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ABSTRACT

The guidelines are intended to help educators plan and develop comprehensive motor development/physical education programs for the handicapped. Topics covered include the following (sample subtopics in parentheses): an overview of federal and state legislation influencing future physical education programing (components of an individualized educational program): assessment of motor skills (summaries of 11 instruments): curriculum components: selection of curriculum materials (curriculum design and content): nineteen curricula materials in adapted physical education (evaluations of each according to a curriculum assessment checklist): programing strategies (bibliography on behavioral management): and statewide (South Dakota) resources. (CL)

DIRECTIONS IN ADAPTED PHYSICAL EDUCATION

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CHAPTER ONE

INTRODUCTION

Chapter One - Introduction

The Education of All Handicapped Children Act (P.L. 94.142) was designed to insure that all handicapped children receive a free appropriate education. The demand for individualized education programs which is based on student needs, has challenged educators, administrators and parents to collectively develop quality education plans.

P.L. 94.142 identifies physical education as a service which must be provided to all handicapped individuals. It further states that physical education includes special physical education, adapted physical education, movement education, and motor development. However, even though federal and state statutes guarantee the handicapped the right to physical education services, the skills needed to provide the services are not fully developed. Inservice training programs have become a mandatory component of the state education agency to educate staff on a variety of topics.

In July 1979, the Section for Special Education, Division of Elementary and Secondary Education received a grant from the Bureau of Education for the Handicapped, U.S. Office of Education to assist educators in the process of developing and implementing individualized physical education programs. The Adapted Physical Education Project, which is co-sponsored by the Section for Special Education and the Center for the Developmentally Disabled, University of South Dakota, is involved in a variety of training activities. Current objectives of the project include: (1) to identify and provide instructional materials for educators, (2) to identify effective inservice training strategies, (3) to identify effective teaching strategies on teaching motor skills, (4) to implement the I CAN system and (5) to compile a handbook in Adapted Physical Education.

Directions in Adapted Physical Education was written to assist educators in planning and developing comprehensive motor programs for the handicapped. The

intent of this guide is to provide you with a sense of direction in this area, rather than a cookbook approach. The nature of adapted physical education is to meet the individual's needs, and as such this guide is written in the spirit of presonalized instruction.

Chapter Two presents an overview of federal and state legislation which influences the direction of future physical education programming. It contains information on the federal definition of physical education, and the components of an individual education plan.

Chapter Three stresses the importance of accurately determining student needs and monitoring student progress. Assessment strategies will be discussed and a listing of common motor evaluations will be provided.

Chapter Four reviews the components of a curriculum. It provides direction as to the issues which should be addressed when designing a curriculum.

Chapter Five provides guidelines on evaluating curricula materials. A curriculum assessment checklist is included in this chapter.

Chapter Six contains a listing of current curricula in adapted physical education. An evaluation of each of the curricula is included, utilizing selected questions from the curriculum assessment checklist.

Chapter Seven presents the authors' view on programming strategies. A bibliography on behavioral programming is provided.

Chapter Eight directs the reader to a statewide resource center. The Information Resource Center which is housed at the Center for the Developmentally Disabled, gathers instructional materials in a variety of programming areas. A listing of current holdings in adapted physical education is provided. The procedures for borrowing the materials and utilizing the services of the Information Resource Center are described.

Direction in Adapted Physical Education is intended to be an introductory guide to the field of adapted physical education. We hope this publication will provide the reader with direction into planning and developing personalized physical education programs.

CHAPTER TWO

FEDERAL LEGISLATION AND PHYSICAL EDUCATION SERVICES

Chapter Two - Federal Legislation and Physical Education Services

Public Law 94.142, the Education of all Handicapped Children Act - 1975, requires that all handicapped children have available to them a free appropriate education and all related services designed for their unique needs. Within this mandate, special education is defined as "specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions." (Section 121a 14) It becomes clearly evident that physical education is an integral part of the special education service. Under the law, physical education services must be provided to every handicapped child who is receiving a free appropriate education.

According to the rules and regulations of PL 94.142 (Section 121a 14), physical education includes special physical education, adapted physical education, movement education and motor development. The terms mean "the development of:

a. physical and motor fitness

b. fundamental motor skills and patterns; and

c. skills in aquatics, dance, individual and group games, and sports (including intramural and lifetime sports).

Public Law 94.142 defined physical education as a comprehensive service designed to meet the unique needs of all children. As a result, present physical education programs are being changed in order to serve the handicapped child, and comply with the federal definition.

As noted in the law we must teach children fundamental motor skills such as throwing, catching, running and kicking. Providing activities or games where children engage in catching activities is insufficient. Educators must: (1) address the issue of teaching the motor skill of catch, (2) identify what the child's present needs are and (3) design a plan to teach the child to catch. Physical educators may need to examine the pre-requisite skills of catch such

as: looking at an object, tracking an object, or holding arms in a ready position.

Within the physical education program, the handicapped child should be provided the opportunity to participate in the least restrictive environment. However, there may be instances when the least restrictive environment is inappropriate for a student, and a special physical education class is required. Section 121a 307 of PL 94.142 states: "...If specially designed physical education is prescribed in a child's individualized program plan, the public agency responsible for the education of that child shall provide the services directly, or make arrangements for it to be provided through other public or private programs."

The law clearly indicates that the local education agency must provide physical education services and if necessary develop special physical education services. Educators have been given the responsibility to develop and deliver physical education programs which are commensurate with the students' abilities.

Individual Education Plan

As defined in PL 94.142, individual educational programs (IEP) must be provided for each handicapped child who is receiving special education regardless of what institution or agency provides or will provide special education to that child. The IEP is developed by a team consisting of school representatives, parents, the student, and other individuals at the discretion of the parents or agency. The physical educator should be a part of the IEP team or at least provide input to the team on the present levels of motor performance and motor needs of the student. Using the above procedure, the IEP team will be prepared to make decisions on the type of physical education services to be provided to the student.

The individualized education program must include the following components:

1. A statement of the child's present levels of educational performance including academic achievement, social adaptation, prevocational and vocational skills, psychomotor skills and self-help skills.

2. A statement of annual goals which describes the educational performance to be achieved by the end of the school year.

3. A statement of short term instructional objectives which must be measureable intermediate steps between the present level of educational performance and annual goals.

4. A statement of specific educational and related services to be provided to the student.

5. A description of the extent to which the child will participate in regular education programs.

6. The date when the services will begin and the duration of those services.

7. A list of individuals who are responsible for the implementation of the IEP.

8. Objective criteria, evaluation procedures and schedules for determining on at least an annual basis whether the short term instructional objectives are being achieved.

An example of an individualized education program in physical education appears in Figure One.

Section 504 of the Rehabilitation Act of 1973

In addition to PL 94.142, Congress passed the Rehabilitation Act of 1973 which also influences the quality of services provided to the handicapped. This act states that:

> "no otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Section 504 of the Rehabilitation Act addresses physical education services and states:

> "A recipient that offers physical education courses or that operates or sponsors intercollegiate, club, or intramural athletics shall provide to qualified handicapped students equal opportunities for comparable participation in these activities."

Section 504, expands upon PL 94.142, in that not only must physical education services be provided, but the handicapped must also have an equal opportunity to participate in athletics, intramurals and club activities. Public schools need to re-examine their procedures for student participation in extra-curricular activities in order to comply with the above legislation.

Summary

PL 94.142 and Section 504 of the Rehabilitation Act significantly affect the types and quality of services that must be provided to the handicapped. For additional information or clarification on PL 94.142 or Section 504, contact:

The Section for Special Education
Division of Elementary/Secondary Education
Kneip Building
Pierre, SD 57501

REFERENCES

1. Federal Register - August 23, 1977. Education of All Handicapped Children Act - PL 94.142.

2. Rehabilitation Act of 1973 (PL 93-112), Section 504, 29, U.S.C. 706.

3. I CAN - Fundamental Motor Skills - Object Control. Developed by - Field Service Unit for Physical Education for the Handicapped, Michigan State University, Hubbard Company. Northbrook, Ill. 1976.

Figure 1

SECTION FOR SPECIAL EDUCATION

INDIVIDUAL EDUCATIONAL PROGRAM

(To be completed by the placement committee)

Student Name Kate Smork DOB 3/14/72

School T Bar - Elementary

Date of Program Entry September 1980

Prioritized Long-Term Goals

1. To demonstrate competence in selected fundamental motor skills - throw and catch.

Summary of Present Levels of Performance

1. Throw - Kate does not look at target when throwing, has no leg and arm opposition and pushes the ball with arm.

2. Catch - Kate closes her eyes, and turns head away when attempting to catch ball.

Short Term Objectives	Specific Educational and/or Support Services	% of Time	Person(s) Responsible	Beginning and Projected Ending Date	Review Date
Given a verbal request and demonstration:					
1. Kate will throw a 3-4 inch ball to a 10 foot wide target placed 15 feet away, 2 out of 3 times with eyes focused on target target and with hand passing over the shoulder.	Regular physical education 2 times a week for 20 min. Plus special physical education 2 times a week/20 min		Jon Schimmel	9/80 - 10/80	10/80
2. Kate will throw a 3-4 inch ball, 2 out of 3 times in this manner complete extension of throwing arm, weight transfer to foot opposite throwing arm, hip & spine rotation follow through.				10/80 - 1/81	1/81

% of Time in Regular Classroom

Placement Recommendation

Committee Members Present Doris French, Principal
Dave Brown (reg. ed.), Sheila Raven (sp. ed. teacher)
Jon Schimmel (P.E.) Tom & Ellen Smork (parents)

Dates of Meeting August 10, 1980

Parent's Signature and date

Short Term Objectives	Specific Educational and/or Support Services	% of Time	Person(s) Responsible	Beginning and Projected Ending Date	Review Date
3. Kate will catch or trap with hands or arms and chest an 8-12 inch ball lofted directly into her arms from a distance of 3 to 5 feet - 2 out of 3 times.	Regular physical education 2 times a week/20 min. plus special physical education 2 times a week/20 min.		Jon Schimmel	9/80 - 10/80 10/80 - 11/80	10/80 11/80
4. Kate will catch or trap an 8-12 inch ball lofted to the middle of the chest from a 6 foot distance, two out of 3 times, in the following manner - a. eyes focused on ball b. adjust arm position to receive ball c. trap or catch ball with hands, arm or chest.					

SECTION FOR SPECIAL EDUCATION

IMPLEMENTING THE INDIVIDUAL EDUCATIONAL PROGRAM
(To be completed by person responsible for implementing the program)

(Complete one of these for each short-term objective identified)

Child's Name Kate Smork

School T Bar Elementary

Date of Program Entry September 1980

Projected Ending Date January 1981

Person(s) Completing Form Sall Knowles

Long-term Goal To develop competence in selected motor skills - throw

Short-term Objective Given verbal request and demonstration, Katie will throw a 3-4 inch ball to a 10' wide target placed 15' away 2 out of 3 times with eyes focused on target and with throwing hand passing over shoulder.

Instructional Activities	Criteria for Mastery	Strategies and/or Techniques	Materials and/or Resources	Date Started	Date Ended	Comments
1. Throw bean bag 20' target 3' away looking at target.	2/3 times eyes on target	Model-Movement Turn Kate's head so she faces target	Bean bags, construction paper	9/2/80	9/7/80	
2. Throw 3-4" nerf ball 20' target, 3' away looking at target and hand passing over shoulder.	2/3 time hand passing over shoulder	Grasp throwing arm and mime it through motion, and verbalize the action Keep target eye level	Nerf/foam ball	9/2/80	9/7/80	
3. Throw bean bags, balls, etc. at target - gradually increasing distance with eyes on target and hand passing over shoulder.	2/3 times 10' wide and 2 above criteria	Model verbal-key words physical assistance if warranted	balls, bean bags, targets	9/10/80	10/4/80	

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CHAPTER THREE

ASSESSMENT OF MOTOR SKILLS

Chapter Three - Assessment of Motor Skills

The basic provision of Public Law 94-142 is that every child is entitled and guaranteed to a free appropriate public education regardless of the type or severity of handicapping condition. In order to receive the provisions of Public Law 94-142 in South Dakota a child must require special or prolonged assistance in school as indicated by a multi-faceted evaluation. The special education program, which may include adaptive physical education, is approved by a placement committee and documented on an Individual Educational Program (IEP). The determination as whether or not the youngster has special needs must be based on an appropriate and adequate assessment. The results of the assessment then determine if the child has special needs which require special or prolonged assistance.

Physical educators, regular or special education teachers who are responsible for delivering physical education services to handicapped students should be aware of the different tests which can be utilized to identify a student's present level of motor performance. Additionally, all educators should be familiar with the following guidelines which are taken from the rules and regulations of PL 94-142. (3)

Evaluation materials must be:

1) Provided and administered in the child's native language or other mode of communication unless it is clearly not feasible to do so.
2) Validated for the specific purpose for which they are used.
3) Administered by trained personnel in conformance with the instructions provided by their producer.
4) Tailored to assess specific areas of educational need, and not merely designed to provide a single general intelligence quotient.

5) Selected and administered so as to insure that when a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure. The test should not solely reflect the child's impaired sensory, manual, or speaking skills except where these skills are the factors which the test purports to measure.

Testing and evaluation materials and procedures used for the purposes of evaluation and placement of handicapped children must be selected and administered so as not to be racially or culturally discriminatory. A full and individual evaluation of a child's education needs must be conducted before any action is taken to place a handicapped child in a special education program.

Assessment and Evaluation in Physical Education

Specific purposes of physical education testing programs, assessment procedures, and evaluation strategies in general and under The Education for All Handicapped Children Act (P.L. 94-142) and Section 504 of the Rehabilitation Act of 1974 (P.L. 93-112) in particular include: (6)

1) To provide teachers, administrators and parents with information on the status of selected elements of motor development, physical fitness, and physical/motor proficiency for each child.
2) To identify an individual's strengths and abilities, weaknesses and deficiencies and to monitor the individual's progress, physical fitness, and physical/motor proficiency.

3) To use test results for a) remedial grouping; b) diagnostic and prescriptive purposes (developing annual goals and short-term instructional objectives in selected elements of motor development, physical fitness and physical/motor proficiency for each child); c) assessing the degree to which provisions of individualized education have been accomplished.

4) To identify areas in the present physical education program which need further development.

5) To give students specific feedback about their performance.

6) To determine effectiveness of teaching (strategies, group organization, use of aides, appropriateness of materials, class management) by measuring students' physical education on-task time.

7) To aid the teachers in determining if instructions are conducted in sequential order ranging from lower performance competency to higher.

8) To provide a record of growth, development, performance, improvement, and progress for each child.

Before purchasing testing materials, the teacher must determine what constitutes a good test. According to Winnick (10), the test is considered good if it is valid, reliable and economical and provides standards for comparative purposes.

Validity is the most important criterion to be met in test selection. Kerlinger (5) stated that the most common definition of validity is epitomized by the question, "Are we measuring what we think we are measuring?" The teacher should check the statistical data and determine if the test was field tested, evaluated and revised before being published. Information from validity studies and interpretation of scores should be available in every test battery.

Feasibility of the test is determined by administrative aspects of each test such as cost, equipment and supplies, class size, and the time required for testing of different components of student's motor ability.

When assessing the child's performance level the teacher must keep in mind that there are many factors that can affect the final results of the test. The motor performance of a child can depend on his/her visual and hearing perception, sensory motor integration, ability to cooperate or environment stimuli such as distracting sights and sounds in the classroom or gymnasium. Pyfer (8) stated that there is no one test available to us today that affords us the luxury of tapping all of these unknowns.

To adequately assess each child, the testing should become an ongoing process of every lesson plan. Continuous evaluation is especially important with severely handicapped children since their performance may fluctuate from day to day. The teacher may have to observe the child in different environments to obtain a true performance and skill level.

The ability of the test administrator to motivate the students to perform the skills to the best of their ability is another area of concern. Motivational techniques and strategies are vital in helping children improve overall performance in various activity areas. When working with severely handicapped children the results on test batteries or specific tests of basic physical fitness components cannot be seperated from the degree of motivation shown by participants.

Various specific motivational devices have been successfully used in physical education, recreation, and sports programs involving students with different handicapping conditions that can be utilized when assessing students' motor performance. (6)

These may include:

1) Ribbons awarded in special events, tournaments, or competitive activi-

ties including fitness activities.

2) Pictures placed in a Hall of Fame for outstanding performances or achievements-best scores on each of the test items, record performances, special accomplishments.

3) Names listed and displayed in an Honor Roll for meeting certain standards of achievement-reaching given percentile levels on various test items; attaining specific times, distances, or heights in different activities; fulfilling specifically stated goals-running/wheeling a predetermined distance (50 or 100 miles cumulatively), participating so many hours, taking part in so many events.

4) Individuals wearing different colored shirts, shorts, armbands, or other identifying devices as performances improve.

5) Individual and group objects in which the miles an individual, group or class runs, jogs, cycles, or swims over a stated period of time are recorded on charts and graphs.

6) Certificates or cardboard crests given for meeting certain standards of achievement, for fulfilling stated goals or for improvement.

7) Cups or plaques presented for especially outstanding achievements or performance.

8) Tokens given for specific purposes - a specific number of tokens can be turned in for a larger and more tangible award.

9) Student assistant, junior leader, similar leadership positioning given to individuals who attain certain standards or levels of achievement.

Locally Developed Assessment Devices

Teachers should not restrict themselves to using standardized tests when assessing students. They should be encouraged to develop their own assessment devices.

Throughout the country many private, public and residential schools have developed their own testing instruments and scales for measuring motor development, basic locomotor skills, physical fitness and perceptual-motor development. By modifying standardized tests and adapting different components of tests, the teachers working with handicapped individuals were able to design their own evaluation tools to fit specific handicapping conditions or a unique environmental situation. Such procedures are highly individualized and require that the teachers observe youngsters in a variety of situations and activities and to establish a good rapport with the child. This way, assessment can be continuous, and a child's progress can be constantly monitored.

Examples of locally developed assessment devices are:

1) Clark Motor Development Scale for Young Children - Los Angeles County Schools. The test measures balance, large coordination, small coordination, space orientation, flexibility, and mirror movement.

2) Motor Skill Assessment - San Juan Unified School District, California. Test items include body awareness, gross agility, balance posture, and ball handling.

3) Perceptual-Motor Activities - Lamphere Public Schools, Madison Heights, Michigan 48071. Test items include hand and eye choice, jump - both feet, hop, angels in snow, walking rail, and skipping.

4) Motor-Perceptual Movement Patterns - Developed by D. Krause and B.L. Olsen, University of Wisconsin, LaCrosse, Wisconsin. Test items include attitudes and habits, general movement patterns, specific movement patterns, eye movement patterns, communication patterns and visualization patterns.

These locally developed assessment devices can be obtained by writing to the publishing company or the school district in which the test was developed.

Testing materials are also available on lease at the Information Resource Center and can be obtained by contacting Michael Irwin, Center for the Developmentally Disabled, University of South Dakota, Vermillion, South Dakota.

Assessment Instruments

Listed below is a sample of available physical fitness and motor tests. These particular tests are cited from "Early Movement Experiences and Development Habilitation and Remediation" (10) book with the authors permission.

DENVER DEVELOPMENTAL SCREENING TEST (DDST)

Source: Frankenburg, William K. and Joseph B. Dodds, "The Denver Developmental Screening Test", J. of Ped. 71:181, 1967. Test kits, manuals, and forms may be purchased from LADOCA Project and Publishing Foundation, Inc., East 51st Avenue and Lincoln Street, Denver, Colorado 80216.

Population: The test is a method of screening for evidence of slow development in infants and preschool children.

WHAT IS MEASURED	HOW MEASURED
Gross Motor Functions	This part includes 31 items that assess abilities to lift the head, lift the chest from the prone position, sit, roll, stand, walk, kick, throw, balance, jump, pedal, hop, and catch.
Language	The 21 items included in this part assess the following abilities: responding to sound, laughing, squealing, imitating speech sounds, vocabulary, comprehension, recognition of colors, naming objects, opposite analogies, definitions, and composition of materials.
Fine Motor-Adaptive	The 30 items in this part assess abilities regarding following objects, prehension, eye-hand coordination, copying figures, drawing, searching for objects, lifting and transferring objects, scribbling, and imitation.
Personal-Social	The 23 items in this part assess abilities relevant to regarding the face, smiling, pulling toys, playing peek-a-boo, playing pat-a-cake, playing ball, performing basic tasks, and playing interactive games.

Comments: Data on norms, reliability, and validity may be found in the work of Frankenburg and Dodds (1967). Reliability was determined by test-retest proce-

dures using 20 children ranging in age from two months to 5½ years. Subjects were tested twice by the same examiner with an interval of one week. For each child, the percentage of items performed the same way one week later ranged from 90 to 100 percent. For all items for all 20 children the agreement over the one week interval was 95.8 percent, according to Frankenburg and Dodds. Validity was determined by comparing results with the Revised Yale Developmental Schedule. No child with a Yale Development Quotient less than or equal to .89 was judged normal by the DDST. The test may be administered by individuals with no special training. The entire test is never administered - items are selected according to test purpose and performance.

LINCOLN-OSERETSKY MOTOR DEVELOPMENT SCALE

Source: Sloan, William. "The Lincoln-Oseretsky Motor Development Scale." Genet. Psych. Monogr. 51:183-252, 1955. The scale is published by C.H. Stoelting Co., 424 N. Homan Avenue, Chicago, IL 60624.

Population: Children aged 6-14.

WHAT IS MEASURED	HOW MEASURED
Motor development (includes finger dexterity, eye-hand coordination, and gross motor activity of the hands, arms, legs and trunk.	The scale includes 36 items: walking backward, crouching on tiptoe, standing on one foot, touching nose, touching fingertips, tapping rhythmically with feet and fingers, jumping over a rope, moving fingers, standing heel to toe, closing and opening the hands alternately, making dots, catching a ball, making a ball, winding thread, balancing a rod crosswise on the index finger, describing circles in the air, tapping coins and matchsticks, putting matchsticks in a box, winding thread while walking, throwing a ball, sorting matchsticks, drawing lines, cutting a circle, putting coins in a box, tracking mazes, balancing on tiptoe, tapping with feet and fingers, jumping and touching heels, tapping feet and describing circles with fingers, standing on one foot with eyes closed, jumping and clapping, balancing on tiptoe, opening and closing hands, and balancing a rod vertically.

Comments: The coefficients of correlation between scale results and age are .87 with males and .88 with females. Standardization data are based on the testing of 380 males and 369 females aged 6-14. Norms based on standardization data are provided.

THE PURDUE PERCEPTUAL-MOTOR SURVEY

Source: Roach, Eugene G., and Newell C. Kephart. The Purdue Perceptual-Motor Survey. Columbus, Ohio: Charles E. Merrill Publishing Co., 1966.

Population: Children aged 6-10 and older children who are retarded. Not recommended for children who have specific defects, such as blindness, paralysis, and known motor disorders.

WHAT IS MEASURED	HOW MEASURED
Balance and posture	Walking forward, backward, sideways on walking board: performing a series of eight tasks evaluating ability to jump, hop, and skip while maintaining balance.
Body image and differentiation	Identification of body parts, imitation of movement, obstacle course activities, Kraus-Weber Test, angels-in-the-snow.
Perceptual-motor match	Making circle, double circle, lateral line, and vertical line on chalkboard; performing eight rhythmic writing tasks.
Ocular control	Ocular pursuits of both eyes, right eye, left eye and convergence are tested.
Form perception	Seven geometric forms - circle, cross, square, triangle, horizontal diamond, vertical diamond, and divided rectangle are drawn on sheet of paper.

Comments: Means and standard deviations are available for children in grades 1-4. The survey should be administered individually or in small groups. Although the survey requires a minimum amount of equipment, complete administration of the survey to a large group is quite time-consuming. Chi-squares computed on each item for comparison between achievers and non-achievers were statistically significant at the .05 level in all but one case. A Pearson correlation coefficient of .654 was obtained between total scores on the survey and teacher ratings. On a test-retest of 30 children, a stability coefficient of .946 was obtained. Since no examiner tested the same children in both the test and retest, the coefficient represents reliability and objectivity.

CRATTY SIX-CATEGORY GROSS MOTOR TEST

Source: Cratty, Bryant J. Motor Activity and the Education of Retardates. Philadelphia: Lea & Febiger, 1969a, and Cratty, Bryant J. Perceptual-Motor Behavior and Educational Processes. Springfield, IL: Charles C. Thomas, Publisher, 1969b.

Population: Normal children aged 4-11, educable mentally retarded subjects aged 5-20, and trainable mentally retarded subjects aged 5-24.

WHAT IS MEASURED	HOW MEASURED	
Body perception	Level I:	execute lying movements
	Level II:	raise or touch body parts
Gross agility	Level I:	rise from lying position
	Level II:	from standing position, kneel on one knee, then stand
Balance	Level I:	
	Part I -	balance on one foot
	Part II -	balance on one foot with arms folded
	Level II:	balance on one foot for time with and without use of sight or arms
Locomotor agility	Level I:	crawl, walk, jump forward, jump backward, and hop.
	Level II:	jump forward, forward and sideward, and backward; hop forward, and forward and sideward
Ball throwing	Level I:	ball throw 15 feet
	Level II:	ball throw for accuracy
Ball tracking	Level I:	catch a bounced throw from 10 feet
	Level II:	touch a swinging ball

Comments: This instrument was designed as a screening test for perceptual-motor functioning. On the basis of testing over 200 children Cratty presents decile rankings for Down's syndrome children aged 5-22, trainable retarded aged 5-24, educable retarded, aged 5-20, and educationable handicapped, aged 5-16. He reports a reliability coefficient of .91 based on test-retest scores of 83 children.

GODFREY-KEPHART MOVEMENT PATTERN CHECKLIST-SHORT FORM

Source: Godfrey, Barbara B., and Newell C. Kephart. Movement Patterns and Motor Education. New York: Appleton-Century Crofts, 1969.

Population: Typical and atypical children.

WHAT IS MEASURED	HOW MEASURED
Movement patterns	The following movement patterns are evaluated using the Movement Pattern Checklist Short-Form: walk, run, crawl, jump, hop, skip, climb, roll, slide, stand, sit, throw, catch, hit, kick, push, pull, carry. These movements are evaluated according to particular criteria, and abilities as well as deviations are noted.

Comments: This checklist may be used as a screening device. The authors do not present data relevant to reliability, validity or norms. The test requires a minimum of equipment, space or special instructions for the child.

AAHPER SPECIAL FITNESS TEST FOR MILDLY MENTALLY RETARDED PERSONS

Source: American Alliance for Health, Physical Education, and Recreation. Special Fitness Test Manual for Mildly Mentally Retarded Persons. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation, 1976. This test may be purchased from AAHPER Publications-Sales, 1201 16th Street NW, Washington, D.C. 20036.

Population: Mildly mentally retarded aged 8-18.

WHAT IS MEASURED	HOW MEASURED
Arm and shoulder girdle strength	Flexed-arm hang
Efficiency of abdominal and hip flexor muscles	Sit-ups
Speed and agility	Shuttle run
Explosive muscular power	Standing broad jump
Speed	50-yard dash
Skill and coordination	Softball throw for distance
Cardiovascular efficiency	300-yard run-walk

Comments: Norms based on a random sample of some 4200 educable mentally retarded boys and girls in the public schools of the continental United States are available for mildly mentally retarded boys and girls aged 8-18. Test administration takes about two physical education classes with a minimum amount of equipment.

FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION

Source: Frostig, Marianne, Welty Lefever, and John R.B. Whittlesey. The Marianne Frostig Developmental Test of Visual Perception. Revised ed. Palo Alto, CA: Consulting Psychologists Press, Inc., 1966. The test is available from Consulting Psychologists Press, 577 College Avenue, Palo Alto, CA 94306.

Population: The test can be used as a screening device for nursery school, kindergarten, and first grade children or as a clinical evaluative instrument for older children who exhibit learning disabilities.

WHAT IS MEASURED	HOW MEASURED
Eye-motor coordination	A paper and pencil test using figures requiring youngsters to exhibit understanding and perceptual competency in these areas.
Figure-ground	
Constancy of shape	
Perception of position in space	
Perception of spatial relations	

Comments: The test may generally be administered in groups. However, where appropriate, individual testing may be conducted. Normative data is based on a 1963 standardization sample of 2100 nursery school and public school children. The authors report a test-retest reliability coefficient of .98 based on Perceptual Quotient (PQ) and testing of 50 children with learning disabilities, of .80 based on PQ and testing of 35 first graders and 37 second graders, and of .42 to .80 based on subtest scale scores of the same group of first and second graders. Frostig and associates report that validity coefficients between the Frostig test and teacher ratings of classroom adjustment, motor coordination, and intellectual functioning range from .44 to .50. Data is presented regarding the criterion of reading, the effects of training, and the relationship to neurological handicaps. The test may be administered in a single class period.

FLEISHMAN BASIC FITNESS TEST

Source: Fleishman, Edwin A. Structure and Measurement of Physical Fitness. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1964a and Fleishman, Edwin A. Examiner's Manual for the Basic Fitness Tests. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1964b.

Population: Children of all ages.

WHAT IS MEASURED	HOW MEASURED
Extent flexibility	Trunk twist and touch
Dynamic flexibility	Bend, twist, and floor touch
Explosive strength	Shuttle run, softball throw
Static strength	Hand grip
Dynamic strength	Pull-ups, Leg lifts
Gross body coordination	Cable jump test
Gross body equilibrium	Balance
Stamina	600-yard run-walk

Comments: From 100 physical fitness items and 11 primary factors relating to physical fitness originally identified, 10 tests were finally selected through factor analysis and were administered to 20,000 students in 45 cities throughout the United States. Norms based on this sample are available for boys and girls aged 12-18. Test-retest correlations ranged from .70 to .93 with 5 items above .90, 4 items between .80 and .89 and 1 item at .70 (cable-jump test). Primary factor loadings ranged from .47 to .81. Correlations between test items ranged from .02 to .52, with a majority below .20. The test may be administered in two regular classes and with minimal equipment.

FAIT PHYSICAL FITNESS BATTERY FOR MENTALLY RETARDED CHILDREN

Source: Fait, Hollis, F. Special Physical Education: Adapted, Corrective, Developmental. Philadelphia: W.B. Saunders Co., 1972.

Population: Educable and medium and high trainable mentally retarded youngsters.

WHAT IS MEASURED	HOW MEASURED
Speed	25-yard run
Static muscular endurance	Bent-arm hang
Dynamic muscular	Leg lift
Balance-static	Balance
Agility	Thrusts
Cardiorespiratory endurance	300-yard run-walk

Comments: According to Fait, the items selected are widely accepted as tests that measure some factor of physical fitness. Modifications were made to reduce the complexity of movements and the need for memorizing difficult movement patterns. Items that had high correlation with intelligence quotients (IQ) and with each other were eliminated. Fait reported that all items on the test have a high reliability. The test may generally be administered in one period, or single items may be administered in different testing days. Very little equipment is necessary for administration. Norms have been established for trainable and educable retardates within the 9-12, 13-16, and 17-20 year age groups.

BODY-IMAGE SCREENING TEST FOR BLIND CHILDREN

Source: Cratty, Bryant J. Movement and Spatial Awareness in Blind Children and Youth. Springfield, IL: Charles C. Thomas, Publisher, 1971b. Cratty, Bryant J. Some Educational Implications of Movement. Seattle, WA: Special Child Publications, Inc., 1970b, and Cratty, Bryant J., and Theresa A. Sams. The Body-Image of Blind Children. New York: The American Foundation for the Blind, Inc., 1968. This test is available from the Foundation at 15 West 16th Street, New York, NY 10011.

Population: Designed for blind youngsters; with a few modifications, the test can be used with sighted, retarded, and deaf children.

WHAT IS MEASURED	HOW MEASURED
Body planes	This part of the test is separated into three groups. The first group tests identification of body planes and includes touching the top of the head, the bottom of the foot, the side of the body, the front of the body, and the back. The second group involves placing body planes in relation to external, horizontal, and vertical surfaces. Children are asked to touch the side, stomach, and back to a mat and to touch the hand, side, and back to a wall. The third group involves placing objects in relation to body planes from a seated position. Children are asked to place a box so tht it touches the side, stomach, back, top of the head, and bottom of the foot.
Body parts	This part of the test includes four groups. In the first group, on body part identification, the child is asked to touch the arm, hand, leg, elbow, and knee. The second group, called parts of the face, tests the ability of the child to touch the ear, nose, mouth, eye and cheek. The third group, called parts of the body: complex (limb parts), tests the child's ability to touch the wrist, thigh, forearm, upper arm, and shoulder. The last group tests the ability of the child to seperately hold up the thumb and each finger.
Body movements	This part of the test includes 15 items separated into 3 groups. The first group consists of 5 activities involving trunk movement. The second group includes 5 gross movements in relation to body

	planes: walking forward, walking backward, jumping up, and sidestepping in two directions. The third group, designated limb movement, asks children to bend one arm at the elbow, lift one arm while in a back-lying position, bend one knee, bend one arm, and straighten the arm.
Laterality	This part of the test involves 15 items separated into 3 groups of 5 items each. The first group of items assesses body laterality (simple). The child is asked to touch the right knee, left arm, right leg, left foot, and left ear. The second group includes items to assess laterality in relation to objects. Items include placing a box so that it touches the right side, the right knee, and the right foot and holding the box in the left and then the right hand. The third group includes items to assess laterality of the body (complex). While seated, the child is asked to touch left hand to right hand, right hand to left knee, left hand to right ear, right hand to left elbow, and left hand to right wrist.
Directionality	This part of the test involves 15 items separated into 3 groups of 5 items each. The first group includes items to assess directionality relative to other people. The child is asked to tap the examiner's left shoulder, left hand, right side, right ear, and left side of the neck. The second group includes items to assess directionality of objects and includes touching the right side of a box, the left side of the box, the right side of a box with the right hand, and the left side of a box with the left hand. The third group of items involves laterality of others' movements. The tester bends right and then left while seated and facing the child, while seated with the back to the child, and while standing and facing the child and asks the child which way the tester is bending.

Comments: The items selected for the test were based on a survey of the literature and on practice with similar forms administered to retarded, neurologically handicapped, and blind children. The test was administered to 91 blind children with a mean age of 10.06 and a mean IQ of 88.32. A test-retest reliability coefficient of .81 was found following the testing of 18 blind children.

VINELAND ADAPTATION OF THE OSERETSKY TEST

Source: Cassel, Robert H. "The Vineland Adaptation of the Oseretsky Tests," Training School Bulletin Supplement 46:1-32, 1949.

Population: Mentally deficient children.

WHAT IS MEASURED	HOW MEASURED
Static coordination	Static balance tests requiring youngsters to remain standing, to stand on tip toes, to stand on one leg, to maintain crouched position on tip toes, to remain standing with weight on one leg, to stand motionless with weight on one foot.
Dynamic manual coordination of hands	Subjects touch point of nose with index fingers, roll up square of silk, throw a ball at target, trace through two mazes with pencil, touch all finger tips of same hand to thumb simultaneously, cut out a circle, catch a ball, balance a rod on index finger, touch thumbs to index fingers of opposite hands.
General dynamic coordination	Subjects jump up and down without losing balance, jump as high as possible while clapping hands, jump onto a chair seat without losing balance, jump and strike heels with hands at same time.
Motor speed	Youngsters put coins in a box, roll a thread on spool, draw perpendicular lines, distribute playing cards into piles, run and pick up matchsticks and place them in piles as well as performing other tasks using matchsticks, leaf through a book page by page for 15 seconds, make piles of matchsticks, punch a pin through design of perforations, make dots with a pencil point, run and interchange small items on table followed by drawing three crosses. Time limits are provided for tasks assigned to each age group.
Simultaneous movement	Subjects describe circles in air using index finger of each hand, put matchsticks in box, walk around room holding spool of thread in one hand which is rolled onto index finger of other hand, tap floor with feet in alternating pattern using any rhythm, tap feet in

alternate pattern in any rhythm while tapping top of table with index fingers of same hand, perform tapping tasks combining foot and finger movements, make dot with two pencils - one in each hand - on two different sheets of paper, place coins in one box and matchsticks in another box simultaneously, draw vertical lines on one sheet of paper and crosses on another simultaneously.

Comments: Modifications and changes of the Oseretsky tests were made empirically on the basis of performances of about 100 subjects. Results indicated a general endogenous superiority in the test. Item analysis revealed that 4 test items were too hard and 2 were too easy. Cassel concluded that the Vineland adaptation reduces administration time, minimizes the amount of equipment needed, eliminates tests that appear to be impractical, and standardizes testing procedures.

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CHAPTER FOUR

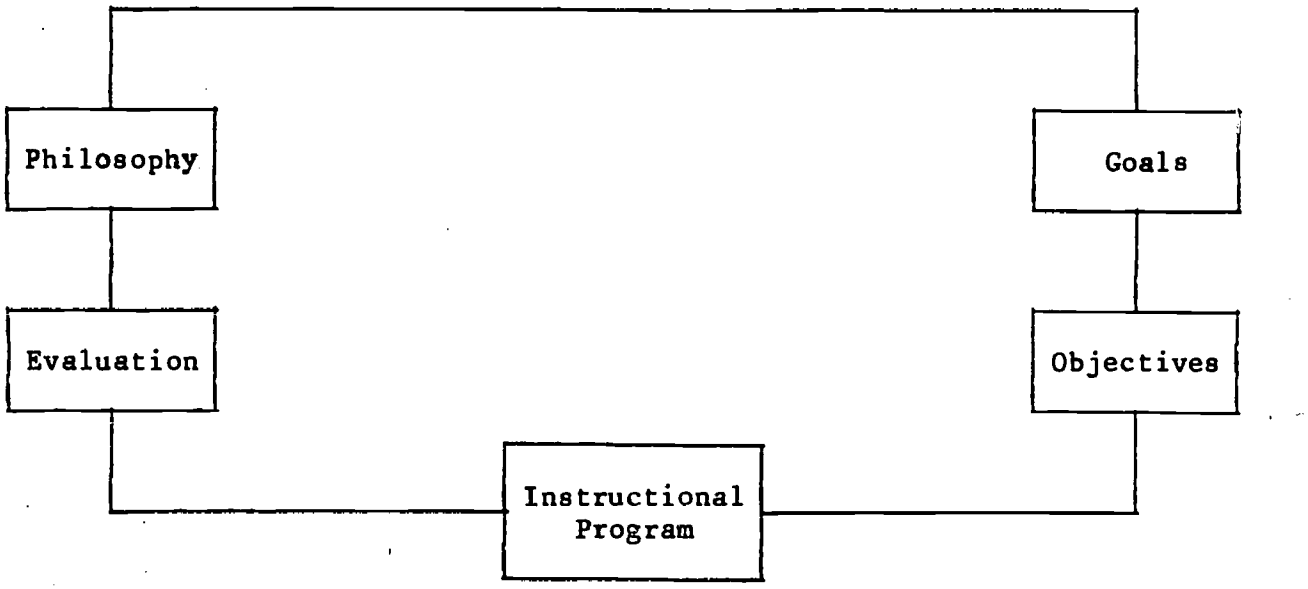
COMPONENTS OF A CURRICULUM

Chapter 4 - Components of a Curriculum

The purpose of this chapter is to identify and describe the components of a curriculum. The content of a curriculum is determined by the student population and student needs. The curriculum is also influenced by the experience of the teaching staff and their educational background, the availability of facilities and equipment in the school, community resources and parental involvement.

Curricula may differ from each other in design, structure, and content. However, there are five basic elements included in most models that are generic to the process of curriculum planning. These elements include: (1) philosophy, (2) general goals of education, (3) objectives, (4) instructional program, and (5) evaluation.

In the schematic representation below, philosophy determines goals, goals determine objectives, objectives determine the instructional program, and evaluation is a continuing process that occurs throughout curriculum planning and implementation.



I. Philosophy

An educational philosophy is a statement of our beliefs. The curriculum committee should develop and agree upon a philosophy that would reflect the educational goals of the school district. This statement should reflect the aspirations of the community in providing a sound education for its children.

Examples of Philosophy Statement

_____ School District believes that physical education is an essential part of the education program for all students. Participation in a physical education program will contribute to the student's physical, social, emotional and intellectual growth and development. Therefore, instruction in physical education is mandatory for all students.

All students in _____ School District will receive instruction in physical education. We believe that the physical education program should incorporate activities which are commensurate with the student's abilities and future needs. Therefore, the physical education program at _____ is designed to be comprehensive and includes instruction from fundamental motor skills to leisure time activities.

II. Goals of Education

Goals of education are defined by Gottesman (1) as broad-term expressions of the school's educational philosophy. Goals serve as a continuum in establishing instructional objectives.

Goals are dependent upon student needs, teacher strengths, the educational philosophy and the school's physical environment. For example, a goal which exposes students to sailing, canoeing, and water skiing may be appropriate only if a lake is accessible for the instruction of the objective. Goals must be related to physical education. Examples of goal statements include:

1. To provide instruction in fundamental motor skills.

2. To provide instruction in team and individual sports.

3. To provide activities to develop cardiovascular endurance.

III.Objectives

Objectives are derivatives of educational goals. They are determined by the student's individual needs and interests, the availability of facilities and equipment, and the competency of the teachers. Objectives may be short-term or long-term. Objectives must be stated in behavioral or performance terms, to provide teachers with valid information on students' progress. An objective includes: (1) the conditions, (2) the operationalized skill and (3) the criteria for achievement. An example of a long-term objective is: (1) given verbal directions, (2) the student will throw a ball overhand at a 3'x 5' target from a distance of 20' in the following manner: (a) hip and spine rotation, (b) eye contact, (c) arm/leg opposition, (d) follow-through, (e) smooth integration, (3) three out of five times. (I CAN)

Short-term objectives are sequential tasks that must be accomplished to attain the long-term objective. The short-term objective states the behavioral change that is expected to take place at each step in the progression. Given the above example as a long-term objective, a short-term objective would be: (1) given verbal directions "throw the ball", (2) the student will throw a ball at a 10" target, from a distance of five feet in the following manner: (a) hand passing over shoulder, and (b) eyes on target, (3) three out of five times.

IV. Instructional Program

The instructional program contains the specific activities, teaching techniques, special equipment and modifications which will be utilized in the program. By examining the behavioral objectives, teachers and administrators are prepared to develop the instructional program. Program planners must con-

sider individual children's needs when determining the movement activities, instructional materials, equipment, and teaching strategies. Flexibility should be maintained to allow for differences in the student's individual learning rate.

Children's growth patterns occur in steps which are evidenced by certain sequential psychomotor, social and emotional behaviors. For example, the developmental stages in locomotor skills occur in the following sequences: crawling, walking, running, galloping, skipping. Because of accidental injury, disease, or other factors some children are delayed in their physical, social, or intellectual development. The instructional program, therefore, must be directed into different segments to account for the individual differences and unique needs of each child in the class.

To accomodate all children in the physical education class, the teacher may have to modify the present program. Some examples of program modifications can include the following:

1. Adjusting the performance criteria of the specific motor skill. For example, in a physical fitness unit the students are required to perform twenty-five bent knee sit-ups, hands behind head, in three minutes. This standard can be modified for the student who is unable to meet the criteria by: (1) changing the number of repetitions to 10, or (2) having the student perform the sit-ups with arms at sides.
2. Modifying the rules of a game. For example, softball, (1) the size of the diamond can be reduced and the distance between the pitching box and home plate shortened, (2) if a student is able to bat but unable to run, have another student run the bases. Volleyball, (1) lower the net, (2) serve closer to the net.

3. Utilize multiple methods of instruction. Many students may become confused with only verbal instructions for an activity. Utilize visual demonstrations, and if necessary physically put the student through the skill or activity.

4. Modify equipment. For example: lower basketball hoops, utilize larger bats for softball, use soft nerf balls for teaching catching.

V. Evaluation

Evaluation is a final step in the continuum which identifies the effectiveness of the physical education program. Vannier (3) defines evaluation as a "way of finding out where you are in relationship to where you want to go. It is a method of appraising, measuring, and checking progress." The evaluation process provides feedback to a teacher, administrator, or parents on the extent to which the objectives of the program are being accomplished. Data collected on (1) individual student performance, (2) class performance, (3) specific motor skills which were accomplished, (4) the amount of time spent on the physical education programs. This information assists teachers and adminstrators in developing and refining the physical education program for the next school year.

The results of the evaluation can also identify potential inservice educational needs of the teachers. The school district can then request technical assistance to meet the training needs from the Section for Special Education, Division of Elementary and Secondary Education. The outcome will provide the school district with a more highly skilled teacher, who can deliver a physical education program designed to meet the needs of all students.

FOOTNOTES

(1) Alexander M. Gottesman, "Curriculum Planning: A Systems Approach," Journal of Systems Management, September, 1977, page 11.

(2) Vannier, May Helen. Physical Activity for the Handicapped, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1977.

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CHAPTER FIVE

SELECTION OF CURRICULA MATERIALS

Chapter Five - Selecting Curriculum

Purpose

The purpose of this chapter is to provide general guidelines for assessing curricula. It is hoped that information from this assessment in conjunction with the teacher's professional judgement, will provide a meaningful method for evaluating curricula materials.

As described in the chapter on Federal Legislation, school districts are now responsible for providing appropriate education for all handicapped individuals. To comply with state and federal mandates, individualized instructional programs must be developed for handicapped individuals. As a result, there has been a simultaneous demand for new curriculum materials and a surge of materials being marketed. Teachers are therefore required to make professional decisions regarding the potential usefulness of these newly developed instructional materials. Ideally, curricula should be adequately field tested and validated. This, however, is rarely the case, so that teachers are faced with the difficult task of selecting curricula without adequate evaluative data.

The philosophical approach of the curriculum checklist is a programmatic one which assumes that the usefulness of any curriculum is based on its ability to aid the teacher in facilitating student skill acquisition. The best thought-out and well planned curriculum which does not produce change in the students' skill level is of little or no use. This checklist focuses on the curriculum's ability to facilitate change in the student's behavior.

The curriculum checklist is divided into two major areas: (1) Curriculum design, which includes validation information, material construction, and environmental restrictions; and (2) Curriculum content, which involves student entry level, teacher entry level, implementation of the program, data collection, progress assessment, and maintenance of acquired skills. Specific

questions relevant to each of these areas are asked in order to provide the teacher with objective information regarding the potential usefulness of a particular curriculum.

I. Curriculum Design

A. Validation of the curriculum

The validation of recently developed materials has received little attention from commercial curriculum developers. And yet, the validity of a curriculum is extremely important when assessing its utility.

The curriculum should indicate if it has been field tested. If the curriculum has not been field tested, the teacher should be aware that it is therefore only experimental in nature. This does not necessarily mean the curriculum is of no value. It does mean, however, that the teacher should take additional care in maintaining comprehensive dates to verify (or not verify) the curriculum's usefulness.

If the curriculum has been field tested, additional concerns arise. For example, are the characteristics of the population sample which the curriculum was field tested on identified in terms of age, sex, disabilities, capabilities, etc. In addition, teachers should determine if these characteristics are similar to the characteristics of their students. The more similar the characteristics of these two groups, the more utility the curriculum probably has for you.

The characteristics of the training setting, in which the curriculum was field tested, should also be identified (e.g., special education classroom, institution, etc.). Again, the more similar these characteristics are to the situation the curriculum will be applied in, the greater the probability that the curriculum will be of benefit.

The answers to these questions will not guarantee that the curriculum is in fact valid. However, they will give teachers some assurances about the general utility of the curriculum within their educational setting.

B. Material Construction and Environment Restrictions

Once a decision has been made to purchase materials, the teacher has to consider the economic realities of his or her school district. Several questions need to be answered: (1) Is the cost of the curriculum within budgetary limitations? (2) Are all necessary materials included with the curriculum? (3) Do additional materials need to be purchased? (4) Are the materials durable? (5) Are the consumable portions of the curriculum reproducible (e.g., data sheets, graphs, etc.)? Answers to these questions will help the teacher, as well as the administrator, determine the cost/benefit ratio of the proposed curriculum.

The teachers must also identify the physical facilities required for the successful implementation of the curriculum. Obviously, if the teacher does not have access to physical facility requirements of the curriculum, it will be of little value. An additional concern deals with the amount of time required for effective implementation of the curriculum. Examples of questions reflecting this concern are as follows: (1) Does the curriculum specify general time and effort requirements for effective implementation? (2) Is the teacher able to invest the time and effort required? (3) Is the teacher/student ratio for effective implementation of the curriculum specified? These concerns may or may not be within the control of the teacher. This does not, however, detract from the necessity for addressing such considerations.

II. Curriculum Content

A. Student Entry Levels

The second section of the curriculum checklist addresses questions regarding: (1) identification of goals and objectives, (2) the developmental sequence of the curriculum. Initially the teacher needs to determine the appropriateness of the curriculum's overall goal. Specifically, is the curriculum's goal commensurate with the overall goal guiding the teacher's curriculum search. For example, is the teacher looking for a curriculum designed to teach specific instructional objectives? Is the teacher looking for a curriculum designed to provide systematic recreational activities or general motor development? Whatever the case, the overall goal of the curriculum in question should be commensurate with the teacher's long-term goal. In addition, a thorough analysis of the goals and objectives of the curriculum should be completed by the teacher. Are the long and short-term goals of the curriculum commensurate with the long and short-term goals of the students? Obviously, a one-to-one match is not required here. However, a curriculum whose long and short-term goals are very different from those of the students will be of little value.

The second area of concern attempts to identify the logical or developmental sequence of the curriculum. For example, will acquisition of the curriculum's short-term objectives lead to the meeting of the long term goals? This continuity between short-term objectives and long-term goals is important in the smooth progression of the student through a curriculum. The lack of such continuity within a curriculum can hinder the student's development. For example, it makes little sense to teach students to throw a ball before they have acquired the skills to grasp and hold the ball correctly. Therefore, it is imperative that the curriculum be designed logically and developmentally to accomodate the needs of the student.

In the final area of student consideration, the curriculum should make provisions for assessing the student's present skill level within any particular domain. Obviously, this is extremely important for the appropriate placement of the students within the developmental sequence of the curriculum. Specifically, does the curriculum attempt to obtain base-line information in areas such as locomotor skills, object control skills, balance, perceptual motor skills, etc.? The purpose of this is two-fold: first, as stated above, this information allows for appropriate placement of the student within the curriculum. This decreases the probability that the teacher will spend useless time teaching skills the student already possesses or teaching skills beyond the student's current capabilities. Second, this information may give the teacher qualitative information about the student's particular needs. For example, does the student have a particular skill but refuse to exhibit the behavior to criterion, (e.g., motivational deficit; or is the student unable to exhibit a particular skill becuase it is not in his/her current behavioral repertoire.

In summary, the curriculum should make provisions for assessing the student's current skill level in order to facilitate appropriate placement of students within the curriculum.

B. Teacher Entry Level

Another area of concern is the teaching skill requirements of the curriculum. For example, does the curriculum identify teacher prerequisite skills? Many curricula assume minimum teacher skill levels for effective implementation. In addition, does the curriculum provide guidelines for the acquisition of skills the teacher may not currently possess? Also, does the curriculum specify the preparation time required of the teacher prior to effective implementation of the program? It is hoped that the answers to

these questions will provide the teacher with meaningful information concerning the feasibility of incorporating a particular curriculum into the existing program.

C. Implementation of the Curriculum

The curriculum should provide specific instructions on how to implement the program. For example, (1) When is it most beneficial to introduce new learning tasks? (2) How should the class be organized, in terms of size and grouping, to effectively teach particular objectives? (3) When should the teacher change strategies if a student is having difficulty acquiring a skill? (4) When is it most beneficial to provide physical or verbal prompts or assistance? The answers to these types of questions will be dependent upon the particular short-term objectives the student is attempting to learn. This type of information will aid the teacher in trouble shooting and maintaining smooth progression through the curriculum.

A second area of concern attempts to identify the curriculum's adaptability. Are the short-term objectives dependent or independent of each other? For example, is the teacher able to extract a particular short-term objective from its sequential position in the curriculum for independent use in another area of the curriculum, (e.g., can the short-term objective of learning to "jump" be as readily applied to the rope jumping program as to the long jump or basketball program?) Or, does the curriculum teach the skill of "jumping" by different methods depending on the particular program? The obvious question is: Can the skills learned in one portion of the curriculum also be applied in another portion of the curriculum? The answers to these types of questions give the teacher an indication of the curriculum's adaptability. Whether the curriculum must be adaptable will depend on the relative needs of the teachers and students involved. Another way to ask this question is: Does the teacher need a very structured

program which specifies step-by-step advancement through the curriculum; or does the teacher need particular short-term objectives (and methods to reach those objectives) which can be integrated into existing programs? If the portions of the curriculum are dependent on each other, the teacher may not be able to extract portions for independent use in some other area.

A few addtional questions regarding program implementation need to be addressed here. Smooth progression through a curriculum is dependent on a number of factors. To what degree does the curriculum provide for (1) short learning tasks? (2) frequent review? and (3) frequent testing? These procedures accomplish at least three goals. First, short learning tasks will increase the probability that the student will progress smoothly from one short-term objective to another. This is accomplished by teaching skills which the student will master in a relatively short time. If the skill is too complicated and lengthy, the student will be unable to master the skill within this short time frame. This only adds to the frustration and experience of failure the student faces. Second, frequent review provides additional learning trials for the student in order to maintain newly acquired skills. Third, frequent testing (while providing additional learning trials for the student) will provide the teacher with quantitative information regarding the student's progression through the curriculum. Specifically, does the teacher feel the student should be progressing at a faster rate? This information provides the teacher with a guide on how and when to adapt a curriculum to accomodate the special needs of the student. For example, if the student is not attaining a particular short-term objective, perhaps the learning task needs to be simplified further (task analyzed).

D. Data Collection and Progress Development

The merit of any curriculum should be judged on its ability to facilitate skill acquisition in the students. As such, the curriculum should provide specific techniques for assessing the student's progress. These measurement procedures should be clear and understandable to the teacher. They should also identify the criteria for mastery of the specific short-term objectives. For example, does the curriculum provide data sheets for recording and assessing student progress? Can the student's progress be monitored from these data sheets on a daily basis? weekly? monthly? Can deterioration in the student's skills be monitored as closely? When the curriculum is designed to provide this type of information, teachers will be better equipped to react to temporary setbacks which occur in training.

E. Maintenance of Acquired Skills

Once the student has acuired a given skill, it is extremely important that the new skill be maintained (continues to be a part of the student's behavioral repertoire). As such, the curriculum should specify periodic monitoring of newly acquired skills to insure the student maintains the ability to perform the skill. This procedure may involve separate times aside for maintenance checks (e.g., once a month the teacher assesses newly acquired skills to determine if the student still possesses them). Or, it may provide for maintenance checks on skills within the more advanced portions of the curriculum. For example, the teacher may determine if the student still possesses the skill of "jumping" while he/she is involved in rope jumping activity.

This procedure of periodic monitoring of newly acquired skills need not be a complicated or time consuming task of the teacher. An additional data sheet for periodic maintenance checks may facilitate this process. The

important point is that newly acquired skills are overtly monitored to insure that the student is still capable of exhibiting them. This process is extremely important when the instructor teaches a skill which may not be utilized directly for a few months. For example, let's assume your goal is tc teach the student to throw the ball. This, however, is only one of many skills you will be teaching. It may be several months before the student has to exhibit this skill while actually playing a game, because, in the interim the teacher will be teaching hitting, catching, etc. As such, the skill of throwing a ball should be periodically monitored to insure it remains a part of the student's capabilities. If the student's skill level (e.g., throwing a ball) deteriorates during these maintenance checks, the teacher may wish to retrain the skill to the specified criteria so that further deteriortation does not occur.

SUMMARY

The checklist contained with this chapter is intended to be utilized as a basic format which a teacher can use to evaluate a curriculum. It is not intended to be a comprehensive and/or final determinant for curriculum selection. It is hoped, however, that it will provide the teacher with a basic methodology for analyzing instructional materials.

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CURRICULUM CHECKLIST

I. Curriculum Design

A. Validation

		SCORING
1.	Was the curriculum field tested?	YES NO
2.	Are the characteristics of the population sample which the curriculum was field tested on identified (e.g., age, sex, disabilities, capabilities, etc.)?	YES NO
3.	Are the characteristics of the training setting in which the curriculum was field tested identified (e.g., resource room, special education, regular classroom, institution, etc.)?	YES NO
4.	Do your student's characteristics resemble the characteristics of the population sample on which the curriculum was field tested?	YES NO

B. Material Construction

1.	Are the materials provided durable?	YES NO
2.	Are the consumable materials reproducible?	YES NO
3.	Are all necessary materials included or do you have to purchase additional materials?	YES NO

C. Environmental Restrictions

1.	Do you have the physical facilities to accomodate the activities specified in the curriculum?	YES NO
2.	Is the amount of time (per day or per week) which must be devoted to the curriculum in order for it to be effective, specified?	YES NO
3.	Is the teacher/student ratio for effective implementation specified?	YES NO
4.	Is the preparation time of the teacher, to obtain first-time proficiency, specified?	YES NO
5.	Are the materials designed for independent use by the students/clients?	YES NO
6.	Is the purchase of the curriculum package within your budgetary limitations?	YES NO

II. Content

A. Student Entry Level Skills

1.	Is the overall goal of the curriculum stated specifically and commensurate with your needs?	YES NO
2.	Does the curriculum specifically state long-term goals?	YES NO
3.	Are the long-term goals of the curriculum commensurate with the student's needs (as indicated by their long-term goals)?	YES NO
4.	Does the teacher have specifically stated short-term objectives?	YES NO
5.	Does the curriculum specifically state short-term objectives?	YES NO
6.	Are the short-term objectives of the curriculum commensurate with the student's needs (as indicated by their short-term objectives)?	YES NO
7.	Are the short-term objectives task analyzed within the curriculum?	YES NO
8.	Within the curriculum, do the short-term objectives provide a functional task analysis of the long-term goals?	YES NO
9.	Does the curriculum make provisions for assessing the clients pre-skills across the relevant domains?	YES NO
10.	Does the curriculum specify prerequisite language skills (receptive and/or expressive) needed by the client for entry into the curriculum?	YES NO
11.	Does the curriculum specify prerequisite motor skills needed by the client for entry into the curriculum?	YES NO
12.	Are specific prerequisite skills for each short-term objective stated?	YES NO

B. Data Collection and Progress Assessment

1.	Are techniques for measurement of student progress specifically stated?	YES NO
2.	Are mastery criteria for each short-term objective specifically stated?	YES NO

3. Are measurement procedures clear and understandable to you (e.g., specific behaviors for meeting criteria stated unambiguously)? YES NO

4. Are data sheets for recording and assessing student progress provided? YES NO

5. Can progress and/or deterioration in students' behavior be monitored daily? YES NO

6. Can progress and/or deterioration in student's behavior be monitored weekly? YES NO

7. Can progress and/or deterioration in student's behavior be monitored monthly? YES NO

C. Implementation of the Curriculum

1. Are teacher prerequisite skills specified? YES NO

2. Is additional training needed to implement the curriculum? YES NO

3. Are specific implementation (presentation) procedures stated? YES NO

4. Are the directions for teaching the skills and concepts understandable to you? YES NO

5. Are the short-term objectives stated in a hierarchy from simple to complex (sequenced)? YES NO

6. Are the short-term objectives dependent or independent of each other (can objectives be extracted from the curriculum and utilized independently or are they prerequisites to each other)? YES NO

7. Is the curriculum developed to insure short learning tasks, frequent review, and frequent testing? YES NO

D. Maintenance of Acquired Skills

1. Does the curriculum provide for periodic monitoring of acquired skills on a regular basis (e.g., at least weekly)? YES NO

2. Are provisions made for frequent testing (practice) and review of acquired skills? YES NO

3. Are specific criteria stated for re-entry in the program (e.g., during maintenance, what deficits are needed before training is re-instituted)? YES NO

4. Does the curriculum specify what training should follow the acquisition of a skill? YES NO

5. Are criteria for termination of the maintenance portion of the curriculum specified? YES NO

CHAPTER SIX

CURRICULA MATERIALS IN ADAPTED PHYSICAL EDUCATION

Chapter Six - Curricula Materials in Adapted Physical Education

The purpose of this chapter is to provide an evaluative list of current curricula in adapted physical education. Included in this bibliography are curricula which contain comprehensive programming activities in physical education. Therefore, curricula on specific motor skills or sport/recreational activities for the handicapped will not be noted. (e.g., Ice Skating for the Mentally Retarded, Swimming for the Handicapped, or Balance Activities for Deaf/Blind).

The curricula materials were compiled from the following sources: (1) Literature Searches; (2) Information Research Utilization Center, American Alliance for Health, Physical Education, Recreation and Dance; (3) National Inservice Network, Indiana University; and (4) correspondence with all state education agencies and university programs providing training in adapted physical education. The following list represents the results of our literature searches and the responses received from educators throughout the country. During the preparation of this publication, it became quite evident that many professionals in universities, state agencies, and schools were currently involved in developing curricula materials. Therefore, within the coming year, we expect to see additional instructional materials and handbooks addressing the area of adapted physical education.

The instructional materials evaluated in this handbook may not include all current comprehensive curricula in adapted physical education. This may be due to: (1) limitations of our literature searches, and (2) the time lapse between the initial inquiry and the final printing. However, the authors hope the following list will provide some valuable information to educators in the field. In addition, we would like to thank all the agencies and projects who submitted their materials for evaluation.

Curricula Materials Evaluated

The following materials were evaluated utilizing an adaptation of the curriculum checklist:

1. *Basic Movement Skills for the Mentally Handicapped: Handbook for Parents and Teachers.

2. *Competency Based Inservice Training for Motor Development, Perceptual Motor Development, Adaptive Physical Education, and Recreation.

3. *A Comprehensive Physical Education Program for the Severely/Physically Handicapped.

4. *Handbook for Elementary Physical Educators, Special Educators and/or Classroom Teachers Working with the Handicapped.

5. *I CAN - Primary Skills.

6. *The Logan School Motor Development Program for the Deaf/Blind and Sensory Impaired.

7. Motor Education for the Handicapped.

8. *PEOPEL - Physical Education Opportunities for Exceptional Learners.

9. *A Physical Education Program for Adults and Young Adults.

10. *Physical Education for Children in California Public Schools, Age 4-9.

11. *Physical Education Activities for Students with Handicapping Conditions in the State of Washington.

12. *Physical Education Curriculum for the Mentally Retarded.

13. *Physical Education Guide for TMR & EMR Students.

14. *Project Active - Nationally Validated Program

ESEA - Title IV-C.

15. *Project Beacon - Perceptual-Motor Activities Handbook.

16. *Project Stop-Gap - Inservice Training/Staff Development in Physical Education.

17. *Sequenced Instructional Programs in Physical Education for the Handicapped.

18. *Special Education in North Dakota Guide 11-13, Physical Education Guide for Teaching the Mentally Handicapped.

19. *Systematic Instruction for Retarded Children: The Illinois Program.

*The above materials are available for examination from:

The Information Resource Center
Center for the Developmentally Disabled
University of South Dakota
Vermillon, SD 57069

Checklist

	SCORING
1. Was the curriculum field tested?	Yes_____No_____
2. Are the characteristics of the population sample with which the curriculum was field tested identified?	Yes_____No_____
3. Are the characteristics of the training setting in which the curriculum was field tested identified?	Yes_____No_____
4. Are the materials provided durable?	Yes_____No_____
5. Are the consumable materials reproducible?	Yes_____No_____
6. Are the physical facilities necessary for the implementation of the materials identified?	Yes_____No_____
7. Is the amount of time (per day/week) which must be denoted to the curriculum in order for it to be effective, specified?	Yes_____No_____
8. Are teacher pre-requisite skills specified?	Yes_____No_____
9. Is additional training needed?	Yes_____No_____
10. Does the curriculum specifically state long term goals?	Yes_____No_____
11. Does the curriculum specifically state short term objectives?	Yes_____No_____
12. Are the short term objectives task analyzed within the curriculum?	Yes_____No_____
13. Are specific pre-requisite skills for each short term objective stated?	Yes_____No_____
14. Is the curriculum developed to insure short learning tasks, frequent review and frequent testing?	Yes_____No_____
15. Are techniques for measurement of student progress specifically stated?	Yes_____No_____
16. Are mastery criteria for each short term objective specifically stated?	Yes_____No_____
17. Are all data sheets for recording and assessing student progress provided?	Yes_____No_____
18. Can progress and/or deterioration in students behavior be monitored?	Yes_____No_____
19. Does the curriculum provide for periodic monitoring of acquired skills on a regular basis?	Yes_____No_____

20. Are provisions made for frequent testing and review of acquired skills? Yes_____No_____

Title: Basic Movement Skills for the Mentally Handicapped: A Handbook for Parents and Teachers.

Author: Clayton Illian

Publisher: Information Research Utilization Center
AAHPERD - Programs for the Handicapped
1201 16th Street N.W.
Washington, DC 20036

	SCORING
1. Was the curriculum field tested?	Yes ____ No X
2. Are the characteristics of the population sample with which the curriculum was field tested identified?	Yes ____ No X
3. Are the characteristics of the training setting in which the curriculum was field tested identified?	Yes ____ No X
4. Are the materials provided durable?	N/A Yes ____ No ____
5. Are the consumable materials reproducible?	N/A Yes ____ No ____
6. Are the physical facilities necessary for the implementation of the materials identified?	Yes X No ____
7. Is the amount of time (per day/week) which must be denoted to the curriculum in order for it to be effective, specified?	Yes ____ No X
8. Are teacher pre-requisite skills specified?	Yes ____ No X
9. Is additional training needed?	N/A Yes ____ No ____
10. Does the curriculum specifically state long term goals?	Yes X No ____
11. Does the curriculum specifically state short term objectives?	Yes X No ____
12. Are the short term objectives task analyzed within the curriculum?	Yes X No ____
13. Are specific pre-requisite skills for each short term objective stated?	Yes ____ No X
14. Is the curriculum developed to insure short learning tasks, frequent review and frequent testing?	Yes X No ____
15. Are techniques for measurement of student progress specifically stated?	Yes X No ____
16. Are mastery criteria for each short term objective specifically stated?	Yes X No ____

17. Are all data sheets for recording and assessing student progress provided? Yes____ No X

18. Can progress and/or deterioration in students behavior be monitored? Yes____ No X

19. Does the curriculum provide for periodic monitoring of acquired skills on a regular basis? Yes X No____

20. Are provisions made for frequent testing and review of acquired skills? Yes X No____

Title: Competency Based Inservice Training for Motor Development, Perceptual Motor Development, Adaptive Physical Education Recreation & Special Motor and Recreation for Non-Ambulatory Students.

Author: The Program Development Unit (MR)
Linda Melvin
1260 Briarcliffe Rd.
Atlanta, GA 30306

	SCORING
1. Was the curriculum field tested?	Yes____ No X
2. Are the characteristics of the population sample with which the curriculum was field tested identified?	Yes____ No X
3. Are the characteristics of the training setting in which the curriculum was field tested identified?	Yes____ No X
4. Are the materials provided durable?	N/A Yes____ No____
5. Are the consumable materials reproducible?	Yes X No____
6. Are the physical facilities necessary for the implementation of the materials identified?	Yes X No____
7. Is the amount of time (per day/week) which must be denoted to the curriculum in order for it to be effective, specified?	Yes____ No X
8. Are teacher pre-requisite skills specified?	N/A Yes____ No____
9. Is additional training needed?	N/A Yes____ No____
10. Does the curriculum specifically state long term goals?	Yes X No____
11. Does the curriculum specifically state short term objectives?	Yes X No____
12. Are the short term objectives task analyzed within the curriculum?	Yes X No____
13. Are specific pre-requisite skills for each short term objective stated?	Yes X No____
14. Is the curriculum developed to insure short learning tasks, frequent review and frequent testing?	Yes____ No X
15. Are techniques for measurement of student progress specifically stated?	Yes X No____
16. Are mastery criteria for each short term objective specifically stated?	Yes X No____

17. Are all data sheets for recording and assessing student progress provided? Yes____ No X

18. Can progress and/or deterenation in students behavior be monitored? Yes____ No X

19. Does the curriculum proviiorationperiodic monitoring of acquired skills on a regular basis? Yes____ No X

20. Are provisions made for frequent testing and review of acquired skills? Yes____ No X

Title: A Comprehensive Physical Education Program for the Severely Physically Handicapped (1977-78).

Author: Ellen Hawver
City School District
Department of Health, and Physical Education
Rochester, NY

	SCORING
1. Was the curriculum field tested?	Yes ____ No X
2. Are the characteristics of the population sample with which the curriculum was field tested identified?	Yes ____ No X
3. Are the characteristics of the training setting in which the curriculum was field tested identified?	Yes ____ No X
4. Are the materials provided durable?	N/A Yes ____ No ____
5. Are the consumable materials reproducible?	Yes ____ No X
6. Are the physical facilities necessary for the implementation of the materials identified?	Yes X No ____
7. Is the amount of time (per day/week) which must be denoted to the curriculum in order for it to be effective, specified?	Yes ____ No X
8. Are teacher pre-requisite skills specified?	Yes ____ No X
9. Is additional training needed?	N/A Yes ____ No ____
10. Does the curriculum specifically state long term goals?	Yes X No ____
11. Does the curriculum specifically state short term objectives?	Yes ____ No X
12. Are the short term objectives task analyzed within the curriculum?	Yes ____ No X
13. Are specific pre-requisite skills for each short term objective stated?	Yes ____ No X
14. Is the curriculum developed to insure short learning tasks, frequent review and frequent testing?	Yes ____ No X
15. Are techniques for measurement of student progress specifically stated?	Yes ____ No X
16. Are mastery criteria for each short term objective specifically stated?	Yes ____ No X
17. Are all data sheets for recording and assessing student progress provided?	Yes ____ No X

18. Can progress and/or deterioration in students behavior be monitored? Yes____ No X

19. Does the curriculum provide for periodic monitoring of acquired skills on a regular basis? Yes____ No X

20. Are provisions made for frequent testing and review of acquired skills? Yes____ No X

Title: A Handbook for Elementary Physical Educators, Special Educators, and/or Classroom Teachers Working with the Handicapped in Physical Education.

Author: Helen R. Connor
Area of Health, Physical Education and Recreation
College of Education
University of Alabama

	SCORING
1. Was the curriculum field tested?	Yes ____ No X
2. Are the characteristics of the population sample with which the curriculum was field tested identified?	Yes ____ No X
3. Are the characteristics of the training setting in which the curriculum was field tested identified?	Yes ____ No X
4. Are the materials provided durable?	N/A Yes ____ No ____
5. Are the consumable materials reproducible?	N/A Yes ____ No ____
6. Are the physical facilities necessary for the implementation of the materials identified?	Yes X No ____
7. Is the amount of time (per day/week) which must be denoted to the curriculum in order for it to be effective, specified?	Yes ____ No X
8. Are teacher pre-requisite skills specified?	Yes ____ No X
9. Is additional training needed?	N/A Yes ____ No ____
10. Does the curriculum specifically state long term goals?	Yes X No ____
11. Does the curriculum specifically state short term objectives?	Yes ____ No X
12. Are the short term objectives task analyzed within the curriculum?	Yes ____ No X
13. Are specific pre-requisite skills for each short term objective stated?	Yes ____ No X
14. Is the curriculum developed to insure short learning tasks, frequent review and frequent testing?	Yes ____ No X
15. Are techniques for measurement of student progress specifically stated?	Yes ____ No X
16. Are mastery criteria for each short term objective specifically stated?	Yes ____ No X
17. Are all data sheets for recording and assessing student progress provided?	Yes ____ No X

18. Can progress and/or deterioration in students behavior monitored? Yes____ No X

19. Does the curriculum provide for periodic monitoring of acquired skills on a regular basis? Yes____ No X

20. Are provisions made for frequent testing and review of acquired skills? Yes____ No X

Title: I CAN - Primary Skills

Author: Janet Wessel
Field Service Unit Staff
Michigan State University

Publisher: Hubbard Company, Northbrook, Illinois.

Cost: $400 - All four modules: Fundamental Skills, Body Management, Health Fitness, Aquatics.

	SCORING
1. Was the curriculum field tested?	Yes X No
2. Are the characteristics of the population sample with which the curriculum was field tested identified?	Yes X No
3. Are the characteristics of the training setting in which the curriculum was field tested identified?	Yes X No
4. Are the materials provided durable?	Yes X No
5. Are the consumable materials reproducible?	Yes X No
6. Are the physical facilities necessary for the implementation of the materials identified?	Yes X No
7. Is the amount of time (per day/week) which must be denoted to the curriculum in order for it to be effective, specified?	Yes X No
8. Are teacher pre-requisite skills specified?	Yes X No
9. Is additional training needed?	Yes X No
10. Does the curriculum specifically state long term goals?	Yes X No
11. Does the curriculum specifically state short term objectives?	Yes X No
12. Are the short term objectives task analyzed within the curriculum?	Yes X No
13. Are specific pre-requisite skills for each short term objective stated?	Yes X No
14. Is the curriculum developed to insure short learning tasks, frequent review and frequent testing?	Yes X No
15. Are techniques for measurement of student progress specifically stated?	Yes X No
16. Are mastery criteria for each short term objective specifically stated?	Yes X No

17. Are all data sheets for recording and assessing student progress provided? Yes X No

18. Can progress and/or deterioration in students behavior be monitored? Yes X No

19. Does the curriculum provide for periodic monitoring of acquired skills on a regular basis? Yes X No

20. Are provisions made for frequent testing and review of acquired skills? Yes X No

Title: The Logan School Motor Development Program for the Deaf/Blind and Sensory Impaired.

Author: The Logan Center
P.O. Box 1049
1235 N. Eddy Street
South Bend, IN 46624

	SCORING
1. Was the curriculum field tested?	Yes____ No X
2. Are the characteristics of the population sample with which the curriculum was field tested identified?	Yes X No____
3. Are the characteristics of the training setting in which the curriculum was field tested identified?	Yes____ No X
4. Are the materials provided durable?	N/A Yes____ No____
5. Are the consumable materials reproducible?	N/A Yes____ No____
6. Are the physical facilities necessary for the implementation of the materials identified?	Yes X No____
7. Is the amount of time (per day/week) which must be denoted to the curriculum in order for it to be effective, specified?	Yes____ No X
8. Are teacher pre-requisite skills specified?	Yes____ No X
9. Is additional training needed?	N/A Yes____ No____
10. Does the curriculum specifically state long term goals?	Yes X No____
11. Does the curriculum specifically state short term objectives?	Yes____ No X
12. Are the short term objectives task analyzed within the curriculum?	Yes____ No X
13. Are specific pre-requisite skills for each short term objective stated?	Yes____ No X
14. Is the curriculum developed to insure short learning tasks, frequent review and frequent testing?	Yes____ No X
15. Are techniques for measurement of student progress specifically stated?	Yes____ No X
16. Are mastery criteria for each short term objective specifically stated?	Yes____ No X
17. Are all data sheets for recording and assessing student progress provided?	Yes____ No X

18. Can progress and/or deterioration in students behavior be monitored? Yes____ No X

19. Does the curriculum provide for periodic monitoring of acquired skills on a regular basis? Yes____ No X

20. Are provisions made for frequent testing and review of acquired skills? Yes____ No X

Title: Motor Education for the Handicapped

Author: Claudia DiSalvo
Neil Staller
Bureau for Children with Retarded Development
Board of Education, City of New York
Brooklyn, NY 11201

	SCORING
1. Was the curriculum field tested?	Yes X No
2. Are the characteristics of the population sample with which the curriculum was field tested identified?	Yes X No
3. Are the characteristics of the training setting in which the curriculum was field tested identified?	Yes X No
4. Are the materials provided durable?	Yes X No
5. Are the consumable materials reproducible?	Yes X No
6. Are the physical facilities necessary for the implementation of the materials identified?	Yes X No
7. Is the amount of time (per day/week) which must be denoted to the curriculum in order for it to be effective, specified?	Yes No X
8. Are teacher pre-requisite skills specified?	N/A Yes No
9. Is additional training needed?	N/A Yes No
10. Does the curriculum specifically state long term goals?	Yes X No
11. Does the curriculum specifically state short term objectives?	Yes X No
12. Are the short term objectives task analyzed within the curriculum?	Yes X No
13. Are specific pre-requisite skills for each short term objective stated?	Yes X No
14. Is the curriculum developed to insure short learning tasks, frequent review and frequent testing?	Yes X No
15. Are techniques for measurement of student progress specifically stated?	Yes X No
16. Are mastery criteria for each short term objective specifically stated?	Yes X No
17. Are all data sheets for recording and assessing student progress provided?	Yes X No

18. Can progress and/or deterioration in students behavior be monitored? Yes X No ____

19. Does the curriculum provide for periodic monitoring of acquired skills on a regular basis? Yes X No ____

20. Are provisions made for frequent testing and review of acquired skills? Yes X No ____

Title: PEOPEL: Physical Education Opportunities for Exceptional Children

Author: Arizona Department of Education
ESEA - Title IV C
Phoenix Union High School
Phoenix, Arizona
Ed Long - Project Director
Larry Irmer - Project Coordinator

	SCORING
1. Was the curriculum field tested?	Yes X No
2. Are the characteristics of the population sample with which the curriculum was field tested identified?	Yes X No
3. Are the characteristics of the training setting in which the curriculum was field tested identified?	Yes X No
4. Are the materials provided durable?	Yes X No
5. Are the consumable materials reproducible?	Yes X No
6. Are the physical facilities necessary for the implementation of the materials identified?	Yes X No
7. Is the amount of time (per day/week) which must be denoted to the curriculum in order for it to be effective, specified?	Yes X No
8. Are teacher pre-requisite skills specified?	Yes X No
9. Is additional training needed?	Yes X No
10. Does the curriculum specifically state long term goals?	Yes X No
11. Does the curriculum specifically state short term objectives?	Yes X No
12. Are the short term objectives task analyzed within the curriculum?	Yes X No
13. Are specific pre-requisite skills for each short term objective stated?	Yes X No
14. Is the curriculum developed to insure short learning tasks, frequent review and frequent testing?	Yes X No
15. Are techniques for measurement of student progress specifically stated?	Yes X No
16. Are mastery criteria for each short term objective specifically stated?	Yes X No

17. Are all data sheets for recording and assessing student progress provided? Yes X No ____

18. Can progress and/or deterioration in students behavior be monitored? Yes X No ____

19. Does the curriculum provide for periodic monitoring of acquired skills on a regular basis? Yes X No ____

20. Are provisions made for frequent testing and review of acquired skills? Yes X No ____

Title: A Physical Education Program for Adults and Young Adults (1974)

Author: William E. Thomas, C.T.
Council for the Retarded - St. Joseph County
Logan Center
P.O. Box 1049
1235 N. Eddy St.
South Bend, IN 46624

	SCORING
1. Was the curriculum field tested?	Yes X No
2. Are the characteristics of the population sample with which the curriculum was field tested identified?	Yes X No
3. Are the characteristics of the training setting in which the curriculum was field tested identified?	N/A Yes No
4. Are the materials provided durable?	Yes X No
5. Are the consumable materials reproducible?	Yes X No
6. Are the physical facilities necessary for the implementation of the materials identified?	Yes X No
7. Is the amount of time (per day/week) which must be denoted to the curriculum in order for it to be effective, specified?	Yes No X
8. Are teacher pre-requisite skills specified?	Yes No X
9. Is additional training needed?	N/A Yes No
10. Does the curriculum specifically state long term goals?	Yes X No
11. Does the curriculum specifically state short term objectives?	Yes X No
12. Are the short term objectives task analyzed within the curriculum?	Yes No X
13. Are specific pre-requisite skills for each short term objective stated?	Yes No X
14. Is the curriculum developed to insure short learning tasks, frequent review and frequent testing?	Yes No X
15. Are techniques for measurement of student progress specifically stated?	Yes No X
16. Are mastery criteria for each short term objective specifically stated?	Yes No X

17. Are all data sheets for recording and assessing student progress provided? Yes____ No X

18. Can progress and/or deterioration in students behavior be monitored? Yes____ No X

19. Does the curriculum provide for periodic monitoring of acquired skills on a regular basis? Yes____ No X

20. Are provisions made for frequent testing and review of acquired skills? Yes____ No X

Title: Physical Education for Children in California Public Schools, Ages 4-9

Author: California State Department of Education
Health and Physical Education
Sacramento, CA

	SCORING
1. Was the curriculum field tested?	Yes ____ No X
2. Are the characteristics of the population sample with which the curriculum was field tested identified?	Yes ____ No X
3. Are the characteristics of the training setting in which the curriculum was field tested identified?	Yes ____ No X
4. Are the materials provided durable?	N/A Yes ____ No ____
5. Are the consumable materials reproducible?	N/A Yes ____ No ____
6. Are the physical facilities necessary for the implementation of the materials identified?	Yes X No ____
7. Is the amount of time (per day/week) which must be denoted to the curriculum in order for it to be effective, specified?	Yes ____ No X
8. Are teacher pre-requisite skills specified?	Yes ____ No X
9. Is additional training needed?	N/A Yes ____ No ____
10. Does the curriculum specifically state long term goals?	Yes X No ____
11. Does the curriculum specifically state short term objectives?	Yes ____ No X
12. Are the short term objectives task analyzed within the curriculum?	Yes X No ____
13. Are specific pre-requisite skills for each short term objective stated?	Yes ____ No X
14. Is the curriculum developed to insure short learning tasks, frequent review and frequent testing?	Yes ____ No X
15. Are techniques for measurement of student progress specifically stated?	Yes X No ____
16. Are mastery criteria for each short term objective specifically stated?	Yes X No ____
17. Are all data sheets for recording and assessing student progress provided?	Yes ____ No X

18. Can progress and/or deterioration in students behavior be monitored? Yes X No ____

19. Does the curriculum provide for periodic monitoring of acquired skills on a regular basis? Yes ____ No X

20. Are provisions made for frequent testing and review of acquired skills? Yes ____ No X

Title: Physical Education Activities for Students with Handicapping Conditions in the State of Washington. (Experimental Edition - Handbook of Activities).*

Author: Division of Special Programs and Services
Olympia, WA

	SCORING
1. Was the curriculum field tested?	Yes____No____
2. Are the characteristics of the population sample with which the curriculum was field tested identified?	Yes____No____
3. Are the characteristics of the training setting in which the curriculum was field tested identified?	Yes____No____
4. Are the materials provided durable?	Yes____No____
5. Are the consumable materials reproducible?	Yes____No____
6. Are the physical facilities necessary for the implementation of the materials identified?	Yes____No____
7. Is the amount of time (per day/week) which must be denoted to the curriculum in order for it to be effective, specified?	Yes____No____
8. Are teacher pre-requisite skills specified?	Yes____No____
9. Is additional training needed?	Yes____No____
10. Does the curriculum specifically state long term goals?	Yes____No____
11. Does the curriculum specifically state short term objectives?	Yes____No____
12. Are the short term objectives task analyzed within the curriculum?	Yes____No____
13. Are specific pre-requisite skills for each short term objective stated?	Yes____No____
14. Is the curriculum developed to insure short learning tasks, frequent review and frequent testing?	Yes____No____
15. Are techniques for measurement of student progress specifically stated?	Yes____No____
16. Are mastery criteria for each short term objective specifically stated?	Yes____No____
17. Are all data sheets for recording and assessing student progress provided?	Yes____No____

18. Can progress and/or deterioration in students behavior be monitored? Yes____ No____

19. Does the curriculum provide for periodic monitoring of acquired skills on a regular basis? Yes____ No____

20. Are provisions made for frequent testing and review of acquired skills? Yes____ No____

*Since this handbook is experimental, many of the questions did not apply. However, the project staff felt it should be listed as a resource, and suggest that interested persons contact the State Department for the final report.

Title: Physical Education Curriculum for the Mentally Retarded

Author: Wisconsin: Department of Public Instruction
Madison, WI 53702

Cost: 25¢ per copy.

	SCORING
1. Was the curriculum field tested?	Yes X No
2. Are the characteristics of the population sample with which the curriculum was field tested identified?	Yes X No
3. Are the characteristics of the training setting in which the curriculum was field tested identified?	Yes X No
4. Are the materials provided durable?	N/A Yes No
5. Are the consumable materials reproducible?	Yes No X
6. Are the physical facilities necessary for the implementation of the materials identified?	Yes X No
7. Is the amount of time (per day/week) which must be denoted to the curriculum in order for it to be effective, specified?	Yes X No
8. Are teacher pre-requisite skills specified?	Yes X No
9. Is additional training needed?	Yes X No
10. Does the curriculum specifically state long term goals?	Yes X No
11. Does the curriculum specifically state short term objectives?	Yes X No
12. Are the short term objectives task analyzed within the curriculum?	Yes X No
13. Are specific pre-requisite skills for each short term objective stated?	Yes No X
14. Is the curriculum developed to insure short learning tasks, frequent review and frequent testing?	Yes No X
15. Are techniques for measurement of student progress specifically stated?	Yes X No
16. Are mastery criteria for each short term objective specifically stated?	Yes X No
17. Are all data sheets for recording and assessing student progress provided?	Yes No X

18. Can progress and/or deterioration in students behavior be monitored?

Yes X No

19. Does the curriculum provide for periodic monitoring of acquired skills on a regular basis?

Yes X No

20. Are provisions made for frequent testing and review of acquired skills?

Yes No X

Title: Physical Education Guide for TMR and EMR Students

Author: Burlington City Schools
Burlington, NC

		SCORING
1.	Was the curriculum field tested?	Yes ____ No X
2.	Are the characteristics of the population sample with which the curriculum was field tested identified?	Yes ____ No X
3.	Are the characteristics of the training setting in which the curriculum was field tested identified?	Yes ____ No X
4.	Are the materials provided durable?	N/A Yes ____ No ____
5.	Are the consumable materials reproducible?	N/A Yes ____ No ____
6.	Are the physical facilities necessary for the implementation of the materials identified?	Yes X No ____
7.	Is the amount of time (per day/week) which must be denoted to the curriculum in order for it to be effective, specified?	Yes ____ No X
8.	Are teacher pre-requisite skills specified?	Yes ____ No X
9.	Is additional training needed?	N/A Yes ____ No ____
10.	Does the curriculum specifically state long term goals?	Yes X No ____
11.	Does the curriculum specifically state short term objectives?	Yes X No ____
12.	Are the short term objectives task analyzed within the curriculum?	Yes X No ____
13.	Are specific pre-requisite skills for each short term objective stated?	Yes ____ No X
14.	Is the curriculum developed to insure short learning tasks, frequent review and frequent testing?	Yes ____ No X
15.	Are techniques for measurement of student progress specifically stated?	Yes ____ No X
16.	Are mastery criteria for each short term objective specifically stated?	Yes ____ No X
17.	Are all data sheets for recording and assessing student progress provided?	Yes ____ No X
18.	Can progress and/or deterioration in students behavior be monitored?	Yes ____ No X

19. Does the curriculum provide for periodic monitoring of acquired skills on a regular basis? Yes____ No X

20. Are provisions made for frequent testing and review of acquired skills? Yes____ No X

Title: Project Active - Developmental and Adapted Physical Education (Low Motor Ability, Low Physical Vitality, Postural Abnormalities, Nutritional Deficiencies, Learning Disabilities, Breathing Problems, Motor Disabilities and Communication Disorders).

Author: Township of Ocean School District
Project Active - Nationally Validated Program
ESEA - Title IV C
Oakhurst, NJ
Project Director: Dr. Thomas Vodola

	SCORING
1. Was the curriculum field tested?	Yes X No
2. Are the characteristics of the population sample with which the curriculum was field tested identified?	Yes X No
3. Are the characteristics of the training setting in which the curriculum was field tested identified?	Yes X No
4. Are the materials provided durable?	Yes X No
5. Are the consumable materials reproducible?	Yes X No
6. Are the physical facilities necessary for the implementation of the materials identified?	Yes X No
7. Is the amount of time (per day/week) which must be denoted to the curriculum in order for it to be effective, specified?	N/A Yes No
8. Are teacher pre-requisite skills specified?	Yes X No
9. Is additional training needed?	Yes X No
*10. Does the curriculum specifically state long term goals?	Yes No
*11. Does the curriculum specifically state short term objectives?	Yes No
*12. Are the short term objectives task analyzed within the curriculum?	Yes No
*13. Are specific pre-requisite skills for each short term objective stated?	Yes No
14. Is the curriculum developed to insure short learning tasks, frequent review and frequent testing?	N/A Yes No
15. Are techniques for measurement of student progress specifically stated?	Yes X No
*16. Are mastery criteria for each short term objective specifically stated?	Yes No

17. Are all data sheets for recording and assessing student progress provided? Yes X No

18. Can progress and/or deterioration in students behavior be monitored? Yes X No

19. Does the curriculum provide for periodic monitoring of acquired skills on a regular basis? Yes X No

20. Are provisions made for frequent testing and review of acquired skills? Yes X No

*Project Active provides a competency-based training program for all participants interested in implementing the program. The training program focuses on the acquisition and demonstration of specific skills that are necessary for effectively teaching children with a variety of handicapping conditions. Examples of some competencies that are attained include: assessment of motor skills, recording data, identification of a variety of handicapping conditions, prescribing individualized programs, goal planning, writing behavioral objectives, evaluation. The curriculum contains: assessment instruments and procedures, prescription procedures, evaluation procedures, resource tasks and activities in a variety of areas. Once the teacher completes the training program, he/she will have the skills to: identify goals, write behavioral objectives, task analyze skills, and monitor student progress. Therefore the resource activities contained in the curricula can be: (1) selected by the teacher according to student needs, (2) restated in observable terms, and (3) task analyzed.

Title: Project Beacon - Perceptual - Motor Activities Handbook.

Author: State Department of Education - Title IV-C, ESEA
Fairfax County Public Schools
10700 Page Avenue
Fairfax, VA 22030

	SCORING
1. Was the curriculum field tested?	Yes X No
2. Are the characteristics of the population sample with which the curriculum was field tested identified?	Yes X No
3. Are the characteristics of the training setting in which the curriculum was field tested identified?	Yes X No
4. Are the materials provided durable?	Yes X No
5. Are the consumable materials reproducible?	Yes X No
6. Are the physical facilities necessary for the implementation of the materials identified?	Yes No X
7. Is the amount of time (per day/week) which must be denoted to the curriculum in order for it to be effective, specified?	Yes No X
8. Are teacher pre-requisite skills specified?	Yes No X
9. Is additional training needed?	Yes No X
10. Does the curriculum specifically state long term goals?	Yes X No
11. Does the curriculum specifically state short term objectives?	Yes X No
12. Are the short term objectives task analyzed within the curriculum?	Yes No X
13. Are specific pre-requisite skills for each short term objective stated?	Yes X No
14. Is the curriculum developed to insure short learning tasks, frequent review and frequent testing?	Yes No X
15. Are techniques for measurement of student progress specifically stated?	Yes No X
16. Are mastery criteria for each short term objective specifically stated?	Yes No X
17. Are all data sheets for recording and assessing student progress provided?	Yes No X

18. Can progress and/or deterioration in students behavior be monitored? Yes____ No X

19. Does the curriculum provide for periodic monitoring of acquired skills on a regular basis? Yes____ No X

20. Are provisions made for frequent testing and review of acquired skills? Yes____ No X

Title: Project Stop Gap - Inservice Training/Staff Development in Physical Education. Components in: Emotionally Disturbed, Orthopedically Impaired, Visually handicapped, Other Health Impaired, Hearing Impaired, Specific Learning Disabilities, Early Childhood, Mental Retardation, Multi-Handicapped and General Considerations. PL 94.142.

Author: James S. Horgan
Project Director
Temple University
Philadelphia, PA 19122

*The modules in Project Stop Gap are curriculum resources on designing inservice training programs in physical education for teachers.

	SCORING
1. Was the curriculum field tested?	N/A Yes____ No____
2. Are the characteristics of the population sample with which the curriculum was field tested identified?	N/A Yes____ No____
3. Are the characteristics of the training setting in which the curriculum was field tested identified?	N/A Yes____ No____
4. Are the materials provided durable?	N/A Yes____ No____
5. Are the consumable materials reproducible?	Yes X No____
6. Are the physical facilities necessary for the implementation of the materials identified?	Yes X No____
7. Is the amount of time (per day/week) which must be denoted to the curriculum in order for it to be effective, specified?	Yes____ No X
8. Are teacher pre-requisite skills specified?	N/A Yes____ No____
9. Is additional training needed?	N/A Yes____ No____
10. Does the curriculum specifically state long term goals?	Yes X No____
11. Does the curriculum specifically state short term objectives?	Yes X No____
12. Are the short term objectives task analyzed within the curriculum?	Yes X No____
13. Are specific pre-requisite skills for each short term objective stated?	Yes____ No X
14. Is the curriculum developed to insure short learning tasks, frequent review and frequent testing?	Yes X No____
15. Are techniques for measurement of student progress specifically stated?	Yes X No____

16. Are mastery criteria for each short term objective specifically stated? Yes X No

17. Are all data sheets for recording and assessing student progress provided? Yes No X

18. Can progress and/or deterioration in students behavior be monitored? Yes X No

19. Does the curriculum provide for periodic monitoring of acquired skills on a regular basis? Yes X No

20. Are provisions made for frequent testing and review of acquired skills? Yes X No

Title: Sequenced Instructional Programs in Physical Education for the Handicapped (July 1973).

Author: Los Angeles City Schools
Physical Education Project - Title III
Project No. 142709
Los Angeles, CA

		SCORING
1.	Was the curriculum field tested?	Yes X No
2.	Are the characteristics of the population sample with which the curriculum was field tested identified?	Yes No X
3.	Are the characteristics of the training setting in which the curriculum was field tested identified?	Yes No X
4.	Are the materials provided durable?	N/A Yes No
5.	Are the consumable materials reproducible?	Yes X No
6.	Are the physical facilities necessary for the implementation of the materials identified?	Yes X No
7.	Is the amount of time (per day/week) which must be denoted to the curriculum in order for it to be effective, specified?	Yes No X
8.	Are teacher pre-requisite skills specified?	Yes No X
9.	Is additional training needed?	N/A Yes No
10.	Does the curriculum specifically state long term goals?	Yes X No
11.	Does the curriculum specifically state short term objectives?	Yes X No
12.	Are the short term objectives task analyzed within the curriculum?	Yes X No
13.	Are specific pre-requisite skills for each short term objective stated?	Yes X No
14.	Is the curriculum developed to insure short learning tasks, frequent review and frequent testing?	Yes X No
15.	Are techniques for measurement of student progress specifically stated?	Yes X No
16.	Are mastery criteria for each short term objective specifically stated?	Yes X No
17.	Are all data sheets for recording and assessing student progress provided?	Yes X No

18. Can progress and/or deterioration in students behavior be monitored? Yes X No____

19. Does the curriculum provide for periodic monitoring of acquired skills on a regular basis? Yes X No____

20. Are provisions made for frequent testing and review of acquired skills? Yes X No____

Title: Special Education in North Dakota - Guide II-B - Physical Education Guide for Teaching the Mentally Handicapped.

Author: Department of Public Instruction
Bismarck, ND 58505

	SCORING
1. Was the curriculum field tested?	Yes ____ No X
2. Are the characteristics of the population sample with which the curriculum was field tested identified?	Yes ____ No X
3. Are the characteristics of the training setting in which the curriculum was field tested identified?	Yes ____ No X
4. Are the materials provided durable?	N/A Yes ____ No ____
5. Are the consumable materials reproducible?	Yes X No ____
6. Are the physical facilities necessary for the implementation of the materials identified?	Yes X No ____
7. Is the amount of time (per day/week) which must be denoted to the curriculum in order for it to be effective, specified?	Yes ____ No X
8. Are teacher pre-requisite skills specified?	Yes X No ____
9. Is additional training needed?	Yes ____ No X
10. Does the curriculum specifically state long term goals?	Yes X No ____
11. Does the curriculum specifically state short term objectives?	Yes X No ____
12. Are the short term objectives task analyzed within the curriculum?	Yes X No ____
13. Are specific pre-requisite skills for each short term objective stated?	Yes X No ____
14. Is the curriculum developed to insure short learning tasks, frequent review and frequent testing?	Yes X No ____
15. Are techniques for measurement of student progress specifically stated?	Yes X No ____
16. Are mastery criteria for each short term objective specifically stated?	Yes X No ____
17. Are all data sheets for recording and assessing student progress provided?	Yes X No ____

18. Can progress and/or deterioration in students behavior be monitored? Yes X No

19. Does the curriculum provide for periodic monitoring of acquired skills on a regular basis? Yes X No

20. Are provisions made for frequent testing and review of acquired skills? Yes X No

Title: Systematic Instruction for Retarded Children: The Illinois Program, Experimental Edition, Part IV - Motor Performance and Recreation Instruction (August 1972).

Author: Anthony Linford
Claudine Y. Jeanrenaud
Available from: Interstate Printers & Publishers, Inc.
Danville, IL 61832

	SCORING
1. Was the curriculum field tested?	Yes____ No X
2. Are the characteristics of the population sample with which the curriculum was field tested identified?	Yes X No____
3. Are the characteristics of the training setting in which the curriculum was field tested identified?	Yes____ No X
4. Are the materials provided durable?	Yes X No____
5. Are the consumable materials reproducible?	Yes X No____
6. Are the physical facilities necessary for the implementation of the materials identified?	Yes X No____
7. Is the amount of time (per day/week) which must be denoted to the curriculum in order for it to be effective, specified?	Yes____ No X
8. Are teacher pre-requisite skills specified?	Yes____ No X
9. Is additional training needed?	Yes____ No X
10. Does the curriculum specifically state long term goals?	Yes X No____
11. Does the curriculum specifically state short term objectives?	Yes X No____
12. Are the short term objectives task analyzed within the curriculum?	Yes X No____
13. Are specific pre-requisite skills for each short term objective stated?	Yes X No____
14. Is the curriculum developed to insure short learning tasks, frequent review and frequent testing?	Yes X No____
15. Are techniques for measurement of student progress specifically stated?	Yes X No____
16. Are mastery criteria for each short term objective specifically stated?	Yes X No____

17. Are all data sheets for recording and assessing student progress provided? Yes____ No X

18. Can progress and/or deterioration in students behavior be monitored? Yes X No____

19. Does the curriculum provide for periodic monitoring of acquired skills on a regular basis? Yes X No____

20. Are provisions made for frequent testing and review of acquired skills? Yes____ No X

CHAPTER SEVEN

COMMENTS ON PROGRAMMING

Chapter Seven - Comments on Programming

This handbook is designed to: (1) inform educators of their responsiblities in providing physical education services for handicapped individuals and (2) identify resources which can be utilized in developing motor programs. Within the confines of this test, we are unable to comprehensively address programming strategies. However, we would like to encourage educators to utilize the principles of behavioral programming in teaching motor skills.

As educators, we should be concerned with increasing student motor skill levels. When using a behavioral approach, the focus is on the change in student behavior. If a student is progressing in a specific skill, we can assume that the program is effective. Yet, if a student is not learning, we must identify the possible causes and change the training methodology. The authors believe that the techniques used in behavioral programming can be effectively incorporated with many styles of teaching. The behavioral approach should be viewed as another approach to facilitate skill acquisition.

For additional information on this subject, a bibliography is included which contains recent books on behavioral programming. All of these texts are available on loan from the Information Resource Center, Center for the Developmentally Disabled, University of South Dakota. The procedures for borrowing books is contained in the chapter on the Information Resource Center.

Bibliography on Behavior Management

Baker, Bruce, L., et al. Behavior problems. Champaign, IL., Research Press, 1976. $5.95.

An excellent, yet basic and intelligible book for staff and parents alike.

Becker, Wesley C. Parents are teachers. Champaign, IL., 1971. $4.50.

A different approach to behavior modification. Plenty of examples and exercises. Designed mainly for parents.

Dardig, Jill C.; Heward, William L. Sign here: a contracting book for children and their parents. Kalamazoo, MI., Behaviordelia, 1976.

This is a well-written book on contracting. However, a word of caution: the success of self-control procedures is directly related to the cognitive capabilities (among numerous other things) of the client. We estimate fewer than 5% of clients presently in ATCs as being appropriate for contingency contracting as an appropriate self control mechanism.

DeRisi, William J.; Butz, George. Writing behavioral contracts: a case simulation practice manual. Champaign, Il, Research Press, 1975. $3.50.

This brief booklet covers the basic concepts and methods involved in preparing behavioral contracts and systematically monitoring their effectiveness, as an adjunct to behavioral counseling. Case reports, sample contracts and data, selection of reinforcers, trouble shooting problems, and family contracting are included.

Hall, R. Vance. Managing behavior, volume 1: Behavior modification basic principles. Lawrence, Kansas, H & H Enterprises, Inc., 1971. $2.50.

A good introduction to this kind of thinking. It would serve as a good reference for all persons working with the developmentally disabled, particularly, new staff.

Hall, R. Vance. Managing behavior, volume 2, Behavior modification: basic principles. Lawrence, KS., H&H Enterprises, Inc., 1975, $2.25.

A very practical and useful book explaining behavior measurement, recording, and graphing procedures. The text provides quizzes and answers over the material presented.

Keefe, F.J. A practical guide to behavioral assessment. New York, Springer, 1978. $13.95.

Text on behavioral assessment of many clinical problems and populations, i.e. children, adults, out patients, marital discord. Chapter two is a good introduction to procedural framework for behavioral assessment.

Martin, R.,(ed). Legal challenges in regulating behavior change. Champaign, IL., Research Press, 1979. $20.00

An excellent resource for all professionals working with the developmentally disabled. Contains a clear analysis of regulations affecting the developmentally disabled. Topics include: client rights, eligibility for intervention, right to treatment, refusal to participate, least restrictive environment. The appendix provides information in: courts and behavior modification and a review of cases relevant to behavior change.

Neisworth, John T.; Deno, Stanley L.; Jenkins, Joseph R. Student motivation and classroom management. Kalamazoo, Michigan, Behaviordelia, Inc., 1977. $5.50.

This small manual presents basic behavior priciples and illustrates their application to typical classroom settings and in token economy situations. This material is prepared specifically for use with the developmentally disabled, but would be very useful in setting up and running special education programs.

O'Leary, K. Daniel; O'Leary Susan G. Classroom management, the successful use of behavior modification. New York, Pergamon Press, 1972. $12.50 ($6.95 pap)

This is an excellent book, though it is technical and not for the neophyte. It is not limited to the classroom, though it will be of special interest to teachers.

Panyan, Marion C. Managing behavior, volume 4, Behavior modification: new ways to teach new skills. Lawrence, KS, H & H Enterprises, Inc., 1972. $3.25.

This text presents topics such as selecting target behaviors, how to teach new behaviors, how to measure success, how to conduct a training session, how to write new programs, and provides a variety of self help programs.

Patterson, G.R. Families. Champaign, IL., Research Press, 1975. $4.95.

While this book is about families, the ideas presented apply to anyone interested in changing behavior. An excellent, clearly written introduction to behavioral procedures for parents and staff by one of the foremost authorities in the field. Two cautions: (1) some of the specific techniques suggested have to be altered to work with adults, and (2) there is some oversimplification - such as in the section of social reinforcers - the unsophisticated reader might conclude social reinforcers work for everyone, which is not always the case.

Patterson, Gerald R. Living with children. Champaign, Illinois: Research Press, 1976. $3.95.

A self-study introduction to behavioral techniques and contingencies. Although written about children, it is well written and the information transfers readily.

Payne, James S.; et al., Living in the classroom: the currency-based token economy. New York, Behavioral Publications, Inc., 1975. $5.95.

This book provides a step by step approach to designing and implementing a token economy. With adaptation these principles can be applied to a group home or adjustment center setting.

Rettig, E.B. and Paulson, T.L. ABC's for teachers. Van Nuys, CA., Associates for Behavior Change, 1975.

General overview of behavior principles. Comes with workbook.

Rinn, R.C. and Markle, A. Positive parenting. Research Media, Inc., 1977.

Good examples of behavior contracting to get results.

Stumphauzer, Jerome S. Behavior modification principles. Kalamazoo, MI: Behaviordelia, Inc., 1977. $5.95.

This self-study text is a good introduction for a staff person unfamiliar with behavioral approaches.

Sulzer, Beth; Mayer G. Roy. Behavioral modification procedures for school personnel. Holt, Rinehart and Winston, 1972. $6.95.

This book briefly surveys the field and concepts of behavior modification and discusses the various techniques designed to teach new behaviors and to maintain, increase, or decrease the occurrence of existing behaviors. Practical approaches to writing, implementing, and evaluating programs are also included. Exercises are included in each chapter and the material may be used for individual or group training.

Sulzer-Azaroff, B. and Mayer, G.R. Applying behavior analysis procedures with children and youth. New York, Holt, Rinehart and Winston, 1977. $12.95.

Sulzer-Azaroff and Mayer have done it again-excellent text with study guide. It requires time to read. A good library addition.

Ulrich, R.; et al. Control of Human Behavior. Glenview, IL: Scott Foresman and Co., 1966-1974. $8.50 per volume.

V.1 Expanding the Behavioral Laboratory - behavior modification in educational settings, social behavior, disordered behavior, etc.

V.2 From Cure to Prevention - collection of papers addressing topics from cure to prevention, remediation of behavioral problems, and an article on achievement-place group home for pre-delinquents which outlines token system in living facilities.

V.3 Behavior Modifiction in Education - a terrific series of reprints, containing articles ranging from generalist/overview types to quite technical materials. Especially helpful to the classroom teacher, but will provide useful information for all persons concerned with upgrading their behavioral skills.

Chapter Eight - Statewide Resources - Information Resource Center

The Information Resource Center (IRC) is located at the Center for the Developmentally Disabled, University of South Dakota. Its resources and staff are available to all students, teachers, parents, and interested others working with the handicapped population in the state of South Dakota.

To assist students and teachers in serving the handicapped, the IRC provides several services. All of the materials are available for loan on a three week basis. If a desired item is not currently available from the Center, the IRC staff locates, and purchases if appropriate, an item and then houses it in the Center. For those interested in locating specific information on a selected topic, the IRC staff conducts computer literature searches through several data bases now accessible to us on-line. The IRC collection of commercially prepared bibliographies is quite extensive, but specialized bibliographies can also be prepared on request.

The IRC staff, consisting of a special educator/media specialist and a library-media specialist, also provides consultation, and in service, to schools on the use and modification of special materials. For those interested in the area, guidance in developing and producing special materials is available. The IRC staff produces newsletters, brochures, and other instructional materials for interested groups. In addition, the journal collection of over twenty titles is there to provide the most current information on topics relating to developmental disabilities and other handicapping conditions.

ACCESSIBILITY OF MATERIALS

Presently, a catalog of all IRC materials is available (free of charge) from the Center. It can be used to order, by mail, or phone, any of our resources. These will then be mailed out for a three week period. The Center is also open from 8-5 Monday through Friday, and individuals are welcome to browse, borrow, or use the collection.

The address for ordering information and/or resources is:

Information Resource Center
Center for the Developmentally Disabled
University of South Dakota
Vermillion, SD 57069

Bibliography on Adapted Physical Education

Arnheim, D. and Sinclair, W. The clumsy child: a program of motor therapy. St. Louis, C.V. Mosby, 1975. $9.50.

The text contains interesting observations on motor therapy and learning. The following subjects are addressed: perceptual-motor therapy in training; psychometric tests; remediation programs. Excellent chapters on balance activities and spatial relationships are included in the text.

Arnheim, D., et al. Principles and methods of adapted physical education and recreation. 3rd edition. St. Louis, Mosby, 1977. $17.50.

This book provides information on organizing, developing and implementing adapted physical education programs. Part I is concerned with the theory of motor development and the developmental model. Part II provides an excellent overview of therapeutic exercises and activities to develop and maintain fitness. Part III contains valuable information on posture and body mechanics, along with an overview of the major disabilities and the implications for physical education programs. Part IV provides information on organization and administration .

Beter, T.R., et al. The mentally retarded child and his motor behavior. Springfield, IL., Charles C. Thomas, 1972. $9.75.

A good resource book to provide curriculum ideas for motor programs.

Bigge, J.L. and O'Donnell, P.A. Teaching individuals with physical and multiple disabilities. Springfield, IL., Charles E. Merrill, 1976.

General overview, introduction type text, but with several good suggestions in the area of mobility and self-care for clients with motor disabilities.

Chartered Society of Physiotherapy. Handling the handicapped: a guide to the lifting and movement of disabled people. New York, Springer, 1975. $5.25

Provides practical/functional guidelines to moving a physically disabled individual. Topics include: basic lift, transfers, selecting/utilizing hoists, slings. Other chapters are devoted to swimming, riding, and listings of supplies such as hoist, beds, wheelchairs. Excellent text for anyone working with the physically disabled.

Cratty, B. Remedial motor activity for children. Philadelphia, Lea and Febiger, 1975. $13.50.

This text provides the reader with: (1) a theoretical approach to movement, (2) suggestions for evaluating motor behavior, (3) guidelines for establishing and implementing a motor program. The text is intended for professionals who work with children; however, the principles of programming can be applied to all ages, groups and disabilities.

Creer, T.L. and Christian, W.P. Chronically ill and handicapped children: their management and rehabilitation. Champaign, IL., Research Press, 1976. $6.95.

This book was written for professionals such as child care workers, psychologists, teachers, and social workers. While it does present a clear basic overview of behavior principles and some examples of applications to exceptional children, it doesn't contain enough specific examples or detail to promote easy application, nor does it have enough references to research examples for professionals. It also lacks cautions on the need for further training in certain areas. A good book, but many others we have are better.

Fait, H. Special physical education: adapted, corrective and developmental. 4th edition. Philadelphia, W.B. Saunders, 1978. $13.50.

An excellent resource text on physical education for the handicapped. The author examines critical issues in planning a program such as: legislation and physical education services, developmental patterns, motor learning, evaluation and assistive/adaptive equiupment. The text also contains ample information on program activities: lifetime sports, team games, swimming, weight training, fitness, posture, relaxation and outdoor recreation.

Finnie, N.R. Handling the young cerebral palsied child at home. New York, Dutton-Sunrise, Inc., 1975. $9.95.

While written for application to children, this book provides many suggestions for improving body position, mobility, feeding, dressing skills, etc., of cerebral palsy clients. A valuable resource when working with C.P. clients.

Gallahue, D. Motor development and movement experiences for young children. New York, John Wiley and Sons, 1976. $11.95.

Chapters 1-5 provide an overview of child development psychomotor development, and the relationship of motor development to cognitive and affective behavior. The rest of the text is devoted to movement experiences to increas fundamental motor skills, rhythm skills, perceptual motor skills and academic skills. The text is well written and gives many examples of motor activities. Good for individuals working with children.

Gillette, H.E. Systems of therapy in cerebral palsy. Springfield, IL., Charles C. Thomas, 1969.

Seems a little outdated, but gives a general overview.

Holle, B. Motor development in children: normal and retarded. Oxford, England, Blackwell Scientific, 1976.

Provides a good summary of reflex development and its relationship to the development of motor skills in retarded individuals. The author details motor

skills in the areas of: balance, perception, strength, flexibility, body awareness, directions. She compares the motor development of the normal child with the retarded child. In addition, the text also touches on ADL - bowel and bladder control , feeding, dressing. Provides good background to motor development.

Kaplan, M. Leisure: lifestyle and lifespan. Philadelphia, W.B. Saunders, 1979. $12.50.

Sections 1-3 examine the philosophical aspects of aging, the decline of the work role and the development of the leisure role. Section IV describes program activities (physical, social, spiritual, intellectual, etc.) and section V identifies programming and training policies. A comprehensive text for those interested in initiating a leisure program for the aged.

Keats, S. and Phelps, W.M. Cerebral palsy. Springfield, IL., Charles C. Thomas, 1965. $12.50.

A competent book which covers a great deal about cerebral palsy, including causes, team treatment, OT and PT. This book is likely to be of more interest to persons unfamiliar with cerebral palsy.

Kraus, R. Therapeutic recreation service: principles and practices. 2nd edition. Philadelphia, W.B. Saunders, 1978. $13.50.

The purpose of this text is (1) to provide theoretical rationale for the development of recreation programs for the developmentally disabled and (2) to offer guidelines in developing and implementing practicum progress. Some topics covered in this text include: program planning technique, lesiure counseling and community-based recreation programs

Moran, J.M. Leisure activities for the mature adult. Minneapolis, MN., Burgess, 1979. $15.00

Chapters 1-4 provide an overview of the aging process-biological, psychological and sociological. The bulk of the text is devoted to program activities, therapeutic intervention, sports and exercise, and creative arts and crafts. The remaining chapters cover administration, staff roles, programming in community recreation centers and in extended care facilities.

Moran, J.M.and Kalakian, L. Movement experiences for the mentally retarded or emotionally disturbed child. 2nd edition. Mpls., Burgess, 1977. $14.95

An introductory text in motor activites for the handicapped which provides (1) brief discussion on mental retardation and emotional disturbance,(2) overview of current developments in physical education for the handicapped and (3) chapters devoted to different types of activities; swimming,music, dance, movement education, developmental gymnastics, and perceptual motor activities

Safford, P.L. and Arbitmen, D.C. Developmental intervention with young physically handicapped children. Springfield, IL., Charles C. Thomas, 1975. $21.50.

Summary of the Human Early Education Development Project (HEED). Several curriculum ideas for early childhood intervention.

Sherrill, C. Adapted physical education and recreation: a multidisciplinary approach. Des Moines, W.C. Brown, 1977. $14.95.

A comprehensive text which examines: history of physical education programming for handicapped, components of physical education programs, assessment of motor functioning, overview of various disabilities, and comprehensive chapters on activities such as aquatics, dance therapy and fitness relaxation.

Sosne, M. Handbook of adapted physical education equipment and its use. Springfield, IL., Charles C. Thomas, 1972.

This text is outdated in its philosophy of adapted physical education and segregated environments. However, it does provide valuable information on how to adapt equipment to specific handicapped populations.

Wickstrom, R. Fundamental motor patterns. 2nd edition. Philadelphia, Lea and Febiger, 1977. $9.50.

This text provides information in the development of fundamental motor patterns. An analysis of the following motor skills is given: walk, jump, run, throw, catch, strike, kick. Good resource.

Winnick, J. Early movement experiences and development: habilitation and remediation. Philadelphia, W.B. Saunders, 1979. $14.95

An advanced text within the fields of special and physical education. Contains: (1) the role of movement and it's relationship to the total development of the child, (2) overview of handicapping conditions and it's relationship to movement, (3) program development/teaching strategies, (4) assessment of motor skills, (5) analysis of research effects of motor programs on the handicapped.

Wessell, Janet (ed.) Planning Individualized Education Programs in Special Education. Northbrook, IL., Hubbard, 1977.

Provides a thorough analysis of the I CAN system which is a comprehensive physical education program designed for the handicapped. Topics included in this text: PL 94.142 and P.E. Sources, Defining Goals and Objectives, Assessment, Planning an Individualized Program, Evaluating Student Progress.

Wessell, Janet (ed.) I CAN - Sport, Leisure, Recreation Skills. Northbrook, IL., Hubbard.

I CAN is an objective based institutional system in physical education. The Sport, Leisure, Recreation Skills contains intructional materials in the following areas: Backyard/Neighborhood Activities -Badminton, Croquet, Horseshoes, Roller Skating; Team Sports -Basketball, Kickball, Softball, Volleyball; Outdoor Activities -Backpacking, Camping, Hiking, Cross-Country Skiing; and Dance and Individual Sports - Bowling, Folk Dance, Gymnastics, Track and Field. Each performance area, (except Croquet), is composed of an analysis of the skill, an assessment tool to record progress, and instructional activities for each skill level. In addition, the materials provide information on: class organization, teaching strategies, and game activities. The I CAN system is an excellent resource for all educators involved in developing main/leisure programs for the handicapped.

Bibliography on Developmental Disabilities

Berkler, M., et al. Current trends for the developmentally disabled. Baltimore, University Park Press, 1978.

Reviews and suggests trends in areas of legal and ethical challenges, effective programming and service delivery. Summary of Atlanta Conference, Spring 1976.

Begab, M.J. and Richardson, S.A. The mentally retarded and society: a social science perspective. Baltimore, University Park Press, 1975. $17.50.

A collection of papers addressing historical and contemporary issues in mental retardation, attitudes and values, social competence forms of family adaptation and intervention, emergent problems of services for young people and adults, and social change.

Hammer, P. and Richman, G. Developmental disabilities: the orientation notebook. Chapel Hill, N.C., Developmental Disabilities/Technical Assistance System.

The bible on developmental disabilities. A must for everyone.

Mittler, P. and DeJong, J.M. Research to practice in mental retardation. Baltimore, University Park Press, 1977. $24.50 each volume.

v.1-Care and intervention: selected proceedings of the fourth congress of the International Association for the Scientific Study of Mental Deficiency are presented. Topics include assessment, cognition, learning, adaptive behavior, language and communication, educational and behavioral intervention, vocational rehabilitation, and computer based instruction. Up to date work regarding research in these areas and its application is also included. College text.

v.2-Education and training: excellent papers covering a broad range of topics in the education and training of the mentally retarded.

v.3-Biomedical Aspects: up to date review of biomedical research, genetic counseling. prevention, etc.

Lynn, James J.; et al. The individual educational program (IEP) manual. Cybernetic Systems, 1977.

A comprehensive guide to IEP's. If you have some questions as to "how to", this will help.

Mediated Operational Research for Education. How to do more: A manual of basic teaching strategy. Bellevue, WA: Edmark Associates, Publishers. $2.00.

The manual presents basic strategies for teaching techniques, data recording, etc. Written in cartoon form but very excellent.

Wheeler, Alan H.; et al. Managing behavior: behavior modification; a teacher's guide to writing instructional objectives. Lawrence, KS, H & H Enterprises, Inc. $3.25.

This is a good book and will be of help in learning to write instructional objectives. It receives a 3 rating (as opposed to a 4) because the objectives tend to be academic in nature and hence have a lowered applicability to habilitation programs.

Thompson, Duane G. Writing long-term and short-term objectives: a painless approach. Champaign, IL., Research Press, 1977. $3.95.

A very how-to book. The title is self explanatory and is a must for anyone writing objectives.

GENERAL TEACHING

Anderson, Robert M. and Greer, John J., ed. Educating the severely and profoundly retarded. Baltimore, University Park Press, 1976. $14.95.

This book is a collection of timely articles dealing with education and training programs and supportive services for the severe and profoundly retarded. It was written to be a reference to professional and non-professional personnel "who are now faced with the challenge of normalizing the severely retarded".

Sontag, Ed. Educational programming for the severely and profoundly handicapped. Reston, Virginia: Division on Mental Retardation, The Council for Exceptional Children, 1977.

Review papers on the educational programming for the severely and profoundly handicapped. Excellent!

Wehman, Paul. Curriculum design for the severely and profoundly handicapped. New York, Human Sciences Press, 1979. $12.95.

This is an excellent introduction to curriculum design for the severely and profoundly handicapped. It provides a review of literature in each content area, samples of programs or task analysis, the logic for curriculum designs and some behavioral teaching strategies. The major limitation is that, because it covers so many areas, it is of necessity limited in each one. Curriculum planners, particularly in well-researched areas such as language development, should regard this text as a beginning. Areas covered are; self-help, recreation, vocational skills, motor development, language, and functional academics.

SELF-HELP

Alpern, G.D and Boll, T.J. (eds.) Education and care of moderately and severely retarded children. Seattle, Special Child Publications, 1971. $13.95 ($7.50 pap)

This book provides a variety of activities which could be incorporated into an education curriculum. Each activity is provided with a curriculum age level task, aims, and purposes and a description of the activity. However, the activities are not task analysized, nor broken down into measureable steps. The main value of this book would be as an idea book.

Anderson, D.R., et al. Instructional programming for the handicapped student. Springfield, IL.,Charles C. Thomas, 1974. $28.95 ($19.75pap).

This book provides objectives, task analyses, procedures, baseline, training and recording techniques for a variety of self-help, appearance, academic, motor, concept, lanaguage, socialization and writing skills. It is a composite collection of the Special Education Instructional Materials Center and Regional Media Center's network. An invaluable resource for any center.

Bender, M., et al. Teaching the moderately and severely handicapped. Baltimore, University Park Press, 1976. $39.50 for 3 volumes

Volume 1 provides curriculum and task analyses in the areas of behavior, self-care, and motor skills.
Volume 2 provides curriculum and task analyses in the areas of communication,socialization, safety and leisure time skills.
Volume 3 provides curriculum and task analyses in the areas of functional reading, writing, arithmetic, and consumer skills.

Copeland, M., et al. Occupational therapy for mentally retarded children. Baltimore, University Park Press, 1976. $13.75

Excellent book containing task analyses on dressing, shoe tying, putting on socks, toothbrushing, etc. Accompanying most task analyses are photographs of

important steps. In addition, the book contains chapters on transportation and transfers, adapted equipment and crafts.

DeVore, M. Susan. Individualized learning program for the profoundly retarded. Springfield, IL., Charles C. Thomas, 1977.

Task analyses of self-help skills for profoundly retarded.

Fredericks, H.D. Bud, et al. The teaching research curriculum for moderately and severely handicapped. Springfield, IL., Charles C. Thomas, 1977. $18.50

This book is comprised of curriculum amd partial task analyses in the areas of self-help, gross motor, fine motor, receptive and expressve language, writing and cognitive skills. While the curriculum was written for younger children it can be adapted with minimal trouble.

Johnson, V.M. and Werner, R.A. A step-by-step learning guide for older retarded children. Syracuse, N.Y., Syracuse University Press, 1977. $9.95.

A very good activity book covering a variety of areas including self-care, fine and gross motor, lanaguage and perception. DT rating of only 3 because the activities are not as step-by-step as they might be.

Recent Acquisitions

1. Turnbull, Ann P. and Schulz, Jane B. Mainstreaming handicapped students: a guide for the classroom teacher. Boston, Allyn and Bacon, 1979.

2. Burgdorf, Robert L. (ed.) The legal rights of handicapped persons. Cases, materials and text. Baltimore, Paul H. Brookes, 1980.

3. Gottlieb, Jay (ed.) Educating mentally retarded persons in the mainstream. Baltimore, University Park Press, 1980.

4. Davis, William E. Educator's resource guide to special education. Boston, Allyn and Bacon, 1980.

5. Jordan, June B. (ed.) Teacher, please don't close the door: the exceptional child in the mainstream. Reston, VA, Council for Exceptional Children, 1976.

6. Browning, Robert M. Teaching the severely handicapped child: basic skills for the developmentally disabled. Boston, Allyn and Bacon, 1980.

7. Wiegirink, Ronald and Pelosi, John W. Developmental disabilities: the DD movement. Baltimore, Paul H. Brookes, 1979.

8. Martin, Reid Educating handicapped children: the legal mandate. Champaign, IL, Research Press, 1979.

9. Groves, L. Physical education for special needs. New York, Cambridge University Press, 1979.

10. Garwood, S. Gray Educating young handicapped children: a developmental approach. Germantown, MD, Aspen Systems, 1979.

11. Reynolds, M.C. and Birch, J.W. Teaching exceptional children in all America's schools: a first course for teachers and principals. Reston, VA, Council for Exceptional Children, 1977.