game: Give each student a pencil and chalk. Say, "Hold up your pencil." Then ask, "What do we use to write on paper?" etc. Hide a pencil. Say "Find the red pencil." When pencil is found, ask, "What did you find?"

use one hand predominantly

hold chalk and/or large crayolas or beginner's pencil correctly

make simple motions with chalk, large crayolas and beginner's pencil

Play painting songs on record player. Put the paint brush in the proper hand before he begins painting.

Play games that require the use of one hand. Give individual instruction for play, being certain that each child uses his dominant hand.

Many individual chalkboard exercises with constant supervision. Hold chalk in place until he learns to hold it alone. Never let child work alone until he can hold chalk properly.

Individual scribbling on large newsprint with crayolas or beginner's pencil with constant supervision.

Make chalk marks on board with and without help.

Make lines on board with and without help.

Make circular movements on board with and without help.

Actual objects and drawings

Pencil
Chalk

Note: Observe students in everyday situations. Make note of the child's hand dominance.

Paper, paints
Record player, music
Individual instruction

Chalkboard
Chalk

Large newsprint
Pencil or crayolas

Chalkboard
Chalk

Using large pieces of newsprint, let the child scribble with large crayolas. Practice staying on the paper.
 Practice drawing lines between dots: (This should be practiced on chalkboard and later transferred to large pieces of newsprint.)
 Trace over large, simple design with teacher help. Cover design with clear plastic so it can be kept clean.
 Trace over sandpaper name with finger.
 Trace over name (covered with clear plastic) with beginner's pencil.

Instructional Aids and Materials

Newsprint
 Large crayolas
 Chalkboard, chalk
 Large crayolas
 Large design
 Clear plastic
 Sandpaper name
 Name covered with clear plastic
 Beginner's pencil

Number Concepts

The child may be able to:
 use the correct word in developing number concepts

Vocabulary Development for Oral Language

Numbers 1 to 5 follow the leader

count	big	small	first	many
blocks	little	down	last	
beads	up	numbers	more	
behind	pegs	calendar	before	
short	tall	one	after	
in front of	large	days of week	few	

learn the concepts of numbers 1 to 5

Count the boys.

Count the girls.

Count the chairs in the circle.

Count the chairs around one table.

Count your crayolas.

Count the scissors at your table.

Count flannel board objects.

recognize and write the numbers 1 to 5

Put numbers 1 to 5 on flannel board.

Count objects in the room and find the number symbol.

Match number symbols and objects on charts.

Draw objects to match numbers. Let each student choose a number, identify it and draw that many objects on his paper.

Trace numbers with finger (made from sandpaper).

Trace numbers with pencil (which have been covered with clear plastic).

Write numbers in sequence with help.

Select a flannel board number. Instruct the child to jump, hop, etc, that number of times.

Pictures illustrating number concepts
 Aids for counting
 Room calendar

Note: Count from left to right and touch each thing you count for concrete stimulation.

Box of crayolas

Scissors

Flannel cut outs

Note: These can be any kinds of objects you are teaching.

Flannel board

Felt numbers 1 to 5

Charts with different objects, 1-5, posted on them
 Felt numbers

Paper, pencil, crayolas

Sandpaper numbers

Numbers covered with clear plastic

Flannel Board numbers

Behavioral ObjectivesActivitiesInstructional Aids and Materials

Make charts representing numbers 1 to 5. Use objects which you are trying to teach. Hold up one of the charts. Ask the child to find the felt number that tells how many objects are on the chart.

Use pegs and peg board for counting. Say, "Find 4 red pegs. Put them on your peg board. Count them."

Use concrete objects and written number symbols together. "Show me four beads. Now show me the number 4."

Place large numbers in correct sequence.

Learn counting Fingerplays.

Play Numberite for teaching sequence, symbol, counting, and grouping. This game has 10 wooden pieces with numbers on each. Also holes for colored pegs to show numbers and groupings. The pieces fit together when sequence is correct.

correctly use some of the following words:

big and little

large and small

tall and short

first and last

before and after

Charts made with 1 to 5 objects
Felt numbers

Pegs and pegboard

Magnetic board

Magnetic numbers

Colored beads

Large three dimension numbers

Let's Do Fingerplays pp. 60-74

Rhymes for Fingers and Flannelboards pp. 48-57

Numberite available from Judy Company

Tape measure

Cardboard markers with each child's name on it

Large and small objects /

Doll house furniture, real furniture

Large and small blocks

Montessori Graded cylinders decreasing in

diameter and height

Montessori wooden cubes

Large and small construction paper circle squares and triangles

Rhymes for Fingers and Flannel boards p. 98

Montessori Cylinders decreasing in height

Measure each child with tape measure. Make a cardboard marker with each child's name to record his height.

Compare two students.

Compare the teacher and a student.

Have many large and small objects in room. Compare doll house furniture and real furniture.

Compare large blocks and small blocks. Use Montessori Cylinders Decreasing in Diameter and Height.

Montessori wooden cubes (10) to show cubes from large to small.

Make graded circles, squares and triangles from construction paper. Find large one or small one.

Refer to cardboard markers on wall. Decide who is tall and who is short.

Learn Tall and Small! Fingerplays.

Compare sizes of students.

Compare teacher and students.

Use Montessori Cylinders Decreasing in Height only.

Play "Follow the Leader." Say, "Mary is the leader today. She is first." "Tom is at the end of the line. He is last."

Play Name Game. Ask, "What is first name?" "What is last name?"

Play Number Game. Put numbers 1 to 5 on edge of chalkboard. Say, "What number comes before _____?" "What number comes after _____?"

Behavioral Objectives

in front of and behind

up and down

one and more

few and many

Money

The child may be able to:
buy things at Play Store
with money

Time

The child will be able to:
identify a clock and know
it tells time

identify a calendar and
find the numbers and
days of the week on it

Problem Solving

The child will be able to:
solve simple number
problems

Activities

Get in line. Command students to walk in front of _____ or behind _____
Give simple commands like, "Walk behind the chair," or, "Stand behind
the chair."

Have set of wooden steps made. of three or four steps with a handrail.
Learn fingerplays.

Go down the steps.
Walk up the steps.

Give simple commands: "Hold your hand up high," and, "Put your hand
down."

Give similar commands using the names of objects you are teaching.
Use colored blocks or beads. Place one block in front of the child, point
to it and say, "One block." Then add several more blocks and say, "More
blocks."

Put two blocks on one side of table. Say "Few blocks." Put three or four
blocks on the other side of the table. Say, "Many blocks."
Have daily practice with a variety of objects.

Set up store with storekeeper. Have cans of food with pictures on them.
Find can of food. Tell storekeeper what it is. He will sell it to student for
a piece of money. Use real money.

Have students play with toy clocks. Point to numbers on clock and count
time.

Have large Judy clock to set for play time, lunch time, etc.

Have a room calendar. Find dates or put up date each day.

Have flash cards with days of the week. Students may not learn the written
word, but will be aware of the names of the days of the week.

Put up a card showing the day of the week at the beginning of the school day.
Find it on the calendar.

Send a child to a play store to buy something without money. Note how he
gets the needed money.

Instructional Aids and Materials

Wooden steps with handrail
Let's Do Fingerplays pp. 76, 78, 79

Objects in room
Blocks or beads

Note: Do not put the same number of blocks
in front of the child each time or he will
get the idea that more is a number.

Note: These concepts are very hard to teach.

Variety of objects

Store
Cans with pictures
Nickel, dime, penny

Toy clocks

Large clock, Judy Company

This may be teacher-made or obtained from
Milton Bradley or other educational materials
company.

Flash cards for the days of the week

Play store

Behavioral Objectives

Activities

Ask a child to count balls when there are no balls in the room. Note if he looks for balls, asks for them or just stands.
Tell child to write numbers, but do not give him a pencil. See if he will ask for one or will just sit at table.

Instructional Aids and Materials

Available balls (out-of sight)
Writing paper
Pencils (out of sight)

Shapes and Sizes

The child may be able to:
use correct words for some shapes

The teacher will decide what Science and Social Studies Activities are needed to meet the individual needs of her students.

Various shapes in many sizes and colors

Vocabulary Development for Oral Language

circle rectangle shape pattern
square round color words as needed.

Hold up shape. Identify the shape.
Feel the shape. Find something in the room which is shaped like that.
Manipulate form boards. (See Suggested Materials at end of skill area.)

Show child a shape. Ask him to find one like it in a box by feeling.
Paste pre-cut shapes on paper. Identify the shapes.
Individual activities with geometric insets. Use egg cartons for sorting shapes.

Note: Introduce only one shape at a time.
Do not introduce another until child can remember the name of the shape.

Box — identical shapes to see and feel

Montessori cabinet with drawers to hold insets
Educational Teaching Aids Division of A. D. Jigger and Co. Inc.

Large and small objects of several shapes
Round and square objects
Boxes for sorting

Make raised figures and shapes on cardboard cards with sand, felt, and sandpaper. Blindfold a child and let him feel the shape and identify it. Then find another shape on the table like it. Trace over geometric patterns made by teacher.

Shapes and figures made of sand, felt, sandpaper
Geometric designs

Color Discrimination

The child may be able to:
recognize and identify colors by name

Vocabulary Development for Oral Language

red blue yellow black
green purple orange brown

Identify colors of clothing.
Tell what colors you are wearing each morning.
Check to see who else is wearing the same colors.

Many colored objects
Crayolas

Clothing

Behavioral Objectives

match different colored objects

Activities

Fill pegboard with one color pegs. Identify the color. Finger paint with one color. When picture is dry, press with warm iron. Draw a large square or circle on the paper with felt pen. Student will cut around line of felt pen.

Make large color wheel. Give each child several circles of colored paper. Point to a color on the wheel and ask student to identify color. Then find a circle of the same color. Count circles if he has more than one of his color. Make a large clown for bulletin board. Give each child a sheet of construction paper with two balloons drawn with black felt pen. Help students cut out the balloons and identify color. Put one balloon on bulletin board. Attach a string to the balloon and anchor it to the clown's hand. Save the other balloon for matching games with the clown's balloons. Give each student a white sheet of construction paper. Help him draw 2 round circles on his paper. Let him choose a color for his balloons. Color and cut out balloons. Attach on long string to balloon and hang from ceiling. Take the remaining balloons and put in a box. Let each child choose a balloon and find the matching balloon hanging from ceiling.

Fish Matching Game: Cut out fish from construction paper. Put one fish of each color on a table. Attach paper clips to the backs of the rest of the fish. Put the fish in a pond (box or waste basket) and fish out with pole, string and magnet. Name the color of the fish caught. Match it with a fish on the table. Match crayolas (save old crayolas).

Play "Balloons." Prepare felt balloons of many colors. As teacher reads poem, she selects a child to find the color and take balloon away.

The child will be able to:

develop visual memory.

Visual Memory

Instructional Aids and Materials

Pegboard, colored pegs
Finger paints
Warm iron
Felt pen

Large color wheel
Smaller colored circles made from construction paper
Large clown
Balloons drawn from construction paper
Scissors
String

White construction paper
Lid from coffee can
Crayolas
Scissors

Fish made from construction paper
Box, pole, string, magnet, paper clips

Miscellaneous crayolas

Talking Time p. 109
Felt balloons
String
Flannelboard

Three objects
Table

Students in circle

Blindfold

Behavioral Objectives

Visual Sequencing

The child will be able to:
arrange story pictures
in sequence

arrange objects in
sequence

Activities

- Read a story to the students.
- Read the same story using sequential pictures.
- Ask a student to find the correct picture as you read the story.
- Arrange three story pictures in sequence.
- Take picture stories from old workbooks. Paste on cardboard. Arrange the pictures in sequence.
- Make balls from colored construction paper.
- Make squares from colored construction paper.
- Using egg cartons, put all the balls in the top row and all the squares in the bottom row.
- Make four circles of several different colored construction paper. Make a row for each color.

- Use large round and square beads for stringing.
- Using egg cartons put all the round beads on the top row. Put all the square beads on the bottom row.
- Draw a square on the chalkboard. Let two students work on the chalkboard with you. As you draw one line, instruct them to draw a line until a square is formed.

Sensory Training

The child will be able to:
develop a vocabulary for
sensory training

Vocabulary Development for Oral Language

nose	eye	mouth	hand	ear
smell	see	taste	feel	hear

Fingerplays - "The Child from Top-to-Toe."

Learn as needed.
Make up own action games. Touch "Your nose." "Close your eyes," etc.
Make a mystery box for each Sensory Area. Put articles found in the room which can be used in each box. Let the students find the articles and decide into which box they belong.

Using five cigar boxes, paste an eye, ear, nose, mouth or hand on the top of each box. Fill the boxes with articles which will demonstrate the function of each body part.

identify the function
of the sensory organs

Instructional Aids and Materials

- Story
- Story with sequential
- Three picture story
- Old workbooks
- Cardboard, paste
- Colored paper balls
- Colored paper squares
- Egg cartons
- Four circles of red paper
- Four circles of blue paper
- Four circles of green paper
- Round beads
- Square beads
- Egg carton
- Chalk
- Chalkboard

Models
Pictures

Let's Do Fingerplays pp. 3-14

Mystery boxes
Articles appropriate for each box

Five cigar boxes
Felt eye, ear, nose, mouth, hand
Articles for boxes

Behavioral Objectives

Auditory Discrimination

The child will be able to:
listen and respond to name
and simple sounds

recognize some sounds

discriminate between
some sounds

imitate some sounds

listen quietly
for short periods
of time

Activities

Mix the articles from two boxes. Put the right articles in the right box. Use boxes for identification, sorting and guessing games as needed by individual students.

Call child's name. Repeat until he responds either by speech, glance or smile. Repeat name and give simple verbal command like "Stop" or, "Walk."
Teacher-made tape calling one child's name and giving simple command. Instruct students to follow directions given on tape.
Instruct students to follow sounds made by teacher. (Close eyes and turn head towards sound)

Listening Game. Instruct students to close eyes or blindfold one child. Bounce a ball or ring a bell. Ask students to identify sound.

Teacher and one child say, "Good Morning." Decide which voice was the child's.
Record several voices with tape recorder.
Identify voices.

Listen to records or tapes of different sounds. Imitate the sounds along with the record or tape.
Teacher-made sounds: crying and laughing; yelling and whispering; singing and whistling; common school noises, common home noises, common community noises. Student's imitate sounds made by teacher.
Play Scott Foresman Records and imitate and identify sounds.
Take field trip to a farm and imitate noise made by farm animals.
Take field trip to a zoo and imitate sounds made by zoo animals.
Play "Sounds of Our Environment" records. Imitate sounds.

Hold up animal cards. Imitate sound made by animal.

Play "Listening Game." Ask students to close eyes. Say, "What do I hear?"
Play music, ring bells, etc. Ask students to identify sounds.
Make auditory box. Put articles for listening inside. Ask students to close eyes. Select one student to choose noise maker and operate it. Let students guess what noise maker was chosen.
Unit fingerplays for participation.
Unit stories for listening.
Unit music for listening.

Instructional Aids and Materials

Sensory training boxes

Tape recorder
Tape.

Objects to make noise
Blindfold

Tape recorder
Tape

Records or tapes of common sounds
Scott Foresman and Co.
Common Home Sounds
Common School Sounds
Common Community Sounds

Field trip to farm
Field trip to zoo

Peabody Language Development Kit Level P
Records 6-10

Animal pictures
Animal cards from Peabody Language Development Kit Level P

Cigar box with felt ear pasted to lid of box

Unit fingerplays
Unit stories
Unit music

Behavioral Objectives

Visual Discrimination

The child will be able to:
use his eyes to locate
objects in his
environment

match colors and
shapes according
to size.

Activities

Play, "Follow the Light." Have the room darkened. Flash a beam around the room and ask the students to follow with eyes.
Attach a round object to a string. Instruct child to follow the object with eyes without moving head. It may be necessary to hold child's head between hands until he understands what you mean.

(See activities under Shapes and Colors.)

Draw cardboard circles using coffee can lids. Help students cut out circles. Paint circles; one of each of the several colors.

Match cardboard circle with articles of clothing the students wear.

Have objects (one big and one little) in room.

Ask students to "Find the big _____" or, "Find the little _____." Identify object and size.

Use shape inset boards.

Use inset puzzles.

Fill peg board with one color.

Make chart with different shapes and colors pasted on it.

Have duplicate shapes of same color to match.

Find identical pictures of the same article you wish to identify. Paste one article in lid of box. (Along with pictures of other articles.) Use second picture for matching.

Vocabulary Development for Oral Language

(This will be a list of shapes and colors you wish to teach. It may include some commands needed for playing games)
Review vocabulary for colors, shapes, and signs.

Ask student to close eyes. Take a feather or pencil and tickle his hands and face to make him aware of the touch sensation.

Play, "Guess What It Is." Put one object in a paper bag. Let each child feel the object without looking at it. Guess what is in the bag.

Instructional Aids and Materials

Flash light
Darkened room
Round object attached to string and mounted on board or ceiling

Cardboard, coffee can lid, scissors, tempera paints

Many big and little objects of the same kind

Shape inset boards
Inset puzzles

Pegs, peg board

Chart with construction paper shapes in variety of colors

Duplicate shapes

Boxes

Identical pictures

Actual shapes and colors

Feather or pencil

Paper bag

Assorted objects you want student to learn to identify

Tactile Discrimination

The child will be able to:
use correct words for
some shapes and colors

identify some common
objects by touch

Behavioral Objectives

identify some common objects by texture

Activities

Put big and little objects in paper bag. Ask student to feel both objects and get the small one for you.

Take a walk around the schoolground and touch things like dirt, trees, sidewalk, etc. Talk about these things and decide whether they are rough, smooth, etc.

Collect a number of substances which are hard, soft, sharp, sticky, etc. (Tin pie pans and baby food jars make excellent containers.)

Place number of different textures on floor (carpet samples, sandpaper, etc.). Blindfold child and let him walk on one of them. Remove blindfold and ask student to find texture he walked on.

Instructional Aids and Materials

Bag
Large and small objects

Walk around schoolground

Substances to illustrate touch sensations

Baby food jars

Tin pie pans

Materials of different texture suitable to walk on blindfold

Skill Area - Functional Academic Knowledge
Level - Intermediate

C. A. 9.0-12.11
 M. A. thru 5.11

Behavioral Objectives

Activities

Instructional Aids and Materials

Receptive and Expressive Language

(Review Communication Skill Area for Suggestions in speech development.)

Vocabulary Development

The child will be able to:
 use correct names for
 persons and objects in
 school and home environment

Vocabulary Development for Oral Language

- first and last names
- father's name
- mother's name
- sister's name
- brother's name
- principal's name
- custodian's name
- secretary's name
- various furniture found in home (as needed)
- school nurse's name
- school aide's name
- flowers
- name of school
- name of street (school location)
- name of street (home location)
- chairs
- desk
- table
- scissors
- paste
- pencil
- lines
- grass

Instant type pictures of persons
 Actual objects
 Pictures of furniture and objects

identify self with full name

Make flash cards for identification of first and last names.

Make school building for bulletin board.

Write students' names on small cards. When student identifies own name, place name card in school building.

Put all students' name cards on chart holder. Ask student to close eyes. Take away one card. Guess whose name is missing.

Flash cards with first and last names
 Construction paper
 School building
 Small name cards
 Name cards
 Chart holder

associate family members with name (father - John Martinez)

Play Name Game: "Who is the father at your house?" Student replies, "My father is John Martinez."

Variation: "Who washes dishes at your house?" "My sister, Mary, washes dishes at my house." Ask parents to send pictures of family members or make home calls and make pictures of family members. Use photos for vocabulary development.

Family pictures

Make life experience charts related to family.

Chart rack and primary paper

Encourage students to tell about family activities using names of family members.

identify objects (by use) and persons in home and school environment

Associate names with persons.
 Talk about the people who work at school and tell how they help us.
 Identify objects using real objects.

Instant type pictures of people employed by school. Real objects you want to teach.

Behavioral ObjectivesActivitiesInstructional Aids and Materials

Identify objects using pictures of objects.

Identify objects from charts (may be real objects or pictures).

Take a walk around the school ground to identify homes, streets, schoolground, trees, flowers, etc.

Draw pictures of things you saw on walk around schoolground. Tell class about your picture.

Draw pictures of people who live at home. Identify them by name and tell what they do each day.

Draw pictures of people who work at the school. Identify them by name and tell what they do.

identify home
street sign

Arrange with your bus driver for a tour of the home communities of your students.

Return to school and talk about the color of the homes and the location of them.

Draw a mural showing the homes (with each student drawing his own home). Make small street signs and paste them near each home. Let each student find his street sign and identify it.

If the room is large enough, set off one area for streets. Make streets from black or brown paper. Let each student make his house on butcher paper, cutting it out. Let each student place his home on one of the streets. Make a small street sign and place it by the house.

identify school
street signs

Draw buildings located near the school. Make streets from black or brown construction paper.

Put the buildings on a street. Set up street signs. Identify streets.

Following Commands

The child will be able to:
listen and respond to
commands

Give simple command using child's name.

(Vary the game by calling the child's name and giving the command. Then give another command and call the child's name last.)

Play records which give simple directions to be followed.

Play exercise records with students following directions. A record player with slow speed is essential until child learns to pay attention and follow directions.

Play musical chairs (using seasonal objects in all chairs except one).

Students march to music. When music stops all students sit down. The student who is sitting in chair without an object goes to the center of the circle and draws a paper from the box. The teacher reads the direction and the child must follow it.

Pictures of objects you want to teach
Real objects and pictures

Walk about school ground

Paper, crayolas

Newsprint, crayolas or paints

Newsprint, crayolas or paints

Bus trip to go by every student's home

Mural

Street signs

Brown and black construction paper streets

Butcher paper homes

Street signs

Black or brown construction paper streets

Buildings drawn on butcher paper

See Suggested Materials at end of skill area
Exercise records

Seasonal objects to place in chairs

Box with simple directions written on pieces of
paper

Behavioral Objectives

Action Words

The child will be able to:
use the correct word for
some body movement

Activities

Vocabulary Development for Oral Language

jump sit skip dance
walk stand hop twist

Play frequent identification games. Hold up picture and ask student to identify movement.

Ask individual student to find picture of someone jumping, etc. Look in magazines for pictures showing various movements. Identify the movement.

respond to many action words

Collect a good supply of action pictures for sorting. Make a box for each action word, pasting an action picture to represent the word on the top of the box. Give the student 5 pictures to put in the correct box. Play "Follow the Leader" to learn difficult action movements. Use records giving directions for various actions. Play "Pretend you are a rabbit," etc. and hop around the room.

Safety

The child will be able to:
recognize and use some
protective words

Vocabulary Development for Oral Language and Recognition

STOP WALK Danger Keep Out
GO WAIT Poison Bom's Shelter
Private Property

Pretend you are going on a walk. Hold up "protection words" for identification. Place various words around the room with clues (Make streets and put the word "STOP" on a street corner or put "Keep Out" over a door.) Let the pupils guess what the word means.

participate in and understand simple protection games

Let one student be the mother or father. Give him a tagboard word (you may have to identify the word for him). Ask him to explain it to another child.

Pretend you are a policeman. Show the boys and girls how to cross the street, etc. Adapt stories for flannel board. Let students act out stories you have read.

Instructional Aids and Materials

Pictures or drawings illustrating body movements

Pictures or drawings illustrating vocabulary
Magazines

Good action pictures
Boxes for each action word you are teaching

Action records

Pictures or drawings illustrating vocabulary

Flash cards
Note: The student may not learn these words, but he can be made aware of them, so that he will ask parents what they mean when he sees them.

Tagboard words

Protection stories adapted to flannel board

General Objectives

Attention Span

The child will be able to:
sit quietly during a
library period

Activities

Have a regular weekly library period.
Attend some of the library functions for other students.
Read stories to students so they will learn to listen.
Tell stories using the flannel board so students will learn to sit quietly and listen.

Instructional Aids and Materials

Library period

Stories to read

Flannel board stories

Note: Talk with librarian before your library period so she will be aware of the abilities of your students, and can have material available when they arrive.
Discuss your units of study so she can include books, films, etc. for your group.
Give her a list of books on mental retardation for professional library. (See Suggested Materials at end of skill area)
Give her a good list of books for parents and students to read. (See Suggested Materials at end of skill area)

Penmanship

The child may be able to:

copy simple designs
and some complicated
designs

copy simple letters
or name

write his name on
smaller paper using
two lines

Review exercises for Penmanship found in Julia Molloy's *Trainable Children*.

Review the exercises presented on the Primary level using large chalk movements.
For some of your students, this type of exercise may be what he still needs.
Copy simple designs by tracing and then by memory.
Copy more complicated designs by tracing and by memory.
Use sandpaper letters for tracing with finger.
Use sandpaper name for tracing with finger.
Make large copy of name on newsprint using heavy black lines. Trace over name
Trace over dotted letters of name.
Make name on paper with lines. Show the child the big letters which stand tall and touch two lines. Call his attention to the small letters that sit on the line and hang their feet below.
Show the child how to hold his finger between the letters so they will be spaced evenly.

Make a copy of the child's name on beginner's paper for child to trace. If lines on paper are not distinct, add a red line for the base line.
When he can trace this paper, make another one leaving a space below his name for writing exercise.

Molloy, Julia S. *Trainable Children* New York; The John Day Co., 1963

Chalk

Chalkboard

Simple designs

Complicated designs

Sandpaper letters

Sandpaper name

Newsprint, black crayola

Dotted lines covered with plastic

Child's name on lined paper, using heavy black lines

Small copy of child's name on beginner's paper

Copy paper with space for him to write

Behavioral Objectives

Activities

Instructional Aids and Materials

When he is ready, take away the copy and let him write his name by memory. Supervise and quickly correct mistakes in spelling or letter formation.

Available copy card in case he forgets

Number Concepts

The child will be able to:
use correct names for some words and number concepts

Vocabulary Development for Oral Language

count
clock
hands
week

short - tall
above - below
fast - slow
large - small
in - out

nickel
dime
quarter
telephone number
first - last

Actual objects
Pictures of objects
Illustrations or pictures showing concepts

Review number vocabulary on Primary level.

learn the concepts of numbers 1 to 10

Count from left to right. Touch each object counted for concrete stimulation. Count students in room.

Anything in the room which can be counted and touched

Count boys.
Count girls.
Count pencils.
Count desks.

recognize and write numbers 1 to 10

Take number cards 1 to 10 and put in sequential order. Take one card away and students guess which card is gone. Buy, or make, object cards using numbers 1 to 10. Arrange object cards in proper sequence. Take turns beating drum or other instrument. Count the beats. Clap hands according to number direction. Learn fingerplays for counting.

Number cards

Make a object card for each number from 1 to 10
Drum

Play Numberite for teaching counting, grouping, etc. Each piece contains a number and holes for colored pegs.

Rhymes for Fingers and Flannel boards pp. 48-57
Let's Do Fingerplays pp. 60-74, Judy Company

solve some simple money problems

Ask a child to count the pieces of money on a table (do not put any money on the table). See if he will ask for money or at least tell you there is no money on the table.

Pieces of money

Put nickels and dimes (no pennies) on a table. Tell the child to count the pennies. See if he will notice that there are no pennies and ask for some.

Nickel and dimes

Send child to play store with billfold (without any money in it). See if he will check to see if there is money in the billfold before he goes to the store.

Billfold without money



Behavioral Objectives

Activities

Instructional Aids and Materials

Make arrangements with your neighborhood grocer to take students in to buy pop or candy. Give them some money but not enough to buy what they want. See if they can tell you how much more money they need or if they will at least ask you for more money.

Take some gum, cookies, and penny candy to the room and set up a store. Sell each item for one penny. Have the students count out their money and as they do so, take part of it before they finish counting. See if they can figure out that someone has taken part of their money and that it is not wise to leave money on desks and tables when playing or working.

Help each child make his home from construction paper. Write his house number on it with felt pen. Take turns showing where you live and finding the house number.

Teacher will make a plain house for each child. Put house number on house. Put all houses on bulletin board. Play "Find Your House" Game until every child can recognize his own house number. (Move houses around to reinforce numbers.)

Give each student his home number on a small card. Let him match it with the correct house number on the bulletin board.
Make flash cards with street address of each student. Put the cards in card pocket. Play "Find Your Street Address."

Write a short story about a student giving his age. Read the story to the students. Let them guess who the story is about.
Play "How old are you?" Students say, "I am ___ years old."
Hold up a number. Say, "Who is ___ years old?" Student raises hand. If he is correct, he gets to hold number card.
When students can recognize all the numbers to 10, make numbers up to 12 so older children can recognize their age number.

Make a telephone dial using only numbers (letters and numbers are too confusing). Write the student's telephone number on a piece of paper. Help him read the numbers and dial them.
Read his telephone number for roll call.

Work the clock puzzle.
Make a large clock with moveable hands. Set the clock at hour we come to school, eat lunch, go home, etc. Tell the students the time the clock shows.

Money

Gum, cookies, penny candy
Pennies

Houses from construction paper
Felt pen

Plain paper house with house numbers

Small card with house number

Street address flash cards

Short stories about students

Number cards to 10

Number cards to 12

Telephone dial using only numbers
Telephone number cards

Note: Do not be too concerned if a child cannot learn his telephone number by memory.

Clock puzzle
Large clock with moveable hands

learn his telephone number

develop simple time concepts

tell where he lives

learn his age

Behavioral Objectives

Activities

Instructional Aids and Materials

Have small clock for practice by each child. Make paper plate clocks with long hand red and short hand blue.
Show students different kinds of clocks: alarm, striking, watch, etc.

Small clocks
Paper plates
Red and blue hands

sometimes recognize penny, nickel, dime, quarter and paper dollar without sense of value

Play games with real money, "Find the penny," etc.
Hold up a piece of money. Ask, "What is this piece of money?" Ask the student who identified it to find another piece just like it. Put two or three coins of different denomination on the desk. Ask students to close their eyes. Take away one piece of money. Guess which coin is missing.
Play Store. Sell food for money.
Pay for lunches in school cafeteria.
Take a field trip to a store. Buy something and pay for it.
Take a field trip to a drive-in. Buy a drink and pay for your own.

Real money
Penny
Nickel
Dime
Quarter, paper dollar
Play Store

correctly use some of the following words:

large and small

Measure each child in room. Put cardboard marker with child's name to record height.
Compare teacher and child.
Compare two students.
Use graduated sets of Judy Stick O'Mats for flannel board.

Cardboard markers for each child's name
Tape measure or yard stick

first and last

Have name cards with first name.
Have name cards with last name.
Instruct students to find first or last name.
Place objects on table. Say, "This is the first object." "Find the last object."
Learn to identify first and last person in a row or line.
Learn to identify first and last person in line when it is time to go home.
Give simple commands: "Go in the room," "Come out in the hall," etc.
Put objects in the box.
Take objects out of the box.
Get out of the bus.

Stick O'Mats (available in circles, squares, triangles and rectangles) The Judy Company
Card with first name
Card with last name

Small objects
Table or desk

in and out

Get a large cardboard box with top on it.
Set box up and say, "This is the top of the box and this is the bottom." Then turn box over and repeat, making sure that child understands top is usually up and bottom is usually down.

Small objects
Box
Bus
Large cardboard box

top and bottom

Get supply box. Show child that top comes up but bottom of box will not.
Use jars with lids that screw on and off.
Explain the above means up and below means down. Use your hand for pointing.

Supply box
Baby food jars with lids

above and below

Behavioral Objectives

Activities

Instructional Aids and Materials

Have two students hold a rope. Let the other students get in line and throw a ball above the rope or below the rope.

Name cards placed above coat rack may be used to teach, "Hang your coat below your name."

Use a rope or volley ball net. Instruct the pupils to throw the ball over the net, then under. When activities are reinforced in classroom suggest that pupil throw ball over table, over chair, etc. Then practice rolling ball under various objects.

Refer to height marks. Talk about the big students and the little students in room. Decide whether these students are short or tall.

Suggest that the short students stand on one side of the room and the tall students on the other.

Talk about families. "Are they short or tall?"

Use record player with several speeds. Make record go slow, then fast. March to music being certain to say, "This is slow music," etc.

Walk fast and then slow.

Run slow and then fast.

Take food cans from store and fill them with dirt. Show that can is full.

Pour out dirt and show that can is empty.

Fill can with water. Note that the can is full. Keep pouring water and show that the water runs over because it is full.

Take empty can and pour a little water in it. Note that it did not run over because it was not full.

Rope.
Ball
Name cards
Coat rack
Rope or volley ball net
Ball

Yardstick or tape measure for recording height

Record player with three speeds

Empty food cans
Dirt
Empty food can
Water
Empty can and water

Small calendar for each child

Large room calendar
Small calendars

Large room calendar

Note: This may be difficult for many students.

Large room calendar

Social Studies

The child will be able to:
name the days of the week
with help

count the days in the week

count the weeks in a
month

name the months of the
year as they apply to
school activities

Make a calendar for each child. Show them the correct day on the calendar. Give the name of the day. Write the correct number for this day when they arrive at school.

Talk about what we do on the different days of the week.

Talk about how we know when it is another day (after we sleep at night, etc.).

Repeat the days of the week.

Count the days of a week on the big room calendar.

Count the days of the week on little individual calendars.

Talk about how we know it is another week, as we did not go to school for two days, or, yesterday was Sunday.

Count the week moving hand from left to right to show whole week on large room calendar.

Name the month on the calendar each day. Talk about school holidays and the month in which they fall.

Talk about student's birthday and in which month it is.

Behavioral Objectives

Learn Fingerplays for Holidays and Special Occasions. Mention the month of these holidays.
Show seasonal movies calling attention to the month.
Make seasonal art activities. Put on bulletin board with name of month above it.

Instructional Aids and Materials

Let's Do Fingerplays pp. 92-101
Rhymes for Fingers and Fannel Boards pp. 58-76
Seasonal movies
Art bulletin board

Note: The teacher will decide what Science and Social Studies Activities are needed to meet the individual needs and abilities of her students.

Visual Discrimination

Shape and Size

The child may be able to:
use correct names for some shapes and sizes

discriminate between different shapes and sizes

Vocabulary Development for Oral Language

circle triangle shape pattern sort
square diamond size round 'big, 'little match

Play identification game. "Find the circle," "Find the small circle," etc.

Guessing Game: "Which shape is round?" "Which shape has three sides?" Child may answer by pointing until he learns the real name of each shape.

Fingerpaint with two colors. When dry press with warm iron. Select and identify shape to draw on fingerpaint design. Help student draw shape. Cut out and take home.

Individual activities with Geometric Insets.

String beads according to shape; round, square, etc.
String beads according to size; large, small.
Sort cardboard circles according to size.
Sort cardboard squares by size.

Make raised shapes on cardboard squares using sand or felt. Blindfold the child and let him feel and identify the shape.
Draw shapes in wet sand.
Go around shapes with yarn.

Real shapes in several sizes

Shapes made from cardboard

Large cardboard shapes

Large cardboard shapes

Iron

Fingerpaint paper and paints

Pencil, scissors

Montessori Cabinet with drawers to hold insets.

Beads

String

Cardboard circles

Large and small cardboard squares

Cardboard squares with raised shapes made from sand or felt

Box of wet sand

Shapes with holes around it, yarn, yarn needle

Behavioral Objectives

Color Discrimination

The child may be able to:
identify some color words

identify likeness and differences in colors

Visual Sequence

The child will be able to:
develop visual sequence

Visual Memory

The child will be able to:
develop visual memory

Activities

Vocabulary Development for Oral Language

red yellow
green blue
other color words as needed

orange
purple

black
brown

Play color games. Hold up object. Say, "What color is this?" or, "Find something red," etc. First use color cards with objects, then regular flash cards.

Match clothing colors and room colors.

Use one or two colors on pegboards.

Sort cardboard squares according to color.

Have a box for each color with a colored square pasted on bottom of box.

Match color with color word.

Have a "Color Detective" who finds everything he can of one color. Choose different color for next "detective."

Read a story. Let students retell story with pictures.

Let students tell story with flannel board figures.

Put pictures in right sequence to tell story.

String beads according to pattern: round bead, square bead, round bead, square bead, etc.

String beads according to color: red bead, blue bead, red bead, etc.

Take a tour of the school building. Return to the room and tell what you saw.

Read a story to the students. Let them retell the story with pictures.

Have two pictures of some object, except that one picture has something missing - cat with no tail, etc. Fine what is missing.

Place two or three objects on a table. Look at objects. Cover with cloth. Let

students recall what is under cloth.

Look at a picture of one object. Take picture away. Ask questions about colors in picture.

Instructional Aids and Materials

Color words with colored objects
Flash cards

Color cards
Flash cards

Pegs and pegboard
Cardboard squares in various colors
Box for each color

Story with pictures to retell story
Flannel board figures
Picture story
Round and square beads

Colored beads
Laces or cords

Tour of school building
Story
Pictures of story
Visual Closure Cards
Two or three objects
Cloth
Picture of colored object

Behavioral Objectives

Activities

Instructional Aids and Materials

This child will be able to:
recognize own name when
given with simple command

Play "Do What I Say." Game. Teacher calls out child's name and commands, "Walk around the room." The child responds.
Make tape giving child's name and simple command. Vary the tape to use first names, first and last names and "all students."

Tape recorder
Tape

discriminate between
sounds

Use music to illustrate soft and loud; fast and slow; high and low; etc.
Singing with record player may also be used. Play "Gossip." Use normal voice at first. When students have learned to listen, play same game with whispering instead of normal voice.

Piano
Record player

Use tape recorder to tape voices of students in room. Discriminate between voices. Ask the principal and another teacher to record voices on tape. Ask coach and school secretary or nurse to record voices. Decide which voices belong to men and which belong to women.

Tape recorder
Tape recorder
Men and women to record voices

Auditory Sequencing

The child may be able to:
recognize and imitate
sound sequences

Using a drum, tap it once softly, once loudly, once softly, etc. Instruct the student to play what he heard.

Drum

Ask students to close eyes. Play another drum rhythm. Ask the student to play what he heard. Play soft and loud number rhythms, two soft and one loud, as needed.

Drum
Drum

respond to different
sounds

Play "Do as I Say." Teacher calls student's name and says, "Hop around the room." When students learn to play the game, a student may be the leader.

Play record. Instruct the students to walk to the music and stop when they cannot hear music. Play record. Instruct the students to keep their eyes closed when the music is playing.
Open their eyes.

Record player
March records
Record player
Soft, quiet records

Contact telephone company for "Tel-a-Trainer Sets."

Tel-a-Trainer Sets

Teach students to dial phones so they will ring. Encourage them to listen, answer the phone and respond to the conversation of their friends.

Auditory Sequential Memory

The child may be able to:
repeat sounds from memory

Learn many fingerplays. After students have learned them, choose one student for leader or have individual students say fingerplays.

Seasonal or unit fingerplays

Flannel board stories which have lots of repetition in them.

Flannel board stories

Behavioral Objectives

recognize sounds for protection

Activities

Play "Little Echo." Teacher holds up picture of object and makes the proper sound. "Little Echo" repeats what she said. After students understand the game and recognize the sounds needed for all cards, appoint a student leader and a "Little Echo" to play alone.

Practice marching in and out of the building for fire drill. Instruct the students to go out of the building when they hear the fire bell. Listen for the sounds of police, fire and ambulance sirens. Talk about the different sirens and how each helps us.

Make a tape of police, fire and ambulance sirens. Identify the sounds.

Listen for car horns and policeman's whistle. Explain that they can keep us from being hurt if we listen for them.

Take students to fire station to hear fire siren.

Ask Ambulance Company to send an ambulance by the school when they are in the neighborhood. Show the students the inside of the ambulance and let them hear the siren.

Invite a policeman to school to talk with the children.

The child will be able to:
see likeness and differences in some colors, shapes and sizes

Visual Discrimination Skills

(See activities and vocabulary for color, shapes, and sizes.)

Sort colors according to shape.

Sort colors according to size.

Play "Fit a Space" games with several children. See which child can fit all the spaces first. Fit color barrels according to size.

Color a picture according to teacher direction. Make many shapes of primary and secondary colors. Sort into colors or shapes, using egg cartons or small boxes.

Beads — string according to teacher direction.

Pegboards — complete board as directed.

The child will be able to:
identify many objects in his environment by touch alone

Tactile Discrimination

(Review activities used in teaching shapes and sizes.)

Ask student to close eyes or use blindfold.

Touch the child with an object. Identify the object.

Place assorted textures on floor. Let blindfolded child walk on textures. Remove blindfold and ask him to find ones he walked on.

Blindfold child. Give him a shape to feel. Identify the shape.

Variation: give him a shape and ask him to find another one like it. Identify shapes before removing blindfold.

Trace over designs with finger for identification.

Trace over shapes with felt pen for identification.

Using a pan of wet sand, make shapes for reinforcement.

Instructional Aids and Materials

Pictures of animals and objects with common sounds

Tape of police, fire, and ambulance sirens

Field trip to fire station

Ambulance

Policeman

Duplicate colors and shapes
Many colors in a variety of sizes
Fit a Space Games
Color barrels
Picture to color
Many shapes in a variety of color

Beads and cord
Pegs and pegboard

Objects suitable for touching

Assorted textures placed on floor
Assorted shapes
Duplicate shapes

Teacher-made shapes or designs
Felt pen
Pan of wet sand
Pencil or finger

Behavioral Objectives

Problem Solving Situations

The child may be able to:
solve some simple problems

Activities

Write each child's name on piece of tagboard. Turn the cards over so the students cannot see their names. Ask each student to sit in front of his name card. Note how long it takes the students to turn cards over and locate name.

Name card for each student

Ask students to sit in a circle. Hold up child's name card (name side to you - blank side to child). Note how long it takes student to turn card over so he can see his name.

Name cards

Variation: flash cards rapidly. Note length of time it takes student to determine you are flashing cards too rapidly.

Flash cards

Start daily activities without lights with blinds closed. Note length of time it takes students to turn on lights or ask you to open blinds.

**Skill Area - Functional Academic Knowledge
Level - Pre-vocational**

Behavioral Objectives

Functional Reading

The learner will be able to:
recognize some words from
protective vocabulary

C. A. 13.0-16.11
M. A. thru 6.11

Activities

Suggested protective vocabulary for Flash Cards

STOP	BUS STOP	ENTRANCE	GIRLS
GO	IN	LADIES	MEN
WALK	OUT	GENTLEMEN	WOMEN
WAIT	EXIT	BOYS	STEP DOWN

(Buy or make flash cards needed for own community.)

Circle Game. Show flash cards with pictures or illustrations. Tell what the word is.

Variation: Say, "Find the card which says Girls."

Hold up card. Let students guess the word. The student who guesses correctly may hold card. Count the cards at the end of the game.

Play "Follow the Leader." Hold up a card. Do what the leader does. If he is correct, he holds the card. If not, he goes to the end of the line.

Set up a mock cafeteria with a waitress, etc. Select two couples to go out to eat. Place words over the restroom doors. See if the couples can find the correct restroom sign. Later send couples out in the hall. Change the words and see if they recognize the new words.

Set up a mock store. Use Entrance and Exit cards over door. Practice marching in and out of the room with a leader deciding which door to use.

Match words and pictures.

Let one student pretend he is a mother or father. Tell "your child" what a protection word means and why he must learn it.

recognize some neighborhood signs

Take a walk in the community. Look for street and building signs. Discuss reasons why these signs are needed.
Tour the communities where each student lives. Note the street intersections near the student's home.

Set up mock city streets on top of a large table. Ask each student to make his home from colored construction paper. Write the house number on each house. Place the homes on the correct streets. Make street intersections near the homes.

Talk about the street signs so students will become more familiar with their community. Set up a street intersection on the floor. Use some of the street names near students' homes. Practice crossing the streets using STOP signs, lights or WALK and WAIT signals.

Instructional Aids and Materials

Flash cards with pictures or illustrations

Flash cards with pictures or illustrations

Flash cards with or without pictures or illustrations
Flash cards

Mock cafeteria with waitress, etc.
Couples
Flash cards

Mock store
Entrance and Exit cards
Flash cards
Cards with word
Pictures or illustrations

Make sign cards for community
(Pictures or illustrations will be needed with cards.)

Mock city streets made from black or brown construction paper
Houses made from construction paper

Street intersection with familiar street names
Stop signs, walk and wait signals, traffic lights

Behavioral Objectives

Activities

Pretend you are a policeman, fireman or some other person working in the community. Make your clothing from crepe paper. Act out your job using flash cards. A policeman may hold up the cards, "GO" or "WAIT." A fireman may hold up the card, "STOP" until the fire truck goes by. Visit a sheltered workshop or factory. Look for building signs. As guide to explain signs and tell why they are needed. Invite someone who has been injured in car accident to talk with your students and stress obeying signs and signals. Invite someone who has been bitten by dog to talk with your students and stress, "Beware of Dog" sign.

read directions on work chart

Make a large work chart showing room jobs and days of the week. Place the child's name under the job he is assigned for the day.

STUDENT WORK CHART				
Date	water flowers	sweep floor	dust furn.	clean chalkboard
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Read chart together until students are able to read work assignments, without help. A small work sheet may be made for each student so he can record his daily job assignment. Send chart home at end of week so parents will be aware of school jobs.

Write work activities and names of students on blackboard for further reading. Make work activity word cards and student name cards. Match according to daily work chart.

STUDENT WORK CHART				
Date	water flowers	sweep floor	dust furn.	clean chalkboard
Monday	Mary	John	Anna	Fidel
Tuesday				
Wednesday				
Thursday				
Friday				

Instructional Aids and Materials

Crepe paper
Flash cards

Field trip to sheltered workshop or factory

Resource person

Resource person

See chart below

See chart below

Student name cards
Work activity words cards

Behavioral Objectives

role play job and follow directions

Activities

Make students aware of the many jobs in the community.
 Find pictures of different jobs. Identify the job.
 Invite resource persons to talk about their job when there is a need for such people.
 Show movies and filmstrips about jobs students show interest in.
 Dramatize jobs seen on movies or filmstrips.
 Stress the importance of following directions so you will be a good worker.
 Use any vocabulary you have seen in movies, filmstrips or on field trips.

visit a library and make his needs known

Set up a regularly scheduled library period each week.
 Talk about your interests before going to the library.
 Take your students to activities scheduled for regular students.
 Set up a mock library. Choose one student for librarian. Visit the "library" and tell the librarian what you wish to "read." Be certain to observe library rules.
 Ask librarian to schedule "occupational programs" for your students so they may talk with her and she can become aware of their abilities and needs.
 Take a field trip to a neighborhood library. Note how it is different from a school library

Instructional Aids and Materials

Pictures of jobs
 Resource persons to describe jobs

Movies and filmstrips

Library period

Mock library

Occupational programs set up by librarian

Field trip to neighborhood library
 Note: Talk to school and public librarians.
 Give them lists of books on Mental Retardation suitable for children and adults to read for better understanding of TMH children.

Penmanship

The learner may be able to:
 write isolated words needed for job application or employment in manuscript or cursive writing

Practice writing complete name. For some students, this may still be large manuscript writing, using two or more lines.

Use the following exercises for students who will benefit from them:

Using paper with 1 inch squares and heavy lines drawn by teacher, trace over prepared copy of name.

Large sandpaper letters for feeling.

Sandpaper letters for spelling complete name. After feeling sandpaper name, print name on two lines on paper.

Make smaller manuscript letters when student is able to do so.

Use the following exercises for students able to use manuscript writing on one line:
 Trace over name on prepared copy.

Spell name with small sandpaper letters.

Give student paper with name, address, and telephone number.

Instruct him to copy each on the line below it.

Use a model until it is no longer needed.

Heavy lined paper with 1 inch squares

Large sandpaper letters

Beginner's paper

Pencil

Regular tablet paper

Prepared copy of each name

Small sandpaper letters

Prepared copy of students name, address and telephone numbers with lines between each for copying

Behavioral Objectives

Activities

Instructional Aids and Materials

Some students may be using cursive writing.
Practice feeling sandpaper or raised alphabet letters in cursive writing. (Encourage the student to make letters correctly but do not force him.)

Sandpaper cursive letters
Raised alphabet letters in cursive
Note: TMH should be allowed to write anything that is useful or pleasurable to them. They should not be forced just for the sake of writing.
Word cards of words needed in sheltered workshops

Play "Write a Word Game." Make word cards for a number of words learner will need in sheltered workshop situation. Hold up a card and say, "Let's see who can write Exit first." The child who writes the correct word first gets to hold the card. Count cards when the game is completed. Some students may be able to spell the word while looking at it.

Use simple form to fill in giving name, age, address and telephone number. (Make a card with this information for each child so he will have it available when he needs it.)

Paper, pencil
Simple form with place for name, age, address and telephone number

Provide many dot pictures for practice in drawing lines. (These may be covered with plastic if necessary.)

Dot pictures

will be able to sign name

Practice signing name like you will to endorse payroll check. Manuscript or cursive. Practice cursive writing of name. Learn to write this neatly. Remember that signature must be legible.

Note: If student cannot master name with cursive writing, teach him to do his name in manuscript neatly.

may be able to copy from chalkboard or

Copy the work schedule and names of persons assigned to each task from the chart. Make a chart for each student. Record the colors of clothing worn for a week.

Chart, paper, pencil
See chart below

Chart

Date	shirt	dress	pants	shoes	coat
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Make a daily page for a clothing book, showing clothes you wore to school for a week. Find articles in catalogs, cut out and paste on paper. Write blue shoes, etc. under each article of clothing.

Paper for booklet
Catalog, scissors, paste

Behavioral Objectives

will be able to read some foods on a menu

Functional Arithmetic

The learner may be able to:
use correct words for some numbers and number concepts

Activities

Keep a weather chart for a week.

Day of Week	rainy	fair	windy	cloudy	snow
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Ask a local restaurant for menu. Learn the names of some foods on the menu. Set up mock restaurant. Order foods from menu. Take a field trip to a restaurant. Each lunch there. Write stories about the field trip. Read to students letting them supply key words which they have learned.

Vocabulary Development for Oral Language

clock	time	month	in
hands	age	year	out
hours	telephone number	penny	full
minutes	day	empty	pounds
nickel	calendar	top	bottom
dime	half dollar	short	feet
quarter	dollar	tall	
cents	inches	large	
numbers one to twenty	week	small	

any other number words as needed
(Review the vocabularies on the Primary and Intermediate levels.)

learn number concepts to twenty

Play number games.

Find the number symbol which tells how many boys are in the class.

Find the number symbol which shows the number of persons in room.
Match objects with number symbols.

Match number symbols with number words.

Instructional Aids and Materials

See chart below

Restaurant menu
Mock restaurant
Field trip to restaurant for lunch
Stories of trip

Actual objects
Pictures or illustrations of number concepts

Cards with number symbols

Small objects
Number symbol cards
Symbol cards
Cards with number words

Behavioral ObjectivesTime

The child will be able to:
recognize some dates on
the calendar

may be able to tell time
according to the clock,
by hour of time school
starts, etc.

Activities

Make individual calendars to keep in supply boxes. Let each student draw his own calendar using pencil and ruler. Some students may need broken lines made on paper for tracing.

Help any student who cannot work alone.

Find the date on large room calendar. Write it on small calendar.

Have a certain time each day to discuss the day, month and year.

Keep a weather chart recording the temperature and date.

Have a large clock with moveable hands in the classroom. Paint the minute hand red.

Set the clock at the time you come to school. Learn what time that is. Give each student a small clock and practice setting it like the big clock.

Practice setting the clock at hours you do certain activities.

1:00 eat lunch,

2:30 recess

3:30 go home

9:00 come to school

Time Game: Divide the class into two groups. Give each child a small clock. Set the big clock at any hour. The person who first sets his clock and identifies the correct time wins a point for his team.

Time Game: Divide class into two groups. Say, "Who can show me where the hands of your clock will be at 2:00?" The student who sets his clock correctly wins a point for his side.

Play "Tell Time Quizmo."

Talk about favorite TV programs. Mention the time this program is seen.

Show correct time on big clock. Set the little clocks and repeat the time.

tell time in terms
of how long

Discuss things you will do today, tomorrow and next week.

Talk about how long we stay at school.

Talk about how long it takes to eat lunch.

Talk about how long it takes us to get home.

Talk about how long we stay home and what we do while we are there.

Instructional Aids and Materials

Paper
Pencil
Ruler

Room calendar

Thermometer
Weather chart

Large clock with moveable hands

Small clock for each student

Large and small clocks

Large clock
Small clocks for each student

Large clock
Small clock for each student

Tell Time Quizmo
Milton Bradley Co.

Large clocks

Small clocks

Note: Don't force telling time on a student if you see he doesn't enjoy it. Another activity would be better at this time.

Behavioral Objectives

Money

The child will be able to:
recognize some pieces of
money

Activities

(Review money vocabulary at beginning of Functional Money Area.)
Set up a play store. Using real money, buy a can of food. Locate the price stamped on the can. Tell the student what pieces of money he will need to buy the can. Help him find the correct pieces of money.

Cut pictures of articles you would like for Christmas or birthday presents. Decide which one would cost more and why. Find pieces of money needed to pay for it. Bring price tags from home showing cost of some article. Help the students find the right pieces of money to pay for the article. Place several pieces of money on the table. Ask one student to find a penny or all the pennies.
(This may be an individual exercise or group activity with students divided into two groups.)

Identify pieces of money by name.

Discuss cost of school lunch. Put several coins out. Help the child find the right ones to pay for his lunch.

play simple money
games

Money Game: Put five pennies and a nickel on the table. Make flash cards for numbers 1-5. Hold up the card with one on it and ask him to find that many pennies. When the number 5 is used, explain that a nickel is the same as five pennies.

Sort coins.

Match coins.

Match real coins with pictures of coins.

Set up a mock bus. Go for a ride and pay the driver the fare. Take a bus trip about the city. Bring the correct fare and pay the driver.

Number Game: Who can find the quarter, biggest piece of money, the green piece of money, the smallest piece, etc.

Introduce the \$ mark and the ¢ sign. Find price tags and food cans with either on them.

Visit a grocery store. Ask the manager to show how prices are put on cans and why they are necessary.

make very simple
change with help

Schedule a movie. Ask each student to bring a dime to pay for popcorn and cold drink mix. Let the girls make the cold drink mix and the boys the popcorn. Set up a concession stand. Give each child 6¢. Sell the popcorn for 2¢ per sack and

Instructional Aids and Materials

Note: Make the student aware that everything in a store costs money
Play store with stamped food cans

Catalogs
Magazines
Scissors
Price tags
Real money

Real money

Five pennies
Nickel
Flash cards for numbers 1-5

Real coins
Pictures of coins
Mock bus
Bus fare
Bus trip around city

Real money
Price tags
Food cans
Field trip to grocery store

Movie
Cold drink mix
Popcorn

Behavioral Objectives

make inexpensive objects and sell in playstore with supervision

operate some machines with money

solve some simple everyday money problems

Activities

the cold drink mix for 1¢ per glass. Help the students make their own change.

Make simple inexpensive objects, pot holders on looms, painted rocks, etc. Set up a store and invite parents and other school children to your room to buy the articles. (Teacher will supervise the money.) When the sale is over, count the money and put in a savings bank. If over \$5 is collected, take a field trip to a local bank and open a savings account.

Plan a field trip to a shopping center which has a washeteria, post office and store with pop machine. Let each student put in correct change to buy pop. Show him how to operate the machine.

Pretend he has lost his bus money and cannot get home. Decide what to do. Pretend he has lost the address where he is going to work and he has no money for a telephone call. Decide what to do. Someone has taken his sack lunch or lunch money and he does not have anything to eat. Decide what to do.

Go to the store to buy candy. Select candy for the students which will cost more money than they have. Decide what to do, whether to buy cheaper candy or something else to eat.

The place where you work has a coffee break and you do not have money to spend every day. Decide what you can bring from home so you will have something to drink, buy soft drink and bring it in a vacuum bottle or buy pop by the case, etc.

Instructional Aids and Materials

Butter
Hot plate and skillet
Sacks
Glasses or cups

Pot holders, painted rocks, other articles to sell

Piggy bank
Field trip to local bank

Field trip to shopping center with a washeteria, stamp machine, pop machine

Trip to store

FUNCTIONAL ACADEMICS
SUGGESTED MATERIALS AND EQUIPMENT

Developmental Learning Materials

3505 North Ashland Avenue
Chicago, Illinois 60657

Clear plastic stencils
Superboard lacing cards with laces
Three sided pencils
Color cued control paper
Auditory tape of familiar sounds
Parquetry Inset boards (shapes)
Dot to Dot pattern sheets
Tracing designs
Tracing paper
Pre-writing design cards
Parquetry designs (large and small in six primary colors)

Colored inch cubes (six primary colors)
Stencil boards (animals, seasonal, shapes, farm and transportation)
Sequential picture cards II and III
Association picture cards
Counting picture cards
Animal, job, people shapes puzzles (with trays)
Association picture cards II and III (regrouping individual items in basic categories)
Color association picture cards
Body concept ditto masters

Ideal School Supply

Oak Lawn, Illinois 60453

Stencils for tracing (Geometric shapes, Transportation, Seasons, Animals)
Form boards (shapes, size, animals)
Building bead patterns
Jumbo pegboard and pegs
Large colored beads and laces

Milton Bradley

Springfield, Massachusetts 01101

Large dominoes (pictures on one side, numbers on the other)
Educational thermometer
Individual thermometers

Community Playthings

Rifton, New York 12471

Giant size dominoes (through double 6's)

Judy Company

310 North 2nd Street
Minneapolis, Minnesota 55401

Puzzles (3 to 24 pieces)
See-Queen Story Boards
Community Helpers (life-size figures)
The Family
Calendar
Primary clock
Mini clock

Matchettes (color)
Number-rite
Fit a Shape
Fit a Space
Feel Match (texture)
Feel Match Thickness

Stanwix House

3020 Charters Avenue
Pittsburgh, Pennsylvania 15204

Safety Workbooks I and II

American Guidance Services, Inc.

Publishers Building
Circle Pines, Minnesota 55014
Peabody Developmental Kit, Level P

Teaching Resources Inc.

334 Boylston Street
Boston, Massachusetts 02116

Geometric Shapes in color
Association cards
Concord block in color

Instructo Corporation

Paoli, Pennsylvania 19301
Kinesthetic numeral cards and counting discs

R. H. Stone Products

18279 Livernois
Detroit, Michigan 48221

Lace-up boat

Creative Playthings

P. O. Box 330
Princeton, New Jersey

Nesting wood blocks (size)

A. Daigger and Company, Inc.

Educational Teaching Aids Division
159 West Kinzie Street
Chicago, Illinois 60610

Geometric Inserts with frames
Montessori cylinders to develop spatial concept
(diameter and height varies)
Cabinets to hold cylinders

Bell and Howell Company

7100 McCormick Road
Chicago, Illinois 60645

Language Master

Childcraft Equipment Co.

155 East 23rd Street
New York, New York 10010

Peg grading board (colors)
Shape sorting box
Giant bead stair (color)
Let's play safe signs
Hippity Hopscotch (number recognition)
Pepo Ring Toss (colors)

Tupperware International Headquarters

Orlando, Florida
(usually a Tupperware representative in your area)

Snapies (colored plastic teles which snap together)

Educational Activities, Inc.

P. O. Box 392
Freeport, New York

- Record and Guide - Album 605, The Development of Body Awareness and Position in Space \$5.95
- Records and Guide - Album 606-7, Developing Perceptual Motor Needs of Primary Level Children \$11.90
- Record - EALP No. 603, Basic Concepts Through Dance (Position in Space - following directions) \$5.95
- Record - EALP No. 601, Basic Concepts Through Dance (Body Image - following directions) \$5.95

FILMSTRIPS

Oaktree 7

four filmstrips - spring, summer, winter, fall - with accompanying records
Available from:

Eye Gate House Inc.
Jamaica, New York 11435

The Feel of Things

Shapes
Available from: Encyclopedia Britannica

Music Books and Records

Gingland, David R. and Stiles, Winifred *Music Activities for Retarded Children: A Handbook for Teachers and Parents.*
New York, New York: Abingdon Press

Ginn and Company (for quiet and action music)
The Kindergarten Book with records
The First Grade Book (enlarged edition) with records

Silver Burdett Company
Making Music Your Own - K
Making Music Your Own - First Grade

Maico Company Inc.
Record - What's Its Name (sound effect record)

BOOKS AND PAMPHLETS

Carlson, Bernice Wells and Gingland, David R. *Play Activities for the Retarded.*
Nashville, Tennessee: Abingdon Press

Grayson, Marion F. *Let's Do Fingerplays*.
Washington, D.C.: Robert B. Luce, Inc., 1962

Scott, Louise Bender and Thompson, J. J. *Talking Time*.
St. Louis, Missouri: Webster Division, McGraw-Hill, 1960

Scott, Louise Bender and Thompson, J. J. *Rhymes for Fingers and Flannelboards*.
St. Louis, Missouri: Webster Division, McGraw-Hill, 1960

BOOKS FOR PROFESSIONAL SCHOOL LIBRARY

Egg, Dr. Maria *When A Child Is Different: A Basic Guide for Parents and Friends of Mentally Retarded Children*.
New York, New York: The John Day Co., 1961. 155 pp, \$3.75
Practical ways parents can help their retarded child develop. Excellent.

Williams, Harold M. *Education of the Severely Retarded Child*

U. S. Office of Education Bulletin No. 20

Washington, D. C.: U. S. Government Printing Office, 1961

Describes characteristics of TMH children and suggests curriculum for them.

BOOKS FOR STUDENTS IN SCHOOL LIBRARY

Dooley, Ruth K., *Our Jimmy*. Westwood, Massachusetts (Box 224): Services Associates, \$3.95 and 35¢ postage.
Parents tell their children about their retarded brother. Illustrated by retarded boy.

"Hello, Know Who I Am?"

Interesting illustrated pamphlet of a little retarded boy telling about retarded people. 5¢ per copy
Lee County Association for Retarded Children

2570 Hansoa Street

Fort Meyers, Florida

FILMS AND FILMSTRIPS

International Communication Films

1371 Reynolds Avenue

Santa Ana, California 92705

Walt Disney Nature Library

University Book Store

2122 Central S. E.

Albuquerque, New Mexico

The Walt Disney Nature Library (Silent Film Loop)

Educational Record Sales

157 Chambers Street
New York, New York 10007

EBF Filmstrips
Safety Stories

Educational Activities Inc.

Freeport, Long Island, New York

Developing Cognitive Skills in Young Learners (filmstrips)

1. Grouping and Categorizing
2. Contrasts and Opposites
3. Relative Space and Size Relationships
4. Concept Ordering and Discrimination
5. Sequence of Ideas

RECORDS

Society for Visual Education Inc.

1345 Diversey Parkway
Chicago, Illinois 60614

The Child and His World (6 albums - 12 records)

May's Music Co. Inc.

514 Central Avenue S.W.
Albuquerque, New Mexico 87103

Primary Reading Child Size Books
Bowmar Manipulative Books



**ECONOMIC
USEFULNESS SKILLS**

ECONOMIC USEFULNESS SKILLS

Developing programs which will train the individual toward a degree of independence through employment is one of the major goals of the total curriculum for the TMH. The Economic Usefulness Skill Area should be considered along with all other curriculum areas. At an early age the child must establish good work habits, learn to follow directions, and develop motor skills which will help him at the Pre-vocational and Vocational levels. As the teacher plans her program, she must keep this goal firmly in mind.

The program must be simple, purposeful, and realistic to develop skills necessary for day by day learning whether the TMH must remain at home all day, work in a workshop-activity center or live in an institution. It must be remembered that all things cannot be learned at once and that one task must be well learned before moving on to another area. The ultimate goal of this training program is not total economic independence but a degree of independence which will give the TMH self confidence and a feeling of accomplishment in the few skills he may develop.

Parents may refuse to cooperate with the teachers because they do not understand the program for their TMH child. Frequent Parent-Teacher conferences must be scheduled, both at school and in the home, to make the parents aware of the necessary skills needed by the student and the work programs available for him. As the teacher gains the parents' confidence, she should invite them to school to watch the training program in progress. The school program offers an excellent opportunity for them to observe their child in a job training situation, carried on in a business like manner, under constant supervision to correct or limit the number of undesirable traits or habits the trainee may have. Since it is very difficult for some parents to recognize the limitations of their child and accept the jobs in which he can succeed, invite the parents to help you evaluate their child's functioning level before you move on to the next area of learning. Explain that each evaluation must include specific tasks repeated many times in a sequential order which will convince the teacher that the task has been thoroughly learned before introducing a different skill approach.

Lists of expected learnings and suggested home tasks for each student should be sent home periodically whether or not the parents cooperate initially in the home visitation program.¹ As parents observe their child's progress and see that he is able to care for his own needs and make some contribution to the family group, they may become more cooperative with the school. The school, teacher, and family can work together to establish progressively higher goals and prepare the TMH youngsters for a less dependent life.

1. See Suggested Activities at end of skill area and Appendix.

Behavioral ObjectivesFollowing Directions at School

The child will be able to:

follow a simple individual direction

Work with peg boards according to directions.

String beads according to direction.

Take a note to a teacher in the next room.

Bring an article to the teacher as directed.

Pretend you are a mother or father. Help your baby take a bath. (See Self Help activities for bathing.)

Pretend you have just reached home and must put away your wrap. Show the teacher what you would do.

Invite parents to school for a "Show You Time."

Give individual demonstration for following directions at school.

Using an egg carton, sort buttons according to color.

Using food cans, sort nails according to size. Have only two sizes, large and small.

Sort food cans according to size. Have only large and small cans.

Set a table using plastic dishes and silverware on a place setting drawn on butcher paper.

Empty waste basket into large box or another basket in the hall.

Pick up papers from floor and hall near room.

Group activities for simple direction games.

follow simple group directions

Group activities for simple direction games.

Stand up, sit down, walk around, etc.

Play "Follow the Leader." Teacher may or may not instruct leader as to activity.

Find name on work chart. Identify job. Show the other students how to perform your individual job.

Pick up papers from a small area of the schoolground as directed by the teacher and custodian.

Instructional Aids and Materials

Note: Through parent conferences or notes, make parents aware of desired learnings. Suggest activities to continue learnings at home.

Pegs, pegboard

Beads with laces

Various room articles

Doll, plastic tub, wash cloth, soap, towel, lotion

Wrap, clothing rack

Egg carton

Colored buttons

Food cans, large and small nails

Place setting drawn on butcher paper

Plastic dishes and silverware

Waste basket

Waste basket

Make charts showing all room activities. Include every job to be done, even if it means making different charts for different days. Have a picture or illustration for each duty. Have a regular routine for each job. Demonstrate to students until they learn correct procedures. Waste baskets, boxes or paper bags

Note: Supervise clean up activities at all times to prevent the formation of sloppy habits.

Behavioral Objectives

Activities

Put away supplies after work is finished.
Put away toys after play period is over.

Set up a "quiet time" when students come to circle and sit on floor mats to listen to flannelboard stories or records.

Set up a "talking time" when students come to the circle for "Show and Tell" or just a "talking time" to practice taking turns.

Learn Fingerplays. "Rhymes for Active Time" and "Rhymes for Quiet Time."

Sing Songs (with or without records) and follow the simple directions. "Singing While We Play" and "About Singing Games"

"Open, Shut Them," "Let's Go, Walking," "Creative Play."

"The Band," "Before We Play," "Come With Me," "Chiapancos," "Skipping Is Fun," "Painting," "Put Your Finger In The Air," and many others.

Make up your own songs and follow directions. Use tunes to familiar songs.

Color paper according to direction (see color routine in this skill area).

Simple cutting and pasting activities (see cutting and pasting routine in this skill area). Work puzzles; start with simple puzzle having 4 or 5 pieces and advance to harder ones as child masters each level.

Sew cards. These can be obtained from most school supply companies. However, students will enjoy making seasonal cards. Make a pattern from heavy cardboard and help students draw around it on tagboard. Outline the design with paper punch; sew with colored yarn and yarn needle. The design may be colored or painted before sewing if so desired.

Lace Boards. These may also be made from Masonite or wood plastic sheets or designs you use in teaching. Draw design on board and cut it out. Have a free play period for all students who have completed assigned tasks. Let each child select his own toy.

Instructional Aids and Materials

Supplies
Toys

Records and flannelboard stories students enjoy

Note: Explain that there are times to sit quietly and listen and other times to take turns talking.

Rhymes for Fingers and Flannelboard pp. 108-117

The Kindergarten Book (with records) pp.8-32, 38-42

The First Grade Book (with records) pp.10-41, 45-52

Making Music Your Own, K (with records) pp. 14 27, 28-51.

Music Activities for Retarded Children pp. 27, 28, 29, 32, 67, 89

Paper, crayolas
Paper, scissors, paste
Simple puzzles
More difficult puzzles

Note: Anything a child does at school can be considered a work activity. Keep all activities on the child's level and make certain he finishes them.

Sewing cards

Yarn needles, colored yarn, tagboard, paper punch

Burlap or fabric
Masonite or wood plastic sheets
Toys for free play period

Behavioral Objectives

Establishing School Routine

The child may be able to:
follow simple directions for
school routine

arrival at school

Set up a regular routine for arrival at school: hang up wrap, go to your table and sit down, start work immediately.

If teacher must talk with bus driver or parents, place a simple task; puzzle, peg board or sewing card by each child's name so he will understand that he is to start work immediately.

coming to circle

Set up a regular routine for coming to the circle. Stop work, pick up chair, carry it to the circle, put your chair on the circle line, sit quietly and listen until everyone is seated.

coloring

Set up a regular routine for coloring. Open supply box, select a crayola, close supply box, hold up crayola, start coloring when directed by teacher, put crayola back in box when finished, close supply box and sit quietly until everyone is finished.

restrooms

Set up a regular routine for restrooms. Girls get wraps and stand in Girl's Line; boys get wraps and stand in Boy's Line. March in line to restroom with the leader in each group holding open all doors; the leader may be changed daily or weekly on work chart. After using restroom, wash hands and return to line. March quietly out of the building for recess or return to classroom for indoor recess on cold days.

lunch period

Set up a regular routine for lunch period: wash hands, put on wraps, get in line, keep mouth "locked" while in school halls so as not to disturb other classes. Public relations with other teachers can be very important here; also a good opportunity to show any visitor who might be in the building that TMH students can conduct themselves properly in halls. Walk in line on the right side of the hall, leader open and hold all doors, take off wraps and put them in a designated place in cafeteria, get in lunch line, thank cooks for tray, walk to the table and sit quietly with a minimum of talking while eating. Discourage loud talking or frequent trips to restroom or water fountain during meal. When all students have completed their meals, remind them to place fork and spoon on tray so they will not fall off, take trays to proper place for washing, put on wraps, get in line, and return to classroom or go out for play period.

Instructional Aids and Materials

Note: These routines are only one of many ways to teach school routine. Regardless of the routine you follow, make certain it is the same each day and the vocabulary is the same so the child will not become confused.

Simple puzzle, sewing card or pegboard by each student's name card

Chairs
Circle line

Supply box
Picture to color

Restrooms

Work chart

School cafeteria

Note: Always provide lunchroom supervision for the development of good eating habits. It is a good idea to eat with the children some of the time.
It is easier to develop a good habit than it is to break a bad one.

Behavioral Objectives

cutting and pasting

Activities

Set up a regular routine for cutting and pasting: prepare a simple activity, facing card, puzzle, etc. for each student at his own desk. Call two students to a table for individual help. Show them how to cut, pick up the paper, put paper in waste basket, and return scissors to supply box. Now show the child how to apply a small amount of paste or glue to the picture, how to paste it and how to remove excess paste with tissue. Return paste to supply box, wash hands when necessary, write name on paper, put paper on designated table to take home, return to desk and complete assigned activity.

clean-up time

Set up a regular routine for clean-up time: stop work when directed by teacher, put away supplies, (teacher checking each supply box to be sure all supplies are in it), clean off tables, pick up papers, put away all materials or games used during the day.

going home time

Set up a regular routine for getting ready to go home: stand up and push chairs under tables, put on wraps, get in line by door while note to parents or papers are passed out, march quietly out of building and get in school bus.

The child may be able to:
 identify some home and school articles used to work

Vocabulary Development for Oral Language

pencil	mop	pencil sharpener	felt pen
paper	broom	vacuum cleaner	
scissors	dustpan	lawn mower	
paste	dryer	washing machine	

Play Identification Game: "Find the Pencil," or, "What do we write with?" Place several articles on table. Name the articles. Ask students to close eyes. Take away one article. Guess which one is missing. Place several articles on table. Name all the articles. Cover articles with cloth. Recall the names of articles on table.

Identify pictures of school articles. Tell what each is used for.

Identify pictures of home articles. Tell what each is used for.

Match articles: big pencils, little pencils, red pencils, brown pencils, etc.

Sort pictures of school articles. Have a box for pencils, one for scissors, etc.

Invite parents to school for "Identification Period." Divide the students into small groups (with parent in different group from his child). Identify pictures of home and school articles and tell what each is used for.

Instructional Aids and Materials

Paper, scissors, paste supply box
 Tissue

Individual activity for each student at his desk

Note: The teacher should always make a project so that the child will not get the idea that the teacher feels the project is too messy, etc.

Note: Give plenty of time for this activity. Sloppy habits will be formed if the child is hurried too much.

Actual articles when possible
 Good pictures of articles

Articles on table for identification

Cloth

Pictures of school and home articles

Articles to match
 Boxes for sorting

Note: Make the parents aware of sources for pictures: catalogs, magazines, store advertisements.

Behavioral Objectives

Activities

Instructional Aids and Materials

Take a field trip to a washeteria and observe someone using a washer and dryer.

Invite a parent to bring a vacuum cleaner to school for a demonstration.

Let each child take a turn in vacuuming the floor.

Take the students to the school cafeteria to watch the custodian mop the floor.

Find pictures of articles used at home.

Paste them on construction paper to take home.

Find pictures of articles used at school.

Paste them on construction paper to take home.

identify simple tools by name

Vocabulary Development for Oral Language

hammer saw screw driver nails board

Visit a lumber yard to get scraps of lumber.

Go to your school shop to ask the shop teacher to cut the boards and show how simple tools are used.

Invite a friend or parent to school to demonstrate the use of simple tools in the room. Hammer nails into boards. Pull them out. Use Playskool Workbench for hammering and screwing wooden pegs.

Put all the tools on the table. Identify them. Ask students to close eyes. Take one tool away. Guess which one is missing. Put all the tools on the table. Identify them. Ask students to close eyes. Cover tools with cloth. Recall what tools are under the cloth.

Put one tool in a paper bag. Let each child feel the tool without looking at it.

Guess which tool is in the bag.

Find pictures of simple tools. Identify them.

solve some simple problems

Set up some simple problems related to school routine.

When students arrive at school, do not have a work activity by their names.

Teacher may go to her desk and appear to be working on something. Note if students will ask for work activity.

Go to the circle and sit down and start telling a flannelboard story. See if the students will come to the circle.

Begin a coloring, cutting or pasting activity without supply boxes. Give usual instructions and see if students will tell you they do not have supply boxes.

Field trip to washeteria

Vacuum cleaner

Parent

Custodian

Mop

Magazines, scissors, catalogs, paste, construction paper, school supply catalogs

Actual tools

Pictures of tools

Visit to lumber yard and school shop

Resource person

Some simple tools

Playskool Workbench

Tools you wish to identify

Tools

Cloth

Paper bag

Assorted tools

Pictures of tools

Arrival at school without work activity by names

Teacher reading a story in circle without students

Activities without supply box

Behavioral Objectives

Activities

Start outside for recess on a cold day without coats and mittens. See if students will ask for coats or if they mention that they are cold.

Teacher put on coat before going to restroom but start the students without coats. See if they will ask for own wrap.

Instructional Aids and Materials

Start out for cold outdoor recess without coats or mittens

Teacher with coat
Students without wraps

Skill Area — Economic Usefulness
Level — Intermediate

C. A. 9.0-12.11
 M. A. thru 5.11

Behavioral Objectives

Developing Work Habits

The child will be able to:
 follow simple directions

Activities

- Sew a button on a piece of tagboard. This will be easier than cloth for most students to handle.
- String beads according to direction: round bead, square bead, red bead, blue bead, etc.
- Sort beads according to color.
- Sort heads according to shape or size.
- Sort buttons according to color.
- Sort buttons according to size.
- Sort nails and bolts.
- Put lids on various types of bottles and jars.
- Put lids on food cans.
- Sew cards according to teacher direction: by number, with red yarn, etc.
- Run an errand for the teacher.
- Complete a work paper as directed by teacher.

follow group directions

- Make charts showing room duties. Ask the children to look for pictures showing various duties. Let them help decide what duties are needed on Monday, Tuesday, etc.
- Let each child find his room duty for the day and demonstrate it for the rest of the class. Play "Follow the Leader" acting out room duties.
- Pick up papers from the playground as directed by the custodian, and teacher.
- Follow simple directions from records.
- Set up a "Quiet Time" and a "Talking Time."
- You now want to make the child aware that he can color a picture and listen to a record at the same time, or he can talk with his friends while he works a puzzle.

Instructional Aids and Materials

- Tagboard, button, needle, thread
- Assorted colors and shapes of beads, laces
- Egg cartons
- Colored beads
- Egg cartons, beads of assorted shapes, and sizes.
- Egg cartons, colored buttons.
- Egg carton, large and small buttons
- Coffee cans or muffin tins, nails, bolts
- Bottles and jars with lids
- Coffee and shortening cans etc., with lids
- Sewing cards with laces or colored yarn
- Paper, pencil, crayolas

Magazine, scissors, tagboard

Note: Include every possible duty: feed fish, water plants, dust furniture, clean blackboard, even if it means making many charts.

Paper bags, boxes, waste baskets

Note: Carefully supervise all work activities so that sloppy habits will not be established.

See records in Suggested Activities at end of skill area.

Note: Explain that many jobs permit some conversation, but no job permits loud talking or screaming.

Behavioral Objectives

complete an assigned task.

Activities

Set up an activity by each child's name at his table. The activities must vary according to the abilities of the child; some students may be able to water plants or feed animals while others may only be expected to color a picture or string beads. Your main concern is to give a child something he can complete, see that he does finish it and praise him for good work.

Ring a bell or blow a whistle when work period starts. Let the work period last five to ten minutes, depending upon the activities for that particular day. At the end of the period, blow whistle again. All students who have completed tasks may have a short free play period while teacher gives individual help and encouragement to those who have not done their work.

follow simple direction for school routine

arrival at school

Set up a regular routine for arrival at school. Hang up wrap, get supply box and put it under desk or chair, sit at desk or table and work on the project by his name with a minimum of talking. After the teacher has performed her morning chores: checking lunch money, talking to bus driver and parents; interrupt the students to come to the circle or join a group activity at the table. Return to table and finish uncompleted task before beginning a new activity.

coming to circle

Set up a regular routine for coming to circle. p work immediately, pick up chair, carry it to the circle area, sit quietly an ten for further directions.

Instructional Aids and Materials

Activity for each child on own level
 Note: Many of the activities for this skill area may seem to repeat themselves. However, when you are teaching a child to follow individual or group instructions, he may not have a task that you expect him to master alone. But with this objective: complete an assigned task, you are giving him things to accomplish before he can participate in another group activity or free play.

Bell or whistle

Toys for free play

Note: These examples of school routine are only one way of setting up such procedure. Whatever you use, keep in mind that a routine should be the same every day and the vocabulary you use in teaching it must be the same so that the students will not become confused.

Simple project by each child's name

Note: Provide some interruption during a work period so that students will learn that their work must sometimes be interrupted. Always return to uncompleted job so they will learn that it must always be completed.

Note: This activity will make the child aware that he must be punctual, if you will provide some recognition or reward to those who comply.

Behavioral Objectives

Activities

Instructional Aids and Materials

coloring

Set up a regular routine for coloring. Get supply box from the floor under chair, put it on the table by right side (or left side if left handed), open supply box and select color needed, close supply box and color. When finished put crayolas back in the box, close the box and sit quietly while other students finish.

Supply boxes

restrooms

Set up a regular routine for restrooms: girls get wraps and get in Girls' Line; boys get wraps and get in Boys' Line, march to restroom, without talking if other classes are in session, use restroom, wash hands and return to line. March quietly out of the building for outdoor recess or return to classroom for indoor recess.

Note: The TMH will always need some supervision in the restroom. You might allow them to go there unsupervised several times per month but ask principal, custodian, nurse, or secretary to look in on them and note habits that should be reinforced.

lunch period

Set up a regular routine for lunch periods: wash hands, put on wraps, get in line, march quietly down halls without disturbing other classrooms, get in line for lunch, thank cooks for trays, walk to the table and eat quietly with a minimum of noise. Usually the group must eat together at this age level. In order that more students may be aware of TMH students, ask your leader to select a table anywhere in cafeteria, to eat there for the day. When all students have eaten, take trays to proper place, get in line and return to classroom or go out for play periods.

Note: Supervise the students so they will develop good eating habits. They will have to be encouraged to eat some of the foods served in the cafeteria.

cutting and pasting

Set up a regular routine for cutting and pasting. Work as a group except for individuals who cannot work alone. Show students how to cut, pick up the paper, put paper in the waste basket and return scissors to supply box. Now show how to apply a small amount of paste or glue to the picture, how to paste it and how to remove any excess paste with tissue. Return paste to supply box, wash hands when necessary, write name on paper and put paper on designated table to take home. There will be students who work slowly and will need a lot of individual help. Have a simple activity table set up and allow students to select a new activity as the cutting and pasting is completed.

Note: See Perceptual Motor Skill Area for use of scissors.
Paper, supply box, tissue
Note: Always do a project with the students so they will not get the idea that you think the project is too messy.
Note: Teach a child to be independent. He may need help if he has never done anything for himself at home.

clean up time

Set up a regular routine for clean up time. To make the students aware of clean up time, ring a bell or blow a whistle when you are ready for work to stop. Stop work, check supply boxes: take all the articles out of supply box, hold up each as teacher names it, return it to supply box, put away supply boxes, pick up paper, (some sweeping may be done if needed), push chairs under tables, and put away any materials or games used during the day.

Whistle or bell
Broom, dustpan
Note: Be sure to give enough time for completion of this activity. Failure to do so may result in sloppy work habits.

Behavioral Objectives

going home

Developing Ability To Work

With Others:

The child will be able to:

play games in small groups

Set up card tables with puzzles of 100 pieces. Seat one person at each side of the table to work on puzzle for short periods each day until it is completed. A large piece of cardboard may be used to keep the puzzle intact if the card table cannot be left set up with the puzzle.

Give each child a box of beads and a lace. Have the same number of beads in a box. Ring a bell to start. See which child can string his beads first. Divide your students into groups so that all students will have a chance to win at some time.

Bolt and nail game, group of two students: put bolts and nails on the table. Give each child an egg carton or box. Instruct one child to put the bolts in his box and the other child to take the nails. See which child finishes first.

Play number or picture dominoes. Stress not being unhappy if he is the last to finish. Play circle games where one child will always be in the middle.

work in small groups to complete school jobs

dust furniture

Dust desks and other room furniture, group of two students: teach one person to remove all articles from furniture, the other person dusts the furniture and the first person returns the articles to their original positions.

sweep floors

Sweep floors in classroom, group of two students: teach one person to sweep the floor and the other person to move chairs and hold dust pan.

set the table

This will be a good time to rearrange the furniture but the students will need help in deciding where to place the furniture. TMH children are not very creative and they will want to put everything back where it was.

Set the table for a room luncheon or party, group of two student: teach one student to place the dishes and the other one to place the silverware and napkins. For parties, paper plates and plastic silverware will probably be used.

Activities

Set up a regular routine for going home. Stand up, push chairs under tables, check room to see that everything has been put away, put on wraps, stand in line by door to receive papers or notes to parents, march quietly out of building and get on school bus.

Instructional Aids and Materials

Wraps

Note: The purpose of this activity is to work on the same activity without tearing up other student's work or holding puzzle pieces.

Note: This game is good for two or four students.

Boxes of beads, laces
Boxes or egg cartons
Nails and bolts

Number dominoes
Picture dominoes, musical chairs or similar game

Note: You will want to set up a regular routine for each school job.

Dust cloth

Broom, dustpan,

For practice, make place settings of butcher paper
Plastic dishes and silverware

Behavioral Objectives

Activities

Instructional Aids and Materials

wash dishes

Wash dishes, group of two students: teach one student to scrape dishes (or pans) and stack them for washing. Show the other student how to mix hot and cold water, measure the detergent and put dishes in dishpan or sink for washing. Demonstrate cleansing pads and supervise to see that dishes are clean.

Note: This activity will probably be needed after simple cooking lessons.

Dishpan or sink, dish cloth, detergent, dish scraper, cleansing pad

dry dishes

Dry dishes, group of two students: teach one student to rinse the dishes in hot water. (This may be in a dishpan or the sink.) Demonstrate placing in a dish drainer. Show the other student how to remove excess water with dish towel and put dishes away.

Dishpan or sink
Dish drainer, dish towel

Note: If you do not have a kitchen or hot water, heat the water in a teakettle or dish pan on a hot plate.

clean shoes

Clean shoes, group of two students: have a mat by the door for scraping mud from shoes. Let the students take turns cleaning each others' shoes with broom, paper towel or brush. This activity can be changed to have a daily leader who stands by the door to check shoes and assist each child in removing the dirt from his shoes.

Mat
Broom, paper towel
Brush
Leader

water plants

Water the plants, group of two students: show one student how to fill a pail or plastic bottle with water without it running over. Teach another child how to water plants from the plastic bottle or dip water from a pail. Show how to use newspapers to remove any water spilled on the floor.

Plants
Plastic bottle or pail
Small can for dipping

make sewing cards

Make sewing cards, group of two students: teach one student to place the simple pattern on tagboard and fasten it securely with paper clips. Show the second student how to draw around the outline with a pencil or felt pen. Help the first person cut out the design and the second person outline it with a paper punch.

Tagboard, scissors
Pencil, patterns

Note: The intermediate group can make many simple patterns for the primary group to use. It is never too early to stress doing things for others.

White butcher paper
Paints or crayolas

The child will be able to:
identify some home and school objects and identify their use

Vocabulary Development for Oral Language

pencil
paper
paste
scissors
stove
dryer

crayolas
felt pen
dishes
knives
blender
dish cloth

forks
spoons
pans
toaster
washer
telephone

coffee pot
dishwasher
dish drainer
garbage disposal
dish towel

Real objects
Pictures of objects

Chart showing pictures of objects and words
Word Cards

Note: You are not really trying to teach words, but some students may learn a few of them.

Behavioral Objectives

Activities

Divide class into two groups. Hold up a picture of common object and identify by name and use. (Take turns.) The child who identifies the object correctly holds the card. Count the cards at the end of the game to determine the winning team. Listen to Common Home and School Sounds. (Record 7 -- Side B)
 Make a School Booklet showing articles used at school.

Make a Home Booklet showing articles used at home.
 Describe articles used in home and school. Teacher describes until students understand the game. Divide into two sides and give one point for each correct answer. The student who guesses correctly also gets to describe the next article. Count points at end of game to determine winning team.

identify some common tools and their use

Vocabulary Development for Oral Language

- saw
- boards or rough lumber
- lumber
- claw hammer
- file
- nails (large heads)
- pliers
- screws (large heads)
- sandpaper
- screws driver (standard)

Make a board for storage of tools. It may be necessary to keep this board locked in a cabinet at night, but it should be available for circle activities.
 Talk with your shop teacher regarding the kind of board which will meet your own needs.

Outline each tool on the board with a hook for hanging the tool over the outline.

Using the board play the following Identification Games:

Point to hammer and ask, "What tool is this?"

"What do we do with it?" The child who answers correctly may replace the hammer.

Take all tools from the board and place on table. Ask, "What tool is this? What do we do with it?" Child who identifies correct tool, finds tool and tells its use may replace the tool on the board.

Hold up a nail and board. Ask, "What tool do we use with these?"
 Child who identifies proper tool may drive nail into board.

Drive nails into boards. Remove nails. Using screw driver, put large headed screws into board. Remove screws with screw driver. Work with knock out peg board or work bench for those students who are not able to manipulate nails and screws.

Instructional Aids and Materials

Pictures of common home and school objects

Peabody Language Development Kit Level P
 Construction paper, school supply catalogs, magazines, paste, scissors

Construction paper, paste, magazines, scissors
 Pictures of articles

Note: If students have difficulty describing an article, teacher may describe and hold up picture pointing out things.

Actual tools

Pictures of tools

Note: Any activity with tools should be simple with emphasis on safety precautions in use of tools

Large piece of board

Hooks

Tools

Board with outline of each tool

Actual tools

Board with outline of each tool

Actual tools

Nail, board, tools

Nail, board, hammer

Screws, screw driver, board

Available from Creative Plaything and Judy Companies

Behavioral Objectives

Activities

Make a "Tool Booklet." Find pictures of tools, two pages for each tool. Then look for pictures of persons using those tools. (Some students may be able to copy the name of the tool from the board.)

Developing Attention Span

Read a short story; decide how long you want them to sit quietly and select a story and discussion for this length of time.

Tell flannel board stories, making your stories longer as the attention span develops.

Set up a "Show and Tell Period" restricting each person to one minute or less time. At first, it may be advisable to have two short Show and Tell periods instead of one longer one, if the students do not remain interested.

Play Guessing Games when the teacher whispers or plays records very low. (Students may or may not close eyes.) Guess what the teacher said or what record is being played.

Play games students especially enjoy. Increase the length of time played each week until students are able to concentrate on the game for a period of time designated by teacher.

Work simple activity sheets with which teacher gives frequent direction. Keep repeating the activity sheet until students are able to work quietly and follow directions.

The child will be able to:
solve some simple every
day problems

Instructional Aids and Materials

Tool catalog, magazine, construction paper, paste scissors, stapler or paper punch
Yarn, yarn needle

Note: Students only pay attention if they are doing something they understand and enjoy.

Short stories

Flannel board stories

Show and Tell period

Note: Have frequent music or rhythm activities so students will not be tired of sitting before attention activities start.

Record, record player
Teacher whispers

Group games

Work activity sheets
Pencil, crayolas

Note: Observe the attention span of student at the beginning of year. Set your goals for a year and increase length of activity, weekly or monthly, until you have reached your goal.

a for sweeping

Note: These activities are set up to make a child aware of the things he needs for work and teach him to ask or locate the materials needed to complete the job.

Behavioral Objectives

Activities

Ask a student to wash dishes without any dishes; without a dish cloth; without detergent; without water.

Ask a student to dust the furniture without a dust cloth.

Ask a student to set the table without the place setting drawn on butcher paper; without dishes; without silverware.

Instructional Aids and Materials

Area for washing dishes

Area to dust without dust cloth

Area for setting table without one article needed for the task

Note: Include any problem solving situation related to your own classroom.

Behavioral Objectives

Activities

Invite upper grade classes to your room for little skits related to good work habits and getting to work on time. Act out the "pretend games" the upper grade students demonstrated.

start working on arrival at school with a minimum of reminding

Train each child to check the work chart on arrival at school, find his work activity and be ready to start work. The teacher should be available to answer questions and give help if students do not understand work schedules. Constant supervision will prevent poor work habits. Ring a bell when you are ready for activities to start.

finish a task

Set up regular school activities which the child already understands and sometimes accomplishes. Suggested lists of tasks for home and school are included in this skill area.

be neat in most work activities

Simple tasks on level of each child, clean or messy activities according to the ability of the student.

have confidence in work ability

Set up a mock workshop. Invite parents and Special Education Personnel to open house. Give each student a work activity which he can do well. Instruct him to explain the procedure to each visitor.

Jobs and Activities

The student may be able to learn some simple work assignments

school activities

dust furniture
sweep floors
mop floors
empty waste baskets
water plants
clean and shine shoes

follow pattern in simple sewing
take apart irons, coffee pots, etc. try to put them together again
hang up clothing
keep locker clean and neat
sweep or mop halls with supervision

Instructional Aids and Materials

Students from other grades for work demonstrations.

Note: Stress the importance of a smile and greeting to each employee as you arrive. Mention clothing, their neat appearance, etc.

Work chart
Bell

Note: Have frequent parent conferences and school visits to emphasize work routine

Note: Explain to parents that student must learn to finish task if he expects to hold job.

Note: He will not learn these overnight. Work closely with parents setting up simple activities with lots of praise.

Note: For a student to have confidence in his work ability he must do something he enjoys, understands and has time to complete within the allotted time schedule.

Mock workshop
Visitors

Note: This is only a suggested list of work activities. The teacher may have many additions related to her locale.

Check with your custodian and cafeteria supervisor for additional jobs

Behavioral Objectives

Equipment needed

cleaner
brush
cloth
disinfectant
telephone
pencil
paper
broom
brush
shoe polish
tongue depressor
cloth or brush
for shining
rake
box
trash cans
needles - regular
embroidery, yarn
thread, cotton
thimble
scissors
hammer
nails
screwdriver
thumb tacks
square
saw
clamp
pliers
screws
sandpaper

clean bathroom

answer telephone

clean and shine shoes

rake leaves

sewing

simple home repairs

Activities

Vocabulary needed in addition to names of equipment

sprinkle
scrub
rinse
answer
write
shine
clean
polish
pile
empty
pick up
sew
thread
needle
hit
hold
twist
push
pour
set
dry
talk plainly
telephone number
scrape
rub
put in box
place by curb
knot
cut
rub
fasten
tighten

Instructional Aids and Materials

Have real objects whenever possible. Collect many good pictures of all tools and materials for identification and matching. Collect many pictures of actual tool being used for discussion and identification.

Senior Citizens are often glad to come to school and demonstrate various work activities.

Invite resource persons when it is feasible.

Invite parents to school to observe your routine and the vocabulary you teach. Send home desired learnings regularly.

Behavioral Objectives

Activities

Instructional Aids and Materials

Equipment needed

Vocabulary needed in addition to names of equipment

wash and dry dishes	dish pan or sink detergent dish drainer dish cloth dish towel	scrape stack drain put away	soak clean scald dry	<p>Note: Invite the director of school maintenance (both grounds and buildings) to school to watch the TMH identify and use tools and complete work activities in a designated time. Suggest that the custodian train them and be reimbursed for his work. After the TMH has learned to complete the work activity successfully a minimal wage should be paid to him while he is enrolled as a student. After he leaves school, he should be paid according to the kind of work he does.</p>
simple ironing	ironing board iron flatwork to iron	iron press turn on	turn off fold	
cut weeds	hoe rake waste can or box	cut rake up	pick up put in boxes	
bundle newspapers or magazines	newspapers heavy cord	stack up place evenly pile up	tie fold	

sweep sidewalk	broom dustpan box of waste can	sweep pick up put in box put in waste can	
take clothes from dryer	clothes dryer basket table	shake out fold sort	<p>Note: Evaluate the students at least weekly to see if desired learnings are being developed.</p>
water plants	plants watering can water	pour fill mop up spilled water	
wash windows inside.	spray bottle filled with window cleaner newspapers or cloth	spray clean polish	<p>scrub dirty spots</p>

Behavioral Objectives

find materials and complete a work assignment in a given period of time

Activities

These are two examples of a routine which a student may be expected to follow to complete a work assignment.

Work Assignment Mop the floor (Allot a certain length of time for this job.)

1. get the mop
2. get the mop bucket
3. fill bucket one-half full of water (warm or hot)
4. measure detergent or cleaner
5. add detergent to water
6. measure disinfectant
7. add disinfectant to water
8. put mop in water and get entirely wet
9. wring out mop
10. mop a small area of floor
11. rinse out mop in bucket
12. wring out mop
13. mop another small area of floor, etc.

Clean and Polish Shoes (Allot a certain length of time to polish one pair or a certain period of time to clean and polish several pairs of shoes.)

1. get shoe shine kit
2. get shoes to clean and polish
3. brush remaining mud from shoes
4. wipe off dust with cloth
5. polish one shoe and set aside to dry
6. polish other shoe and set aside to dry
7. shine shoes with cloth or brush
8. put away shoes
9. put away shoe shine kit

Field Trips

The student should go on field trips to:
see people help others

- Emergency Services (Ambulance, Rescue Squad)
- Fire Department
- Police Department
- Doctor's Office
- Hospital
- Public Health Department
- Dentist's Office
- Animal Hospital

Instructional Aids and Materials

Note: The most important factor in work activities is a regular routine. The teacher should establish her own and follow it for best results in training TMH for future jobs.

Note: Be sure each tool or material has a specific place so the students can easily locate it.

- mop
- bucket
- water
- detergent
- disinfectant
- measuring cup
- (regular routine to follow)

Shoe shine kit containing shoe polish, shining brush or cloth, brush or stick for cleaning, cloth for wiping off dust

Note: Set up rating scales to determine if student is really learning the names of tools, their use and the correct routine for each school job.

Note: Field trips are a very important part of the education and training of the TMH. They can serve as introductory materials for community service or suggestions for jobs.

Behavioral Objectives

watch many people work at many kinds of jobs

- beauty shop
- barber shop
- motel
- hotel
- gas station
- car wash
- dairy
- laundry
- cafeteria
- restaurant
- drive-in

Activities

- small grocery store
- large grocery store
- drug store
- hardware store
- variety store
- discount store
- clothing store
- shoe store
- Electrical appliance store (selling and servicing)
- disposal plant

identify some jobs they can do

- sheltered workshops
- Goodwill Industries
- (other related businesses in your community)

- Films
- Filmstrips

Transportation Skills

The student may be able to:
identify a specific bus stop

Invite someone from the Bus Transportation Company to come to school and explain bus service and proper conduct while riding on a public bus. This will make the bus company aware of TMH students who will be riding the bus with and without supervision. He in turn, can alert the drivers to report undesirable behavior to the teacher.

Take many field trips which may be reached by public bus. Some arrangements will have to be made with the school to provide some financial help in buying bus tokens.
Decide on a specific field trip. Take the trip by bus and return to school. As you wait at bus stop and return to bus stop, notice buildings and other landmarks which will make it easier for students to locate it.
Next day appoint a leader to take the group back to the bus stop where the bus was boarded before.

Instructional Aids and Materials

Careful planning should be done with the managers of various businesses. This is an excellent opportunity to show employers that TMH students are well-behaved and dependable.

Some of the jobs you will want to observe are:

1. busboy
2. dishwasher
3. steamtable attendant
4. dishwashing machine operator
5. waiter
6. waitress
7. salad maker
8. sandwich maker
9. cook's helper
10. custodian
11. car wash attendant
12. yard boy

(See Suggested Materials at end of skill area)

Note: Arrange an evening meeting for parents and ask the manager of the bus company to explain the services they can provide for TMH youngsters and the limitations that must be set on their conduct while riding the bus.

Field trip
Bus schedule for all parts of city

Note: Let your field trips include trips to areas in each child's home environment so he will be aware of bus service near his home. Teacher must always accompany children on bus trips.

Behavioral Objectives

identify the right bus for a short trip

pay for his fare and get transfer when necessary

conduct himself properly while on bus

signal when ready to leave bus

recognize home bus stop

Activities

Set up a "mock bus." Let the "bus driver" hold up a sign from the front of bus to identify the correct bus to board. If the student identified the correct sign, he "boards the bus." If not, he must wait for another turn.

Set up a mock bus. Use real money to pay bus fare. Buy bus tokens from "bus driver." Practice giving the correct change or learn what change you should receive.

Go on a short bus trip and let each child pay his own fare. Go on a long bus trip where transfers are needed. Get transfers, leave bus and board another bus.

Set up a mock bus. Practice the following behavior on the bus.

1. Wait until bus stops before trying to board it.
2. Smile and speak to driver as you pay your fare.
3. Smile and greet friends as you are finding a seat.
4. Sit on seat while bus in in motion.
5. Do not move from one seat to another.
6. Keep hands and head inside bus.
7. Keep talk and laughter low.
8. Do not talk with strangers or accept food from them.
9. Get off bus only at your regular stop.
10. Go immediately to workshop or home.

Act out skits regular students presented in classroom. Give individual opportunities for students to show correct procedure for riding public bus.

Invite parents to school to observe bus routine set up on "mock bus" in classroom.

Set up mock bus. Tie a card between two chairs. Attache a bell to it so it will ring when the card is moved. Have leader stand in front of "bus" and hold up street signs. Practice pulling signal cord for student's bus stop.

Set up mock bus. Arrange a chair for each student. Make paper hats for driver, men and women. Let each student board the bus when driver holds up his street sign. After all students have boarded the bus, appoint a leader to stand in front of bus and hold up street signs.

Instructional Aids and Materials

Mock bus with "driver"
 Note: Check with bus company to see if they have extra bus identification cards (found on front of bus) which they will give you. If not make large tagboard ones, using all the words needed for buses the students will be riding.

Mock bus
 Real money
 Tokens

Short bus trip
 Long bus trip using transfer

Mock bus and "driver"

Note: Ask students from regular classes to come to your room to demonstrate proper conduct on bus. Also ask them to show rude and disorderly conduct so that the "bus driver" must become angry and remove them from the bus.

Mock bus
 Cord tied between two chairs
 Small bell

Note: This activity will be practiced only after students have made trips to and from their home areas under the supervision of the teacher.

Behavioral Objectives

Activities

A student can only get off the bus when he recognizes his street sign and is able to signal for bus to stop.

Invite parents to school to watch this activity. Encourage them to make bus trips with their student and observe that he can recognize the home and school bus stops.

Independent Travel

Review Transportation Skills several times per week. Expect each child to come to school on public buses the last 8 weeks of school, when he has reached the age of 16 and will be going into a Sheltered Workshop-Activity Program. Invite parents to school to observe the following routines for Independent Travel.

The student will be able to:
get to work on a public bus

Practice the following steps:

1. Get to the bus stop on time. Remind parents that a TMH student may board the first bus which comes along if he has missed his bus.
2. Look at the name on the front of the bus.
3. If it is your bus, get on and pay your fare.
4. Sit down and conduct yourself properly while on bus.
5. Signal when you are ready to leave bus.

observe safety rules in reaching place of employment

Practice the following steps:

1. Observe the traffic signals STOP, GO, WALK, DON'T WALK.
2. Never cross in the middle of the street.
3. Remember that emergency equipment always has the right of way.

seek help if he needs it

Solve the following problems:

1. Someone is bothering you on the bus. Tell the driver.
2. Someone is following you. Contact police, go to someone's home, knock on the door and ask them to call the police.
3. Lose bus money or token. Knock on someone's door or go in place of business and ask them to call your parents.
4. You get off at the wrong bus stop. Knock on someone's door or go in place of business and ask them to call your parents.

Instructional Aids and Materials

This activity can prepare the student for independent travel by public bus.

Note: Many parents will be concerned over their TMH child riding a bus alone. Many parents may refuse to allow their child to ride unsupervised. Invite the parents in for conferences and make frequent home calls to discuss this problem.

Note: This must be a cooperative project between parents and teachers. Unobserved by student, mother may follow child to school bus stop until she feels he can travel independently. Then the teacher, unobserved by student, can follow student to workshop in her car.

Note: Notify the bus company when TMH students will be traveling alone and ask them to report any questionable behaviors.

Set up mock situations as needed for the various demonstrations for parents

Mock situations as needed for demonstrations for parents

Note: For this program to be successful teacher must:
 1. make daily calls to parents reporting success and failure
 2. make weekly home calls or invite

Behavioral Objectives

5. Other problems related to your own group.

Contact your State Vocational Rehabilitation office for evaluations of students who have reached the required age for placement in workshops and other facilities.

Activities

3. Contact satisfied parents and ask them to talk with parents who are not sold on your program
4. be a good listener as well as an adviser

Instructional Aids and Materials

ECONOMIC USEFULNESS

Suggested Materials and Equipment

Community Playthings
Rifton, New York

- Tool cabinet
- Woodworking tools
- Safety Play Traffic Signs (signs and bases)

R. H. Stone Products
18279 Livernois
Detroit, Michigan 48221

- Playskool Village for Community Study
- Set of Large Community Helpers
- Life size Community Helpers
- Playskool Workbench
- Pounding Bench (mallet and pegs)

David C. Cook Publishing Company
Public and Private School Division
Elgin, Illinois 60120

- Home and Community Helpers Pictures
- My Community Pictures
- Puppet Playmate Boards (community helpers)

American Guidance Services, Inc.
Publishers Building
Circle Pines, Minnesota 55014

Peabody Developmental Kit, Level P

Dinuba, California Public Schools
Dinuba, California

Fern Tripp Safety Signs Folder

Mountain Bell Telephone Company
local

Tele-a-Trainer Sets
Movies and Stories

Creative Playthings

Princeton, New Jersey

Junior Handyman wood tool box
Hammer and nail design kit

Wood nuts and bolts construction set

Bolt tight set (screw driver and nuts, bolts, washers)

Miniture village with streets and buildings

New Mexico Division of American Auto Association

1516 San Pedro N.E.

Albuquerque, New Mexico 87110

Excellent posters and stories on safety

MOVIES AND FILMSTRIPS

How Machines and Tools Help Us — Coronet Instructional Films

MUSIC AND RECORDS

(See music books and records listed in Suggested Materials for Functional Academics and Self Help Skill Areas.)

Record

Safety Can Be Fun

Summit Industries

P. O. Box 415

Highland Park, Illinois

Singing On Our Way — Scott Foresman Co.

1. The Lawn Mower Song

2. The Scissors Man

BOOKS AND ARTICLES

Cortazzo, Arnold D. *A Guide for Establishing An Activity Program for Mentally Retarded Adults*

New York, New York: National Association for Retarded Children, 1963

Kakoska, Charles J. and Schmidt, Alfred "Related Classroom Chores to Outside Jobs"

Teaching Exceptional Children. Fall 1969, pp. 27-28

Saenger, Gerhart *The Adjustment of Severely Retarded Adults in the Community*
New York, New York: Interdepartmental Health Resources Board, 1957

Tobias, Jac. and Cortazzo, Arnold D. "Training Severely Retarded Adults for Greater Independence in Community Living"
The Training School Bulletin, 1963, 60 (1) 23-37

Suggested Home Jobs for Student

1. Put away toys.
2. Hang up clothing.
3. Empty waste baskets.
4. Clear dishes from table.
5. Pick up newspapers and put in waste basket.
6. Put magazines in magazine rack.
7. Put books on book shelf.
8. Put dirty clothes in hamper.
9. Do simple dusting.
10. Water plants.
11. Dry dishes, pots, and pans.
12. Wipe silverware.
13. Hang up pans by handles.
14. Empty ashtrays.
15. Put right cover on right pan and place in designated place.
16. Set the table.
17. Use small broom and dustpan.
18. Find food in grocery store by looking at pictures.
19. Put away canned foods from store.
20. Make bed.
21. Run vacuum cleaner.
22. Sweep driveway and patio.
23. Bring in wood.
24. Sort magazines according to size.
25. Fold and stack newspapers.
26. Wash windows with help.

FILMSTRIPS

Churchill Films
662 North Robertson Boulevard
Los Angeles, California 90069

Fathers Work
My Dad is a Carpenter
My Dad is a Moving Man

My Dad Works in a Shoe Store
My Dad Works in a Factory
My Dad Works in a Supermarket
My Dad Works in a Service Station

Mothers Work Too

My Mother is a Waitress
My Mother is a Dental Assistant
My Mother Works in a Bank
My Mother Works in an Office
My Mother Works in a Drug Store
My Mother Works at Home

FILMSTRIPS AND RECORDS

Avid Corporation

Instructional Systems Division
10 Tripps Lane
East Providence, Rhode Island 02914

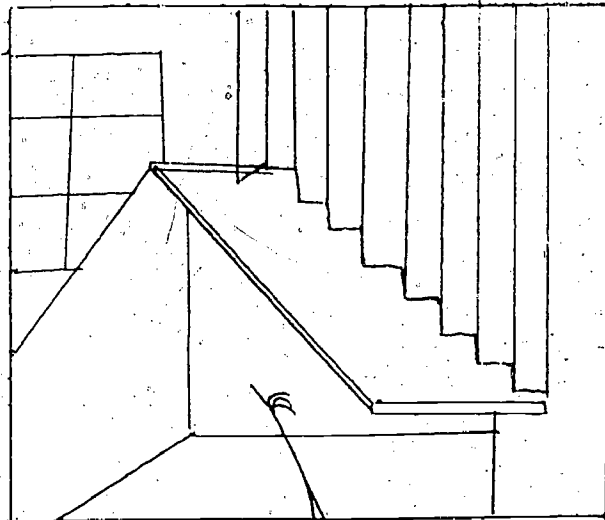
Occupational Job Attitudes (especially for Mentally Retarded)

WORDS FOR DAILY LIVING

The words illustrated on the following pages are those that appear to be most needed by the TMH person as he or she begins to participate in community life at the Prevocational and Vocational Preparatory levels. These drawings may be mounted on tagboard and laminated for classroom use. They may be mounted and made into Language Master cards for additional drill by the student himself. Teachers will think of many different ways to use these cards.

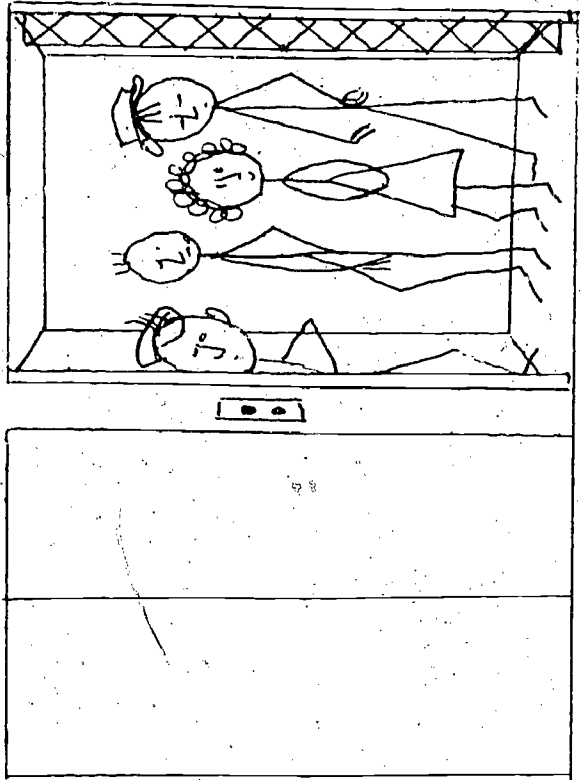
One teacher of prevocational TMH students has made a wallet-sized picture dictionary using drawings and words so the student has a guide with him at all times.

STAIRS

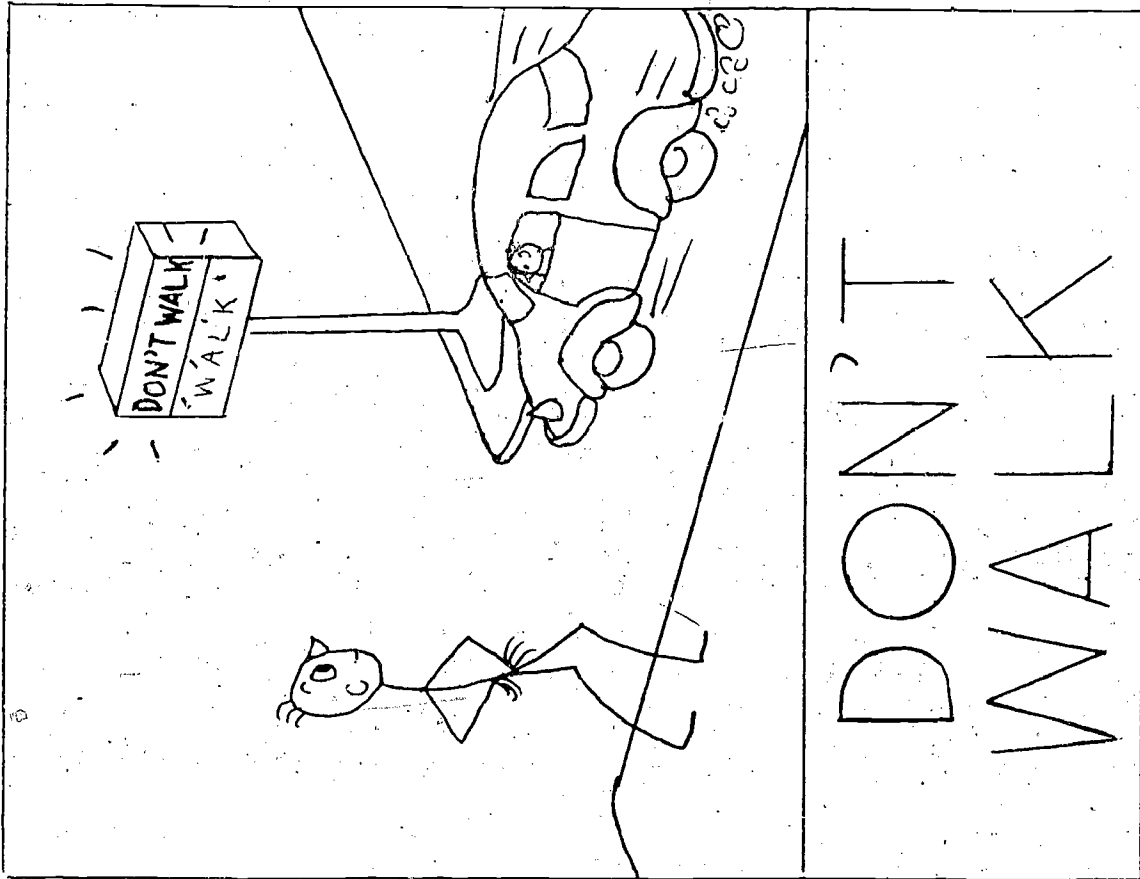


STAIRS

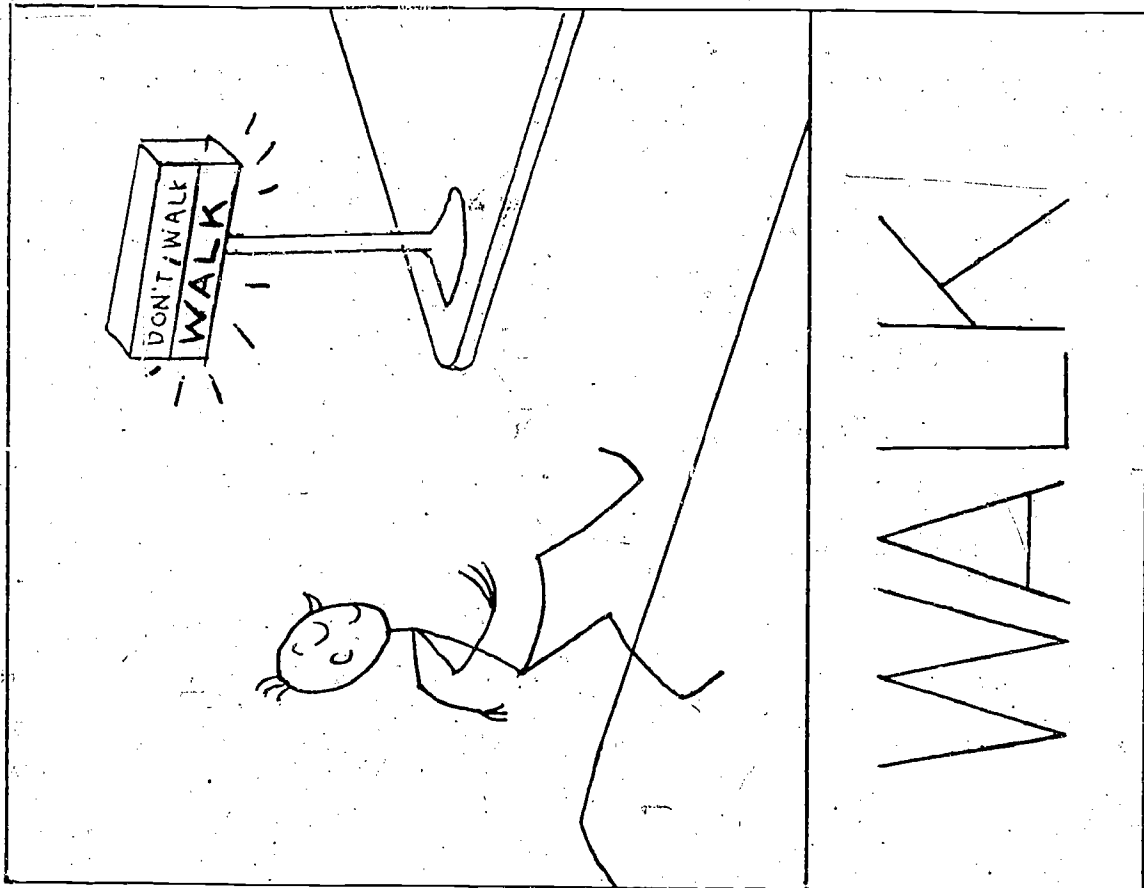
ELEVATORS



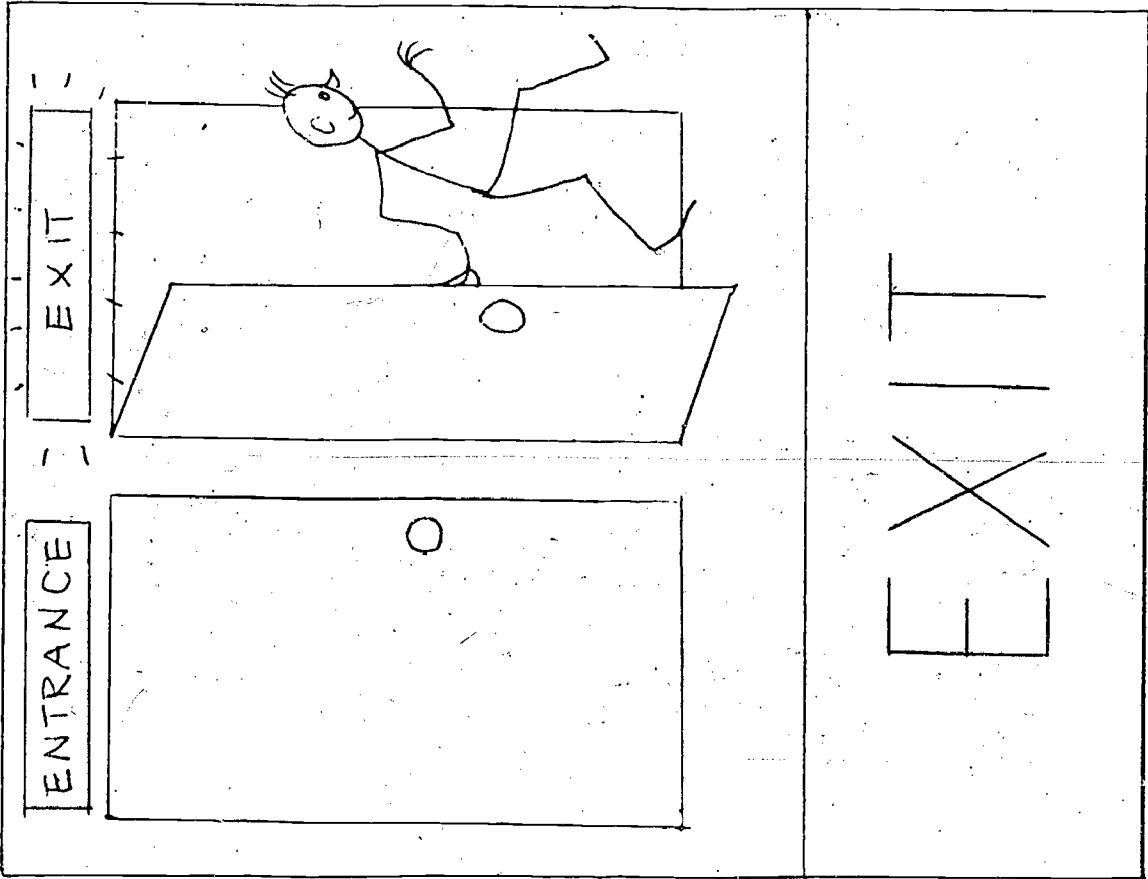
ELEVATOR



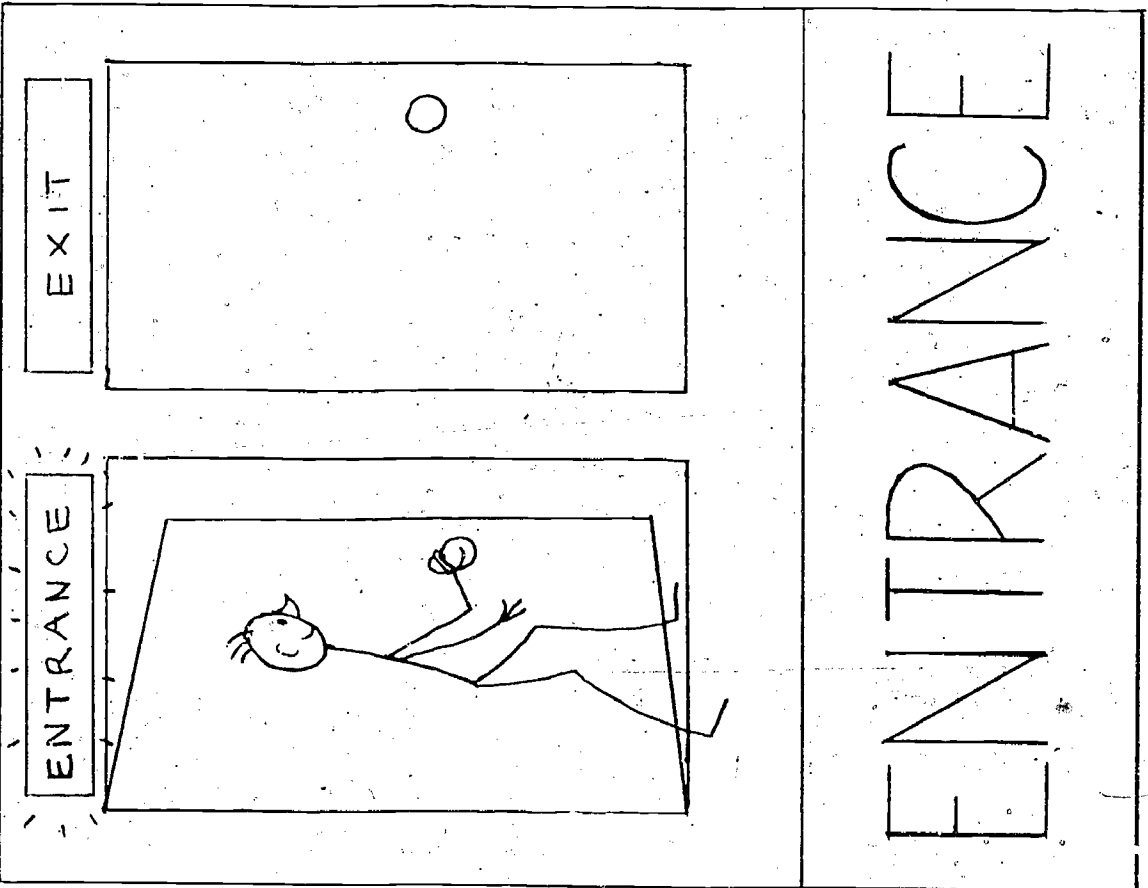
DON'T
WALK



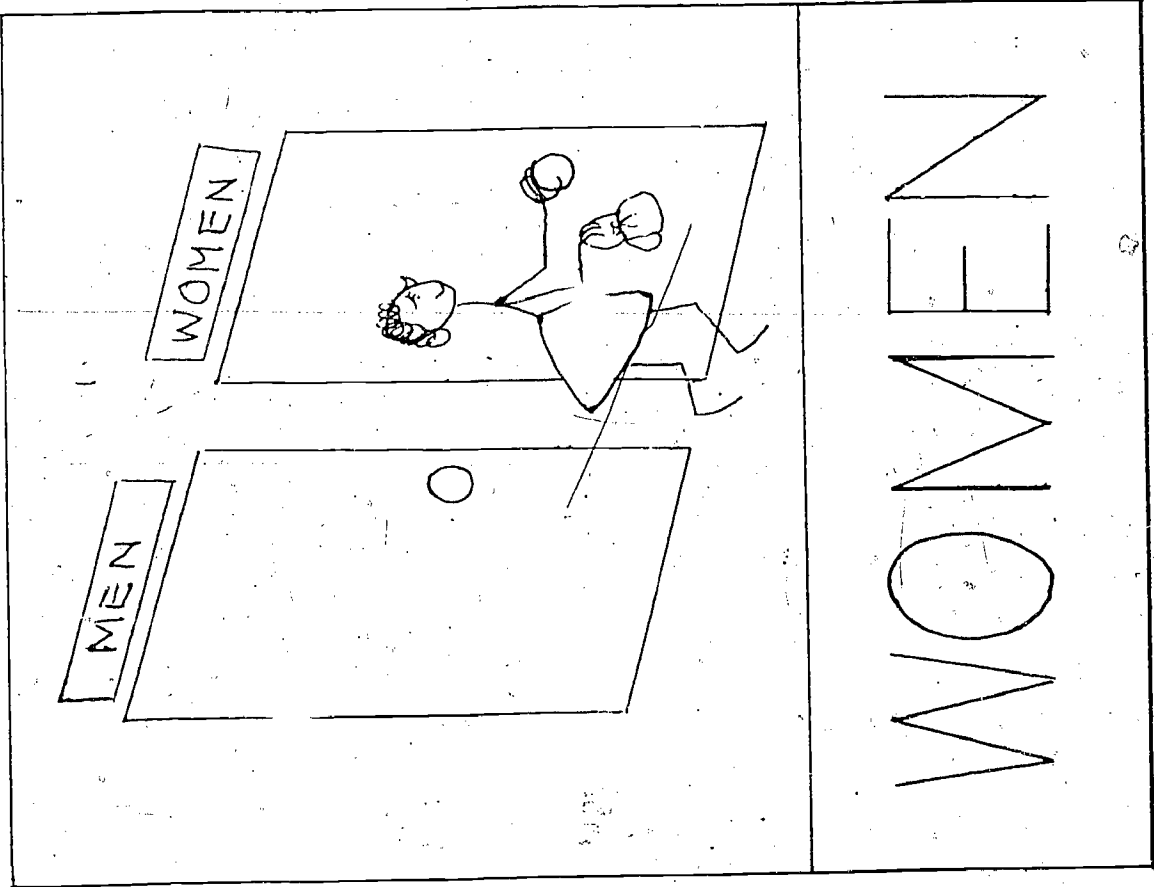
WALK



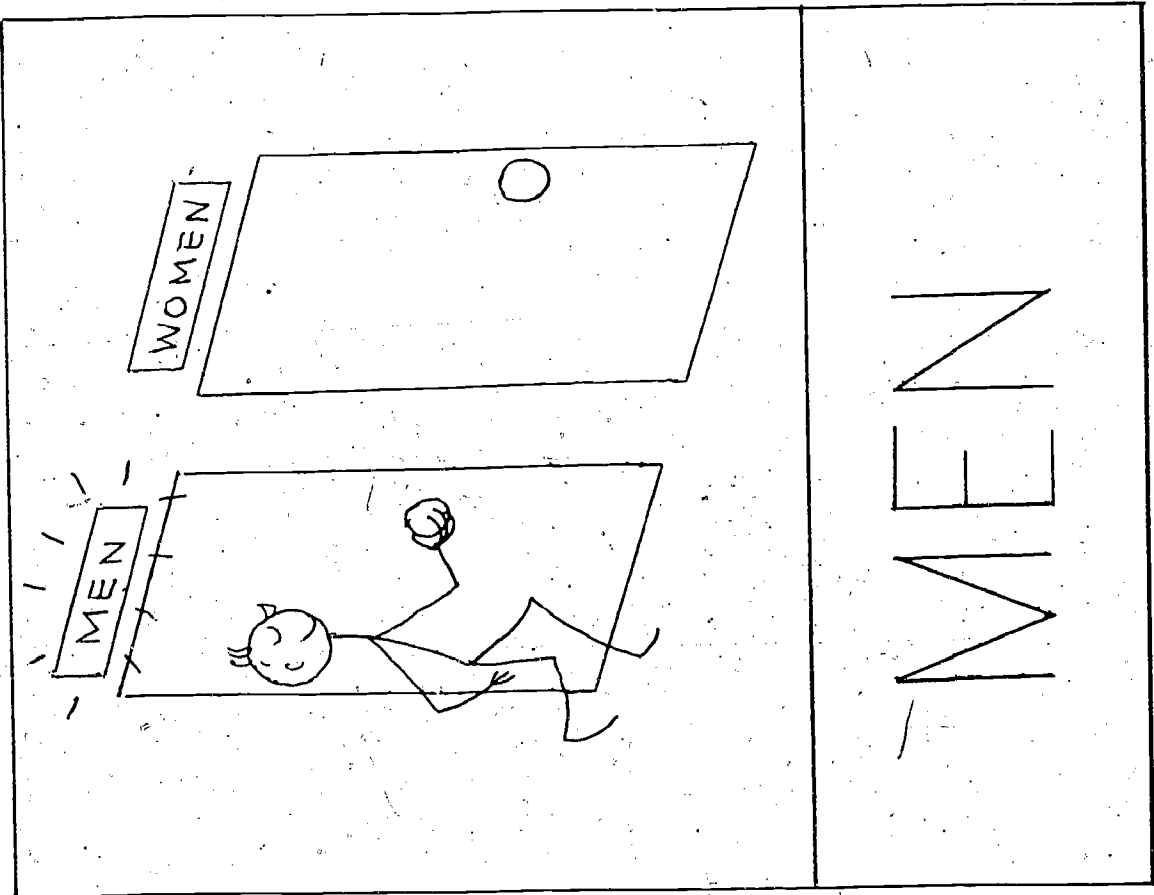
EXIT



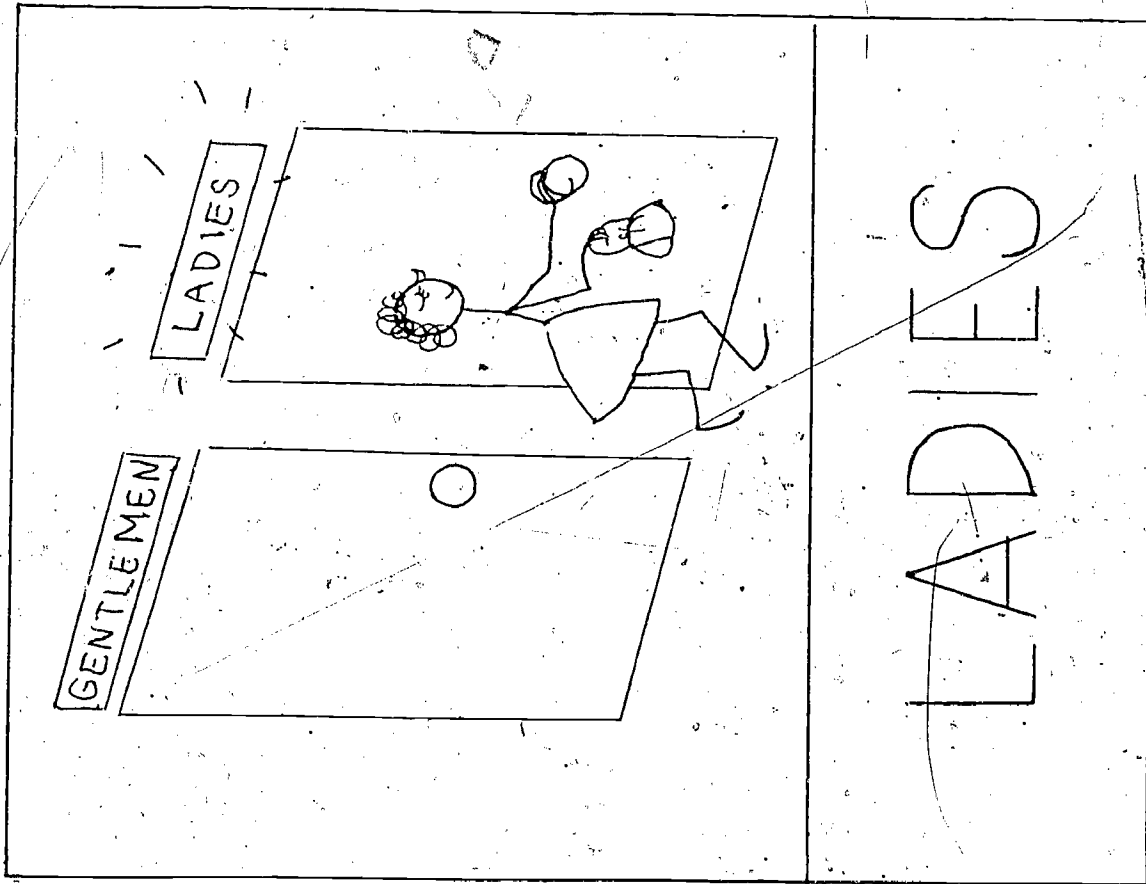
ENTRANCE



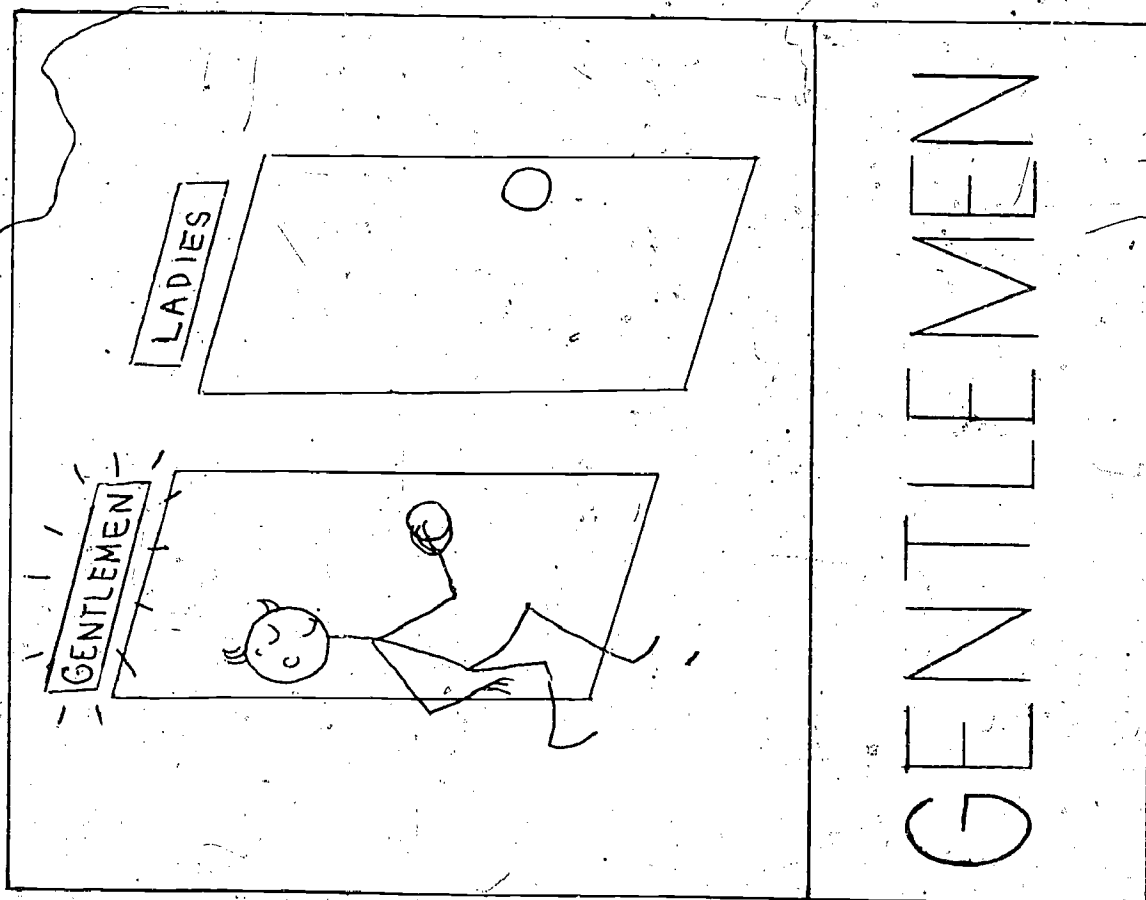
WOMEN



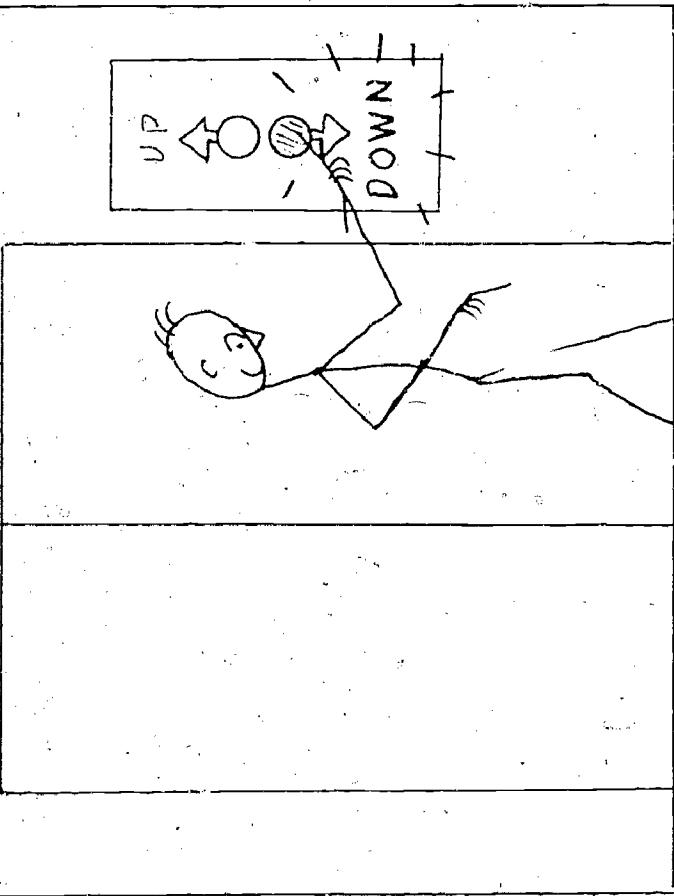
MEN



LADIES



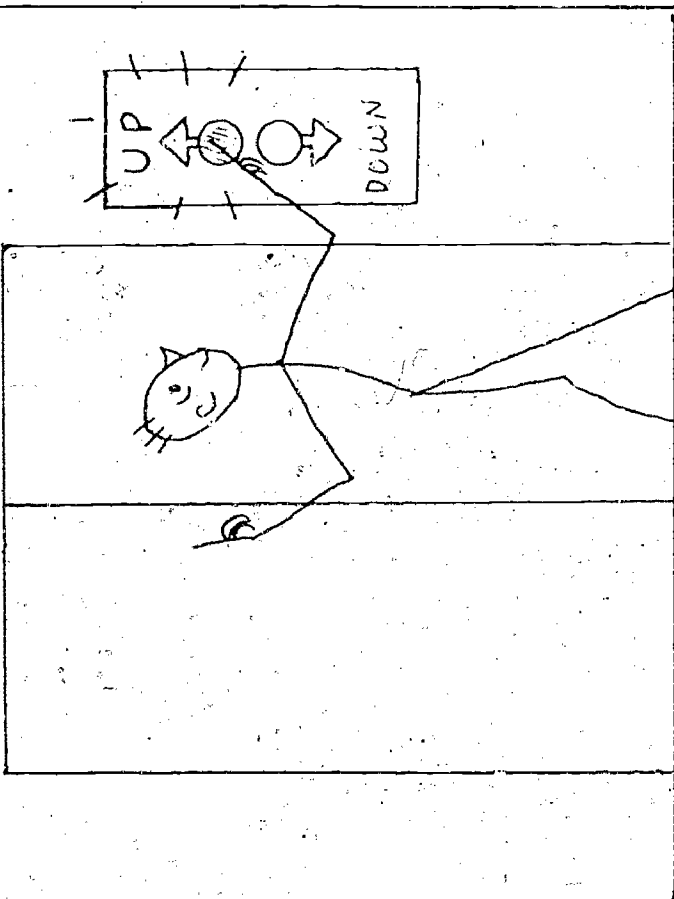
GENTLEMEN



A stick figure is shown in a room with two vertical panels. The figure is pointing towards a sign on the right panel. The sign is a rectangle with 'UP' on the left and 'DOWN' on the right. In the center of the sign are four symbols: a circle with an arrow pointing left, a circle with a dot in the center, a circle with an arrow pointing right, and a circle with a dot in the center. To the left of the figure is a diagram of a hand with five fingers numbered 1 to 5.

UP DOWN

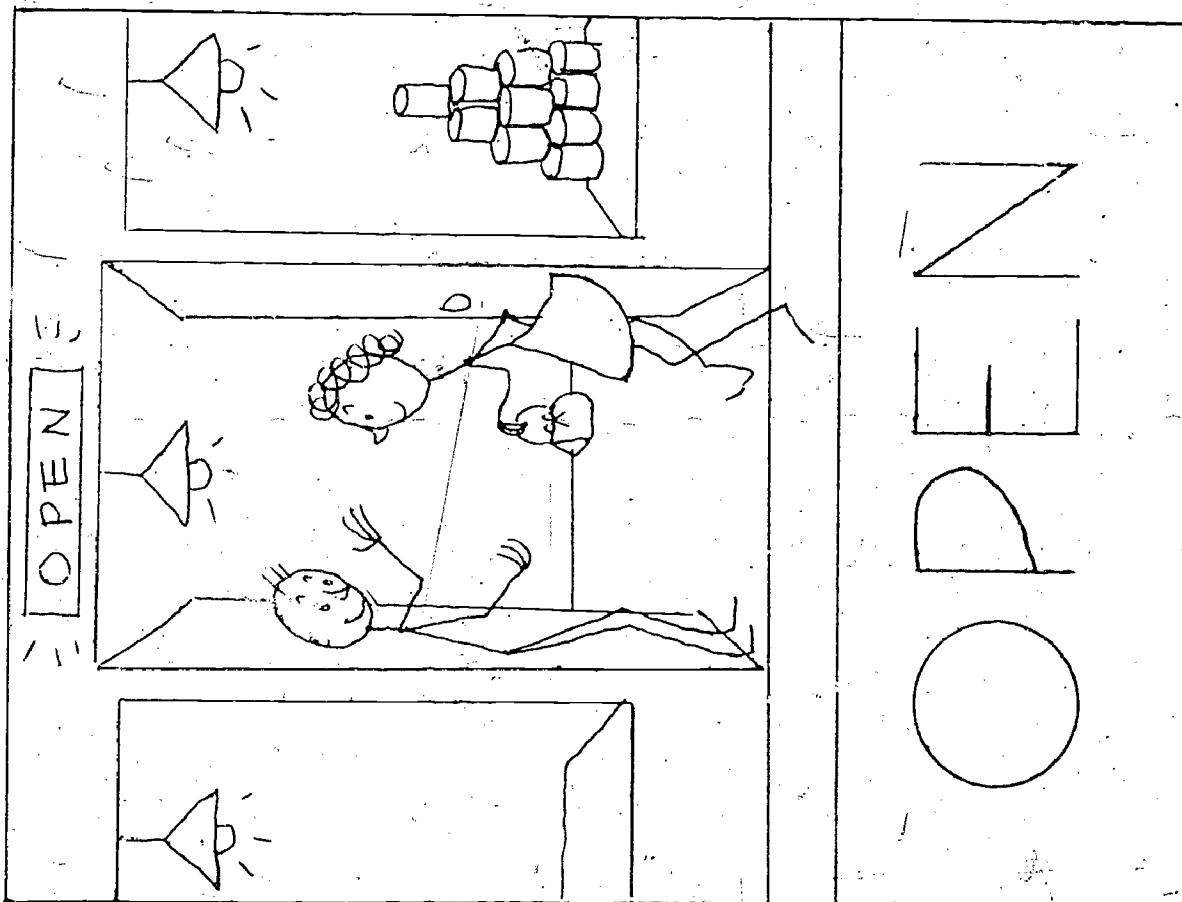
DOWN



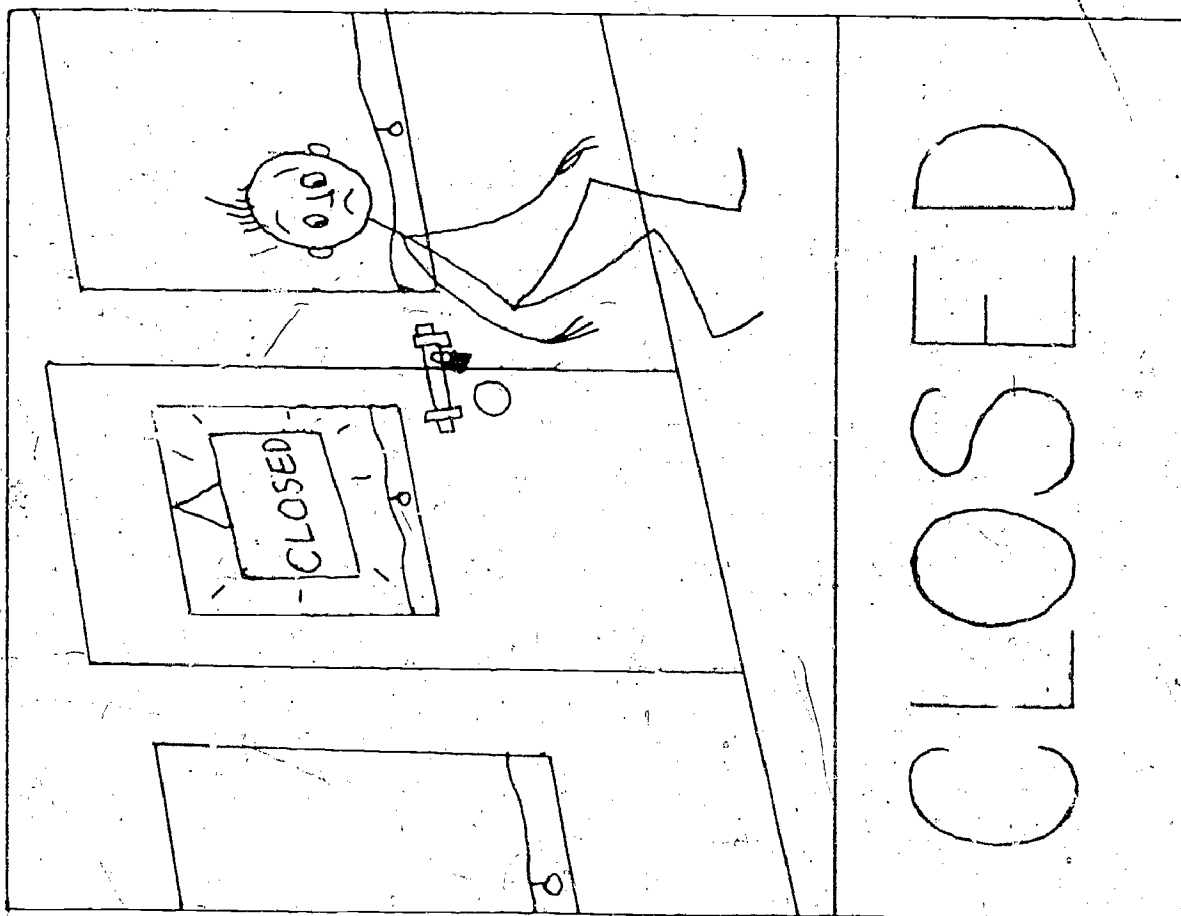
A stick figure is shown in a room with two vertical panels. The figure is pointing towards a sign on the right panel. The sign is a rectangle with 'UP' on the left and 'DOWN' on the right. In the center of the sign are four symbols: a circle with an arrow pointing left, a circle with a dot in the center, a circle with an arrow pointing right, and a circle with a dot in the center. To the left of the figure is a diagram of a hand with five fingers numbered 1 to 5.

UP DOWN

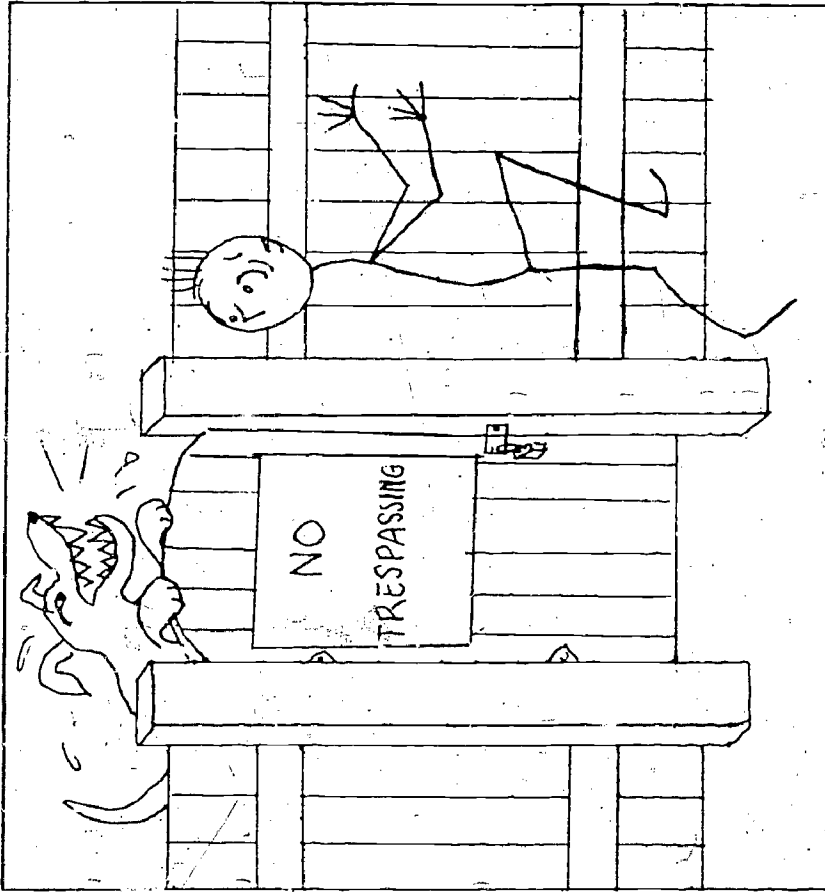
UP



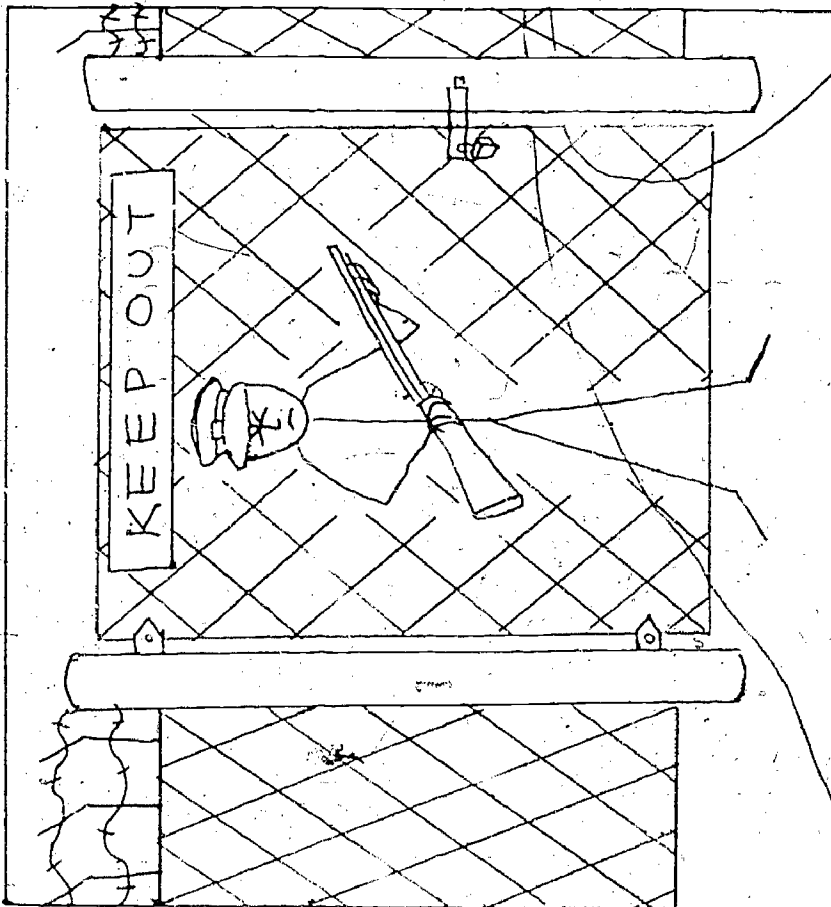
OPEN



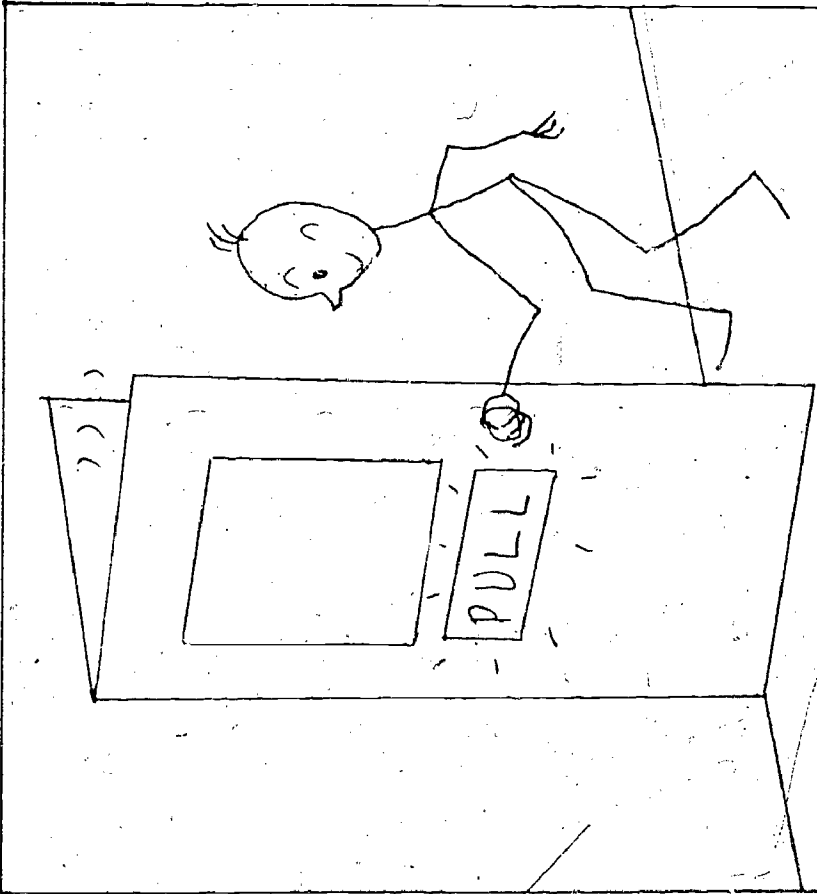
CLOSED



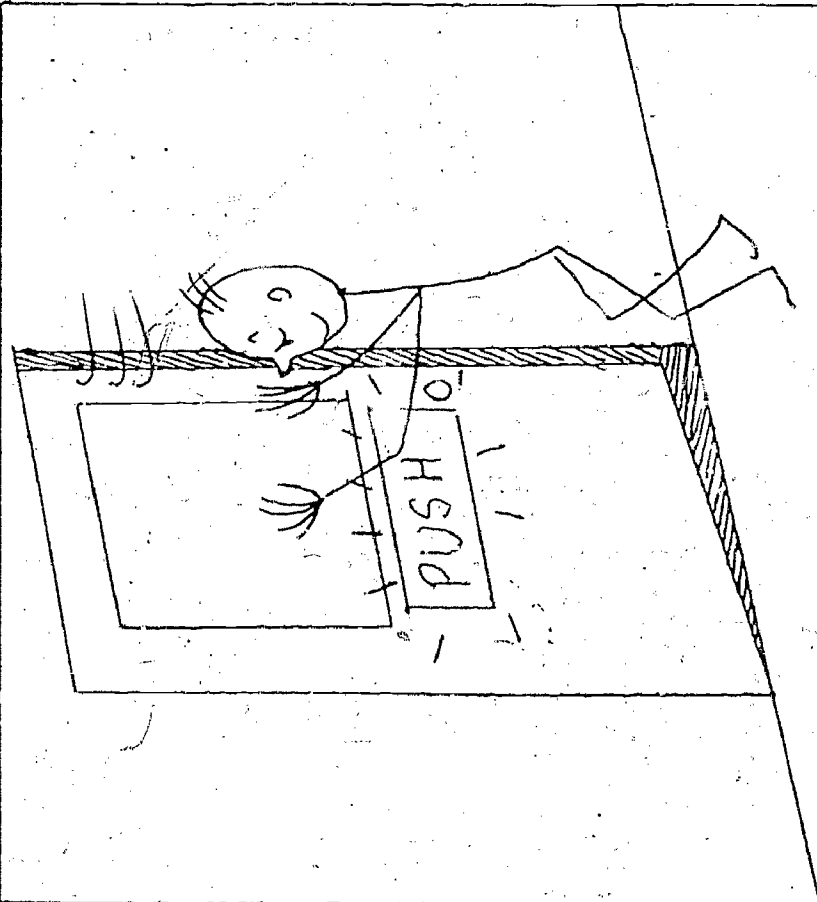
NO
TRESPASSING



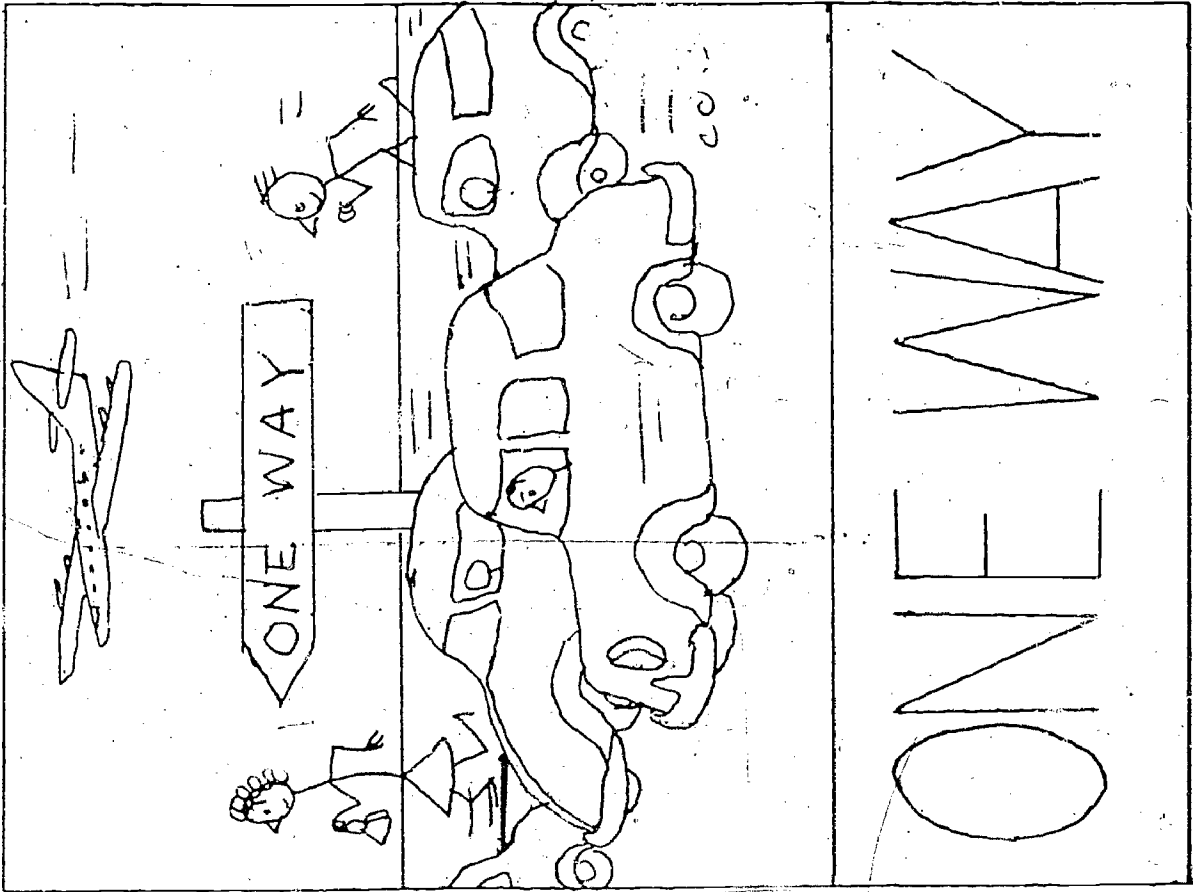
KEEP OUT



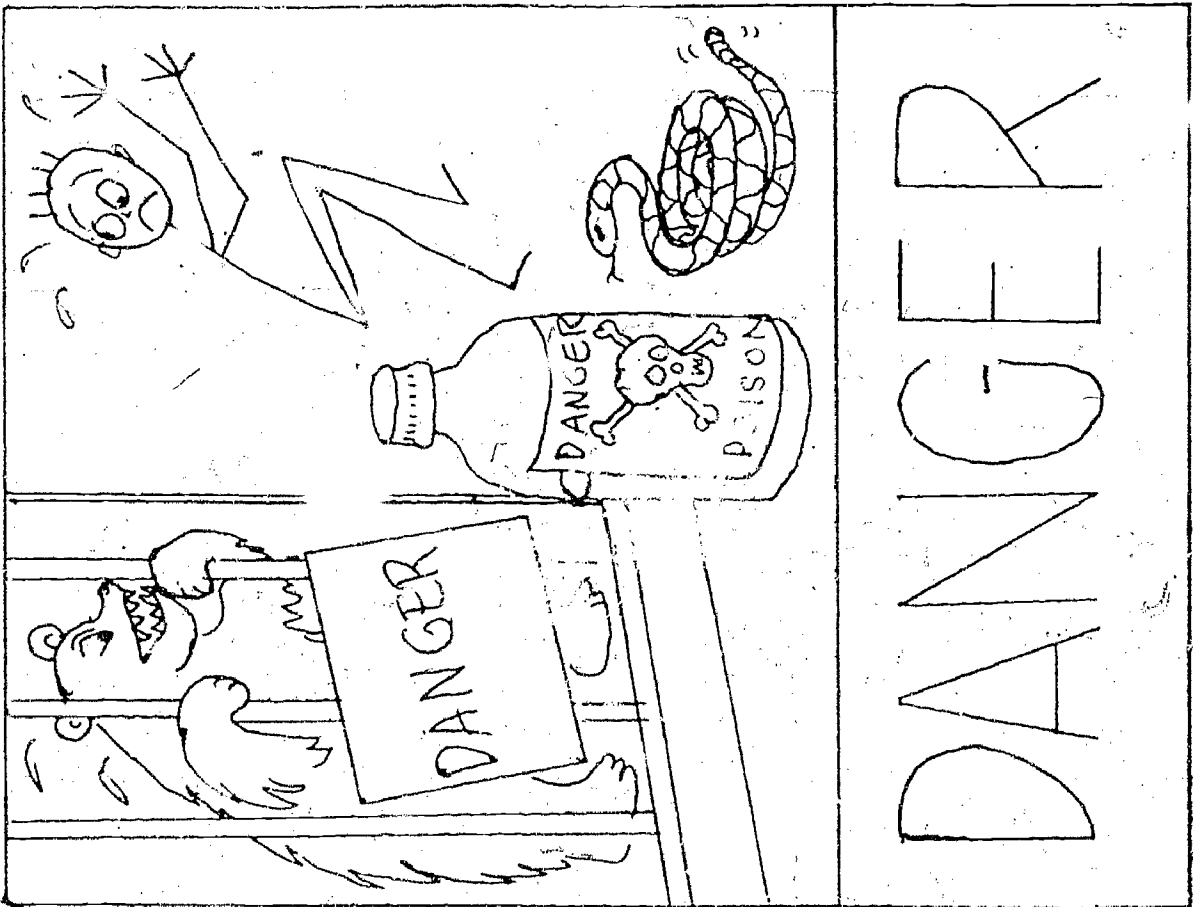
PULL



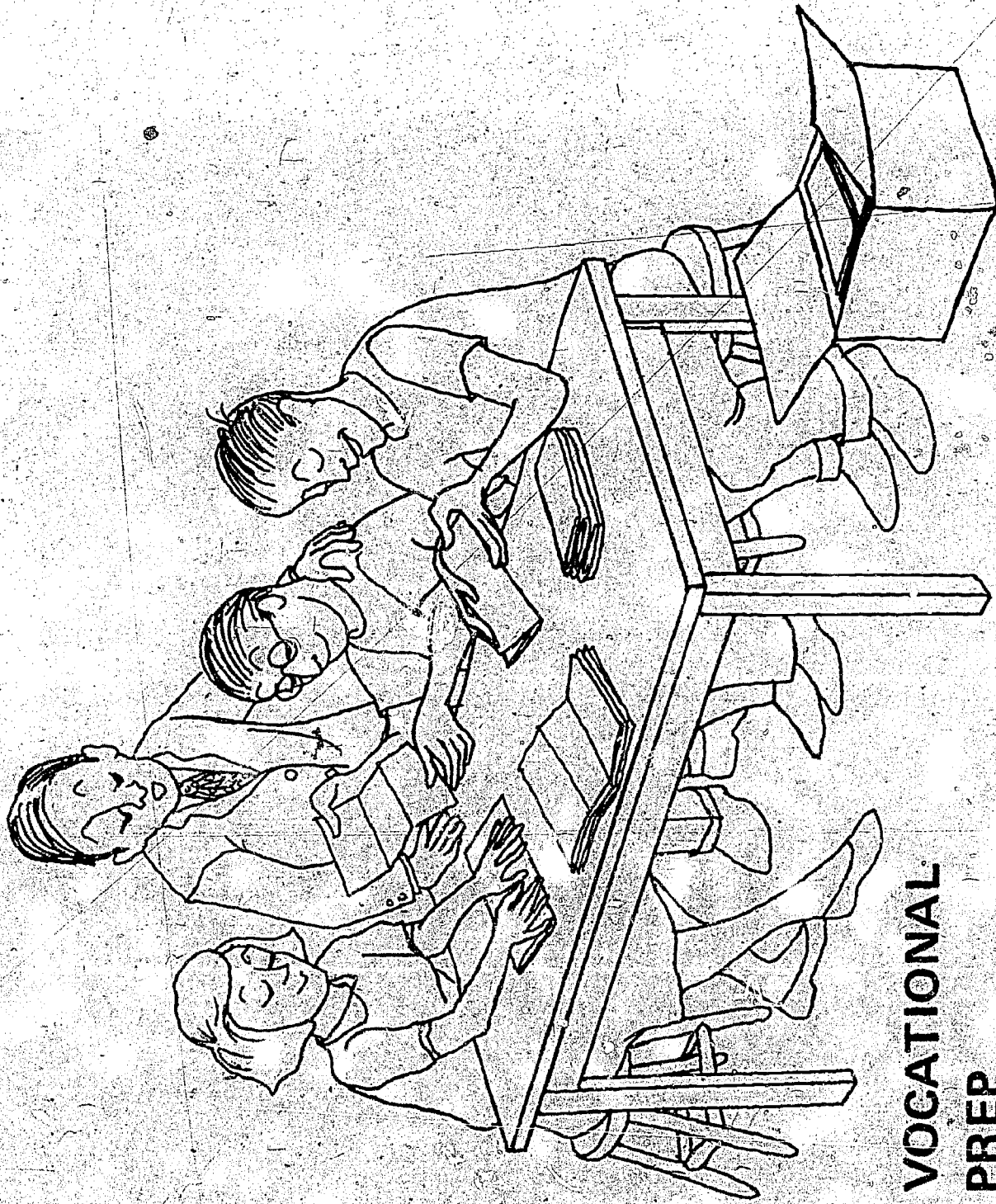
PUSH



ONE WAY



DANGER



**VOCATIONAL
PREP**

VOCATIONAL PREP

At the Vocational Prep level, all students should be tested and screened by the Vocational Rehabilitation Service. Test results should be reviewed by the students' pre-vocational teachers and by the vocational rehabilitation counselor. Those students not ready for work in the Sheltered Workshop should continue with job training and a school program (see Schedule I). Other students who appear ready to sustain a six to eight hour work day in the Sheltered Workshop should be placed on a job there (see Schedule II). Those students who are unable to do either of the above should be assigned to the Activity Center (see Schedule III).

The public school system bears the major responsibility for training the TMH student through age 21 after which time other community agencies must take on the responsibility of maintaining the TMH program. Through the combined efforts of the public schools and other community agencies a Training Center combining Sheltered Workshop and Activity Center may be established.

Area — All Skills

Level — Vocational Prep

C. A. 17.0 to 21.0

M. A. through 8.0

On the following pages two models of training and work facilities are shown. One is for the small community, making use of existing high school rooms which could be remodelled and used as a training center. One is for larger communities; it offers boarding facilities and is planned to accommodate post school workers as well as those for whom the public schools are still responsible.

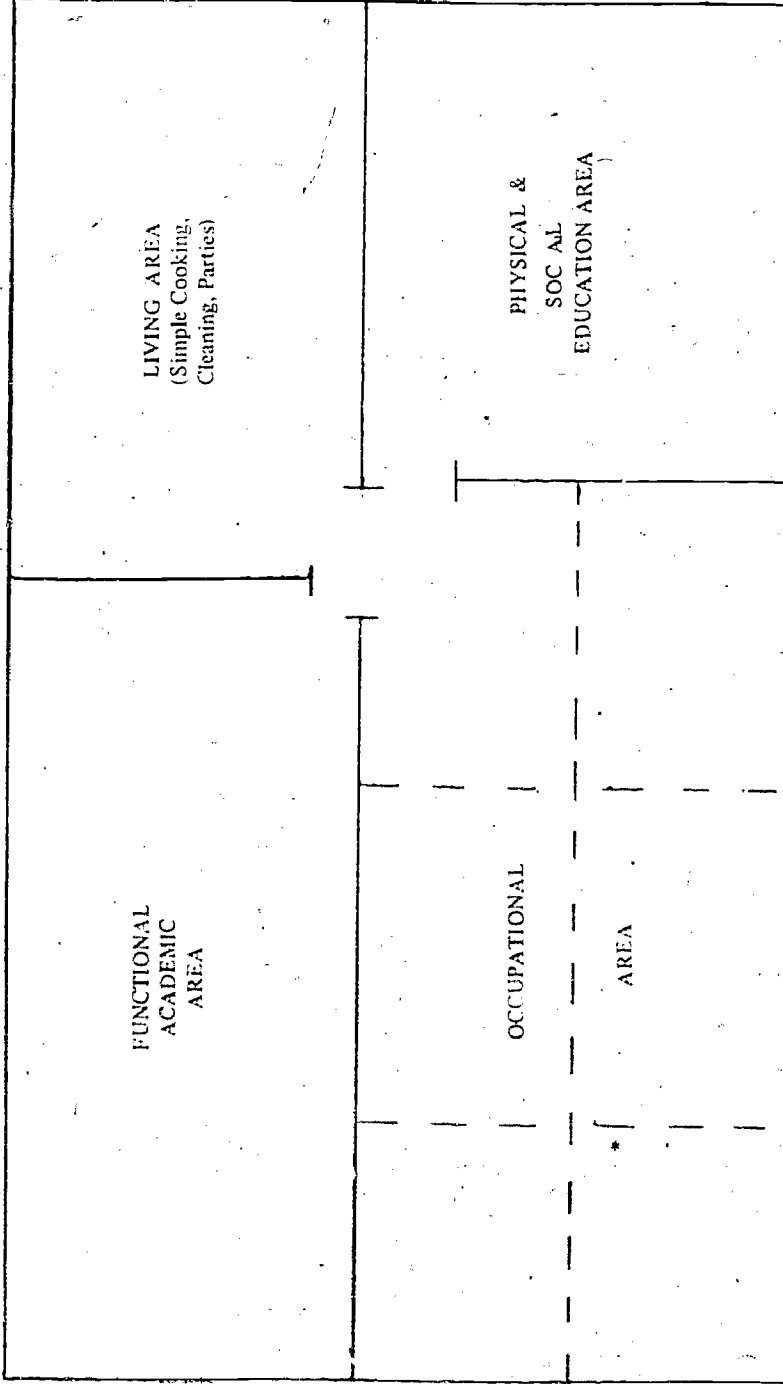
Some students will be limited to participation in the activities program. For these students, part of the day should be spent in continuation of the program as it was set up on a pre-vocational level. This participation should continue until the vocational rehabilitation counselor and the teacher are sure that this student will be unable to participate in a workshop. Provision should then be made for him/her to enroll in the activity program on a full time basis and live at home or board at the school, whichever is most appropriate.

The students who appear able to benefit from a work training program will be placed in the work training facility for half a day. During the other half day they will partake in a program of functional academics and social and recreational skills. Individual evaluation during the work training program will determine how long the student will remain with this procedure.

TRAINING CENTER, SHELTERED WORKSHOP & ACTIVITY CENTER

SMALL TOWN FACILITY

REMODELING OF EXISTING SCHOOL FACILITIES FOR DAY USE
(WOULD REQUIRE AT LEAST THE EQUIVALENT OF 4 CLASSROOMS)



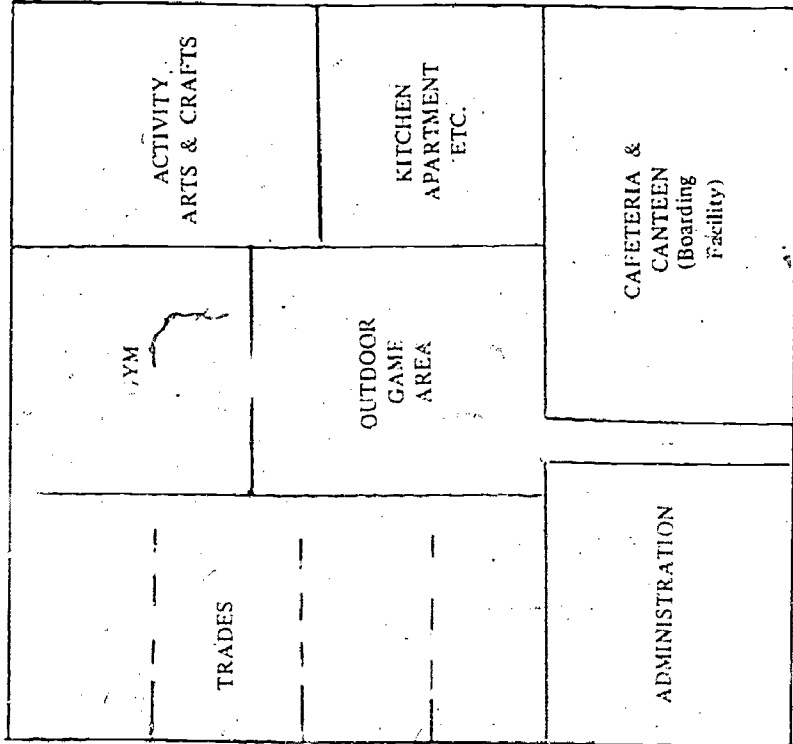
* DIVIDERS MAY OFFER A MORE FLEXIBLE USE OF SPACE, OR ACT AS A SUBSTITUTE IF 4 SEPARATE CLASSROOMS ARE NOT AVAILABLE.

- SUGGESTED STAFF:
- FUNCTIONAL ACADEMICS TEACHER
 - SHOP
 - PHYSICAL EDUCATION
 - HOME ECONOMICS
 - PLUS AIDES AND STUDENT AIDES.

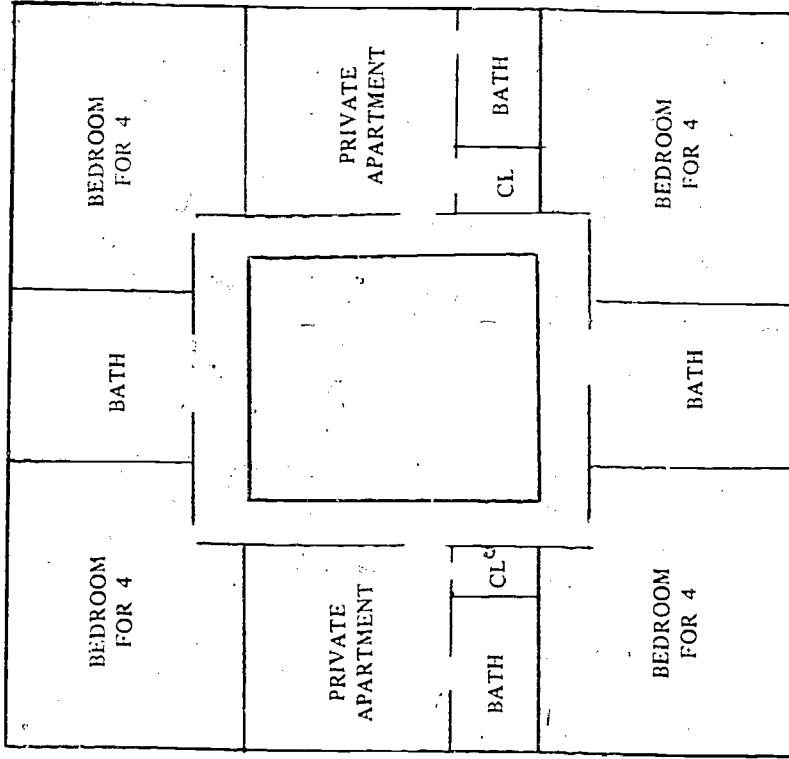
TRAINING CENTER SHELTERED WORKSHOP & ACTIVITY CENTER

LARGE CITY FACILITY

WITH BOARDING ACCOMODATIONS



1st FLOOR



2nd FLOOR (Or more)

ADDITIONAL FACILITIES MIGHT INCLUDE GARDEN AREA, HYDROPONIC GREENHOUSE, CHICKEN HOUSE, ETC.

IT IS MAY BE A 2 OR 3 STORY BUILDING. OR OTHER LIVING QUARTERS MAY BE LOCATE. NEARBY.

PROGRAM FOR SHELTERED WORKSHOP AND ACTIVITY CENTER

SCHEDULE I

For students learning vocational skills and continuing development in other skill areas.

SCHEDULE II

For workers who can assume responsibility for a 6 to 8 hour work day.

SCHEDULE III

For those unable to work but able to participate in activities.

SCHEDULE I

9:00 -- 12:00	A. M. Program
12:00 -- 1:00	Lunch
1:00 -- 5:00	P. M. Program
9:00 -- 9:15	Opening -- discussion of plans for day
9:15 -- 10:30	Functional Academics
	Reading and oral language development -- related to jobs, following directions, etc.
	Arithmetic -- making change and other skills
10:30 -- 10:45	Break
10:45 -- 11:30	Perceptual motor skills
11:30 -- 12:00	Social, self help skills
	Grooming
	Preparation for lunch, wash up, etc.
12:00 -- 1:00	Lunch
	Recreation
1:00 -- 1:15	Sign in or punch in at workshop
	Discuss work assignment

SCHEDULE I (CONTD)

1:15 - 3:00 Work assignment under supervision
 Shoe shining
 Dishwashing
 Laundry - washing, ironing
 Cleaning
 Nurse, yard work
 Stuffing, sorting or other activities
 3:00 - 3:15 Break
 Some may leave at this time if can't sustain full afternoon's work - to activity center or home
 3:15 - 5:00 Continue same work assignment or be reassigned
 If student is living at facility, supper would be served.
 5:00 - 6:30 Later in the evening, planned recreation, TV, or other activity would be provided.

SCHEDULE I

9:00 - 9:15 Punch in or sign in
 9:15 - 10:30 Get job assignment
 10:30 - 10:45 Work
 10:45 - 12:00 Break
 12:00 - 1:00 Work
 1:00 - 1:15 Lunch
 1:15 - 3:00 Work (those assigned 6 hours, sign out and go to Activity Center)
 3:00 - 3:15 Break
 3:15 - 5:00 Work

JOB IN SHELTERED WORKSHOP AND BOARDING HOME FOR SCHEDULE II¹

Boarding Home Kitchen

- Set table
- Remove dishes from table
- Clean and scrub tables
- Prepare dishes for dish washer
- Operate dish washer
- Stack and put away dishes
- Stack trays
- Sort silverware
- Clean silverware
- Wash and put away cooking utensils
- Sort canned foods by picture

Boarding Home Housework

- Make beds
- Sweep floors
- Run vacuum cleaner
- Dust furniture
- Wash windows
- Mop floors
- Wash woodwork
- Clean cabinets

Boarding Home Miscellany

- Shine shoes
- Manicure nails
- Shampoo and set hair
- Wash cars
- Child care
- Help students dress

Sheltered Workshop Jobs

- Contract jobs which require:
 - Stacking
 - Sorting
 - Stapling
 - Matching
- Packaging
- Folding
- Collating
- Assembling kits

Boarding Home Laundry

- Sort clothes by color
- Sort clothes by type
- Load carts for washing machine
- Load washing machine
- Operate washing machine
- Unload washer into dryer
- Operate dryer
- Fold linens
- Iron flat pieces
- Put away linens
- Mend clothes

Boarding Home Custodial

- Sweep floors
- Scrub floors
- Mop floors
- Wax floors
- Sweep porches and patios
- Empty waste baskets
- Empty garbage cans
- Clean bathrooms

Boarding House and Sheltered Workshop

Yard and Nursery

- Rake leaves
- Pick up trash
- Shovel snow from walks
- Rake lawn
- Fertilize lawn and shrubs
- Mow lawn with hand mower
- Water lawn
- Water flowers, shrubs, trees
- Maintain small garden
- Help with greenhouse work

¹ See Pre-Vocational Level Economic Usefulness Skill Area

SUGGESTED EQUIPMENT AND MATERIALS FOR JOB TRAINING FOR SCHEDULES I AND II

Living Room Area

chair
couch
coffee table
end table
lamps
television

Sewing Area

sewing machine
assorted needles
assorted threads
thimbles
scissors
ironing board
steam iron

Shoe Shine Area

chair equipped for shinning shoes
cloths or buffers for polishing shoes
shoe polish
shoe brush

Bedroom Area

bed
bedside table
dresser
chair
linens
blankets
lamp

Dining Room Area

table
chairs
linens or mats
dishes
silverware
storage shelves for dishes and silverware

Conference Area

desk
chairs
file cabinet
telephone

Kitchen Area

stove
refrigerator
cooking utensils
dish washer or sink for washing
dishes
cupboard
cooking table
counter space

Bathroom Area

wash basin
bathtub with shower
toilet/
mirror
storage closet
scale
full length mirror

Shop Area

work bench
tool cabinet
assorted tools
individual tool boxes
power tools (at teacher's discretion)
painting equipment
exhaust fan
storage cabinet

Yard and Nursery Area

water hose and/or sprinkler
rake
hoe
gardening tools
hand lawn mower
spade
greenhouse with necessary equipment
wheel barrow

Laundry Area

washer
dryer
iron
ironing board
laundry carts

Other Areas

time clock
rack for time cards
bulletin boards
chalk boards
individual lockers
storage cabinets
storage cabinets for A. V. equipment and materials
workshop telephone
public address system

STOCKTON UNIFIED SCHOOL DISTRICT¹

Pupil Personnel Services Department
Special Education Office

CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

Name _____
Evaluator _____
Date of Evaluation _____

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

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

1. Stockton Unified School District Curriculum Guide for Transitionally Handicapped Curriculum Bulletin No. 132 pp. 121-129. Reproduced by permission of the publisher.

Behavioral Objectives

Money

The child will be able to:
recognize some pieces of
money

Activities

(Review money vocabulary at beginning of Functional Money Area.)
Set up a play store. Using real money, buy a can of food. Locate the price stamped
on the can. Tell the student what pieces of money he will need to buy the can.
Help him find the correct pieces of money.

Cut pictures of articles you would like for Christmas or birthday presents. Decide
which one would cost more and why. Find pieces of money needed to pay for it.
Bring price tags from home showing cost of some article. Help the students find
the right pieces of money to pay for the article. Place several pieces of money on
the table. Ask one student to find a penny or all the pennies.
(This may be an individual exercise or group activity with students divided into
two groups.)

Identify pieces of money by name.
Discuss cost of school lunch. Put several coins out. Help the child find the right
ones to pay for his lunch.

play simple money
games

Money Game: Put five pennies and a nickel on the table. Make flash cards for
numbers 1-5. Hold up the card with one on it and ask him to find that many
pennies. When the number 5 is used, explain that a nickel is the same as five
pennies.

Sort coins.

Match coins.

Match real coins with pictures of coins.

Set up a mock bus. Go for a ride and pay the driver the fare. Take a bus trip about
the city. Bring the correct fare and pay the driver.

Number Game: Who can find the quarter, biggest piece of money, the green piece
of money, the smallest piece, etc.
Introduce the \$ mark and the ¢ sign. Find price tags and food cans with either on
them.

Visit a grocery store. Ask the manager to show how prices are put on cans and why
they are necessary.

make very simple
change with help

Schedule a movie. Ask each student to bring a dime to pay for popcorn and cold
drink mix. Let the girls make the cold drink mix and the boys the popcorn. Set
up a concession stand. Give each child 6¢. Sell the popcorn for 2¢ per sack and

Instructional Aids and Materials

Note: Make the student aware that everything
in a store costs money
Play store with stamped food cans

Catalogs
Magazines
Scissors
Price tags
Real money

Real money

Five pennies
Nickel
Flash cards for numbers 1-5

Real coins
Pictures of coins
Mock bus
Bus fare
Bus trip around city

Real money
Price tags
Food cans
Field trip to grocery store

Movie
Cold drink mix
Popcorn

Behavioral ObjectivesActivitiesInstructional Aids and Materials

the cold drink mix for 1/4 per glass. Help the students make their own change.

Butter

Hot plate and skillet

Sacks

Glasses or cups

make inexpensive objects and sell in playstore with supervision

Make simple inexpensive objects, pot holders on looms, painted rocks, etc. Set up a store and invite parents and other school children to your room to buy the articles. (Teacher will supervise the money.) When the sale is over, count the money and put in a savings bank. If over \$5 is collected, take a field trip to a local bank and open a savings account.

Pot holders, painted rocks, other articles to sell

Piggy bank

Field trip to local bank

operate some machines with money

Plan a field trip to a shopping center which has a washeteria, post office and store with pop machine. Let each student put in correct change to buy pop. Show him how to operate the machine.

Field trip to shopping center with a washeteria, stamp machine, pop machine

solve some simple everyday money problems

Pretend he has lost his bus money and cannot get home. Decide what to do. Pretend he has lost the address where he is going to work and he has no money for a telephone call. Decide what to do. Someone has taken his sack lunch or lunch money and he does not have anything to eat. Decide what to do.

Go to the store to buy candy. Select candy for the students which will cost more money than they have. Decide what to do, whether to buy cheaper candy or something else to eat.

Trip to store

The place where you work has a coffee break and you do not have money to spend every day. Decide what you can bring from home so you will have something to drink, buy soft drink and bring it in a vacuum bottle or buy pop by the case, etc.

FUNCTIONAL ACADEMICS
SUGGESTED MATERIALS AND EQUIPMENT

Developmental Learning Materials

3505 North Ashland Avenue
Chicago, Illinois 60657

Clear plastic stencils
Superboard facing cards with faces
Three sided pencils
Color cued control paper
Auditory tape of familiar sounds
Parquetry Inset boards (shapes)
Dot to Dot pattern sheets
Tracing designs
Tracing paper
Pre-writing design cards
Parquetry designs (large and small in six primary colors)

Colored inch cubes (six primary colors)
Stencil boards (animals, seasonal, shapes, farm and transportation)
Sequential picture cards II and III
Association picture cards
Counting picture cards
Animal, job, people shapes puzzles (with trays)
Association picture cards II and III (regrouping individual items in basic categories)
Color association picture cards
Body concept ditto masters

Ideal School Supply

Oak Lawn, Illinois 60453

Stencils for tracing (Geometric shapes, Transportation, Seasons, Animals)
Form boards (shapes, size, animals)
Building bead patterns
Jumbo pegboard and pegs
Large colored beads and faces

Milton Bradley

Springfield, Massachusetts 01101

Large dominoes (pictures on one side, numbers on the other)
Educational thermometer
Individual thermometers

Community Playthings

Rifton, New York 12471

Giant size dominoes (through double 6's)

Judy Company

310 North 2nd Street
Minneapolis, Minnesota 55401

Puzzles (3 to 24 pieces)
See-Queen Story Boards
Community Helpers (life-size figures)
The Family
Calendar
Primary clock
Mini clock

Matchettes (color)
Number-ite
Fit a Shape
Fit a Space
Feel Match (texture)
Feel Match Thickness

Stanwix House

3020 Charters Avenue
Pittsburgh, Pennsylvania 15204

Safety Workbooks I and II

American Guidance Services, Inc.

Publishers Building
Circle Pines, Minnesota 55014
Peabody Developmental Kit, Level P

Teaching Resources Inc.

334 Boylston Street
Boston, Massachusetts 02116

Geometric Shapes in color
Association cards
Concept clock in color

Instructo Corporation

Paoli, Pennsylvania 19301

Kinesthetic numeral cards and counting discs

R. H. Stone Products

18279 Livernois
Detroit, Michigan 48221

Lace-up boat

Creative Playthings

P. O. Box 330
Princeton, New Jersey

Nesting wood blocks (size)

A. Daigger and Company, Inc.

Educational Teaching Aids Division
159 West Kinzie Street
Chicago, Illinois 60610

Geometric Inserts with frames
Montessori cylinders to develop spatial concept
(diameter and height varies)
Cabinets to hold cylinders

Bell and Howell Company

7100 McCormick Road
Chicago, Illinois 60645

Language Master

Childcraft Equipment Co.

155 East street
New York, New York 10010

Peg grading board (colors)
Shape sorting box
Giant bead stair (color)
Let's play safe signs
Hippity Hopscotch (number recognition)
Pepo Ring Toss (colors)

Tupperware International Headquarters

Orlando, Florida
(usually a Tupperware representative in your area)

Snapies (colored plastic teles which snap together)

Educational Activities, Inc.

P. O. Box 392
Freeport, New York

- Record and Guide - Album 605. The Development of Body Awareness and Position in Space \$5.95
- Records and Guide - Album 606-7. Developing Perceptual Motor Needs of Primary Level Children \$11.90
- Record - EALP No. 603. Basic Concepts Through Dance (Position in Space - following directions) \$5.95
- Record - EALP No. 601. Basic Concepts Through Dance (Body Image - following directions) \$5.95

FILMSTRIPS

Oaktree 7

four filmstrips - spring, summer, winter, fall - with accompanying record:
Available from:

Eye Gate House Inc.
Jamaica, New York 11435

The Feel of Things

Shapes
Available from: Encyclopedia Britannica

Music Books and Records

Gingland, David R. and Siles, Winifred. *Music Activities for Retarded Children: A Handbook for Teachers and Parents.*
New York, New York: Abingdon Press

Ginn and Company (for quiet and action music)
The Kindergarten Book with records
The First Grade Book (enlarged edition) with records

Silver Burdett Company
Making Music Your Own - K
Making Music Your Own - First Grade

Maico Company Inc.
Record - What's Its Name (sound effect record)

BOOKS AND PAMPHLETS

Carlson, Bernice Wells and Gingland, David R. *Play Activities for the Retarded.*
Nashville, Tennessee: Abingdon Press

Grayson, Marion F. *Let's Do Fingerplays*.
Washington, D.C.: Robert B. Luce, Inc., 1962

Scott, Louise Bender and Thompson, J. J. *Talking Time*.
St. Louis, Missouri: Webster Division, McGraw-Hill, 1960

Scott, Louise Bender and Thompson, J. J. *Rhymes for Fingers and Flannelboards*.
St. Louis, Missouri: Webster Division, McGraw-Hill, 1960

BOOKS FOR PROFESSIONAL SCHOOL LIBRARY

Egg, Dr. Maria *When A Child Is Different: A Basic Guide for Parents and Friends of Mentally Retarded Children*.
New York, New York: The John Day Co., 1964, 155 pp, \$3.75.
Practical ways parents can help their retarded child develop. Excellent.

Williams, Harold M. *Education of the Severely Retarded Child*
U. S. Office of Education Bulletin No. 20
Washington, D. C.: U. S. Government Printing Office, 1961
Describes characteristics of TMH children and suggests curriculum for them.

BOOKS FOR STUDENTS IN SCHOOL LIBRARY

Doorly, Ruth K., *Our Jimmy* Westwood, Massachusetts (Box 224): Services Associates, \$3.95 and 35¢ postage.
Parents tell their children about their retarded brother. Illustrated by retarded boy.

"Hello, Know Who I Am?"

Interesting illustrated pamphlet of a little retarded boy telling about retarded people. 5¢ per copy
Lee County Association for Retarded Children
2570 Hanson Street
Fort Meyers, Florida

FILMS AND FILMSTRIPS

International Communication Films

1371 Reynolds Avenue
Santa Ana, California 92705

Walt Disney Nature Library

University Book Store

2122 Central S. E.
Albuquerque, New Mexico

The Walt Disney Nature Library (Silent Film Loop)

Educational Record Sales

157 Chambers Street
New York, New York 10007

EBF Filmstrips
Safety Stories

Educational Activities Inc.

Freeport, Long Island, New York

Developing Cognitive Skills in Young Learners (filmstrips)

1. Grouping and Categorizing
2. Contrasts and Opposites
3. Relative Space and Size Relationships
4. Concept Ordering and Discrimination
5. Sequence of Ideas

RECORDS

Society for Visual Education Inc.

1345 Diversey Parkway
Chicago, Illinois 60614

The Child and His World (6 albums - 12 records)

May's Music Co. Inc.

514 Central Avenue S.W.
Albuquerque, New Mexico 87103

Primary Reading Child Size Books
Bowmar Manipulative Books



**ECONOMIC
USEFULNESS SKILLS**

ECONOMIC USEFULNESS SKILLS

Developing programs which will train the individual toward a degree of independence through employment is one of the major goals of the total curriculum for the TMH. The Economic Usefulness Skill Area should be considered along with all other curriculum areas. At an early age the child must establish good work habits, learn to follow directions, and develop motor skills which will help him at the Pre-vocational and Vocational levels. As the teacher plans her program, she must keep this goal firmly in mind.

The program must be simple, purposeful, and realistic to develop skills necessary for day by day learning whether the TMH must remain at home all day, work in a workshop-activity center or live in an institution. It must be remembered that all things cannot be learned at once and that one task must be well learned before moving on to another area. The ultimate goal of this training program is not total economic independence but a degree of independence which will give the TMH self confidence and a feeling of accomplishment in the few skills he may develop.

Parents may refuse to cooperate with the teachers because they do not understand the program for their TMH child. Frequent Parent-Teacher conferences must be scheduled, both at school and in the home, to make the parents aware of the necessary skills needed by the student and the work programs available for him. As the teacher gains the parents' confidence, she should invite them to school to watch the training program in progress. The school program offers an excellent opportunity for them to observe their child in a job training situation, carried on in a business like manner, under constant supervision to correct or limit the number of undesirable traits or habits the trainee may have. Since it is very difficult for some parents to recognize the limitations of their child and accept the jobs in which he can succeed, invite the parents to help you evaluate their child's functioning level before you move on to the next area of learning. Explain that each evaluation must include specific tasks repeated many times in a sequential order which will convince the teacher that the task has been thoroughly learned before introducing a different skill approach.

Lists of expected learnings and suggested home tasks for each student should be sent home periodically whether or not the parents cooperate initially in the home visitation program.¹ As parents observe their child's progress and see that he is able to care for his own needs and make some contribution to the family group, they may become more cooperative with the school. The school, teacher, and family can work together to establish progressively higher goals and prepare the TMH youngsters for a less dependent life.

1. See Suggested Activities at end of skill area and Appendix.

Behavioral Objectives

Following Directions at School

The child will be able to:

follow a simple individual direction

Work with peg boards according to directions.
String beads according to direction.

Take a note to a teacher in the next room.

Bring an article to the teacher as directed.

Pretend you are a mother or father. Help your baby take a bath. (See Self Help activities for bathing.)

Pretend you have just reached home and must put away your wrap. Show the teacher what you would do.

Invite parents to school for a "Show You Time."

Give individual demonstration for following directions at school.

Using an egg carton, sort buttons according to color.

Using food cans, sort nails according to size. Have only two sizes, large and small.

Sort food cans according to size. Have only large and small cans.

Set a table using plastic dishes and silverware on a place setting drawn on butcher paper.

Empty waste basket into large box or another basket in the hall.

Pick up papers from floor and hall near room.

Group activities for simple direction games.

Group activities for simple direction games.

Stand up, sit down, walk around, etc.

Play "Follow the Leader." Teacher may or may not instruct leader as to activity.

Find name on work chart. Identify job. Show the other students how to perform your individual job.

Pick up papers from a small area of the schoolground as directed by the teacher and custodian.

Instructional Aids and Materials

Note: Through parent conferences or notes, make parents aware of desired learnings. Suggest activities to continue learnings at home.

Pegs, pegboard
Beads with laces

Various room articles

Doll, plastic tub, wash cloth, soap, towel, lotion

Wrap, clothing rack

Egg carton

Colored buttons

Food cans, large and small nails

Place setting drawn on butcher paper

Plastic dishes and silverware

Waste basket

Waste basket

Make charts showing all room activities. Include every job to be done, even if it means making different charts for different days. Have a picture or illustration for each duty. Have a regular routine for each job. Demonstrate to students until they learn correct procedures. Waste baskets, boxes or paper bags
Note: Supervise clean up activities at all times to prevent the formation of sloppy habits

Behavioral Objectives

Activities

Instructional Aids and Materials

Put away supplies after work is finished.
Put away toys after play period is over.

Set up a "quiet time" when students come to circle and sit on floor mats to listen to flannelboard stories or records.

Set up a "talking time" when students come to the circle for "Show and Tell" or just a "talking time" to practice taking turns.

Learn Fingerplays. "Rhymes for Active Time" and "Rhymes for Quiet Time."

Sing Songs (with or without records) and follow the simple directions. "Singing While We Play" and "About Singing Games"

"Open, Shut Them," "Let's Go Walking," "Creative Play."

"The Band," "Before We Play," "Come With Me," "Chiapanecos," "Skipping Is Fun," "Painting," "Put Your Finger In The Air," and many others.

Make up your own songs and follow directions. Use tunes to familiar songs.

Color paper according to direction (see color routine in this skill area).

Simple cutting and pasting activities (see cutting and pasting routine in this skill area). Work puzzles; start with simple puzzle having 4 or 5 pieces and advance to harder ones as child masters each level.

Sew cards. These can be obtained from most school supply companies. However, students will enjoy making seasonal cards. Make a pattern from heavy cardboard and help students draw around it on tagboard. Outline the design with paper punch; sew with colored yarn and yarn needle. The design may be colored or painted before sewing if so desired.

Lace Boards. These may also be made from Masonite or 1/4" rigid plastic using sharp designs you are teaching. Draw design on board and ask shop teacher to cut it out. Have a free play period for all students who have completed assigned tasks. Let each child select his own toy.

Supplies
Toys

Records and flannelboard stories students enjoy

Note: Explain that there are times to sit quietly and listen and other times to take turns talking.

Rhymes for Fingers and Flannelboard, pp. 108-111

The Kindergarten Book (with records) pp.8-32, 38-42

The First Grade Book (with records) pp.10-'1, 45-52

Making Music Your Own, K (with records) pp. 14-27, 28-51

Music Activities for Retarded Children pp. 27, 28, 29, 32, 67, 89

Paper, crayolas
Paper, scissors, paste
Simple puzzles
More difficult puzzles

Note: Anything a child does at school can be considered a work activity. Keep all activities on the child's level and make certain he finishes them.

Sewing cards

Yarn needles, colored yarn, tagboard, paper punch

Boards and laces

Masonite or 1/4" rigid plastic sheets

Toys for free play period

follow directions in song and records

complete an assigned task

Behavioral Objectives

Establishing School Routine

The child may be able to:
follow simple directions for school routine.

arrival at school

coming to circle

coloring

restrooms

lunch period

Activities

Set up a regular routine for arrival at school: hang up wrap, go to your table and sit down, start work immediately.
If teacher must talk with bus driver or parents, place a simple task: puzzle, peg board or sewing card by each child's name so he will understand that he is to start work immediately.

Set up a regular routine for coming to the circle. Stop work, pick up chair, carry it to the circle, put your chair on the circle line, sit quietly and listen until everyone is seated.

Set up a regular routine for coloring. Open supply box, select a crayola, close supply box, hold up crayola, start coloring when directed by teacher, put crayola back in box when finished, close supply box and sit quietly until everyone is finished.

Set up a regular routine for restrooms. Girls get wraps and stand in Girl's Line; boys get wraps and stand in Boy's Line. March in line to restroom with the leader in each group holding open all doors; the leader may be changed daily or weekly on work chart. After using restroom, wash hands and return to line. March quietly out of the building for recess or return to classroom for indoor recess on cold days.

Set up a regular routine for lunch period: wash hands, put on wraps, get in line, keep mouth "locked" while in school halls so as not to disturb other classes. Public relations with other teachers can be very important here, also a good opportunity to show any visitor who might be in the building that TMH students can conduct themselves properly in halls. Walk in line on the right side of the hall, leader open and hold all doors, take off wraps and put them in a designated place in cafeteria, get in lunch line, thank cooks for tray, walk to the table and sit quietly with a minimum of talking while eating. Discourage loud talking or frequent trips to restroom or water fountain during meal. When all students have completed their meals, remind them to place fork and spoon on tray so they will not fall off, take trays to proper place for washing, put on wraps, get in line, and return to classroom or go out for play period.

Instructional Aids and Materials

Note: These routines are only one of many ways to teach school routine. Regardless of the routine you follow, make certain it is the same each day and the vocabulary is the same so the child will not become confused.

Simple puzzle, sewing card or pegboard by each student's name card

Chairs
Circle line

Supply box
Picture to color

Restrooms

Work chart

School cafeteria

Note: Always provide lunchroom supervision for the development of good eating habits. It is a good idea to eat with the children some of the time. It is easier to develop a good habit than it is to break a bad one.

Behavioral Objectives

cutting and pasting

clean-up time

going home time

The child may be able to:
 identify some home and school articles used to work

Activities

Set up a regular routine for cutting and pasting: prepare a simple activity, lacing card, puzzle, etc. for each student at his own desk. Call two students to a table for individual help. Show them how to cut, pick up the paper, put paper in waste basket, and return scissors to supply box. Now show the child how to apply a small amount of paste or glue to the picture, how to paste it and how to remove excess paste with tissue. Return paste to supply box, wash hands when necessary, write name on paper, put paper on designated table to take home, return to desk and complete assigned activity.

Set up a regular routine for clean-up time: stop work when directed by teacher, put away supplies, (teacher checking each supply box to be sure all supplies are in it), clean off tables, pick up papers, put away all materials or games used during the day.

Set up a regular routine for getting ready to go home: stand up and push chairs under tables, put on wraps, get in line by door while note to parents or papers are passed out, march quietly out of building and get in school bus.

Vocabulary Development for Oral Language

- | | | | |
|----------|----------|------------------|----------|
| pencil | map | pencil sharpener | felt pen |
| paper | broom | vacuum cleaner | |
| scissors | dust pan | lawn mower | |
| paste | dryer | washing machine | |

Play Identification Game: "Find the Pencil" or "What do we write with?" Place several articles on table. Name the articles. Ask students to close eyes. Take away one article. Guess which one is missing. Place several articles on table. Name all the articles. Cover articles with cloth. Recall the names of articles on table. Identify pictures of school articles. Tell what each is used for. Identify pictures of home articles. Tell what each is used for. Match articles: big pencils, little pencils, red pencils, brown pencils, etc. Sort pictures of school articles. Have a box for pencils, one for scissors, etc.

Invite parents to school for "Identification Period." Divide the students into small groups (with parent in different group from his child). Identify pictures of home and school articles and tell what each is used for.

Instructional Aids and Materials

Paper, scissors, paste supply box
 Tissue

Individual activity for each student at his desk

Note: The teacher should always make a project so that the child will not get the idea that the teacher feels the project is too messy, etc.

Note: Give plenty of time for this activity. Sloppy habits will be formed if the child is hurried too much.

Actual articles when possible
 Good pictures of articles

Articles on table for identification
 Cloth

Pictures of school and home articles
 Articles to match
 Boxes for sorting

Note: Make the parents aware of sources for pictures: catalogs, magazines, store advertisements.

Behavioral Objectives

identify simple tools by name

solve some simple problems

Activities

- Take a field trip to a washeteria and observe someone using a washer and dryer.
- Invite a parent to bring a vacuum cleaner to school for a demonstration.
- Let each child take a turn in vacuuming the floor.
- Take the students to the school cafeteria to watch the custodian mop the floor.
- Find pictures of articles used at home.
- Paste them on construction paper to take home.
- Find pictures of articles used at school.
- Paste them on construction paper to take home.

Vocabulary Development for Oral Language

hammer saw screw driver nails board

- Visit a lumber yard to get scraps of lumber.
- Go to your school shop to ask the shop teacher to cut the boards and show how simple tools are used.
- Invite a friend or parent to school to demonstrate the use of simple tools in the room. Hammer nails into boards. Pull them out. Use Playskool Workbench for hammering and screwing wooden pegs.
- Put all the tools on the table. Identify them. Ask students to close eyes. Take one tool away. Guess which one is missing. Put all the tools on the table. Identify them. Ask students to close eyes. Cover tools with cloth. Recall what tools are under the cloth.
- Put one tool in a paper bag. Let each child feel the tool without looking at it.
- Guess which tool is in the bag.
- Find pictures of simple tools. Identify them.

Set up some simple problems related to school routine. When students arrive at school, do not have a work activity by their names. Teacher may go to her desk and appear to be working on something. Note if students will ask for work activity.

Go to the circle and sit down and start telling a flannelboard story. See if the students will come to the circle.

Begin a coloring, cutting or pasting activity without supply boxes. Give usual instructions and see if students will tell you they do not have supply boxes.

Instructional Aids and Materials

- Field trip to washeteria
- Vacuum cleaner
- Parent
- Custodian
- Mop
- Magazines, scissors, catalog, waste, construction paper, school supplies

Actual tools.
Pictures of tools

Visit to lumber yard and school shop

Resource person
Some simple tools
Playskool Workbench
Tools you wish to identify
Tools
Cloth

Paper bag
Assorted tools
Pictures of tools

Arrival at school without work activity by names

Teacher reading a story in circle without students

Activities without supply box

Behavioral Objectives

Activities

Start outside for recess on a cold day without coats and mittens. See if students will ask for coats or if they mention that they are cold.

Teacher put on coat before going to restroom but start the students without coats. See if they will ask for own wrap.

Instructional Aids and Materials

Start out for cold outdoor recess without coats or mittens

Teacher with coat
Students without wrap

Skill Area — Economic Usefulness
Level — Intermediate

C. A. 9.0-12.11
M. A. thru 5.11

Behavioral Objectives

Activities

Instructional Aids and Materials

Developing Work Habits

The child will be able to:
follow simple directions

Sew a button on a piece of tagboard. This will be easier than cloth for most students to handle.
String beads according to direction: round bead, square bead, red bead, blue bead; etc.
Sort beads according to color.
Sort beads according to shape or size.
Sort buttons according to color.
Sort buttons according to size.
Sort nails and bolts.
Put lids on various types of bottles and jars.
Put lids on food cans.
Sew cards according to teacher direction: by number, with red yarn, etc.
Run an errand for the teacher.
Complete a work paper as directed by teacher.

follow group directions

Make charts showing room duties: Ask the children to look for pictures showing various duties. Let them help decide what duties are needed on Monday, Tuesday, etc.
Let each child find his room duty for the day and demonstrate it for the rest of the class. Play "Follow the Leader" acting out room duties.

Pick up papers from the playground as directed by the custodian, and teacher.

Follow simple directions from records.

Set up a "Quiet Time" and a "Talking Time."
You now want to make the child aware that he can color a picture and listen to a record at the same time, or he can talk with his friends while he works a puzzle.

Tagboard, button, needle, thread

Assorted colors and shapes of beads, laces

Egg cartons

Colored beads

Egg cartons, beads of assorted shapes, and sizes.

Egg cartons, colored buttons.

Egg carton, large and small buttons

Coffee cans or muffin tins, nails, bolts

Bottles and jars with lids

Coffee and shortening cans etc., with lids

Sewing cards with laces or colored yarn

Paper, pencil, crayolas

Magazine, scissors, tagboard

Note: Include every possible duty: feed

fish, water plants, dust furniture.

clean blackboard, even if it means

making many charts.

Paper bags, boxes, waste baskets

Note: Carefully supervise all work activities

so that sloppy habits will not be

established.

See records in Suggested Activities at end of

skill area.

Note: Explain that many jobs permit some

conversation, but no job permits loud

talking or screaming.

Behavioral Objectives

complete an assigned task

Activities

Set up an activity by each child's name at his table. The activities must vary according to the abilities of the child; some students may be able to water plants or feed animals while others may only be expected to color a picture or string beads. Your main concern is to give a child something he can complete, see that he does finish it and praise him for good work.

Ring a bell or blow a whistle when work period starts. Let the work period last five to ten minutes, depending upon the activities for that particular day. At the end of the period, blow whistle again. All students who have completed tasks may have a short free play period while teacher gives individual help and encouragement to those who have not done their work.

follow simple direction for school routine

arrival at school

Set up a regular routine for arrival at school. Hang up wrap, get supply box and put it under desk or chair, sit at desk or table and work on the project by his name with a minimum of talking. After the teacher has performed her morning chores: checking lunch money, talking to bus driver and parents; interrupt the students to come to the circle or join a group activity at the table. Return to table and finish uncompleted task before beginning a new activity.

coming to circle

Set up a regular routine for coming to circle. Stop work immediately, pick up chair, carry it to the circle area, sit quietly and listen for further directions.

Instructional Aids and Materials

Activity for each child on own level

Note: Many of the activities for this skill area may seem to repeat themselves. However, when you are teaching a child to follow individual or group instructions, he may not have a task that you expect him to master alone. But with this objective: complete an assigned task, you are giving him things to accomplish before he can participate in another group activity or free play.

Bell or whistle

Toys for free play

follow simple direction for school routine

Note: These examples of school routine are only one way of setting up such procedure. Whatever you use, keep in mind that a routine should be the same every day and the vocabulary you use in teaching it must be the same so that the students will not become confused.

arrival at school

Simple project by each child's name

Note: Provide some interruption during a work period so that students will learn that their work must sometimes be interrupted. Always return to uncompleted job so they will learn that it must always be completed.

coming to circle

Note: This activity will make the child aware that he must be punctual, if you will provide some recognition or reward to those who comply.

Behavioral Objectives

coloring

Set up a regular routine for coloring. Get supply box from the floor under chair, put it on the table by right side (or left side if left handed), open supply box and select color needed, close supply box and color. When finished put crayolas back in the box, close the box and sit quietly while other students finish.

restrooms

Set up a regular routine for restrooms: girls get wraps and get in Girls' Line; boys get wraps and get in Boys' Line, march to restroom, without talking if other classes are in session, use restroom, wash hands and return to line. March quietly out of the building for outdoor recess, or return to classroom for indoor recess.

lunch period

Set up a regular routine for lunch periods: wash hands, put on wraps, get in line, march quietly down halls without disturbing other classrooms, get in line for lunch, thank cooks for trays, walk to the table and eat quietly with a minimum of noise. Usually the group must eat together at this age level. In order that more students may be aware of TMH students, ask your leader to select a table anywhere in cafeteria to eat there for the day. When all students have eaten, take trays to proper place, get in line and return to classroom or go out for play periods.

cutting and pasting

Set up a regular routine for cutting and pasting. Work as a group except for individuals who cannot work alone. Show students how to cut, pick up the paper, put paper in the waste basket and return scissors to supply box. Now show how to apply a small amount of paste or glue to the picture, how to paste it and how to remove any excess paste with tissue. Return paste to supply box, wash hands when necessary, write name on paper and put paper on designated table to take home. There will be students who work slowly and will need a lot of individual help. Have a simple activity table set up and allow students to select a new activity as the cutting and pasting is completed.

clean up time

Set up a regular routine for clean up time. To make the students aware of clean up time, ring a bell or blow a whistle when you are ready for work to stop. Stop work, check supply boxes: take all the articles out of supply box, hold up each as teacher names it, return it to supply box, put away supply boxes, pick up paper, (some sweeping may be done if needed), push chairs under tables, and put away any materials or games used during the day.

Instructional Aids and Materials

Supply boxes

Note: The TMH will always need some supervision in the restroom. You might allow them to go there unsupervised several times per month but ask principal, custodian, nurse, or secretary to lock in on them and note habits that should be reinforced.

Note: Supervise the students so they will develop good eating habits. They will have to be encouraged to eat some of the foods served in the cafeteria.

Note: See Perceptual Motor Skill Area for use of scissors.

Paper, supply box, tissue

Note: Always do a project with the students so they will not get the idea that you think the project is too messy.

Note: Teach a child to be independent. He may need help if he has never done anything for himself at home.

Whistle or bell
Broom, dustpan

Note: Be sure to give enough time for completion of the activity. Failure to do so may result in sloppy work habits.

going home

Developing Ability To Work

With Others

The child will be able to:
play games in small groups

Activities

Set up a regular routine for going home. Stand up, push chairs under tables, check room to see that everything has been put away, put on wraps, stand in line by door to receive papers or notes to parents, march quietly out of building and get on school bus.

Set up card tables with puzzles of 100 pieces. Seat one person at each side of the table to work on puzzle for short periods each day until it is completed. A large piece of cardboard may be used to keep the puzzle intact if the card table cannot be left set up with the puzzle.

Give each child a box of beads and a lace. Have the child string the beads in a box. Ring a bell to start. See which child can string his beads first. Divide your students into groups so that all students will have a chance to win at some time.

Box and nail game, group of two students; put bolts and nails on the table. Give each child an egg carton or box. Instruct one child to put the bolts in his box and the other child to take the nails. See which child finishes first.

Play number or picture dominoes. Stress not being unhappy if he is the last to finish. Play circle games where one child will always be in the middle.

work in small groups
to complete sets of jobs

dust furniture

sweep floors

set the table

Instructional Aids and Materials

Wraps

Note: The purpose of this activity is to work on the same activity without tearing up other student's work or holding puzzle pieces.

Note: This game is good for two or four students.

Boxes of beads / jobs

Boxes of egg cartons

Nails and bolts

Number dominoes

Picture dominoes, musical chairs or similar game

Note: You will want to set up a regular routine for each school job

Dust cloth

Broom, dustpan

For practice, make place settings of butcher paper

Plastic dishes and silverware

Behavioral Objectives

wash dishes

Wash dishes, group of two students: teach one student to scrape dishes (or pans) and stack them for washing. Show the other student how to mix hot and cold water, measure the detergent and put dishes in dishpan or sink for washing. Demonstrate cleansing pads and supervise to see that dishes are clean.

dry dishes

Dry dishes, group of two students: teach one student to rinse the dishes in hot water. (This may be in a dishpan or the sink.) Demonstrate placing in a dish drainer. Show the other student how to remove excess water with dish towel and put dishes away.

clean shoes

Clean shoes, group of two students: have a mat by the door for scraping mud from shoes. Let the students take turns cleaning each others' shoes with broom, paper towel or brush. This activity can be changed to have a daily leader who stands by the door to check shoes and assist each child in removing the dirt from his shoes.

water plants

Water the plants, group of two students: show one student how to fill a pail or plastic bottle with water without it running over. Teach another child how to water plants from the plastic bottle or dip water from a pail. Show how to use newspapers to remove any water spilled on the floor.

make sewing cards

Make sewing cards, group of two students: teach one student to place the simple pattern on tagboard and fasten it securely with paper clips. Show the second student how to draw around the outline with a pencil or felt pen. Help the first person cut out the design and the second person outline it with a paper punch.

Work in small groups to make a seasonal mural. (Beware of others in use of materials and space for working.)

The child will be able to:
identify some home and school objects and identify their use

Activities

Instructional Aids and Materials

Note: This activity will probably be needed after simple cooking lessons.

Dishpan or sink, dish cloth, detergent, dish scraper, cleansing pad

Dishpan or sink
Dish drainer, dish towel

Note: If you do not have a kitchen or hot water, heat the water in a teakettle or dish pan on a hot plate.

Mat
Broom, paper towel
Brush
Leader

Plants
Plastic bottle or pail
Small can for dipping

Tagboard, scissors
Pencil, patterns

Note: The intermediate group can make many simple patterns for the primary group to use. It is never too early to stress doing things for others.

White butcher paper
Paints or crayolas

Real objects

Pictures of objects

Chart showing pictures of objects and words
Word Cards

Note: You are not really trying to teach words, but some students may learn a few of them.

Vocabulary Development for Oral Language

pencil	crayolas	forks	coffee pot
paper	felt pen	spoons	dishwasher
paste	dishes	pans	dish drainer
scissors	knives	toaster	garbage disposal
stove	blender	washer	dish towel
dryer	dish cloth	telephone	

Behavioral Objectives

Divide class into two groups. Hold up a picture of common object and identify by name and use. (Take turns.) The child who identifies the object correctly holds the card. Count the cards at the end of the game to determine the winning team. Listen to Common Home and School Sounds. (Record 7 - Side B)
 Make a School Booklet showing articles used at school.

Make a Home Booklet showing articles used at home.
 Describe articles used in home and school. Teacher describes until students understand the game. Divide into two sides and give one point for each correct answer. The student who guesses correctly also gets to describe the next article. Count points at end of game to determine winning team.

identify some common tools and their use

Vocabulary Development for Oral Language

- saw
- boards or rough lumber
- lumber
- claw hammer
- file
- nails (large heads)
- pliers
- screws (large heads)
- sandpaper
- screws driver (standard)

Make a board for storage of tools. It may be necessary to keep this board locked in a cabinet at night, but it should be available for circle activities.

Talk with your shop teacher regarding the kind of board which will meet your own needs.

Outline each tool on the board with a hook for hanging the tool over the outline.

Using the board play the following Identification Games:

Point to hammer and ask, "What tool is this?"

"What do we do with it?" The child who answers correctly may replace the hammer.

Take all tools from the board and place on table. Ask, "What tool is this? What do we do with it?" Child who identifies correct tool, finds tool and tells its use may replace the tool on the board.

Hold up a nail and board. Ask, "What tool do we use with these?"
 Child who identifies proper tool may drive nail into board.

Drive nails into boards. Remove nails. Using screw driver, put large headed screws into board. Remove screws with screw driver. Work with knock out peg board or work bench for those students who are not able to manipulate nails and screws.

Instructional Aids and Materials

Pictures of common home and school objects

Peabody Language Development Kit Level P
 Construction paper, school supply catalogs, magazines, paste, scissors

Construction paper, paste, magazines, scissors
 Pictures of articles

Note: If students have difficulty describing an article, teacher may describe and hold up picture pointing out things.

Actual tools

Pictures of tools

Note: Any activity with tools should be simple with emphasis on safety precautions in use of tools

Large piece of board

Hooks

Tools

Board with outline of each tool

Actual tools

Board with outline of each tool

Actual tools

Nail, board, tools

Nail, board, hammer
 Screws, screw driver, board
 Available from Creative Plaything and Judy Companies

Behavioral ObjectivesDeveloping Attention SpanActivities

Make a "Tool Booklet." Find pictures of tools, two pages for each tool. Then look for pictures of persons using those tools. (Some students may be able to copy the name of the tool from the board.)

Read a short story; decide how long you want them to sit quietly and select a story and discussion for this length of time.
Tell flannel board stories, making your stories longer as the attention span develops.

Set up a "Show and Tell Period" restricting each person to one minute or less time. At first, it may be advisable to have two short Show and Tell periods instead of one longer one, if the students do not remain interested.

Play Guessing Games when the teacher whispers or plays records very low. (Students may or may not close eyes.) Guess what the teacher said or what record is being played.

Play games students especially enjoy. Increase the length of time played each week until students are able to concentrate on the game for a period of time designated by teacher.

Work simple activity sheets with which teacher gives frequent direction. Keep repeating the activity sheet until students are able to work quietly and follow directions:

The child will be able to:
solve some simple every
day problems

Instructional Aids and Materials

Tool catalog, magazine, construction paper, paste scissors, stapler or paper punch
Yarn, yarn needle

Note: Students only pay attention if they are doing something they understand and enjoy.

Short stories

Flannel board stories

Show and Tell period

Note: Have frequent music or rhythm activities so students will not be tired of sitting before attention activities start.

Record, record player

Teacher whispers

Group games

Work activity sheets

Pencil, crayolas

Note: Observe the attention span of student at the beginning of year. Set your goals for a year and increase length of activity, weekly or monthly, until you have reached your goal.

Area for sweeping

Note: These activities are set up to make a child aware of the things he needs for work and teach him to ask or locate the materials needed to complete the job.

Behavioral Objectives

Activities

- Ask a student to wash dishes without any dishes; without a dish cloth; without detergent; without water.
- Ask a student to dust the furniture without a dust cloth.
- Ask a student to set the table without the place setting drawn on butcher paper; without dishes; without silverware.

Instructional Aids and Materials

- Area for washing dishes
- Area to dust without dust cloth
- Area for setting table without one article needed for the task

Note: Include any problem solving situation related to your own classroom.

Behavioral Objectives

Invite upper grade classes to your room for little skits related to good work habits and getting to work on time. Act out the "pretend games" the upper grade students demonstrated.

start working on arrival at school with a minimum of reminding

Train each child to check the work chart on arrival at school, find his work activity and be ready to start work. The teacher should be available to answer questions and give help if students do not understand work schedules. Constant supervision will prevent poor work habits. Ring a bell when you are ready for activities to start.

finish a task

Set up regular school activities which the child already understands and sometimes accomplishes. Suggested lists of tasks for home and school are included in this skill area.

be neat in most work activities

Simple tasks on level of each child, clean or messy activities according to the ability of the student.

have confidence in work ability

Set up a mock workshop. Invite parents and Special Education Personnel for open house. Give each student a work activity which he can do well. Instruct him to explain the procedure to each visitor.

Jobs and Activities

The student may be able to learn some simple work assignments

school activities

dust furniture
sweep floors
mop floors
empty waste baskets
water plants
clean and shine shoes

follow pattern in simple sewing
take apart irons, coffee pots, etc. try to put them together again
hang up clothing
keep locker clean and neat
sweep of mop halls with supervision

Activities

Instructional Aids and Materials

Students from other grades for work demonstrations.

Note: Stress the importance of a smile and greeting to each employee as you arrive. Mention clothing, their neat appearance, etc.

Work chart
Bell

Note: Have frequent parent conferences and school visits to emphasize work routine

Note: Explain to parents that student must learn to finish task if he expects to hold job.

Note: He will not learn these overnight. Work closely with parents setting up simple activities with lots of praise.

Note: For a student to have confidence in his work ability he must do something he enjoys, understands and has time to complete within the allotted time schedule.

Mock workshop
Visitors

Note: This is only a suggested list of work activities. The teacher may have many additions related to her locale.

Check with your custodian and cafeteria supervisor for additional jobs

Behavioral Objectives

Activities

Instructional Aids and Materials

home activities	wash windows (Keep this activity very simple.) mop kitchen floor sweep floor run vacuum cleaner wash windows inside simple hand ironing clean up tables wash dishes dry dishes empty garbage clean cupboards and replace dishes keep closet neat and in order take clothes from dryer and fold clean bathroom clean table tops wash cars with supervision	make shoe shine box set tables make bed prepare simple foods clean mirrors bundle newspapers do simple sewing dust furniture hang up clothes answer telephone arrange articles on shelves sort clothing according to color, to fabric clean dish washing area clean refrigerator arrange drawers take apart old home appliances and put together again	Note: Invite parents to school to observe students at work. Discuss routine followed at school. Stress that confidence in work and pride in a job well done will help develop a happier home atmosphere.
lawn care	rake leaves pick up litter, twigs and branches simple watering with help remove dead limbs with help		Note: Parents should realize that some of these activities provide excellent opportunities for "Mother - Daughter" and "Father - Son" discussions.
school ground	cut weeds with supervision pick up litter and paper rake leaves sweep sidewalks, porches, and steps shovel snow from sidewalks and steps with supervision		Note: These are also good "Father - Son" activities.
identify most of the equipment needed to complete a work assignment	<u>Vocabulary Development for Oral Language</u> (and written language as determined by teacher)		Note: Make certain that your TMH room is scheduled for a "clean up the litter week" just as often as regular classes. Regular students should observe TMH students doing many jobs well.
mop floor	<u>Equipment needed</u> mop bucket detergent water	<u>Vocabulary needed in addition to names of equipment</u> measure squeeze shake wring	Note: Have a special place for each tool or material used in work. A large cabinet or board with each tool outlined is ideal. Names of some tools may be written over the outline and this is excellent if you are teaching the written word.
sweep floor	broom dust mop dust pan	push half-full too much pull sweep move furniture	

Behavioral Objectives

Activities

Instructional Aids and Materials

Vocabulary needed in addition to names of equipment

Equipment needed

clean bathroom	cleaner brush cloth disinfectant	sprinkle scrub rinse	pour set dry	Have real objects whenever possible. Collect many good pictures of all tools and materials for identification and matching. Collect many pictures of actual tool being used for discussion and identification.
answer telephone	telephone pencil paper	answer write	talk plainly telephone number	
clean and shine shoes	broom brush shoe polish tongue depressor cloth or brush for shining	shine clean polish	scrape rub	Senior Citizens are often glad to come to school and demonstrate various work activities.
rake leaves	rake box trash cans	pile empty pick up	put in box place by curb	
sewing	needles - regular embroidery, yarn thread, cotton thimble scissors	sew thread needle	knot cut	Invite resource persons when it is feasible.
simple home repairs	hammer nails screwdriver thumb tacks square saw clamp pliers screws sandpaper	hit hold twist push	rub fasten tighten	Invite parents to school to observe your routine and the vocabulary you teach. Send hom desired learnings regularly.

Behavioral Objectives

Equipment needed

dish pan or sink
detergent
dish drainer
dish cloth
dish towel

ironing board
iron
flatwork to iron

hoe
rake
waste can or
box

newspapers
heavy cord

broom
dustpan
box or waste
can

clothes
dryer
basket
table
plants
watering can
water

spray bottle
filled with window cleaner
newspapers or cloth

wash and dry dishes

simple ironing

cut weeds

bundle newspapers or
magazines

sweep sidewalk

take clothes
from dryer

water plants

wash windows
inside

Activities

Vocabulary needed in addition to names

of equipment

scrape
stack
drain
put away

iron
press
turn on

cut
rake up

stack up
place evenly
pile up

sweep
pick up
put in box
put in waste can

shake out
fold
sort

pour
fill
mop up spilled water

spray
clean
polish

Note: Invite the director of school maintenance (both grounds and buildings) to school to watch the TMH identify and use tools and complete work activities in a designated time. Suggest that the custodian train them and be reimbursed for his work. After the TMH has learned to complete the work activity successfully a minimal wage should be paid to him while he is enrolled as a student. After he leaves school, he should be paid according to the kind of work he does.

Note: Evaluate the students at least weekly to see if desired learnings are being developed.

Instructional Aids and Materials

Behavioral Objectives

find materials and complete a work assignment in a given period of time

Activities

These are two examples of a routine which a student may be expected to follow to complete a work assignment.

Work Assignment Mop the floor (Allot a certain length of time for this job.)

1. get the mop
2. get the mop bucket
3. fill bucket one-half full of water (warm or hot)
4. measure detergent or cleaner
5. add detergent to water
6. measure disinfectant
7. add disinfectant to water
8. put mop in water and get entirely wet
9. wring out mop
10. mop a small area of floor
11. rinse out mop in bucket
12. wring out mop
13. mop another small area of floor, etc.

Clean and Polish Shoes (Allot a certain length of time to polish one pair or a certain period of time to clean and polish several pairs of shoes.)

1. get shoe shine kit
2. get shoes to clean and polish
3. brush remaining mud from shoes
4. wipe off dust with cloth
5. polish one shoe and set aside to dry
6. polish other shoe and set aside to dry
7. shine shoes with cloth or brush
8. put away shoes
9. put away shoe shine kit

Field Trips

The student should go on field trips to:

see people help others

Emergency Services (Ambulance, Rescue Squad)	Public Health Department
Fire Department	Dentist's Office
Police Department	Animal Hospital
Doctor's Office	Hospital

Instructional Aids and Materials

Note: The most important factor in work activities is a regular routine. The teacher should establish her own and follow it for best results in training TMH for future jobs.

Note: Be sure each tool or material has a specific place so the students can easily locate it.

mop
bucket
water
detergent
disinfectant
measuring cup
(regular routine to follow)

Shoe shine kit containing shoe polish, shining brush or cloth, brush or stick for cleaning, cloth for wiping off dust

Note: Set up rating scales to determine if student is really learning the names of tools, their use and the correct routine for each school job.

Note: Field trips are a very important part of the education and training of the TMH. They can serve as introductory materials for community service or suggestions for jobs.

Behavioral Objectives

watch many people work at many kinds of jobs

Activities

- beauty shop
- barber shop
- motel
- hotel
- gas station
- car wash
- dairy
- laundry
- cafeteria
- restaurant
- drive-in
- small grocery store
- large grocery store
- drug store
- hardware store
- variety store
- discount store
- clothing store
- shoe store
- Electrical appliance store (selling and servicing)
- disposal plant

identify some jobs they can do

sheltered workshops
Goodwill Industries
(other related businesses in your community)

Films
Filmstrips

Invite someone from the Bus Transportation Company to come to school and explain bus service and proper conduct while riding on a public bus. This will make the bus company aware of TMH students who will be riding the bus with and without supervision. He in turn, can alert the drivers to report undesirable behavior to the teacher.

Transportation Skills

The student may be able to:
identify a specific bus stop

Take many field trips which may be reached by public bus. Some arrangements will have to be made with the school to provide some financial help in buying bus tokens.
Decide on a specific field trip. Take the trip by bus and return to school. As you wait at bus stop and return to bus stop, notice buildings and other landmarks which will make it easier for students to locate it.
Next day appoint a leader to take the group back to the bus stop where the bus was boarded before.

Instructional Aids and Materials

Careful planning should be done with the managers of various businesses. This is an excellent opportunity to show employers that TMH students are well-behaved and dependable.

Some of the jobs you can do when you are riding a bus are:

1. busboy
2. dishwasher
3. steam iron attendant
4. dishwashing machine operator
5. waiter
6. waitress
7. salad maker
8. sandwich maker
9. cook's helper
10. custodian
11. car wash attendant
12. yard boy

(See Suggested Materials at end of skill area)

Note: Arrange an evening meeting for parents and ask the manager of the bus company to explain the services they can provide for TMH youngsters and the bus stop that must be set on their conduct while riding the bus.

Field trip
Bus schedule for all parts of city

Note: Let your field trips include trips to areas in each child's home environment so he will be aware of bus service near his home. Teacher must always accompany children on bus trips.

Behavioral Objectives

identify the right bus for a short trip

pay for his fare and get transfer when necessary

conduct himself properly while on bus

signal when ready to leave bus

recognize home bus stop

Activities

Set up a "mock bus." Let the "bus driver" hold up a sign from the front of bus to identify the correct bus to board. If the student identified the correct sign, he "boards the bus." If not, he must wait for another turn.

Set up a mock bus. Use real money to pay bus fare. Buy bus tokens from "bus driver." Practice giving the correct change or learn what change you should receive.

Go on a short bus trip and let each child pay his own fare. Go on a long bus trip where transfers are needed. Get transfers, leave bus and board another bus.

Set up a mock bus. Practice the following behavior on the bus.

1. Wait until bus stops before trying to board it.
2. Smile and speak to driver as you pay your fare.
3. Smile and greet friends as you are finding a seat.
4. Sit on seat while bus is in motion.
5. Do not move from one seat to another.
6. Keep hands and head inside bus.
7. Keep talk and laughter low.
8. Do not talk with strangers or accept food from them.
9. Get off bus only at your regular stop.
10. Go immediately to work/stop or home.

Act out skits regular students presented in classroom. Give individual opportunities for students to show correct procedure for riding public bus.

Invite parents to school to observe bus routine set up on "mock bus" in classroom.

Set up mock bus. Tie a card between two chairs. Attache a bell to it so it will ring when the card is moved. Have leader stand in front of "bus" and hold up street signs. Practice pulling signal cord for student's bus stop.

Set up mock bus. Arrange a chair for each student. Make paper hats for driver, men and women. Let each student board the bus when driver holds up his street sign. After all students have boarded the bus, appoint a leader to stand in front of bus and hold up street signs.

Instructional Aids and Materials

Mock bus with "driver"

Note: Check with bus company to see if they have extra bus identification cards (found on front of bus) which they will give you. If not make large tagboard ones, using all the words needed for buses the students will be riding.

Mock bus

Real money

Tokens

Short bus trip

Long bus trip using transfer

Mock bus and "driver"

Note: Ask students from regular classes to come to your room to demonstrate proper conduct on bus. Also ask them to show rude and disorderly conduct so that the "bus driver" must become angry and remove them from the bus.

Mock bus

Cord tied between two chairs

Small bell

Note: This activity will be practiced only after students have made trips to and from their home areas under the supervision of the teacher.

Behavioral Objectives

A student can only get off the bus when he recognizes his street sign and is able to signal for bus to stop.

Invite parents to school to watch this activity. Encourage them to make bus trips with their student and observe that he can recognize the home and school bus stops.

Independent Travel

Review Transportation Skills several times per week. Expect each child to come to school on public buses the last 8 weeks of school, when he has reached the age of 16 and will be going into a Sheltered Workshop-Activity Program. Invite parents to school to observe the following routines for Independent Travel.

The student will be able to:
get to work on a public bus

Practice the following steps:

1. Get to the bus stop on time. Remind parents that a TMH student may board the first bus which comes along if he has missed his bus.
2. Look at the name on the front of the bus.
3. If it is your bus, get on and pay your fare.
4. Sit down and conduct yourself properly while on bus.
5. Signal when you are ready to leave bus.

observe safety rules in reaching place of employment

Practice the following steps:

1. Observe the traffic signals STOP, GO, WALK, DON'T WALK.
2. Never cross in the middle of the street.
3. Remember that emergency equipment always has the right of way.

seek help if he needs it

Solve the following problems:

1. Someone is bothering you on the bus. Tell the driver.
2. Someone is following you. Contact police, go to someone's home, knock on the door and ask them to call the police.
3. Lose bus money or token. Knock on someone's door or go in place of business and ask them to call your parents.
4. You get off at the wrong bus stop. Knock on someone's door or go in place of business and ask them to call your parents.

Instructional Aids and Materials

This activity can prepare the student for independent travel by public bus.

Note: Many parents will be concerned over their TMH child riding a bus alone. Many parents may refuse to allow their child to ride unsupervised. Invite the parents in for conferences and make frequent home calls to discuss this problem.

Note: This must be a cooperative project between parents and teachers. Unobserved by student, mother may follow child to school bus stop until she feels he can travel independently. Then the teacher, unobserved by student, can follow student to workshop in her car.

Note: Notify the bus company when TMH students will be traveling alone and ask them to report any questionable behaviors.

Set up mock situations as needed for the various demonstrations for parents

Mock situations as needed for demonstrations for parents

Note: For this program to be successful teacher must:

1. make daily calls to parents reporting success and failure
2. make weekly home calls or invite

Behavioral Objectives

Activities

5. Other problems related to your own group.

Contact your State Vocational Rehabilitation office for evaluations of students who have reached the required age for placement in workshops and other facilities.

Instructional Aids and Materials

3. contact satisfied parents and ask them to talk with parents who are not sold on your program
4. be a good listener as well as an advisor

ECONOMIC USEFULNESS
Suggested Materials and Equipment

Community Playthings
Rifton, New York

- Food cabinet
- Woodworking tools
- Safety Play Traffic Signs (signs and bases)

R. H. Stone Products
18279 Livernois
Detroit, Michigan 48221

- Playskool Village for Community Study
- Set of Large Community Helpers
- Life size Community Helpers
- Playskool Workbench
- Pounding Bench (mallet and pegs)

David C. Cook Publishing Company
Public and Private School Division
Elgin, Illinois 60120

- Home and Community Helpers Pictures
- My Community Pictures
- Puppet Playmate Boards (community helpers)

American Guidance Services, Inc.
Publishers Building
Circle Pines, Minnesota 55014

- Peabody Developmental Kit, Level P

Dinuba, California Public Schools
Dinuba, California

- Fern Tripp Safety Signs Folder

Mountain Bell Telephone Company
local

- Tele-a-Trainer Sets
- Movies and Stories

Creative Playthings

Princeton, New Jersey

Junior Handyman wood tool box
Hammer and nail design kit
Wood nuts and bolts construction set
Bolt tight set (screw driver and nuts, bolts, washers)
Miniature village with streets and buildings

New Mexico Division of American Auto Association

1516 San Pedro N.E.
Albuquerque, New Mexico 87110

Excellent posters and stories on safety

MOVIES AND FILMSTRIPS

How Machines and Tools Help Us -- Coronet Instructional Films

MUSIC AND RECORDS

(See music books and records listed in Suggested Materials for Functional Academics and Self Help Skill Areas.)

Record --

Safety Can Be Fun

Summit Industries
P. O. Box 415
Highland Park, Illinois

Singing On Our Way -- Scott Foresman Co.

1. The Lawn Mower Song
2. The Scissors Man

BOOKS AND ARTICLES

Cortazzo, Arnold D. *A Guide for Establishing An Activity Program for Mentally Retarded Adults*
New York, New York: National Association for Retarded Children, 1963

Kakoska, Charles J. and Schmidt, Alfred "Related Classroom Chores to Outside Jobs"
Teaching Exceptional Children, Fall 1969, pp. 27-28



Saenger, Gerhart *The Adjustment of Severely Retarded Adults in the Community*
New York, New York: Interdepartmental Health Resources Board, 1957

Tobias, Jack and Cortazzo, Arnold D. "Training Severely Retarded Adults for Greater Independence in Community Living"
The Training School Bulletin, 1963, 60 (1) 23-37

Suggested Home Jobs for Student

1. Put away toys.
2. Hang up clothing.
3. Empty waste baskets.
4. Clear dishes from table.
5. Pick up newspapers and put in waste basket.
6. Put magazines in magazine rack.
7. Put books on book shelf.
8. Put dirty clothes in hamper.
9. Do simple dusting.
10. Water plants.
11. Dry dishes, pots, and pans.
12. Wipe silverware.
13. Hang up pans by handles.
14. Empty ashtrays.
15. Put night cover on night pan and place in designated place.
16. Set the table.
17. Use small broom and dustpan.
18. Find food in grocery store by looking at pictures.
19. Put away canned foods from store.
20. Make bed.
21. Run vacuum cleaner.
22. Sweep driveway and patio.
23. Bring in wood.
24. Sort magazines according to size.
25. Fold and stack newspapers.
26. Wash windows with help.

FILMSTRIPS

Churchill Films

662 North Robertson Boulevard
Los Angeles, California 90069

Fathers Work

My Dad is a Carpenter
My Dad is a Moving Man

My Dad Works in a Shoe Store
My Dad Works in a Factory
My Dad Works in a Supermarket
My Dad Works in a Service Station

Mothers Work Too

My Mother is a Waitress
My Mother is a Dental Assistant
My Mother Works in a Bank
My Mother Works in an Office
My Mother Works in a Drug Store
My Mother Works at Home

FILMSTRIPS AND RECORDS

Avid Corporation

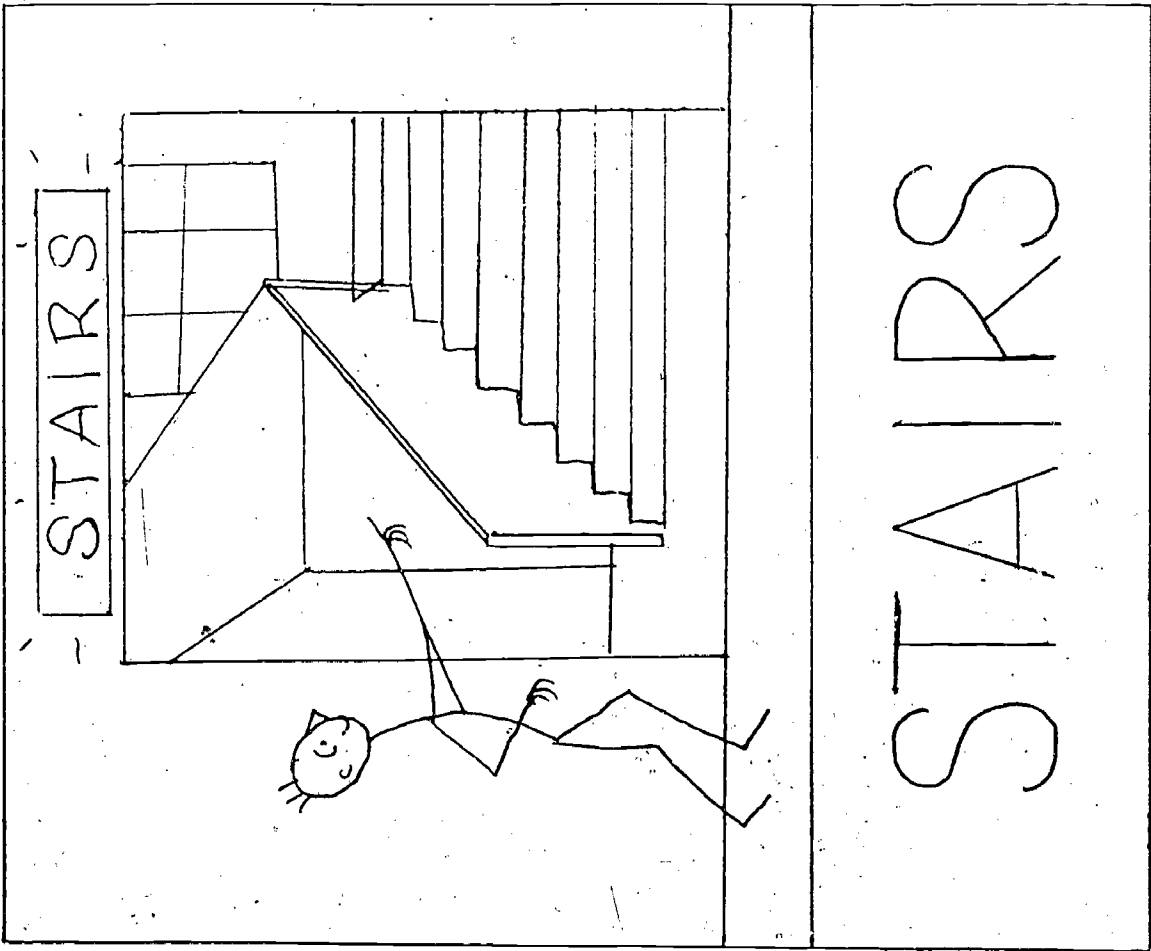
Instructional Systems Division
10 Tripps Lane
East Providence, Rhode Island 02914

Occupational Job Attitudes (especially for Mentally Retarded)

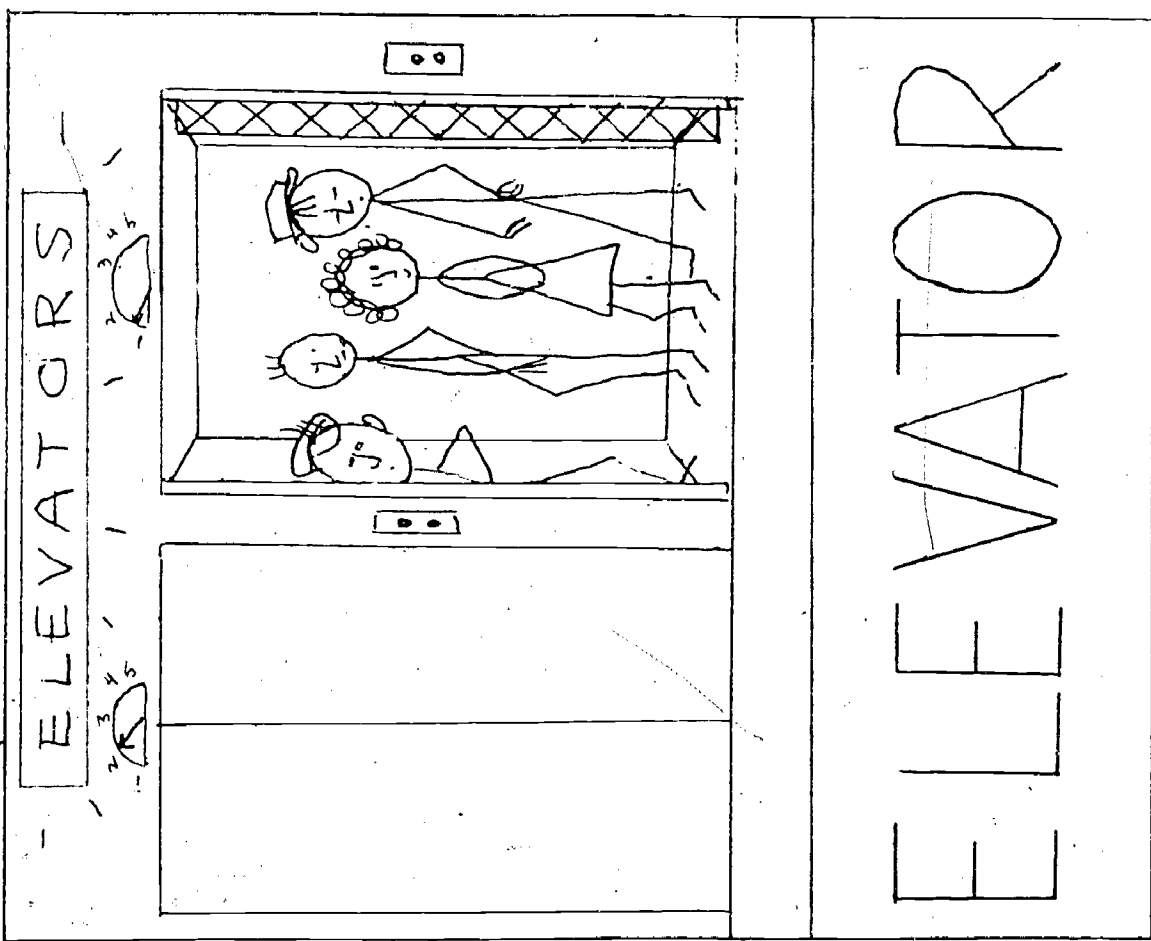
WORDS FOR DAILY LIVING.

The words illustrated on the following pages are those that appear to be most needed by the TMH person as he or she begins to participate in community life at the Prevocational and Vocational Preparatory levels. These drawings may be mounted on tagboard and laminated for classroom use. They may be mounted and made into Language Master cards for additional drill by the student himself. Teachers will think of many different ways to use these cards.

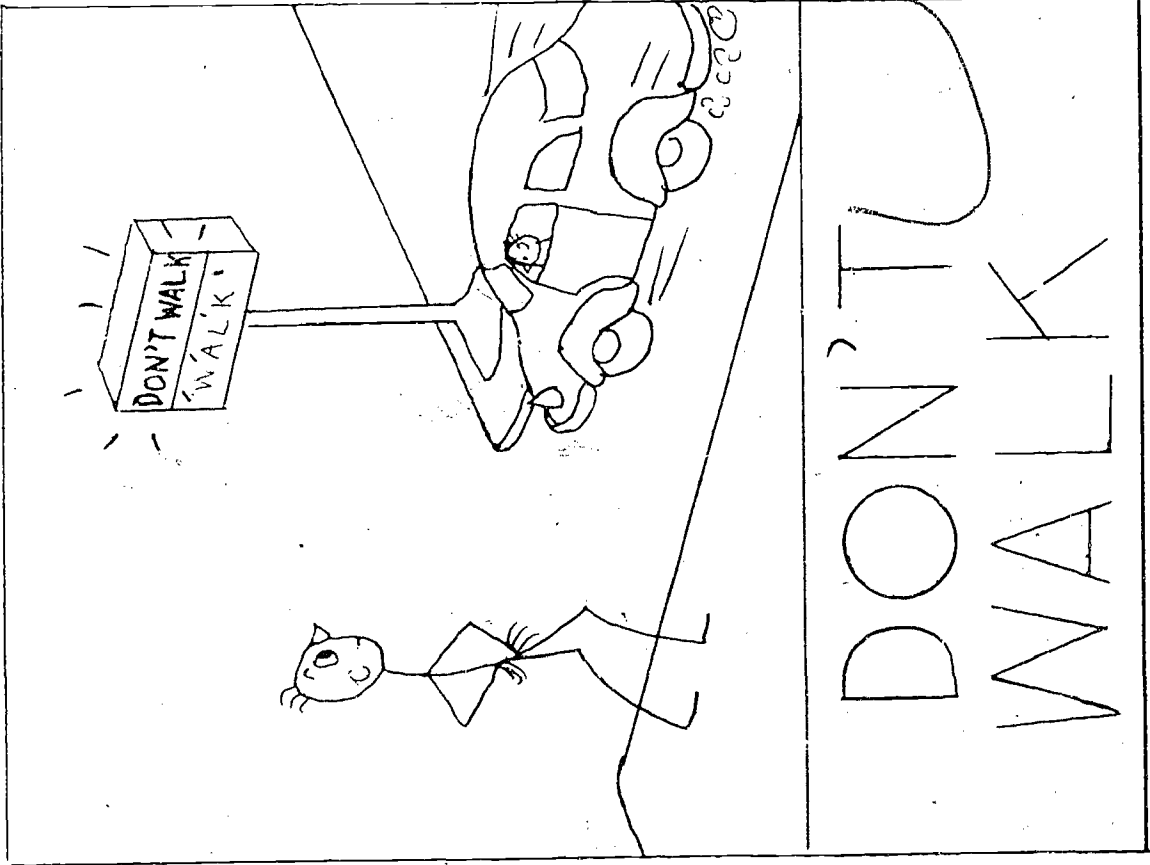
One teacher of prevocational TMH students has made a wallet-sized picture dictionary using drawings and words so the student has a guide with him at all times.



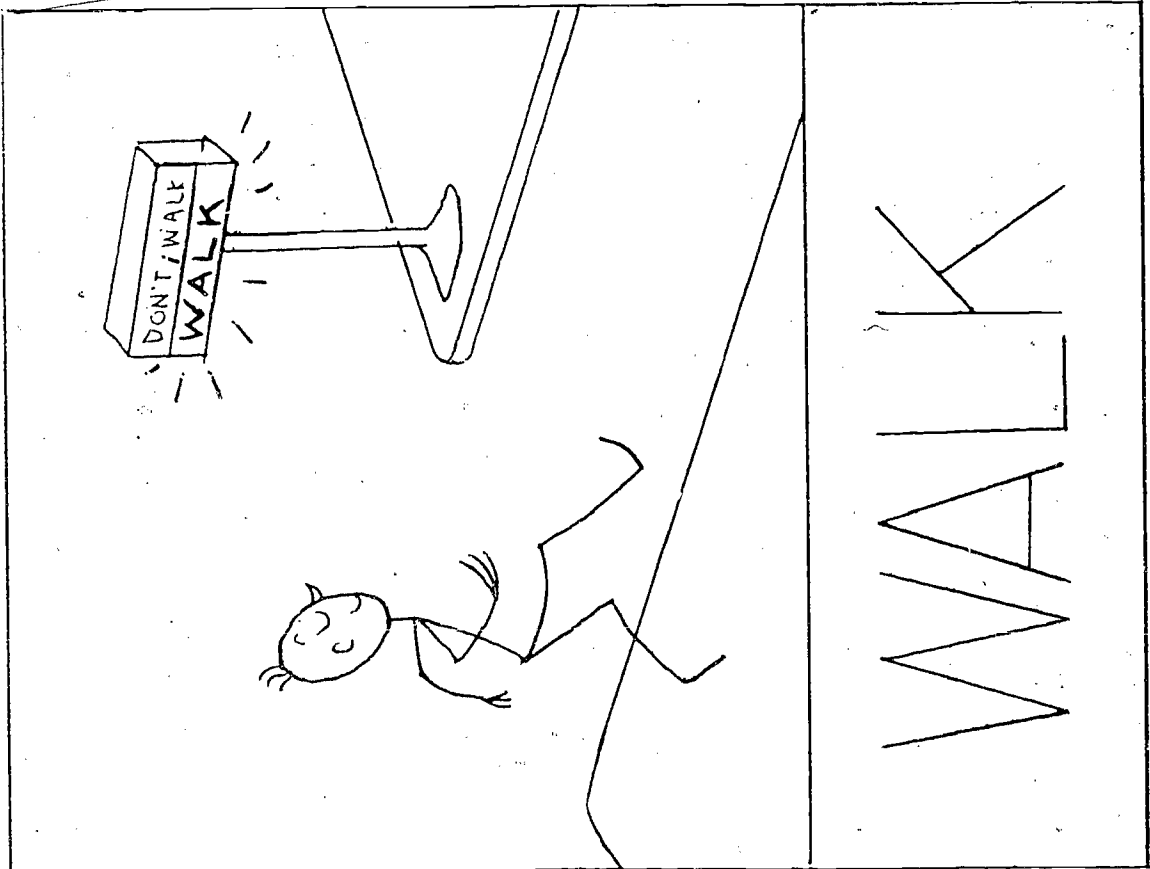
STAIRS



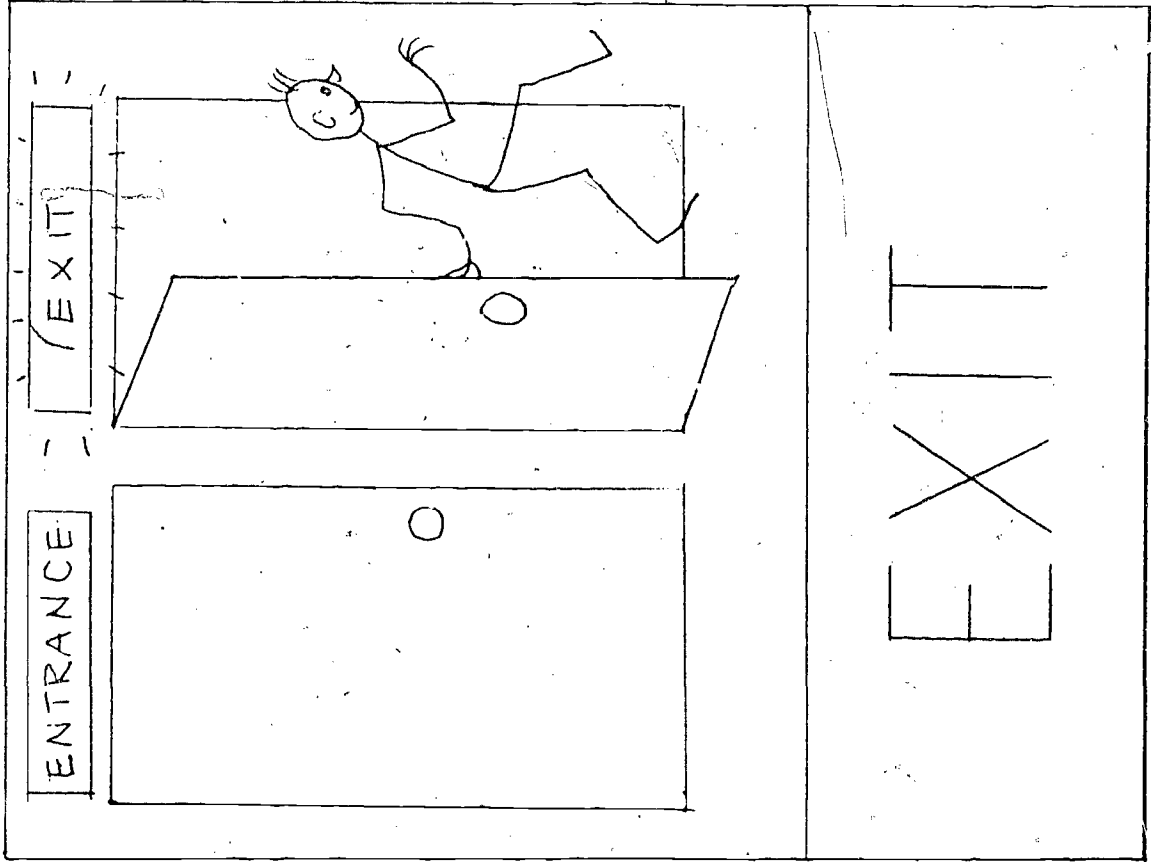
ELEVATOR



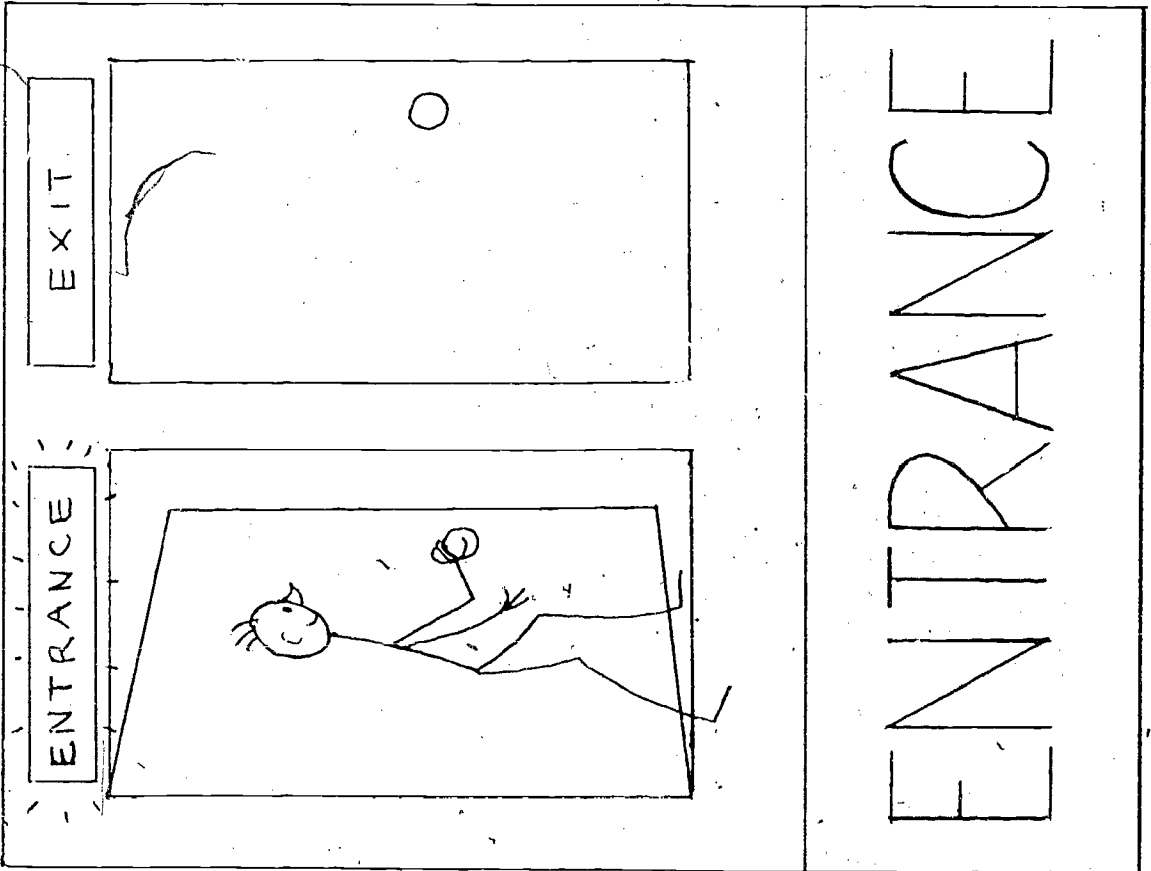
DON'T
WALK



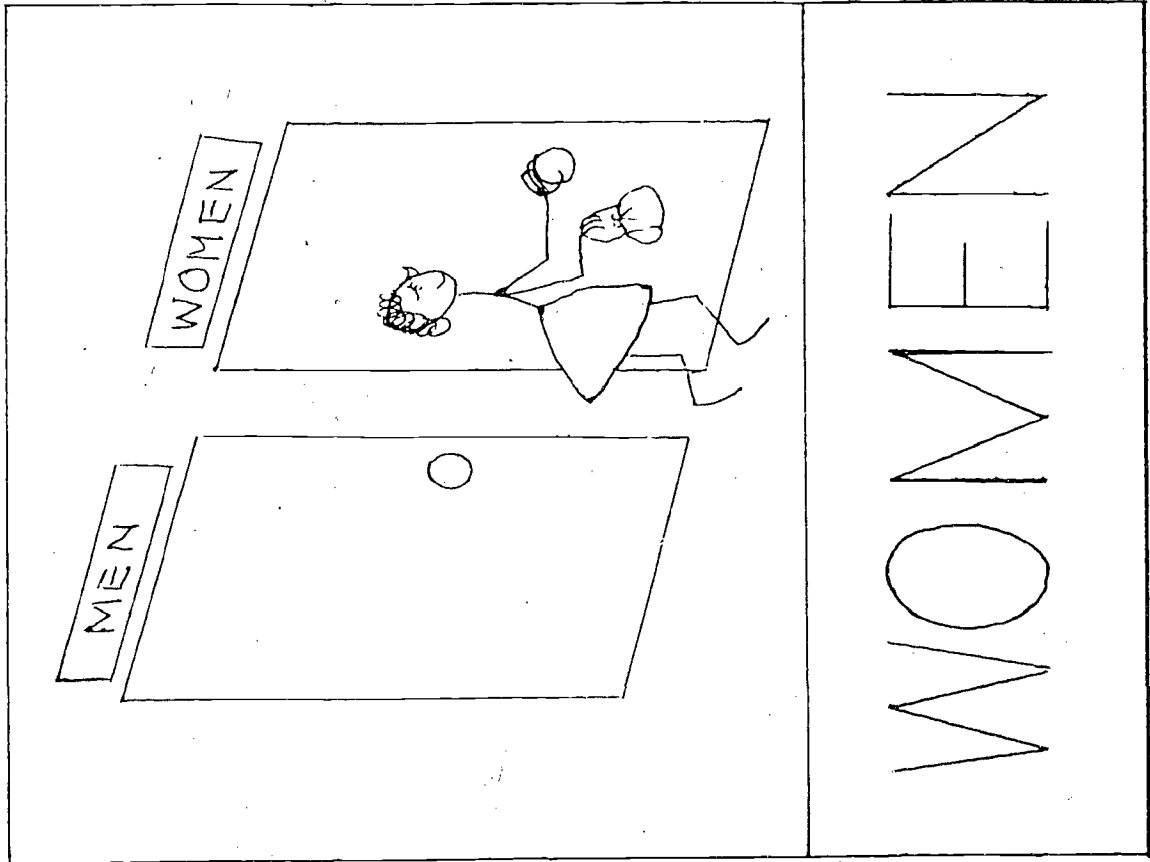
WALK



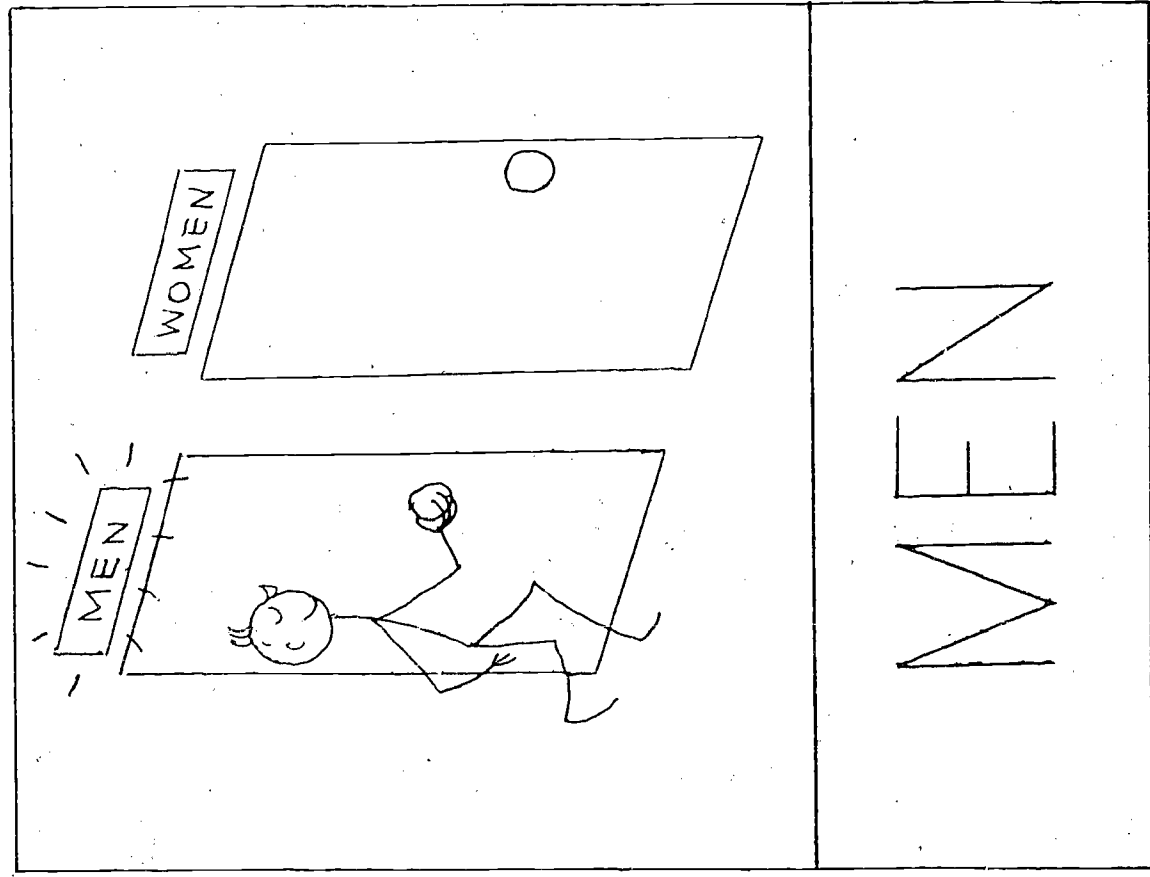
EXIT



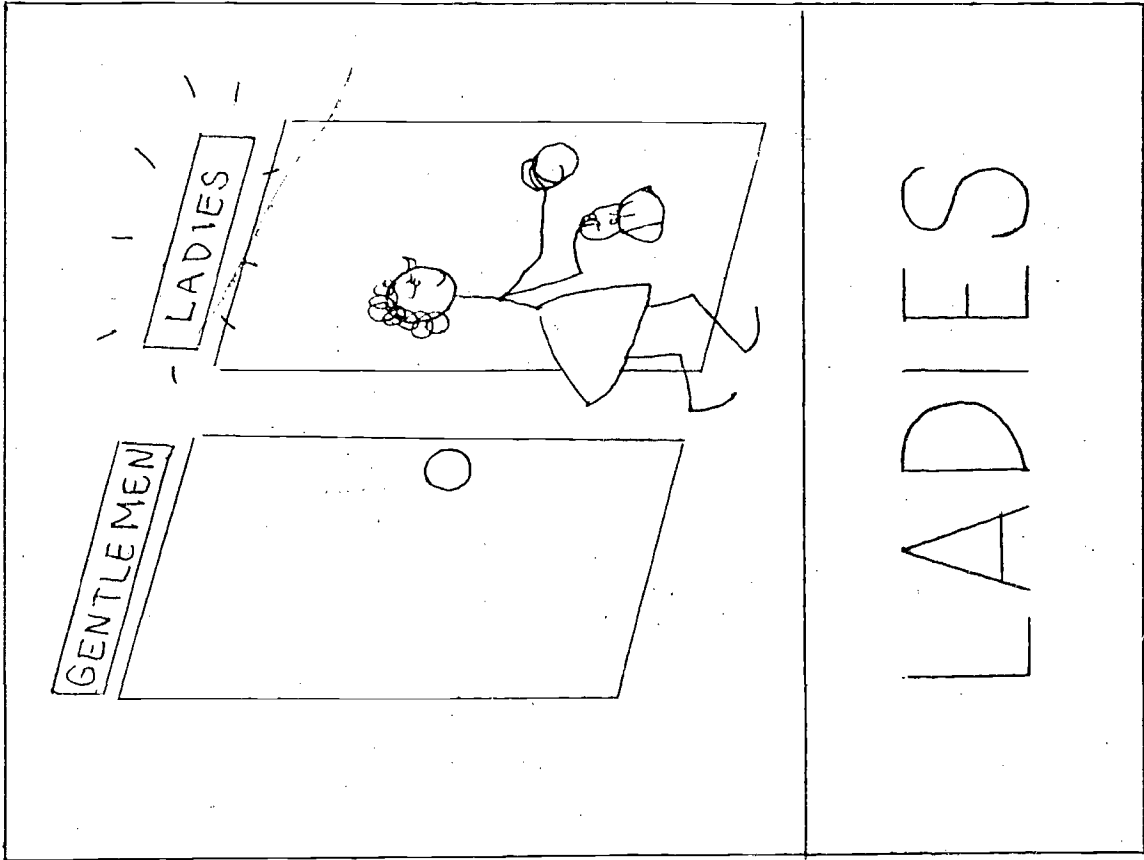
ENTRANCE



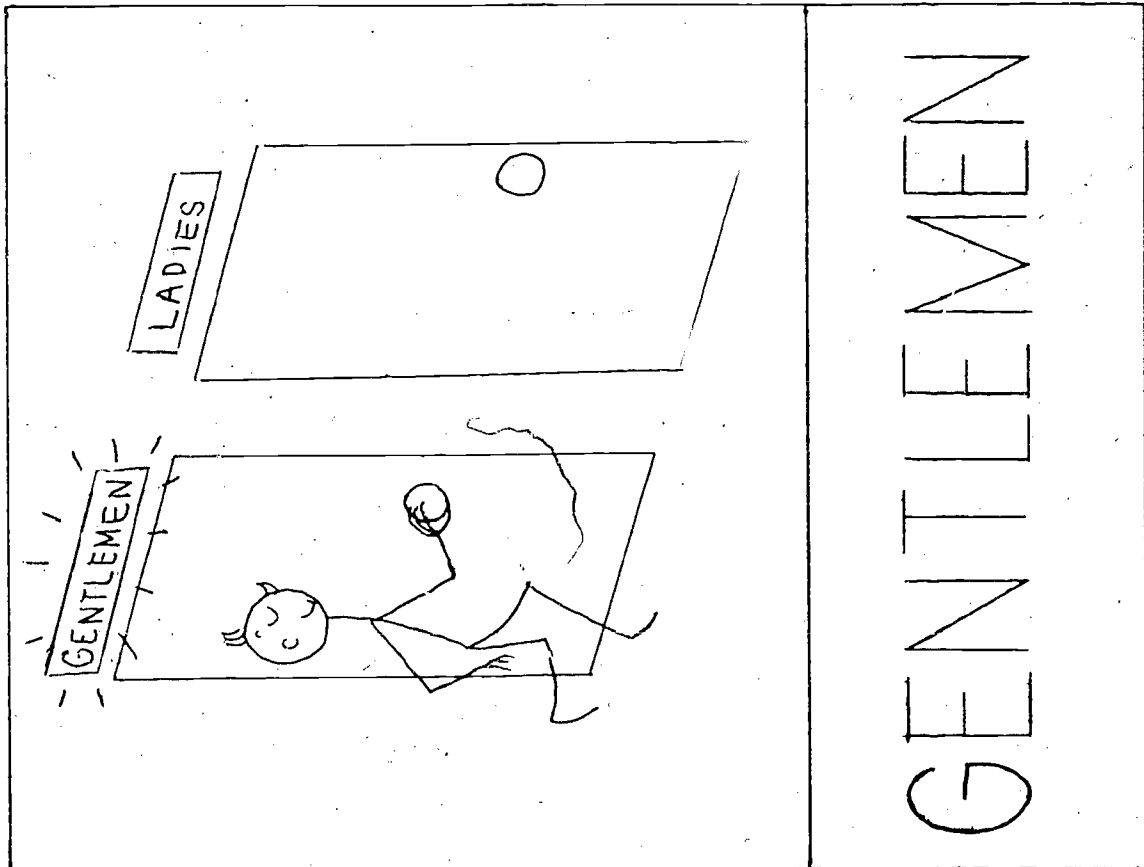
WOMEN



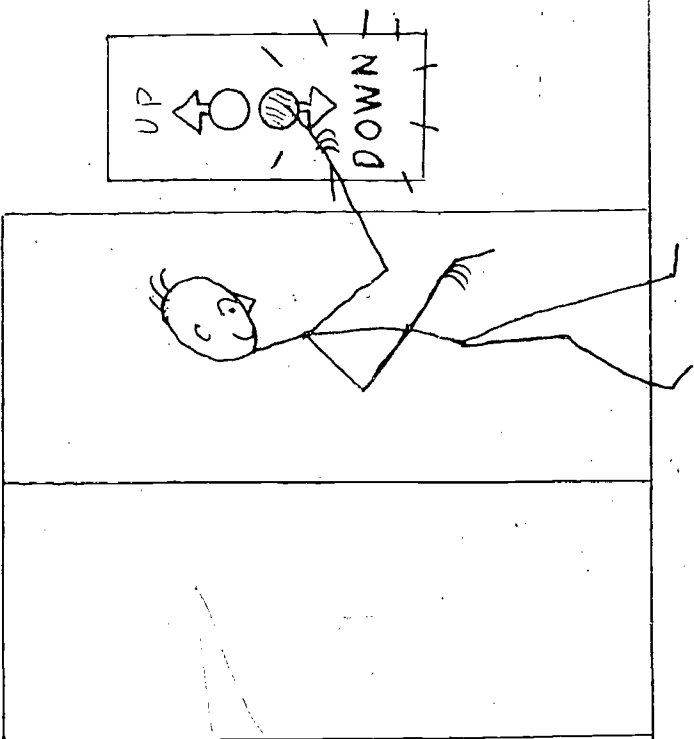
MEN



LADIES

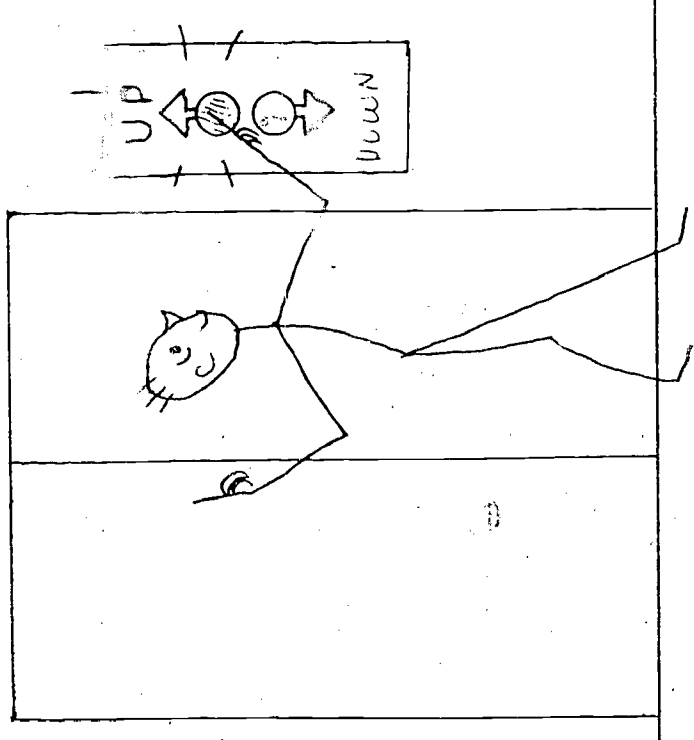


GENTLEMEN



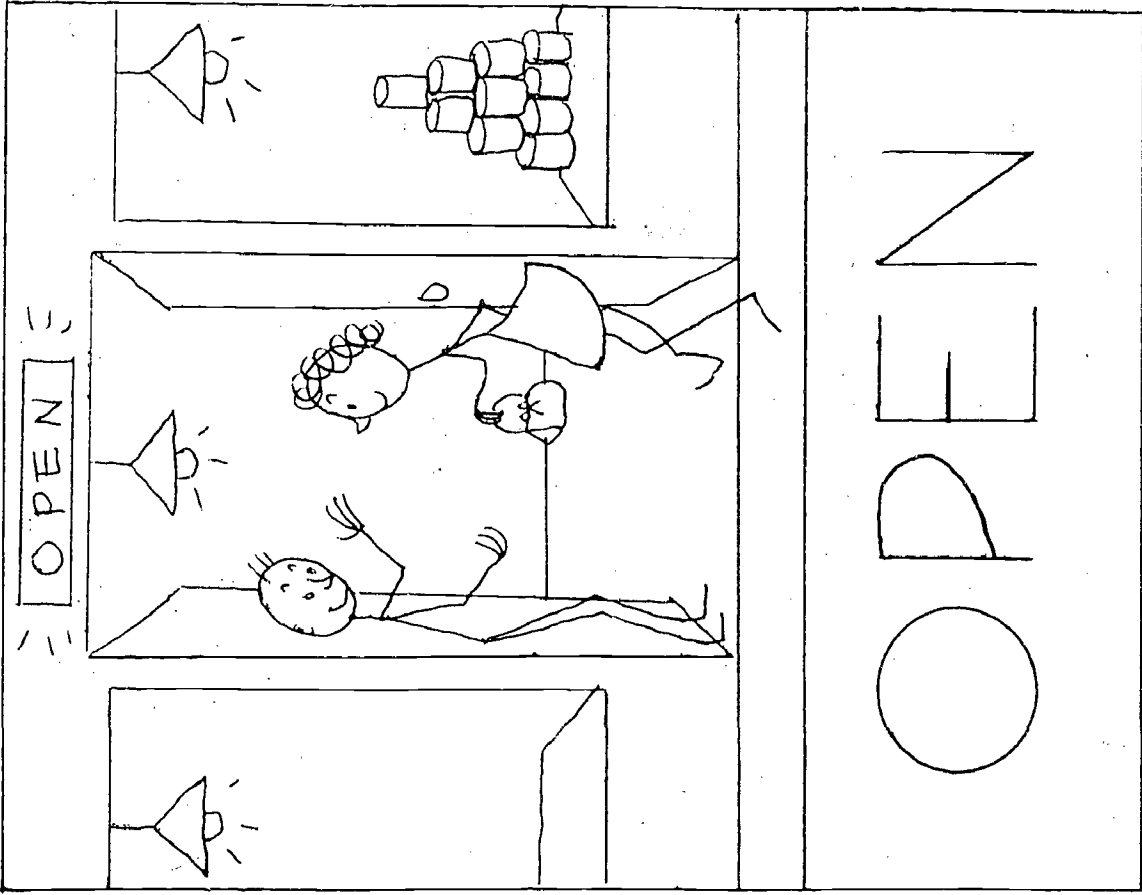
A stick figure is shown pointing to a sign. The sign has the word "UP" on the left with a left-pointing arrow, a circle in the middle, and the word "DOWN" on the right with a right-pointing arrow. To the left of the figure is a diagram of a hand with five fingers numbered 1 to 5.

DOWN

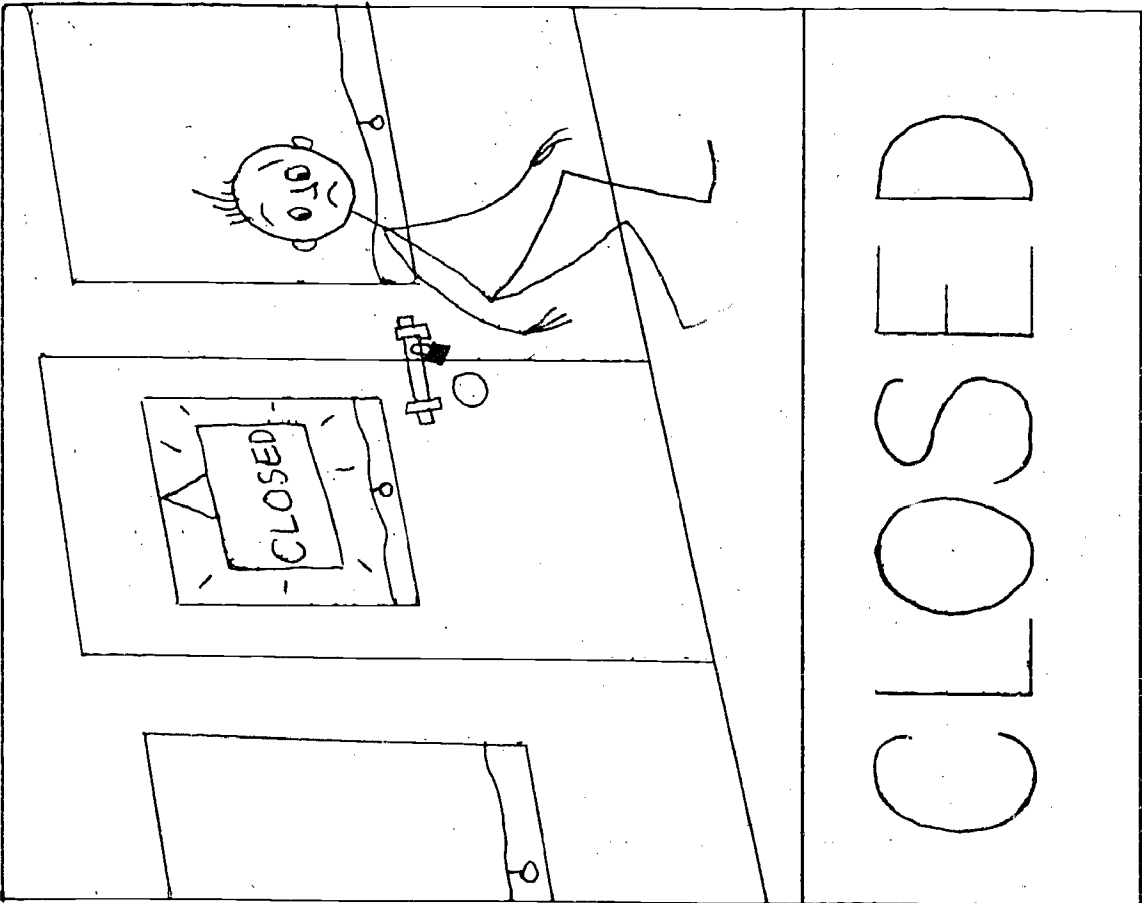


A stick figure is shown pointing to a sign. The sign has the word "UP" on the left with a left-pointing arrow, a circle in the middle, and the word "DOWN" on the right with a right-pointing arrow. To the left of the figure is a diagram of a hand with five fingers numbered 1 to 5.

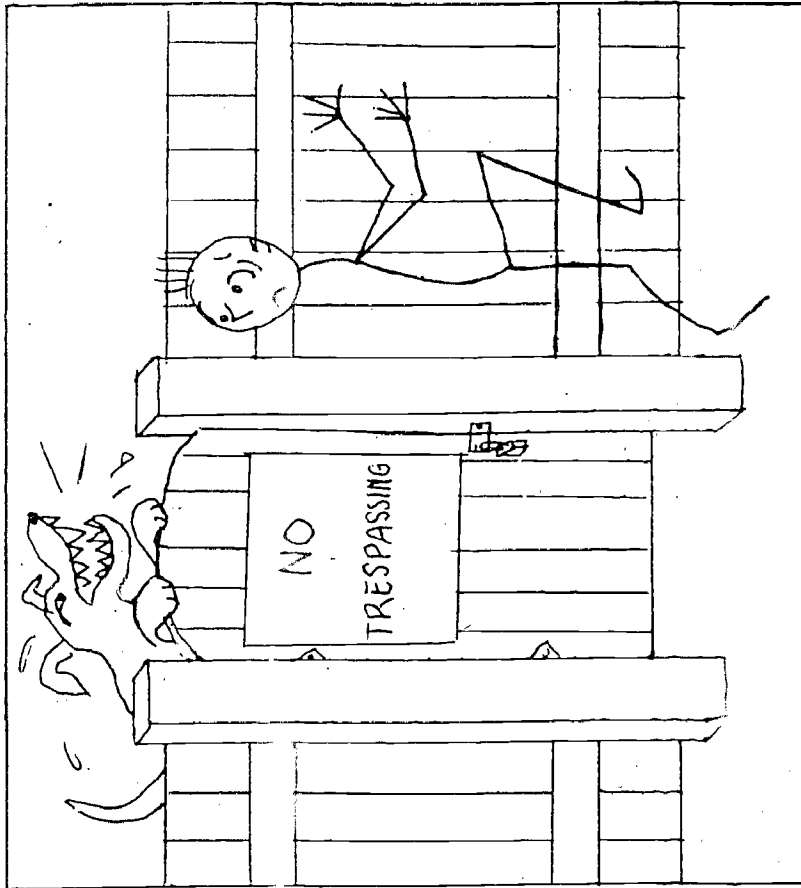
UP



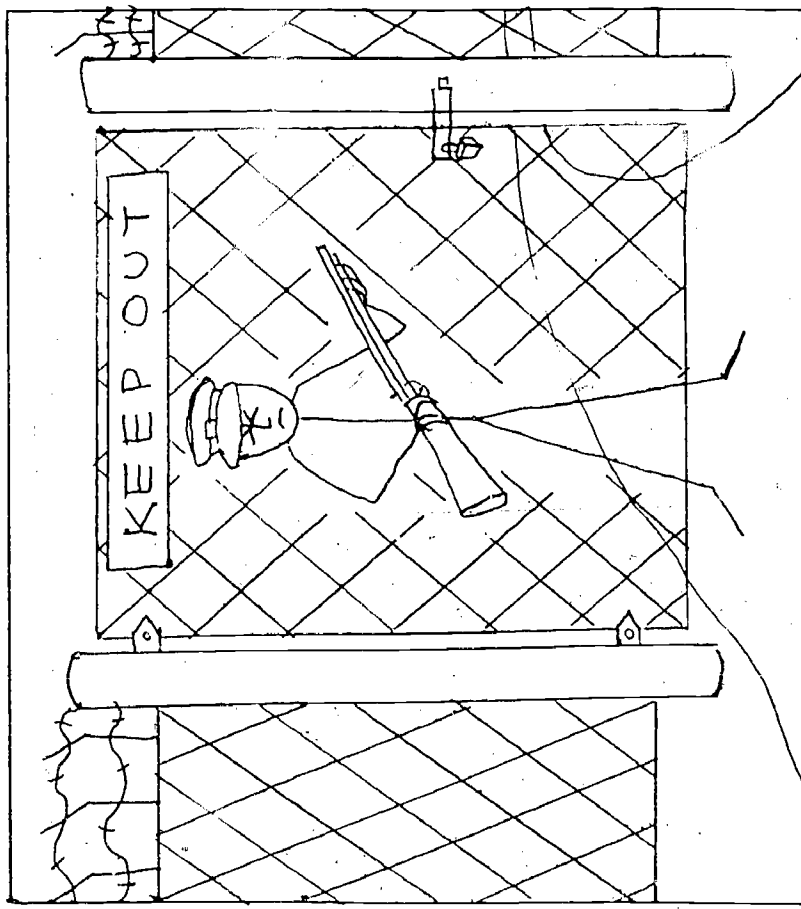
OPEN



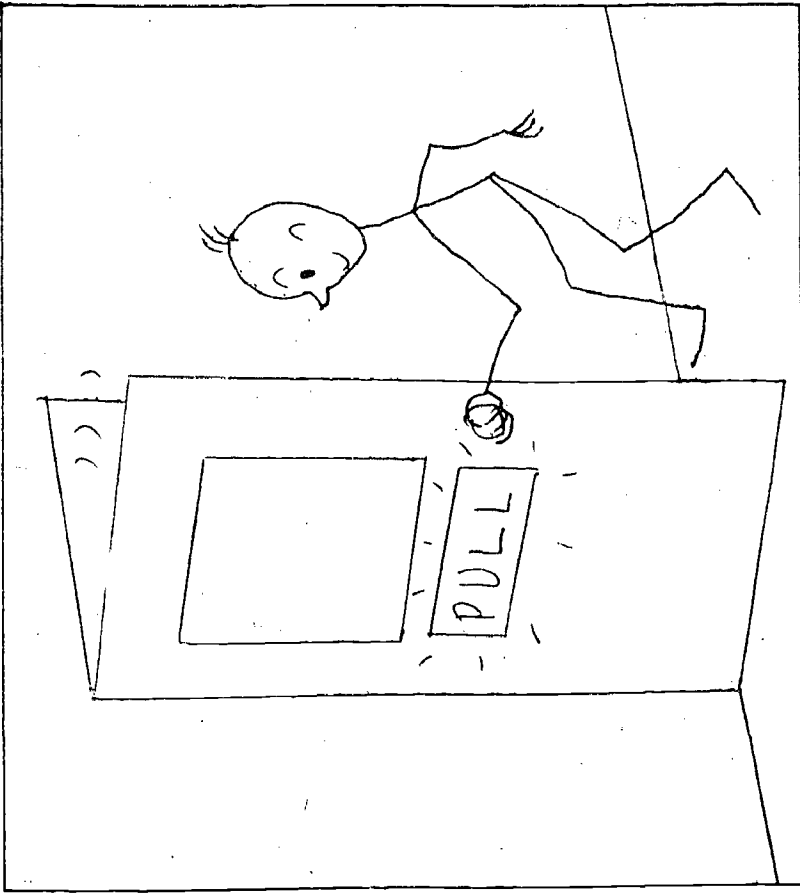
CLOSED



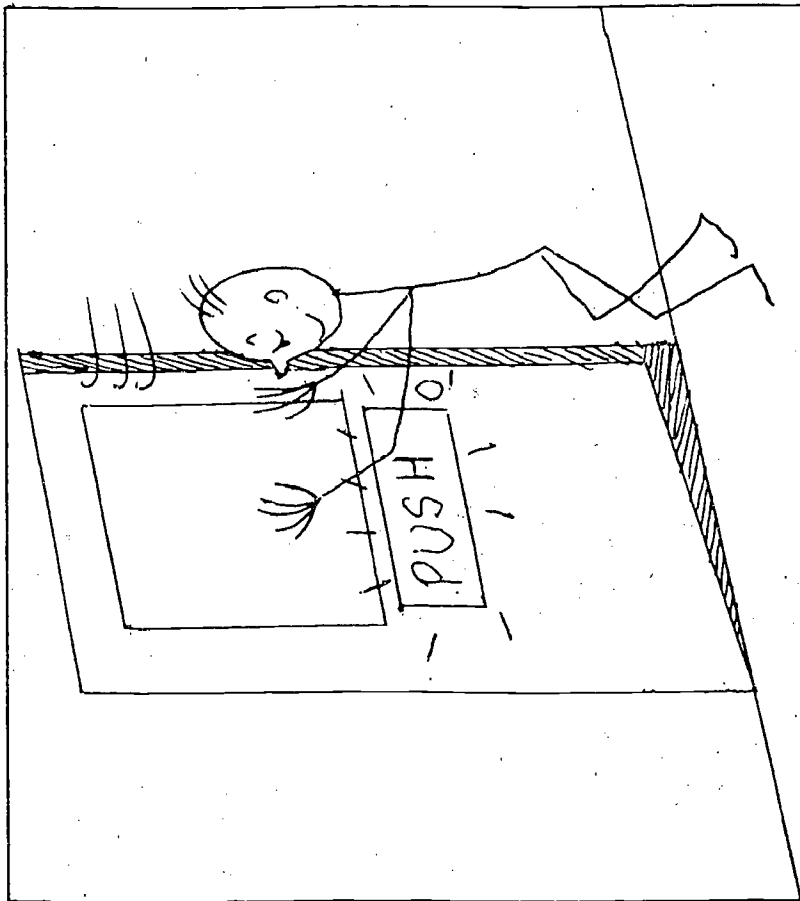
NO
TRESPASSING



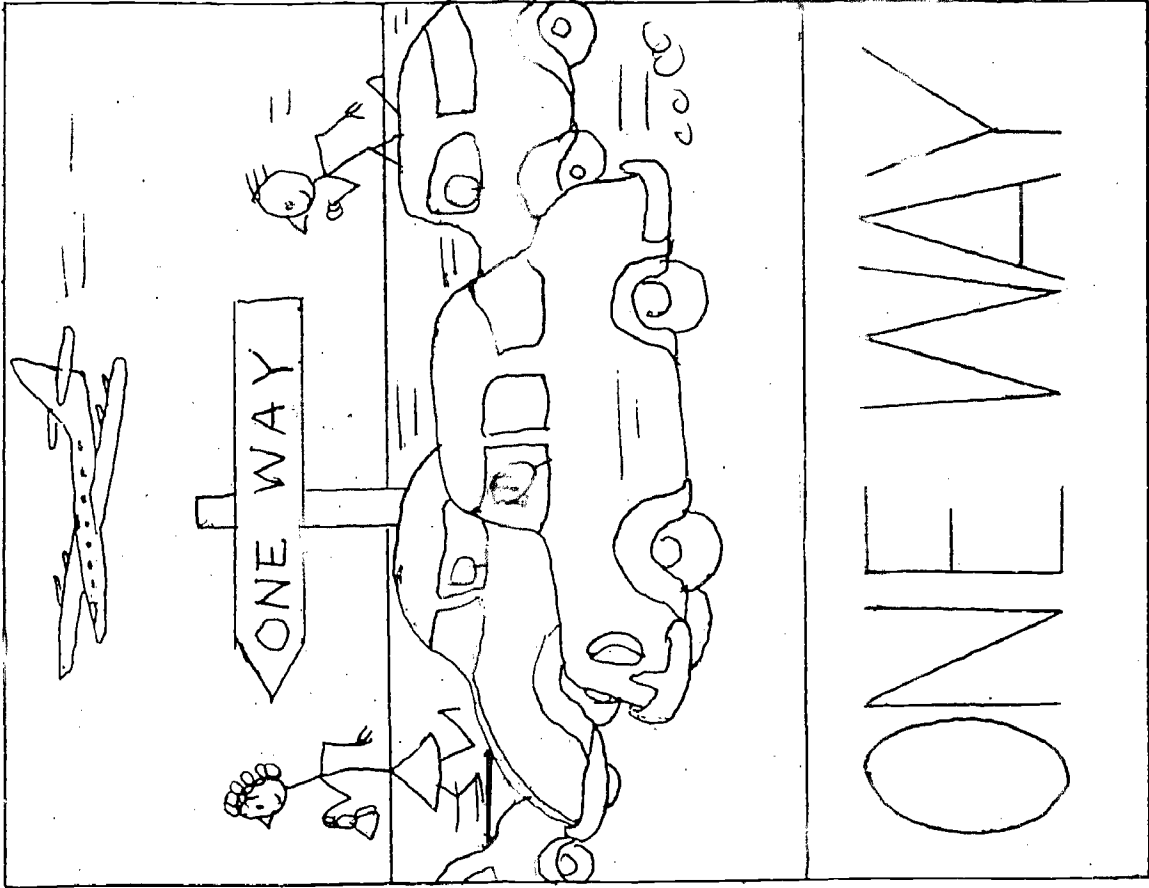
KEEP OUT



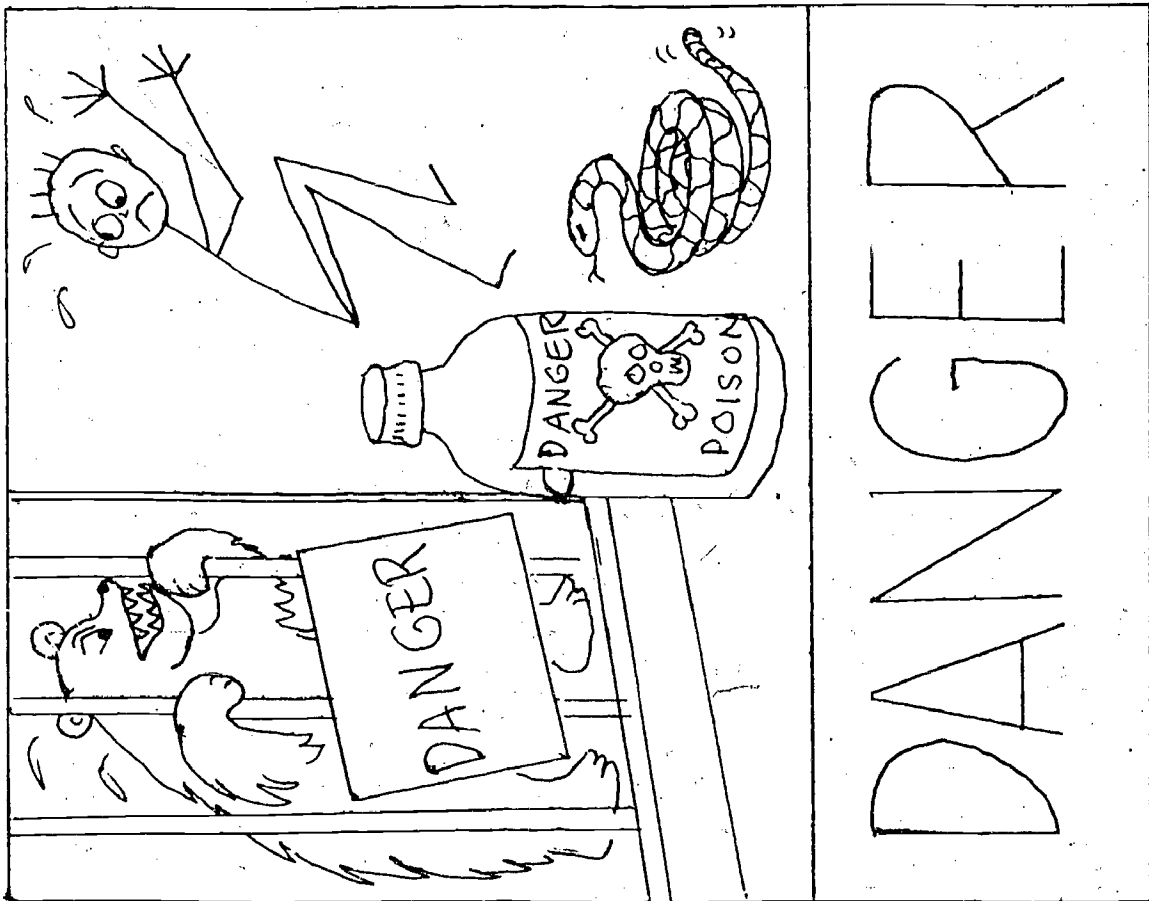
PULL



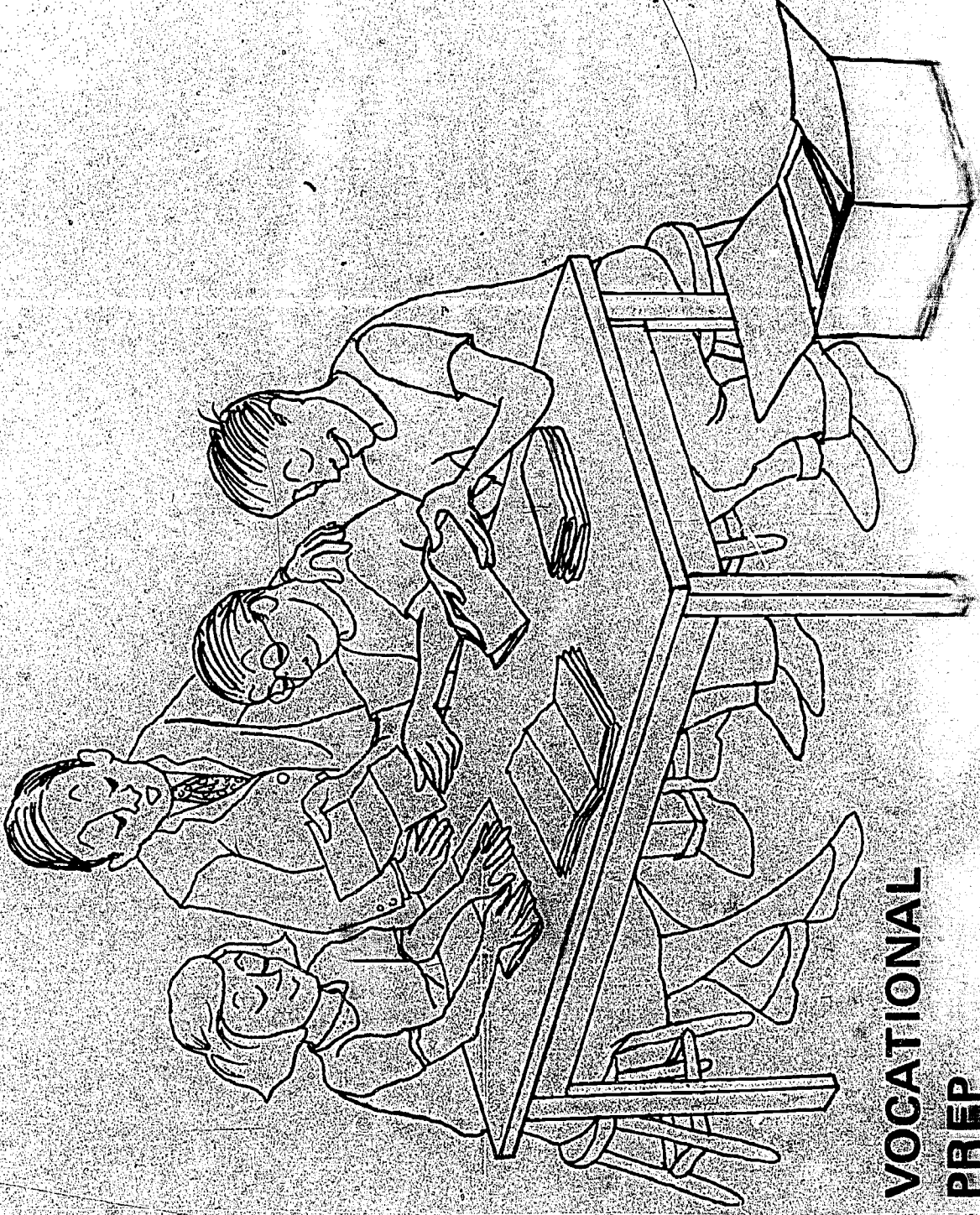
PUSH



ONE WAY



DANGER



**VOCATIONAL
PREP**

VOCATIONAL PREP

At the Vocational-Prep level, all students should be tested and screened by the Vocational Rehabilitation Service. Test results should be reviewed by the students' pre-vocational teachers and by the vocational rehabilitation counselor. Those students not ready for work in the Sheltered-Workshop should continue with job training and a school program (see Schedule I). Other students who appear ready to sustain a six to eight hour work day in the Sheltered Workshop should be placed on a job there (see Schedule II). Those students who are unable to do either of the above should be assigned to the Activity Center (see Schedule III).

The public school system bears the major responsibility for training the TMH student through age 21 after which time other community agencies must take on the responsibility of maintaining the TMH program. Through the combined efforts of the public schools and other community agencies a Training Center combining Sheltered Workshop and Activity Center may be established.

Area - All Skills
Level - Vocational Prep

C. A. 17.0 to 21.0
M. A. through 8.0

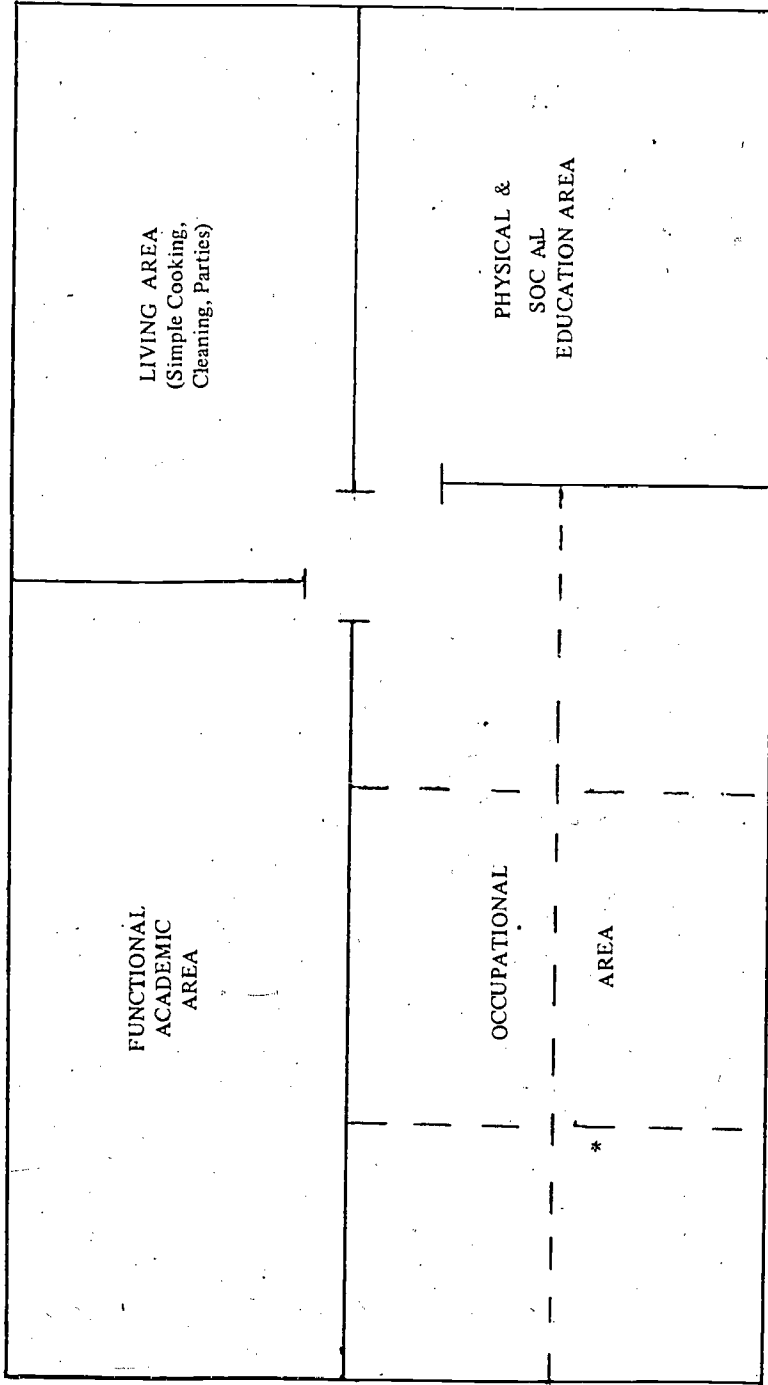
On the following pages two models of training and work facilities are shown. One is for the small community, making use of existing high school rooms which could be remodelled and used as a training center. One is for larger communities; it offers boarding facilities and is planned to accommodate post school workers as well as those for whom the public schools are still responsible.

Some students will be limited to participation in the activities program. For these students, part of the day should be spent in continuation of the program as it was set up on a pre-vocational level. This participation should continue until the vocational rehabilitation counselor and the teacher are sure that this student will be unable to participate in a workshop. Provision should then be made for him/her to enroll in the activity program on a full-time basis and live at home or board at the school, whichever is most appropriate.

The students who appear able to benefit from a work training program will be placed in the work training facility for half a day. During the other half day they will partake in a program of functional academics and social and recreational skills. Individual evaluation during the work training program will determine how long the student will remain with this procedure.

TRAINING CENTER, SHELTERED WORKSHOP & ACTIVITY CENTER
SMALL TOWN FACILITY

REMODELING OF EXISTING SCHOOL FACILITIES FOR DAY USE
(WOULD REQUIRE AT LEAST THE EQUIVALENT OF 4 CLASSROOMS)

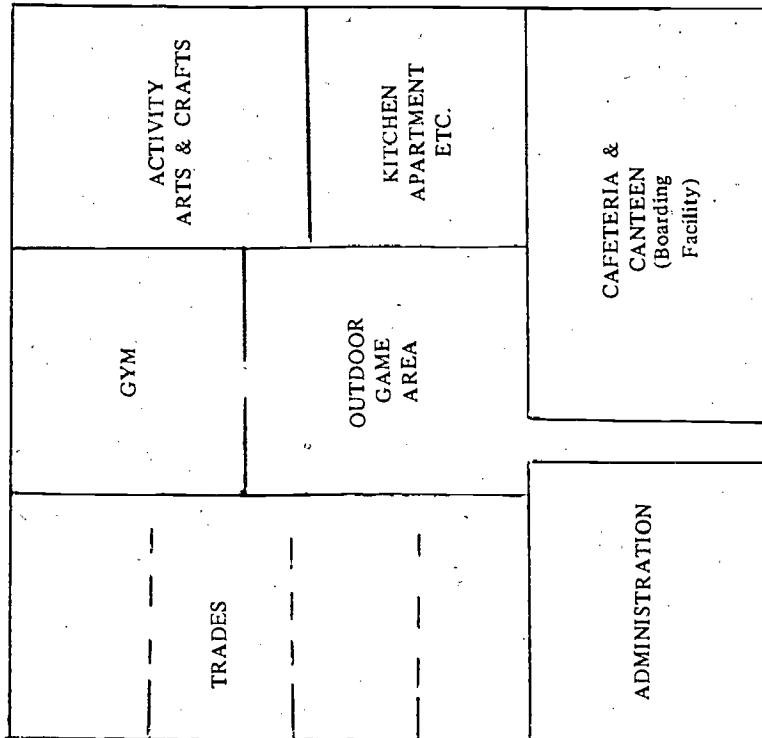


* DIVIDERS MAY OFFER A MORE FLEXIBLE USE OF SPACE, OR ACT AS A SUBSTITUTE IF 4 SEPARATE CLASSROOMS ARE NOT AVAILABLE.

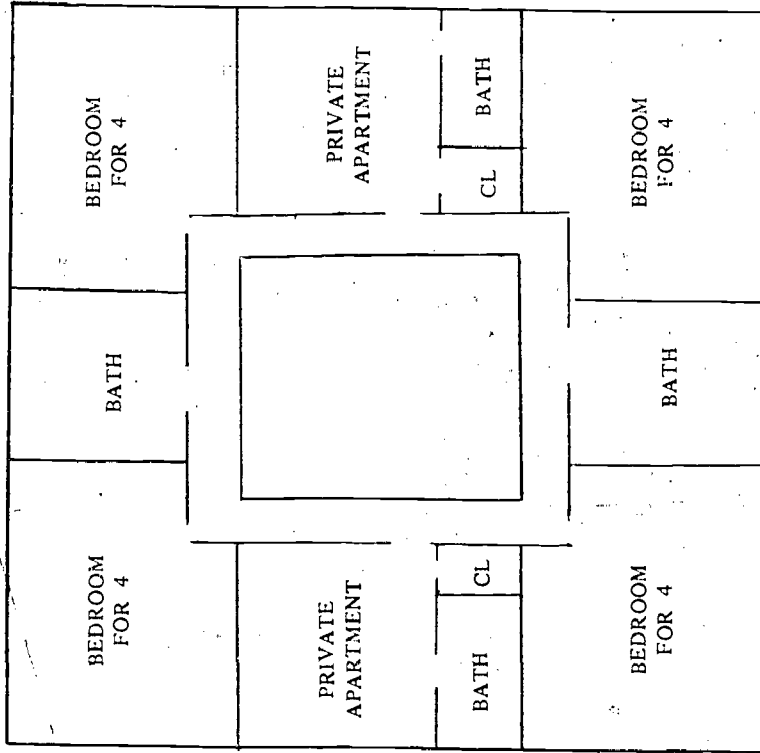
SUGGESTED STAFF:

- FUNCTIONAL ACADEMICS TEACHER
- SHOP "
- PHYSICAL EDUCATION "
- HOME ECONOMICS "
- PLUS AIDES AND STUDENT AIDES.

**TRAINING CENTER SHELTERED WORKSHOP & ACTIVITY CENTER
LARGE CITY FACILITY
WITH BOARDING ACCOMODATIONS**



1st FLOOR



2nd FLOOR (Or more)

ADDITIONAL FACILITIES MIGHT INCLUDE GARDEN AREA, HYDROPONIC GREENHOUSE, CHICKEN HOUSE, ETC.
THIS MAY BE A 2 OR 3 STORY BUILDING, OR OTHER LIVING QUARTERS MAY BE LOCATED NEARBY.

PROGRAM FOR SHELTERED WORKSHOP AND ACTIVITY CENTER

SCHEDULE I

For students learning vocational skills and continuing development in other skill areas.

SCHEDULE II

For workers who can assume responsibility for a 6 to 8 hour work day.

SCHEDULE III

For those unable to work but able to participate in activities.

SCHEDULE I

9:00 - 12:00 A. M. Program

12:00 - 1:00 Lunch

1:00 - 5:00 P. M. Program

9:00 - 9:15 Opening - discussion of plans for day

9:15 - 10:30 Functional Academics

Reading and oral language development - related to jobs, following directions, etc.
Arithmetic - making change and other skills

10:30 - 10:45 Break

10:45 - 11:30 Perceptual motor skills

11:30 - 12:00 Social, self help skills
Grooming

Preparation for lunch, wash up, etc.

12:00 - 1:00 Lunch

Recreation

1:00 - 1:15 Sign in or punch in at workshop
Discuss work assignment

SCHEDULE I (CONT'D)

1:15 - 3:00	Work assignment under supervision Shoe shining Dishwashing Laundry washing ironing Cleaning Nursery yard work Stuffing, sorting or other activities
3:00 - 3:15	Break
	Some may leave at this time if can't sustain full afternoon's work to activity center or home
3:15 - 5:00	Continue same work assignment or be reassigned If student is living at facility, supper would be served
5:00 - 6:30	Later in the evening, planned recreation, TV, or other activity would be provided.

SCHEDULE II

9:00	Punch in or sign in Get job assignment
9:15 - 10:30	Work
10:30 - 10:45	Break
10:45 - 12:00	Work
12:00 - 1:00	Lunch
1:00 - 3:00	Work (those assigned 6 hours, sign out and go to Activity Center)
3:00 - 3:15	Break
3:15 - 5:00	Work

JOBS IN SHELTERED WORKSHOP AND BOARDING HOME FOR SCHEDULE II¹

Boarding Home Kitchen

Set table
 Remove dishes from table
 Clean and scrub tables
 Prepare dishes for dish washer
 Operate dish washer
 Stack and put away dishes
 Stack trays
 Sort silverware
 Clean silverware
 Wash and put away cooking utensils
 Sort canned foods by picture

Boarding Home Housework

Make beds
 Sweep floors
 Run vacuum cleaner
 Dust furniture
 Wash windows
 Mop floors
 Wash woodwork
 Clean cabinets

Boarding Home Miscellany

Shine shoes
 Manicure nails
 Shampoo and set hair
 Wash cars
 Child care
 Help students dress

Sheltered Workshop Jobs

Contract jobs which require:
 Stacking Packaging
 Sorting Folding
 Stapling Collating
 Matching Assembling kits

Boarding Home Laundry

Sort clothes by color
 Sort clothes by type
 Load carts for washing machine
 Load washing machine
 Operate washing machine
 Unload washer into dryer
 Operate dryer
 Fold linens
 Iron flat pieces
 Put away linens
 Mend clothes

Boarding House Custodial

Sweep floors
 Scrub floors
 Mop floors
 Wax floors
 Sweep porches and patios
 Empty waste baskets
 Empty garbage cans
 Clean bathrooms

Boarding House and Sheltered Workshop

Yard and Nursery

Rake leaves
 Pick up trash
 Shovel snow from walks
 Rake lawn
 Fertilize lawn and shrubs
 Mow lawn with hand mower
 Water lawn
 Water flowers, shrubs, trees
 Maintain small garden
 Help with greenhouse work

¹ See Pre-Vocational Level Economic Usefulness Skill Area

CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

(2)

NAME _____
 EVALUATOR _____
 DATE OF EVALUATION _____

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

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

CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

Name _____
 Evaluator _____
 Date of Evaluation _____

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

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

CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

(4)

CODE:

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

Name: _____
 Evaluator: _____
 Date of Evaluation: _____

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

CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

(5)

Name _____

Evaluator _____

Date of Evaluation _____

CODE:

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

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

STOCKTON UNIFIED SCHOOL DISTRICT
 Pupil Personnel Services Department
 Special Education Office

EVALUATION FORM FOR USE OF TRAINING CENTER SUPERVISOR

Evaluation of _____
 Date of Evaluation _____

 Title of Work Evaluated

1. _____
2. _____
3. _____
4. _____

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

REMARKS

 Workshop Supervisor

SCHEDULE III

9:00 - 9:15	Opening exercises
9:15 - 10:30	Choice of activities Arts and crafts Gardening Clean up
10:30 - 11:30	Recreational P.E. Project activities
11:30 - 12:00	Washing - preparation for cafeteria
12:00 - 1:00	Lunch
1:00 - 3:00	Choice of activities under supervision Music Arts and crafts Bowling Swimming
3:00 - 3:15	Break - some may leave at this time.
3:15 - 5:00	Help with supper activities Cafeteria help Supper

Evening activities may include TV, square dancing, planned activities.

SUGGESTED MATERIALS AND EQUIPMENT FOR SCHEDULE III

Gymnasium

bleachers
locker rooms
showers

(See Suggested Materials for Games at end of Perceptual Motor Skills Area.)

Activity Center

movie projector and screen
individual filmstrip viewer
filmstrip projector

record player and records
television set
arts and crafts materials as needed

quiet games (See Suggested Materials at end of Perceptual Motor Skills Area.)

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APPENDIX

PROCEDURE FOR INTEGRATING SPECIAL EDUCATION INTO REGULAR SCHOOL PROGRAM

During the In-Service meeting at the beginning of school, the Special Education teacher should speak to the faculty concerning the Special Education Program and the services it provides. At the same time, she should discuss problems which will be encountered and make suggestions regarding their solution. A film showing common types of Mental Retardation may be shown to acquaint the teachers with the types of children they may expect to see. It is advisable for the Special Education teacher to make some of her professional books available so that faculty members may be better prepared to answer questions asked by students and their parents. Make arrangements to visit each classroom during the first two weeks of school.

Students in the first two grades will enjoy having the teacher and the younger Special Education class visit their room. These school children will enjoy talking with the Special Education students. Arrange for the younger students to visit your classroom, see that it looks like theirs, and become familiar with it as part of the school. Plan a special program for the visitors.

It is wise to make the initial visit to the intermediate rooms without Special Education students. Before the Special Education teacher goes to a classroom, she should ask the class teacher to read *Our Jimmy* to her students. (See Suggested Materials at end of Functional Academics Skill Area.) Take along a copy of *Hello, Know Who I Am?* to read to the students or show a short film on Mental Retardation. Give the students an opportunity to ask questions regarding the mentally handicapped. Answer each question honestly and very simply.

Make plans for the Special Education students to eat in the school cafeteria with the rest of the students. See that they are included in all school activities and arrange for them to be on the school grounds during recess as much as possible. Hold open house several times during the year and put on special programs or do special activities for the students and their parents. Before the school year is over the Special Education students will be called by name and accepted by most people in the school and community.

Pearl E. Thompson

"THE EFFECT OF GROUP SPEECH THERAPY ON THE BODY IMAGE OF MENTALLY RETARDED CHILDREN"¹

by Patricia M. Mershon, Ph.D.
Speech and Language Specialist
Mental Development Center
University of New Mexico

LESSON I

PURPOSE: Encouragement of physical movement, loss of self-consciousness by the children and group cooperation.

MATERIALS: Flannelboard and pieces of flannel cut out as a head with removable parts-eyes, nose, mouth, ears, eye brows and hair.

MUSIC: Songs: "Head, Shoulders, Knees and Toes" (See Appendix).

METHOD: The hair and eye brows were placed by the therapist to aid the children in placing the above-mentioned parts. The children were then encouraged to place the face-parts in the appropriate section of the face and indicate the location of the part on their own, or their neighbor's face.

NOTE TO TEACHER: When used as a Unit, review can take place during the day for emphasis.

Reference to the concept being taught can be made in other areas, i.e., have one of the children point out body parts on a picture in a storybook that is being read.

LESSON II

PURPOSE: See lesson I.

MATERIALS: See lesson I, and a large animal figure (as a stuffed teddy bear).

MUSIC: Songs: "Head, Shoulders, Knees and Toes"
"Where is Thumpkin?"
"Run Along Home" (see appendix)

METHOD: Repetition of lesson I, including reference to parts on the animal's body. (NOTE: This lesson can be repeated using different animals familiar to the children.)

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NOTE TO TEACHER:

"Where is Thumpkin?" should be sung with gesture by the teacher. Even though the children may have some difficulty following at first, the activity will prove to be enjoyable.

LESSON III

PURPOSE:

A development of the relationship between the flannel facial features and the children's own facial features. Review lesson one.

MATERIALS:

Flannel board and facial features. A hand mirror (More than one hand mirror can be used if there is an additional helper for the therapist, or teacher.)

MUSIC:

"Good morning to you"
"I've two little eyes"

METHOD:

Lesson I may be reviewed before beginning Lesson III. Each child is encouraged to look at his image in the hand mirror and identify parts of the face related to the flannel figure. During the course of the lesson each child will hear his name called during the singing of the songs: "Good morning to you." This may be accomplished at the beginning of the lesson while the children are in a circle, or during the time they view themselves in the mirror.

LESSON IV

PURPOSE:

An introduction of the body extremities. During this lesson no reference will be made to the facial features unless a discussion is initiated by a member of the group.

MATERIALS:

A flannel figure consisting of five separate parts -- hands, head, and legs with the feet attached.

MUSIC:

"Head, Shoulders, Knees, and Toes"
"Eyes, Nose, Mouth and Ears" (Adaptation, see appendix)
"Run Along Home"

METHOD:

This lesson is introduced with the activity song, "Head, Shoulders, Knees, and Toes." Expressive gesture is used while singing to stress the different parts of the body. After the children are seated on the floor, the therapist/teacher may use the flannel figure and have individual children demonstrate compiling the figure parts and relating them to his own body.

LESSON V

- PURPOSE:** An extension of the Purpose of Lesson III. This lesson will include the identification of facial features of strange pictures from magazines.
- MATERIALS:** Pictures of children cut from magazines. As an introduction, only the facial features should be included. At a later time, the full figure may be used.
- MUSIC:** "Good morning to you"
"I've two little eyes"
- METHOD:** After the "good morning song" is sung calling each child by name, the children may be seated on the floor while the therapist/teacher introduces magazine pictures (one for each child) and has a child identify parts of the face and relate this to his own face.
- NOTE:** The children should be allowed to keep their pictures. It would be possible for each child to mount his own picture from the magazine on a sheet of colored paper. The mounted pictures could be hung in the room -- identification games for the color of the mounting paper or the individual owning a certain picture, could be played.

LESSON VI

- PURPOSE:** This lesson introduces the use of the tape recorder, keeping time by clapping to the music and finally moving to the music. The final stage will involve singing and making certain movements with the music.
- MATERIALS:** A tape should be made beforehand with no more than two simple dance routines. Example: "Looby Loo" or, "Brother, Come and Dance with Me." An experiment indicated that the music is easier to follow if the tempo is slower than indicated on the original music. The activity part of the recording should be repeated. Experiment showed that when the activity section was repeated three times the group derived most benefit from the activity.
- MUSIC:** "Looby Loo"
"Brother, Come and Dance with Me"
Best results would be expected by using one song at a session. They could be combined at a later time when both became familiar.
- METHOD:** This lesson should begin by listening to the music, then clapping in time to the music. It is best for the children to sit on the floor in the area where they are to move about later.
After the children have clapped to the music, they can stand up and hold hands moving in a circle in time with the music. When the activity section begins, the group can stand still and go through the movements.
- NOTE:** This type activity is a good one for rainy day recesses.

LESSON VII

- PURPOSE:** This lesson aided in the self-concept in movement by having the children view themselves in front of a full length mirror.
- MATERIALS:** A full length mirror. It would be best to have one brought into the school room and a shatter-proof mirror would be ideal.
- MUSIC:** "I've Two Little Eyes"
"Head, Shoulders, Knees and Toes"
- METHOD:** Each child had the opportunity to view himself in the mirror while making the movements described in the songs. The other children observed while each individual child took his place in front of the mirror.
- NOTE:** If the full-length mirror is available in the room for each session, it would prove useful for a section of time during the lesson. If the use of the mirror is not controlled by the teacher/therapist it could prove to be very distracting.

LESSON VIII

- PURPOSE:** Sensory stimulation - tasting, hearing, seeing and smelling. The order of presentation may be altered. In follow-up lessons alteration of stimulation is recommended.
- TASTING:** Salt and sugar: Each child received a few grains of salt and sugar (cube) in his hand to taste.
- HEARING:** Bell for loud sound.
Watch for soft sound.
The children listened to the sounds while observing and again when the objects of sound were out of sight.
- SEEING:** Flashlight - the light was directed to the ceiling where it could be easily seen by the group. Each child took his turn making the light move about on the ceiling.
- SMELLING:** Flower
Perfume on the wrist or hand. (A solid form of perfume was used.)
- ULTIMATE GOAL:** Identification of the part of the face that helps to identify the stimulus. The stimuli were then presented in a random order.

LESSON IX

- PURPOSE:** "WHOLENESS OF SELF" One of two lessons presented to aid the child in perceiving himself as a compilation of parts into a whole.
An extension of this lesson was utilized in "sex-roles" identification.
- An individual colored instant picture was taken of each child. After the picture was taken the result was discussed with the youngster to insure comprehension.

EXTENSION: The pictures were mounted on a colored background. The boys pictures were mounted together on a blue background; the girls pictures on a red background.

LESSON X

PURPOSE: "WHOLENESS OF SELF" Second of two lessons.

DRAWING: Each child was drawn around while he was lying on a large sheet of white paper. When the outline was completed, the youngster was encouraged and aided in coloring the copy to match his own clothing.

COMMENTS: A good response was achieved from most of the children in coloring. Assistance had to be given for the features in order to insure identification on the follow-up activity. (See Lesson XI) Coloring of the clothing was easier to achieve.

LESSON XI

PURPOSE: Culmination of therapy.

A summary of the material was presented in sequences for reviewing by the children. At this time a record of the unit was made on film.

The children identified their own picture and "outlined image" which had been hung in the foyer of the school. Before taking his "outlined image" home, the whole group participated in assembly for the entire school, and each showed his own picture.

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APPENDIX

DANCE WITH ME by Humperdinck

Brother, come and dance with me.
 Both my hands I give to thee.
 One, two three; dance with me,
 Round about so merrily.
 Let your foot go tap, tap, tap
 And your hands go clap, clap, clap,
 One, two, three, dance with me,
 Round and round so merrily.

Pace, Robert *Piano For Classroom Music*,
 Prentice-Hall, Inc., 1956, p. 114

Good morning to you
 Good morning to you
 We're all in our places
 with such happy faces
 So teach us a way
 to start a new day.

Good morning to _____ (each child's name)

Head, shoulders, knees and toes
 Head, shoulders, knees and toes
 Head, shoulders, knees and toes
 and then we stand right up.

Head, shoulders, knees and toes
 Head, shoulders, knees and toes
 Head, shoulders, knees and toes
 and then we sit back down. (Used with actions)

I have five fingers on each hand
 Ten toes on both my feet
 Two ears, two eyes, one nose,
 One mouth with which to gently speak.

Eyes, nose, mouth and ears
Eyes, nose, mouth and ears
Eyes, nose, mouth and ears
and then we stand right up.

Eyes, nose, mouth and ears
Eyes, nose, mouth and ears
Eyes, nose, mouth and ears
and then we sit back down.

I have something in my pocket that belongs across my face
I keep it very close to me in a very special place
I know you'd never guess it if you guessed a long, long while
So I'll take it out and put it on . . . it's a great, big happy
Smile!

LOOBY LOO

Here we go looby loo, here we go looby light.
Here we go looby loo all on a Saturday night.
I put my right hand in, I take my right hand out,
I give my hand a shake, shake, shake, shake,
And turn myself about.
(left foot, right foot, head, whole self)

Pace, Robert *Piano for Classroom Music*
Prentice-Hall Inc. 1956, p. 31

Run along home and jump into bed
Say your prayers and cover your head
The very same thing I say unto you
You dream of me and I'll dream of you. (Used with gestures)

Two little eyes to look around
Two little ears to hear you call
Two little feet to walk around
Hand to hold for one and all.

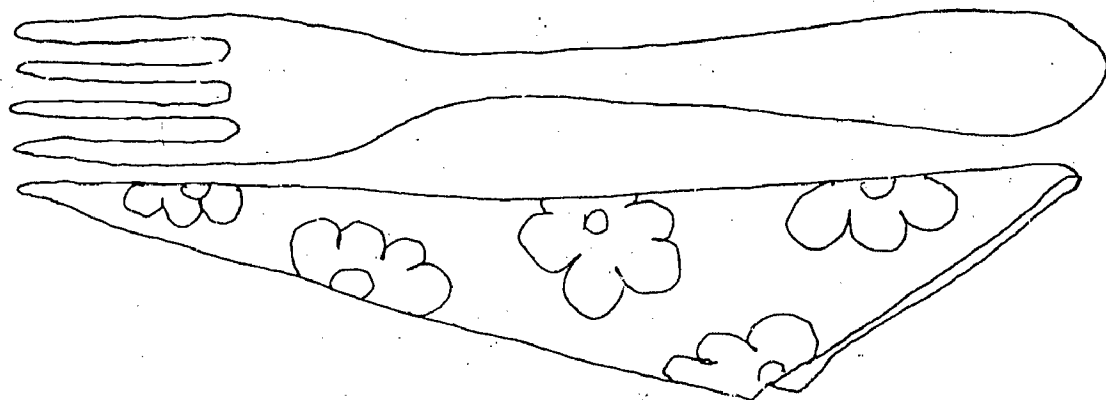
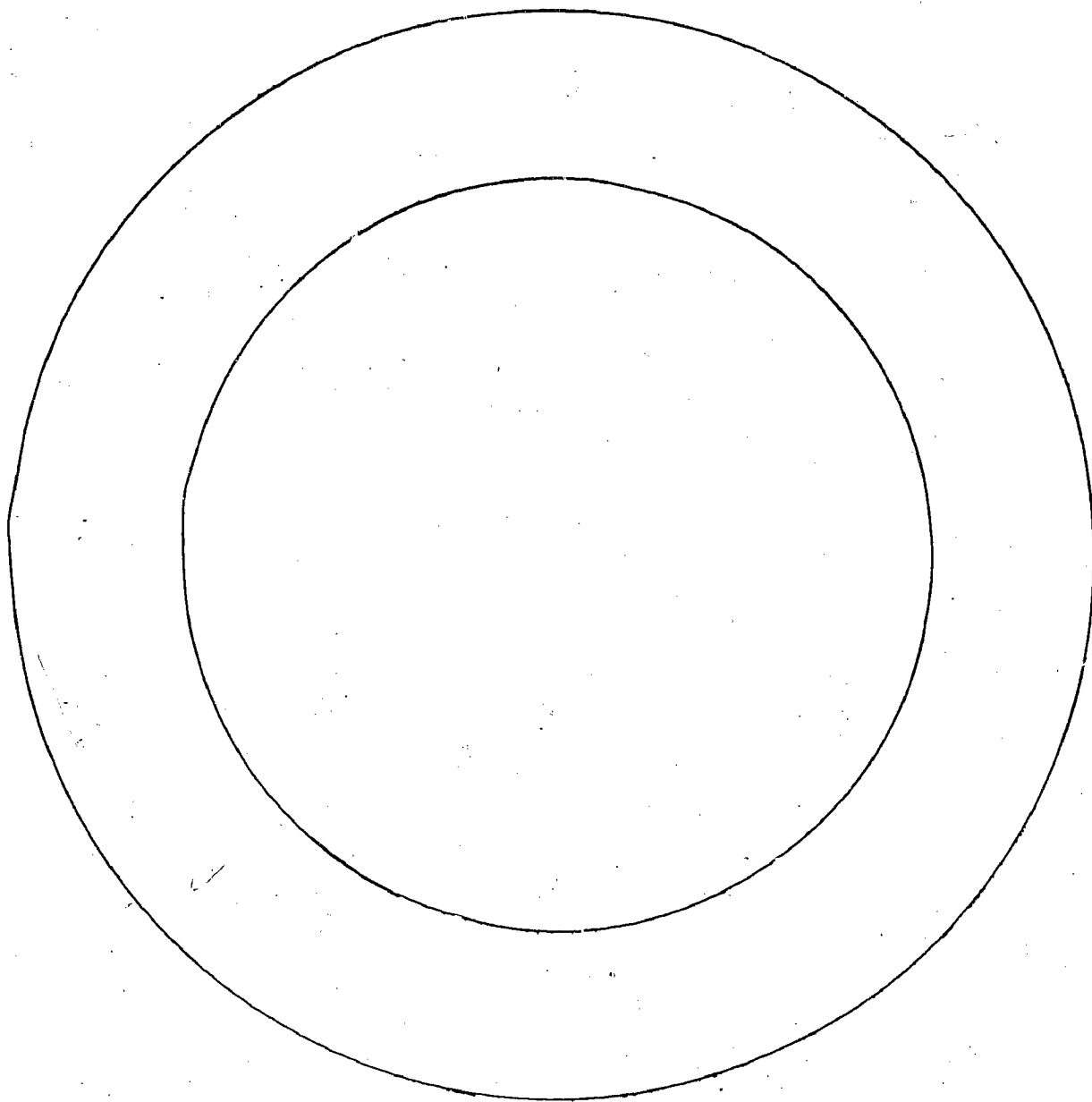
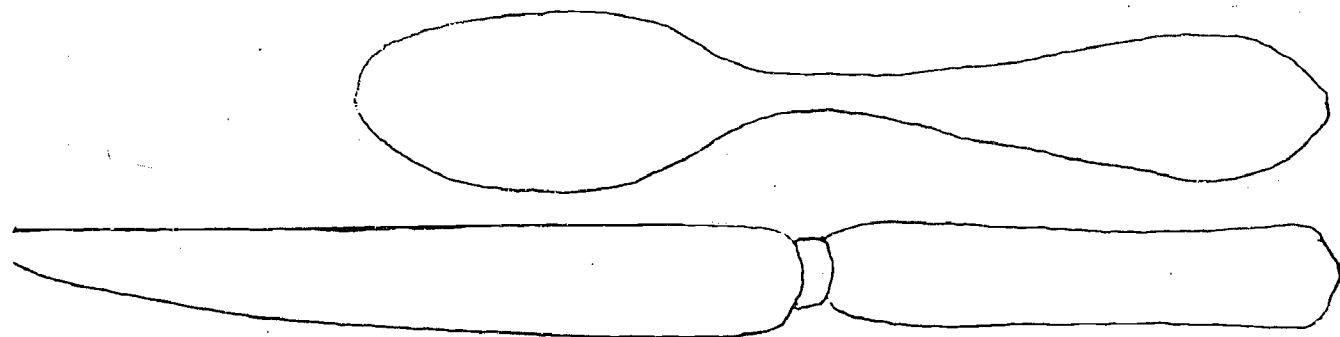
My hands can clap
My feet can tap
My eyes can brightly shine.
My ears can hear
My nose can smell
My mouth can speak a rhyme.

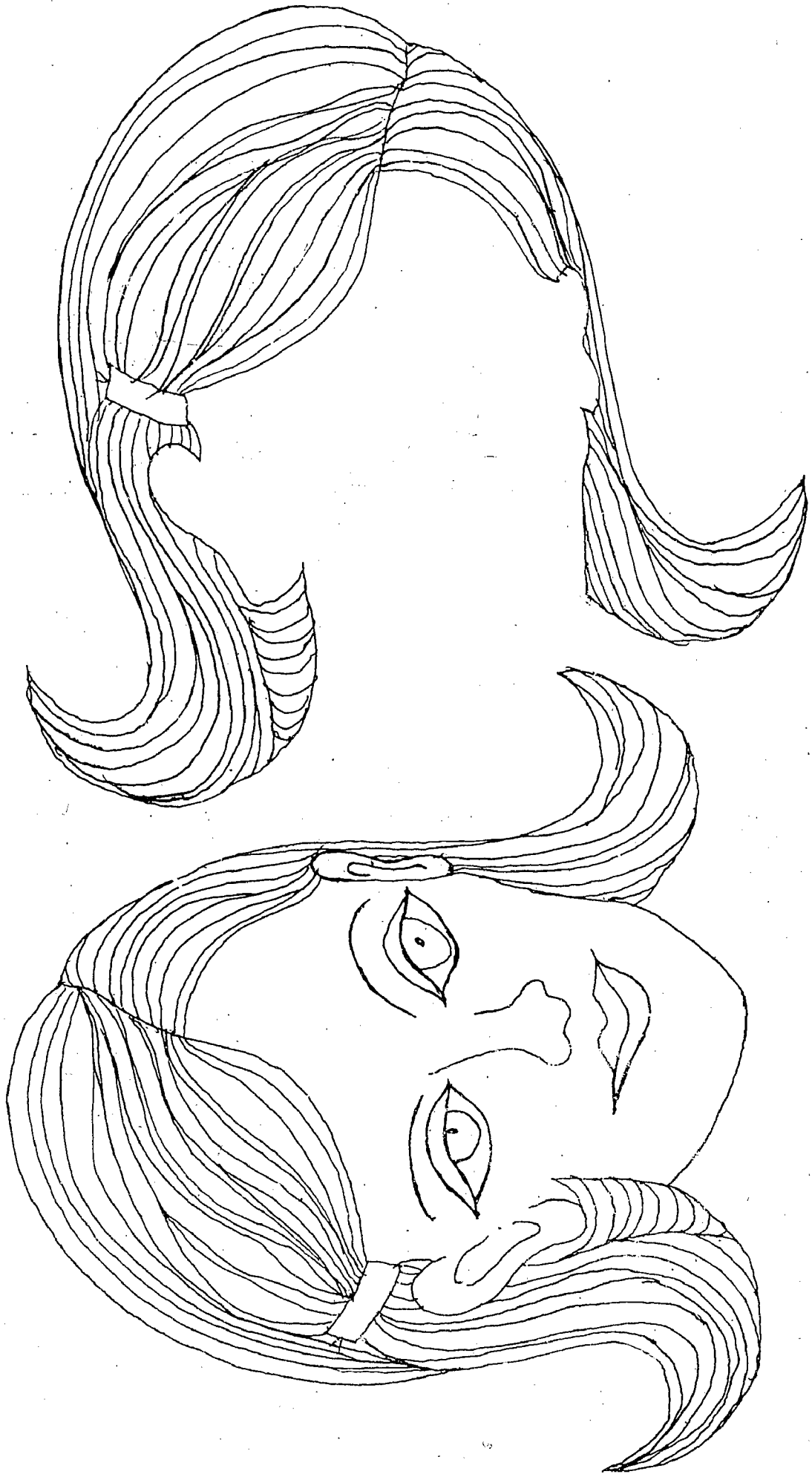
My eyes can see
My mouth can talk
My ears can hear
My feet can walk

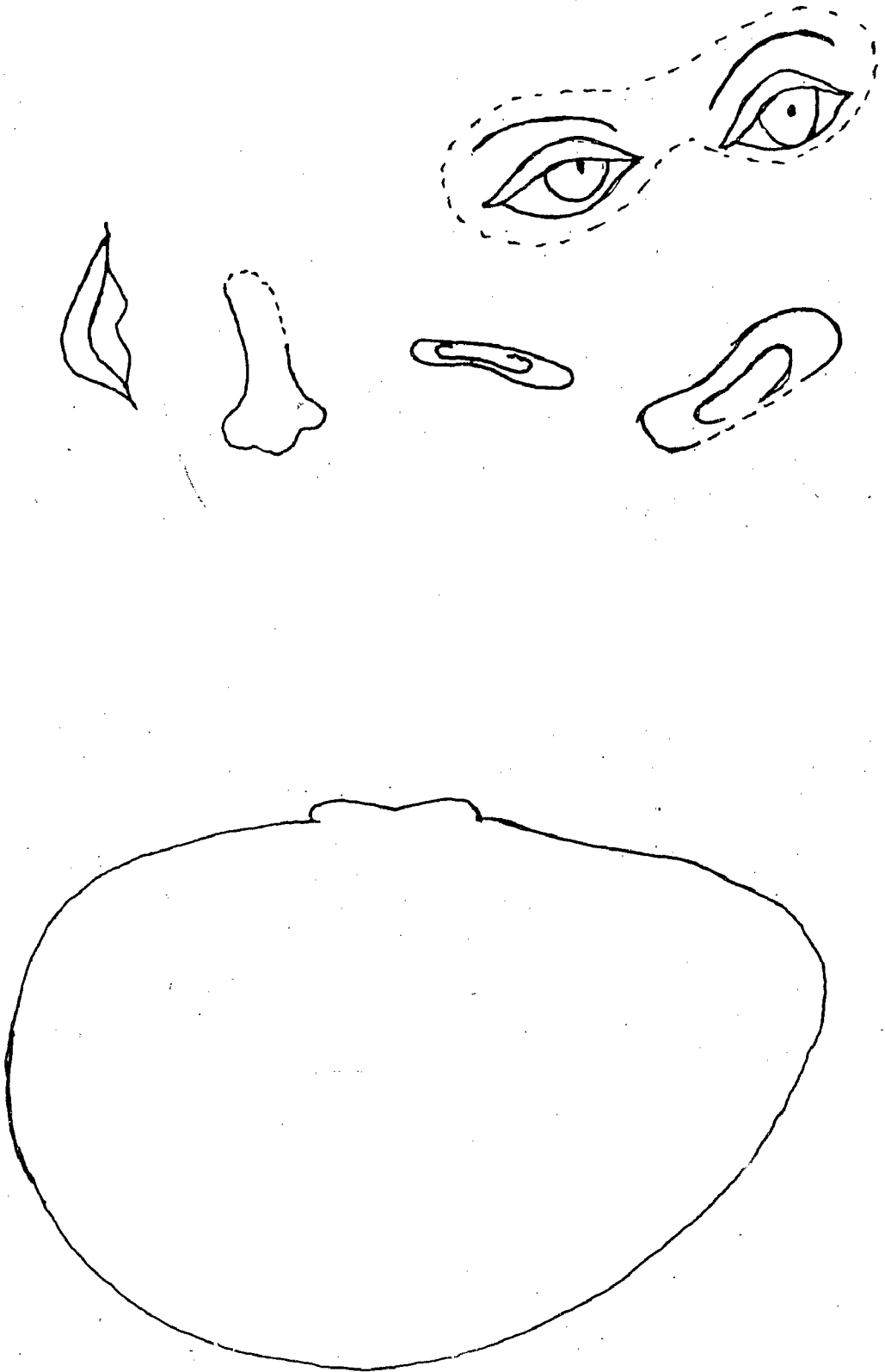
My nose can smell
My teeth can bite
My lids can flutter
My hand can write.

But when the sandman comes at night
Scatters sand, turn out the light
I'll say goodnight to you and you
Each part of me says good night too.

Finger Play Poems and Stories, Helen Fletcher
The Educational Publishing Corporation, Darien, Conn.







SUGGESTED PRIMARY DAILY SCHEDULE

(C. A. 5-0-8.11 M. A. 2.0-3.11)

8:30 - 9:00	Teacher Preparation
9:00 - 9:10	Free play period. Children have probably been riding on bus for some time. Teacher confers with bus driver, checks attendance, lunch money, etc.
9:10 - 9:25	Opening Exercises (Communication Skills) <ol style="list-style-type: none">1. Pledge of Allegiance2. Show and Tell for speech encouragement3. Personal grooming4. Attendance charts
9:25 - 9:55	Functional Academics <ol style="list-style-type: none">1. Oral vocabulary identification2. Calendar and weather3. Name games4. Number games5. Color games6. Parts of body games7. Association games8. Sequential games9. Matching games
9:55 - 10:00	Have a short milk or juice break.
10:00 - 10:30	Get ready for recess Go to restroom
10:30 - 10:45	Outdoor recess for free play on warm days Indoor recess for sharing and playing with toys on cold days Following Directions (Economic Usefulness) <ol style="list-style-type: none">1. Coloring2. Cutting and pasting3. Coordination games
10:45 - 11:00	Speech exercises (Communication) <ol style="list-style-type: none">1. Flannel board stories2. Fingerplays3. Speech games
11:00 - 11:15	Singing
11:15 - 11:20	Get room ready for lunch
11:20 - 11:30	Restroom, wash hands and get ready to go to school cafeteria
11:30 - 12:00	Supervised lunch with teacher or aide teaching good eating habits
12:00 - 1:00	Rest Period (Self Help Skills) <ol style="list-style-type: none">1. Dress and undress2. Quiet time for music (sleep)3. Quiet time for story (when all are awake)

1:00 -	1:30	Arts and Crafts
1:30 -	1:45	Perceptual Motor Skills
		1. Exercises
		2. Supervised play
		3. Rhythm band
		4. Dance activities
1:45 -	2:00	Restroom and recess
		1. Outdoor play
		2. Supervised play in the room
2:00 -	2:15	Movie or filmstrip
		Story reading
		Story telling
2:15 -	2:30	Get ready to go home. When room is in order, let a child select a simple game to play.
2:30 -		Go home - students walk out to bus or parent's car.

NOTE:

Some integrated play at recess will be possible. However, most of these children will still need a rest period at noon and sleep will probably be more practical than integrated play at that time.

SUGGESTED INTERMEDIATE SCHEDULE
(C. A. 9.0-12.11 M. A. through 5.11)

- 8:30 - 9:00 Teacher Preparation
- 9:00 - 9:05 Put away wraps while teacher checks lunch money
Greet friends
- 9:05 - 9:30 Get supplies and place under desk
Opening Exercises:
 1. Pledge of Allegiance
 2. Show and Tell
 3. Calendar and Weather
 4. Roll call and attendance chart
- 9:30 - 9:45 Self Help Skills
 1. Health Inspection
 2. Grooming Period, may be needed before Health Inspection
 3. Practice Self Help Skills
- 9:45 - 10:00 Communication Skills
 1. Speech games
 2. Fingerplays
 3. Story telling and role playing by students
 4. Oral vocabulary identification
- 10:00 - 10:30 Restroom and recess
Supervised restroom or upper grade monitor
Integrated play during outdoor recess
Toy sharing during indoor recess
- 10:30 - 11:00 Functional Academics
 1. Color games
 2. Shapes games
 3. Number games
 4. Association games
 5. Sequential games (auditory, visual)
 6. Penmanship (only writing needed for more independent living)
 7. Sensory games
 8. Social Studies activities
 9. Oral vocabulary identification
- 11:00 - 11:20 Social Skills
 1. Group games
 2. Role playing
- 11:20 - 11:40 Music and Rhythms
 1. Singing with or without record player
 2. Action songs
 3. Rhythm Band

- 11:40 - 11:50 Get ready for lunch
 1. Put away supplies
 2. Go to restroom for wash up
 3. Put on wraps and walk to cafeteria
- 11:50 - 12:20 Supervised lunch in cafeteria
- 12:20 - 12:45 Integrated play on school grounds
- 12:45 - 1:15 Quiet Time - rest on floor mats
 1. Soft music students enjoy
 2. Stories students enjoy
- 1:15 - 1:30 Occupational Skills
 1. Following directions
 2. Coloring games
 3. Cutting and pasting
- 1:30 - 1:45 Perceptual Motor Skills
 1. Supervised Indoor activities
 2. Supervised Outdoor activities
- 1:45 - 2:00 Restroom and recess
- 2:00 - 2:25 Supervised restroom or upper grade monitor
Integrated play on schoolground
Leisure Skills
 1. Art activities
 2. Dancing
 3. Singing
 4. Games suggested by students
- 2:25 - 2:30 Get ready to go home
 1. Put room in order
 2. Put on wraps
 3. Walk to bus or parent's car

SUGGESTED PRE-VOCATIONAL SCHEDULES

(C. A. 13.01c.11 M. A. through 6.11)

8:30 - 9:00	Teacher Preparation
9:00 - 9:05	Put away work
9:05 - 9:25	Sign in on attendance chart Opening Exercises
	1. Pledge of Allegiance
	2. Sharing Time
	3. Check job chart for room job
	4. Perform room duties of day
9:25 - 9:55	Grooming and Self Help Skills (opp. given for all students to clean up if needed, girls press dresses, boys clean shoes, etc.)
	1. Health Inspection - check health chart
	2. Care of hair, nails, body as needed
9:55 - 10:25	Functional Reading and Vocabulary Development
	1. Protective vocabulary games
	2. Workshop vocabulary games
	3. Work objects and materials identification (by oral name only in many instances)
10:25 - 10:50	Number Games
	1. Store with empty food cartons and real money
	2. Other money games
	3. Counting games
	4. Time
10:50 - 11:05	Restroom and Break (Some students may still need frequent restroom privileges)
11:05 - 11:25	Communication Skills
	1. Speech exercises
	2. Story Telling by students
	3. Role playing
	4. Speech games
11:25 - 11:55	Social Skills and Citizenship
	1. Acceptable behavior in cafeteria
	2. Acceptable behavior in public
	3. Student's responsibility to home, school and community
	4. Role Playing
11:55 - 12:00	Grooming for lunch
12:00 - 12:30	Lunch in school cafeteria with some supervision
12:30 - 1:00	Quiet Time
	1. Music for listening
	2. Stories students enjoy
	3. Rest for those who need it
1:00 - 1:30	Work Skills
	1. Direction Activities
	2. Mock workshop activities

1:30 - 2:10

3. Any other activities or areas which you need in your program, but have not scheduled

Perceptual Motor Skills

1. Physical Education activities
2. Action games and exercises to music

OR

Leisure time skills

1. Art activities
2. Singing
3. Organized rhythm and dance

2:10 - 2:50

Closing exercises

1. Clean up
2. Put away days activities
3. Discuss hours worked
4. Sign out
5. Get wraps

PARENT COMMUNICATION

Desired Learnings Letter

Dear Parents:

As you know, the IVDI program in the public schools has as one of its aims the development of self-help skills. It is hoped that these skills will make your child a more independent and useful member of the family. There are many ways for you to help your child at home with the skills that he will be learning at school. At various times throughout the school year, I will be sending home lists of desired learning with suggestions for home participation. Any help you can give your child with these skills will be appreciated.

If you have any suggestions or questions about the program, please call the school for an appointment so that you can observe your child in his regular school routine.

Sincerely yours,

(Teacher)

Desired Learnings

Eating

Use a spoon with a minimum of spilling.

Bring food to mouth rather than lowering mouth to food.

Use napkin with help.

Identify foods by pointing or saying.

Language used could be rewritten for use at other age levels. It can be translated into Spanish when appropriate.

Suggested Home Activities

Give many opportunities to use spoon; be sure child is seated at proper distance from table and plate. Help child use spoon instead of fingers. Cut food small enough so spoon may be used easily.

Be sure child is at proper distance from table. Give practice in holding head up when eating; observe brothers and sisters as examples.

Frequent reminders to child to use napkin; help child by showing him how to see what napkin does; see how much mess he looks.

Identify food by name for child; model words for him frequently. Have child identify food at first by pointing then by saying.

GUIDELINE FOR SCHOOL AIDES

(Approved by the State Board of Education, June, 1967)

I. Definition

1. The term School Aides shall include all aides, clericals and clerical aides, library aides, clerical aides, etc., regularly employed on a full or part-time basis.
2. The School Aide is a school employee who is qualified by education, experience and character to relieve one or more teachers of and to perform non-instructional tasks so that teachers may devote more time to instruction.
3. In no case shall a school employee be employed in private activities while working as school aides.

II. Qualifications

1. High School Diploma or equivalent and minimum high school credits as the G. E. D.
2. Health certificate
3. Knowledge of the school assignment
4. Good command of the English language
5. Attendance at School Aide workshop
6. Demonstration of high character and trustworthiness
7. School Aide Permit issued by Division of Certification, State Department of Education.

III. Duties

Those tasks defined as follows in a reporting letter, a record of professional decisions

IV. Guidelines for School Aide Training Sessions

1. Training that should be covered:
 - A. Instruction in safety needs
 - B. Duties to be performed
 - C. Ethical responsibilities
 - D. Business manners

V. Recruitment

1. There should be a recruitment of the School Aide program during the school year.
2. Dates of workshops in School Aide training should be fixed.
3. College workshops should be utilized whenever possible.
4. Consideration should be given to employment of school aides only within elementary schools.
5. The initial program of an aide's training should be in the form of on-the-job training.
6. In-service education programs may be appropriate for Aides to get together and exchange ideas, should be promoted.
7. The individual school teachers, principals, and superintendent should be involved in the orientation sessions.

MATERIALS AND EQUIPMENT NEEDED IN THE IMI SPECIAL
EDUCATION CLASSROOM

GENERAL

1. Acoustical tile for room
2. Back support
3. Bulletin board
4. Chair for
5. Checkboard
6. Chair stand
7. Clock
8. Clock showing and writing
9. Computer Administration and records
10. Paper
11. File
12. File
13. File
14. File
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17. File
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HOUSEKEEPING SUPPLIES AND EQUIPMENT

1. Room
2. Mop
3. Dampian
4. Cleaner and detergent
5. Bucket
6. Vacuum cleaner (if necessary)
7. Towels (sanitized) and paper towels

KITCHEN

1. Cooking range
2. Stoves

c. Dining (dinner) table setting - complete

- d. Stove
- e. Refrigerator
- f. Table
- g. Sink with hot and cold water
- h. Cabinets
- i. Wash and dryer
- j. Clean up
- k. Floor Polishing
- l. Doors and furniture
- m. Bed.

Put in two or three articles of washable, heavy, cotton machine board, etc. Dressing code.

SEWING

- a. Sewing machine
- b. Fabric for sewing
- c. Tape measure
- d. Thread, needle and serger
- e. Needle
- f. Buttons, snaps, and marks

KNITTING

- a. Knitting needles - sized
- b. Yarn
- c. Knit book
- d. Knitting instruction book
- e. Accessories for sewing, knitted parts
- f. Knitted samples

FOR HEALTH AND GROOMING

- a. Individual grooming boxes
- b. Comb and brush
- c. Shampoo
- d. Toothbrush and toothpaste
- e. Face cloth
- f. Towel
- g. Soap
- h. Soapbox
- i. Facial tissue
- j. Toilet paper
- k. Towels
- l. Shoe shine kits
- m. Scale
- n. Blanket and cots or rest mats especially for younger students
- o. First Aid Kit
- p. Napkins

AUDIO-VISUAL EQUIPMENT

- a. Record player and records appropriate to students
*(Catalogue: *How to Buy Records* available from Practical Drawing Co., 2205 Cockrell, Dallas, Texas; Mays Music Co., Abilene; New Mexico or Bonmar Records, Inc., 622 Rodler Drive, Glendale, California 91201)*
- b. Film strip projector, 16mm sound projector or easy access to one
- c. Overhead projector
- d. Overhead projector screen
- e. Overhead projector and head phones
- f. Slides
- g. Film strips
- h. Films of the teacher playing a set musical instrument, autoharp, xylophone
- i. Individual friendship viewers
- j. Ladders *(see Bell and Howell)*

ART SUPPLIES

- a. Clay
- b. Water colors
- c. Finger paints
- d. Colored pencils
- e. Colored chalk
- f. Poster paint
- g. Dry tempera paint
- h. Brushes, various sizes and types
- i. Small jars of water
- j. Various types of art paper
- k. Manila, large wrapping paper, news-papers, newsprint, construction paper, etc.
- k. Easel
- l. Clay and clay equipment
- m. Charcoal
- n. Paste
- o. Scissors
- p. Oilcloth
- q. String and yarn
- r. Tape
- s. Pipe cleaners
- t. Magazines

FOR PHYSICAL EDUCATION, COORDINATION GAMES AND PLAYTIME ACTIVITIES

- Outdoor equipment (see
- a. swing, slides, jungle gym, ladders, pipes to crawl through, locomotion toys as wagons, tripods, scooters, old tires, balls and bats
 - b. Jump ropes (various lengths)
 - c. Balls (rubber, softballs, large push balls) and bean bags
 - d. Balance boards and balance beams
 - e. Ladders
 - f. Tires
 - g. Toy cars, rollers
 - h. Blocks, bricks and small, wood and cardboard
 - i. Foam boards and pattern boards

- l. Peg boards and pegs
- j. Bead's, capsules, cubes, cylinders, etc., with long faces
- k. Tumbling mats and trampolines

FOR GAMES AND PLAY TIME ACTIVITIES

- a. Puzzles
- b. Puppets and small toys as animals, people, etc.
- c. Fidget toys and other "whirling type" toys
- d. Play villages, animals, and people
- e. Table games as: Bingo, Dominos (both large and small type)
- f. Play telegraph

TEACHING AIDS

- a. Clocks (toy clock, teaching clock as put out by Judy Company play clocks for children as well as old clocks that can be taken apart for inspection of parts)
- b. Picture books
- c. Simple story books
- d. Family figures
- e. Figures for community helpers
- f. Money games
- g. Play store
- h. Picture of wild and domestic animals and people

COMMERCIAL TYPE AIDS

1. Traffic safety signs
2. Peabody Language Development Kit - Level P and I
3. Perceptual Development Cards as put out by Ideal
4. Pegboards of various sizes with pegs
5. Ideal Portable Study Carrels
6. Counting frames
7. Workbooks - Safety for Me (\$1.00) by Mary Baird and Norman Levine.
Stanwix House (for teaching safety words as *fire* and *danger* to TMH)
8. Lacing shoe
9. Button and zipper frame
10. The Developmental Program in Visual Perception by Marianne Frostig and David Horne
11. Teaching Resources material as:
 - a. Eye-Hand Coordination Exercises
 - b. Directional-Spatial Pattern Board Exercises
 - c. Sequential Perceptual Motor Exercises

13. Perceptual Development Materials from Developmental Learning Materials

13. Printed Masters for Liquid Duplicators as from Continental Press

Visual Readiness Skills

Seeing Likenesses and Differences

c. Visual Discrimination

d. Visual-Motor Skills

14. If money is used, be sure it is real money.

FOR VOCATIONAL PREPARATION

a. Gardening Sample gardening tools rake, shovel, trowel, flower pots, water hose.

b. Woodworking hammer, pliers, file, jugs, work bench with vises, plane, clamps, rulers, yardstick, screw driver, assorted sand paper, screws and nails

Saws various types as coping, jigsaw, all purpose saw

Brace and bit, bits of various sizes

Tin snips

Hand drills, power drills

Paint, varnish, lacquer, shellac

Different types of lumber

Masking tape

Brushes

Gab

Twine

SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTERS IN NEW MEXICO

West Las Vegas Special Education Instructional Materials Satellite Center
West Las Vegas Schools
Post Office Drawer 1
Las Vegas, New Mexico 87701

Eastern Affiliated Special Education Training and Materials Center
Eastern New Mexico University
Portales, New Mexico 88130

Special Education Materials Center
Santa Barbara Amey, Albuquerque Public Schools
1420 Edith N. E.
Albuquerque, New Mexico 87107

Las Cruces Special Education Instructional Materials Satellite Center
Las Cruces Public Schools
801 West Armador
Las Cruces, New Mexico 88001

Consult materials center personnel in your area concerning loans of materials, program development, and evaluation of materials.

ANNOTATED BIBLIOGRAPHY FOR PROFESSIONAL LIBRARY

- Baumgartner, Bernice. *Helping the Lovable Menace Return to Child*. New York, New York: Bureau of Publications, Columbia University, Teachers College, 1960. This book will help the teacher assess her pupil's ability, schedule, and evaluate the program.
- Began, Frank A. *Motor Perception: Experimental Handbook of Activities for School and Parents*. La Porte, Texas: Perception Developmental Research Associates, 1960. Good perceptual motor activities for teacher to use and suggest for additional practice at home.
- Black, Dolores and Matter, Bonnie. *Show Me*. (Film and booklet). Bowling Green, Ohio: Bowling Green State University, 1961. Excellent to show parents and other groups that EMH can participate in many activities. Explanatory booklet.
- Carlson, Bernice J. and Gangland, David R. *Play Activities for the Retarded Child*. Nashville, Tennessee: Abingdon Press, 1961. A very good book for inexperienced teachers to use as a guide for recreational activities.
- Cornell, Frances P. *An Experimental Curriculum for the Young Mentally Retarded Children*. New York, New York: Teachers College, Columbia University, 1961. A description of an experimental curriculum for young mentally retarded children at Teachers College.
- Cratty, Bryan. *Developmental Sequences of Perceptual Motor Task*. New York, New York: Educational Activities, Inc., 1967. This book presents appropriate movement activities which are designed not only for physical fitness but to assist in the learning processes of children with intellectual deficits.
- . *Movement, Perception and Thought*. Palo Alto, California: Peek Publication, 1969. Another good book to use in development of movement.
- Dunn, Lloyd M. and others. *Exceptional Children in Schools*. New York, New York: Holt, Rinehart and Winston, 1968. An excellent book containing articles by some of the leaders in the field of exceptional children.
- Granger, Robert J. and Rarrick, G. L. *Motor Characteristics of the Mentally Retarded*. Washington, D. C.: U. S. Department of Health, Education and Welfare, 1960. This pamphlet is especially good for those teachers who have not taken courses dealing with motor development of the EMH.

- Frankel, Max G., Hays J. Williams, and Smith, Maurine P. *Special Teaching of the Mentally Retarded*.
 Charles C. Thomas, Publisher, Springfield, Illinois, 1969.
- This book reveals how to make the teaching and showing in the series of films, *Aids for Teaching the Mentally Retarded*. It also describes the functional teaching program for the EMH at Laradon Hall School for Exceptional Children.
- Frostig, Margaret, and Hughes, David. *The Fingers Program for the Development of Visual Perception*.
 Chicago, Illinois: The Follett Publishing Co., 1964.
- Not the answer to all problems, but a program all teachers should be aware of and learn to use.
- Giuglandi, David R., and Stokes, Wanda J. *Music Activities for Retarded Children*.
 Nashville, Tennessee: Abingdon Press, 1965.
- This book has a hope that EMH children will enjoy which are sung to the tune of old songs they already know.
- Grier, Lena A. *The Greenwood Approach to Special Education*.
 Johnstown, Pennsylvania: Matex Associates, 1969.
- Preparing classroom environments for self-teaching.
- Hudson, Margaret. *Procedures for Teaching Trainable Children*.
 Washington, D.C.: Council for Exceptional Children, NEA (CEC Research Monograph Series A, No. 2), 1963.
- This monograph presents different procedures for teaching TMH children.
- Itard, Jean-Marcus Gaspard. *The Wild Boy of Aveyron*.
 New York, New York: Appleton-Century-Crofts, 1962.
- All teachers of EMH children should read this book. It gives an account of the first recorded procedure used in trying to educate a severely retarded boy.
- Keppeler, Newell C. *The Slow Learner in the Classroom*.
 Columbus, Ohio: Charles E. Merrill Books Inc., 1960.
- This book has two chapters which deal with motor training and specific sensory motor activities. Both will be helpful to all teachers of the EMH children.
- Levitson, Abraham. *The Mentally Retarded Child: A Guide for Parents*.
 New York, New York: The John Day Company, 1965.
- This revised book will be helpful to teachers in assisting parents with their problems.
- Lorwendahl, Evelyn. *Activities for the Mentally Retarded*.
 Swarthmore, Pennsylvania: A. C. Crafts, Inc., 1967.
- These exercises may be helpful for the more able EMH youngsters.
- Mager, Robert F. *Preparing Instructional Objectives*.
 Palo Alto, California: Fearon Publishers, 1962.

- Mental Retardation, Appraisal, Education, Rehabilitation*. Edited by Alfred A. Baumeister
Chicago, Illinois: Aldine Publishing Company, 1967
This excellent book is a collection of current thinking of specialists in the areas of Special Education, Medicine, Psychology, and Speech and Hearing. It was written to give students and workers research findings and treatment for the TMH.
- Molloy, Julia S. *Teaching the Retarded Child to Talk: A Guide for Parents and Teachers*.
New York, New York: The John Day Company, 1961
This book is written for parents and teachers who are trying to develop speech of very young retarded children. It offers helpful suggestions for developing speech in TMH youngsters.
- _____. *Training Children - Curriculum and Procedures*
New York, New York: The John Day Company, 1963
This manual describes the curriculum of Orchard School for Retarded Children in Skokie, Illinois.
- Nelson, Leslie W. *Instructional Aids*.
Dubuque, Iowa: William C. Brown Publishers
Many teachers have found helpful information in this book.
- Perry, Natalie. *Teaching the Mentally Retarded Child*.
New York, New York: Columbia University, 1969
This book is one of the most useful in organizing your curriculum for the TMH. It also contains helpful information for home, school, community relationships.
- Robins, Ferris and Robins, Jernet. *Edyational Rhythmics for Handicapped Children*.
New York, New York: Horizon Press, 1965
This book contains movement exploration activities progressing from simple to difficult. These ideas were developed by a Swiss group to use with retarded.
- Robinson, Helbert and Robinson, Nancy M. *The Mentally Retarded Child*.
New York, New York: McGraw-Hill Book Company, 1965
One of the most current books on mental retardation. A must for every professional library.
- Rosenzweig, Louis F. and Long, Julia. *Understanding and Teaching the Dependent Retarded Child*.
Darwin, Conn.: Educational Publishing Corp., 1960
This book contains many activities which can be used with the TMH.
- Rothstein, Jerome H. *Mental Retardation*.
New York, New York: Holt, Rinehart, and Winston
This book contains many articles defining mental retardation, its causes, and some curriculum ideas.

Vallert, Robert F. *Programming Learning Disabilities*.

Palo Alto, California: Fearon Publishers, 2165 Park Blvd. 94306

Many teachers find some helpful ideas for teaching TMH in this book.

Williams, Harold M. *Education of the Severely Retarded Child*.

Washington D. C. U. S. Government Printing Office, U. S. Office of Education Printing Office, 1961

This book will be helpful in identifying the various characteristics of the TMH and discuss curriculum for them.

PERIODICALS

"Exceptional Children" (published monthly except June and August)

Council for Exceptional Children

Jefferson Plaza Suite 900

1499 Jefferson Davis Highway

Arlington, Virginia 22202

"Education and Training of the Mentally Retarded" (published 4 times yearly)

Division of Mental Retardation

The Council for Exceptional Children

Jefferson Plaza Suite 900

1499 Jefferson Davis Highway

Arlington, Virginia 22202

"Mental Retardation" (published bi-monthly)

American Association on Mental Deficiency

5201 Connecticut Avenue N. W.

Washington, D. C. 20015

"Teaching Exceptional Children" (published 4 times per year)

CEC ERIC Clearing House and IMC Network

Council for Exceptional Children

Jefferson Plaza Suite 900

1499 Jefferson Davis Highway

Arlington, Virginia 22202

"The Digest of Mentally Retarded" (3 issues per year and supplements)

107-20 125th Street

Richmond Hill, New York 11419

ANNOTATED BIBLIOGRAPHY FOR PARENTS

Ayrault, Evelyn West *You Can Raise Your Handicapped Child.*

G. P. Putnam, Sons, 1964, 318 pp., \$5.95

This book contains many practical suggestions which may be helpful in solving the retarded child's problems. It has chapters on Mental Retardation and parental attitudes.

Bare, Claire; Boettke, Eleanor; and Waggoner, Neva *Self Help Clothing for Handicapped Children and Adults.*

The National Society for Crippled Children and Adults, Inc., 1962, 84 pp. 50 cents

This book describes the kinds of clothing handicapped children can learn to manage. Some suggestions for adapting ready-made clothing are included.

Baumgartner, Bernice *Helping the Trainable Mentally Retarded Child.*

New York, New York: Teacher's College, Columbia University, 1960

Handbook very useful for parents.

Buck, Pearl S. *The Child Who Never Grew.*

New York; New York: John Day Co., 1950, 64 pp., \$1.95

This is one of the first books written to focus attention on mental retardation. This mother writes about the development of her mentally retarded daughter.

_____ and Zarfoss, Gwenth *The Gifts They Bring: Our Debt to the Mentally Retarded.*

New York, New York: John Day Co. Inc., 1965, 156 pp., \$4.50

This book is typical of the change in attitude regarding the mentally retarded. It recognizes the retarded person and stresses his right to achieve his potential. Also suggests community cooperation to meet the educational and social needs of the mentally retarded.

Coe, Marilyn R. "M H Child: From one parent to another"

CANHC Reports, Los Angeles, California; 15 cents

It often helps for parents to hear about the experiences of others in similar circumstances.

The Child Who is Mentally Retarded. Children's Bureau, Folder No. 43.

Superintendent of Documents, U. S. Government Printing Office, 1964, 23 pp., 10 cents

This pamphlet may be helpful to parents who have just learned that their child is mentally retarded; contains information about symptoms, causes, care and training of mentally retarded.

Dittman, Laura L. *The Mentally Retarded Child at Home, A Manual for Parents.*

New York, New York: National Association for Retarded Children, 1961

420 Lexington Aven., New York 10017

This bulletin gives practical advice on home care and training for the mentally retarded from infancy to adolescence.

Dooley, Ruth K. *Our Jimmy.*

Westwood, Massachusetts: Service Associates, (Box 224, 02090), \$3.95 and 35 cents postage

A mother and father tell the other family members about their retarded brother. Illustrations by a retarded boy.

Egg, Dr. Marie *When A Child is Different: A Basic Guide for Parents and Friends of Mentally Retarded Children.* New York, New York: John Day Co. Inc., 1964, 155 pp., \$3.75
Practical ways parents can help their retarded child develop. Excellent.

French, Edward and Clifford, Scott. J. *Child in the Shadows.* New York, New York: Lippincott, 1960

This book is written for parents and discusses the mentally retarded in non-technical terms. Residential placement is discussed.

How You Can Help Your Retarded Child.

New York, New York: J. B. Lippincott Co., 1967, 191 pp., \$4.50

Revised edition of *Child in the Shadows*. This book discusses needs of the mentally retarded and problems their parents must face.

Ginott, Haim J. *Between Parent and Child.*

New York, New York: an Avon Book. The Hearst Corp., 959 Eighth Ave., New York 10019

Good reading for parents who are looking for new ideas.

Hello, Know Who I Am?

Lee County Association for Retarded Children, Inc.

2570 Hanson Street

Fort Meyers, Florida 5 cents each

Excellent pamphlet in which a retarded boy tells about Mentally Retarded people.

Hill, Margaret *The Retarded Child Gets Ready for School.*

Public Affairs Committee, Inc., Pamphlet No. 349, 1963, 28 pp., 25 cents

This pamphlet offers suggestions to help parents prepare their child for school.

Johnson, Wendell *Is My Child Normal?*

Danville, Illinois: The Interstate 10 cents

A simple pamphlet all parents should read.

Junker, Karen Stensland *The Child in the Glass Ball.*

Nashville, Tennessee: Abingdon Press, 1964, 256 pp., \$4.00

A mother writes about her experiences with her two mentally handicapped children and what she is doing about her problems.

Kirk, S. A.; Karnes, M. B.; and Kirk, W. D. *You and Your Retarded Child.*

New York, New York: Macmillan Co., 1955

A book all parents should read. Contains good advice for parents and relatives of retarded persons.

Levinson, Abraham *The Mentally Retarded Child: A Guide for Parents.*

New York, New York: The John Day Company, 1965

This book has been revised and updated by the staff of the Levinson Foundation. Answers many frequently asked questions.

Magee, Catherine Fowler *One of the Family.*

New York, New York: David McKay Company, Inc., 1964, 210 pp., \$3.95

Story of teenage girl whose parents have a mongoloid child the day she graduates from high school. Problems she encounters are described.

Patterson, Kathryn *No Time for Tears.*

New York, New York: Johnson Publishing Co., 1965, 109 pp., \$3.95

An epileptic mother tells of her struggles with her hydrocephalic son and the adjustments the family had to make for a happy life together.

Pennington, R. Corbin and James, Elizabeth *For the Parents of the Child Whose Speech is Delayed.*

Danville, Illinois: The Interstate, 50 cents

An inexpensive pamphlet with good ideas.

Pollack, Morris and Pollack, Miriam *New Hope for the Retarded.*

Boston, Massachusetts: Porter Sargent Publications, 1953

This book can offer many suggestions to parents teaching their retarded child at home.

Rogers, Dale E. *Angel Unaware.*

Westwood, New Jersey: Fleming H. Revell, 1953

Parents continue to enjoy this mother's story of her retarded child.

U. S. Department of Health, Education and Welfare, *The Mongoloid Baby.*

Washington, D. C.: Welfare Administration, Children's Bureau, 1966, 10 cents

Simple and informative for the parents of young mongoloid children.

Vallet, Robert E. *Modifying Children's Behavior.*

Palo Alto, California: Fearon Publishers, 2165 Park Blvd., 94306

Recommended by teachers as a book which can help parents.

PERIODICAL

"Children Limited"

National Association for Retarded Children

420 Lexington Avenue

New York, New York 10017

(Encourage parents to join Local, State and National Associations for Retarded Children.)

SOURCES OF FREE OR INEXPENSIVE MATERIALS

HOW TO ORGANIZE A SPARKY'S FIRE DEPARTMENT

This is a guide to starting a Sparky's Fire Department (or any junior fire department) with suggestions on keeping it rolling and making it interesting and effective for everyone concerned. Single copies are available. (National Fire Protection Association)

OTTO THE AUTO SERIES

This is a series of ten whimsical illustrated safety stories which children love, as told by an *automobile!* These stories can be read to primary grade school children, and can be read by older children. Through the fanciful adventures of Otto the Auto, each story teaches a traffic safety lesson, following the safety slogan on the current poster of the month. Available in single sheets and booklet form (both 8½x11 inches) suitable for standard three-ring notebooks. Available only on a request through your local AAA Automobile Club. Single copies are available to teachers only. (American Automobile Association)

CHILDREN'S GARDEN, THE

There is an important phase of flower gardening that is sometimes overlooked. We refer to the Children's Garden. Did you ever stop to think what a flower garden will do for a child? It will give him an understanding of nature that will be helpful to him as long as he lives. It will foster a love of beauty that will materially add to the artistic side of his development. It will provide a training in manual dexterity that hours of schooling will not equal. And perhaps most important of all, a flower garden will give the child hours of happiness in healthful sunshine. These mimeographed sheets tell how to plant and tend a flower garden; 3 pages. Single copies. If, after inspecting a copy a teacher writes that he has found it suitable for classroom use, additional copies will be sent. (Mandeville and King Co.)

LOYAL FRIEND, A

Thoughtless or misinformed children can have many unhappy experiences with their pets and cause acute suffering to the animals. This brief leaflet on dogs is designed to help the teacher give the child the "know-how" on what is fundamental in kind treatment and proper care of these pets; 2 pages illustrated. Single copies to teachers and librarians who make their request on school stationery. (American Humane Education Society, The)

CLAY MODELING METHODS NO. 38

This 4-page, 8½x11 inches, two color folder discusses the different types of clays and explains in simple terms these methods of modeling: (1) Push and Pull, (2) Pinch Pot, (3) Coil Building, (4) Slab Method. Objects modeled by the different methods and photographed, illustrate these easy methods. Available to teachers and librarians. Single copies. (American Art Clay Co., Inc.)

EASY-TO-MAKE GIFTS

You don't have to be an expert to make the unusual gifts suggested in this booklet. Ingredients are simple and inexpensive -- you'll find many of them right in your own home. The ideas in this booklet will probably stimulate some of your own. These will be even more exciting to create because they include a priceless ingredient -- your own imagination; 16 pages, illustrated. Available in classroom quantities. (Johnson Wax)

FREIGHT TRAIN CUT-OUT

Here is a cut-out activity for grades 1-3, featuring a locomotive, ten freight cars, and a caboose, in color. . . . The cut-out, when standing, shows an external view on one side and a "Cut-away" view on the other. Single copies. Available to in-service teachers, superintendents, and other school officials.

(Association of American Railroads)

FUN WITH STA-FLO LIQUID STARCH

Inspired ideas for all ages: Finger painting, string art, balloon decorations, hand puppets, sponge painting, stenciling, dripless painting, screen painting, paper-sack masks, spatter art, dry brush painting, crayon scratch art, painting on foil, mottled design, brayer painting. This booklet undertakes to present creative and practical suggestions within the basic principles of free expression, for all youngsters. Single copies are available on any request. Multiple copies are available to teachers only, and only when request is written on school stationery.

(Staley Manufacturing Co., A. E.)

HAPPY HOLIDAY SERIES

This is a set of four 8½x11 inch folders. They are: HH-1, Ideas for Halloween, Thanksgiving, Christmas; HH-2, Ideas for Valentine Day, Easter, and Mother's Day; HH-4, Know Your Neighbors, Canada and Mexico; and HH-5, Alaska and Hawaii. Paintings drawings, and modeled objects were made of clay, crayons, tempera, and water colors, then photographed to illustrate the Happy Holiday Series. Available to teachers and librarians. Single copies.

(American Art Clay Co., Inc.)

PAPER FUN WITH GLUE-ALL

This little booklet will introduce you to a world of wonderful glue-it-yourself fun. Toys, games, party favors, decorations. . . there's no limit to the creative paper crafts you can dream up! This booklet presents 30 easy-to-do, easy-to-glue paper projects. Available in reasonable quantities for classroom use.

(Borden Company, The)

POSTURE MAKES PERFECT

This booklet, like **THREE LITTLE SLOUCHES**, listed elsewhere, was written to impress upon young children the importance of posture. It is a coloring book. Single copies are available free to teachers; additional copies are \$10 per 100.

(American Chiropractic Association)

BREAKFAST GAME

This is a game for first through sixth grades to stimulate good breakfast habits. Included in the kit are individual pupil's breakfast score cards, a colorful wall chart for team scores, buttons for each pupil, and blue ribbons for members of the winning team. Correctly assembled kits will be sent to the teacher for the exact number of pupils in her classroom. Be sure to specify number of pupils in each classroom.

(Kellogg Company)

TOTS AT THE TABLE

This book is planned as any easy reference for parents in the feeding of pre-school (age 1 to 5) children. You'll find information on the basic food needs and a suggested guide to follow in meal planning to meet those needs. Tips to make traveling with young ones more enjoyable are also included. There are some brand new party ideas created especially to please little folks. A handy chart offers solutions to some of the more common feeding problems. 23 pages. One complimentary copy. Requests for this material must mention the **GUIDE** . . . include requester's zip code.

(National Live and Meat Board)

FACE WASHING CHARTS

These charts, for use on bulletin boards, demonstrate correct face-washing procedure.

(Campana Corporation, Cuticura)

Dept. PH, S-3, Batavia, Illinois 60510

LITTLE CARPENTER, THE

Just about every boy in the world loves tools. They like to look at them... and to play with them... but mostly, they like to make things with them, including noise. This book is for these boys. They will enjoy it as beginning tool users, and at the same time it will help them develop skills in working with tools. Available in classroom quantities.

(Stanley Tools)

CHILDREN'S ZOO, THE

This is a colorful illustrated booklet of rhymes about "a jolly journey through a juvenile jungle." Fun to read, it is available in classroom quantities.

(Lilly and Company, Eli)

LITTLE ENGINE THAT COULD, THE

This is a character-building story for the primary grades which emphasizes the virtues of courage and stick-to-it-iveness. While this is the complete story, it is an extract from an entire set of books for children; 10 pages, illustrated in color. Single copies are available to teachers and librarians only. Write directly to Mrs. Victoria S. Johnson.

(Tangley Oaks Educational Center)

TEACHING KIT FOR PRIMARY GRADES - "The Story of a Loaf of Bread"

Children are naturally curious about people and the work they do. The pictures of the farmer, miller, baker, grocer, and how they help to make one of our basic foods will capture their interest immediately. Your class will enjoy making a class scrapbook, posters, rhymes, charts, a film strip, and other things suggested by the story. This teaching kit includes the reader in simple line drawings, seatwork in Reading and Arithmetic, and on the last page, suggestions for correlated activities are given. Suitable for use in the 1st, 2nd, and 3rd grades. Single copies are available free to teachers. A slight charge is made for additional copies.

(Continental Baking Company)

VISIT TO THE DENTIST, A

The dentist is one of the people who help us stay healthy. He helps us take good care of our teeth. This is a story about Judy and Johnny's visit to the dentist. Children in all primary grades will enjoy reading this colorful booklet to learn how the school and family dentist teach the importance of dental health; 15 pages. Single copies are free. Available to teachers only.

(American Dental Association)

AMERICAN HUMANE SOCIETY TEACHER'S KIT

This is a kit of materials on animals. Some of the leaflets tell how to take care of your pets; some show the teacher how she can utilize animals as a teaching tool; others emphasize humanity to animals. A single kit is free to teachers. Request must be written on school stationery. The items in this Teacher's Kit are:

Animals in the Classroom; Care and feeding of caged birds; Care of the cat; Care of the dog; Cushioned Claws; Dog and Cat care; Parakeets as pets; Ponds Alive; Teaching with Toads and Turtles; What do you know about Animals?; You and Your Dog.

(American Humane Education Society, The)

ACCIDENT PREVENTION AND SAFETY BICYCLE SAFETY POSTERS

This is a series of four posters, in color, on bicycle safety, Two sizes, 13x17 inches and 8½x10 inches. Available to teachers as a set. Designed for classroom and hall bulletin boards. The four posters are:

- *Always use bike hand signals.
- *Be sure your bike is ready to go.
- *Bike Safety Aids
- *Bike Safety Rules.

(Bicycle Institute of America, Inc.)

TEN TRAFFIC SAFETY POSTERS

From some 50,000 designs submitted by students throughout the country, in the AAA National School Traffic Safety Poster Contest, ten winning posters are selected each year for reproduction in large (17x22"), two-color format. Educators have found that imaginative interpretation of a safety rule by one child often sparks the imagination of the other children. Some four million of these posters are distributed by AAA Clubs each year. Reproductions of the posters are used in **TRAFFIC SAFETY GUIDES** and **MY OWN SAFETY STORY**, listed elsewhere. Available only on request through your local AAA Club. Single copies are available to teachers only.

(American Automobile Association)

GOOD HEALTH RECORD

This is a chart to be filled in every day on eating, keeping clean, and sleeping. It is usable as motivation for good health habits. Suitable for primary and intermediate grades. Available in classroom quantities to teachers.

(Kejlogg Company)

SCHOOL HEALTH POSTERS

These posters are on various aspects of health with each one presenting an important lesson. The set includes posters on such subjects as washing hands, eating properly, and covering coughs and sneezes. Titles of the posters are: Cover coughs and sneezes; Sleep for Pep Tomorrow; Wash Germs Away; and Good Food Helps You Grow. Each poster is 11x17 inches. For use in upper elementary and Junior High.

(National Tuberculosis Association)

TOOTHBRUSHING CHARTS

Included are a wall chart for classroom display and small charts for distribution to children. . . Wall chart, 17x24 inches, illustrates toothbrushing method which has been suggest by many dentists to help give teeth proper home care and provides for an honor roll listing of children who have brushed their teeth properly and regularly. Small chart, 6x9 inches, repeats illustration given on the classroom chart and provides space in which to keep a month-long record of toothbrushing at home. For grades one through four. Available in classroom quantities to teachers and librarians in the United States. State number of pupils in class.

(Lever Brothers Company)

GOOD GROOMING POSTER

Addressed to young boys, this poster contains a checklist of five good grooming musts with a good grooming rating from 0 to 100%.

(Men's Tie Foundation)

TEACHING CHART ON SEWING

To reach the joyous, creative stage of sewing takes only a rather brief period. Magic begins to happen when you are able to deal with all the ordinary, everyday fundamentals. To speed your great day of creativity, of fashion inspiration and originality, make up your mind to learn the essentials. One of the essentials is knowing thread. Thread and fabric are partners, complementing each other, subtly responsive to each other. This chart shows how to choose the proper thread for your fabric. Single copies are available to teachers.

(Belding Heminway Company, Inc.)

LEARNING WITH TOOLS NO. 468-13914

This chart pictures many common tools and emphasizes, through the use of questions, safety practices to be followed in using them; 11 x 22 inches. Single copies are available to teachers and librarians only. Request must be written on official stationery.

(National Education Association, National Commission of Safety Education)

ADDRESSES OF FREE MATERIALS

AMERICAN ART CLAY CO., INC.
4717 W. 16th Street
Indianapolis, Indiana 46222

AMERICAN AUTOMOBILE ASSOCIATION
Make request to your local AAA Motor Club

AMERICAN CHIROPRACTIC ASSOCIATION
P. O. Box 1535
Des Moines, Iowa 50306

AMERICAN DENTAL ASSOCIATION
Bureau of Dental Health Education
211 E. Chicago Avenue
Chicago, Illinois 60611

AMERICAN HUMANE EDUCATION SOCIETY, THE
180 Longwood Avenue
Boston, Massachusetts 02115

ASSOCIATION OF AMERICAN RAILROADS
Education and Group Relations
830 Transportation Building
Washington, D. C. 20006

BELDING HEMINWAY COMPANY, INC.
1407 Broadway
New York, New York 10018

BICYCLE INSTITUTE OF AMERICA, INC.
122 East 42nd Street
New York, New York 10017

BORDEN COMPANY, THE
Consumer Services
350 Madison Avenue
New York, New York 10017

CONTINENTAL BAKING COMPANY
Home Economics Department
P. O. Box 731
Rye, New York 10580

JOHNSON WAX
Consumer Education Department ETG
Racine, Wisconsin 53403

KELLOGG COMPANY
Home Economics Services
Battle Creek, Michigan 49016

LEYER BROTHERS COMPANY
Consumer Education Department
Public Relations Division
390 Park Avenue
New York, New York 10022

LILLY AND COMPANY, ELI
Miss Mary E. Hendricks
Public Relations Division
740 South Alabama Street
Indianapolis, Indiana 46206

MANDEVILLE AND KING COMPANY
1255 University Avenue
Box 134
Rochester, New York 14601

MEN'S TIE FOUNDATION
Robert Grimsley
432 Park Avenue South
New York, New York 10016

NATIONAL EDUCATION ASSOCIATION
National Commission of Safety Education
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

NATIONAL FIRE PROTECTION ASSOCIATION
Public Relations Department
60 Batterymarch Street
Boston, Massachusetts 02110



NATIONAL LIVE STOCK AND MEAT BOARD
Consumer Communication Dept.
36 South Wabash Avenue
Chicago, Illinois 60603

NATIONAL TUBERCULOSIS ASSOCIATION

Please order materials directly through your
Local or State Tuberculosis Association

STALEY MANUFACTURING CO., A. E.

Public Relations Division
Department PR-FSF-3
Decatur, Illinois 62525

STANLEY TOOLS

Educational Department
600 Myrtle Street
New Britain, Connecticut 06053

TANGLEY OAKS EDUCATIONAL CENTER

The United Educators, Inc.
Mrs. Victoria S. Johnson
Director of Educational Research and Services
Lake Bluff, Illinois 60044

Helpful Hints When Writing for Free Materials

1. Write your request on official stationery.
2. Include your title, principal, director, teacher.
3. Request the materials at least four weeks before you plan to use them.

The following companies offer free films and/or filmstrips. The teacher can send for a listing of available films. Borrowers pay the transportation charges on films.

FILM ADDRESSES

AMERICAN HUMANE EDUCATION SOCIETY, THE
180 Longwood Avenue
Boston, Massachusetts 02115

ASSOCIATION FILMS, INCORPORATED
Executive Offices
600 Madison Avenue
New York, New York 10022

BELL SYSTEM TELEPHONE OFFICES

Request from your local Bell System Telephone business office. If your community is not served by Bell System, write or call the manager of the nearest Bell System office.

BELLINGRATH GARDENS
Theodore, Alabama 36582

CONSULATE GENERAL OF CANADA
order from -
CANADIAN CONSULATE

Film Librarian
510 West Sixth Street
Los Angeles, California 92037

COPELEY PRODUCTIONS
7776 Ivanhoe Avenue
La Jolla, California 92037

EASTMAN KODAK COMPANY
Audio-Visual Service
343 State Street
Rochester, New York 14650

FLORIDA DEVELOPMENT COMMISSION
Film Library
Collins Building
Tallahassee, Florida 32304

FORD MOTOR COMPANY
Film Library
The American Road
Dearborn, Michigan 48121

MIAMI SEAQUARIUM
Rickenbacker Causeway
Miami, Florida 33149

MODERN TALKING PICTURE SERVICE
922 Bannock Street
Denver, Colorado 80204

NEW MEXICO DEPARTMENT OF DEVELOPMENT
Film Librarian State Capitol Building
Santa Fe, New Mexico 87501

RALSTON PURINA COMPANY
Supplies Service Section
Checkerboard Square
St. Louis, Missouri 63199

ROSES, INCORPORATED
217 Ann Street
East Lansing, Michigan 48823

FREE FILMS

ABOUT FLOWERS

16mm., sound, color, 6 min.
This film is a nature lesson taught in a field of flowers.
Consulate General of Canada.

BEAVER DAM

16 mm., sound, 15 min.
This film shows the beaver at work.
Consulate General of Canada.

CARE OF THE CAT

Silent, 15 min.
This filmstrip shows how to care for cats. AHES

CASEY HAD A PROBLEM

87 frames, sound
The filmstrip shows the cattle drive and a two day rodeo.
Ralston Purina Company

CREATURES OF THE SEA

(1960) 16mm., sound, color, 22 min.
This film covers the collection of trained marine animals and exhibits.
Miami Seaquarium.

EMBRYONIC DEVELOPMENT -- THE CHICK

16mm., color, sound, 25 min.
By use of time-lapse photography, illustrates the development of the chick.
Consulate General of Canada

FARM ANIMALS

15 min., color, silent filmstrip
This filmstrip tells the story of farm animals.
American Humane Education Society

HIDE-AWAY PUPPY

Filmstrip, color.
Shows the care of puppies.
American Humane Education Society.

LASSIE'S LITTER BIT (2990)

16mm., sound, color, 28 min.
This film dramatizes the consequences of dropping litter carelessly about. Lassie and a friend protect wildlife from annihilation.
Modern Talking Picture Service, Pepsi-Cola Company.
Englewood, Colorado

LITTERBUG, THE

16mm., sound, color, 8 min.
This film is a Walt Disney production, starring Donald Duck. It deals with keeping our country beautiful.
Association Films, Inc. Executive Offices, 600 Madison Avenue, New York, New York 10022



MRS. SQUIRREL AND HER FAMILY 15 min., silent
Filmstrip tells story of the squirrel family.
American Humane Education Society

MRS. BEAR AND HER FAMILY 15 min., silent.
Filmstrip tells the story of the bear family.
American Humane Education Society.

PETS 15 min., silent.
This filmstrip shows how to care for pets in the family.
American Humane Education Society.

SAN DIEGO ZOO, THE (1965) 16mm., color, sound, 26 min.
This film presents the zoo, which is unique in that animals live in enclosures, not cages.
Copley Productions.

SONNY SQUIRREL AND THE PINE TREES 15 min., silent.
This filmstrip tells the story of squirrels.
American Humane Education Society.

TREK TO THE TETONS (1966) 16mm., sound, color, 23 min.
This film shows buffalo stampeding, whitetail deer, prairie dogs, and other animals in their natural habitat.
Eastman Kodak Company.

WILDLIFE WORLD (1961) 16mm., color, sound, 30 min.
This film presents New Mexico, with its quiet deserts, grassland prairies, and timberlined ridges.
New Mexico Department of Development.

PICTURE SOURCE

Bruce Miller Publications
Box 369
Riverside, California

1. "So you want to start a picture file" - 50 cents
2. "Sources of free and inexpensive pictures for the classroom" - 50 cents
3. "Sources of free and inexpensive teaching aids" - 50 cents
4. "Sources of free pictures" - 50 cents

MISCELLANEOUS MATERIALS AND ADDRESSES

Punch 'n Gro Kit

Kit contains the planted seed, sphagnum peat moss, vermiculite, and a special nutrient to carry the plants to the seeding stage. One kit available to teacher.
Northrup, King Co., M. de Farch Editor, 1500 Jackson Street, Minneapolis, Minnesota 55413

Who Is Howdy?

Meet Howdy, the symbol for the Good Outdoor Manner Association's educational program. Limit of 30 copies.
Good Outdoor Manner Association, P. O. Box 7095, Seattle, Washington 98133

The State Department of Education Library Service puts out a catalog listing free materials. Request your copy from:

J. M. Baker, Director
Library Services
State Department of Education
Santa Fe, New Mexico 87501

Elementary Teacher Guide to Free Curriculum Materials, 23rd Annual Edition
Educators Progress Services
P. O. Box 1921
La Jolla, California

Free and Inexpensive Learning Materials
Division of Surveys and Field Services
George Peabody College for Teachers
Nashville, Tennessee 37203
\$3.00

OTHER COMPANIES WITH SPECIAL EDUCATION LISTINGS OR MATERIAL SUITABLE FOR SPECIAL EDUCATION

1. Bowmar Records
622 Rodier Drive
Glendale, California 91201
2. Continental Press, Inc.
2336 Farrington Street
Dallas, Texas 75207
3. David C. Cook Publishing Company
Elgin, Illinois 60120
4. Developmental Learning Materials
3505 N. Ashland Avenue
Chicago, Illinois 60657
5. Dick Blick
Box 1267
Galesburg, Illinois 61401
6. Educational Activities
P. O. Box 392
Freeport, New York
7. Educational Publishing Company
1525 North State Parkway
Chicago, Illinois 60610
8. Follett Publishing Company
1010 West Washington Blvd.
Chicago, Illinois 60607
9. General Learning Corporation
Early Learning Division
3 East 54th Street
New York, New York 10022
10. Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017
11. Ideal School Supply Co.
Oak Lawn, Illinois 60453
12. Instructo Products Co.
1635 North 55th Street
Philadelphia, Pennsylvania
13. John Day Company
62 West 45th Street
New York, New York 10036
14. Lauri Enterprises
Haverhill, Massachusetts
15. Mafex Associates
Box 519
Johnstown, Pennsylvania 15907
16. McGraw-Hill Book Company
Manchester, Missouri 63011
17. Playtime Equipment Company
808 Howard Street
Omaha, Nebraska 68102
18. R. W. Parkinson Company
704 Mumford Drive
Urbana, Illinois 61801
19. Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611
20. Stanwix House, Incorporated
Pittsburgh, Pennsylvania 15204
21. Teaching Resources
100 Boylston Street
Boston, Massachusetts 02116

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