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ABSTRACT

Provided in the handbook are a developmental scale for assessment of independence level, and objectives for developing cognitive, psycho-motor, affective behavioral, and prevocational skills of handicapped children and youth. Instructions for use of the handbook are given to include copying the developmental profile form to evaluate students. The section on independence is seen to be divided into six levels of accomplishment in the areas of self help, task orientation/motivation/social behavior, and communication. Specified in other sections are appropriate growth and development characteristics (by age level), goals, behavioral objectives, techniques, and resources for use after assessment of the child's independence level. Given for the psycho-motor domain (health and family life) are growth/development characteristics in areas such as neuromuscular coordination and hygiene, and goals such as walking safely, practicing fire safety, and understanding peer group relationships. Provided for the affective domain (socialization) are growth/development characteristics for categories such as emotional behavior, and eating habits, and goals such as dressing independently, eating in restaurants, and understanding self as a sexual being. Specified for the cognitive domain (academic fulfillment) are growth/development characteristics for areas such as speech and intellectual behavior, and goals such as recognizing number symbols, developing social use of arithmetic, and communicating through writing. Included in the section of economic usefulness are guidelines for guidance, and goals for attitudinal, marketable, and verbal skills. (MC)

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A HANDBOOK
OF SUGGESTIONS
FOR
DEVELOPMENTAL
LEARNING

MICHIGAN DEPARTMENT OF EDUCATION

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Foreword

In its continuing effort to develop accountability procedures for the assessment of pupil progress toward specified performance objectives, the Michigan Department of Education has worked for three years in cooperation with special education personnel from local and intermediate school districts to develop the "Handbook of Suggestions for Developmental Learning."

The purpose of this Handbook is to provide a developmental scale for assessment of the status of handicapped children and youth in the cognitive, psycho-motor, and affective domains. This Handbook is not intended as a curriculum guide. However, the Handbook is intended to provide a means by which a teacher can select specific performance objectives for each handicapped child and determine whether that child has made developmental progress.

The "Handbook of Suggestions for Developmental Learning" will be revised periodically in order to increase its effectiveness as a tool for improvement of instruction for handicapped children and youth.

Therefore, persons using the Handbook are encouraged to send the suggestions for improvement to the Michigan Department of Education, Special Education Services, Box 420, Lansing, Michigan 48902.

John W. Porter
Superintendent of Public Instruction

MICHIGAN DEPARTMENT OF EDUCATION
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INSTRUCTIONS FOR USE
OF THE HANDBOOK OF DEVELOPMENTAL LEARNING

1. The handbook is based on Developmental Objectives rather than Chronological Age or Mental Age.
2. All handbook material is published horizontally so you may follow all facets of any one level in developmental order.
3. The major section on Independence includes six levels of accomplishment with cross references to the other four sections for goals and specific objectives, techniques and resources for aid in reaching the next step of development.
4. Growth and development charts relating to the four specific areas of Health-Family Living, Socialization, Academic Fulfillment and Economic Usefulness are included at the beginning of each of these sections for reference as to "normal" expectancies.
5. The table of contents includes the goals and specific objectives in each of the four reference areas. (As noted in #4)
6. A developmental profile form is also included. (This should be duplicated so one can be used for each student.) The form is used to evaluate the students' abilities in three major areas of independence. These include:
 - A. Self help
 - a. dressing
 - b. mobility
 - c. general
 - d. eating
 - B. Task orientation, Initiative and Social Behavior
 - C. Communication

(All information in the handbook falls within these three areas. Any item can be located through the table of contents and/or the cross reference numbers listed at the right of each goal in the Independence Section.)

To effectively use the developmental profile sheet, the following steps should be followed:

- 1'. Starting with A, Self help, 1. Dressing (page 4) continue reading across the top portion of each page until the item listed is the last one the individual child can presently accomplish. Place a mark in the

A., 1 column at the appropriate level and item (example: Level 4, Item 2 - Selecting appropriate clothing, page 5).

- 2'. Continue with A. Self help b. Mobility (page 4 lower portion of page) reading across to item of top accomplishment. (Example: Level 5, Item 1 - Moves about hometown freely, page 6). Place mark on appropriate level and item in the second column.
- 3'. Continue through the Independence Section with the three major individual profile headings. This will give you a six-point evaluation profile.

We suggest the profile be dated and another inventory of the child's abilities be plotted later in the year. This will serve as ongoing charting of growth and accountability. Specific comments on the child may be written on the back of the profile sheet.

7. The four other areas of the handbook (#4), which may be used with cross references from the Independence Section are indicated by Roman Numerals and capital letters, and can be used as a separate tool for developmental instruction. These Roman Numerals correspond to those in the table of contents. Each of the four sections includes basic goals, behavioral objectives, techniques and resources which will be conducive to developmental progress. A column is left for teacher comments and notes.

I - INDEPENDENCE

This section is organized differently from the other sections of the Handbook. The reader will note that missing from the following pages are headings such as "objectives", "techniques", and "resources". This is not an oversight but rather an attempt to provide the teacher with a summary of the behavioral characteristics thought to be most indicative of adequately developing independence at various educational levels. The lists of behavioral characteristics are not complete, but rather, they should be viewed as check-points on a continuum of behavior. This section is meant to provide the special education teacher with an evaluation device complete enough to serve as a general guide in developing curriculum experiences for exceptional children. For ease in using this section, the reader will note that it has been divided by developmental skills into six levels.

The Independence Section has been further categorized by Major Goals, including:

- A. Self Help
- B. Task Orientation, Motivation and Social Behavior
- C. Communication

As indicated in the Introduction, cross-references to the other four sections of the Handbook have been recorded in the Independence Section. This is an attempt to help the teacher plan, after initial assessment of students' needs, more specifically for each student.

Level One	Level Two	Level Three	Level Four	Level Five	Level Six
<ol style="list-style-type: none"> 1. Pulls off socks. 2. Assists in getting dressed (e.g. passes clothing). 3. Removes and puts on simple articles of clothing. 4. Unbuttons accessible buttons. 	<ol style="list-style-type: none"> 1. Dresses self except tying. 2. Fastens and adjusts his clothing (buttons, buckles, zips). 3. Undresses at night with little supervision. 4. Dresses in the morning with little supervision. 5. Puts on most ordinary articles of clothing. 	<ol style="list-style-type: none"> 1. Goes to bed unassisted. 2. Combs or brushes hair. 3. Ties bows and/or shoe laces. 	<ol style="list-style-type: none"> 1. Ties a tie or a hair ribbon 2. Selecting appropriate clothing. 	<ol style="list-style-type: none"> 1. Exercises complete care of dress. 	<ol style="list-style-type: none"> 1. Maintains clothes. 2. Makes minor repairs or has them done.
<p>REFERENCES:</p> <p>III-A</p> <p>Page 64</p>	<p>III-A D G H I</p> <p>Pages 64, 70, 76, 78, 80</p>	<p>III-A D F G H I</p> <p>Pages 64, 70, 74, 76, 78, 80</p>	<p>III-A D F G H I</p> <p>V A B C</p> <p>Pages 64, 70, 74, 76, 78, 80, 130, 132</p>	<p>III-A D F G H</p> <p>V A B C</p> <p>Pages 64, 70, 74, 76, 78</p>	<p>II-O</p> <p>III-A D F G H</p> <p>I O</p> <p>V-A B C</p> <p>Pages 54, 64, 70, 72, 76, 78, 80, 92, 128, 130</p>



GOAL: INDEPENDENCE

A. SELF HELP

b. Mobility

Level One	Level Two	Level Three	Level Four	Level Five	Level Six
<ol style="list-style-type: none"> 1. Rolls over. 2. Sits unsupported. 3. Pulls self upright. 4. Moves about on floor. 5. Stands alone. 6. Walks about room unattended. 7. Goes about house or yard. 8. Walks upstairs unassisted. 9. Avoids simple hazards. 10. Walks upstairs both feet together on each step. 	<ol style="list-style-type: none"> 1. Walks down-stairs, both feet together on each step. 2. Uses play vehicle of some kind. 3. Walks upstairs one foot per step, without supporting him self. 4. Walks down-stairs one foot per step without supporting him self. 5. Goes to neighbors and places nearby. 	<ol style="list-style-type: none"> 1. Goes to school unattended. 2. Requires little supervision outside house - absent for one hour or more. 3. Moves about with others without much need for much supervision. 	<ol style="list-style-type: none"> 1. Goes about neighborhood unassisted, but does not cross streets. 2. Goes about neighborhood unassisted, crossing streets. 	<ol style="list-style-type: none"> 1. Moves about hometown freely. 2. Uses available public transportation (local) 	<ol style="list-style-type: none"> 1. Goes to nearby places alone. 2. Goes to distant point alone. 3. Can locate dentist, physician and other health resources.
<p>REFERENCES: II - H Page 28</p>	<p>II - A H Pages 16-28</p>	<p>II - A B C H III - I Pages 16, 18</p>	<p>II - A B C D E F H I III - I Pages 16, 18, 22, 24, 28, 32</p>	<p>II - A B C D E F H I J III - I Pages 16, 18, 22, 26, 28, 32, 80, 24</p>	<p>II - A B C D E F H I J III - I V - E Pages 16, 18, 22, 24, 26, 28, 80, 138</p>

Level One	Level Two	Level Three	Level Four	Level Five	Level Six
<ol style="list-style-type: none"> Grasps objects within reach Reaches for nearby objects Grasps with thumb and finger "Toilet trained with infrequent accidents" Knows when he should go to the toilet and does so Dries hands adequately without much assistance. 	<ol style="list-style-type: none"> Cares for himself at the toilet, wipes himself and washes hands. Washes his hands with soap in an acceptable way Washes face more or less adequately Brushes his teeth 	<ol style="list-style-type: none"> Brushes and combs hair Washes himself adequately and completely without much supervision 	<ol style="list-style-type: none"> Prepares every thing for washing himself (e.g. runs bath and assembles what is needed - soap, wash-cloth, towel, etc.) Maintains all aspects of personal hygiene 	<ol style="list-style-type: none"> Selects and appropriately uses cosmetics, grooming aids 	<ol style="list-style-type: none"> Differentiates between major and minor medical problems
<p>REFERENCES:</p> <p>III - D Page 70</p>	<p>II - J III - D Pages 38, 70</p>	<p>II - J III - D I Pages 38, 70, 80</p>	<p>II - J K N III - D I O Pages 38, 46, 52, 70, 80, 92</p>	<p>II - J K M N Q III - D I N O V - I Pages 38, 46, 50, 52, 58, 70, 80, 90, 92, 144</p>	<p>II - J K M N Q III - D I N O V - I X Pages 38, 46, 50, 52, 58, 70, 80, 90, 92, 144, 148</p>

GOAL: INDEPENDENCE

A. SELF HELP

d. Eating

Level One	Level Two	Level Three	Level Four	Level Five	Level Six
<p>1 Drinks from cup or glass assisted</p> <p>2. Does not drool</p> <p>3 Chews food</p> <p>4 Drinks without spilling holding glass in one hand</p> <p>5 Eats with spoon</p> <p>6 Discriminates edible substances</p> <p>7 Unwraps candy</p> <p>8 Eats with fork</p> <p>9 Gets drink unassisted</p>	<p>1 Serves himself and eats without requiring much help</p> <p>2 Pours liquids with some difficulty</p>	<p>1 Uses table knife for spreading butter, jam, etc.</p> <p>2 Uses table knife for "cutting" without much difficulty</p> <p>3 Eats with knife and fork, requires no help</p> <p>4 Pours liquids from pot or container</p>	<p>1 Cares for self at table</p> <p>2 Uses knife for peeling fruit</p> <p>3 Can select appropriate portions</p>	<p>1 Can prepare simple meals</p> <p>2 Knows basic foods</p>	<p>1 Can plan meals for self and others</p>
<p>REFERENCES:</p> <p>IV - J L</p> <p>Pages 117, 119</p>	<p>III - B C D</p> <p>IV - J L</p> <p>Pages 66, 68, 70, 117, 119</p>	<p>III - B C D</p> <p>IV - J L</p> <p>Pages 66, 68, 70, 117, 119</p>	<p>III - B C D K</p> <p>IV - J L</p> <p>Pages 66, 68, 70, 84, 117, 119</p>	<p>III - B C D K</p> <p>M N</p> <p>IV - J L</p> <p>Pages 66, 68, 70, 84, 88, 90, 117, 119</p>	<p>II - L N O</p> <p>III - B C D K M</p> <p>N O</p> <p>IV - J L</p> <p>V - J L</p> <p>Pages 48, 52, 54, 103, 105, 119, 121, 123, 117, 146, 150</p>

Level One	Level Two	Level Three	Level Four	Level Five	Level Six
<p>1 Gets or carries familiar object</p> <p>2 Can string large beads</p> <p>3 Can unscrew lid with twisting motion or turn door knob</p> <p>4 Can kick ball without falling</p> <p>5 Can jump with both feet</p> <p>6 Plays in company with others but does not yet cooperate with others</p> <p>7 Recognizes man, woman, boy, girl</p> <p>REFERENCES:</p> <p>I - I</p> <p>IV - J L</p> <p>Pages 32, 117, 119</p>	<p>1 Can cut out pictures but not accurately</p> <p>2 Builds elaborate structures with suitable materials (bricks, construction kits, etc.)</p> <p>3 Can skip on both feet</p> <p>4 Can throw ball hitting target (1'x1' - 1 1/2 yards away)</p> <p>5 Uses playground apparatus in fairly safe and assured manner (swing, see-saw, ropes, etc.)</p> <p>6 Enjoys entertaining others</p> <p>7 Plays competitive games (e.g. hide and seek, tag, etc.)</p> <p>8 Acts out stories he has heard</p> <p>9 Plays simple table games (e.g. tiddley winks, dominoes, snakes, and ladders, bingo, etc.)</p> <p>10 Engages in activities appropriate to sex role</p> <p>REFERENCES:</p> <p>II - H I K</p> <p>III - E</p> <p>IV - J L</p> <p>Pages 28, 32, 46, 72, 117, 119</p>	<p>1 Uses skates, sled, wagon</p> <p>2 Goes on simple errands outside the house</p> <p>3 Is trusted with money</p> <p>4 Can pile paper, playing cards, etc. in a neat way</p> <p>5 Can cut very accurately around outlines</p> <p>6 Uses tools, kitchen utensils, garden tools</p> <p>7 Plays cooperative team games and obeys rules</p> <p>8 Carries out minor routine tasks without supervision, (e.g. emptying waste paper baskets; fetching water, milk or newspaper</p> <p>REFERENCES:</p> <p>II - G H I K</p> <p>III - E</p> <p>IV - G J L</p> <p>V - E</p> <p>Pages 26, 28, 32, 46, 72, 107, 117, 119, 138</p>	<p>1 Uses tools or utensils</p> <p>2 Does routine household tasks</p> <p>3 Does small renumeration work</p> <p>4 Makes minor purchases</p> <p>REFERENCES:</p> <p>II - G H I K</p> <p>III - E J L</p> <p>IV - G J L</p> <p>V - E G</p> <p>Pages 26, 28, 32, 46, 72, 107, 117, 119, 138, 140</p>	<p>1 Does simple creative work</p> <p>2 Performs responsible routine chores</p> <p>3 Is left to care for self or others</p> <p>4 Buys own clothing accessories</p> <p>5 Plays difficult games</p> <p>6 Engages in adolescent group activities</p> <p>7 Goes out unsupervised in daytime</p> <p>REFERENCES:</p> <p>II - G H I K P</p> <p>III - E J L</p> <p>IV - G J L</p> <p>V - D E F H K</p> <p>Pages 26, 28, 32, 46, 56, 72, 82, 86, 107, 117, 119, 136, 138, 142, 148</p>	<p>1 Has own spending money</p> <p>2 Buys all own clothes</p> <p>3 Looks after own health</p> <p>4 Goes out at night unrestricted</p> <p>5 Assumes personal responsibility</p> <p>6 Provides for future</p> <p>7 Purchases for others</p> <p>8 Assumes responsibility beyond own needs</p> <p>9 Has a job or continuing schooling</p> <p>REFERENCES:</p> <p>II - G H I K P</p> <p>III - E J L</p> <p>IV - G J L</p> <p>V - D E F H K</p> <p>Pages 26, 28, 32, 46, 56, 72, 82, 86, 107, 117, 119, 136, 138, 142, 148</p>

GOAL: INDEPENDENCE

C. COMMUNICATION

Level One	Level Two	Level Three	Level Four	Level Five	Level Six
<p>1 Responds to name and "no-no"</p> <p>2 Comprehends "bye-bye"</p> <p>3 Echoes words or sounds (da-da, ma-ma, etc.)</p> <p>4 Follows simple instructions</p> <p>5 Marks with pencil or crayon</p> <p>6 Recognizes hair, mouth, ears and hands when they are named</p> <p>7 Identifies common pictures when named</p> <p>8 Uses I, me, you, etc. in speech</p> <p>9 Names one color</p> <p>10 Understands orders containing on, in, behind, under, etc.</p>	<p>1 Says full name</p> <p>2 Recites poem from memory or song</p> <p>3 Recites by way of pictures</p> <p>4 Draws with pencil or crayon</p> <p>5 Prints simple words</p> <p>6 Names penny, nickel, dime</p> <p>7 Recites numbers to thirties</p> <p>8 Tell left and right on himself (e.g. left arm, right ear)</p> <p>9 Names the days of the week and recognizes some days</p> <p>10 Understands differences between day-week, minute, hour, etc.</p>	<p>1 Uses pencil for writing</p> <p>2 Can tell familiar story</p> <p>3 Write numbers from 1 to 50</p> <p>4 Names quarter, half dollar, etc.</p> <p>5 Has learned to read</p> <p>6 Writes own occasional short letters</p> <p>7 Tells time to quarter hour</p> <p>8 Can understand directions: up, per left, bottom right, etc.</p>	<p>1 Reads on own initiative</p> <p>2 Writes short letters</p> <p>3 Makes telephone calls</p> <p>4 Can retell short story that he has read</p>	<p>1 Enjoys books, magazines, newspapers</p> <p>2 Communicates by letter</p> <p>3 Answers ads, purchases by mail</p>	<p>1 Follows current events</p>
<p>REFERENCES: IV - H Page 109</p>	<p>IV - H I J K L M N Page 109, 115, 117, 119, 121</p>	<p>IV - A B C D E G H I J K L M N O P V - L Page 103, 105, 107, 109, 115, 119, 121, 123, 150</p>	<p>IV - A B C D E F G H I J K L M N O P V - L Page 101, 103, 105, 107, 109, 115, 117, 119, 121, 123, 125, 150</p>	<p>IV - A B C D E F G H I J K L M N O P V - H K L Page 101, 103, 105, 107, 109, 115, 117, 119, 121, 123, 125, 142, 148, 150</p>	<p>II - L P IV - A B C D E F G H I J K L M N O P V - F G I J K L Page 48, 56, 101, 103, 105, 107, 109, 115, 117, 119, 121, 123, 125, 138, 140, 144, 146, 148, 150</p>

INDIVIDUAL DEVELOPMENTAL PROFILE

Teacher's Name _____ Child's Name _____

Developmental Level	A. Self Help				B. Task Orientation	C. Communication
	Dressing a	Mobility b	General c	Eating d	Motivation and Social Behavior	
Six					9	
					8	
					7	
					6	
					5	
					4	
					3	
			3		2	
		2	2		1	
		1	1	1	1	1
Five					7	
					6	
					5	
					4	
					3	3
					2	2
					1	1
			2		1	
		1	1	1	1	1
Four					4	4
					3	3
					2	2
					1	1
				3		
				2		
				2		
				1		
		2	2	2	2	2
		1	1	1	1	1
Three					8	8
					7	7
					6	6
					5	5
					4	4
				4	3	3
				3	2	2
				2	1	1
		3	3	2	1	1
		2	2	1	1	1
Two					10	10
					9	9
					8	8
					7	7
					6	6
					5	5
					4	4
					3	3
		5	5		2	2
		4	4	4	1	1
One					10	10
					9	9
					8	8
					7	7
					6	6
					5	5
					4	4
					3	3
					2	2
		4	4	4	1	1
	3	3	3	1	1	
	2	2	2	1	1	
	1	1	1	1	1	

DEVELOPMENTAL LEARNING
Attainments
(Suggested Parent Report Format)

GOAL: INDEPENDENCE

Self Help	Date:	Date:	Date:
a. Dressing			
1. Pulls on socks.			
2. Assists in getting dressed (e.g. passes clothing).			
3. Removes and puts on simple articles of clothing.			
4. Unbuttons accessible buttons.			
5. Dresses self except tying.			
6. Fastens and adjusts his clothing (buttons, buckles, zips.)			
7. Undresses at night with little supervision.			
8. Dresses in the morning with little supervision.			
9. Puts on most ordinary articles of clothing.			
10. Goes to bed unassisted.			
11. Combs or brushes hair.			
12. Ties bows and/or shoe laces.			
13. Ties a tie or a hair ribbon.			
14. Selecting appropriate clothing.			
15. Exercises complete care of dress.			
16. Maintains clothes.			
17. Makes minor repairs or has them done.			
b. Mobility			
1. Rolls over.			
2. Sits unsupported.			
3. Pulls self upright.			
4. Moves about on floor.			
5. Stand alone			
6. Goes about house and yard			
7. Walks upstairs unassisted			
8. Avoids simple hazards			
9. Walks upstairs both feet together on each step.			
10. Walks downstairs, both feet together on each step.			
11. Uses play vehicle of some kind.			
12. Walks upstairs one foot per step, without supporting himself.			
13. Walks downstairs one foot per step without supporting himself.			
14. Goes to neighbors and places nearby.			
15. Goes to school unattended. Requires little supervision playing outside house.			
15. absent for one hour or more.			
16. Moves about with others without much need for much supervision.			
17. Goes about neighborhood unsupervised, but does not cross streets.			
18. Goes about neighborhood unsupervised, crossing streets			
19. Moves about hometown freely.			
20. Uses available public transportation (local)			
21. Goes to nearby places alone.			
22. Goes to distant points alone.			
23. Can locate dentist, physician and other health resources.			
c. General			
1. Grasps objects within reach.			
2. Reaches for nearby objects.			
3. Grasps with thumb and finger.			
4. Toilet trained with infrequent accidents.			
5. Knows when he should go to the toilet and does so.			
6. Dries hands adequately without much assistance			
7. Cares for himself at the toilet, wipes himself and washes hands.			
8. Washes his hands with soap in an acceptable way			
9. Washes face more or less adequately.			
10. Brushes his teeth.			
11. Brushes and combs hair.			
12. Washes himself adequately and completely without much supervision.			
13. Prepares everything for washing himself (E.G. runs bath and assembles what is needed soap, wash cloth, towel, etc.)			
14. Maintains all aspects of personal hygiene.			
15. Selects and appropriately uses cosmetics grooming aids.			
16. Differentiates between major and minor medical problems.			

Self Help Cont.	Date	Date	Date	Date
d. Eating				
1. Drinks from cup or glass assisted.		19. Knows basic foods	13. Enjoys entertaining others.	27. Does routine house hold tasks.
2. Does not drool.		20. Can plan meals for self and others.	14. Plays competitive games (e.g. hide and seek, etc.)	28. Does small remunerative work.
3. Drinks without spilling, holding glass in one hand.		Task Orientation	15. Acts out stories he has heard.	29. Makes minor purchases
4. Eats with spoon.		1. Gets or carries familiar objects.	16. Plays simple table games (e.g. tiddley winks, dominoes, snakes, and ladders.)	30. Does simple creative work.
5. Discriminates edible substances.		2. Can string large beads	17. Uses skates, sled, wagon.	31. Performs responsible routine chores.
6. Unwraps candy.		3. Can unscrew lid with twisting motion or turn door knob.	18. Engages in activities appropriate to sex role.	32. Is left to care for self and others.
7. Eats with fork.		4. Can kick ball without falling.	19. Goes on simple errands outside the house.	33. Plays difficult games
8. Gets drink unassisted		5. Can jump with both feet	20. Is trusted with money.	34. Buys own clothing accessories.
9. Serves himself and eats without requiring much help.		6. Plays in company with others but does not yet cooperate with others.	21. Can pile paper, playing cards, etc. in a neat way.	35. Engages in adolescent group activities.
10. Pours liquids with some difficulty.		7. Recognizes man, woman, boy, girl.	22. Can cut very accurately around outlines.	36. Goes out unsupervised in daytime.
11. Uses table knife for spreading butter, jam, etc.		8. Can cut out pictures but not accurately.	23. Uses tools, kitchen utensils, garden tools.	37. Has own spending money.
12. Uses table knife for "cutting" without much difficulty.		9. Builds elaborate structures with suitable materials (bricks, construction kits, etc.)	24. Plays cooperative team games and obeys rules.	38. Buys all own clothes
13. Eats with knife and fork, requires no help.		10. Can skip on both feet	25. Carries out minor routine tasks without much supervision (e.g. emptying waste paper baskets, fetching water, milk or newspaper.	39. Looks after own health.
14. Pours liquids from pot or container.		11. Can throw ball hitting target (1'x1' - 1 1/2 Yards away)	26. Uses tools or utensils.	40. Goes out at night unrestricted
15. Cares for self at table		12. Uses playground apparatus in fairly safe and assured manner (swing, ropes, etc.)		41. Assumes personal responsibility.
16. Uses knife for peeling fruit.				42. Provides for future.
17. Can select appropriate portions				43. Purchases for others.
18. Can prepare simple meals				44. Assumes responsibility beyond own needs.
				45. Has a job or continuing schooling.

TEACHERS COMMENTS:

Communication	Date	Date
1. Responds to name and "no-no"		
2. Comprehends "bye-bye"		
3. Echoes words or sounds (da-da, ma-ma, etc.)		
4. Follows simple instructions.		
5. Marks with pencil or crayon.		
6. Recognizes hair, mouth ears, and hands when they are named.		
7. Identifies common pictures when named.		
8. Uses I, me, you, etc. in speech.		
9. Names one color.		
10. Understands orders containing on, in, behind, under, etc.		
11. Says full name.		
12. Recites poem from memory or sings a song		
13. Reads by way of pictures.		
14. Draws with pencil or crayon.		
15. Prints simple words.		
16. Names penny, nickel, dime.		
17. Recites numbers to thirties.		
18. Tell left and right on himself (e.g. left and right ear)		
19. Names the days of the week and recognizes some days.		
20. Understands differences between day-week, minute-hour, etc.		
21. Has learned to read.		
22. Writes own occasional short letters.		
23. Tells time to quarter hour.		
24. Can understand directions upper left, bottom right, etc.		
25. Uses pencil for writing.		
26. Can tell familiar story		
27. Write numbers from 1 to 50		
28. Names quarter, half dollar, etc.		
29. Reads on own initiative		
30. Writes short letters		
31. Makes telephone calls		
32. Can retell short story that he has heard		
33. Enjoys books, magazines		
34. Communicates by letter		
35. Follows current event.		

Using the Remaining Sections

The sections entitled Psycho- Motor (Health and Family Life), Affective Domain (Socialization), Cognitive Domain (Academic Fulfillment), and Economic Usefulness contain the goals, the behavioral objectives, the techniques, and the resources are intended to be used after the teacher has determined the level of independence and identified the priority goals for each student.

In these sections, whenever appropriate, specific techniques and resources are identified by number with a behavioral objective. In cases where this procedure was not thought appropriate, the techniques and resources appear as a list of suggestions which may be useful to the teacher. At the beginning of each section of the Handbook (except Independence) the reader will notice, as part of the introduction to that section, a summary of the growth and development of children and youth appropriate to the section. This information may be useful in organizing more detailed observations of students as the teacher plans individually for each student.

Finally, it should be said that this Handbook was developed by teachers for teachers. It was not intended to be a curriculum guide, but rather, a tool for the special education teacher in the education of handicapped children and youth.

PSYCHO-MOTOR DOMAIN

HEALTH AND FAMILY LIFE

This section of the Handbook is divided into areas dealing with safety, development of the body, personal awareness and sexuality. Insofar as possible the objectives have been stated so that the teacher can, after determining the level of functioning of the individual, proceed to design a program to achieve the next level of functioning.

The growth and development characteristics of students which should be considered in using this section appear first.

GROWTH AND DEVELOPMENT

General Physiological Growth Patterns

4-9 to 5-8

Achievement in school is the function of the total growth of a child. When parents of a child are of divergent physical builds there may be a wide range in the different physical measurements of a child, i.e., ht., wt., etc. Emotional stress may also affect the physical growth of a child for as long as six months.

5-9 to 6-8

Slow growth with wide variations.

Active, apt to fatigue easily.

6-9 to 7-8

7-9 to 8-8

Possible increase in weight, slow growth in height.

Neuro-Muscular Coordination (Motor Development)

4-9 to 5-8

Rides tricycle; climbs, does tricks; begins detailed construction with blocks; begins to use coordinated prehension more and more; skips.

5-9 to 6-8

In constant movement; balls bounced and tossed; likes to dig, play tag, wrestle, Likes to construct on a gross level, majority can skip rope

6-9 to 7-8

Jumps rope; catches ball; can hopscotch; gallops. May roller skate or ride bicycle; repeats performances persistently.

7-9 to 8-8

Stance and movement free while painting; learning soccer.

Fine muscle work still taxing.

Prefers tag to toys.

Poor posture may occur at this time.

8-9 to 9-8

Slow steady growth

Boundless energy apt to overdo.

Heart, lungs circulatory system almost mature.

Girls frequently forge ahead in growth.

9-9 to 10-8

Rapid muscular growth.

Some signs of adolescence, particularly with girls.

Uneven growth of different parts of body.

Boys may mature 2 years later than girls.

10-9 to 11-8

Appearance of secondary sex characteristics.

Girls are beginning to fall behind in physical strength and endurance. Accelerated growth with many.

11-9 to 12-8

Muscle now represents 40-45% of body weight.

Interests and concern expressed about growing bodies.

8-9 to 9-8

Shoots marbles; catches with one hand, hits at moving target; can roller skate and bicycle well.

Swings hammer well, saws well, can use garden tools.

9-9 to 10-8

Better control of own speed.

Beginning to work hard to develop physical skills.

10-9 to 11-8

Posture apt to be slovenly.

11-9 to 12-8

Graceful in action but apt to be awkward in repose.

Rhythms

4-9 to 5-8

Likes to march music.

Responds well.

5-9 to 6-8

Hopping, skipping, clapping, etc.

6-9 to 7-8

May desire dancing at this time.

7-9 to 8-8

Enjoys folk dancing of a dramatic nature.

Rhythmic sense improving.

Begins to be creative.

Hygiene

4-9 to 5-8

15 to 30% of group apt to have one or more handicaps (i.e., dental, eye, ear, nutrition) that will interfere with school progress.

Sleeps about 11 hours.

Careless of clothes.

5-9 to 6-8

Correct food, rest and elimination should be functioning without close supervision.

Can dress self-- frequently dawdles.

6-9 to 7-8

Should be able to abide by minimum safety precautions.

Drops clothes; may throw them about.

7-9 to 8-8

Should be able to bathe self.

Often a period of dental neglect.

Slow and distractable about dressing.

8-9 to 9-8

High appreciation of athletics.

9-9 to 10-8

10-9 to 11-8

11-9 to 12-8

12-9 to 13-8

Social dancing a "must".

8-9 to 9-8

May hang clothes.

Can dress rapidly.

Can generally care for physical needs.

Some interest in combing hair.

Heart may be subject to strain.

9-9 to 10-8

Should be aware of personally following precautions about colds, and spreading infectious disease.

Is now capable of following medical advice.

10-9 to 11-8

Immunity to communicable diseases fairly well established.

11-9 to 12-8

Now capable of good personal hygiene habits.

Need 8-9 hours of rest.

Periodic medical examination a must during this period. Incidence of TB high with this age group.

12-9 to 13-8

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFE

Specific Objectives
(The Student Can)

Techniques

A. To walk safely

1. Read signs: Stop, Go, Yield, R.R., Caution, Walk, Don't Walk, Exit, Red Light, Caution Light, Red Lantern, Siren.
2. Recognize safety people.
3. Walk on sidewalks and cross streets.
4. Walk in school building.

1. Flash card recognition drill. Use models of signs or get signs actually used.
2. Show pictures of safety people. Include pictures of non-safety person, identify as stranger.

Role playing-refusing ride or walk with stranger.
3. Practice Develop charts to organize routes:

Go to the corner. Wait for the walk light. Walk inside white lines. Walk to the right. Do not run. Do not touch fallen wires.
4. Practice in halls and on stairways using right sides of both using hand rails.

B. To ride safely

1. Enter and leave bus or car.
2. Sit down.
3. Fasten safety equipment.

1. Practice in groups of five.
2. Practice sitting for at least five minutes.
3. Practice.

Resources

1. Flash card, actual sign near school and classroom.

2. Pictures of safety people and non-safety people. Uniforms of safety people. Policeman, safety patrol. Classroom.

3. Sidewalks around school building and surrounding area. School grounds - surrounding area.

4. Records, slides, films, stories, tapes, bulletin boards to illustrate skills 1 - 4. School building.

1. Bus
Car

2. Chair, Bus driver, and classroom

3. Car seat or chair (both releases; pull and button)
Classroom
Car

Teacher Notes

PSYCHO-MOTOR DOMAIN
GOAL: HEALTH AND FAMILY LIFE

Specific Objectives
(The Student Can)

Techniques

B. (Continued)

- 4. Keep head and extremities inside windows of bus and car.
- 5. Ride a bike without injury to others or self.
- 6. Get transportation: Taxi, bus, train, airplane.

- 4. Role play
- 5. Have a pupil report on city safety code for bicycles.
Practice - using both hands, both feet, hand signals, basket for carrying articles, traffic rules, crossing streets, parking. Pictures of proper procedure
- 6. Role play: Calling proper station for information; getting to station, buying ticket. Field trip to various stations.

C. To play safely

- 1. Keep toys and clothing in proper places.
- 2. Identify unsafe things:
medicines
old refrigerators
electrical outlets
guns
- 3. Use roller and/or ice skates without injury to others or self.

- 1. Role play.
- 2. Identify poison sign (skull and crossbones)
Practice putting out matches and breaking. Practice safe use of simple tools.
Test doors on refrigerator. Don't get inside.
- 3. Have pupils demonstrate safety rules when on roller or ice skates.

ResourcesTeacher Notes

4. Records, slides, films, stories, tapes, bulletin boards, bus driver.
5. Bikes - safety of brakes, tires, bars, basket, etc.
School grounds, areas around school.
6. Telephone directory, telephone.
Classroom.
Bus station, train station, airport.
1. Places for toys and clothing.
Classroom
Stairways
2. Bottles with poison sign, matches
scissors, hammer, nails, screw driver.
Science
Teacher
Janitor or maintenance man.
Classroom
Home
3. Pictures illustrating all areas of safety.
Recreation director
Gym, ice pond.

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFESpecific Objectives
(The Student Can)Techniques

C. (Continued)

- | | |
|---|---|
| 4. Use gym equipment | 4. Demonstrate and practice. Appoint a committee to replace equipment in storage area. |
| 5. Use antiseptic and apply band aid. | 5. Role play first aid procedures for simple cuts, bruises, burns, scratches, nose bleed. |
| 6. Follow rules of games. | 6. Play games following rules. Demonstrate dangers to others when rules are followed. (Relay game - may collide with runner if child starts before runner completes lap.) |
| 7. Play safely on play-ground equipment | 7. Pupils demonstrate safe use of play equipment |
| 8. Use protective equipment in sports. | 8. Demonstrate using protective equipment when participating in sports. |
| 9. Apply tourniquet, different kinds of bandaging, digital pressure, splints, and administer shock treatment. | 9. Demonstrate |
| 10. Obtain parental permission before accepting social invitation with friends. | 10. Role play - attention to ulterior motives of some people and consorting with strangers. |
| 11. Report accidents at school to principal or in neighborhood to an adult. | 11. Report accidents to adult personnel. |

ResourcesTeacher Notes

4. Gym teacher, Recreation
Director, Gym

5. First aid kit
School Nurse
Classroom
Health Center

6. Games

7. Records, slides, films, stories,
tapes, bulletin boards

8. Equipment

9. First Aid Handbook
Nurse
Physical Education Teacher
Classroom

10. Posters, pictures,
classroom

11. Principal, adults.

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFE

	<u>Specific Objectives</u> (The Student Can)	<u>Techniques</u>
C. (Continued)	12. Report to parents the place he will be playing.	12. Role play Make booklets and posters illustrating safety practices.
D. To practice water safety	1. Obey pool regulations	1. Practice in pool
	2. Exercise safe conduct in boats.	2. Role play-sitting, using safety equipment.
	3. Avoid unsafe ice.	3. Role play skating on unsafe ice.
	4. Use sunburn prevention oils.	4. Role play - use of oils, over exposure to sun.
	5. Assist drowning victims.	5. Practice procedure for helping drowning victim.
	6. Administer mouth to mouth resuscitation.	6. Use artificial Annie
	7. Apply medicine for sunburn, windburn.	7. Demonstrate how to apply.
	8. Explain danger of electricity and water combination.	8. Demonstrate
	9. Bait fish hook and use fishing poles	9. Demonstrate dangers of mishandling fishing equipment.
	10. Put on skis, get up on skis, and recover from fall.	10. Demonstrate and list do's and don'ts of proper skiing.

ResourcesTeacher Notes

12. Classroom
1. Necessary equipment.
Physical Education Teacher.
Pool.
 2. Safety equipment
Person from sports store
Classroom
 3. Skates, skating rink
Classroom
 4. Films, bulletin boards to
illustrate water safety.
Outdoor pools
Classroom
 5. Swimming teacher, pool.
 6. Red Cross
 7. Transparency of directions
 8. Water tank and radio
Science teacher
 9. Fishing equipment
Fisherman
Classroom
 10. Water skis, safety belt,
Skilled skier, lake,
Classroom.

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFE

Specific Objectives
(The Student Can)

Techniques

D. (Continued)

11. To sit down in boat and start motor and/or use oars.

11. Role play proper way to car.
If possible practice starting motor.

12. Ride in sailboat.

12. Demonstrate.

E. To be safe in a storm

1. Read and/or follow instructions for protection from tornado.

1. Practice getting under chairs, tables, desks, away from windows, tornado shelters; lying face down outdoors.

2. Read and/or follow instructions for protection from thunder storms.

2. Practice getting away from trees; lying face down if no shelter is near.

F. To practice fire safety

1. Control fire from a match.

1. Practice ways to make sure match is out.

Practice safe distance from fire.

Practice proper ways to put out fires.

Participate in Fire Prevention Week
Marshmallow roast.

2. Participate in fire drills.

2. Practice procedure for fire drills in your building.
Practice rolling to put out burning clothing.

3. Get help in case of fire in school or home.

3. Know telephone number of Fire Department and practice dialing it and reporting place of fire.

ResourcesTeacher Notes

11. Oars, motor boat, canoe in a pool. Experienced boatman.
Classroom,
Lake
 12. Sailboat or model
-
1. Classroom
Tornado shelter
 2. Playground
-
1. Matches
Classroom
School grounds or camp area.
Posters, packets.
 2. Building Fire Marshall.
School Building
 3. Records, slides, films, stories,
Bulletin boards. Fire safety

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFE

Specific Objectives
(The Student Can)

Techniques

F. (Continued)

4. Locate route to safety shelters and recite rules for getting there safely.

4. Practice going over route before actual drill.
Develop rules for getting to shelter safely and quickly.

5. Locate fire extinguishers, alarm boxes and telephones for emergency use.

5. Demonstrate use of fire extinguishers. Demonstrate how to turn in fire alarm box.
Show location of street alarm boxes. Explain how to use.

6. Extinguish grease, gasoline and clothing fires

6. Role play.

G. To use tools safely

1. Use hammer and nails

1. Practice pounding nails into boards. Make simple box.
Caution: Keep eyes on nail head, keep nails out of mouth. Hammer gently until nail is started.

2. Use saw

2. Practice sawing board with small saw; coping saw.
Caution: Keep fingers clear of sawing area. Keep sharp edges away from person.

3. Use screwdriver.

3. Practice putting screws into wood. Use nail hole for easy starting.

4. Use Vise

4. Practice putting board into vise and tightening jaws, clearing fingers from jaw.

ResourcesTeacher Notes

4. Air-raid shelter.

5. Fire extinguishers
School Building
Model of alarm box
Alarm box on wall or
building.
Streets having alarm
boxes.

6. First-aid Kit, filmstrips.
School nurse, conservation
personnel
Classroom

1. Hammer, nails, boards,
Shop teacher, shop, classroom.

2. Boards, coping saw, small saws.
Shop teacher, classroom, shop.

3. Boards, hammer, nails, screws,
screwdriver.
Shop teacher, shop, classroom.

4. Boards, vise
Shop teacher, shop

PSYCHO-MOTOR DOMAIN
GOAL: HEALTH AND FAMILY LIFE

Specific Objectives
 (The Student Can)

Techniques

G. (Continued)

5. Use common household equipment--can openers, knives, razors, all sharp or pointed instruments.
6. Handle inflammables in bottles and cans.

5. Demonstrate proper handling of household equipment
6. Read instructions on bottles and cans. Develop list of safety rules to follow when handling inflammables and aerosol cans.

H. To improve body mechanics

1. Move body in twisting, turning, falling and rolling exercises.
2. Maintain correct head position.

1. Have child stand in own space.

Without moving feet look north, south, east, west.

List parts of body which moved (trunk, spine, hi knees, shoulders).

Instruct children to practice at home.
2. Sit with head and back erect.

Turn head and neck to right touching chin to shoulder.

Repeat to left.

Stand with back to wall, Touching buttocks, shoulder and back of head. Heels few inches out from wall.

Raise chest, flatten lower back, pull in abdomen and press back of head against wall. Hold for count of five.

ResourcesTeacher Notes

5. Can opener, knives, razors, shears.
Classroom
Home

6. Cans: lighter fluid, cleaning fluid, gasoline, aerosol.
Classroom, home.

1. Floor space for each child.
Blackboard - chalk.
Printed list of words.
Handout sheet with directions and chart for recording number of practices at home.

2. Floor space for each child to lie down.

Specific Objectives
(The Student Can)

Techniques

4. (Continued)

3. Strengthen abdominal wall.

3. Lying on back, hands behind head, flex knees - slide heels along floor until they touch buttocks. Keep back flat.

Lying on back, legs extended, feet together with heels on floor, hands at sides. Raise legs so heels are off floor, hold three counts, drop to floor. Repeat three times.

4. Improve foot flexibility and tonus

4. Lying on back on floor flex and abduct knees, placing soles of feet together.

Sitting position, knees flexed feet together and flat on floor place hands on floor behind back, raise sole of feet, keeping toes and heels on floor.

5. Jump lightly using both feet.

5. Do small jumps up and down in place.

Do three small jumps, one high jump, lie down and roll over.

6. Curl and extend body.

6. Demonstrate how to curl up bending all joints -- return to stretch out position.

Curl up slowly, extend slowly.

Curl up slowly, extend out as wide and fast as possible.

ResourcesTeacher Notes

3. Space for each child to jump in place and to lie down and roll over.

4. Space for each child to expand to full arm and leg width.

5. Space for each child to jump in place and to lie down and roll over.

6. Space for each child to expand to full arm and leg width.

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFE

Specific Objectives
(The Student Can)

Techniques

H. (Continued)

7. Climb a rope using hands and feet.

7. Pupil grasps rope and pulling self up climb the rope as high as possible using hands and feet.

8. Climb a rope using only hands.

8. Same as above only use hands alone.

I. To increase body movement.

1. Hang by his arms from a bar.

1. Student is lifted or moves from the chair to a fully extended hanging position with feet clear of the floor. Grasps bar with knuckles toward face, thumbs under the bar. Steady the subject so that he hangs perfectly still. Elbows and knees must not be bent. Be sure hands are dry, steady child to all fears. If he falls, quickly repeat the procedure.

2. Jump vertically at least 20 inches.

2. Teacher climbs ladder or stool and holds pointer horizontally against scale at a height he thinks the subject can jump and reach. Student stands almost directly under the bar. Student bends knees and lowers arms before making forceful leap upwards. Jumps and attempts to touch pointer with preferred hand.

ResourcesTeacher Notes

7. Suspended rope.
Space for free movement.
Rope marked in 1 ft. graduations.
8. Suspended rope.
Space for free movement.
Rope marked in 1 ft. graduations.
1. Adjustable bar or rod about 1½" in diameter. Gym mat placed under bar. A chair. A stopwatch or timer.
2. A scale marked or mounted on the wall with horizontal lines every half inch from 20 to 100 inches above the floor. Stepladder or stool, rubber tipped pointer stick about 24" long and 1/2" in diameter.

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFE

Specific Objectives
(The Student Can)

Techniques

1. (Continued)

3. Run 300 yards

3. Student starts from a standing position, leaning forward with front foot behind starting line. Tell student to run as fast as he can around track until you say, "stop". Student runs around track six times. Be sure student has rubber soled shoes - encourage him to run but let them walk if necessary. Praise and encourage!

4. Roll, catch, bounce and throw a 10" rubber ball.

4. Push ball around body using feet and hands.

Balance on top of ball, spin around, bounce.

Roll on ball.

Bounce ball around body

Toss ball in air and catch.

Throw ball, run and pick it up.

Push ball down a line with head, hands, feet.

5. Run on lines shaped like letters of the alphabet.

5. Direct child to run quickly and lightly on a straight line.

Take partners and running together make letter "2"

Choose another letter having straight lines.

Choose letter with both curved and straight lines (such as R).

ResourcesTeacher Notes

3. A stop watch or timer.
Rectangular course 50' x 25'
with a 5' running lane around
outside. Running lane should
be bordered by chairs, boxes
or walls to assist student in
staying on course. Flags on
each inside corner are also
helpful.

4. Rubber balls, 10" diameter,
one per student.

5. Winter: gym floor marked into
alphabet with masking tape.
Spring and Fall: grass marked
with football field making
material.

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFE

Specific Objectives
(The Student Can)

Techniques

1. (Continued)

6. Maintain balance when changing direction and pace.

6. Walk to black line-suddenly run to white line - stop before crossing over line stop - turn - run back to black line - change to walk - walk slowly back to starting line.

Choose partner - run again using short quick, strong steps. Lean while changing pattern.

7. Change visual focus when playing a running game.

7. Children line up at black line - run as fast as possible to opposite line (60 feet standard softball distance). Return but look toward teacher (positioned to one side) rather than toward goal.

8. Perform different arm movements.

8. Demonstrate quick strong movements of thrust, Demonstrate slash, snap. Discuss how these two arm movements are used in hammering, volleyball serve, kneading bread, etc

9. Walk the 600 yard course in as short a time as possible.

9. Provide layout, demonstrat

10. Run the 600 yard course in as short a time as possible.

10. Pupil walks.
Pupil runs.

ResourcesTeacher Notes

6. Lines twenty feet apart-marked black and white.
Dotted zig-zag lines between the two lines.

7. Diamond marked off as a baseball field 60 feet if possible, but 20 feet if necessary.

8. Hammer and Nails, Volleyball, Whip, Rug, etc.

9. Floor space or outdoor area for layout.
Stop watch.

10. Floor space or outdoor area for layout.

Specific Objectives
(The Student Can)

Techniques

0. To maintain body condition.

1. Perform arm calisthenics.

1. Thrust arms forward and up, arms out, palms out
Return to hips.

Extend arms even with shoulders. Thrust arms upward. Bring arms even with shoulders - return

Extend arms even with shoulders. Raise shoulders high, rise on toes. Place arms across body, stand flat on feet - return.

Raise arms even with shoulders. Rotate arms from shoulders, straight out arms - return.

2. Perform leg calisthenics.

2. Squat, bend knees - return

Bend left knee to chest
return. Bend right knee to chest - return.

Raise left leg - return
Raise right leg - return

Run in place, lifting legs high - return.

3. Perform upper trunk calisthenics.

3. Turn upper trunk left
return.
Turn upper trunk right
return.

Bend trunk left - return
Bend trunk right - return

Bend trunk left.
Bend trunk backwards.
Bend trunk right.
Bend trunk forward.

Rotate trunk from waist
return.

Resources

Teacher Notes

1. Floor space for each child.
Chart showing the exercise in
each position.

2. Floor space for each child.

3. Floor space for each child.
Chart showing the exercise in
each position.

PSYCHO-MOTOR DOMAIN
GOAL: HEALTH AND FAMILY LIFE

Specific Objectives
(The Student Can)

Techniques

J. (Continued)

4. Perform neck calisthenics.

4. Bend neck to left - return
Bend neck to right - return

Bend neck forward - return
Bend neck backward - return

Bend neck left.
Bend neck backwards.
Bend neck right.
Bend neck forward.

Rotate head - return.

5. Do exercises to increase leg strength.

5. Sit in cross-legged position with feet close to body and as nearly to floor as possible.

Stand without changing the position of the feet and without touching the floor with any part of body except the feet.

Repeat exercise without stopping increasing time up to 10.

6. Do exercises to strengthen the abdominal muscle.

6. Lie flat on back with knees flexed.

Have partner hold feet child brings self forward to a sitting position.

Teach child to exhale on each forward curl.

Continue with exercise without having partner hold feet down.

Resources

Teacher Notes

4. Floor space for each child.

5. Floor space for each child.
Chart showing the exercise
in each position.

6. Floor space for each child.

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFE

Specific Objectives
(The Student Can)

Techniques

J. (Continued)

7. Do exercises to increase the strength of trunk and thighs.

7. Lie on back with leg straight and toes point arms at side. Drum floor with heels five times.

Repeat increasing number of beats until child can do twenty.

Repeat having child drum patterns.
(... . _____ . . .)

Make up other patterns.

8. Do exercises to increase the strength of the arms.

8. Start in a squatting position.

Place one hand on floor and other on hip.

Walk feet away from body until body is a vertical plane (straight line).

Walk in complete circle around the supporting hand.

Reverse - using other hand.

Resources**Teacher Notes**

7. Space for each child to lie down. Drum.
8. Floor space adequate for each child to perform the exercise.

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFESpecific Objectives
(The Student Can)Techniques

J. (Continued)

9. Perform combination calisthenics.

9. Right knee on floor
Hands touching floor
return.
Left knee on floor
Hands touching floor
return.

Bend left, touch heel
keep knees straight,
return.

Bend right, touch heel
keep knees straight,
return.

Raise left leg, touch
with left hand - return
Raise right leg, touch
with right hand - return

Raise arms outward toward
shoulder level while
raising on toes.
Clap hands overhead with
elbow straight.
Lower arms to shoulder
level with palms up -
return.

ResourcesTeacher Notes

9. Space for child to stand arm's length away from next child.

Teaching procedures for calisthenics:

- a. When introducing each exercise, name and describe it, explain its purpose and demonstrate its movements, in proper count. Then have the class follow you.
- b. Once the children begin each exercise, move around to observe and coach them. If necessary, appoint a class leader to go through the proper movements and call the proper count in front of the class when you do this. Give all commands in a formal manner.
- c. Make the opening exercises mild, and gradually work up to those which are more difficult and require more movements and vigor.
- d. Have the class do a set of various exercises, including those for the neck, upper trunk, arms, legs and combination exercises at each calisthenics period.
- e. Do not have the class do the same calisthenics for more than several minutes during the same period.
- f. Do not have the class do too many calisthenics which exercise the same body parts too much in succession during the same period.
- g. Do not allow any child to strain himself.

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFESpecific Objectives
(The Student Can)Techniques

J. (Continued)

10. Do pull-ups.

10. Place bar so that pupil can hang with arms and legs fully extended and feet are free of the floor. Pupil assumes position, raises body by his arms until chin can be placed over the bar and then lowers his body to the hanging position.

Repeat the exercise as many times as possible.

K. To understand social role of student in the family.

1. Describe family composition and discuss the relationship of responsibilities to differing family types.
2. Discuss the purpose of a home group in terms of protection and security.
3. Discuss the adult-child and sibling relationships and contributions each member makes.
4. Describe how the size of the family may reflect a different mode of responsibilities and the age at which such responsibilities may be undertaken.
5. Discuss the concept of reinforcing others in the family.

1. Use pictures and slides depicting various kinds of home duties.
2. Adapt flannel board transparencies slide and photos to review family relationships. Role playing, various family members' roles.
3. Discuss the advantages for a family to divide the labor among the family members.

ResourcesTeacher Notes

10. A horizontal bar approximately 1½" in diameter. If no regular piece of equipment is available a ladder adequately braced may be used.

1. Flannel Board, Magazine Pictures, Transparencies, and Slides.

2. Slides, Pictures, and Bulletin Board.

3. Flannel Board, Transparencies, Slides, Pictures, Bulletin Board, and Student suggestions.

4. Films, Stories, and Doll family.

Specific Objectives
(The Student Can)

Techniques

- | | | |
|--|--|--|
| <p>L. To be aware of self in relation to others.</p> | <p>1. Discuss the concept of family.</p> <p>2. Identify different family structures
 a family without a father
 a family without a mother
 a foster family
 an adopted family
 families of different sizes</p> <p>3. Define family terms
 brother, sister, aunt, uncle, grandfather, grandmother, mother, father, cousins.</p> | <p>1. Take a camera home and take a picture of family.
 Bring pictures of family to school.
 Draw pictures of his/her family.
 Scrapbook of family.</p> <p>2. Take a camera home and take a picture of family.
 Bring pictures of family to school.
 Draw pictures of his/her family.
 Scrapbook of family.</p> <p>3. Stories.
 Role playing.
 Play activities where there is an opportunity to influence others -
 choice of a playmate
 choice of a game
 choice of a social activity.</p> |
|--|--|--|

Resources

1. Slides, Movies,
and Transparencies.

2. Films and News
clippings.

Teacher Notes

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFESpecific Objectives
(The Student Can)Techniques

M. To understand physical changes and understanding of self.

1. Identify the following as they relate to the physical sexual differences between boys and girls.

Boys

- a. genitals
- b. penis
- c. testes
- d. scrotum
- e. rectum

(associate with slang expressions of the group)

Girls

- a. breasts
- b. vulva
- c. labia
- d. vagina
- e. urethra
- f. rectum

2. Discuss the following in terms of like sex and opposite sex.

Boys

Activities
sports
toys

Dress

Girls

Activities
sports
toys

Dress

1. Utilize slides, group discussion, acknowledge the slang terms by incorporating their use in discussions with a more appropriate selection of terms. Use techniques prescribed by local district.

2. Puppets, and Role Playing.

ResourcesTeacher Notes

1. Newspapers, Slides, and
Want ads.

Use resources of local district.

2. Films, Slides, and
Puppets.

Specific Objectives
 (The Student Can)

Techniques

N. To be aware of individual differences.

1. Compose the differences and likenesses among people as to:

height
 weight
 size
 appearance

1. Compare members of a family (class member) Keep a record of the height of and weight of classmates.

2. Describe the differences and likenesses among people as to personality characteristics.

1. Have students describe the type of person with whom they would like to play. Role playing.

3. Identify family likenesses as to size and appearance.

3. Obtain pictures of members of a family and have students identify the classmate with their family members.

4. Describe body changes that take place throughout life.

4. Invite a boy or girl from different age groups to come to class - record their measurements - this will illustrate the natural pattern of growth.

Continuation of 4

b. Girls

- (1) Growth earlier than boys
- (2) Breast development
- (3) Hair growth in pubic area, arm pits
- (4) Broadening of hips
- (5) Skin
- (6) Voice pitch
- (7) Development of reproduction system.
- (8) Demonstrate the ability to estimate the beginning date of their menses.
- (9) Demonstrate hygienic care and the appropriate use of the following:

Sanitary napkins (all models)
 Sanitary belt
 Deodorant powder
 Panties with protective padding
 Use of Bidettes
 Disposal of soiled napkins

a. Boys

- (1) Broadening of shoulders
- (2) Growth of hair on face, pubic hair, and arm pits.
- (3) Skin
- (4) Muscular development
- (5) Growth spurts
- (6) Change in voice
- (7) Development of reproduction system
- (8) Erections
- (9) "wet dreams"

Keep calendar for each girl initially.

Have a list of all the necessary items to all in the instruction.

ResourcesTeacher Notes

1. Transparencies used to demonstrate growth from year to year.

2. Films, Slides, and Transparencies.

3. Films, Pamphlets, and Slides.

4. Slides, Weight scale, Films, Models, and Public Health Nurses.

GOAL: HEALTH AND FAMILY LIFESpecific Objectives
(The Student Can)Teacher Notes

0. To understand peer group relationships.

1. By his behavior demonstrate respect for others.

1. Utilize daily activities, field trips, confrontations within the classroom, the teacher may point out his/her wallet as things that are personal.

Role playing and Puppets.

2. Discuss the influence of peer expectations.

2. Discussion, role playing, talk about things they do for their friends - things their friend do for them.

Talk about fads as relate to clothing, popular sayings, etc

3. Demonstrate the kinds of behavior that may result in positive peer and group relationships.

3. Offer opportunities the class and individual members to practice such behaviors as:

visiting a sick classmate
sending a card to someone who is ill
remembering a birthday of a friend or a classmate
a card or party

ResourcesTeacher Notes

1. Films, and Slides

PSYCHO-MOTOR DOMAIN
GOAL: HEALTH AND FAMILY LIFE

Specific Objectives
 (The Student Can)

P. To accept change.

1. Identify changes in others as it relates to:

interest
 activities
 abilities
 role (masculine,
 feminine)
 responsibility
 appearance

Techniques

1. To enhance the awareness of general changes in others some of the following questions may be .

a. What kind of games very small children like to play? (Show a picture of a toddler.)

b. What kind of games boys and girls like to play when they are old enough to start school?

c. What do boys and girls your age like to play? Where do they like to go?

d. What do your older brothers and sisters do in their free time? What kind of work do they do?

2. Group Discussion - via slides, charts, films.

Note:

Be sensitive to the level of maturity and sophistication of the students - with some students considerable teaching and counseling may have to be postponed until circumstances warrant such instruction. Keep an open ear and provide answers when possible as students ask questions.

Resources**Teacher Notes**

1. Films, Slides, and pictures of current trends or fads.

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFE

Specific Objectives
(The Student Can)

Techniques

Q. To have knowledge about pregnancy and other sex-related topics.

1. Discuss the importance of medical care during pregnancy.

1. Use films, slides and utilize slang terms whenever necessary in conjunction with those accepted in the medical world.

2. Discuss childbirth.

3. Identify:
masturbation
homosexual
heterosexual
indecent exposure
Venereal Disease
cause
how spread
treatment
results
abortion
adoption
birth control
vasectomy

Resources**Teacher Notes**

1. Public health nurse
and Obstetrician.

2. Public health nurse,
Obstetrician, and
Films.

AFFECTIVE DOMAIN

SOCIALIZATION

Man is a social being. His actions and interactions with others are the results of behavior that he has learned. These positive and negative behaviors relating to communication, self care and self discipline are learned and reinforced by other children and adults.

In order for the exceptional child to gain love, understanding and acceptance he must be taught those behaviors that are socially acceptable. Since many of the clues to these behaviors are so subtle that he fails to see them, the clues must be specifically taught to him. The teaching must be supportive and consistently reinforce the positive behavior.

The growth and development characteristics of students which should be considered in using this section appear first.

GROWTH AND DEVELOPMENT

Emotional Behavior

4-7 to 5-8

Upset by sudden change of routine.

Extremes of fear, joy, affection, anger, shyness, aggressiveness.

Behavior reflects family relationships, but are amenable to change.

5-9 to 6-8

Learning to share affection.

Beginning to identify male and female roles in society.

Beginning to interact adequately with own age group.

6-9 to 7-8

7-9 to 8-8

Robust sense of humor.

Learning to clarify sex role, hence frequently hostile attitude toward opposite sex.

Ethical Behavior

4-9 to 5-8

Rapid alteration between "good" and "bad" behavior.

May blame others for misdeeds.

*Note: "good" and "bad" interpreted by children in light of their socio-economic differences.

5-8 to 6-8

More interest in acting and dressing like peer group; choice of friends apt to be influenced by social and economic status.

6-8 to 7-8

"Hard loser".

Quick to "tattle" on breaches of ethical code as child is just beginning an awareness of a fair sense of play.

7-8 to 8-8

Sense of humor marked.

Can accept more responsibility for acts. Can follow directions more readily.

8-9 to 9-8

9-9 to 10-8

10-9 to 11-8

11-9 to 12-8

12-9 to 13-8

Keenly affected by success or failure.

Tends to be individualistic.

Has generally gained understanding and control of fears.

Perfectionist--discourages easily and will lose interest in task.

Emotional outbursts less frequent.

Self-conscious, shy, introspective.

Becoming critical changeable, rebellious, uncooperative yet is striving to project own unique personality.

8-9 to 9-8

9-9 to 10-8

10-9 to 11-8

11-9 to 12-8

12-9 to 13-8

Evidence of guilt feelings common.

Begins to think in terms of "right" and "wrong".

Decided interest in fairness and ethical standards of teacher.

Body and spiritual bewilderment common.

Increasing awareness of moral code, yet may support sibling or friend in a lie.

Increasing responsibility for conduct.

Beginning to assert and develop own sense of values.

Ready to discuss social issues.

Wage earning desired by many.

Play Activities and Interests

4-9 to 5-8

May play in one location for long periods.

Boys and girls play together in small groups without much identification of sex differences.

Play is not well organized.

5-9 to 6-8

Likes to use materials and ideas related to his immediate environs, i.e., home, community.

Interest in TV, movies, comics, radio, puzzles, "gadgets".

Much imaginative play.

Beginning of "collections".

6-9 to 7-8

Curiosity marked about differences between sexes.

Apt to "gang up" on another child.

Likes to be sociable; at times very active and other times very inactive.

Beginning of "dramatic" age.

7-9 to 8-8

Very dramatic with descriptive gestures.

Marked response to group approval.

Learning to play parcheesi, checkers, dominoes, cards, bingo.

Likes to construct, manipulate and demonstrate his skills.

Not ready for complex rules.

Fond of team games; apt to have a "best friend".

As a whole learning to cooperate better with the group.

Antagonism between sexes beginning to occur.

Eating Habits

4-9 to 5-8

Fair appetite; talks at meals; can help set table; likes meat; raw vegetables, potatoes, milk, fruit.

5-9 to 6-8

Refuses food at times; breakfast is apt to be the poorest meal, manners are poor at table; dislikes cooked vegetables; refuses a napkin; stuffs food in mouth.

6-9 to 7-8

Fair use of fork; likes dairy products; manners improving, may still bring toys to table; demonstrates extremes in appetite. Apt to talk with mouth full.

7-9 to 8-8

Excellent appetite; loves certain foods; manners will vary; begins to cut meat well, more aware of table manners.

8-9 to 9-8

Greatest range of diversified interests begins to develop here, i.e., hobbies, type of play, etc.

Accepts responsibility for pets.

Can accept group criticism.

Moving from fantasy to reality, i.e., action, adventure; strong interest in foreign and primitive societies.

9-9 to 10-8

Gang impulse particularly strong during this period.

Need for clubs and organizations.

Interested in other people's ideas.

Ready to assume more freedom in the use of leisure time.

Interests: travel, adventure, science, exploration.

Peak interest in comics.

10-9 to 11-8

More conscious of adult roles.

Exploratory period of adult roles.

11-9 to 12-8

Interest in opposite sex.

Shift and change of friends is frequent.

Desires to conform to own age group.

12-9 to 13-8

Interest in occupations.

Interests beginning to stabilize.

8-9 to 9-8

Intake of food fairly balanced; good control of implements, eats a near adult meal.

9-9 to 10-8

Appetite enormous and often capricious.

10-9 to 11-8

11-9 to 12-8

12-9 to 13-8

Voracious appetite.

AFFECTIVE DOMAIN
GOAL 1. SOCIALIZATION

Specific Objectives
(The Student Can)

Techniques

A. To learn to dress independently

1. Put on underclothing, socks, shoes, outer clothing, boots, rubbers.
2. Choose appropriate clothing according to the weather.
3. Care for clothing.

Demonstrate & practice how to put on clothes, underclothes and other clothes; demonstrate & practice how to put on shoes, boots & rubbers; demonstrate & practice how to put on outer garments; permit children to use adult-sized clothes for practicing with buttons and zippers; use button, zipper & snap boards for practice; use adult-sized shoe mounted on board for children to practice tying shoelaces; demonstrate & practice how to take off clothes; demonstrate and practice how to store clothes on hook, hangers and in drawers when they are clean and have not been worn; show examples of outdoor clothing & role play-choosing the correct items of clothing; demonstrate & practice how to store dirty clothes; and demonstrate & practice how to put away newly washed clothes.

Resources

Children's clothing, children's shoes & boots, adult-sized clothing, (button, zipper and snap boards, teacher-made or purchased), hooks, hangers or drawers, hampers, drawers, linen closets, and clothes closets.

Teacher Notes

**AFFECTIVE DOMAIN
GOAL: SOCIALIZATION**

**Specific Objective
(The Student Can)**

Techniques

B. To learn table manners

1. Use eating utensils.
2. Drink from a glass.
3. Use a table napkin.
4. Pass and serve food.
5. Select an appropriate portion of food for himself.
6. Drink out of a carton of milk.
7. Suck through a straw.
8. Set a table properly.

Use hot lunch programs for demonstrations and practice; prepare and serve a variety of types of meals; formal and informal; take children to restaurant for a meal; and have children practice setting a table.

Resources

Eating utensils, table,
food, hot lunch program,
restaurants, kitchen,
filmstrips, and movies.

Teacher Notes

AFFECTIVE DOMAIN

GOAL: SOCIALIZATION

	<u>Specific Objective</u> (The Student Can)	<u>Techniques</u>
C. To learn manners	<ol style="list-style-type: none"> 1. Say "please" and "thank you". 2. Extend invitations. 3. Send letters and thank you notes. 4. Gain attention appropriate to situation. 5. Sit properly on a variety of chairs. 6. Control volume of voice. 	<p>Verbally teach child to say the words "thank you"; teacher will say thank you whenever it is appropriate; teach words to the Thank You song; play game--"Giant Steps" (Instead of saying "May I?" before child moves, have him say "thank you"); give verbal praise anytime you hear the child say "thank you" to others; role playing; and write simple letters, invitations and thank you notes.</p>

Resources

Pictures, duty roster,
home activities, and list
from parents.

Teacher Notes

AFFECTIVE DOMAIN
GOAL: SOCIALIZATION

D. To be independent	<u>Specific Objective</u> (The Student Can)	<u>Techniques</u>
	<ol style="list-style-type: none"> 1. Follow routines. 2. Determine own activities. 3. Follow directions. 4. Identify the purpose of routines. 5. Identify the purpose of following directions. 6. Be independent and determine the consequences of independent choices. 	<p>Show and Tell time and "Not to Tell" time; discuss the days activities every morning as to what is going to be done that day. Involve the students in determining objectives; have children draw sequence stories to take home; discuss days activities with parents; and role playing--acting out situations:</p> <ol style="list-style-type: none"> a) talking when teacher is reading. b) riding a school bus. c) playing during rest time. d) attending an assembly. e) lunch room. f) when visitors come into room. g) going shopping. h) going to laundromat. i) errand to the office. j) behavior on a play ground. k) practice fire drills.

Resources

Teachers, students, parents,
home, school, movies, community,
charts, television, pictures,
puppets, filmstrips, and over-
head transparencies.

Teacher Notes

AFFECTIVE DOMAIN
GOAL: SOCIALIZATION**Specific Objective**
(The Student Can)**Techniques**

B. To be cooperative
in activities

1. Take turns with play equipment.
2. Share toys.

Positively reinforce cooperative activity whenever it occurs; and
ask parents to require that toys be put away at home and that play equipment is shared.

Resources

Pictures, duty roster,
playhouse, toys, and parents.

Teacher Notes

AFFECTIVE DOMAIN
GOAL: SOCIALIZATION

Specific Objectives
(The Student Can)

Techniques

F. To show respect for authority

1. Identify roles of authority figures in:

- a. home
- b. school
- c. community
- d. state
- e. country

Visiting of persons in authority;

Police Chief
 Principal
 Teacher
 Janitor
 Bus Driver;

Make bulletin board displays showing why these persons are necessary;

Drawing pictures showing various roles of persons in authority; and

Role playing of roles including;

Mother
 Father
 Big Sister
 Toddler
 Brother
 Conservation officer
 Policeman
 Fireman
 Mayor
 President
 Principal
 Teacher
 Janitor

Resources

Bulletin board,
pictures, policeman, etc.

Teacher Notes

AFFECTIVE DOMAIN
 GOAL: SOCIALIZATION

G. To be cooperative

Specific Objectives
 (The Student Can)

1. Determine when he should/can listen, talk, play and work.
2. Play with one child for 15 minutes.
3. Play in groups of five children for 15 minutes.
4. Take turns during group games without adult supervision.
5. Demonstrate through his behavior respect for others

Techniques

Show and tell time;

Reading stories about cooperative play;

Showing pictures of cooperative play;

Games requiring sharing in small and large group activities;

Taking turns in group activities;

Painting pictures
 Going to the library;
 Going to the lavatory
 Going to the book shelf
 Playing record player
 Playing dolls and toys
 Going to chalkboard
 Going to water fountain;

Techniques Con't.

Not interrupting when another child speaks;

Helping others with classroom chores;

Difference between tattling and reporting harmful activities; and

Teaching the child to take turns.

Discussion of classroom rules and regulations;

Group planning of classroom rules;

Demonstration showing lack of cooperation role playing;

Explain purpose to children;

Play popular games with children. Eraser games;

Learn proper table manners;

ResourcesTeacher Notes

Record player, paints,
film strips, library,
playground equipment,
brothers, sisters, mother,
father, records, friends,
jigsaw puzzles, school,
community, home economics room,
classroom, and home.

AFFECTIVE DOMAIN
GOAL: SOCIALIZATION

	<u>Specific Objectives</u> (The Student Can)	<u>Techniques</u>
H. To show respect and care for property	<ol style="list-style-type: none"> 1. Care for personal property. 2. Care for community property. 3. Identify yours, mine, and ours concerning property. 	<p>Discussion by example on how to clean up after all activities;</p> <p>Hanging up clothes in designed area in classroom;</p> <p>Discussion on how and why to keep things neat and orderly;</p> <p>Have children make containers to place personal property in;</p> <p>Use pictures showing clean and dirty bedrooms;</p> <p>Discussion on how to take care of room, at home and school;</p> <p>Keep papers picked up in school yard and halls, classroom;</p> <p>Care of plants and aquarium;</p> <p>Assignment of daily chores;</p> <p>Discussion of how to take care of pets;</p> <p>Discuss what children can do to help parents around the home;</p> <p>Discussion about things that can be done to take care of playground equipment; and</p> <p>Teach children to return all items to their original place (boot rubbers, coats, etc.,</p>

Resources

Classroom, home, teacher,
parents, custodian, principal,
mirrors, desks, coat rack,
buses, film strips, pictures,
charts, paste, paper, and
scissors.

Teacher Notes

**AFFECTIVE DOMAIN
GOAL: SOCIALIZATION****Specific Objectives
(The Student Can)****Techniques**

1. To be independent
at school

1. Get to front door of school.
2. Get child to his own room.
3. Get to lavatory.
4. Get to playground.
5. Get to school bus.

Walk with child
several times to
various areas.

Resources

Other children, safety
patrol workers, and
signs.

Teacher Notes

AFFECTIVE DOMAIN

GOAL: SOCIALIZATION

	<u>Specific Objectives</u> (The Student Can)	<u>Techniques</u>
J. To participate in group dating and couple dating	<ol style="list-style-type: none">1. Get a date.2. Arrange for transportation.3. Accept a date.4. Reject a date.5. Call for date at home.6. Follow special directions of parents concerning hours, off-limits, etc.	Role playing; viewing films; plan and carry out group experiences; discussions; and read paper or popular teen publications for hints.

Resources

Films, teen magazines
and pamphlets (Ann Landers type).

Teacher Notes

AFFECTIVE DOMAIN
GOAL: SOCIALIZATION

K. To eat in
 restaurants

Specific Objectives
 (The Student Can)

Techniques

1. Select a restaurant where he can afford to eat.
2. Enter
 - (a) alone
 - (b) with member of opposite sex
 - (c) with a group
 - (d) roadside inn
 - (e) formal dining room
 - (f) cafeteria
 - (g) carry out
 - (h) drive-in.
3. Place an order for food.
4. Eat with appropriate utensils.
5. Pay the bill at register or to waitress.
6. Tip waitress if appropriate.
7. Park the care or leave for attendant.
8. Check coats or put in appropriate place.

Discussing prices, types of restaurants, kinds of food they sell, hours they open;
 practice in classroom (role playing) and field trips to various restaurants.

Resources

Menus, money, classroom,
multipurpose room, restaurant,
drive-in restaurant, and
cafeteria.

Teacher Notes

AFFECTIVE DOMAIN
GOAL: SOCIALIZATION

	<u>Specific Objectives</u> (The Student Can)	<u>Techniques</u>
L. To attend sports events as a spectator.	<ol style="list-style-type: none"> 1. Attend a spectator game: football, basketball, etc. 2. Determine when the game will be held. 3. Determine where the game will be held. 4. Determine the time the game will begin. 5. Determine the cost of admission. 6. Select appropriate dress for games. 7. Demonstrates through his behavior that he is able to follow the game. 	<p>Playing of roles in classroom; reading of newspapers, asking friends, checking schedules; talk by a player or a coach; telephone arena or park; and going to games.</p>

Resources

Classroom, peers, "tickets",
money, newspapers, published
notices, teachers, magazines,
players, video tape of home team,
audio visual materials, parents,
sports commentators and sports
columnists, sporting events, and
coaches.

Teacher Notes

AFFECTIVE DOMAIN
GOAL: SOCIALIZATION

	<u>Specific Objectives</u> (The Student Can)	<u>Techniques</u>
M. To participate in private social situations	<ol style="list-style-type: none"> 1. Give a party and be host or hostess. 2. Be a guest. 3. Select appropriate dress. 4. Accept and reject an invitation. 5. Plan refreshments for a variety of social events. 	<p>Deciding on guest list, establishing time, place and type of party; sending out invitations; making preparations before party; discussing and practicing obligations of guests at a party; bringing party to a successful close; cleaning up after a party; to give a party; give one of each of the following: dinner pizza cards coffee & cake; and practice duties of a host during a party.</p>

Resources

Peers, classroom, books,
magazines, invitations, and
telephone.

Teacher Notes

AFFECTIVE DOMAIN
GOAL: SOCIALIZATION

	<u>Specific Objectives</u> (The Student Can)	<u>Techniques</u>
N. To understand self as a sexual being	<ol style="list-style-type: none"> 1. Identify role of girls, boys, men and women in a society. 2. Discuss growth and development of: <ol style="list-style-type: none"> a. infancy b. childhood c. teenage d. young adult e. adulthood. 3. Discuss family structure: <ol style="list-style-type: none"> a. early marriage b. family with children c. extended family d. fragmented family e. group living situations f. multiple family living. 4. Discuss human reproduction: <ol style="list-style-type: none"> a. parts of the body b. process of reproduction c. birth process <ol style="list-style-type: none"> 1. normal 2. premature 3. caesarean 4. miscarriage 5. multiple births d. venereal disease. 	<p>Role playing; discussions with doctors, nurses, social workers, marriage counselors; field trips to hospitals, nursery schools, divorce courts; and show films related to each of the topics.</p>

Resources

Films, filmstrip and record sets, doctors, nurses, social workers, marriage counselors, hospitals, courts, and nursery school.

Teacher Notes

AFFECTIVE DOMAIN
GOAL: SOCIALIZATION

Specific Objectives
(The Student Can)

Techniques

0. To develop a healthy self image

- 1. Demonstrate through his behavior that he has:**
 - a. self confidence**
 - b. a positive self image**
 - c. a positive self image of himself as a member of society.**
- 2. Identify and discuss:**
 - a. affection**
 - b. belonging**
 - c. respect**
 - d. recognition**
 - e. power**
 - f. aggression.**

Role playing, games and sports can be used effectively with all age levels and democratic participation in the classroom and school also foster these traits.

Resources

Games, sports, and other
school activities.

Teacher Notes

COGNITIVE DOMAIN

IV - ACADEMIC FULFILLMENT

This section was devised to fulfill the request of classroom teachers for a comprehensive outline of developmental tasks considered prerequisite to academic fulfillment. The growth and development characteristics of students which should be considered in using this section appear first.

An educational program for the development of academic skills should be designed and administered to meet the specific needs of each child that he may be in harmony with the community, with his group and with himself; that he may operate successfully in his social and occupational environment. We must recognize the child's specific limitations as well as his unique abilities and in so doing help him to build more self-confidence, self-reliance, and self-respect.

The focus must be upon the individual and his optimal development as a skillful, free, and purposeful person, able to plan and manage his own life and reach his highest potential in society. Emphasis must be on a more organized and sequenced character to the teaching-learning process, placing particular emphasis on the areas of communication and problem solving that will serve the child in a wide variety of contexts.

Flexibility in educational programming is essential for children with learning problems. Provisions have been made for the correlation of subject matter in the areas of Science, Music, Art, and Physical Education. For example, in the Arithmetic section teachers can reinforce number sequences, rote counting, etc. by using records, finger plays, rhythm activities, and musical games. Children may draw pictures to represent a specific number symbol to represent action words, and objects in their immediate environment.

A teacher's diagnosis begins with determining a child's learning capacity and performance level. A behavioral description of abilities or skills is provided for the formulation of an educational plan that leads to appropriate remediation and learning.

GROWTH AND DEVELOPMENT

Eye-Hand Coordination (Integration)

4-9 to 5-8

4.7% apt to be left handed.

May print from right to left.

Can draw circle, cross, square.

Girls generally have better coordination.

Can button and lace.

5-9 to 6-8

Capable of printing, but frequently reverses numbers and letters.

Cuts, pastes, likes to hammer.

Can use large sewing needle.

Needs help in completing tasks.

Frequently tasks must be structured for the child to give him a "rolling start".

80-90% apt to be far-sighted.

50-60% of group can catch and bounce ball.

Majority ready for beginning reading.

MA 6.5.

6-9 to 7-8

Eyes not yet ready for close work.

Age 7 is generally able to draw a diamond.

Can note absurdities in pictures.

Beginning to print in comprehensive fashion, but letters get smaller at end of sentence or word.

7-9 to 8-8

Holds pencil, brush and tools less tensely.

Ready to write several sentences. Reversals now rare

8-9 to 9-8

Eyes usually developed in function by this time.

Handwriting now a tool.

May begin to sketch while drawing.

Hands ready for shop and crafts.

May now use finger movement with tension in the forearm.

9-9 to 10-8

Uses tools increasingly better.

*See Guidance

10-9 to 11-8

11-9 to 12-8

12-9 to 13

Language and Speech

4-9 to 5-8

Like to talk; exaggerates, tells tall tales. Vocabulary comprehension mostly concrete--some functional. Frequently an incomplete mastery of consonant sounds. Speech reflects socio-economic background.

May use language aggressively; call names, argues, contradicts, etc.

5-9 to 6-8

Speech problems frequent here and should be watched for. This is a period of tension and stuttering may be frequent.

Interest in new words; will frequently repeat words. Learns that language is more and more functional. Still apt to use language aggressively. Vocabulary may vary from 200 words to 2200 according to the home the child comes from.

6-9 to 7-8

If angry may become silent rather than verbalize. More noticeable pitch variance in the voice. Knows simple definitions--still at a functional level. Begins to note and verbalize similarities; can note and verbalize analogies. Vocabulary 2500 to 3000.

Can criticize own performance.

Identification of sounds should be established.

7-9 to 8-8

Can verbalize similarities and analogies well; therefore can verbalize ideas and problems. Makes use of code language with peers. Radio interest is strong. Vocabulary 7425 words. Still apt to tell tall tales.

9-9 to 9-8

Slang and profanity apt to be common.

Likes cliches. Now capable of using language to express subtle and refined emotions--needs guidance, however.

Apt to regress to many incorrect usages of grammar. Vocabulary 10,395.

Reading disabilities apt to be pronounced.

Wide discrepancies in reading.

9-9 to 10-8

Vocabulary 12,460. Increasing discrepancies in speech. Many are beginning to use abstract words in a discriminative and selective manner. Increasing conflicts of values noted in language, i.e., home-school-community. A child can not manipulate certain facts if his environments are not compromised or if they keep him ignorant of those facts.

10-9 to 11-8

Vocabulary 13,965.

Some children have adult reading ability by this time.

Now ready to analyze situations verbally.

11-9 to 12-8

Vocabulary 14,910.

12-9 to

Vocabulary 16,800.

GROWTH AND DEVELOPMENT

Intellectual Behavior (Perception)

4-9 to 5-8

Can note differences of materials.

Can note simple analogies.

Can make comparisons of things he sees.

May be capable of counting from 1-20.

Attention span rudimentary; is just developing verbal communication that is pruposeful for general use.

Minimum interest in symbols.

Notes common cultural forms, i.e., triangles hexagon, square, circle, diamond, etc.

Memory good for concrete, sequential tasks, i.e., numbers, letters, objects.

Memory adequate for simple sentences only.

5-9 to 6-8

Concept of left to right not yet established in many.

Can reason through simple mazes.

Can reproduce tasks.

Knows value of coins.

Knows address.

Should recognize name.

Notes pictorial differences and similarities.

Capable of foreseeing and planning the solution to simple problems.

Recognition of words and phrases.

Majority ready to read.

6-9 to 7-8

May be able to grasp idea of God as Creator of world.

Property "rights" still sketchy.

Rudimentary comprehension of the use of time and money.

May be able to count by 1,2,5,10.

Can denote the unusual.

Ways of communication now have real meaning.

Notes sentence concept.

7-9 to 8-8

Still not able to adequately integrate all his ideas into a story.

Can make change in small amounts.

Concept of $\frac{1}{2}$ and $\frac{1}{4}$ clear.

Learning to exchange ideas and influence thoughts of others.

Differentiation between fantasy and reality beginning to be established.

Beginning to understand the concept of "cause and effect".

Can write several sentences.

8-9 to 9-8

Visual memory
'l established.

Slow progress in
the development of
generalizations.

Individual dif-
ferences highly
marked.

Auditory memory
well established.

Gradual increase
in use of own
experiences to
solve problems.

Capable of pro-
longed attention.

Ability to use
foresight and
planning on in-
crease. May
begin to use
"scientific"
method or
attitude.

Can make use of
simple multipli-
cation and divi-
sion facts, i.e.,
general use of
fractions, carry-
ing tens, use of
measures, applica-
tion to familiar
situations.

Begins to like
detail and certain
amount of routine
in problems.

Increasing use of
abstract words to
solve problem
situations.

9-9 to 10-8

Emergence of
independent,
critical
thinking.

Interest in
construction
and analysis
of problems.

Capable of using
numbers beyond
100 with under-
standing.

Good memory for
fairly complex
sentences.

Santa Claus con-
cept generally
gone by this age-
ready to accept
idea of spirit
of Christmas.

Still occasional
errors when copy-
ing or recording
data.

Should be able to
read for informa-
tion to solve.

Now has a good
sense of perspec-
tive ideas.

End of grade
decimals may
be introduced.

10-9 to 11-8

Transition
from concrete
to abstract
thinking well
marked.

Use of decimals,
percentages.

May begin com-
paring favorably
with adults in
attitudinal
thought.

Can keep simple
accounts.

Increased ability
to make accurate
associations,
comparisons,
rates.

11-9 to 12-8

Is able to
handle abstrac-
tions with
facility, i.e.,
to analyze
situations
verbally and
symbolically.

Use of percen-
tages (hund-
redths)

Formulating a
workable belief
and value system.

Understands
ideas like
"justice" and
"honesty" in
light of his
socio-economic
status.

Is capable of
studying
situations in
business,
construction,
budgets, etc.

12-9 to 13-8

Slow menta-
lities rea-
peak.

Intelligence
groups (est,
Mentally Re-
tarded: 2.4%
(I.Q. 50-80)
Dull Normal
or "Slow
Learner"
16-18%

(I.Q. 79-90)
Average: 50%
(I.Q. 90-110)
High Average
or Superior:
16%

(I.Q. 110-120)
Superior to
Very Superior:
14-16%

(I.Q. 120-Ove-
*Note: I.Q.
140 generally
considered
exceptionally
superior
child---
about 2%.

COGNITIVE DOMAIN

GOAL: ACADEMIC FULFILLMENT

	<u>Specific Objectives</u> (The Student Can)	<u>Techniques</u>
A. To develop number awareness.	<ol style="list-style-type: none">1. Identify geometric forms (shapes) - squares, circles, triangles, diamonds, etc.2. Classify by shapes, forms, colors.3. Count in order, that is, rote counting.4. Interpret the concept of one-to-one correspondence.	<ol style="list-style-type: none">1. Feeling of plastic or wooden forms and shapes, matching of forms and shapes, walking geometric patterns.2. Use assorted sizes, shapes and forms, and colors.3. Counting boys and girls, counting of objects.4. Paring of one member of a set with each member of the other, manipulation of objects.

ResourcesTeacher Notes

1. Flash cards containing circles, squares, etc., games, feltboards, objects which are round, square, may be plastic, wooden, big and little balls, big and little discs, etc.
2. Foam boards, felt boards, puzzles, blocks, balls. Picture of flower with picture of bird or bee to go with flower. Two flowers, two bees, one piece of candy with one penny, etc.
3. Jingles, finger plays, games, songs - "One Little Indian Two Little Indians", etc.

Specific Objectives
(The Student Can)

Techniques

B. To recognize and write number symbols.

1. Identify number symbols.

1. Associating numeral or number symbol with number of concrete objects, developing number sequence through associations.

2. Can associate number symbols with correct number of objects.

2. Counting coins - 2 nickles, dime, ten pennies and matching number symbols with number of objects.

3. Tell the place value of numbers.

3. Place value should be introduced as part of instruction in simple addition and subtract

C. To develop understanding and use of quantitative thinking.

1. Use concepts of size, measurements, location, comparative (parts of $\frac{1}{2}$, $\frac{1}{4}$, etc.) money, weight, thickness, etc.

1. Manipulation of objects, heavy and light, thick thin, large, small, long, short, few, many.

Demonstrations-child feels objects which are thick and thin, heavy and light, etc.

Sorting of objects-thick and thin, heavy and light, large and small, long and short.

2. Use arithmetic vocabulary (small-smaller, big-biggest, few and many, more and less, thick and thin, etc.)

2. Demonstrations with concrete objects and materials.

ResourcesTeacher Notes

1. Concrete objects for manipulation - toys, blocks, magnetic boards, disks, large and small plastic tagboard, wooden number symbols.

2. Large cut out numerals. One in center of table which contains various sets of objects (number 5 with five objects), number symbols, made of felt, posterboard, concrete objects-toys, blocks, toy animals.

1. Concrete objects, money, pieces of material for thickness and thinness, string - long and short, etc.

2. Assorted sizes of concrete objects weights, volumes, etc.

3. Coins, disks of various thickness, paper (thick and thin), tagboard, poster board, cloth, felt.

4. Paper and pencil, teacher manuals for basic texts, work books, felt boards, magnetic boards, pictures, toys, abacus, film strips.

5. Teacher manuals.

Specific Objectives
(The Student Can)

Techniques

D. To understand the process and the use of the basic mechanical skills of addition and subtraction.

1. Combine and group numbers (add).
2. Use addition vocabulary.
3. Combine numbers and to take-away (sub.)
4. Use subtraction vocabulary.

1. Manipulation of concrete objects - group 2 and 2 more for addition.
2. Dramatization using the children themselves.



This becomes 2 & 3 make 5 and later - $2 + 3 = 5$.

3. Manipulation of concrete objects- (group of objects such as 4 & then take away a number).

E. To understand the process and the use of the basic mechanical skills of multiplication and division.

1. Use the multiplication process.
2. Use multiplication terms and symbols.
3. Use the division process and to see the relationship to multiplication.

1. Grouping of concrete objects. Example: $3 \times 4 = 12$ may be understood as 4 plus 4 plus 4 = 12.
2. Using flash cards, flannel board materials and concrete objects for grouping.

3. Grouping of concrete objects -
 $12 \div 4 = 3$
 (oooo) (oooo) (oooo)
 $12 \div 3 = 4$
 (ooo) (ooo) (ooo) (ooo)
 $3 \times 4 = 12$ or $4 \times 3 = 12$, etc.

ResourcesTeacher Notes

1. Cards with + Sign and word "Add", "Addition", "All together", etc.
 2. Concrete objects - poker chips in colors, plastic clothes pins, colored gummed circles.
 3. Teacher manuals.
 4. Number (Addition) games.
 5. Bingo (Number).
-
1. Teacher manuals, textbooks, workbooks, film strips, transparencies, felt boards, records, ditto materials.
 2. Flannel boards, magnetic boards, concrete objects.

COGNITIVE DOMAIN

GOAL: ACADEMIC FULFILLMENT

	<u>Specific Objectives</u> (The Student Can)	<u>Techniques</u>
F. To understand the process and use of fractions.	<ol style="list-style-type: none"> 1. Tell the relationship between whole numbers and fractions. 2. Use fraction vocabulary and symbols (numerator, denominator $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{2}{3}$, etc.) 3. Use fractions in the operation of addition and subtraction. 4. Use fractions in the operation of multiplication and division. 	<ol style="list-style-type: none"> 1. Using a concrete object and geometric figure to show the relationship of a part to a whole. 2. Use tagboard circles, paper plates and cut into parts, folding paper, drawing of fractional parts. Indicate fraction symbols on all parts.
G. To develop social uses of arithmetic	<ol style="list-style-type: none"> 1. Use concepts of time. 2. Use money. 3. Use simple measures. 	<ol style="list-style-type: none"> 1. Using daily activities and identifying sequence of events. Planning activities before lunch, after recess, etc. Using toy clocks, real clocks, making calendars and using calendars. 2. Buying of stamps, pencils, papers, foods. 3. Using walking boards (walk $\frac{1}{4}$ length of board), using teaspoons, tablespoons, cups, glasses using thermometers, using 12 inch rulers, using yardsticks.

ResourcesTeacher Notes

1. Teacher manuals, textbooks, workbooks, filmstrips, transparencies, opaque projectors, felt boards, records, ditto materials, concrete materials, flannel boards, magnetic boards.

2. Tagboard, paper, paper plates, concrete objects and teaching aids.

3. Teacher manuals.

1. Clocks, calendars, bulletin boards, records, felt boards, drawing paper, films, filmstrips, transparencies.

Classroom schedules, school schedules, individual schedules (child goes to speech class after reading group) etc.

2. Play stores, real coins, toy banks, toy cash registers, paper money, money games.
3. Working boards, teaspoons, tablespoons, measuring cups, glasses, rulers, yardsticks, pint, quart, gallon containers, thermometers, maps of school buildings.

Specific Objectives
(The Student Can)Techniques

G. (Continued)

4. Give birthdate and ages of self and others and use vocabulary related to time, money, birthdates, ages, measures, distances, etc.
5. Read and solve money problems of buying and selling.
6. Figure interest, to use vocabulary related to interest.
7. Explain carrying charges and discounts and use vocabulary related to these.

4. Weighing self, measuring self.

5. Making budgets, shopping lists, using shopping guides, role playing, classroom projects in the classroom or school, banking activities.

H. To develop purposeful listening and speaking skills.

1. Differentiate between loud and soft sounds, high and low, sounds of different musical instruments, sounds of different voices, environmental sounds, etc. (Auditory Discrimination).
2. Recall accurately prior auditory experiences. (Auditory Memory)

1. Ringing of bell, beating of drum (loud and soft), tapes on desk, (loud and soft), talks in whisper, shouts, repeats specific sound patterns.

2. Remembering common nursery rhymes, acting out (charades), verbally relating experiences, retelling of stories, retelling of T.V. experiences, repeating things related to child, repeating directions.

ResourcesTeacher Notes

4. Calendars, birthday books, tape measures, scales, work sheets (teacher made).
 5. Catalogues, shopping guides, films, film strips, workbooks, teacher manuals, bulletin boards, ditto sheets, newspapers, school cafeteria, savings accounts, checking accounts, transparencies, hobby kits, cookbooks, drill gages, thermometers.
 6. Hobby kits, shop gages, shop tools, cooking measures, cookbooks. etc.
-
1. Toys - noisemakers, environmental noises - at home, at school, in the city, in the country, etc.
 2. Nursery rhymes, T.V. and radio stories, story records, film strips, games, phonics, finger plays.

Specific Objectives
(The Student Can)Techniques

H. (Continued)

- | | |
|--|---|
| 3. Recall in correct sequence and detail prior auditory information. (Auditory Sequence). | 3. Duplicating patterns with musical instruments, playing sequence games, doing charades, running errands, repeating digit and letter series. |
| 4. Follow simple verbal instructions, to verbalize and explain the instructions received. (Auditory Decoding). | 4. Role playing, verbalizes charades, giving verbal instructions in activity, giving commands, telling of story in own words. |
| 5. Express verbally what he hears (Auditory Encoding). | 5. Have child respond verbally to auditory stimulation; games. |
| 6. Do follow directions. | 6. Teachers, adults, peers, give directions for safety and work, projects, health information, etc. |
| 7. Get information. | 7. Teachers, adults, peers present general and specific information through appropriate media. |
| 8. Verbalize information. | 8. Role playing, dramatizations, making tapes with oral reports, preparing questions and appropriate answers. |

Preparing bulletin boards for meeting specific assignment. (Science, Art, Social Studies, etc.) with child preparing commentary corresponding to bulletin board display.

Illustrating information through the use of art materials but child then verbally relays information illustrated by art work.

ResourcesTeacher Notes

3. Musical instruments, games stories, records (self concept, sing and do), rhythm instruments, games (Simon Says), tapes (teacher made), choral speaking, poems, rhymes, telephone numbers, house numbers, finger plays (Ten Little Indians.)
4. Stories, records, tapes, and films.
5. Records, pictures, and tapes with auditory stimulation, etc.
6. Telephones, television, records, radios, tapes, sound films, resource persons, school P.A. Systems.
7. Same as above.
8. Tape recorders, tapes, bulletin boards, art displays, work sheets, pictures, film strips, films, transparencies, overhead projector, television, etc.

Specific Objectives
(The Student Can)Techniques

H. (Continued)

- | | |
|---|---|
| 9. Use correct vocabulary and clear speech. | 9. Using tapes to record short talks, using telephones to develop clear speech both in answering and talking. |
| 10. Follow and give directions. | 10. Teachers, adults, and peers, give directions for academic work, projects, safety, health, vocational. |
| 11. Get and give information. | 11. Teachers, adults, peers, present general and/or specific information through appropriate media. |
| 12. Use language skills in everyday situations with peers and adults. | 12. Have student participate in daily language experiences - relating personal experiences, daily weather reports, explaining problems, give reports, discuss kinds of industries in which parents are engaged. Discuss service jobs, personal assets of successful workers, discuss content of job application forms, explore and discuss the world of work. |
| 13. Use appropriate body gestures and facial expressions with speech. | 13. Role playing, charades, and models. Body gestures and facial expressions observed in mirrors. |

ResourcesTeacher Notes

9. Films on effective speech, tape recorders, vocabulary cards, telephones, T.V., newspapers for information, telephone books, street maps, maps of communities, diagrams of buildings, labeling locations of points of interest, road maps, employment forms.

COGNITIVE DOMAIN
GOAL: ACADEMIC FULFILLMENT

	<u>Specific Objectives</u> (The Student Can)	<u>Techniques</u>
I. To develop visual skills.	1. Identify likenesses, differences, missing parts, size discrimination - big, little, short, tall, right, left concept. (Visual Discrimination).	1. Matching, classifying, sorting, reproducing patterns, filling in missing parts in pictures.
	2. Recall accurately prior visual experiences. (Visual Memory).	2. Treasure Box - recall objects added or removed, reproduce visual patterns, hide items under box (small) and have child recall item hidden, reproduce geometric designs, letters and number symbols.
	3. Arrange visual material in sequence. (Visual Sequence).	3. Present materials in disorganized manner and child arranges in sequence.
	4. Identify and categorize visual materials. (Visual Encoding).	4. Arrange materials by categories, by classification, by use, by size, by position, by location, etc.
	5. Interpret material presented visually. (Visual Decoding).	5. Interpreting action pictures; interpreting action of people; interpreting facial expression; interpreting physical gestures.
	6. Pick out a part from a whole. (Visual Figure-Grund Differentiation).	6. Pick out specific items from a total background. Present child with experiences where he must identify parts or things which do not belong to the whole.

ResourcesTeacher Notes

1. Color matching games, color sorting, puzzles, pictures, games, concrete objects, geometric forms, film strips, transparencies, peg boards, simple patterns, beads, flannel and magnetic boards.
2. Treasure box, pictures, things in environment, missing letters in words, missing parts in objects, roller movie, felt board, puzzles, geometric forms, cards containing 2 and 3 objects, cards containing 2 or more words.
3. Stories, records, tapes, films, and poems.
4. Pictures, felt board, bulletin boards, Lotto games, objects (toy animals, toy cars, play house toys), magnetic board.
5. Pictures--children themselves. Films--objects in the environment.
6. Pictures, puzzles, mock-ups (front of, back of), lists, flannel board, alphabets, film strips, transparencies, slides, pictures with hidden figures, pictures with hidden words and letters, pictures with hidden numbers.

Specific Objectives
(The Student Can)Techniques

I. (Continued)

7. Attend and remember things he sees.

7. Child lists things seen on a field trip, notes difference in pets, sorts pictures by categories, experiences he has had.

J. To develop motor skills.

1. Use large muscles of his body. (Gross Motor Development)

1. Think in developmentals
Identifying body parts, locating body parts, turning, dancing, skipping, jumping, squeezing, throwing, running, walking (slowly, swift), climbing, hopping, creeping, crawling, sitting, rolling, stretching, relaxing, board activity, wrist movement.

2. Use the fine muscles of his body. (Fine Motor Development).

2. Cutting, paper folding, pasting, painting, printing, coloring, tearing, tracing, carrying, lacing, buttoning, snapping, sipping, picking up small items.

ResourcesTeacher Notes

7. Workbooks, pictures from magazines, shoe boxes with variety of objects which are different, chalk boards, felt boards, magnetic boards, filmstrips, motion pictures, object games, tests for measuring visual memory skills.

1. Records, songs, games, tunnels, balance board, hammer and nails, utility balls, jump rope, bats, scooter board, saw-horse, baskets, wheeled toys, action pictures, rope ladder, stairs, screws, screw driver, boards for screws and nails, play equipment - monkey bars, slides, and dance records.

2. Chalk boards, flannel board, scissors, finger paints, sand box, clothes pins, crayons, silhouettes, templates, paint, squirt gun, clay, play-dough, inter-locking beads and toys, puppets, stringing beads, shells, beans.

Specific Objective
(The Student Can)

Techniques

K. To develop tactile discrimination skills.

1. Identify and match objects by touching and feeling.

1. Toy and object hidden in bag or box - pupil matches objects with both right and left hands, names and classifies materials, substances objects, differentiates weights, softness, hardness, smoothness, discriminates temperatures, etc.
2. Using fingerpaints, clay and/or play-dough, and paper mache.
3. Felt board materials and have child trace outline of figures, symbols with fingers
4. Tracing number and word symbols on chalk board with fingers.

L. To develop visual-motor skills.

1. Transfer what is visually perceived into a specific motor response. (Visual-Motor Association)

1. Show child a picture of object and have him represent object with his own drawing.
2. Show child picture of object and let him write word for the object.
3. Show child word symbol and let him draw picture representing word symbol.
4. Handwriting exercises.

ResourcesTeacher Notes

1. Pieces of felt, toy objects, silk material, cotton material, woolen material, sandpaper - several sheets with difference in texture, wax objects, plastic objects, metal objects, glass objects, wooden objects, money, word cards with words embossed, picture cards with pictures raised or embossed, etc.
 2. Paper Mache, clay and paints.
 3. Felt boards.
 4. Chalk boards, magnetic boards, and braille materials.
1. Pictures, word games, word-picture games, and games and sports.
 2. Cards each with a picture of a common object on upper $\frac{1}{2}$ of card with geometric symbol on lower $\frac{1}{2}$ of card.
 3. Word-picture cards, spelling books, teacher made worksheets, and geometric symbol cards.

Specific Objectives
(The Student Can)Techniques

M. To develop visual-auditory motor skills.

1. Transfer what is visually and auditorily perceived into a motor response. (Visual-Auditory Motor Association).

1. Child listens to simple sentences and draws pictures to represent what he heard.

2. Child listens to words dictated and writes word.

3. Child listens to short sentence and writes sentence.

N. To develop visual-auditory skills.

1. Express orally what is seen and heard. (Visual-Auditory Association).

1. Showing pictures and asking for auditory response.

2. Play charades and child interprets orally what he sees.

3. Read a story and child interprets.

ResourcesTeacher Notes

1. Pictures, word games, sports.
 2. Tapes, slide tapes, films, etc.
-
1. Records, pictures, sound devices, phonics bingo, workbooks, scrap-books, with pictures and corresponding words.
 2. Television, filmstrips, transparencies, films (movies).
 3. Ditto sheets, speech games, word making games and cards.

Specific Objectives
(The Student Can)Techniques

0. To develop functional reading.

1. Use word perception skills.

1. Found in teachers' manual
Examples: Shapes and forms of letters, words, sound sequences, rhyming sounds, rhyming words, vowel sound, initial sounds, blends, final sounds, ending, picture clues, context clues.

2. Identify words found in pre-primers, primers, and readers (vocabulary development).

2. Found in teachers' manuals. Develop phonetic skills through use of rules - root words, suffixes, contractions, syllables, etc. Alphabetizing - making personal dictionaries, alphabet file boxes.

3. Use question words; who, when, what, why, how.

3. Classroom discussion plus activities about

4. Read for comprehension.

4. Have children follow written directions.

5. Read for pleasure.

ResourcesTeacher Notes

1. Teacher manuals, phonics, cards, sequence cards. Reading games, picture dictionaries, records, tapes, transparencies, work sheets. Dolch word list, protective word lists, children's experiences, libraries.

2. Teacher manuals, comic strips, readers, games, dictionaries, flannel graphs, magazines, newspapers, alphabetized files, flash cards, filmstrips, language development kits, language masters, libraries, T.V., commercials, transparencies, supermarkets, grocery shelves and departments, hobby kits and directions.

3. Teacher manuals, pamphlets and materials from industry, newspapers, T.V. guides, catalogues, shopping guides, telephone directory, reading kits, workbooks, work sheets, schedules - bus, plane, train, etc. Common signs, labels directions (cooking, sewing, health, safety).

Specific Objective
(The Student Can)Techniques

P. To communicate through writing.

1. Write directions, messages, general information (correct spelling, legible writing sentence structure and nouns, pronouns, verbs, etc.)

1. Teach holding of pencils, pens, and position of paper, identification of capital letters, punctuation marks, teacher demonstrates simple words, phrases, sentences, paragraphs.

2. Write for personal, social, and vocational purposes.

2. Answer help wanted ads by letter, develop personal data information, write letters - (business and personal), file blanks - application forms, social security, bank forms, licenses. Keeps notebook on job requirements.

ResourcesTeacher Notes

1. Alphabet charts-manuscript, cursive, braille, handwriting books, chalkboards, workbooks (reading, language, spelling). Work sheets, sentence building cards, picture sequences to increase writing skills, typewriters, letter stamp sets.
2. Newspapers, magazines, catalogues, family albums, application forms, checks, bank forms. Workbooks related to adult living, work sheets related to adult living. Employment counselors, vocational rehabilitation counselors.

V - ECONOMIC USEFULNESS

The economic usefulness section is concerned with those areas of a student's education which are most directly related to his attaining self-support. Development of attitudes, marketable skills and communication competencies are the major goals toward reaching this objective. Within the framework of these goals, it is hoped that effective teaching methods may be developed and implemented which will help prepare handicapped students to meet the world of work and to function well within it.

Although some attempt has been made to arrange objectives in sequential order, it must be assumed that the area of exceptionality will determine how the material is used.

The growth and development characteristics of students which should be considered in using this section appear first.

GROWTH AND DEVELOPMENT

Guidance

0-10-3

Lead reading
Social Skills.
A variety of ex-
periences necessary;
tolerance
Learn through
play, (C), vi-
sual, auditory,
tactile, verbal.
Invites, and
provide some support
and direction
Ability to ad-
apt to change.
Positive and in-
teractive about
relationships

3-2 to 6-2

Permit for slow re-
actions; the indirect
approach is frequently
the most effective.
Corporal punishment is
rarely effective. May
respond to isolation
rather than positive
rewards that are
verbal in nature.
Directions must be
in short, simple
sentences.

6-2 to 7-2

Praise and encour-
agement necessary.
Frequently need to
structure tasks for
them.
Must be told
about of time
and change. The
negative element
will diminish in
the child.

7-2 to 8-2

Must be occasion-
ally reminded of
responsibilities.
Participation in
family affairs
very important.
Needs parental
position in
social group.
Needs a special
amount of time
to learn to
be in and with
large and small
groups.
Gains much con-
fidence if per-
mitted to en-
counter as
small in some
one thing.
Learning to
belong with
group.
Clarification
of adult and
child roles.



8-9 to 9-8

Individual differences quite noticeable at this level.

Family solidarity important.

Begin to stress self-reliance, independence, socialization.

Emphasize importance of social judgment.

9-9 to 10-8

Provision of materials for experimentation in projects.

Carefully supervise activities in order that they be proportionate to strength and interest of child.

10-9 to 11-8

Child needs informed guidance in order to practice skills. Necessary for success in group participation.

Guide "spectatorship" along with "sportsmanship".

Make provision for the child achieving literate capacity. Can achieve satisfaction with increased manipulative tasks and increase of responsibilities.

11-9 to 12-8

Increase interest in learning to improve personal appearance.

Good age to remedy posture defects, diet, etc.

Increase practice of group guidance.

12-9 to 13-8

Introduce information about occupations.

Adult guidance necessary but must be indirect.



PERSONALITY DEVELOPMENT

	Specific Objectives (The Student Can)	Techniques
A. To establish attitudes and values toward self.	<ol style="list-style-type: none"> 1. See self as a separate person. 2. Accept self as a separate person. 3. Develop a positive self-image. 4. Develop self-worth. 5. Recognize and strengthen his weaknesses (self-criticism). 6. Define and accept appropriate self-roles. 7. Accept own physical appearance. 	<p>Personality training, discussion, and related experiences.</p>
B. To establish attitudes and values toward others.	<ol style="list-style-type: none"> 1. Be aware of other people as separate entities. 2. Have sensitivity to other people's feelings. 3. Evaluate (vs. judge) others' behavior. 4. Be able to offer positive criticism to others. 5. Develop a sense of group consciousness. 6. Be able to work with a group. 7. Be able to give directions to others. 	<p>Role playing, group work, self-concept, class/peer in the classroom, discussion/counseling rel. out of school, experiential, and contingency contracting.</p>

Resources

Teacher Notes

Films, film strips, records,
tape recorder, film loops,
overhead projector, opaque
projector, peers, parents,
community helpers, local
celebrities, principal
teachers and books about
Great Americans and folk
heroes.

School Psychologist,

Specific Objectives
(The Student Can)

Techniques

C. To determine attitudes and values for oneself.

1. Identify the following:

- Authority
- Honesty
- Dishonesty
- Co-operation
- Lack of co-operation
- Property
 - a) Yours
 - b) Mine
 - c) Ours
 - d) Theirs
- Self control
- Lack of self control
- Promptness
- Tardiness
- Trustworthiness
- Lack of trust
- Success
- Failure
- Dependability
- Lack of dependability
- Loyalty
- Lack of loyalty
- Achievement
- Underachievement
- Good workmanship
- Poor workmanship

Titles as clues to those in authority positions; responsibility chart; drama; group discussion; messenger for classroom; committee work; club meetings; craft projects; and written assignments.

2. Compare and contrast the following:

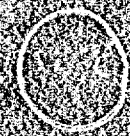
- Authority - lack of authority
- Honesty - dishonesty
- Co-operation - lack of cooperation
- Property
 - a) Yours
 - b) Mine
 - c) Ours
 - d) Theirs
- Self control - lack of self control
- Promptness - tardiness
- Trustworthiness - lack of trust
- Success - failure
- Achievement - underachievement

Responsibility chart; Role playing; story telling; and Open ended stories.

Resources

Teacher Notes

Directories (school, business, etc.), church personnel, youth group leaders, high interest, low reading level materials, and other commercial materials.



YMCA, YWCA, Girl Scouts, Boy Scouts, and other Community, Church, and Social youth groups.

GOAL: ECONOMIC USEFULNESS

Specific Objectives
(The Student Can)

Techniques

O. (Continued)

3. Demonstrate his preference for:

- Honesty
- Co-operation
- Self control
- Promptness
- Treatworthiness
- Success
- Achievement
- Independence
- Friendliness

Achievement charts;
Reward systems;
Examples; Peer
pressure; Discussion
(role playing); and
Group learning.

4. Demonstrate his knowledge
and awareness of job
oriented attitudes and
values by:

Field trips; Mock
interviews; Aptitude
Testing; Individual
counseling; and Role
playing.

Identifying the roles of
employer and employee.

Developing a realistic
attitude toward working
for a living and preparing
for a vocation.

Recognizing the need for
education and training.

Identifying realistic
vocational goals.

Demonstrating willingness
to accept constructive
criticism.

Demonstrating willingness
to compromise rel. relations
with others.

Addresses

Teacher Notes

School Psychologist,
School Counselor,
Community Health,
Social, Legal and
Church resources,
and Peers from
Student Council
and Safety Patrol

Business Men,
Fraternal Organizations,
Junior Chamber of Commerce,
Junior Achievement,
Youth Program Leaders,
Volunteer Program Coordinators,
Vocational Rehabilitation,
and State Employment Bureau
personnel.

GOAL: ECONOMIC USEFULNESS

D. To develop marketable skills; Work Habits.

Specific Objectives (The Student Can)

Techniques

1. Demonstrate habits of prompt and regular attendance.
2. Determine when a task needs to be done.
3. Listen to, and follow verbal and written directions.
4. Follow a pattern of performance after a demonstration of technique (vacuum rug; use of hand tools; etc.)
5. Plan, with help, the steps necessary to complete a given task.
6. List, verbally, the sequence of steps necessary to complete a task.
7. Carry out an assigned task.
8. Determine when a task is completed.
9. When given a number of choices (beginning with 2) to be able to make a decision.
10. Indicate the importance of proper use/care of equipment and materials.

Attendance charts; Recognition and rewards; Behavioral modification; Job hook-ups; Demonstration; Group planning; Directions put on tape by students; and Room responsibilities.

Resources

Teacher Notes

Film strips,
Overhead projector,
Video-tape,
Tape recorder, and
Community resources.

GOAL: ECONOMIC USEFULNESS

	<u>Specific Objectives</u> (The Student Can)	<u>Techniques</u>
<p>E. To develop marketable skills: Mobility.</p>	<ol style="list-style-type: none"> 1. Travel between home and school <ol style="list-style-type: none"> a) walking b) school bus c) public transportation. 2. Follow a pattern of classes in his school schedule. 3. Use cues (stores, etc.) to enable him to identify his neighborhood. 4. Direct others to his home. 5. Use different means of transportation. 6. Use directories and maps to aid in use of transportation. 7. Use scheduling (bus, train) to aid in travel. 	<p>Practicing routes; Supervision of first attempts; Written schedule; Field trips; Calling attention to land marks; Experience; Field trips; Map work; Telephone book work; Overhead projector transparencies; and Planning trips</p>
<p>F. To develop marketable skills: Time Orientation.</p>	<ol style="list-style-type: none"> 1. Tell time by reading a clock face: <ol style="list-style-type: none"> a) hours b) half hours c) quarter hours (after and to the hour) d) minutes 2. Determine time when written <ol style="list-style-type: none"> a) A.M., P.M. b) hour minutes 3. Use clock in setting schedules. 4. Budget time for work and play and/or recreation. 5. Explain concepts of "day", "week", "month", "year". 	<p>Class schedule plans; Planning trips; Notes to parents; School schedules; Plans for field trips; Fractional materials; a) coin collections of all kinds; Pets; and Gardening.</p>

Materials

Teaching Aids

Parents, School bus schedule,
Map of city, neighborhood,
Student work materials,
Overhead projector, Filmstrips,
Film, Telephone book,
Bus train schedules, and
Local transportation stations,
Maps.

Commercial materials, Teacher and/or
student made materials, School and
city bus schedule, Monthly calendar,
Schedule for church, Recreational
center, school activities, and
club leaders (YMCA, YWCA, YMCA,
YMCA, and Hobby clubs).

Specific Objectives
(The Student Can)

Techniques

F, (Continued)

- 6. Explain concepts of "work day", "pay period", "sick leave", "vacation time", etc.
- 7. Use a time clock.
- 8. Develop hobbies and leisure time activities.

G. To develop marketable skills:
Money Management.

- 1. Identify change and paper money.
- 2. Count money and make change.
- 3. Use money.
- 4. Identify and differentiate among financial institutions:
 - a) Banks
 - b) Savings and Loans
 - c) Loan Companies
 - d) Credit unions
 - e) FHA
 - f) VA
 - g) Governmental agencies (Welfare, AOC, etc.)
- 5. Define finance terms:
 - a) Account-checking, saving
 - b) Interest
 - c) Deposit-withdrawal
 - d) Balance
 - e) Statement
 - f) Carrying, service charge
 - g) Loans (time payment)
 - h) Credit cards
 - i) Charge account
 - j) Lay-away
 - k) Mail order
 - l) Clubs - Book, Records
 - m) Dues - Union
 - n) Insurance
 - o) Contract
 - p) Bill of sale
 - q) Receipt
 - r) Notarize - Notary
 - s) Guarantees
 - t) Co-signer

Play Store; Games;
Buying things for
classroom activities;
Field trips; Classroom
Bank; and Spenders.

Students

Teacher Notes

Money, Local banks,
Local Companies, etc.,
Local Businesses,
and Commercial
Materials.

QUALITY ECONOMIC USEFULNESS

G. (Continued)	<u>Specific Objectives</u> (The Student Can)	<u>Experiences</u>	
	6. Given a number of dollars, plan a budget.	Planning personal budgets; Stimulating emergency situations; Role playing-decision making; Speakers; and Simulated work experience.	
	7. Adjust a planned budget to cover unforeseen emergencies.		
	8. Plan for and save for future purchases.		
	9. Check and interpret savings and checking accounts and paycheck stubs.		
	10. Discuss the value of a good credit rating.		
	11. Plan for and keep up payments on items purchased on time payment and/or lay-away.		
	12. Compute sales tax.		
H. To develop marketable skills; Pre-Vocational Information	1. Select courses of study basic to achieving occupational goals.		Individual counseling; Discussion; Worksheets; Speakers; Aptitude testing; Use of official forms; Use of business correspondence; Role playing; Mock interviews; Ecology drives and yard work contracts.
	2. Discuss labor laws applicable to minors and women.		
	3. Discuss the function of employee groups.		
	4. Discuss the function of an employer.		
	5. Compare vocational and educational choices (including armed forces and homemaking).		
	6. Fill out: <ol style="list-style-type: none"> a) Job application b) Work permit c) Social Security d) Employment records e) Time cards f) Insurance claims g) Unemployment compensation h) Accident reports i) Income tax forms (state, federal, local) 		

Materials

Teacher Role

Commercial materials,
Governmental agencies,
Community agencies,
Local financial institutions,
Representatives of local
groups (Business groups),
Television and newspapers.

Class schedules, Course
descriptions, Community,
Job coordinator, Government
agencies, Business,
Financial and service
groups, Local, National
groups, Industries and other
groups of the community, Tax
Office, Tax Offices, Internal
Revenue Service (Public and
Private), City Hall, and
Labor contracts.

GOAL: ECONOMIC USEFULNESS

**Specific Objectives
(The Student Can)**

Techniques

H. (Continued)

7. Discuss procedures for:
 - a) Making an appointment
 - b) Job interview
 - c) Answering Want Ad
 - d) Opening accounts: bank, Credit Union, etc.
8. Identify hobbies and avocational interests as possible vocational choices.
9. Locate sources of vocational information at Local, State and Federal levels.
10. Indicate how to seek help in looking for jobs, self protection, and in crisis situations, such as, prolonged illness, unemployment, garnishes of wages, and legal matters.

Field trips, Discussion, and Writing for information.

I. To develop non-verbal communication skills.

1. Seek help and make known his wants and needs.
2. Accept help.
3. Develop facial responsiveness.
4. Demonstrate attentive listening.
5. Follow directions.
6. Maintain a suitable appearance in a variety of settings.
7. Control distracting mannerisms and be aware of posture as a nonverbal communication.

Set up attention-getting techniques; lip reading; Models; Work in front of a mirror; Use of tapes; Role playing; Vocabulary development; Demonstrate appropriate procedures; Reward system; Snap shots, and field trips.

Appendix

Table 12

Local and State Employment
Offices, Directorial
Junior Chamber of Commerce,
Local Businesses,
Community, State Government,
AAA All Activities, and Labor
Union.

Books, Filmstrips,
Teletopic materials,
Letter charts, Flash cards,
Bulletin boards, Speech
therapist, Mirror, Tape
recorder, and Video tapes.

GOAL: ECONOMIC USEFULNESS

Specific Objectives
(The Student Can)

Techniques

J. To develop verbal communication skills; General.

1. Verbalize wants and needs.
2. Listen to and repeat directions verbally.
3. When asked to give personal information verbally (name, address, phone, parent's name, etc.).
4. Converse with a younger child, an adult, a peer, and group as a member of that group.
5. Use the telephone to receive and transmit information.
6. Use a tape recorder to demonstrate language development in using complete and related sentences.
7. Interpret and transmit, verbally, information from the media (radio, TV, newspaper, etc.).
8. Ask for and use information in relation to public transportation.
9. Make and acknowledge introductions.
10. Demonstrate fact and appropriate language and choice of subject matter in conversation.

Maintain expectations; Drama; Role playing; Give consideration to dialects, ethnic groups, jargon; Games; Discussions; Class reports; Office aids; Parties; Puppets, and Crossage tutoring.

Resources

Teacher Notes

Commercial materials;
 Tape recorder; Filmstrips;
 Speech therapist;
 Drama coach; Video tape;
 Tele-trainer; Animal puppets
 equipped with microphones;
 Parents; and School office
 staff.

GOAL: ECONOMIC USEFULNESS

	<u>Specific Objectives</u> (The Student Can)	<u>Techniques</u>
K. To develop verbal communication skills; Employment Related	<ol style="list-style-type: none">1. Demonstrate ability to participate in a job interview.2. Use appropriate greetings with employers and employees.3. Relate to personal problems such as:<ol style="list-style-type: none">a) Mistakesb) Relations with other employeesc) Questions as to hours, wages, vacation, extra time off, etc.d) Self protection threats, theft, other employees "goldbricking"4. Relate crisis information such as fire, employees stealing stock, accidents, etc.5. Identify logical complaints.6. Identify the appropriate time and place for complaints.7. Apologize if necessary.	Role Playing; Open ended stories; Drama; Speakers; Film; and Discussion.

Section

Section

of counsel;
 Vocational Rehabilitation
 Office, Baltimore;
 School staff (including
 custodial, office, etc.
 and auxiliary workers);
 Career Achievement; Local
 (Business) Plan;
 Planning (for citizens);
 (for citizens);
 Planning and physical



GOAL: ECONOMIC USEFULNESS

**Specific Objectives
(The Student Can)**

Techniques

L. To develop writing skills.

1. Write legibly (manuscript, cursive, Braille)
2. Copy a dictated expression of his own thoughts and/or experiences.
3. Use a typewriter.
4. Follow written directions (starting with one word, i.e. "circle", "check" etc.)
5. Write required identification information:
 - a) Name
 - b) Address
 - c) Phone
 - d) Parent's name
 - e) Mother's maiden name
 - f) Occupation of parent
 - g) Emergency contact
 - h) Birthdate
 - i) Place of birth
 - j) Doctor's name
 - k) References
 - l) Interests and aptitudes
6. Write and/or type letters
 - a) Personal
 - b) Thank you
 - c) Business
7. Address letters and packages.
8. Write messages received on the telephone and call of plans and/or whereabouts.

Shadow writing;
Tracing; Experience stories; Journal; Work sheets; Grib card with information on it; Birthday/Christmas cards; Notes; and responsibility as Office Aide.

Resources

Teacher Notes

Commercial materials;
 Overhead projector;
 35 mm film;
 Telephone letters;
 Audio tape;
 Typewriter;
 School records; and
 Office staff.