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ABSTRACT

The guide offers an integrated curriculum in computation, communication, and living/vocational skills for trainable mentally handicapped students. The introduction addresses such issues as problems of labeling and classification, academic versus living/vocational skills, placement procedures, early intervention, and parental involvement. General guidelines for instruction are offered for areas which include task analysis, functional application of skills, individualized instruction, community resources, daily planning, and peer tutoring. Divided into sections, the document outlines objectives, teaching strategies, and materials along six developmental levels. Section 1 covers the following living/vocational skills: self knowledge and social relationships, travel, health, safety, work, home management, money management, motor development and physical activities, fine arts and individual expression, and citizenship and individual responsibility. Section 2, on computation, includes strategies for instruction in shapes and positionals, numbers, operations, and measurement. The final section on communication contains information for developing receptive and expressive communication; viewing, reading, handwriting, and spelling. Appended to each section are a program overview, a student profile/checklist, and a list of resources.
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Trainable Mentally Handicapped



Curriculum Guide

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Note: This curriculum guide is a service publication only. The official statement regarding the program for trainable mentally handicapped students is contained in the Special Education Program of Studies. The information in this guide is prescriptive insofar as it duplicates the official statement given in the Program of Studies.

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INTRODUCTION AND PHILOSOPHY

A. INTRODUCTION

Schools characteristically accommodate the majority of school age children preparing them for adult life and future employment. Special provisions must be made to meet the varying needs of the children served. There is considerable variability in regular school age children; these differences are equally apparent among children who are mentally handicapped. Present educational opinion suggests that the handicapped student should be provided with an educational experience similar, as far as possible, to that of the regular student. Schools, however, must not limit themselves to provision of an academic program only; a commitment must be made to provide a much broader program which will lead ultimately to the fulfillment of educational and social goals.

This curriculum guide has been developed to assist teachers in the development of educational programs to meet the needs of students who are commonly classified as trainable mentally handicapped. The teacher is viewed as a facilitating agent whose influence must extend beyond the classroom and the students to the school at large, the school system, the student's home, and particularly to the community which the school serves. The teacher must have links with a multi-disciplinary team which accommodates the education of the child in the broadest sense of the term.

B. PROBLEMS OF LABELING AND CLASSIFICATION

Teachers must be aware of the hazards of stereotypes created by labeling and classification. This holds especially true of those who carry the stigma of mental handicap. The term, trainable mentally handicapped (T.M.H.), refers to a broad category of unique individuals who stand variously in need of certain kinds of educational programs and training experiences to enable them to learn and develop their abilities to the maximum possible.

C. GROWTH AND CHANGE

There is much evidence to support the view that the student who functions at a trainable level will, although at a slower rate, go on progressing in terms of his development into adulthood. The teacher should recognize these changes in order to organize an appropriate curriculum and program that makes optimum use of the student's changing nature.

D. ACADEMIC VERSUS LIVING/VOCATIONAL SKILLS

The T.M.H. student is one who is unlikely to achieve greatly in the academic area, but does benefit from instruction in the living/vocational skills area. He may become effective in utilizing a functional vocabulary and may be able to learn how to budget his money fairly effectively, provided he receives adequate training. In order to learn he will require consistent and ongoing supervision and a highly structured program which assists him to function more effectively within the community. The student who is functioning at this level has less than average intellectual ability which may be associated with severe impairment in adaptive behavior. The availability of structured learning experiences, the motivation of the student and his perception of himself are significant variables in his development.

E. PLACEMENT PROCEDURE

Assessment that obtains functional baselines is not a one time event but must be one that continuously modifies the training which the student receives.

The design for special placement should be related to what the student needs to learn rather than what he cannot do. It should be recognized that the T.M.H. student is able to function with a degree of independence in a small group setting. This means that he is able to interact with his peer group, and also carry out simple activities and instructions without someone accompanying him all of the time.

Observation, formal or informal, becomes a key technique and provides for information from parents, teachers and others in the community. It should be recognized that the conditions of the student's environment may restrict or encourage the learning of particular skills.

The following steps should be taken in the placement of special education students:

1. Referral: A referral for assessment may be made by any educator. It should include the reasons for referral and provide as much information as possible regarding the academic performance, social/personal development and general health of the child.
2. Assessment: Before any student is enrolled in a special education program:
 - i) an individual intellectual assessment should be completed using a WISC-R, WPPSI, or Stanford-Binet;
 - ii) an academic functioning assessment should be completed;
 - iii) social functioning/behavior should be assessed;
 - iv) information from professionals, para-professionals having involvement with the handicapped student should be available;
 - v) permission to do an individual assessment should be obtained from the parents.

Note: A copy of the psychological reports as well as other pertinent records, reports and recommendations should be kept on file accessible to authorized personnel.

3. Vision and Hearing Screening: Before any student is enrolled in a special education program, he should be screened for vision and/or hearing loss. When appropriate, comprehensive medical, visual and audiological assessments should follow screening; medical reports should be kept in the student files.
4. Case Conference: A case conference should be held after the assessment, vision and hearing screening have been completed. The parents or designate should be in attendance along with the personnel directly involved in the assessment and/or placement. Long range goals should be presented and approved at the case conference. Recommendations for placement should be made at that time.

5. Periodic Review of Placement: The initial placement should be reviewed by the teacher and supervisor after an observation period of five months. Placement must be reviewed at the end of every school year. The student should be re-assessed at least once every three years, or sooner if deemed necessary.

F. PARENTAL APPROVAL

Parental approval must be obtained prior to the student's entrance into a special program, following careful explanation of the nature of the program. When the student involved is 18 years of age or older his consent (or that of his legal guardian) is also required; this approval should be in writing.

The special program must be defined in clear terms, with specific goals set in terms of developmental order. It must be related clearly to the functioning level of the student. Care should be taken to express information in language which can be understood by the parent and the student.

G. EARLY INTERVENTION

It is important that intervention start as soon as the child is born or identified as having a mental handicap. There is sufficient evidence to show that the involvement of parents, particularly the mother, in the educational program from this early stage is important in maximizing the child's potential. The longer the child is left without an effective program, the more pronounced the particular handicaps are likely to become; thus the child gradually drops further and further behind his non-handicapped peer group, making intervention much more difficult.

The chances of eradicating developmental problems of a behavioral nature are greater when the child is young. This is partly because the difficulties are not well established and also because, over time, secondary handicaps result from the primary disturbance. The older the child, the more long standing and complex are the problems facing the educator, and the more discrepant the behavior from his non-handicapped peers.

Another reason for early intervention involves parental attitudes. Once the pattern of handicap has become established and the parents have experienced a range of frustrations and difficulties, it is more difficult for them to become involved in the process of remediation. Therefore, early intervention is of assistance to the parents, and involves them as members of the team which is trying to reduce, or at least contain the handicap of particular children. Early documentation of the progress of the child is important for program development.

H. INTERVENTION FOR THE YOUNG ADULT

It is important to note that many mentally handicapped students appear to show growth into the late teens and twenties. There is some evidence to suggest that physical puberty is delayed, and that psychological growth associated with this time period is likewise delayed.

Some students will need to continue education beyond the regular school years, in order to take full advantage of educational stimulation. It should be noted that the extended growth period appears to be particularly associated with students from deprived or adverse environments.

It is important that the young adult possess skills that are of value to him so that he may be able to live in the adult world. Thus the school becomes a focus for the total development and well-being of the handicapped student, although it must be recognized that this involves not only teachers but an interdisciplinary team which provides a wide range of professional and allied services.

I. INVOLVEMENT OF PARENTS

It is important that parents are involved at a very early stage in the education of their handicapped child. Parents require education oriented around careful observation and assessment, and they are required to know something about the simple training devices that can be implemented to ensure that their handicapped child develops as easily and fully as possible. Parents need to be involved in an individual manner in the development of programs for their own child. They can give advice and help in the development of comprehensive, integrated plans for the child's program and training. The more handicapped the individual child, the more likely this is to involve the parents in teaching. Learning depends on frequent stimulation in a consistent and structured environment. Parents have considerable knowledge of the way a child functions, and are the key persons in the child's life.

J. PARENT/TEACHER COOPERATION

Cooperation should be established between the home and school. Some means should be found by which the teacher works closely with the parents, mutually exchanging advice and information. While other professionals have valuable contributions to make, direct involvement of the teacher with the home is essential.

K. EDUCATION AND OUTCOME

The goal of education for the T.M.H. student is to provide a training in living skills. This curriculum guide concentrates on individualized programming dependent upon continuous and ongoing assessment. It should be recognized that most handicapped children, given educational opportunities, do better than is generally expected.

With structured programming the T.M.H. student will be able to attain most of the skills required to live effectively within the environment. For example, with help he will be able to carry out some simple aspects of budgeting and cook simple meals. He will be able to clothe himself and carry out the basic requirements of hygiene. He will be able to mix in society, and enjoy leisure time activities with friends and relations. In work situations he may need additional training and support, and may not go to work until rather late in life. At work he is likely to be placed in unskilled areas or jobs, although he may go further with adequate training. Some will only go as far as sheltered workshop situations and require the support of effective home/community support systems.

It must be recognized that the aim of education is to ensure that the student lives as normal a life as possible in a regular environment. Follow-up systems and continuous education will be necessary. Changes in the environment will need to be addressed and adequate instruction will have to be provided for the student to cope effectively.

L. OTHER SPECIAL CONCERNS

In grouping students together, it is important to recognize the individual needs of the student. It should be recognized that, when the student undertakes new tasks and attempts to learn new skills, his learning may be slow and needs to be individualized to his own particular baseline of performance. There is more heterogeneity among handicapped students of a particular group, than among the regular peer group. Thus considerable variation in programming is necessary; much early learning must be carried out on an individual or small group basis. Classes should be of moderate (6-8) size, and special environments such as learning cubicles may be needed, in addition to teacher aides in order that individual programming may be provided.

New strategies, such as Computer Assisted Instruction, also seem effective. The teacher in this environment is an observer, a consultant and a builder of programs so that specific remediation can be carried out. Students may need to be grouped in different areas with different people for different types of subject material. Features such as size and chronological age of the student should not be overlooked. Students of the same chronological or mental age may vary in skills and abilities.

It should be recognized that the needs and requirements differ in urban and rural settings. It is unwise to place a rural student into an urban setting without training. This may be exemplified by the differing transportation and traffic concerns that exist in the rural and urban setting.

M. THE INTEGRATIVE CURRICULUM

This curriculum guide is designed to integrate computation, communication, and living/vocational skills. The preferred method of integration utilizes practical applications to make skills more meaningful for students who are handicapped.

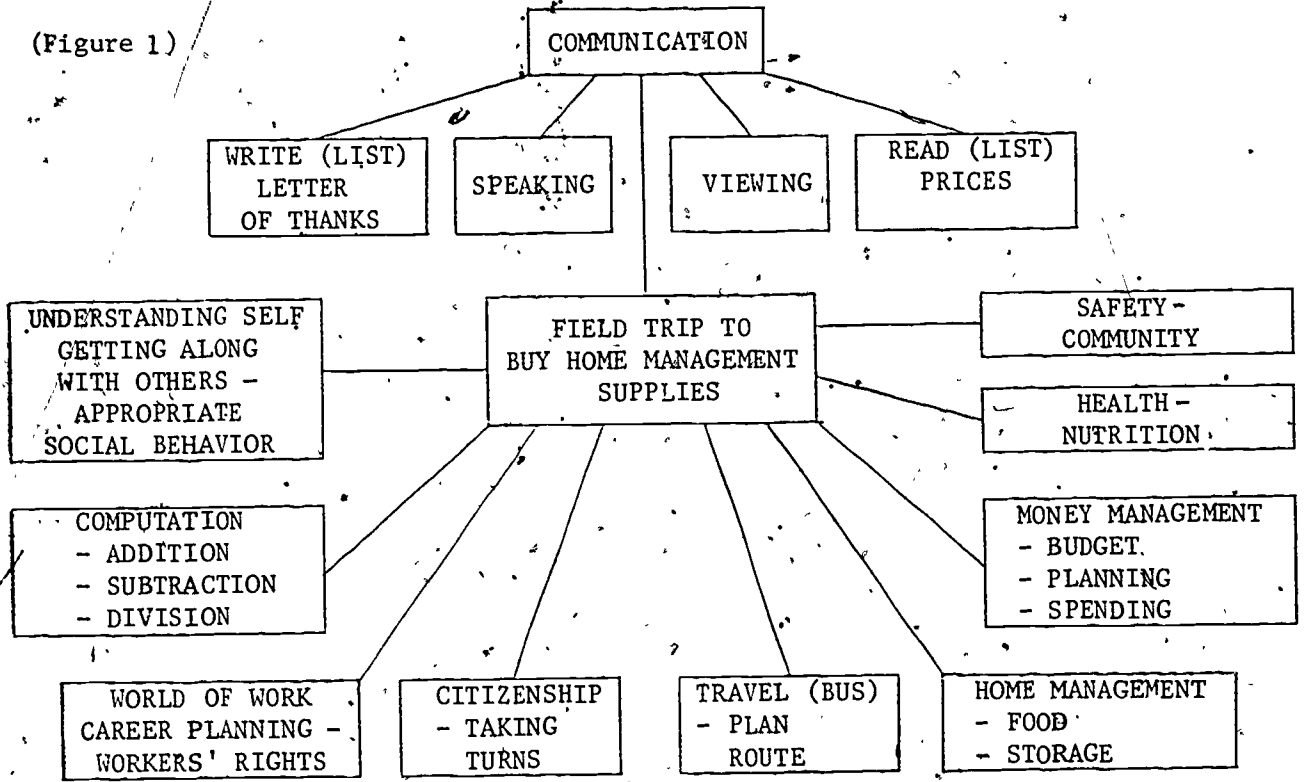
With this approach, skills are not compartmentalized but become an integral part of the activity, as they will when the student leaves school and applies the skills he has learned (see Figures 1 and 2).

N. FINAL COMMENTS

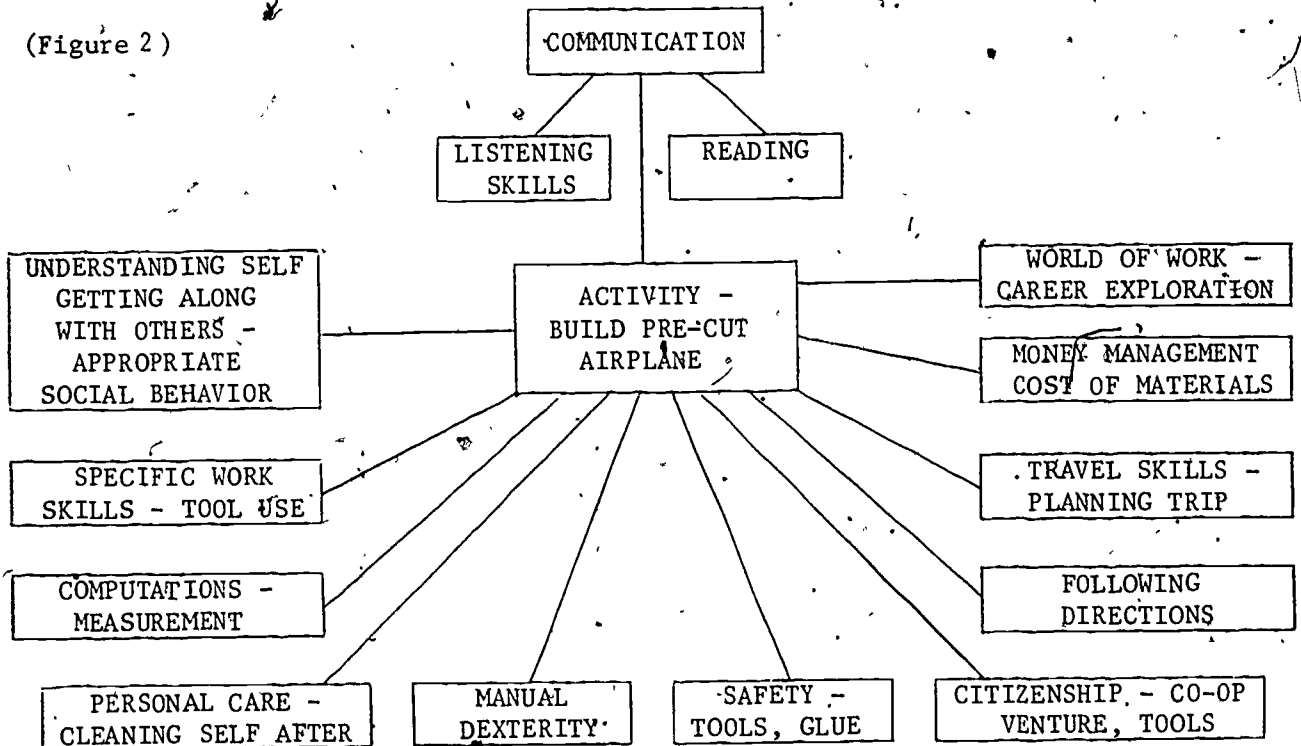
The teacher, in examining the level at which a student performs and the programs he needs, should recognize learning ability is not so much associated with intelligence scores as with motivation and self-image. In designing a program in living/vocational areas attention should also be paid to self-image and the development of assertiveness and motivation, which are necessary pre-requisites for the student, to perform adequately. With adequate training, the T.M.H. student will be able to perform at a reasonably high level in personal, social, vocational and allied areas.

INTEGRATED APPROACH TO CURRICULUM

(Figure 1)



(Figure 2)



GENERAL GUIDELINES TO INSTRUCTION

GOAL, PLANNING

Be realistic in planning goals. Do not develop objectives at so high a level that you and the student become frustrated. Review your objectives and if they are too high or low, modify them.

CURRICULUM INTEGRATION

Every attempt should be made to integrate skills and objectives from several content areas by using a thematic approach.

DEVELOPMENTAL LEARNING

Plan your learning experiences so that they are developmental. Always keep in mind the hierarchy of skills.

READINESS

Make sure the student is capable of achieving a task and has the necessary prerequisite skills before you include it in his program.

TASK ANALYSIS

Use the task analysis approach to determine components of tasks. For example, teaching the brushing of teeth may have to be broken into holding a tube of toothpaste; unscrewing the cap, placing the toothpaste on the brush, etc. While teaching the individual steps, do not lose sight of the total task.

PROGRAMMING FOR SUCCESS

Set up your instructional program in small steps so that the student is likely to be successful. Use successful experience to encourage the student to attempt more advanced steps. End each activity with student success.

KNOWING THE TASK

Practise a task unfamiliar to you first before attempting to teach the student. For example, learn how to make a print or sew a button on before teaching these skills.

UNDERSTANDING OBJECTIVES

Let the student know the specific objective on which you are working and why it is necessary. Tell him, "You must know how to regulate the water in the sink so that you can wash your hands and face without burning yourself. Together we'll work on it. First you ..."

BEHAVIOR MODEL

At all times serve as a model of behavior in the way you look, act, talk, walk, eat, etc. Discuss models of behavior frequently.

FUNCTIONAL APPLICATION
OF SKILLS

Teach a skill at the time of its functional use. For example, show the student how to wash his hands after he has gone to the toilet. Also, schedule practice sessions at times of functional application. When the student has developed skills in the use of eating utensils, plan parties, invite guests for dinner, and practise during snack and cafeteria times. Schedule practice sessions often.

SKILL DEMONSTRATION

Demonstrate the skill you are attempting to facilitate. Explain what you are doing as you are doing it.

LEARNING RESOURCES

Provide a variety of learning resources, e.g. audio-visual, print and graphics, illustrations.

PANTOMIMED INSTRUCTION

Use pantomime to demonstrate a skill. For example, in pantomime, show the student how to thread a needle and sew on a button. This approach helps to isolate the required movements; it also is an enjoyable activity.

ACTIVITY GUIDE

Physically guide the student through an activity whenever he is unable to do the activity by himself. If the student is unable to cut with scissors use a part of training scissors and guide him through the activity. In writing activities, hold the student's hand and the pencil and move his hand in the desired pattern, fading assistance. Whenever you physically guide a student through an action or a series of actions, encourage him to remember how his body feels when he moves in a specific way.

PRACTICE

Practise a task often. Even after you are convinced that the student has mastered a particular skill, practise and reinforce periodically. Schedule practice sessions which are novel and interesting.

DISCUSSION

Provide many opportunities for students to practise oral communication.

VARIETY

Vary activities whenever possible; take advantage of the motivating effects of surprise, suspense, and novelty.

ROLE PLAY

Use role playing, puppet play, and creative dramatics to stimulate real experiences and to practise skills.

ACTIVITY ALTERNATION

Alternate quiet activities with activities involving gross motor actions. This alternating of activities acts as a motivating factor and as an aid to classroom management.

FLEXIBILITY

Demonstrate flexibility in carrying out lesson plans. If an unexpected situation that requires immediate attention on your part occurs, change your schedule. Seize the moment to teach because you may not get a good opportunity for a long time. Do not wait to create an artificial situation, but react when the real situation occurs.

STUDENT PARTICIPATION

Encourage active participation by all students throughout each class period.

INDIVIDUALIZED INSTRUCTION

Individualize instruction, because there is such wide diversity in T.M.H. classrooms that personalizing instruction is essential. Remember that individual programs can be implemented and can be successful within a group setting.

GENERALIZATION

Eliminate some of the problems involved with transferring learning from one area to another by using relevant materials for teaching specific skills. For example, working with sensory motor materials have students use various sizes of real nuts and bolts for sorting exercises, instead of colored blocks.

RECORD KEEPING

Accurate and up-to-date progress records should be kept for each student on all program aspects.

RELEVANCY

Use current materials, toys, games, television shows, records, etc. to motivate the student. Dancing to a current favorite top tune usually will be more stimulating than dancing to "The Nutcracker Suite". Select activities with reference to the student's needs and the long term goals of the program.

GEOGRAPHIC AREA

Take into consideration the geographic area in which the student lives and its impact on the program. Lessons designed to facilitate travel skills in the use of the rapid transit only make sense when this mode of travel is part of the student's environment.

INTERESTS

Relate instruction to the student's interests wherever possible.

PAST EXPERIENCE

Inquire about the experience the student has had whenever possible. Talk to his parents, guardians, or past teachers. References to these experiences often will provide the needed motivation for lessons.

DIVERSITY

Discover and use materials and activities from other disciplines. Music, art, dance, and physical education activities can serve to stimulate different students. Incorporate these activities whenever possible. If your educational and experimental background is limited, use available resource personnel.

SAFETY HAZARDS

Be aware of potential safety hazards in all activities.

COMMUNITY RESOURCES

Become familiar with community resources and use them as learning stations. Make the entire community your classroom or learning area. The neighborhood supermarket is the best place to facilitate learning the purchase of foods. The office building and the department store offer opportunities in learning to use elevators, revolving doors, automatic doors and washrooms.

RESOURCE PEOPLE

Seek the help of resource people who can enrich the educational program. For example, store managers, bus drivers, firemen, policemen, and road repairmen can not only provide interesting demonstrations and lectures but also may allow you the use of their facilities so the student can have first hand experiences.

LEARNING AREA

Make your learning area as attractive and pleasant as possible. Beware, however, of the dangers of overstimulation. Make your room interesting with plants, animals, books, toys and games that are motivating. Change the environment frequently.

WORK DISPLAYS

Display the students' work on bulletin boards, in display cases, and at school exhibits. The joy and pride are reinforcing.

PROGRESS CHARTS

Construct charts that graphically demonstrate student progress and accomplishments.

MAINTAINING DISCIPLINE

Make sure that the students know the rules and the consequences of breaking them.

COMMUNICATION

Use your voice and gestures as a means of communicating your feelings and wants to the students. Show honest emotion. Be aware that monotonous voice patterns turn a student off.

DIRECTIONS

Be explicit in your directions and commands. Be sure the student knows exactly what behaviors are expected. Classroom organization, behavioral management, and success of student performance are, to a large degree, dependent on the instructor's explicitness.

ROUTINES IN LEARNING

When dealing with an activity that has several steps, establish a routine for the student to follow, "First you do this, then this, etc ...". Practise the steps in sequence.

DAILY PLANNING

Have enough activities and materials available so that students are usefully employed throughout the day, including after the time assigned work is completed.

SELF DIRECTION

Have students assume increasing responsibility for behavior and for selection of activities.

IMMEDIATE FEEDBACK

Provide the student with immediate feedback of results. Mark written work immediately if possible and review when necessary. Do not allow students to practise incorrect procedures or responses.

CORRECTION

If a student is behaving or performing inappropriately or incorrectly, correct him in a positive manner. Say, "This is the way to play the game". Simultaneously demonstrate the desired behavior.

ENTHUSIASM

Show enthusiasm when a student progresses or attempts to comply with your requests. Remember that what may seem to you like very little progress may be a giant step for the student.

OVERPROTECTION

Do not overprotect the student. Allow him to participate in a variety of situations and activities.

POSITIVE THINKING

Think positively. If you believe that the student will succeed, you will search for new and creative ways to facilitate his progress.

PEER INTEREST

Encourage the student's interest in the welfare of his peers. Make him aware of a peer's illness and the need to send a get well card. Match students with different skills so that they can assist each other.

PEER TUTORING

Organize your lessons in such a way as to take advantage of the benefits of peer tutoring and buddy systems. The student may learn a skill more readily when it is demonstrated by a peer.

PEER REINFORCEMENT

Show the student's peers how to behave in reinforcing ways. Encourage them to reward the student's desirable behaviors.

RESPONSIBILITY

Assign the student a classroom responsibility no matter how severe his handicap and no matter how small the task. Program and teach responsibility from the beginning. Students should be responsible for looking after their own materials and possessions.

INTEGRATION

Involve the student wherever possible in activities with peers in other classes. The handicapped student can usually participate in some way with regular class student, e.g. art, music.

APPEARANCE

Program at all times to help the student look and act as normal as possible. If the student looks and behaves in deviant ways, he will be stigmatized.

COOPERATION

Seek the cooperation of other teachers, parents, professionals and para-professionals. Bus drivers, school custodians, and community helpers can assist immeasurably in normalizing the lives of your students.

CONSISTENCY AND STRUCTURE

Enhance the learning environment by basing your classroom expectations on consistency and structure. For example, provide explicit rules of behavior as well as consistent consequences.

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INTRODUCTION

The Living/Vocational Skills section is intended to develop skills and attitudes which will enable the trainable mentally handicapped student to function as optimally as possible in his own home, within the school, and in the community. It is student rather than content centered. Ten topics of instruction to facilitate the learning of practical skills are included: Understanding Self and Getting Along with Others, Travel, Health, Safety, World of Work, Home Management, Money Management, Motor Development and Physical Activities, Fine Arts and Individual Expression and Citizenship and Individual Responsibility. For each topic of instruction there are student objectives which are developmentally sequenced in four levels. Individual variables must be considered when implementing the guide, e.g. the present ability level, learning styles, traditional/single parent families, rural/urban settings.

Strategies are suggested for implementing the objectives; however, these are not all inclusive. They provide a sample activity which may be used to teach a certain objective and should be adapted or changed to fit the individual student and utilize local resources. Skills should be taught in their natural setting as much as possible; one way of doing this is by using the integrated approach to curriculum (see the Introduction and Philosophy and General Guidelines to Instruction).

The following specialized strategies appear in the guide:

Reward: Students will learn more rapidly if they are reinforced for their efforts. Positive reinforcement will vary with the student's age and needs. Young children, for example, require tactile, tangible reinforcers paired with verbal praise. As the student progresses it is expected that he will work for praise, or more delayed and less concrete reinforcement such as special privileges.

Task Analysis: The steps involved in a task should first be determined precisely, then taught, chaining them together into the original task desired of the student.

Shaping: The student should be rewarded for successive approximations of the behavior required. A shaping procedure may require that the behavior be task analysed first.

Prompting and Fading: Two types of procedures are included in prompting. The first requires the teacher to physically guide the student, e.g. lead a child to the desired object. The second is a verbal or visual cue which aids the student in performing the behavior, e.g. using a gesture when being called. Often both types of prompts are combined, i.e. physical and verbal. It is important that the student be rewarded even though he is being assisted.

Fading refers to the removal of a prompt. This should be done gradually as the student becomes more independent in his performance.

Materials are listed to aid the teacher in implementing the strategies. Although a particular material may be recommended for a number of strategies, it is listed only once in each subsection. It is recommended that materials used be relevant and practical for the student so that transfer and generalization of skills are optimal, e.g. use the student's clothing to teach color rather than using colored cubes.

The appendix section contains an overview of all objectives with a page reference to the guide, a student profile/checklist to facilitate assessment/placement of the student, and a list of resource materials.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 1

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Personal Characteristics:</u></p> <p>The child:</p> <p>Responds to name when called.</p> <p>Demonstrates some awareness of what belongs to him:</p> <p>2. <u>Physical Self:</u></p> <p>The child:</p> <p>With assistance, indicates some of the body parts related to the five senses, e.g. nose, mouth, ears.</p> <p>With assistance, indicates some common body parts.</p> <p>With assistance, recognizes self in mirror and/or familiar photograph.</p>	<p>Call child by name at every opportunity.</p> <p>Initially, physically assist child to respond to name, e.g. turn head so that eye contact can be made.</p> <p>When child receives object emphasize, "This is (child's name)". Occasionally ask child "Whose is this?" Encourage him to indicate "mine", verbally or non-verbally.</p> <p>Points to nose on self as you say "nose". Put child's finger on his nose, have him repeat "nose", etc.</p> <p>Use nursery rhymes, simple songs and action songs to teach to identify body parts, e.g. "Tommy Thumb", "This Little Pig".</p> <p>Hold child in front of mirror, say, "Look at _____".</p> <p>Occasionally ask, "Who's that?". Gradually fade prompts.</p>	<p>Portage Guide to Early Education.</p> <p>Mirror.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 1

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>With assistance, responds to pictures of babies..</p> <p>3. <u>Emotional Self:</u></p> <p>The child:</p> <p>Responds to emotions, e.g. happiness, anger.</p> <p>Relaxes large muscles in response to external stimuli, e.g. music, rocking.</p>	<p>Show child pictures of babies (not necessarily familiar); say, "Baby".</p> <p>Make eye contact. Share emotions with the child. If he has made you happy, tell him; give him a smile, a hug, play games which make him laugh. If child has made you angry make sure he is aware of it. Stop the action which is causing your anger by saying "No" or by physical direction if necessary.</p> <p>Lay child in prone position on favorite blanket. Raise arm up and lower. Raise leg up and lower. Physically assist until child can do it on own.</p> <p>Play movement/trust games to music or singing, e.g. "Rock-a-bye baby.</p> <p>Use a variety of textured materials and rub gently on different parts of the body.</p>	<p>Pictures of babies.</p> <p>Exercises for Your Baby.</p> <p>Lullabies From 'Round the World.</p> <p>Fur, feathers, crazy foam, silk, flannelette.</p>



UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 1

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Needs and Motivations:</u></p> <p>The child:</p> <p>Makes needs known.</p> <p>Identifies familiar person to whom needs can be expressed.</p> <p>With assistance, satisfies some of his own needs, e.g. hunger, thirst.</p> <p>2. <u>Factors Affecting Relationship:</u></p> <p>The child:</p> <p>Recognizes some familiar people, e.g. parents, aunts, uncles.</p> <p>With assistance, recognizes some familiar storybook or television characters, e.g. Donald Duck.</p>	<p>Encourage the child to indicate when he is hungry, etc. Reward his ability to express his needs by satisfying them, e.g. if he is hungry, give him something to eat.</p> <p>When feeding child etc. verbalize who is helping him.</p> <p>Assist child to get things which will satisfy his needs: if thirsty, get a glass of water, etc. Encourage child to do something for himself.</p> <p>Have child practise saying "Mommy" and "Daddy". Direct child to "Go to mommy" or to "Come to daddy".</p> <p>Familiarize child with common characters. Read picture stories with familiar characters to child.</p> <p>Use puppets.</p> <p>Talk to child when watching television.</p>	



UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 1

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>3. <u>Handling Social Interactions:</u></p> <p>a. <u>Expressive Communication Skills:</u></p> <p>The child:</p> <p>Communicates, using facial expressions and a limited form of verbal expression.</p> <p>Communicates feelings in a variety of ways, e.g. laughs, cries.</p> <p>b. <u>Receptive Communication Skills:</u></p> <p>The child:</p> <p>Responds to both verbal and non-verbal communication, e.g. laughs when tickled, stops when directed.</p>	<p>Encourage child to verbalize needs and wants. Name things that he comes in contact with e.g. mommy, daddy, baby, dog. Respond to facial expressions, e.g. smile back when he smiles at you.</p> <p>Model exaggerated facial expressions to indicate likes and dislikes.</p> <p>Be responsive to feelings: find out reason for child's crying. Laugh along with him; encourage him to try to indicate, verbally or non-verbally, how he feels.</p> <p>When tickling child, exaggerate facial and verbal expression: laughing loudly and smiling widely. When child is doing something that you want him to stop, say "No": accompany with shaking of head, gestures, and physical direction.</p>	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 1

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>C. Problem Solving and Decision Making:</u></p> <p>The child:</p> <p>Accepts choices made for him, e.g. putting limits on actions, choices regarding personal safety.</p> <p>Seeks help when frustrated.</p>	<p>When child does not respond appropriately try to explain in simple terms why the decision was made.</p> <p>When child attempts to do something, assist only when necessary.</p>	

TRAVEL
 Level 1
 A. Ways to Travel

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Identifies the family vehicle.</p> <p>Demonstrates initial understanding of travelling.</p> <p>Follows established routine for riding in vehicle.</p>	<p>Provide opportunities for the child to participate in travel in the car, e.g. shopping trips. Verbalize getting into the car and going for a ride.</p> <p>Take the child for a walk in front of the house with the family vehicle in view and have him locate it.</p> <p>Provide opportunities for the child to participate in travel expeditions with family members, e.g. shopping, visiting.</p> <p>Verbalize procedures about getting ready for travel, e.g. "Find your coat - we are going for a car ride".</p> <p>Use consistent procedures for riding in a car, e.g. place child in a car seat; ride in the back seat of car. Verbalize these procedures.</p>	<p></p>

TRAVEL
 Level 1
 B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Responds when spoken to directly.</p> <p>Identifies some toys associated with travel, e.g. truck.</p> <p>Differentiates between buses and other vehicles.</p> <p>Finds way around house and yard.</p>	<p>Establish eye contact with the child. Interact with him in a variety of stimulation activities.</p> <p>Play games requiring simple modelling actions, e.g. "Pat-a-cake".</p> <p>Physically assist the child if necessary.</p> <p>Play locating games where the child must find a certain toy vehicle.</p> <p>Have vehicular ride-on toys and a wagon available for the child to play with. Verbalize going for a ride, and give him rides.</p> <p>Encourage child to play with a number of toy vehicles, e.g. cars, trucks. Have the child select and give you a bus. Start by having only one, and then increase the number of toys so the child is selecting from a group of 3 or more.</p> <p>Show pictures of vehicles in a picture book. Have the child point to the vehicle that you name.</p> <p>Encourage child to explore the house and yard with supervision. Verbalize places and items he shows interest in.</p>	<p>Loving and Learning: Interacting with Your Child from Birth to Three.</p> <p>Portage Guide to Early Education. Exercises for Your Baby: Baby Learning Through Baby Play: Parent's Guide for the First Two Years.</p> <p>Wabash Guide for Early Developmental Training.</p>



TRAVEL
Level 1
B. Travel Skills

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Differentiates between home and other places.

With supervision, practises some safety rules, e.g. does not run into street.

Play locating games with the child. Start by handing a ball to the child, and have him give it to you. Gradually move objects out of his reach and increase the number of objects and locations. Verbalize. Physically assist the child if necessary.

Take child for walks along the sidewalk, to the playground. Verbalize that the safe area is the sidewalk, and that streets are for cars.

Establish consistent rules for walking. Reinforce appropriate behavior.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Accepts food.</p> <p>Identifies some items that are edible.</p> <p>Expresses need to eat by gestures, vocalization, searching for food.</p> <p>Identifies one or more familiar foods.</p> <p>Eats a variety of foods.</p> <p>Accepts quantity control of food consumption.</p>	<p>Make sure food offered at meal time is swallowed. Introduce new foods gradually.</p> <p>See Home Management, B. Food.</p> <p>Use correct names of foods, e.g. milk, apple, toast, cracker, when offering food to child.</p> <p>Introduce the word "eat" very early. Keep appropriate foods where they can be pointed to so child will make proper association.</p> <p>Plan a balanced diet and present a wide range of foods at meal-time, insisting child "taste" new foods from time to time.</p> <p>Use personal judgement in ensuring child takes nourishment but limit quantity if there is a tendency to over-eat.</p>	<p>Feeding Your Child.</p> <p>Canada Food Guide. Department of Agriculture Materials.</p>

HEALTH
 Level 1
 B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Knowledge of Body:</u></p> <p>The child:</p> <p>With assistance, identifies some body parts.</p> <p>2. <u>Care of Body:</u></p> <p>The child:</p> <p>Assists in washing, drying self, e.g. bath.</p> <p>Cooperates while teeth are brushed.</p> <p>Imitates hair brushing.</p>	<p>Point to head, hand, etc. Ask child to do so on self, parent, toys, pets. Sing simple songs that identify body parts. See Understanding Self, 2. Physical/Self.</p> <p>Establish washing routines. Use a soft cloth. Physically assist the child until he can do it himself.</p> <p>Make bathtime fun. Provide toys and use shallow warm water with a nonslip mat. Bathe with your child.</p> <p>Use flavored/colored toothpaste. For resistant children use a cotton swab and later pair with a toothbrush. Model spitting.</p> <p>Use a soft brush. Have child brush your hair.</p> <p><u>NOTE:</u> It is easier for a child to brush short hair.</p> <p><u>NOTE:</u> Do not begin toilet training until the child exhibits sufficient muscle control and stays dry for 1 - 2 hours.</p>	<p>Portage Guide to Early Education. Training Retarded Babies and Preschoolers.</p> <p>Bath toys, soap crayons, foam shapes.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Complies with toilet training schedule.</p> <p>Associates rest with a specific location: crib, mattress, etc.</p> <p>Begins to indicate area of discomfort, e.g. wet pants.</p> <p>3. <u>Drugs and Alcohol:</u></p> <p>The child:</p> <p>Accepts medication as administered.</p>	<p>Toilet only in the bathroom.</p> <p>Devise a chart that includes meaningful daily routines (meals, juice time) as well as time intervals of elimination. Use chart information to establish toileting times. Use adapted toilet seats or "potty". Give child his favorite toy when sitting on potty.</p>	<p>Toilet Training the Retarded.</p>

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Accepts "health helpers",
e.g. nurse, doctor.

Visit various health
services with the child.

SAFETY -
Level 1
A. Home and School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Begins to demonstrate safe use of play equipment, objects and materials.</p> <p>With assistance, puts toys away.</p> <p>Begins to move safely on stairs, landing, etc.</p> <p>Demonstrates care and safety in use of small objects.</p>	<p>Demonstrate and have child observe and participate.</p> <p>Provide appropriate storage for toys. Withhold further activity till standard is met.</p> <p>Ask family members to demonstrate care on stairs. Have child climb stairs, using set routine.</p> <p>Play games, or action songs introducing the five senses, "Ears are to hear", etc.</p> <p>Teach children not to put small objects in ears, etc.</p>	<p>Shelves, boxes.</p>

OBJECTIVES

The child:

Begins to practise basic safety rules for walking and playing outdoors.

TEACHING STRATEGIES

Demonstrate and have child model.

Teach avoidance of dangerous areas and materials in child's environment, e.g. excavations, plastic bags.

MATERIALS

SAFETY
Level 1
C. Recreation

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Responds to supervision,
in recreational settings.

Seeks help verbally or
non-verbally when hurt.

Using peer or parent example
insist that safe play be
followed. Teach child to
stay within required distance
of support person.

WORLD OF WORK

Level 1

A. Career Planning and Awareness

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Why Work:</u></p> <p>The child:</p> <p>With assistance, approaches simple tasks.</p> <p>3. <u>Job Demands:</u></p> <p>The child:</p> <p>Complies with simple directions.</p>	<p>Physically move child into position to start the task. Provide opportunities for child to carry on simple tasks.</p> <p>Make initial directions lead to pleasurable activities, e.g. go to the cupboard and get out a puzzle. Use physical prompt when necessary</p> <p>Play simple games such as "Red Light - Green Light".</p>	

WORLD OF WORK

Level 1

B. Specific Work and Allied Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Use of Tools and Equipment:</u></p> <p>The child:</p> <p>Manipulates a variety of construction materials, e.g. paper, play dough.</p> <p>Plays with simple utensils.</p> <p>2. <u>Following Directions:</u></p> <p>The child:</p> <p>With assistance, follows one step directions.</p> <p>Identifies significant adults.</p> <p>3. <u>Decision Making:</u></p> <p>The child:</p> <p>With assistance, chooses between two given alternatives.</p>	<p>Make available a variety of materials. Demonstrate basic skills and allow child to experiment.</p> <p>Physically move child to position to start the task.</p> <p>Make initial directions lead to pleasurable activities, e.g. go to the cupboard and get out a puzzle. Use physical prompt if necessary.</p> <p>Instruct child to follow simple rules in games and action songs as "Simon Says".</p> <p>Use pictures of parents and others.</p> <p>Provide opportunities to choose between extremely different objects, e.g. truck, ball; something child likes/dislikes.</p>	<p>Photographs from home.</p>

WORLD OF WORK

Level 1

B. Specific Work and Allied Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>4. <u>Independence</u>:</p> <p>The child:</p> <p>Demonstrates ability to adjust adequately to people in the home situation, e.g. babysitters, visitors.</p>	<p>Provide opportunities for child to have contact with other people.</p>	

OBJECTIVES

TEACHING STRATEGIES

MATERIALS


1. Awareness of Responsibilities:

The child:

- With assistance, responds to some routines and expectations, e.g.
- distinguishes between day and night
 - personal hygiene
 - appropriate interaction
 - attends to task.

Four Seasons.

HOME MANAGEMENT
 Level 1
 A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Pushes arms through sleeves, legs through pants.</p> <p>Removes simple clothing, e.g. socks, hat, mittens.</p> <p>Undresses self, if zippers and buttons undone.</p> <p>Zips and unzips large zipper (without working the catch).</p> <p>Unfastens snaps.</p> <p>Puts on pull-on boots.</p>	<p>Hold child under elbow or knee to extend arm or leg. Fade physical assistance.</p> <p>Play dressing games.</p>  <p>Physically assist the child through the steps. Fade assistance.</p> <p>When removing sock pull it over heel and let child remove it.</p> <p>Physically assist the child. Fade assistance.</p> <p>Attach ring to zipper for easy manipulation.</p> <p>Physically assist child, fade assistance.</p> <p>Initially use boots that are a size too big.</p> <p>Have child sit on floor. Physically assist the child until he can do it on his own.</p>	<p>Records: Self-Help Skills Series; Socialization Skills Adaptive Behavior; Nice 'n Easy; Developing Everyday Skills Series. General dressing references: Training Retarded Babies and Preschoolers. Project Vision-Up Curriculum. Portage Guide to Early Education. Step-by-Step Dressing.</p> <p>Training for Independence.</p> <p>Zipper frame. Buttoning frame.</p> <p>Snap frame.</p>

HOME MANAGEMENT

Level 1

A. Clothing

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Takes off shoes when laces are untied and loosened.

Demonstrates awareness of some common clothing items.

Have child sit in a position where his feet are on the floor. Push heel off with other foot or hand, then push toe off.

Play locating game. Ask, "Where are your shoes?" etc. Have child indicate they belong on feet.

HOME MANAGEMENT

Level 1

B. Food

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Chews and swallows solids, e.g. bite-size pieces.

Start with semi-solids. Once child has mastered this try favorite foods. Manipulate mouth gently. Ask child to chew, swallow, etc.

General eating references:
Project More Daily Living Skills.
Trainable Children: Curriculum and Procedures.
Instructional Sequences: Eating.
Portage Guide to Early Education.
Project Vision-Up Curriculum.
Steps to Independence: A Skills Training Series for Children with Special Needs.
Early Self-Help Skills.

Sucks with a straw.

Use favorite drink and start with a short straw.

Use plastic tubing for straw. Squeeze bottom of straw so child knows what he is going to get.

Drinks from a cup or glass using two hands, e.g. juice.

Serve a little in a cup. Use a hands-on approach by assisting child to hold cup. Fade assistance.

Use a special cup with a lid.

Feeds self with spoon (some spilling).

Start with foods that will stick to the spoon, e.g. pudding, porridge.

Use a hands-on approach when helping child with steps. Fade assistance.

With assistance, peels fruit with hands, e.g. banana.

Assist child with all steps. Fade assistance.

HOME MANAGEMENT

Level 1

B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Consumes a meal as offered.</p> <p>Demonstrates age appropriate table manners.</p> <p>Exhibits appropriate behavior while shopping.</p>	<p>Reinforce eating attempts.</p> <p>Make sure child is presented with a well balanced diet.</p>	<p>Canada Food Guide. Department of Agriculture Materials.</p>

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Recognizes where toys and most familiar belongings are kept.

Recognizes familiar house-keeping routines.

Have child participate in clean up routines, etc.

MONEY MANAGEMENT
Level 1

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Picks out money from
non-money, e.g. coins
and washers.

Coins, washers,
tokens, round
discs.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 1

A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Demonstrates full acquisition of:</p> <ul style="list-style-type: none"> -head control -trunk control -limb control -sitting -rolling -creeping, crawling -standing 	<p>Have child watch and follow movement of various objects, e.g. brightly colored objects which make sounds.</p> <p>Tickle child's tummy to cause him to tighten his abdominal muscles. Alternately, tickle his back to cause him to arch and strengthen back muscles.</p> <p>Have child swing legs and arms in bicycle movement. Attach ball, rattles to sleeves to increase movement.</p> <p>Pull the child by the arms to a sitting position; play "Peek-a-boo", making noises, etc., to maintain child's interest.</p> <p>Place the child on a blanket and gradually lift one end causing the child to roll over.</p> <p>Place an object slightly ahead of the child's reach to encourage him to move forward. Use a tunnel; place a favorite toy at the end to encourage the child to crawl through.</p> <p>Place objects up on benches, chairs, tables, etc. so that the child must pull himself up to play with them.</p>	<p>PREP: A Pre-school Play Program for Retarded Children. Teaching Your Down's Syndrome Infant: A Guide for Parents. Exercises for your Baby.</p> <p>Kangaroo ball.</p>

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 1

A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p>		
<p>-walking</p>	<p>Place child in jolly jumper, walker, etc. to straighten legs, and introduce him to movement in the upright position.</p>	
	<p>Support the child by holding his hands as he walks. Have child hold one end of intermediary object such as a towel, rope, bar, etc. to support his walking. Gradually fade support.</p>	
<p>-stooping, crouching</p>	<p>Place the child's favorite toys on the floor so that he must bend down to reach them.</p>	
<p>-climbing on</p>	<p>Start with a box of hip height. Demonstrate action of climbing on. Have child try; guide child's body parts to assist him. Gradually increase height of box as ability increases.</p>	
<p>-jumping</p>	<p>Hold child's hands and "jump" with him. Let him try it on his own - help him by holding on to his waist and fling him off the ground when you say "jump". Have child jump up to touch something, e.g. your hand, a toy held up, etc.</p>	
<p>-grasping and dropping objects</p>	<p>Demonstrate dropping objects. Have child drop objects, e.g. foam/cloth ball, etc. into a shoe box.</p>	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 1

A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <ul style="list-style-type: none"> -rolling objects -trapping objects -protective extension. <p>Demonstrates rudimentary acquisition of skills related to:</p> <ul style="list-style-type: none"> -running 	<p>Physically assist child in rolling a ball. Have him sit between your legs on the floor and roll to a partner. When child understands, have him roll it to you. Give opportunities to roll other objects, e.g. cylinder, tin cans.</p> <p>Physically assist child to "trap" thrown or rolled object as it is thrown to him. Sit opposite child. Roll ball to him. Encourage him to catch (trap) the ball and send it back.</p> <p>Place the child on a slightly deflated beach ball. Holding the child's hands pull him forward and extend his arms to the floor in front of the ball.</p> <p>Use a ramp to encourage a fast walk. Face the child holding hands and then run backwards pulling the child forward. Play chasing games with child. Say "I'm going to catch you". When child is caught, swing him up in the air or something else which he will enjoy so that he will run again.</p>	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 1

A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>-kicking</p> <p>-throwing</p> <p>-catching</p> <p>-use of slide</p>	<p>Do activities such as short races, hurrying to retrieve objects, follow the leader, chases, catch me games, etc.</p> <p>Have child stand back from a stationary ball, walk forward and kick the ball. Increase distance, have him run forward and kick the ball; then run after it and kick it again.</p> <p>Have child stand facing the wall and throw the ball from the shoulder; then hurl the ball. Ensure that feet are in opposition.</p> <p>Have assistant or second instructor toss a large ball. Stand behind the child, hold his arms out to receive the ball. Reduce assistance until the child traps on his own. Stress keeping eyes on the ball.</p> <p>Have child sit between legs and slide down with him. Accompany motion with voice and physical contact which shows enjoyment. Sit the child at the top of the slide and push/pull him down, maintaining contact until he reaches the bottom. Gradually fade pushing and contact.</p>	



MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 1

A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <ul style="list-style-type: none">-use of wagon -tricycle riding.	<p>Pull the child around in the wagon, or have him pull his favorite toys, objects, friends, etc. in the wagon. Have child pull the wagon around obstacles.</p> <p>Have child sit on the tricycle. Place hands over the child's hands to assist steering and push the tricycle forward. Help child manipulate his feet on the pedals. When the child keeps his feet on the pedals and attempts cycling action, reduce assistance. Pull the child on the tricycle with a rope.</p>	
<p>B. <u>Games and Activities</u></p> <p>The child:</p> <p>Uses some community outdoor playground equipment, e.g. swing, slide bars.</p>		

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 1

C. Skills Related to Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Demonstrates some ability to attend to task being presented.</p> <p>Responds appropriately to the instructor.</p> <p>Imitates appropriate social behavior or courtesies, e.g. please, thank you.</p>	<p>Provide physical assistance and prompting as necessary.</p> <p>Provide a free play, "fun" atmosphere. Give positive reinforcement for appropriate responses.</p> <p>Model, use and emphasize appropriate courtesies. Reinforce appropriate behavior.</p>	

FINE ARTS AND INDIVIDUAL EXPRESSION

Level 1

A. Crafts, Hobbies and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Scribbles.</p> <p>Participates in a sensory awareness program.</p> <p>Plays with blocks and simple toys.</p> <p>Demonstrates a preference according to color.</p> <p>Stacks simple toys, e.g., cylinder and rings.</p>	<p>Provide child with opportunity to scribble on large sheet of paper, blackboard, etc.</p> <p>Arrange the child's environment so he will encounter a variety of textures/visual stimuli.</p> <p>Use a puppet to play contact games, "Where did the puppet touch you?" Use a piece of tape as a marker if child has difficulty.</p> <p>Play "Find the toy" in buckets of sand, styrofoam.</p> <p>Make boxes for crawling through.</p> <p>Play "Locating the sound" games, e.g. bell, shaker, drum.</p> <p>Play smell/taste games.</p> <p>Physically assist the child: fade assistance. Play modeling games.</p> <p>Allow the child to choose a toy for special occasions.</p> <p>Physically assist the child. Be sure to choose toys that are durable and not frustrating for the child. Work with one toy at a time so the child is not distracted.</p>	<p>Perceptu-motor pen. Large felt pens, crayons.</p> <p>Portage Guide to Early Education. Infant Stimulation. Exercises for Your Baby.</p> <p>Soft, blankets, fur, lotions, crazy foam, sand and sandpaper, water, foam mats.</p> <p>Wooden blocks, wagon, pull toys.</p> <p>Cylinder and rings. Block barrels. Wooden puzzles. Activity Centres.</p>



FINE ARTS AND INDIVIDUAL EXPRESSION

Level 1

B. Music

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Responds to music, e.g. smile, vocalization.</p> <p>With assistance, participates in some simple musical games.</p> <p>With assistance, claps hands, imitating adult.</p> <p>With assistance, begins to use some rhythm instruments.</p> <p>With assistance, stamps feet while sitting.</p> <p>With assistance, moves in time to repetitious beat.</p> <p>With assistance, participates in some group songs and action songs.</p>	<p>Provide a variety of listening experiences for the child, e.g. bells, drums, wind-up toys, records with simple songs, beats.</p> <p>Sing nursery rhymes to child.</p> <p>Provide both active and quiet music selections.</p> <p>Play simple musical games with the child, e.g. "Ring Around the Rosie", "London Bridge". Help child to learn the actions, physically guide him to the proper place.</p> <p>Demonstrate clapping motion.</p> <p>Show child how to use sticks, drum, tambourines, etc. Manipulate child's hands to help him perform movements.</p> <p>Stamp feet, then ask child to do it. Help him respond by moving his feet.</p> <p>Play record or tape with definite beat. Have child march, clap, etc. in time to it. Manipulate body parts in order to help get desired action.</p> <p>Sing songs as part of daily routine. Encourage child to join in. When doing a particular activity sing "This is the way we . . .".</p>	<p>Records: Hap Palmer records; Tom Thumb Early Learning Library; Developing Everyday Skills Series.</p> <p>Crib Mobile, Wind-up musical toys, radio.</p>

FINE ARTS AND INDIVIDUAL EXPRESSION

Level 1

C. Drama

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

With assistance, attempts to imitate simple actions.

With assistance, attempts to imitate simple sounds.

Use action songs and nursery rhymes.

Introduce a variety of sounds and have child try to imitate.

FINE ARTS AND INDIVIDUAL EXPRESSION
Level 1
D. Recreation

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <ul style="list-style-type: none">Entertains self playing with toys for increasing periods of time.Follows/imitates other play activities.	<p>Provide situations for the child to participate in.</p> <p>Have another child or adult demonstrate how to play with specific toys. See if child can play with it on his own. Provide help when necessary.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 1

A. At Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Identifies some areas and items in the home environment, e.g. bathroom, toys.</p> <p>Differentiates between immediate family members and others.</p> <p>With assistance, practises social amenities appropriate for age, e.g. greets, comes when called.</p> <p>With assistance, follows family rules applying to self.</p>	<p>Play locating games, progressing from having child reach for familiar toys to asking him to find hidden items, or other rooms. Physically assist child if necessary.</p> <p>Provide experiences with a variety of children and adults other than immediate family, e.g. a regular babysitter, playtime with, neighbors. Verbalize the other person(s) names to the child.</p> <p>Pair verbal word/phrase with body movement. Physically assist (as in hand wave of bye-bye) until the child models the behavior.</p> <p>Have a set of family rules with consistent consequences.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 1

B. At School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Identifies some areas and items in daily environment.</p> <p>With assistance, accepts daily routines and expectations.</p> <p>With assistance, follows rules applying to self.</p> <p>Plays in small group.</p> <p>With assistance, carries out simple class chores/errands.</p>	<p>Play interaction games involving locating objects within reach. Provide assistance if necessary.</p> <p>When dressing the child label the items and play reach-for games. Initially hold clothing within reach; gradually move farther away so the child must seek it.</p> <p>Pair specific activities with the room in which they belong, e.g. "It is nap time - go to your room": "It is supper time - go to the kitchen".</p> <p>Have child participate in daily routines applying to self, e.g. snack time, washing hands. Verbalize actions.</p> <p>Have a set of rules with consistent consequences. Remove child when he breaks rule: praise him when he follows rule. Verbalize actions and consequences, e.g. "Good playing John".</p> <p>Encourage child to play with other children, using toys from a toy box.</p> <p>Provide opportunities for the child to assist in simple chores, e.g. helping to pick up toys, delivering items to a familiar person. Physically assist if necessary.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 1

C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Responds in a positive manner to uniformed community helpers, e.g. nurse, policeman.</p> <p>Responds to authority of adults.</p> <p>With assistance, identifies own home.</p>	<p>Have child regularly visit doctor, dentist and public health offices.</p> <p>Arrange for a visit from policeman, fireman, or join a nursery or kindergarten class when they have visits from uniformed helpers.</p> <p>Show pictures of uniformed community helpers.</p> <p>Have child follow simple commands given by adult.</p> <p>Give opportunities to the child to interact with a variety of adults other than parents, e.g. babysitter, parents' friends.</p> <p>Take the child for a walk outside the house and point out major landmarks, e.g. a tree, sidewalk. Have child find door to own house.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 1

D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Ecology</u>:</p> <p>The child:</p> <p>Recognizes familiar animals, e.g. pets.</p> <p>Interacts with pets.</p> <p>With assistance, identifies a mother animal.</p> <p>Recognizes some familiar plant forms, e.g. tree, grass, flower.</p> <p>With assistance, identifies some familiar fruits.</p>	<p>Play locating games. Have child find pet both in and out of view.</p> <p>Show child pictures of pets or common wild animals.</p> <p>Have child assist when feeding a pet.</p> <p>Have child find and bring the pet's grooming articles.</p> <p>Demonstrate how to pet an animal and have child model.</p> <p>Visit a dog and puppies, a cat and kittens. Point out which one is "mother".</p> <p>Show pictures of mother animals with their young.</p> <p>Take child outside and point out different plant forms he shows interest in. Play locating games, e.g. "Sit on the grass", "Run to the tree".</p> <p>Show pictures of plant forms.</p> <p>Offer fruit to the child during snack time (preferably raw fruit). Label the fruit for the child.</p>	<p>Baby's Farm Animals (cloth book).</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 1

D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Identifies water.</p> <p>Identifies soil.</p> <p>Identifies own yard.</p>	<p>Play locating games using plastic models. Have one piece of fruit on the table and have child give it to you. Increase the number until he selects from a variety of fruits.</p> <p>Provide water-play experiences, e.g. swimming pools, filling a glass in a sink or tub, pouring and filling activities.</p> <p>Provide different soil-medium experiences, e.g. sandbox, helping with outside garden work.</p> <p>Lead child around immediate yard area and label items of interest. Play locating games, e.g. "Touch the tree", "Sit on the grass".</p> <p>Have child play in own yard with supervision.</p>	<p>Household items: plastic dishes, different plastic containers, spoons, plastic toys, etc.</p>
<p>3. <u>Energy</u>:</p> <p>The child:</p> <p>Demonstrates rudimentary understanding of hot and cold.</p>	<p>Pair concrete objects with either hot or cold; cold: snow, ice cream; hot: oven, heated items of food.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 1

D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Differentiates between light and dark.</p> <p>4. <u>Pollution</u>:</p> <p>The child:</p> <p>With assistance, disposes of litter.</p> <p>Demonstrates a variety of responses to differing levels of sound.</p>	<p>Pair specific activities with light or dark:</p> <p>light: closing curtains when sun beams in, getting dressed:</p> <p>dark: turning on lamps, going to bed.</p> <p>Label the activities for the child and indicate whether it is light or dark.</p> <p>Have child put discarded items in the garbage can.</p> <p>Demonstrate correct use of disposable items.</p> <p>Provide a variety of listening activities, e.g music, talking. Use various household appliances in child's presence.</p> <p>Play with different noise making devices, e.g. bang toys, rhythm instruments.</p>	
<p>5. <u>Conservation</u>:</p> <p>The child:</p> <p>Reacts to meaning of "all gone".</p>	<p>Pair specific activities with the verbalization "all gone", e.g. empty glass, empty plate.</p>	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 2

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Personal Characteristics:</u></p> <p>The child:</p> <p>With assistance, states name and age.</p> <p>With assistance, states names of some family members and friends.</p> <p>With assistance, recognizes school and home by sight or photograph.</p>	<p>Ask "What is your name?" and "How old are you?". Prompt if necessary. Praise correct responses: gradually fade prompts.</p> <p>Celebrate birthdays, emphasize age at each birthday.</p> <p>Introduce children to each other at start of year. Encourage them to call each other by their names.</p> <p>Teach child parents' names; explain idea that he calls them "Mom and Dad" but that they also have other names. Have child repeat their name on occasion.</p> <p>Have child bring photo of his home and put on display. Have each child pick out his house from those displayed.</p> <p>Walk around school. Draw attention to how the school looks, color, name, etc. Display photo of school in classroom.</p>	<p>General Reference: Wabash Guide for Early Developmental Training.</p> <p>Photos of houses. Photo of school.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 2




A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child: With assistance, recognizes own property by sight.</p> <p>Demonstrates preference in choice of toys.</p>	<p>Set aside cubbyholes and drawers for child to keep own belongings. Have him label all belongings.</p> <p>Give opportunity for free play activities. Have a variety of toys available. Help child to choose toys.</p>	<p>Variety of toys.</p>
<p>2. <u>Physical Self:</u></p> <p>The child: With assistance, identifies body parts related to the five senses.</p> <p>With assistance, identifies some common body parts.</p> <p>Recognizes self in mirror and photographs.</p> <p>Responds to pictures of babies, old people (grandmother).</p>	<p>Have child touch body parts as you do and repeat their names: eyes, ears, etc.</p> <p>Show pictures of people; have child point out nose, eyes, ears, mouth, fingers.</p> <p>Have child identify body parts on doll.</p> <p>Sing action songs, e.g. "Hokey Pokey", "Do Your Ears Hang Low".</p> <p>Play "Simon Says".</p> <p>Show group photo to child, have him pick out self in picture.</p> <p>Stand in front of mirror; ask child to identify image in mirror.</p>	<p>Photos of people.</p> <p>Five Senses Poster Set.</p> <p>Peabody Level. 'K', Mannekins. Peabody Early Experiences Kit (tapes). My Face and Body (flannelboard).</p> <p>Mirror.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 2

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>With assistance, states own sex.</p> <p>With assistance, identifies actions requiring privacy.</p> <p>3. <u>Emotional Self:</u></p> <p>The child:</p> <p>Interprets some facial/body language.</p> <p>Relaxes large muscles in response to external stimuli, e.g. music.</p> <p>With assistance, indicates reasons for present emotion.</p>	<p>Tell child "You are a boy/girl", then ask "What are you, a boy or a girl?"</p> <p>Share feelings and emotions with the child; tell him how you are feeling and why.</p> <p>Have him mimic your facial expressions: "Show me a happy face"; "Show me an angry face".</p> <p>Look through magazines with child to find pictures which depict these emotions.</p> <p>Physically assist child to tense/relax muscles or have him model your actions. Start with gross motor areas before fine motor areas, e.g. legs, arms.</p> <p>Play quiet music during rest-time.</p> <p>When child displays specific emotion ask him to tell you why he is feeling that way, "Why are you crying?", "What are you laughing at?", etc.</p>	<p>Relaxation - A Comprehensive Manual for Adults, Children and Children with Special Needs. Sandman's Land (tape). Peace, Harmony and Awareness (record).</p>
	<p>44.</p> 	

UNDERSTANDING ONESELF AND GETTING ALONG WITH OTHERS

Level 2

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Needs and Motivations:</u></p> <p>The child:</p> <p>Expresses certain needs in daily situations.</p> <p>Identifies familiar person to whom some needs can be expressed, e.g. parents, babysitter, teacher.</p> <p>With assistance, satisfies some of own needs, e.g. hunger, thirst.</p> <p>2. <u>Factors Affecting Relationship:</u></p> <p>The child:</p> <p>With assistance, recognizes some familiar and unfamiliar people with respect to age, in terms of baby, mom, dad.</p> <p>With assistance, recognizes role of some familiar and unfamiliar people, e.g. parents, teachers, policeman.</p>	<p>Encourage child to express his needs.</p> <p>When you notice that a child seems uncomfortable in some way encourage him to verbalize the problem, e.g. "Are you hungry?", "Do you have to go to the bathroom?"</p> <p>If child needs something that you cannot provide, direct him to the person who can help.</p> <p>Encourage child to satisfy own needs. If he wants something and can get it on his own, have him do so.</p> <p>Praise child when he takes initiative, to help himself.</p> <p>Show child pictures of people in different age groups.</p> <p>Show child pictures on which the role of the person involved can be determined by the setting, e.g. clothing, background.</p>	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 2

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>With assistance, identifies some familiar storybook or television characters.</p> <p>3. <u>Handling Social Interactions</u></p> <p>a. <u>Expressive Communication Skills:</u></p> <p>The child:</p> <p>With assistance, communicates in a number of ways.</p> <p>With assistance, communicates with others, using socially acceptable behaviors e.g. no interruptions.</p>	<p>Read stories to children and look at pictures together.</p> <p>Watch appropriate television programs.</p> <p>Use storybook characters in displays around room.</p> <p>Have child play with dolls and doll house.</p> <p>Provide child with opportunity to communicate through the use of puppets.</p> <p>Use tape recorder to tape the child saying his name to begin with; play it back.</p> <p>Utilize Magic Circle at the appropriate level to teach these skills.</p> <p>Have "Show and Tell" or "News" each day: everyone can have a turn and other children must listen.</p>	<p>Tape Recorder. Puppets.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 2

B. Social Relationships

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Asks questions.

Communicates feelings in a variety of appropriate ways, e.g. laughs, cries, speaks.

Demonstrate questioning techniques incidentally. When child is telling you something encourage more explanation by asking "Why did you do that?"; etc. Allow and encourage child to question you.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 2

C. Handling Social Interactions

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>b. <u>Receptive Communication Skills:</u></p> <p>The child:</p> <p>Responds to communication, both verbal and non-verbal, e.g. laughs when something is funny.</p> <p>c. <u>Problem Solving and Decision Making:</u></p> <p>The child:</p> <p>Responds appropriately to choices made for him.</p> <p>Resolves some minor conflicts, e.g. sharing toys, but appeals for help when necessary.</p>	<p>Demonstrate appropriate response to situation; exaggerate feelings so that child will respond, e.g. when something is funny, laugh out loud.</p> <p>Use funny books and records to develop sense of humor.</p> <p>Praise child when he responds appropriately.</p> <p>When response is inappropriate, try to explain reason for decision. Occasionally allow child to make a wrong decision for self so that he will see consequences.</p> <p>Praise child when he resolves conflicts.</p> <p>Provide assistance when necessary.</p>	

TRAVEL
 Level 2
 A. Ways to Travel

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Identifies some vehicles.</p> <p>Demonstrates initial understanding of travelling.</p> <p>Identifies driver of the family vehicle, e.g. Mom, Dad.</p>	<p>Play locating games with the child where he must find you a specific vehicular toy model.</p> <p>Have child experience different modes of travel, e.g. a bus trip, a boat ride.</p> <p>Have child participate in action songs about vehicles. Show picture of vehicle before starting the song.</p> <p>Provide opportunities for child to participate in travel expeditions with family members, e.g. shopping, visiting. Verbalize.</p> <p>Verbalize who is driving. Once the child understands "driver" ask him who is driving the car.</p> <p>Show pictures of drivers in storybooks.</p>	<p>Large Knobbed Puzzle (transportation).</p> <p>Toy garage, etc.</p>



TRAVEL
 Level 2
 B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Responds to simple commands related to travel.</p> <p>Identifies objects related to travel, e.g. traffic lights.</p> <p>Differentiates between buses and other vehicles.</p> <p>Recognizes familiar destinations, e.g. grandma's house, grocery store.</p> <p>Demonstrates awareness of appropriate behaviors associated with public places.</p> <p>Demonstrates initial understanding that money is needed for some forms of travel.</p>	<p>Provide opportunities for travel and verbalize essential directions.</p> <p>Play games such as "Red Light-Green Light".</p> <p>Point to pictures in a book and ask for name of object. Play game where child gives you a certain toy, etc.</p> <p>When going for a walk, point to traffic lights, etc.</p> <p>Play a game where the child must give you pictures of buses. Start with one, gradually add pictures of other vehicles and different buses.</p> <p>Take the child for a ride on city or school bus.</p> <p>Have child participate in outings to various destinations.</p> <p>Have a consistent set of rules for public places, and verbalize these.</p> <p>Take child for a bus ride; demonstrate depositing fare.</p>	<p>Early Childhood Traffic Education booklets.</p> <p>Pictures of vehicles.</p>

TRAVEL
Level 2
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Recognizes that motor vehicles constitute a safety hazard.</p> <p>With supervision, practises some safety rules, e.g. riding in vehicle, walking.</p>	<p>Take child for walks where he must cross streets with traffic. Point out the cars, and teach safety in crossing, e.g. watching for cars, holding an adult's hand,</p> <p>Have consistent rules for walking in the neighborhood, e.g. using the sidewalk, not running out into street.</p> <p>Read safety books to the child.</p> <p>Demonstrate and have child model.</p>	<p>The Accident Kids; Lucky Bus; Safety on Wheels (books).</p> <p>Alberta Safety Council Materials.</p> <p>A.M.A. Materials.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <ul style="list-style-type: none"> Discriminates between food and non-food. Identifies most items that are edible. Communicates the need to eat. Identifies some foods by name. Eats a variety of foods. Accepts quantity control of food consumption. 	<ul style="list-style-type: none"> Using pictures or food items, have child identify things that can be eaten by family, pets; etc. Use peer and adult observation, role playing, buying foods, and non-foods, e.g. soap, toothpaste, cookies, juice. Always use correct name when presenting food items at snack time. Use simple foods and non-foods, e.g. oranges, cereal. Teach child how to ask for food when hungry. Request parent cooperation in developing appropriate manner and vocabulary. Assist child to verbalize preferences. Encourage parents to cooperate in planning snacks and meals including a broad selection of foods. Continue introducing new foods. Have child participate in food preparation. Allow reasonable quantity of food for snacks or lunches. Involve parents in establishing such. 	<ul style="list-style-type: none"> Feeding Your Child. Play Store. Home corner. Department of Agriculture Materials. Canada Food Guide. Training Retarded Babies and Preschoolers.

HEALTH
 Level 2
 B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Knowledge of Body:</u> The child: With assistance identifies some body parts.</p> <p>2. <u>Care of the Body:</u> The child: Washes and dries hands and face. Assists in bathing/showering, including hair washing. With minimal assistance, brushes teeth. With assistance, brushes hair. Blows and wipes nose.</p>	<p>Use songs and rhymes.</p> <p>Physically assist the child until he can do it himself. Use backward chaining.</p> <p>Have child sit in tub and bend head over to wet hair. Play games with the child so he gets the sensation of having water run over his face/ears.</p> <p>Use tearless shampoo, bubble-bath.</p> <p>Initiate teeth brushing routines. Initially let child do preparation and clean-up. Physically assist child; fade assistance.</p> <p>Use backward chaining. Provide child with his own hairbrush. Establish hairbrushing routines: before going out, after getting up.</p> <p>Initially concentrate on nose wiping.</p> <p>Have child model "snorting sound" if he has difficulty getting the concept of nose-blowing. Pair this with blowing nose.</p>	<p>Hap Palmer records.</p> <p>Teaching the Moderately and Severely Handicapped.</p> <p>Instructional Sequences: Grooming and Toileting, p. 27.</p> <p>Instructional Sequences: Grooming and Toileting, p. 19 - 20.</p> <p>C.A.M.S. Self-Help Program.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Covers mouth when sneezing/coughing.</p> <p>Indicates the need to go to the toilet.</p> <p>Adjusts clothes before and after toileting.</p> <p>Exhibits good toilet hygiene.</p> <p>Associates rest with a specific location, e.g. crib, mattress.</p> <p>Begins to indicate area of discomfort when feeling unwell.</p>	<p>Remind child to cover his mouth with a tissue at appropriate times.</p> <p>Continue with regular pant checks to reinforce the concept of wet/dry. Reinforce for staying dry.</p> <p>Teach with regular toileting routines.</p> <p>See Home Management, A. Clothing.</p> <p>Have the child wear training pants or pull on pants. Initially avoid hard to adjust clothing.</p> <p>Teach wiping whichever way it is easiest for the child - sitting/standing.</p> <p>Use games or roleplaying so child will rest when mat is introduced. Talk about sleeping in bed at home, need for quiet, darkness, etc.</p> <p>Use stories to talk about being sick, e.g. headache, stomachache, sores. Relate appropriate care: home in bed, hospital, doctor.</p> <p>Set up hospital play centre.</p>	<p>Toilet Training the Retarded.</p> <p>C.A.M.S. Self-Help Program.</p> <p>Mats. Pictures and posters. Doll house and furniture.</p>
<p>3. <u>Drugs and Alcohol:</u></p> <p>The child:</p> <p>Accepts medication as administered by trusted adult.</p>		



OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Recognizes "health helpers", e.g. nurse, doctor.</p>	<p>Visit the various health services with the child.</p> <p>Set up hospital play centre.</p>	

SAFETY

Level 2

A. At Home and School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Begins to demonstrate safe use of play equipment, objects and materials.</p> <p>Puts toys away.</p> <p>Moves safely on stair, landings, etc.</p> <p>Demonstrates care and safety in use of small objects.</p> <p>With supervision, practises fire safety, e.g. drill, smoke detection response.</p>	<p>Establish parent-teacher cooperation in encouraging child to use equipment with greater awareness of safety of self and others.</p> <p>Teach avoidance of dangerous areas and items, e.g. plastic bags.</p> <p>Use peer group effort to store toys in proper places.</p> <p>Encourage child to walk on the right of stairs, landings, halls, holding rail on stairs.</p> <p><u>Note:</u> Demonstrating harm caused by such action may have negative effects.</p> <p>Encourage care; teach child not to put objects in nose, ear, etc.</p> <p>Practise fire drill.</p> <p>Have a discussion about fire.</p>	<p>Bins, boxes, shelves.</p>

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

With supervision, practises safety rules for walking and playing outdoors.

Teach use of sidewalks, playgrounds, backyards, traffic lights, etc.

Teach avoidance of closed containers, e.g refrigerators.

SAFETY
Level 2
C. Recreation

OBJECTIVES

The child:

Begins to learn safe use of recreational equipment when using:

- playground
- swimming pool
- parks
- skating rink
- toboggan or slide.

Indicates need for help when hurt.

TEACHING STRATEGIES

Teach child to stay within sight or hearing of supervisor.

Demonstrate safe behavior.

MATERIALS

WORLD OF WORK

Level 2

A. Career Planning and Awareness

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

1. Why Work:

The child:

With assistance, attempts simple tasks.

With assistance, recognizes relationship between task performance and tangible reward.

2. Job Awareness:

The child:

Indicates that parents work.

Indicates presence and absence of parent(s).

3. Job Demands:

The child:

With assistance, follows two-step directions to attempt simple tasks.

Helps self in some routine situations.

With assistance, responds appropriately to praise.

Physically assist the child through the whole task as required.

Reward specific behaviors.

Withhold reward for tasks performed inadequately.

Arrange an area of the classroom as a house setting.
Role play family setting: routines of going to work and returning home from work.

Physically assist the child through the whole task.

Give stickers, stamps, and badges for completion of task.

Establish eye contact.
Model appropriate response to praise, e.g. smile when giving reinforcement and encourage smiling in return.

Fruits, candy, raisins or other appropriate reinforcers.

World of Work Kit.

Stamps, stickers, badges.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Use of Tools and Equipment:</u></p> <p>The child:</p> <p>With assistance, identifies common utensils and tools.</p> <p>With prompting, follows simple rules of organization, care and safety with respect to common tools and materials.</p> <p>Works and experiments with a variety of construction materials, e.g. folds and rips paper.</p> <p>2. <u>Following Directions:</u></p> <p>The child:</p> <p>Follows one-step direction.</p> <p>With assistance, follows two-step direction.</p>	<p>Have scavenger hunt to find hidden utensils and tools.</p> <p>Establish work centres.</p> <p>Demonstrate and have child practise cleaning and storing of tools. Label storage areas with pictures or shapes for proper return of tools.</p> <p>Make poster of safety rules with pictorial examples.</p> <p>Make available a variety of materials.</p> <p>Demonstrate basic skills and have child experiment.</p> <p>Make initial directions lead to pleasurable activities, e.g. go to the cupboard and get a puzzle.</p> <p>Play simple games such as "Red Light-Green Light", "Simon Says".</p>	<p>I.P.A. Manual, 1980.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Identifies some person(s) in authority in the home environment, e.g. babysitter, parents, housekeeper.</p>	<p>Use a doll or play house. Fit into it male and female adult figures as well as children and adolescent persons.</p>	<p>Dolls, puppets.</p>
<p>3. <u>Decision Making:</u></p> <p>The child:</p> <p>With assistance, chooses between two given alternatives in a variety of situations.</p>	<p>Provide a variety of situations for choosing between alternatives.</p> <p>Encourage child to try new things.</p>	
<p>4. <u>Independence:</u></p> <p>The child:</p> <p>Demonstrates ability to adjust adequately to people in the home situation, e.g. babysitters, visitors.</p>	<p>Provide a variety of opportunities for child to have contact with other people.</p> <p>Use role play, e.g. playing house.</p>	<p>Dress-up materials, hats, purses, ties, etc.</p>



OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Awareness of Personal Ability and Interest:</u></p> <p>The child:</p> <p>With assistance, identifies people in uniform, e.g. policeman, nurse.</p>	<p>Take field trip to fire station, etc.</p> <p>Arrange visits from police and fire department.</p>	<p>When I Grow Up - I Want To Be...</p>



OBJECTIVES

1. Awareness of Responsibilities:

The child:

With assistance, responds to some routines and expectations, e.g.:

- distinguishes between day and night
- personal hygiene
- appropriate interaction
- attends to task.

TEACHING STRATEGIES

Make posters showing appropriate time of day or night.
Sing songs about day and night.

Play games which enhance cooperation.

MATERIALS

HOME MANAGEMENT

Level 2

A. Clothing

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Pulls on simple garments, e.g. pants, T-shirt.

Undresses self, if buttons undone.

Zips and unzips large zipper on clothing.

Fastens/unfastens snaps, hooks.

Puts on own shoes (not necessarily on correct feet).

Make sure child has clothes which do not fit snugly.

Use a hands-on approach where the child is helped with all the steps. Fade assistance.

Use backward chaining.

Use shortened pants, short sleeved shirts and large neck openings if necessary.

Attach a ring to zipper for easy manipulation.

Use backward chaining.

Practise on snap/hook boards first.

Use slip-on shoes if necessary.

Have student put toe in shoe: push foot forward on floor until he touches his toe at the end of the shoe. Use prompts to push heel down; use shoe horn.

General dressing references:
Instructional Sequences: Dressing; Portage Guide to Early Education; Project Vision-Up Curriculum - A Training Program for Handicapped Children; Training for Independence - Total Program.

Training Retarded Babies and Preschoolers.

Step-by-Step Dressing.

Steps to Independence: Intermediate Self-Help Skills.

Independence Training Book 3: Fastenings.

Instructional Programming for the Handicapped Student.

HOME MANAGEMENT

Level 2

A. Clothing

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Attempts initial steps of shoe tying.

Dresses/undresses within a reasonable time frame.

Demonstrates knowledge of common clothing terms.

Demonstrates awareness of own clothing.

Indicates knowledge of location of own clothes.

Indicates preferences in clothing selection.

Lacing frame.

Provide specific areas for child's clothing.

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Feeds self large finger foods, e.g. sandwiches, carrots, apples.

Drinks from a cup or glass, using one hand, e.g. soup.

Associates specific foods with appropriate utensils.

Feeds self with fork.

Spreads with a knife.

Demonstrates rudimentary use of a knife, e.g. cuts banana.

Serve snacks in bite-size chunks.

Use backward chaining.

Use a small cup with a handle. Show child how to hold. Reinforce correct behavior.

Point out utensils used for different foods eaten during mealtime.

Have child assist in table setting procedures.

Use a hands-on approach when assisting the child. Fade assistance.

Use backward chaining, e.g. assist the child with all steps but last.

Use backward chaining. Start with last step (spreading). Physically assist the child; fade the assistance. Use a variety of materials, e.g. soft butter, icing, cheese.

Physically assist the child until he is able to do it himself.

Use a nonerrated knife and have child hold knife in one hand and use other hand to push down on knife.

General eating references: Project More.
Instructional Sequences: Eating.

Steps to Independence: Intermediate Self-Help Skills.

HOME MANAGEMENT

Level 2

B. Food.

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Peels fruit with hands,
e.g. orange.

With supervision, adds
condiments to food, e.g.
salt and pepper.

Uses serviette, when re-
minded.

Pours from one container
to another, e.g. juice,
cereal.

Serves self from plate or
dish.

Eats appropriate amounts,
e.g. stops when full.

Requests food at mealtime,
e.g. second helping.

Start with easy to peel fruit
such as mandarin oranges.
Start first peel and have
child finish peeling.

Have child model your be-
havior.

Use easy to manipulate con-
tainers, e.g. small squeeze
bottles.

Have child model your be-
havior.

Physically assist the child
until he can do it himself.
Use small containers, e.g.
liter containers for milk,
individual cereal boxes.

Provide opportunities at
mealtime for child to serve
himself, e.g. spoon, fork,
finger food.

Eat out cafeteria style
where child must make
selections.

Use packaged or prepared
amounts.

Have child choose amount and
remove all else.

Reinforce for "finished".

Have student model other's
behavior.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Eats meal within a reasonable time frame.</p> <p>Demonstrates age-appropriate table manners.</p> <p>With assistance, prepares a simple snack, e.g. cheese and crackers.</p> <p>Demonstrates appropriate behavior when shopping.</p>	<p>Select a time frame which is reasonable for the child's eating capabilities or family meal time. Set timer and remove unfinished food. Use dessert as a reward for eating first course.</p> <p>Have child model courtesies.</p> <p>Reinforce appropriate behavior.</p> <p>Incorporate snack time into the regular home/school routine. Select easy to prepare, nutritious snacks, e.g. celery and peanut butter, different raw fruits and vegetables.</p>	<p>Crunchy Bananas.</p>



OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <ul style="list-style-type: none">Identifies own belongings and their placement.Recognizes, and cooperates with, familiar housekeeping routines, e.g. puts toys away.	<ul style="list-style-type: none">Designate definite place for child's belongings.Provide opportunities for the child to participate in various routines.	

HOME MANAGEMENT

Level 2

D. Living Options

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Identifies some household furniture, e.g. table, chair.

Play locating games where child must follow specific directions, e.g. sit on the couch, stand on the chair.

Have child match picture to correct object.

MONEY MANAGEMENT
Level 2

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Sorts coins by color and size, e.g. pennies and dimes.

Rote counts to five.

With assistance, demonstrates appropriate in-store behavior.

Demonstrates knowledge that money is needed in some situations.

Demonstrates knowledge of concept "store".

Saves coins in piggy bank.

Use a sorting tray and have the child put pennies in one container; another coin in a different container.

Use role play, e.g. play store.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 2

A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Demonstrates rudimentary level of acquisition of basic motor skills in the following areas:</p> <p>1. <u>Locomotor Skills:</u></p> <p>-running</p> <p>-descending stairs</p> <p>-jumping over</p> <p>-jumping down</p>	<p>Use ramp to encourage a fast walk. Face the child holding his hands, and then run backwards pulling the child, or stand behind the child, and push if necessary.</p> <p>Use activities such as short races, hurrying to retrieve objects, follow the leader, chases, catch me games. Introduce tag games and races.</p> <p>Sit behind the child, hold him under the arms and lift him to the next step. Place a toy at the bottom of the stairs; play "Follow the Leader", etc.</p> <p>Facing the child, holding both hands, pull him over a line. Gradually add other items as child's ability increases.</p> <p>Have child stand on a box, bench, etc. of about shin height. Face the child, hold both his hands and pull so that he steps off the box. Use target area, e.g. step down into this hoop, into this square, on the floor, etc. Gradually increase height of box.</p>	<p>PREP: A Preschool Play Program for Retarded Children. The Clumsy Child: A Program of Motor Therapy.</p> <p>Until the Whistle Blows - A Collection of Games, Dances and Activities for Four to Eight Year Olds.</p>



MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 2

A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <ul style="list-style-type: none">-ascending stairs -hopping. 2. <u>Specific Equipment</u> <u>Skills:</u> (with supervision) -climbing ladder -riding scooter -pulling/riding a wagon	<p>Stand behind the child, manipulate his hands and feet and push him at the hips to the next step. Place a toy on the step above: play "Follow the Leader", etc.</p> <p>Face the child holding both his hands while he stands on one foot. Pull him down so that his leg is bent, and jump.</p> <p>Use a ladder with small spaces between rungs. Stand behind the child, lift one hand, then the other hand onto the next rung. Repeat the same with the feet. Vary the slope of the ladder.</p> <p>Sit the child on the scooter, with his hands at the side holding on. Grasp the child's ankles and move one foot at a time.</p> <p>Pull the child around in the wagon. Encourage child to pull his favorite toys, objects, friends, etc. in the wagon. Have child pull the wagon around obstacles.</p>	



MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES,

Level 2

A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <ul style="list-style-type: none"> -riding a tricycle -sliding -somersaulting over bar -hanging from knees on a bar 	<p>Have child sit on the tri- cycle, hands on the bars, feet on the pedals. From behind, place your hands over the child's hands to assist steering and push the tricycle forward. Reduce assistance to a push from be- hind.</p> <p>Have child steer around obstacle course.</p> <p>Start on a wide ramp or incline, sit behind the child with legs tucked around him and slide down together. Hold the child by his hands and gently pull as he slides down.</p> <p>Start with the bar at hip height. Have child rest with his hips bent around the bar. Have the child bend, forward, lift his legs over the bar and continue to support to the mat. Have the child roll over to a standing position.</p> <p>Start with parallel bars. Hold the child's ankle and lift it up onto bar. Slide child's legs forward until his knees are over the bar. On a single bar, have child hold the bar with hands shoulder width apart.</p>	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 2.

A. Fundamentals of Movement

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

-swinging.

3. Body Control Skills:

-walking up an incline

-climbing up

-climbing down

Stand behind the child, support the shoulders and slowly unhook hand so the child is hanging; then reduce shoulder support.

Stand behind the child and lift him up to a bar. Put your hands firmly over his and let the child hang. Gradually reduce hand support. Have child stand on bench holding the bar, step off and swing. Have child stand on a bench: place the child's hands around a rope and a knot between the legs. Support under the knot; swing the child back and forth. Gradually reduce assistance.

Place the child on an inclined bench, first on his stomach, then kneeling; then standing. Hold both hands, then one hand and pull so the child walks up the bench. Reduce support.

Start with a box of hip height. Demonstrate climbing action. Guide body parts. Gradually increase height of box.

While holding the child at the waist support him as he releases his hands and slides off the box onto his feet on the floor.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 2

A. Fundamentals of Movement

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

-forward roll

Have child assume a squatting position with his hands on the mat. Push on the back of the child's head and seat until he rolls over.

-backward roll

Have child lie on his back, his hands on the mat over his head, palms down. Supporting the hips lift him up and over in the roll.

-balancing.

Support the child by holding two appropriate body parts, e.g. two hands, one foot and one hand, shoulder and leg, etc. Reduce assistance to support with one hand. Gradually eliminate support.

4. Object Control Skills:

-throwing

Have child drop a small and soft ball into a basket, box, etc. Have child stand facing the wall and hurl the ball. Use various targets on the wall, e.g. suspended targets, targets that fall over when hit.

-kicking

Begin instruction with a large soft ball at least 6" in diameter, then progress to a smaller, more rigid ball. Have child use simple leg swing from the knee to kick a stationary ball. Have child stand several steps from a stationary ball, then run forward and kick the ball.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 2

A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <ul style="list-style-type: none"> -striking -batting -catching -bouncing. 	<p>Stand behind the child, holding his hands on a hockey stick. Put the hockey stick directly behind the puck and push the puck forward. Have the child hit a puck forward, possibly to a partner. Use targets, goals and partner work.</p> <p>Place a large, light ball on a tee level with the child's waist. Stand behind the child covering his hands and swing the bat. Wait for a bounced ball to reach the child's waist height, and then swing the bat through horizontally to strike the ball.</p> <p>Begin with a large soft ball. Have child sit facing a wall, legs apart then roll the ball and catch. Have assistant or second instructor toss a large ball to arrive between waist and chest height from a distance of about 150 cm.</p> <p>Start with a large ball. Face the child and drop the ball while holding the child's hand to move and follow the ball to tap it. Have child drop the ball and bounce it several times in succession.</p> <p>Place the child inside a hoop to bounce the ball or draw/tape a target on the floor.</p>	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 2

B. Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Participates in activities appropriate to the acquisition of the skills listed in the Fundamentals of Movement.</p> <p>Participates in an appropriate aquatics program.</p> <p>Participates in group activities.</p> <p>Participates in elementary rhythmic games and activities.</p> <p>Uses outdoor community playground equipment.</p>	<p>See strategies for Fundamentals of Movement. Suggested activities include:</p> <ul style="list-style-type: none"> -playing on trestle equipment; -practising riding scooters, other non-peddalling wheeled toys and tricycles; -playing with bean bags, hoops, balls, etc. <p>See Red Cross Swimming Program.</p> <p>Have child participate in small groups in activities involving paralleled performance of basic skills, e.g. everyone jumps, everyone runs.</p> <p>Play "Follow the Leader"; run through obstacle courses.</p> <p>Have child march or move to music. Have child sing and play games such as "Ring Around a Rosie", "London Bridge", etc.</p> <p>Use the outdoor facilities in neighbouring community parks. Take field trips to playgrounds, etc. Teach the child to use the equipment available and increase his repertoire of stunts and activities for free play use.</p>	<p>Red Cross Manual.</p> <p>PREP: A Preschool Play Program for Retarded Children.</p> <p>Peabody Early Experiences Kit.</p>

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 2

B. Games and Activities

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Participates in local community programs where available, e.g. swim and gym.

Encourage the child to participate in regular community programs during leisure hours. Inform parents of the programs available in your area.

Information from: Community Parks and Recreation, Service Clubs, Youth Groups, etc.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 2

C. Social Skills Related to Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Attends to the task being presented.</p> <p>Responds appropriately to the instructor.</p> <p>With prompting, functions in a group setting.</p> <p>Uses some appropriate courtesies, e.g. please, thank you.</p>	<p>Explain the principles of sharing, being courteous to others rights, etc.</p> <p>Set example behaviors. Make the use of courtesies continuous and obvious.</p>	

FINE ARTS AND INDIVIDUAL EXPRESSION

Level 2

A. Crafts, Hobbies and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Holds pencil and scribbles.</p> <p>Makes creative patterns.</p> <p>Explores use of different media, e.g. paints.</p> <p>Demonstrates initial use of scissors.</p> <p>Makes flat hand motions in finger paint activity.</p> <p>Participates in a sensory awareness program.</p> <p>Plays with blocks and other simple toy building sets.</p>	<p>Provide child with opportunity to scribble on large paper, blackboard, with chubby stumps, etc.</p> <p>Utilize pencil grips to help child hold onto pencil.</p> <p>Have child trace over templates and stencils.</p> <p>Have child experiment with paint, plasticine, clay, etc.</p> <p>Use two handled scissors to assist child in cutting motions.</p> <p>Have student play with finger paint making flat hand circles and lines.</p> <p>Incorporate these experiences as a part of daily routines, e.g. assisting in food preparation: cookies; dump and fill activities, e.g. sand, macaroni, water.</p> <p>Go for nature walks and collect dry materials. Make collages. Plant seeds or vegetable patch.</p> <p>Ensure toys are not too difficult to manipulate. Have child model. Use large building blocks, of various shapes or self-stacking variety.</p>	<p>Dubnoff School Program. Pencil grips, chubby stumps, etc.</p> <p>Art is Elementary: Teaching Visual Thinking Through Art Concepts.</p> <p>Stamp-a-Shape. Templates, stencils.</p> <p>A Handbook of Arts and Crafts for Elementary and Junior High School.</p> <p>Creative Art for the Developing Child.</p> <p>I Can Make a Rainbow. Multi-Sensory Educational Aids from Scrap.</p>

FINE ARTS AND INDIVIDUAL EXPRESSION

Level 2

A. Crafts, Hobbies and Activities

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Identifies two primary colors.

Identifies the top of objects.

Makes circles and lines.

Participates in the making of simple craft projects.

Incorporate color identification with everyday conversations with child, e.g. juice at snack time,

Use functional examples, e.g. color of pants.

Play games with the child where he must position concrete objects.

Use templates to assist child. Have child trace over heavy lines. Guide hand, fade assistance.

Use simple projects which require skills the child already has, e.g. macaroni art, string painting, simple print-making, collages, tear and rip projects.

Teaching Crafts to the Mentally Retarded.

Templates.
Trainable Children:
Curriculum and
Procedures.

Creative Art
for Learning.

FINE ARTS AND INDIVIDUAL EXPRESSION

Level 2

B. Music

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <ul style="list-style-type: none"> Listens to music for enjoyment. With assistance, participates in musical games. With assistance, imitates simple rhythmic hand movements. With assistance, uses some rhythm instruments. With assistance, imitates simple rhythmic foot movements. With assistance, moves in time to repetitious beat. With assistance, participates in group songs and action songs. 	<ul style="list-style-type: none"> Play records and do actions with child. Have child model different ways to move to music, e.g. move like a rabbit, elephant. Use music to introduce quiet time, e.g. lullabies. Introduce musical games to the children, e.g. musical chairs (adapted). Use foam-backed carpet squared. Manipulate child's hands to perform desired movements. Fade prompts as his ability increases. Provide opportunities for child to use rhythm instruments. Guide his hands to correct position for use. Play rhythm, have child try to imitate. Play record, tape or piano for child to play along with. Demonstrate foot movements. Guide feet to imitate action. Play music and have child try to use movement that was taught. Play tape or record which has a strong beat. Guide child to move to beat. Demonstrate some possibilities for movement, have child try to imitate. Provide opportunities for singing. Demonstrate appropriate actions and do them with child so he can imitate. 	<ul style="list-style-type: none"> Self-Help Skills: Adaptive Behavior. Music for Special Education. Reaching the Special Learner Through Music. Hap Palmer records.



FINE ARTS AND INDIVIDUAL EXPRESSION

Level 2

C. Drama

OBJECTIVES	TEACHING STRATEGIES	MATERIALS.
<p>The child:</p> <p>With assistance, participates in activities that imitate actions of certain animals, e.g. dog, lion.</p> <p>With assistance, imitates simple words or sounds associated with animals and people.</p> <p>Begins to demonstrate feelings such as happy and sad.</p> <p>With assistance, participates in group activity, e.g. action song.</p>	<p>Demonstrate actions through song or looking at picture of animal. Have child indicate what kind of animal it is.</p> <p>Take a trip to zoo to see these animals.</p> <p>Role play familiar activity.</p> <p>Sing "Old MacDonald Had A Farm", etc.</p> <p>Use puppets or, through a game, illustrate happy and sad. Use a mirror to illustrate feelings.</p>	<p>DUSO Kit.</p> <p>DUSO - How Do You Feel (game).</p>



FINE ARTS AND INDIVIDUAL EXPRESSION

Level 2

D. Recreation

OBJECTIVES

The child:

Entertains self playing with toys for increasing period of time.

With assistance, plays simple card games.

Follows/imitates other play activities.

TEACHING STRATEGIES

Provide toys for the child to play with.

Have another child or teacher show child how to play with specific toys. See if child can play with it on his own. Provide help when necessary.

Use interest centres, e.g. hospital, home.

MATERIALS

Card holders.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 2

A. At Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Identifies an increasing number of areas and items in home environment, e.g. rooms, belongings.</p> <p>Identifies a new member of a family, e.g. baby.</p> <p>Practises social amenities appropriate for age, e.g. greets, comes when called.</p> <p>With reinforcement, follows family rules applying to self.</p>	<p>Play locating games with the child, e.g. "Show me your sock", "Bring me the ball".</p> <p>Play action games and songs with the child.</p> <p>Have child assist you in everyday chores, e.g. setting the table, washing dishes. Label both the action and the object. Verbalize your actions and let child watch you.</p> <p>Show pictures.</p> <p>Take the child to visit a family who has a new baby.</p> <p>Point out baby animals to the child at the zoo.</p> <p>Show the child pictures in books.</p> <p>Demonstrates how to answer doorbell and telephone. Let child answer.</p> <p>Play modelling games and demonstrate appropriate vocalization and/or gesture; play game: "Do as I do", "Say what I say".</p> <p>When someone arrives at door say, "Hi _____", and have child model.</p>	<p>Action World; Singing Games 1 and 2.</p> <p>The Classification Game.</p> <p>Consonant Pictures for Pegboard.</p> <p>Family Face Puppets.</p> <p>Starters People.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 2

B. At School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Identifies an increasing number of areas and items in school environment.</p> <p>With reinforcement, follows rules applying to self.</p> <p>Plays in small group, sharing toys.</p>	<p>Play games involving locating objects that are in sight, e.g. "I spy".</p> <p>Have older student in school lead child to specific location, e.g. office.</p> <p>Have a set of rules with consistent consequences. Set areas and actions which are off limits.</p> <p>Provide opportunities for the child to play in small groups with other children, sharing toys from a toy box. Demonstrate sharing and have child model.</p>	
<p>With assistance, carries out simple class chores/errands.</p>	<p>Have a sharing time when child brings a favorite toy from home and demonstrates how it works.</p> <p>Have child participate in varied school chores, particularly those involving his own belongings and classroom clean-up. Give simple directions and model behavior for each of the steps involved in the task.</p> <p>Have a "helping hands chart" where each child has one classroom job he is responsible for undertaking for a week. e.g. collect papers, sweep floor.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 2

C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Associates uniformed personnel with people who help him, e.g. nurse, policeman.</p> <p>Responds to authority of adults.</p>	<p>Have local policeman and fireman come to school to talk to children about their role. Take field trips to firehall and hospitals.</p> <p>Using storyboard figures, explain role of familiar uniformed personnel.</p> <p>Provide various experiences for the child to have contact with different adults, e.g. a recreational program using community facilities.</p>	<p>Community Careers.</p>
<p>Identifies some areas in immediate environment.</p> <p>Identifies some neighborhood friends.</p>	<p>Have child follow simple directions given by adults, e.g. take something to neighbor.</p> <p>Have the child help with age appropriate yard tasks as well as using play equipment and toys in own yard.</p> <p>Have child participate in community programs, e.g. recreation or nursery school.</p> <p>Invite neighborhood children over to play or for a picnic. Plan and carry out organized games and activities with adult friends who have children, e.g. a trip to the zoo.</p>	



CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 2

C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Begins to behave in an appropriate manner when National Anthem is played.</p> <p>With assistance, follows some community rules and routines applying to self, e.g. puts garbage in garbage containers.</p>	<p>Have child participate in school assemblies.</p> <p>Have an opening exercise once a week and invite special guests to attend. Instruct children in proper behavior and have them model.</p> <p>Provide various community experiences, e.g. eating in park, crossing streets with adults.</p>	<p>Starters Places.</p>
	<p>Verbalize to child what is expected of him. Physically correct behaviors which are inappropriate, e.g. littering: take child back to place where he littered and lead him to garbage can.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 2

D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Ecology</u>:</p> <p>The child:</p> <p>Identifies some familiar living organisms; e.g. birds, fish.</p> <p>Provides some aspect of pet care, e.g. food.</p> <p>Recognizes that baby animals have mothers.</p> <p>Recognizes some familiar plant forms, e.g. tree, grass, flower.</p>	<p>Take child to locations where he may interact with live, tame animals, e.g. petting zoo, kennel.</p> <p>Show the child pictures of common animals in books.</p> <p>Play games and make use of manipulative materials to name animals.</p> <p>Have child participate in the care of family pet or school pet.</p> <p>Play a game where child must locate pictures of "care" items that go with pet.</p> <p>Take child to zoo or farm in spring and observe new offspring.</p> <p>Show the child pictures of mother and baby animals in books.</p> <p>Play matching games, e.g. cat/kittens pictures.</p> <p>Play outdoor locating games, e.g. "Show me the flower".</p> <p>Play collecting games with the child at different times of the year, e.g. colored leaves in the fall, crocus in the spring.</p>	<p>Starters Series:</p> <ul style="list-style-type: none"> -Birds -Fish -Dogs -Cats -Bears -Horses. <p>Teacher made pictures of cat food, cat brush, water bowl, scissors, kitty litter box, etc.</p> <p>Animal Babies.</p> <p>Mothers, Babies and their Homes.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 2

D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child;</p> <p>Identifies some familiar vegetables.</p> <p>Recognizes that a plant grows.</p> <p>Identifies sources of water in a familiar setting.</p> <p>Identifies soil.</p> <p>Identifies one natural form in own environment, e.g. hill, gravel.</p>	<p>Have child help you shop for vegetables and locate them, or label them for him.</p> <p>Have the child help you in salad preparation.</p> <p>Show pictures.</p> <p>Plant pea, bean, corn or other seeds and have child notice growth.</p> <p>Plant a bulb in water glass.</p> <p>Assign watering chores (with help) to plants.</p> <p>Have the child follow simple instructions to locate water sources, e.g. helping to fill a swimming pool.</p> <p>Use sand and water table; have child play in sandbox.</p> <p>Include filling/pouring/dumping and water addition. Label the medium for child and have him model word.</p> <p>Take child for various walking expeditions in immediate environment, e.g. walk up a hill, play in a field.</p> <p>Label the natural form and have child model word.</p> <p>Use nursery rhymes, e.g. "Jack and Jill".</p>	<p>Peabody Language Development Kit P.</p> <p>Sand and water table.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 2

D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>2. <u>Weather:</u></p> <p>The child:</p> <p>Keeps simple weather chart.</p> <p>3. <u>Energy:</u></p> <p>The child:</p> <p>Differentiates between hot and cold.</p> <p>Identifies a familiar light source, e.g. lamp.</p> <p>4. <u>Pollution:</u></p> <p>The child:</p> <p>With assistance, identifies litter.</p> <p>Disposes of litter appropriately.</p> <p>Identifies sources of sound.</p>	<p>Make a "calendar", have children glue on pictures each day of snow, sun, clouds, etc.</p> <p>Pair words for certain concrete objects with word hot/cold, e.g. hot soup, hot stove; cold snow, cold juice.</p> <p>Play locating games, e.g. "Show me the light".</p> <p>Have child participate in activities which involve identifying litter, e.g. yard cleaning, garbage hunts.</p> <p>Demonstrate and have child model.</p> <p>Have child play with a variety of sound producing materials, e.g. wind-up toys, rhythm instruments, household items.</p> <p>Have child blindfolded or turn around and guess which item made the sound.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 2

D. Environmental Education

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Have child answer telephone and doorbell, and tell you when oven timer goes off.

Play a game where child must guess what animal/vehicle made sound, e.g. roar: lion; whoo-who: train.

5. Conservation:

The child:

Demonstrates initial understanding of excess.

Pair the words "too much" with a specific activity, e.g. left-over milk, food left on plate.

Turns some lights on and off.

Have child follow simple directions for turning lights on and off. Physically assist if necessary.

Pair turning lights off with completing an activity, e.g. after a bedtime story, going into another room.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Personal Characteristics:</u></p> <p>The student:</p> <p>States name and telephone number.</p> <p>With assistance, states some names of family members and friends.</p> <p>Recognizes school and home by sight or photograph.</p>	<p>Ask student his name and telephone number. Prompt response if necessary.</p> <p>At roll-call have student repeat name.</p> <p>Present pictures of family members. Ask student to identify them. Give verbal cues if necessary.</p> <p>Have student draw pictures of his family and/or friends and then have him tell you who they are.</p> <p>Walk to student's home and have him show you where he lives.</p> <p>Show student photos of several houses. Have him identify his house.</p> <p>Walk or drive by school with student. Ask him what school it is.</p>	<p>Tape Recorder.</p> <p>Washington State Cooperative Curriculum Binder 2.</p> <p>Instructional Programming for The Handicapped Student.</p> <p>Social Learning Curriculum.</p> <p>Photos of family.</p> <p>Photos of school/house.</p>



UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies own property by sight.</p> <p>With assistance, chooses an activity of interest from among two or three teacher selected activities.</p>	<p>Provide storage facilities for student's personal belongings. Encourage student to put his own belongings away.</p> <p>Provide opportunities for student to identify own belongings from other's that are similar.</p> <p>Provide opportunities for student to select activities that he likes to do in his leisure time.</p> <p>Teach student how to play board games.</p> <p>If student is having difficulty selecting leisure time activity, select it for him, keeping his interests in mind. Fade prompting so that eventually student chooses his own leisure activities.</p>	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>2. <u>Physical Self:</u></p> <p>The student:</p> <p>Identifies body parts related to the five senses.</p> <p>With assistance, identifies body parts.</p> <p>Recognizes own image in mirror or photographs.</p>	<p>Have the student complete the following sentences with correct responses: "I see with my _____", "I hear with my _____", etc.</p> <p>Name body parts and point to them. Ask student to name or point to specific parts.</p> <p>Play "Simon Says". Sing "Head, Shoulders, Knees, and Toes".</p> <p>Have student draw pictures of himself. Draw attention to his body if he leaves parts off.</p> <p>Hold mirror up in front of student. Ask "Who do you see?", and have student respond by saying his own name or <u>me</u>.</p> <p>Have each student pick out a picture of himself from several.</p> <p>Take group photo, have student point out self.</p>	<p>My Face and Body (flannelgraph). Large Body Puzzle. Body Concept-Spirit Masters I, II. Social Learning Curriculum. Workjobs. Five Senses Poster Set. Peabody Language Development Kit. Doll. Instructional Programming for The Handicapped Student.</p> <p>Mirror. Photographs of student. Photograph of student and other people. Portage Guide to Early Education.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>With assistance, relates pictures of people to age in terms of baby, mom, dad.</p> <p>States own sex.</p> <p>Identifies actions requiring privacy.</p>	<p>Show student variety of pictures of people. Ask him to show you which ones are the same <u>size</u> as he is; same <u>size</u> as mom and dad. Relate <u>size</u> to age and help student to make relationship.</p> <p>Tell student that he is a boy/girl, then ask "Are you a boy or girl?". Gradually fade prompting.</p> <p>Play games where teams are divided into boys/girls. See if student can put himself in the correct team; prompt when necessary.</p>	<p>Pictures of people at different ages.</p> <p>Social Learning Curriculum.</p>
<p>3. <u>Emotional Self</u>:</p> <p>The child:</p> <p>Identifies specific emotions in self and others, e.g. sad, happy, angry, from facial expressions, posture, verbalizations.</p> <p>Tightens and relaxes specific muscles when requested to do so, e.g. fist.</p>	<p>Have student sort pictures of people according to how they feel: happy, sad, etc. Have student find pictures of people displaying specific emotions, make posters.</p> <p>Have student model your actions. Use a variety of positions from which to practise: prone, sitting, standing.</p> <p>Start with gross motor movements (legs) and then add fine motor movements (fist).</p>	<p>Pictures of people displaying a variety of emotions. Exploring Our Emotions (poster set). Workjobs. DUSO kit.</p> <p>Relaxation - A Comprehensive Manual for Adults, Children, and Children with Special Needs. Kiddie QR.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

A. Knowledge of Self

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Indicates specific situations or things that make him happy, sad, angry.

Display a poster which shows what makes students happy, sad, angry, etc.

Play "How do you Feel Game". Have student make a happy/sad face. Ask some questions about how he feels and have him respond by holding up the appropriate happy or sad face, e.g. "How do you feel when you have a new toy?", "How do you feel when your Mom/Dad is angry at you?".

Human Development Program: Magic Circle.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Needs and Motivations:</u></p> <p>The student:</p> <p>Expresses needs in daily situations.</p> <p>Identifies appropriate person to whom needs can be expressed, e.g. parents, babysitter, teacher.</p> <p>With assistance, satisfies own needs.</p>	<p>Encourage student to express what he wants. If student appears cold, hungry, etc. ask "What is wrong?". Identify and overcome the problem.</p> <p>Show pictures of familiar people. Make a display depicting what these people do for the student, e.g. parents: food, clothing, shelter.</p> <p>Role play situations where student needs something and has to identify person who can help him.</p> <p>Praise student for taking the initiative to do things for himself.</p>	<p>Portage Guide to Early Education. Social Learning Curriculum.</p> <p>Pictures of familiar people. What Would You Do? (cards).</p>
<p>2. <u>Factors Affecting Relationship:</u></p> <p>The student:</p> <p>Categorizes familiar and unfamiliar people with respect to age, e.g. baby brother and unknown baby.</p>	<p>Show student pictures of familiar and unfamiliar people. Have student tell you which people he knows and which people he does not know.</p>	<p>Pictures of familiar and unfamiliar people.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

B. Social Relationships

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Recognizes roles of familiar people, e.g. parents, teachers, policemen.

Show student pictures of familiar and unfamiliar people.

Have student put pictures in sequence starting from youngest to oldest, using 3 pictures only.

Make classroom chart. Sequence ages of members of class from oldest to youngest or vice versa and put on display.

Have student make an age sequence chart of his own family.

Show student pictures of people working. Discuss the different jobs that they do and how you can tell by looking at the pictures.

Role play the jobs of some familiar people: what does the student's mother do, father, etc.

Variety of pictures of people of different ages. Social Learning Curriculum. People Puzzles-Families.

Pictures of familiar and unfamiliar people in specific roles: policeman, parents, etc. Occupation Photographs. Job Puzzles. Occupation Match-ups.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies characters in a story.</p> <p>3. <u>Handling Social Interactions:</u></p> <p>a. <u>Expressive Communication Skills:</u></p> <p>The student:</p> <p>Communicates in a number of ways, e.g. gestures, speaking, writing, facial expression.</p> <p>Communicates using socially acceptable behavior, e.g. maintaining eye contact, getting attention before speaking.</p>	<p>Read variety of stories to students. Provide picture and word clues to describe characters, see if student can name the characters.</p> <p>Provide descriptions (verbal or visual) of well known story characters. Have student name/locate the characters.</p> <p>Role play actions, feelings, etc. Ask student to identify them.</p> <p>Use puppets so student can communicate through them.</p> <p>Ask student to demonstrate certain feelings through facial expressions, e.g. "How would you look if you were mad", etc.</p> <p>Utilize Magic Circle to practise these behaviors.</p>	<p>Variety of pictures of story and television characters.</p> <p>Puppets.</p> <p>Human Development Program: Magic Circle.</p>



UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Asks questions to get information, e.g. who, why, what.</p> <p>Communicates feelings in a variety of ways, e.g. laughs, cries, rejects, accepts.</p> <p><u>b. Receptive Communication Skills:</u></p> <p>The student:</p> <p>Responds to both verbal and non-verbal communication.</p>	<p>When reading a story to the student use different questions - why, how, who, etc., to find out whether or not he understands the story.</p> <p>Encourage student to ask questions to get more information. Demonstrate different ways of asking questions: who, what, etc.</p> <p>Provide opportunity for student to identify magazine pictures expressing feelings. Have him match how he feels to a picture of someone displaying a particular feeling.</p> <p>Have student cut out pictures which show some emotion. Have him tell you how the people in the pictures are feeling.</p> <p>Provide opportunity for student to see something funny, e.g. television show, a clown. Encourage them to laugh.</p> <p>Observe student's response, when hearing or seeing something sad. If response is inappropriate, model and verbalize appropriate response.</p>	<p>Magazine pictures.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

B. Social Relationships

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

With assistance, repeats short message.

c. Problem Solving and Decision Making:

The student:

Responds appropriately to choices made for him.

Chooses between two activities.

Resolves some minor conflict, but appeals for help when necessary.

Have student give short message to another student, teacher, etc.

Makes choices on student's behalf and encourage him to accept appropriately.

Present various choices to student.

Have student resolve minor conflicts. Assist only when asked. Praise student for resolving conflict.

When student appeals for help guide him in his decision, but encourage him to make the decisions.

After reading a story that has conflict in it, ask student to identify the conflict and the solution.

TRAVEL
 Level 3
 A. Ways to Travel

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies some ways to travel.</p> <p>Demonstrates knowledge of paying for some forms of travel.</p> <p>Identifies drivers of some vehicles.</p>	<p>Have the student travel on different modes of transportation, e.g. bus, train. Take pictures of the vehicle and have him label.</p> <p>Have the student participate in non-vehicular travel, e.g. riding a tame pony, and point out that these are also ways to travel.</p> <p>Show pictures of different ways to travel, e.g. airplanes, boats. Make a game by asking student to find the picture showing how he gets to school, etc.</p> <p>Have student travel on city transit. Give him fare to deposit.</p> <p>Visit an amusement park where the student can ride on a train or boat. Have him help purchase ticket and present ticket upon boarding vehicle.</p> <p>Take field trip to bus station, airport, etc. Point out where tickets are bought.</p> <p>Have student deliver a message or note to own school bus driver.</p>	<p>Magazines-Travel. Directionality Form Frames: Vehicles.</p> <p>Farm and Transportation stencils.</p>

TRAVEL
 Level 3
 B. Travel Skills

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Follows simple travel commands.

Distinguishes between the colors red, green, yellow.

States own name and name of school.

Recognizes immediate environment of home and school.

Play walking games such as "Stop-Go", "Green Light-Red Light".

Take the student to area surrounding the school and have him follow simple directions, e.g. wait at the park bench, stop at the corner. If necessary teach the location first and add the direction later.

Play "I Spy", e.g. "Find the green plant".

Play games involving matching colors with assistance.

Practise responses to different traffic colors using a traffic light.

Role play name giving, e.g. "What is your name?".

Role play presenting an identification card when asked for name of self and school.

Have the student follow simple directions in the classroom, e.g. finding familiar items, doing certain actions. Physically assist if necessary.

Bees.

Large Knobbed Puzzle: Traffic Light.

TRAVEL
Level 3
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies own school bus.</p> <p>Identifies some basic pictorial signs of information, e.g. picture of woman/man on washroom doors.</p>	<p>Have the student deliver messages and objects to different areas of the home and school, e.g. delivering art supplies to students and putting away dishes at home.</p> <p>At dismissal time lead student to own bus. Use a bus number or sight of driver as a cue. Gradually decrease the distance you must take him to find his own bus, until he may be dismissed from room, with supervision, and board own bus.</p> <p>Have the student deliver a note to own bus driver.</p> <p>Take the student to public places, e.g. airport, train station, which have international signs. Point out signs, and follow them to their destinations. When possible use the facilities that the signs represent, e.g. make a phone call, have a drink.</p> <p>Play matching games where student must match the pictorial sign with the picture of what it represents, e.g. telephone with a picture of a telephone.</p>	<p>Large Knobbed Puzzle: Traffic Sign. Pictures of locations taken from magazines. Functional Signs Match-up. Safety Signs. Home Safe Home Kit. Survival Signs. Road Signs of the Times.</p>

TRAVEL
Level 3
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies some behaviors which are appropriate in public.</p> <p>Differentiates between strangers and family and friends.</p> <p>With reinforcement, demonstrates appropriate behaviors in public.</p> <p>With assistance, selects coins for fare.</p> <p>Demonstrates understanding of travel associated with specific time of day, e.g. time bus leaves.</p> <p>Demonstrates understanding of rules for safe crossing, e.g. look both ways.</p>	<p>Have the student participate in a number of expeditions to different community settings, e.g. eating out, shopping. Use consistent enforcement procedures for following rules and procedures, e.g. eating quietly; not removing unwanted items from shelves.</p> <p>Have the student participate in activities with family and friends, e.g. play with friends in neighborhood.</p> <p>Play locating games where the student must deliver something to a family member or friend who is in sight.</p> <p>Have consistent rules and routines while travelling.</p> <p>Use a manipulative clock or large wall clock to point out hourly time for specific events, e.g. time bus leaves.</p> <p>Have student cross quiet streets in immediate school environment, using acceptable method of crossing.</p> <p>Have the student play a game of locating signs for pedestrians near school and in pictures.</p>	

TRAVEL .
Level 3
B. Travel Skills

OBJECTIVES

The student:

Demonstrates understanding of rules of safe riding, walking, e.g. car, bus.

TEACHING STRATEGIES

Have the local police visit the school and demonstrate or show films on the correct way to cross streets.

Have the student ride his bicycle or tricycle in a variety of settings, e.g. parks. Stress safe areas for riding.

Run a "pedal pushers" club at school and offer certificates to students who meet certain qualifications.

Use manipulative materials and games to identify road signs and safety rules.

MATERIALS

Stories about Safety (filmstrip).

Alberta Safety Council Materials.

Road Signs of the Times.

HEALTH
Level 3
A. Nutrition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Distinguishes between foods and non-foods.</p> <p>With assistance, distinguishes between foods that are edible and inedible, e.g. spoiled, dirty.</p> <p>Communicates the need to eat.</p> <p>Identifies some foods by name.</p> <p>With assistance, classifies food in at least two food groups as fruit, meat, vegetables.</p> <p>Names a few food sources.</p> <p>With supervision, eats a variety of foods.</p> <p>Accepts quantity control of food consumption.</p>	<p>Place foods and non-foods on plate. In a group activity ask students whether they may or may not eat it.</p> <p>Introduce the idea of "garbage foods" to students: anything that smells tainted, falls on the floor, etc., is food for the garbage can.</p> <p>Make posters to facilitate identification of various foods.</p> <p>Use plastic fruit and vegetable samples to generate discussion. Have student name and classify the foods in his lunchbox.</p> <p>Develop a snack program with parents' assistance.</p> <p>Include a broad selection of foods, providing a balanced diet.</p> <p>Have parents, teachers and others apply quantity control.</p>	<p>Small model kitchen.</p> <p>Peabody Kit Level 1.</p> <p>Canada Food Guide. Department of Agriculture Materials.</p>

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

1. Knowledge of Body:

The student

With assistance, identifies some body parts.

States the function of some body parts.

States own sex.

Model parts as student assembles puzzle. Have him find body parts on another student or on dolls. Do the "Hokey Pokey". Emphasize body parts with a story, e.g. "Three Little Pigs".

Discuss and show pictures which clearly show differences between boys and girls:

Play a game where student selects another student of the same sex to be a partner.

Feeling Fine Series.
Self Concept - Body Parts Dice Game.
Peabody Level K: Mannekins.
Peabody Early Experiences Kit (tapes).
Look 'n Do Body Parts Activities.
My Face and Body (flannelboard).



OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>2. <u>Care of the Body:</u></p> <p>The student:</p> <p>Washes and dries hands, face, neck and ears.</p> <p>Completes most steps in showering/bathing except water regulation.</p> <p>Brushes teeth independently.</p> <p>Brushes/combs hair.</p> <p>Independently takes care of toileting needs.</p> <p>Remains dry while sleeping.</p>	<p>Physically assist the student, fade assistance.</p> <p>Demonstrate safety procedures.</p> <p>Put a mark on tub so student knows how far to fill tub.</p> <p>Introduce hair blower for drying hair.</p> <p>Set up brushing routine: after meals, etc.</p> <p>Have dental hygienist visit school and give demonstration.</p> <p>Set up routines. Have other students judge appearance for neatness.</p> <p>Reinforce correct toileting procedures. Make spot checks to make sure toilet hygiene is carried out.</p> <p>Use public washrooms when on field trips.</p> <p>Note: Of special interest to parents: enuresis may pose problems to the student when he attends overnight camping programs.</p> <p>Collaborate with parents to decrease the amount of fluids before bedtime: toilet before sleeping. Make nightly checks to see if student is dry; praise for a dry bed in the morning.</p>	<p>Instructional Sequences: Grooming and Toileting.</p> <p>Instructional Sequences: Grooming and Toileting.</p> <p>C.A.M.S. Self-Help Program.</p> <p>Your Mouth Speaking Kits.</p> <p>C.A.M.S. Self-Help Program.</p> <p>Toilet Training the Retarded.</p> <p>C.A.M.S. Self-Help Program.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Associates rest time with quietness.</p> <p>Communicates discomfort with increasing specificity.</p> <p>3. <u>Drugs and Alcohol:</u></p> <p>The student:</p> <p>Takes medication only when administered by parents or trusted adult.</p>	<p>Note: For older children with poor bladder control an alarm clock to arouse them prior to accident time may be helpful. Consult your family physician or public health nurse for specific programs.</p> <p>Establish a set time for daily rest.</p> <p>Role play situations that require student to request assistance.</p> <p>Teach student to say "help please" as a baseline.</p> <p>Visit nurse.</p> <p>Put "stop" signs on medication bottles, to help student realize that medication must be given by adult.</p>	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies personnel in the health field, e.g. nurse, doctor.</p>	<p>Role play situations requiring a health helper; ask student to select appropriate helper.</p> <p>Plan a visit from a resource person: health nurse, dentist, etc.</p> <p>Illustrate, using posters and pictures of health helpers.</p>	

SAFETY

Level 3

A. At Home and School

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

With supervision, practises safe use of objects and materials encountered at home and at school, e.g.:

- sharp objects
- appliances
- electrical outlets
- tools
- poison
- gym equipment.

Keeps work/play area orderly and safe.

Moves safely on stairs and landings, etc.

Demonstrates care and safety in use of small objects.

Follows fire drill routine.

Demonstrates ability to alert others in case of fire.

Use safety puppet presentation and booklets.

Use plastic bins to store materials. Sign a song when it's time to put away toys. Tune: "Skip to my lou"; words: We put our toys where they belong, (repeat) so everyone can find them.

Note: Turning "lights out" is an effective technique to have student put things away; use consistently.

Establish a routine for student to go up and down the right side of stairs, holding the rail. Emphasize "eyes go before feet" to prevent falls.

Discuss danger of putting objects in nose, ears, etc.

Practise fire drill routines. Show films.

How To Have an Accident In The Home;
Jiminey Cricket's I'm No Fool With Electricity.

SAFETY

Level 3

B. Community

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Practises some safety rules when walking or riding a bike.

Recognizes consequences of not adhering to safety rules.

Accepts direction in emergency situations.

Recognizes sources of help in emergency situations, such as getting lost, e.g. neighbors, police, bus driver.

Teach correct crossing techniques. Emphasize sidewalks are for people and roads are for cars. Show films/filmstrips. Use mock roads and crossings to teach safety skills. Visit "Safety City" where available.

Make community streets, roads and sidewalks in a sand table. Use toy people and cars for mock situations.

Provide adult direction and guidance.

Invite resource persons with materials. Illustrate with pictures and posters of helpers.

Arrange visits to community helpers (fieldtrips).

What's A Block Parent (film).

Hansel and Gretel (film).

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Practises safety rules in the following areas and activities:</p> <ul style="list-style-type: none">-gym-playground-parks-swimming pool-tobogganing-skiing-skating rink. <p>Identifies dangers of recreational equipment in familiar situations.</p> <p>Seeks help when injured.</p>	<p>Emphasize the importance of students staying where they can see their teachers.</p> <p>Role play incidents that require seeking help.</p>	<p>Films: Jiminey Cricket's I'm No Fool in Water.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Why Work:</u></p> <p>The student:</p> <p>With assistance, responds appropriately to tasks assigned in the classroom.</p> <p>Recognizes relationship between task performance and reward.</p> <p>Performs some tasks without promise of tangible rewards.</p> <p>2. <u>Job Awareness:</u></p> <p>The student:</p> <p>With assistance, indicates that other people work.</p>	<p>Provide physical assistance and verbal prompts.</p> <p>Make contractual agreement with student: successful completion of given tasks brings given reward.</p> <p>Withhold reward if the terms of the above agreement are not met.</p> <p>Make a helper's list of jobs with student's name beside a job. Change daily or weekly if desired.</p> <p>Take field trips to various places of work, including the home. Begin with the more visible occupations (uniformed positions) moving to less obvious jobs as the student gains knowledge of the community.</p> <p>Arrange area of classroom as playhouse. Use role play.</p>	<p>Raisins, candy, stars, stickers, stamps or other appropriate reinforcers.</p> <p>Bingo chips to be redeemed for treats later.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>3. <u>Job Demands</u> ✓</p> <p>The student:</p> <p>With instruction, completes simple tasks.</p> <p>With prompting, offers to help in routine situations.</p> <p>With assistance, responds appropriately to corrections and praise.</p>	<p>Provide physical assistance with a variety of verbal prompts.</p> <p>Have initial directions lead to pleasurable activities, e.g. go to the cupboard and get out a puzzle.</p> <p>Provide simple rules in games such as "Red Light - Green Light", "Simon Says". Have student listen to taped instructions appropriate to his level.</p> <p>Reinforce desirable behavior with verbal prompts and non-verbal cues.</p> <p>Establish eye contact. Model appropriate responses to praise, e.g. smile when giving reinforcement and encourage smiling in return.</p>	

WORLD OF WORK

Level 3/

B. Specific Work and Allied Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Use of Tools and Equipment:</u></p> <p>The student:</p> <p>Identifies and demonstrates rudimentary use of common tools, e.g. hammer, egg-beater, scissors.</p> <p>Follows simple rules of organization, and safety with respect to common tools and materials, e.g. crayons in box, clean and return brushes.</p> <p>With assistance, constructs simple projects.</p> <p>2. <u>Following Directions:</u></p> <p>The student:</p> <p>Follows simple directions, e.g. "Get a hammer".</p> <p>Identifies some persons in authority in the school, e.g. teacher, principal, caretaker.</p>	<p>Have student experiment with tools. Demonstrate correct use. Let student practise final stages of skills, e.g. complete the driving of nail.</p> <p>Demonstrate and practise cleaning and storing of tools. Label storage area with pictures or shapes of tools. Make poster of rules, and with pictorial examples.</p> <p>Make available a variety of materials, e.g. wood, cloth. Demonstrate basic skills and allow student to experiment.</p> <p>Have student listen to taped instructions appropriate to his level.</p> <p>Play games which have simple directions, e.g. "Simon Says".</p> <p>Tour school to meet personnel. Send student on errands to specific people. Discuss the work of people in the school, e.g. who cleans the school.</p>	<p>Boards with nuts and bolts. Workjobs I & II. Workjobs for Parents.</p> <p>Deal Me In! The Co-operative Sports and Games Book: Challenge Without Competition.</p>



OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>3. <u>Decision Making:</u></p> <p>The student:</p> <p>With assistance, chooses between two or more alternatives.</p> <p>4. <u>Independence:</u></p> <p>The student:</p> <p>Demonstrates ability to adjust adequately to people in familiar situations, e.g. school.</p>	<p>Provide a variety of situations for choosing between alternatives, e.g. ball or truck. Give verbal, visual and physical cues when necessary.</p> <p>Use modified Magic Circle activities; discuss feelings of self and others, e.g. happy, sad.</p>	<p>Human Development Program: Magic Circle.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Awareness of Personal Ability and Interests:</u></p> <p>The student:</p> <p>Identifies some uniformed people, e.g. nurse, policeman.</p> <p>With assistance, describes certain types of jobs, e.g. baker bakes bread.</p> <p>With assistance, identifies jobs in the home and school.</p> <p>2. <u>Awareness of Process:</u></p> <p>The student:</p> <p>With decreasing assistance, demonstrates self-care skills, e.g. personal hygiene, grooming.</p>	<p>Show filmstrips of people at work.</p> <p>Take field trips to various place of work.</p> <p>Have student match picture of tools with appropriate pictures of workers.</p> <p>Encourage parent cooperation to set up job schedule at home.</p> <p>Take field trips within school to label jobs being done there and by whom, e.g. typing, garbage collecting.</p> <p>Reinforce behaviors by using self help skills charts.</p>	<p>Mix and Match Puzzles-Occupations.</p>

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

1. Awareness of Responsibility:

The student:

With assistance, responds to classroom routines and school expectations, e.g.:

- punctuality
- personal hygiene
- appropriate interaction
- attending to task
- safety awareness
- appropriate discriminating skills, e.g. questions inappropriate requests.

Provide a daily time check-in system in the classroom and discuss consequences of tardiness and appropriate times for arrival.

Set up a daily hygiene program. Issue individual toothbrushes and combs and make each student responsible for cleaning own teeth, neat and tidy clothes, neat hair, clean nails. Ask Public Health nurse or other community people to assist.

Display attendance charts and let students keep it up-to-date on daily basis. Discuss at end of month (or week) and reward best attendance record.

Play games which enhance cooperation.

Role play various situations making absurd or inappropriate requests of student. Discuss why student should refuse such requests.

Improve task behavior by using time devices.

Reproduce signs of warning and danger and visit areas displaying such signs.

Kitchen timers.

Pre-Vocational Program Packages.

HOME MANAGEMENT

Level 3

A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Independently dresses self, e.g. coat, pants, shirt.</p> <p>Independently undresses self, e.g. coats, pants.</p> <p>Ties shoes.</p> <p>Dresses/undresses within a reasonable time frame.</p> <p>With assistance, follows some home routines regarding care of clothing, e.g. hanging up, placing in laundry.</p>	<p>Start training with backward chaining.</p> <p>Use a two-loop tie method.</p> <p>Use a hands-on method, working from behind the student.</p> <p>Set a timer. Reward student who finishes in specified time.</p> <p>Place name tags above hook/hanger on locker.</p> <p>Make identifying marks on clothing.</p>	<p>General references: Training for Independence - Total Program. Instructional Sequences: Dressing. Step-by-Step Dressing. Advanced Self-Help Skills.</p> <p>Lacing frame. Self Care Sequential Cards.</p> <p>Name tags, labels.</p> <p>Garment labels. Colored threads.</p> <p>Training for Independence - Total Program. Instructional Sequences: Dressing. Step by Step Dressing. Advanced Self-Help Skills. Self-Care Sequential Cards.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>With assistance, selects own clothing.</p> <p>With assistance, practises elementary sewing skills.</p>	<p>Present student with choice situations.</p> <p>Develop clothing awareness in class and individual situations by using appropriate descriptions when talking about clothing.</p> <p>Play "I Spy", e.g. "I spy someone with a green shirt".</p> <p>Use dolls and clothing in play situations.</p> <p>Use exercises, such as threading large beads to teach patterning, directionality, sequencing.</p>	<p>Dolls; clothing/cut-outs/flannelboard.</p> <p>Teaching Research Curriculum for the Moderately and Severely Handicapped.</p> <p>Large beads, shoe laces, cord.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Feeds self entire meal using utensils.</p> <p>Cuts using a knife and fork, e.g. meat.</p> <p>Adds condiments to food, e.g. ketchup.</p> <p>Uses serviette properly.</p> <p>Serves self from a variety of containers.</p> <p>Carries a tray/plate of food.</p> <p>Eats appropriate amounts, e.g. stops when full.</p> <p>Requests food at mealtime, e.g. second helping.</p>	<p>Reinforce correct eating. Initially use meats which the student can cut.</p> <p>Physically assist the student. Fade assistance.</p> <p>Provide opportunities for the student to use a variety of containers and packages, e.g. individual ketchup containers.</p> <p>Provide opportunities at mealtime for student to serve himself, e.g. spoon, fork.</p> <p>Practise using unbreakable dishes during snack time. Start with single plate with food item that does not slide off easily, e.g. sandwich.</p> <p>Have student choose amount and remove all else.</p> <p>Have one student serve and distribute to other class members. Use nonstandard measuring techniques.</p> <p>Have student model asking for food. Reinforce.</p>	<p>Advanced Self-Help Skills,</p>

HOME MANAGEMENT

Level 3

B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Eats a meal within a reasonable time frame.</p> <p>Demonstrates appropriate table manners.</p> <p>Participates in family grocery shopping routines.</p> <p>Classifies objects as food and non-food.</p> <p>Identifies places where food may be purchased.</p> <p>Prepares a simple snack, e.g. fruit.</p> <p>Demonstrates use of common utensils and tools, e.g. mixing spoon.</p>	<p>Select a reasonable time frame. Set timer and remove unfinished food. Use dessert or favorite food as a treat for finishing meal.</p> <p>Establish eating routines, e.g. asking for food, courtesies.</p> <p>Take trips to store.</p> <p>Play game using pictures, models or actual things.</p> <p>Play "Me, pet (puppy, kitten) bird" sorting game. Show pictures of different foods and have students sort, e.g. water: needed by all; dog food: dog; carrots: me.</p> <p>Expose students to purchasing situations and define as such.</p> <p>Play language game, "I'm going to buy _____, I will go to _____".</p> <p>Solicit ideas from parents and incorporate shopping skills.</p> <p>Collaborate with parents.</p> <p>Have a snack program at school which involves using a variety of utensils.</p>	<p>Education for Independence.</p> <p>DUSO Kit. Peabody Kit.</p> <p>Canada Food Guide. Department of Agriculture Materials.</p> <p>Instructional Sequences (Eating).</p>

HOME MANAGEMENT

Level 3

B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Assists with chores related to food production, e.g. water garden, feeds chickens.</p> <p>Assists in food preparation, serving and clean-up routines.</p>	<p>Provide opportunity for student to assist in various chores.</p> <p>Provide opportunity for student to assist in appropriate activities, e.g. setting table, doing dishes.</p>	<p>Kid's Garden Book.</p> <p>Turn Kids on to the Good Food.</p> <p>The Kid's Cookbook.</p> <p>Kids in the Kitchen.</p> <p>Help Yourself to Food.</p> <p>Crunchy Bananas.</p> <p>Cooking Activities for the Retarded Child.</p> <p>Cook and Learn - A Child's Cook Book.</p> <p>Cooking in the Classroom.</p> <p>Young Homemaker's Cookbook.</p> <p>Planning Meals and Shopping.</p> <p>Classroom Cookery.</p>

HOME MANAGEMENT

Level 3

C. Maintaining the Home

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

With supervision, performs simple tasks, e.g. putting toys away.

Designate definite place for toys.

Establish consistent expectations and assign tasks according to situation, e.g. picking up newspaper, helping pass out papers.

Incorporate helping component in daily routine.

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Identifies most household furniture.

Associates furniture with correct room, e.g. table - kitchen.

Identifies some different homes people live in, e.g. house, apartment.

Have the student follow simple directions, run errands etc. to become familiar with these terms.

Use a doll house with furniture. Have student put furniture in correct rooms.

Match plastic furniture to pictures of rooms.

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Assists in care of younger children.

MONEY MANAGEMENT
 Level 3
 A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>See Computation Section: Measurement, A. Money,</p> <p>The student:</p> <p>Identifies and labels two coins.</p> <p>Identifies paper currency as money.</p> <p>Rote counts to twelve.</p> <p>Recognizes that people earn money.</p> <p>Associates performance with reward.</p>	<p>Within given area of classroom, set up a treasure hunt or a version of "Button, button, where's the button?", with various coins.</p> <p>Have students bring coins and fill collecting booklets, available from some banks, e.g. dime folders. Use result for class treat.</p> <p>Provide various opportunities for counting, walking up steps, numbers on fingers, abacus beads, etc.</p> <p>Use posters, bulletin boards, films, etc.</p> <p>Discuss what do people do when they work, e.g. teacher, parents, person in store.</p> <p>Have student perform some activities in classroom for tokens.</p> <p>Plan class activity which has an outlined prerequisite, e.g. "If you do this, then you will get ...".</p>	

MONEY MANAGEMENT
 Level 3
 B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>With decreasing assistance, demonstrates appropriate in-store behavior.</p> <p>Recognizes that money is needed to obtain articles from a store.</p> <p>Identifies three different kinds of stores.</p>	<p>Have class accompany teacher to store when shopping for class groceries, etc.</p> <p>Take field trips to various places, e.g. library, store. Emphasize appropriate behavior.</p> <p>Set up play store within school.</p> <p>Role play trip to store, exchanging roles.</p> <p>Use token exchange economy for some activities.</p> <p>Have students group various pictures of articles according to where they may be purchased.</p> <p>Use pictures or flyers from local stores to test recognition.</p> <p>Play guessing game, e.g. "I want to buy some toothpaste, I will go to a....".</p>	<p>Play store.</p> <p>Tokens.</p>

MONEY MANAGEMENT
 Level 3
 C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recognizes that money is kept in a specific place, e.g. wallet, piggy bank.</p> <p>Associates time lapse with obtaining or using reward, e.g. allowance on Saturday.</p>	<p>Have student make a bank, e.g. decorated can, painted jar, paper mache over balloon. Let him take it home to put money in.</p> <p>Take field trips to banks.</p> <p>Use checklist for behavior or classroom responsibilities completed.</p> <p>Give tokens for correct responses, redeemable at end of game, class.</p> <p>Do a class project, e.g. when the jar is full of pennies, count to see how many there are and decide what to do with them.</p>	<p>Wallet, piggy bank.</p> <p>Checklists. Calendar.</p>

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 3

A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates ability to perform simple combinations of basic motor skills:</p> <ul style="list-style-type: none">-running and jumping-hanging and swinging. <p>Demonstrates ability to generalize performance of object control skills (throwing, kicking, striking, batting, catching, bouncing) in a variety of dimensions including:</p> <ul style="list-style-type: none">-different size of objects-different shape of objects	<p>Demonstrate movement to student and provide opportunities for student to attempt.</p> <p>Have student run towards target (hanging from roof) and jump up to touch it.</p> <p>Demonstrate movement to student and provide opportunities for student to attempt.</p> <p>Have student swing from one bench to another (tarzan style).</p> <p>Have student practise throwing, kicking, catching, etc. objects of different sizes, e.g. basketball, baseball, tennisball, etc.</p> <p>Have student practise a variety of movements using different shapes of objects, e.g. baseball, football, bean bag, etc.</p>	<p>Basic Motor and Ball Skills. Until the Whistle Blows.</p>

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 3

A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <ul style="list-style-type: none"> -variations in intensity of force of actions -direction control -variations in physical response according to music. <p>With guidance, demonstrates proficiency and initiates the performance of the following Level 2 skills:</p> <ol style="list-style-type: none"> 1. <u>Locomotor Skills</u>: running, ascending/descending stairs, jumping down, jumping over; 2. <u>Specific Equipment Skills</u>: -riding, somersaulting, pushing, jumping, swinging, climbing, pulling, sliding, hanging. -using the following equipment; wagon, board, bars, swings, tricycle, scooter, ropes, slides, trestle equipment, trampoline. 	<p>Have student practise variety of movement skills using different intensities, e.g. kick hard, kick softly.</p> <p>Have student practise variety of movement skills increasing directional control by gradually decreasing size of target.</p> <p>Provide opportunities for variety in physical response to music by changing the tempo, speed, volume, and rhythm of the music.</p> <p>Provide opportunities for student to learn these skills by demonstrating actions and guiding student when necessary.</p> <p>Provide opportunities for student to experiment with these pieces of equipment. Stress safety.</p>	<p>PREP - A Preschool Play Program for Retarded Children.</p> <p>A Clumsy Child: A Program of Motor Therapy.</p>

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 3

A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>3. <u>Body Control Skills:</u></p> <p>-walking up incline, climbing up, balancing, climbing down, forward and backward rolls.</p> <p>Demonstrates acquisition of additional motor skills in the following areas:</p> <p>1. <u>Locomotor Skills:</u></p> <p>-gliding</p> <p>-leaping</p> <p>-galloping</p> <p>-hopping</p> <p>-rhythmic movement.</p>	<p>Provide opportunities for student to try these actions, demonstrate the movements and have student attempt them.</p> <p>Demonstrate movement to student. Physically guide student's feet to follow pattern.</p> <p>Demonstrate movement to student. Have student "leap" over something. Sing action songs which contain "leaping"</p> <p>Demonstrate action. Have student try. Provide physical guidance.</p> <p>Demonstrate action. Have student try.</p> <p>Use poetry, stories and music to encourage creativity in rhythmic movements. Provide models to assist student initially but encourage student to improvise. Draw attention to unique movements.</p>	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 3

A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>2. <u>Body Control Skills:</u></p> <p>-balancing</p> <p>-rudimentary gymnastics movements.</p> <p>3. <u>Specific Equipment Skills:</u></p> <p>-bicycle riding with training wheels</p> <p>-wagon</p> <p>-scooter</p> <p>-board</p> <p>-ropes</p>	<p>Use different apparatus to increase balance, e.g. balance beam.</p> <p>Utilize apparatus such as springboard, beam, mounting boxhorse, balance beam, etc. to practise these movements.</p> <p>Demonstrate how to ride bicycle. Have student try. Provide physical support but fade when no longer necessary.</p> <p>Demonstrate use of wagon. Encourage student to use it in different ways, e.g. riding, pulling friends in, etc.</p> <p>Demonstrate how to ride. Have student experiment with different ways of riding, e.g. on knees, on tummy.</p> <p>Have student experiment with ways of using the rope to increase ability. Demonstrate use and physically guide student when necessary.</p>	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 3

A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <ul style="list-style-type: none"> -swings -bars -slides -tricycle -trestle equipment -trampoline. 	<p>Provide opportunity for student to use swing - encourage student to improve movements on swing, e.g. standing up, two people swinging on one swing, etc.</p> <p>Provide opportunities for student to use bar. Help student experiment with new movements - guide when necessary.</p> <p>Provide opportunity for student to use slide. Encourage experimentation with new movements, e.g. slide on tummy, slide down backwards, etc.</p> <p>Provide opportunity for student to increase skill ability on tricycle. Have student attempt to manoeuvre trike between obstacles.</p> <p>Demonstrate new movements on trestle equipment. Have student attempt; provide physical guidance.</p> <p>Provide opportunity for student to use trampoline. Demonstrate new movements. Have student try. Encourage experimentation; stress safety.</p>	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 3

B. Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Participates in activities appropriate to the acquisition of the skills listed in Fundamentals of Movement.</p> <p>Participates in an appropriate aquatics program.</p> <p>Participates in low organized games to facilitate the learning of the skills listed in Fundamentals of Movement.</p> <p>Participates in motor activities utilizing specific special rhythmic patterns, e.g. marching.</p> <p>Demonstrates ability to use most outdoor playground equipment found in community facilities.</p> <p>Participates in such recreational activities as tobogganing, nature walks, swimming, day-camping, etc.</p> <p>Practises bicycle riding, using training wheels.</p>	<p>See strategies for Fundamentals of Movement.</p> <p>See Red Cross Swimming Program.</p> <p>Provide opportunities for student to participate in simple games, e.g. tag, musical chairs, Simon Says, so that he can practise those skills.</p> <p>Introduce simple dances to student. Demonstrate movements and have student model. Begin slowly and until student is able to go more quickly.</p> <p>Provide opportunities for student to use community playground equipment. If student does not seem to be participating, demonstrate how equipment could be used. Stress safety.</p> <p>Provide opportunities for student to participate in these activities. Encourage participation as part of student's leisure time activities.</p>	<p>Red Cross Manual.</p> <p>Play Activities for the Retarded Child. Special Education Teaching Games.</p> <p>Music Activities for Retarded Children.</p>



MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 3

B. Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Participates regularly in fitness program.</p>	<p>Have student participate in various exercises which emphasize flexibility, endurance, strength and speed, e.g.:</p> <ul style="list-style-type: none">-flexibility: sit-ups-endurance: leg-lifts-strength: chin-ups-speed: distance running.	<p>Special Exercises for Exceptional Children. Motor Fitness Testing Manual for the Moderately Mentally Retarded.</p>

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 3

C. Social Skills Related to Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Attends to the task being presented.</p> <p>Responds appropriately to instructor.</p> <p>Demonstrates ability to follow instructions in a group setting.</p> <p>Uses some appropriate courtesies.</p> <p>Participates in cooperative play.</p>	<p>Draw attention to those students who are paying attention.</p> <p>Give students instructions. Praise students who are following instructions.</p> <p>Provide a model for courtesies behavior; have student imitate.</p> <p>Provide opportunities for students to participate in groups of two or more.</p>	

FINE ARTS AND INDIVIDUAL EXPRESSION

Level 3

A. Crafts, Hobbies and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Holds pencil correctly.</p> <p>Makes circular scribbling movements.</p> <p>Begins to make counter clockwise movements.</p> <p>Makes creative patterns.</p> <p>Uses both hands to knead, pound, beat clay.</p> <p>Demonstrates use of scissors.</p> <p>Begins to use finger tips in finger paint activity.</p>	<p>Have student follow outlines- plastic or raised patterns.</p> <p>Provide pattern and have students make longitudinal and circular lines.</p> <p>Provide dexterity exercises.</p> <p>Play game, "This is the way we make the ..." to music or singing. Have student create own words to accompany clay, plasticine, dough, etc. Emphasize the working with the medium and a certain amount of vigor associated.</p> <p>Use materials that cut or tear easily. Display by gluing on to other paper or tacking to board to give recognition and visual reinforcement.</p> <p>Have student alternate use of flat hand and ends of fingers to make impressions in the paint.</p> <p>Direct the student to use only the fingertips to show details of grove of trees, a specific figure or object in the finger paint frame.</p>	<p>Felt pens.</p> <p>Coloring pens (odors associated). "bathtub crayons"</p> <p>Dubnoff School Program I (Level 1).</p> <p>Art is Elementary. Teaching Visual Thinking Through Art Concepts.</p> <p>Creative Art for the Developing Child.</p>



FINE ARTS AND INDIVIDUAL ACTIVITIES

Level 3

A. Crafts, Hobbies and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Begins to make articles from simple toy building sets.</p> <p>Identifies primary colors.</p> <p>Identifies top and bottom of objects.</p> <p>With assistance, uses lines, squares and circular shapes for people and objects.</p>	<p>Use imitation technique. Make object with blocks, have student attempt to copy this form. Use other building toy set in a similar way.</p> <p>Make use of matching color strip with object of same color. Begin with several colors of the primary group graduate to colors of the secondary group. Provide coloring activities using a specific color, and draw attention to it. Begin with primary colors, then secondary colors.</p> <p>Using specific shapes, demonstrate that these objects can be placed upright on their bottom parts, illustrating one way to tell which is bottom, and which is the top. Use fruit jar, pyramid, toy car, a cup, etc.</p> <p>Use copy technique, have student imitate. Use plasticine, sticks, plastic balls, rectangular blocks, etc. as media for making figures.</p>	<p>Matching Games Sorting Box and Accessories. Artworld's Art to Touch.</p> <p>Orientation Views (cards). Spatial Relation Picture (cards).</p> <p>Dubnoff School Program I (Level 1).</p>

FINE ARTS AND INDIVIDUAL EXPRESSION

Level 3

A. Crafts, Hobbies and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Participates in the making of simple craft projects.</p> <p>With assistance, pursues a hobby.</p> <p>Participates in directed recreational activities.</p> <p>Note: This list of activities is not meant to be exhaustive. Teachers are encouraged to add others or delete to meet the needs of their students.</p>	<p>Have student experiment with a variety of simple crafts, e.g. making clay figures, weaving, ceramics, macrame.</p> <p>Encourage student to collect trading cards, gum wrappers, rocks, etc.</p> <p>Provide a variety of leisure activities such as games and sports indoors, outdoor, individual, group, e.g. table games, snow-shoeing, hiking, camping.</p>	<p>Handbook of Arts and Crafts for Elementary and Junior High School.</p> <p>Creative Art for Learning. Creative Art Tasks for Children.. Learning Through Art. Art Box.</p>

FINE ARTS AND INDIVIDUAL EXPRESSION

Level 3

B. Music

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Listens to music for enjoyment.</p> <p>With assistance operates music producing equipment, e.g. record player.</p> <p>Participates in musical games.</p> <p>Imitates simple rhythmic hand movements.</p> <p>Uses rhythm instruments.</p> <p>Imitates simple rhythmic foot movements.</p> <p>Moves in time to repetitious beat.</p> <p>Participates in creative movement activities.</p> <p>Participates in group songs and action songs.</p>	<p>Use listening stations.</p> <p>Have students bring a favorite record to class.</p> <p>Invite musicians to school to play instruments.</p> <p>Use the public library record loan department.</p> <p>Establish a class routine for listening to music.</p> <p>Play game of "Musical Chairs".</p> <p>Clap hands and have student imitate. Tap hands on knees in time to music.</p> <p>Use rhythm sticks to beat time, have student imitate.</p> <p>Have student march to music.</p> <p>Sing songs that also include actions.</p>	<p>Troll Read-alongs.</p> <p>Hap Palmer records.</p> <p>Peabody Language Development Kit.</p> <p>Reaching the Special Learner Through Music..</p>

FINE ARTS AND INDIVIDUAL EXPRESSION

Level 3

C. Drama

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <ul style="list-style-type: none"> Participates in activities that imitate actions of certain animals, e.g. dog, lion. Imitates simple words or sounds associated with animals and people. Demonstrates feelings such as happy and sad. Participates in a group activity, e.g. action song. 	<ul style="list-style-type: none"> Use role play. Play game: have student give name or picture of animal, then ask classmates to guess the identity. Sing "Old MacDonald had a Farm". Have individual student imitate a particular animal sound. Have student choose a puppet to depict happy or sad, and demonstrate one of these feelings. 	



FINE ARTS AND INDIVIDUAL EXPRESSION

Level 3

D. Recreation

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <ul style="list-style-type: none"> Entertains self playing with toys for increasing period of time. With assistance, plays simple card and board games. Follows/imitates other play activities. With supervision, participates in community events. With supervision, visits recreational facilities. Attends day camp. 	<ul style="list-style-type: none"> Give student opportunity for free play. Increase the amount of time at each sitting. Show student how to play with certain toy or game, have student follow lead. Give student opportunity to visit facilities. Give student opportunity to attend camp. 	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 3

A. At Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies own belongings.</p> <p>Associates immediate family members with what constitutes own family.</p> <p>Recognizes that families can change in size.</p> <p>Practises courtesies.</p> <p>Follows some family rules.</p>	<p>Have student play games involving locating own items, e.g. "I Spy", clothing hunts.</p> <p>Have student bring pictures from home of own family. Make family albums for each student in class and compare.</p> <p>Discuss membership and size of families, e.g. John has a sister Sue, and a brother Paul.</p> <p>Raise classroom pets and allow the pets to have offspring.</p> <p>Take class to hospital to view a new baby.</p> <p>Have consistent family rules.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 3

B. At School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies own belongings.</p> <p>Follows some school rules.</p> <p>Demonstrates respect for property of others within the class.</p> <p>Carries out simple class chores/errands.</p>	<p>Have student play locating games involving own items, e.g. "I Spy", clothing hunts..</p> <p>Make student responsible for keeping outer clothing and gym materials in correct location at school..</p> <p>Have consistent school rules.</p> <p>Have class assist in making a pictorial poster of school rules.</p> <p>Demonstrate and have student model asking for permission to handle another's property, e.g. borrowing a toy.</p> <p>Demonstrate correct handling procedures of items used in classroom, e.g. hanging up another's coat. Have student model.</p> <p>Have student participate in preparation and clean-up activities, e.g. snack time, art time. Demonstrate correct steps and have student model.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 3

C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies some community helpers, e.g. police.</p> <p>Identifies most adults with whom he deals as authority figures.</p> <p>Identifies own neighborhood playground.</p> <p>Demonstrates awareness that other families in own community are different from own family.</p> <p>Recognizes the tune of the National Anthem.</p> <p>Identifies a flag.</p> <p>Follows some community rules and routines, e.g. crossing at corners.</p>	<p>Have student participate in field trips to fire station, etc. or have community helpers visit school.</p> <p>Have student follow simple directions from a variety of persons in own neighborhood, store owner.</p> <p>Take student to the playground and use facilities.</p> <p>Have student lead adult to playground.</p> <p>Make visits to a neighbor's home during a special occasion. Point out differences to student, e.g. watch easter egg decoration by a Ukranian family; eating hot cross buns.</p> <p>Have student participate in opening exercises during an assembly.</p> <p>Have student locate and hold the flag during an assembly for a flag salute.</p> <p>Have student color a picture of a flag.</p> <p>Take student to different locations in the community, e.g. parks, stores. Demonstrate correct behavior and have student model.</p>	<p>Community Careers (flannelboard). The World About Us. Lotto Game. Community Workers.</p> <p>Lotto Game: Our Neighborhood.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 3

D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Ecology</u>:</p> <p>The student:</p> <p>Identifies familiar living organisms.</p> <p>Distinguishes between pets and other domestic animals.</p> <p>Differentiates between baby and adult birds, fish, etc.</p> <p>Identifies one attribute of plant material, e.g. tall tree.</p>	<p>Have student participate in field trips to the farm, zoo, museum, etc.</p> <p>Keep a "classroom zoo".</p> <p>Visit a pet store and make a list of all the pets for sale. Discuss the kinds of pets in stores.</p> <p>Play sorting games.</p> <p>Have student recall names of pets/domestic animals viewed in films.</p> <p>Visit a farm or zoo in spring.</p> <p>Visit a pet store which has young and adult pets for sale.</p> <p>Play sorting games.</p> <p>Take student for a walk and point out attributes of plant material. Make specimen collections and have student remember name and attribute of two or more materials in classroom.</p>	<p>The Big Golden ABC Animal Book.</p> <p>Peabody Language Development Kit.</p> <p>Farm Lotto.</p> <p>Zoo Lotto.</p> <p>Zoo Animals.</p> <p>The World Around Us. Lotto Game: My Pet's Portion.</p> <p>Filmstrip: Birds.</p> <p>Mothers, Babies and their Homes: MIX and Match Puzzles. Do You Know?</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 3

D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies familiar fruits and vegetables.</p> <p>Identifies a location where plants grow.</p> <p>Recognizes rain as being a water source.</p> <p>Recognizes that plants grow in soil.</p> <p>Identifies some large natural landforms, e.g. mountains.</p>	<p>Go on field trip and label where different plants grow, e.g. in soil, in water. Take instant pictures of these locations and have student label in class.</p> <p>Grow plants from seed, keep plants in classroom.</p> <p>Have student collect water in buckets when it is raining.</p> <p>Have student transplant both indoor and outdoor plants. Leave a few plants in pots without any soil, others on top of ground in garden. Observe what happens. Point out the necessity of "ground".</p> <p>Go on field trips to different natural landforms in immediate environment, e.g. rocky shores of river, mountains.</p> <p>Label landform for student and have him recall.</p> <p>Show pictures. Play game where student must present the correct picture upon request.</p>	<p>Starters: Rain; Snow; Rivers.</p> <p>Starters: Jungle; Desert; Caves; Mountains.</p> <p>Travel folders.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 3

D. Environmental Education

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

2. Weather:

The student:

Keeps weather chart.

Differentiates between seasons.

Have a seasonal calendar with pictures to match showing, e.g. tulips, leaves falling, bears sleeping. Have student match pictures during "Calendar time".

Starters: Sun; Moon.

Go on field trips during fall, summer, spring seasons. Discuss observations.

Make a seasonal collage from pictures, e.g. pictures about fall.

3. Energy:

The student:

Associates some items with producing heat.

Identifies sun as source of light and heat.

Try different experiments with student and have him relate differences, e.g. cast shadows on sunny day/dark room, use a prism in sunlight/closet.

4. Pollution:

The student:

Identifies litter.

Have student participate in class clean-up/litter drive.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 3

D. Environmental Education

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Disposes of litter appropriately.

Identifies noises he can make.

5. Conservation:

The student:

Identifies excess, e.g. left-over lunch.

Turns some appliances and lights on and off.

Eat out in park where lunch remains must be disposed of. Label remains as litter.

Have student use musical instruments, e.g. drums, bells, in hitting, shaking, and ringing movements.

Have consistent class procedures, e.g. saving left-over lunch to take home, saving scrap paper after an activity.

Pair these concrete things with "too much - excess".

Have the student follow simple directions, e.g. turn on the lights, turn the television off.

Pair turning off appliances with finishing their use, e.g. "You have finished watching your television program, now you turn the television off".

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Personal Characteristics:</u></p> <p>The student:</p> <p>With assistance, states/ writes name, age, address and telephone number.</p> <p>Recognizes frequently seen people by name.</p> <p>With assistance, states or writes name of school.</p> <p>Identifies or marks own property with name.</p>	<p>Have the student write name, age, and address each day. Assist when necessary.</p> <p>Ensure student carries I.D. card at all times which has an emergency phone number on it as well.</p> <p>Display pictures of familiar people. Have student identify people as you say their names.</p> <p>Introduce people who student will see often, e.g. principal, custodian. Provide opportunities for student to hear their names and associate with actual person.</p> <p>Ask student what school he attends. Prompt where necessary.</p> <p>Write name of school on blackboard, have student copy. Provide opportunity to practise writing name of school.</p> <p>Encourage student to pick up personal belongings and store in appropriate places.</p>	<p>Washington State Cooperative Curriculum, Binder 2.</p> <p>Social Learning Curriculum.</p> <p>Peabody Language Development Kits, Level 2.</p> <p>Photos of friends; family members.</p>



UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Chooses an activity of interest from among two or three.</p>	<p>Provide student with opportunities to label personal belongings: books, pencils, papers, etc.</p> <p>Have student pick out own belongings from among two or three others which are similar.</p> <p>Establish an area that is always set up with free time materials: paper, crayons, games, puzzles. As the student finishes his work or at assigned free time periods tell the student to go to the free time area and find an activity to do.</p>	<p>Puzzles. Games. Records. Books.</p>
<p>2. <u>Physical Self:</u></p> <p>The student:</p> <p>Identifies the five senses and indicates body parts involved.</p>	<p>Have a tasting party. Let the student taste a number of substances, describe how they taste and classify according to taste. Increase number of different tastes as student's awareness increases.</p> <p>Have student try to identify familiar odors. Put substances in jars, open lids, have student smell substance and name it.</p>	<p>Social Learning Curriculum. Workjobs.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies body parts.</p> <p>Demonstrates knowledge of the function of body parts.</p> <p>Describes specific characteristics of his own appearance, e.g. color of hair and eyes, length of hair, color of skin.</p>	<p>Have student sort objects into categories according to how they feel, e.g. rough/smooth.</p> <p>Blindfold student. Make a noise; e.g. clap hands. Have student point to where the noise is coming from.</p> <p>Have student sort objects according to their color.</p> <p>Have student identify sounds on tape recorder; e.g. ringing telephone, dog barking; match sound to object or picture which would make the sound.</p> <p>Play game "I Spy".</p> <p>Have student name a body part as you point to it.</p> <p>Ask student what each body part is used for. Give the usage of the body part and ask the student to name it.</p> <p>Play concentration game, matching body parts and pictures of activities using body parts.</p> <p>Display individual pictures of students. Ask each student to point out his picture and tell some things about how he looks.</p> <p>Have student look in mirror and describe what he sees.</p> <p>Have student draw and color a picture of himself.</p>	<p>Doll.</p> <p>My Face and Body (flannelgraph).</p> <p>Body Concept - Spirit Masters.</p> <p>Body Parts Dice Game.</p> <p>Mirror.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge that he grows.</p> <p>Demonstrates knowledge that growth takes place in people.</p>	<p>Have student bring in or make up photo album displaying pictures of self from birth to present. Draw attention to size of student at different stages of growth, compare to present size.</p> <p>Have student bring in clothes that no longer fit him, especially baby clothes, shoes. Ask if he could wear these things now.</p> <p>At set times during the year measure the student, mark on wall chart, compare changes.</p> <p>Have student bring pictures of various people of different ages; compare body sizes at different stages of growth.</p> <p>If possible have a mother and small baby visit the class at intervals during the year. Record size of baby and compare changes.</p>	<p>Pictures of student at different ages.</p>
<p>Distinguishes between sexes by names and appearances.</p>	<p>Have student sort out pictures of people according to their sex.</p> <p>Make a list of people names. Have student classify them as to boys names and girls names.</p>	<p>Pictures of people.</p>



UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies appropriate places for actions requiring privacy.</p> <p>3: <u>Emotional Self:</u></p> <p>The student:</p> <p>Identifies specific emotions in self and others from facial expressions, posture, verbalizations.</p> <p>Tightens and relaxes specific muscles when requested to do so, e.g. fist.</p>	<p>Direct student to, and have him use, appropriate places, e.g. bedroom.</p> <p>When taking student to unfamiliar places, direct him to REST ROOMS.</p> <p>Have student practise reading the various names/symbols depicting public toilets, e.g. MEN, WOMEN.</p> <p>Have student sort-out pictures of people according to how they feel: happy, sad, angry, fearful, excited.</p> <p>Have student find pictures of people displaying specified emotions: make posters.</p> <p>Encourage student to express his feelings through drawing, painting, singing, dancing, etc.</p> <p>Have student model your actions. Use a variety of positions from which to practise: prone, sitting, standing.</p> <p>Start with gross motor movements (legs) and then add fine motor movements (fist).</p>	<p>Social Learning Curriculum.</p> <p>Pictures of people displaying a variety of emotions.</p> <p>DUSO.</p> <p>Human Development Program: Magic Circle.</p> <p>Exploring Our Emotions.</p> <p>I Know How You Feel.</p> <p>Relaxation - A Comprehensive Manual for Adults, Children, and Children with Special Needs.</p> <p>Peace, Harmony and Awareness:</p> <p>A Relaxation Program for Children (record).</p> <p>Kiddie QR.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

A. Knowledge of Self

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Identifies some manifestations of emotional reactions, e.g. anger - tight muscles.

Identifies specific situations or things which make people happy, sad, or angry.

Distinguishes between some aggressive and non-aggressive behavior, e.g. hitting/touching, asking/demanding.

Use real situations. When a student is angry point out physical reaction (tenseness) and ask him how he feels.

Draw student's attention to how he makes you feel when he does certain things, e.g. "You're making me very angry" "I feel sad when you say those things".

Have student tell what makes him happy, sad, angry. Compare responses.

Read stories which involve these emotions. Have student tell you what is causing the characters to feel this way.

On special days, e.g. Mother's Day, have student make lists of what he could do to make his mother happy.

Draw student's attention to situations where aggressive responses are used. Have him think of other non-aggressive ways of resolving conflict.

Role play situations involving aggressive and non-aggressive behaviors. Alternative Cards.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Needs and Motivations:</u></p> <p>The student:</p> <p>Identifies appropriate action required for specific need.</p> <p>Identifies appropriate person to whom needs can be expressed, e.g. school personnel.</p> <p>Satisfies own needs in an appropriate manner.</p>	<p>Read specific situations to student. Have him tell you what he would do in that situation, e.g. "You get home from school early, no one is home and you don't have a key to get in the house - what do you do?"</p> <p>Role play situations where student needs something and has to act out how to get it.</p> <p>Role play situations where student needs something and has to ask the appropriate person for help.</p> <p>Make display of community helpers. Discuss their roles and ways in which they help.</p> <p>Provide opportunities for visits from school personnel, have them tell class what their jobs are.</p> <p>Go on field trips to see other community helpers at work.</p> <p>Role play situations where student must help himself.</p> <p>Praise any initiative student takes to help himself.</p>	<p>Social Learning Curriculum. Peabody Language Development Kit, Level 2. What Would You Do Cards.</p> <p>Pictures of people in specific roles, e.g. policeman, nurse.</p> <p>DUSO</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>2. Factors Affecting Relationships:</u></p> <p>The student:</p> <p>Responds appropriately to familiar and unfamiliar people with respect to age.</p> <p>Responds appropriately to familiar and unfamiliar people with respect to their roles.</p>	<p>Show student pictures of familiar and unfamiliar people. Ask, "What would you say to this person?" Include discussion about the dangers of going with strangers.</p> <p>Invite familiar and unfamiliar people to visit your class, e.g. student's mother and baby, grandfather, a senior citizen.</p> <p>Role play situations where student responds appropriately to people according to their age, e.g. baby, senior citizen.</p> <p>Make posters of community helpers with descriptions of what they do.</p> <p>Invite community helpers to visit your class to discuss their roles.</p> <p>Role play situations where student responds appropriately to familiar and unfamiliar people according to their roles.</p>	<p>Pictures of familiar and unfamiliar people.</p> <p>Peabody Language Development Kit.</p> <p>People Puzzles.</p> <p>Families.</p> <p>Social Learning Curriculum.</p> <p>Occupation Photographs.</p> <p>Job Puzzles.</p> <p>Occupation Match-ups.</p> <p>Career Identity Cards.</p>



UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Names/describes the character or situation presented in picture or story.</p> <p>3. <u>Handling Social Interaction:</u></p> <p>a. <u>Expressive Communication Skills:</u></p> <p>The student:</p> <p>Communicates in a number of ways, e.g. gestures, speaking, writing, facial expressions.</p>	<p>Present pictures of familiar story or comic book characters and have the student name them.</p> <p>Present pictures of situations. Have student describe the action in the picture and make-up a story to go with it.</p> <p>Read a book to student on a daily basis. Each day have him recall events from the past day's reading.</p> <p>Tell the students that for one class, they must not speak to anyone; they must make their needs known in some other way, e.g. gestures, facial expression, writing, etc.</p> <p>Have student write letter of thanks or draw pictures.</p> <p>Have a "Monk" lunch where no one can speak (pretend only).</p> <p>Play modified game of charades.</p> <p>163</p> <p>189</p>	<p>Pictures of story characters.</p> <p>Comics.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

B. Social Relationships

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Communicates with others using socially acceptable behavior, e.g. maintaining eye contact, getting attention before speaking.

Uses appropriate techniques to obtain information.

Modifies ~~own~~ behavior at appropriate times or when directed, e.g. stops crying, settles down to required activities.

b. Receptive Communication Skills:

The student:

Responds appropriately to obvious mood changes in others, e.g. raised voice, exclamations.

Repeats short messages.

Utilize Magic Circle to practise these social behaviors.

Role play situations where student is carrying on conversation with someone; emphasize acceptable conversation etiquette.

Have people visit your class, allow student to take with them, both familiar and unfamiliar.

Praise student when he modifies behavior as directed. Ignore behavior which is inappropriate.

Provide opportunity for student to respond to mood changes. If response is inappropriate or if there is no response, assist him, e.g. raise voice for impact.

Verbally give student short message to deliver. Have him repeat it and deliver it to appropriate person. Check to see if they got the correct message.

Human Development Program: Magic Circle.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

B. Social Relationships

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Arrange with parents to send verbal message home via student. Have them phone you to let you know if message was delivered correctly.

Play game "Gossip". Have students sit in circle and pass short message. Check for accuracy.

c. Problem Solving and Decision Making:

The student:

Makes personal choices at appropriate times, e.g. free time activities.

Provide opportunity for free time activities. Have student choose own activity, assist if necessary.

Teach student how to play specific games to use in his free time.

Provide student with opportunities to tell others what he likes to do; display posters depicting favorites, e.g. food, television show, toy.

Contributes to classroom decision making.

With guidance, indicates the general nature of a problem in a conflict situation.

Role play conflict situations. Have student tell you what the conflict is. Assist where necessary.

After reading story with conflict in it, have student try to tell you what the conflict was and how the person was able to solve it.

TRAVEL
Level 4
A. Ways to Travel

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Identifies ways to travel.

Demonstrates knowledge of paying for some forms of travel.

Identifies drivers of some vehicles.

Have student participate in a variety of vehicular and non-vehicular modes of transportation, e.g. skiing.

Play pictorial matching game: have student pair a specific mode of travel with a location, e.g. skiing with snow.

Have student travel on city transit. Give him fare prior to boarding the bus.

Make a chart of forms of travel requiring fare. Have student cut out pictures of ways to travel that require fare.

Have student participate in field trips to different transportation terminals. Make arrangements for student to meet drivers, e.g. airport pilot.

I.P.A. Manual, 1980.

Car Match-ups.
Car Rally Game.

Travel pamphlets and magazines.

TRAVEL

Level 4

B. Travel Skills

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Recognizes the need for assistance in travel situations.

Reacts appropriately to the meaning of traffic colors.

States name and address when seeking assistance in a travel situation.

Have student participate in a travel training program. Role play procedures for paying fare boarding bus, etc.; and practise in different real life settings. Practise emergency procedures, e.g. what to do when lost.

Play a game using pictures where the student must predict what happens next.

Play games, e.g. "Red Light - Green Light", modifying the rules to include a variety of command movements, e.g. "When I say green, I want you to walk backwards". Incorporate the green-go, red-stop concept in other areas, e.g. physical education.

Practise crossing streets using traffic lights. Try different light standards; e.g. overhead, on pole. Simulate these activities in the class before going into the community.

Role play giving name and address or presenting an I.D. card in a number of specific situations, e.g. getting lost, losing fare.

What Follows Next?
Consumer Sequential Cards.
Photo Sequential Cards.

Traffic Light

Teacher made I.D. card.

TRAVEL

Level 4

B. Travel Skills

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Recognizes immediate neighborhood of home and school.

With supervision, identifies bus signs and some bus route numbers.

Identifies some basic words of signs of information, e.g. danger.

Play locating and identification games with obvious landmarks in the environment, e.g. bench, bus stop.

Have student run errands to a neighbor's house that is within sight, lead you to local corner store, deliver fliers, etc.

Have student view a number of different bus signs and route numbers.

Have student find bus stop locations in a variety of settings, e.g. bus stop nearest school, bus stop to return to school.

Play number matching games: "Fish" with bus route numbers; "Solitaire" with bus route numbers.

Have student view a number of common words of signs of information. Play locating games in the classroom, where students must find the correct sign.

Take student on field trip to downtown area and take instant photos of signs and information.

Blank playing cards or pieces of paper in the size of playing cards.

Teacher made slides.
Road Signs of the Times.
Survival Signs.
Functional Signs.
Match-ups.

Safety for Me.
Workbook series,
Book I, II.

TRAVEL

Level 4

B. Travel Skills

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Identifies behaviors which are appropriate in public, e.g. keeps acceptable distance.

Differentiates between strangers and family and friends.

Demonstrates some appropriate behaviors at home and in public.

Selects appropriate coins for own fare.

Demonstrates understanding of travel events associated with specific time of day, e.g. time bus leaves.

Role play appropriate behaviors, e.g. greetings, travel procedures.

Role play procedures, e.g. lining up for a purchase, choosing a seat on the bus.

Have local police come to school to speak about the possible dangers of going with strangers and procedures for seeking help, e.g. Block Parents, seeking shelter in a store.

Have the class make a chart of appropriate behaviors for home and in public that are related to travel.

Role play various situations.

Use matching procedure where student must select fare coins.

Have student pay own fare on city transit.

Have the class make a chart of rising times/retiring times, meal times, special activities times, etc.

Play pictorial grouping game: have pictures of activities for morning, afternoon, evening, etc. and have the student group all the morning pictures, all the evening pictures, etc.

Winnie the Pooh on the Way to School.

Teacher made game from pictures in magazines.

TRAVEL
Level 4
B. Travel Skills

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Crosses streets in quiet neighborhood of home and school.

With supervision, travels in community.

Demonstrates understanding of rules of safe riding/walking.

With supervision, crosses streets in busy areas.

Have local police come to school and show class how to cross streets safely.

Establish a safe route from home to school, school to local store. Collaborate with parents. Point out unmarked intersections, dangers, truck routes. If student lives on a farm, point out farm dangers, e.g. highway, field, unpenned animals.

Invite 4-H members to speak on safety.

Simulate safe street riding on playground pavement, e.g. signals, lines on pavement. Award badges for safe driving. Have student cycle to specific location from school for special activity.

Role play responses to familiar traffic signs and lights, e.g. stop sign, green light.

Provide practice in actual situation.

Winnie the Pooh on the Way to School.

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Distinguishes between foods that are edible and inedible, e.g. spoiled, dirty.

Associates meal times with specific food items and a certain order of eating.

Identifies many foods by name.

Collect edible and inedible foods and place them in refrigerator. Clean refrigerator, illustrating what is no longer edible and point out various ways of identifying food that is good or spoiled.

Set up a small model kitchen. Place small food samples in appropriate and inappropriate places, e.g. garbage can, on the floor. Have student select areas where food must not be consumed. Discuss possible consequences of consuming inedible foods.

Show pictures of several food samples related to a particular meal; discuss importance of these foods with student. Have student select pictures to show what he eats at specified meal times.

Use a language experience chart to reinforce..

Make "Food of the Week" bulletin board: foods to be explored that week. Use variations, e.g. foods from other countries, from different ethnic groups.

Have a parents' night: set up new food experiences in classroom. Involve parents in a testing party. Display student's scrapbooks: "New foods I have tried".

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Classifies food in two or more groups, e.g. fruit, meat.</p> <p>Associates some foods with their sources.</p> <p>Eats a wide variety of foods.</p>	<p>Illustrate universal color code of food group chart.</p> <p>Discuss each food group individually. Have class construct wall collage from four pie shaped, different colored materials; label each section with the name of a food group.</p> <p>Set up a display of various foods using empty food containers and packages. Have student select an item from the display and place it on the correct food group.</p> <p>Discuss a food group and have student name as many sources as possible.</p> <p>Construct a chart illustrating one food group, e.g. show a picture of a cow on a farm. Make flaps on cow that can be opened and closed. Under flaps draw pictures of products we get from cows.</p> <p>Provide a balanced diet, using foods from all food groups.</p> <p>Establish an "adventure day": new foods to try, e.g. ethnic or holiday food. Prepare a new food in class or send a new recipe home for student to prepare with parent, and bring back to school.</p>	<p>Canada Food Guide.</p> <p>Department of Agriculture Materials.</p>

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

With assistance, controls quantity of food consumption.

Play "select a meal" game. Discuss importance of weight control. Use picture study illustrating overweight children; discuss how it affects health.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Knowledge of Body:</u></p> <p>The student:</p> <ul style="list-style-type: none"> Identifies body parts: <p>Identifies some internal organs, e.g. stomach, heart.</p> <p>Demonstrates elementary knowledge of body changes that occur with physical growth, e.g. breast development, muscular development.</p>	<p>Model body parts and have student imitate.</p> <p>Play Sesame Street record, "I've Got Two".</p> <p>Play game, "Simon Says".</p> <p>Assemble puzzle on floor. Have student identify each of his own body parts as he fits that piece into the puzzle.</p> <p>Use stencils that require student to perform a specific task related to body knowledge, e.g. color the nose red.</p> <p>Use templates to draw missing body parts.</p> <p>Use study prints and charts available through the science department, public health nurse, or school libraries.</p> <p>Use body transparent models to illustrate these parts and discuss their function.</p> <p>Discuss, using charts, study prints.</p>	<p>Peabody Early Experience Kit.</p> <p>Peabody Language Development Kit Level 4.</p> <p>My Face and My Body (flannelboard).</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>2. <u>Care of the Body:</u></p> <p>The student:</p> <p>With reinforcement, demonstrates appropriate self-care, grooming, and toileting behavior,</p>	<p>Establish well defined expectations for student, as regards self-care at school.</p> <p>Establish consistent routine.</p>	
<p>Recognizes importance of personal cleanliness as it affects others and self.</p> <p>Recognizes the need for sleep and/or rest.</p> <p>Reports accidents, pain or other symptoms of illness.</p>	<p>Use modelling and discussion while performing skills.</p> <p>Define grooming skills to be covered with your class, e.g. washing hands, wearing clean clothes.</p> <p>Choose a different area or focus for each month, e.g. washing hands/bathing.</p> <p>Extensively discuss effects on self and others.</p> <p>Make posters of different grooming skills.</p> <p>Role play specific incidents.</p>	
<p>3. <u>Drugs and Alcohol:</u></p> <p>The student:</p> <p>Takes medication only under supervision of parents or trusted adult.</p> <p>Recognizes there are times when medication must be taken.</p>	<p>Discuss which adults may administer medication to student.</p> <p>Use photographs to ensure student recognizes adults who may administer medication.</p> <p>Role play, or illustrate with pictures, situations, that require taking medication.</p>	

HEALTH

Level 4

C. Community Health Services

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies personnel in the health field, e.g. nurse doctor, and relates them to their functions.</p>	<p>Use study prints and pictures of health service personnel. Discuss their functions.</p> <p>Use cut-outs or samples of clothing and equipment for a specific professional, e.g. find all things that belong to a dentist.</p> <p>Show films or filmstrips of visits to health service workers.</p>	<p>Just Awful (film). Your Mouth Speaking (kit).</p>

SAFETY

Level 4

A. At Home and School

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Practises safe use of some of the equipment and materials encountered at home and at school, e.g.:

- sharp objects
- appliances
- electrical outlets
- tools
- poison
- gym equipment.
- matches.

Keeps work and play area orderly and safe.

Practises safety when moving on stairs, in hallways, on buses, etc.

Demonstrate safe use, have student model.

Visit community resources, e.g. supermarket, hardware, store.

Teach meaning of poison signs, etc.

Post pictures of, and color code, materials to indicate where they should be placed. Do not allow student to move to next task/area until previous task/area is completed and materials returned to proper stations.

Demonstrate and discuss the proper safety principles for movement on stairs:

- carry packages up or down stairs in a manner that does not obscure vision
- do not leave objects on stairs
- hold railing when descending stairs for better support and balance.

Illustrate by using pictures of unsafe use of stairs. Discuss how to rectify these situations.

Discuss safety rules for travelling in cars or buses.

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Practises fire safety.

Demonstrates ability to alert others in case of fire.

Demonstrate that matches and lighters cause fires. Discuss that these are to be handled by an adult or under supervision only.

Have student demonstrate action to be taken if clothing catches on fire.

Familiarize student with fire bell, smoke alarm and procedure to be followed.

Tape recordings of a firebell or smoke alarm if actual objects cannot be used.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Practises some safety rules when walking or riding a bike.</p> <p>Recognizes the consequences of disregarding rules.</p> <p>Accepts direction in emergency situation.</p>	<p>Discuss cycling skills and rules:</p> <ul style="list-style-type: none"> -correct side of street to ride on -discuss hand signalling -dismounting before crossing street. <p>Show film on bicycle safety.</p> <p>Use resource persons from the police department or safety course for discussion and demonstrations.</p> <p>Discuss walking rules: set up mock crosswalk in class-room, use streetlights, walk/don't walk signs.</p> <p>Demonstrate proper place and time to cross street. Have student imitate the procedure.</p> <p>Demonstrate the correct way to cross the street at un-marked corners. Discuss the function of safety patrols. When student demonstrates an acceptable level of mastery on mock crosswalks and streets, repeat these tasks in the community.</p> <p>Determine several emergency situations that may be encountered at home or at school. Illustrate with pictures under appropriate headings.</p>	<p>Bicycle Safety.</p> <p>Winnie the Pooh on the Way to School (film).</p> <p>Hansel and Gretel (film).</p>

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Recognizes sources of help in emergency situations, e.g. neighbor, police.

Discuss preventative measures and procedures to follow when an emergency arises.

Make a chart displaying people who can help in emergencies. Discuss this person's function.

Discuss the Block Parents Program and show the film.

Play the "station game": set up several stations in the classroom that depict school, home, store and block parent home. Have student select the appropriate station to help with a certain problem.

Play "car rider" game: make a chart showing the student as a passenger in a car. Leave an opening for different pictures to be inserted as drivers. Reward the student for accepting a ride only with people he knows.

What's a Block Parent? (film).

Teaching the Moderately and Severely Handicapped.

SAFETY

Level 4

C. Recreation

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Practises safety rules in the following areas and activities:

-playground

-gym

-parks

-swimming pool

-tobogganing

-skiing

-skating.

Identifies dangers of recreational equipment in most situations.

Seeks help when injured.

Demonstrate safe use of each piece of equipment or correct procedures when using equipment. Point out dangers associated with incorrect use.

Discuss water safety rules.

Show film on water safety.

Jiminy Cricket's
I'm No Fool in
Water (film).

Jiminy Cricket's
I'm No Fool With
Safety (film).

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Why Work:</u></p> <p>The student:</p> <p>With some assistance, responds appropriately to tasks assigned in the classroom.</p> <p>With assistance, indicates types of rewards available for tasks completed.</p> <p>Recognizes relationship between task performance and receiving of reward.</p> <p>Performs some tasks without promise of tangible rewards.</p>	<p>Provide physical assistance and verbal support.</p> <p>Make contractual agreement with student: successful completion of given task brings a given reward, e.g. favorite activity, tangibles.</p> <p>Withhold reward if the terms of above agreement not met.</p> <p>Tell student that certain tasks must be done, e.g. turn out the lights, wash dishes, because they are necessary. Use helper's list if desired.</p>	
<p>2. <u>Job Awareness:</u></p> <p>The student:</p> <p>With assistance, indicates whether other members of the family work.</p> <p>Indicates that other people work.</p> <p>With assistance, names some forms of work.</p>	<p>As class assignment have student take home note to find out what kind of work parents and other family members do (what hours, what days). Use for class discussion.</p> <p>Encourage parents to discuss their field of work with student.</p> <p>Discuss various well known jobs, e.g. teacher, nurse, policeman.</p>	<p>Real People at Work.</p>



OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>3. <u>Job Demands:</u></p> <p>The student:</p> <p>Demonstrates ability to listen to instructions and perform more difficult tasks.</p>	<p>Take field trips to various places of work. Begin with the more obvious occupations (uniformed positions); moving to less obvious jobs as the student gains knowledge of the community.</p>	<p>Occupational Photographs. Job Puzzles.. Community Careers (flannelboard). Occupation Match-ups. Career Identity Cards.</p>
<p>Offers to help in routine situations.</p> <p>With decreasing assistance, responds appropriately to criticism and praise.</p>	<p>Provide physical assistance with a variety of verbal prompts.</p> <p>Foster pride in completion of task by prominently displaying names of the students who finished. Distribute reward buttons.</p> <p>Reinforce desirable behavior with verbal prompts and non-verbal cues, e.g. pointing to the job charts.</p>	



OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Use of Tools and Equipment:</u></p> <p>The student:</p> <p>Identifies more tools and demonstrates greater proficiency in their use.</p> <p>Follows simple rules of organization, care and safety with respect to common tools and materials.</p> <p>Constructs simple projects.</p>	<p>Have student experiment with tools. Demonstrate correct usage of tools. Let student practise final stages of skills, e.g. complete the driving of a nail.</p> <p>Demonstrate and have student practise changing and storing of tools. Label storage area with pictures or shapes for proper return of tools with pictorial examples.</p> <p>Make available a variety of material and have student experiment.</p>	<p>I.P.A. Manual, 1980. Workjobs.</p>
<p>2. <u>Following Directions:</u></p> <p>The student:</p> <p>Follows more complex directions.</p> <p>Identifies most persons in authority in the school and immediate community, e.g. other teachers, policeman, pool guard.</p>	<p>Provide physical assistance with a variety of verbal prompts.</p> <p>Foster pride in completion of task by prominently displaying names of the students who finished.</p> <p>Make posters of people in authority in the community. Make field trips to visit people in authority, e.g. police station.</p>	<p>Community Helpers. Community Careers Flannelboard Set.</p>

WORLD OF WORK

Level 4

B. Specific Work and Allied Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>3. <u>Decision Making:</u></p> <p>The student:</p> <p>Chooses independently between two or more alternatives.</p> <p>4. <u>Independence:</u></p> <p>The student:</p> <p>Demonstrates ability to adjust adequately to people and materials in familiar and unfamiliar situations, e.g. maintenance, janitorial service.</p>	<p>Provide a variety of situations for choosing between alternatives, e.g. use pen or paintbrush.</p> <p>Provide opportunities for student to take familiar materials to unfamiliar locations; to take unfamiliar materials to familiar locations.</p>	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Awareness of Personal Ability and Interest:</u></p> <p>The student:</p> <p>Describes certain types of jobs in the immediate environment he is capable of doing.</p> <p>2. <u>Awareness of Process:</u></p> <p>The student:</p>	<p>Show filmstrips of people at work.</p> <p>Encourage parent cooperation to set up job schedule at home.</p> <p>Take field trips within school and to various places of work. Label jobs being done and by whom, e.g. typing, garbage collection.</p> <p>Have student match pictures of tools with appropriate pictures of workers.</p>	
<p>Recognizes the importance of personal cleanliness as it affects others and self.</p>	<p>Set up a daily hygiene program. Issue individual toothbrushes and combs and make each student responsible for own teeth, hair, neat and tidy clothes, clean nails.</p>	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Awareness of Responsibility:</u></p> <p>The student:</p> <p>Responds appropriately to classroom routines and school expectations, e.g.:</p> <ul style="list-style-type: none"> -punctuality -personal hygiene -appropriate interaction -attending to task -safety awareness -appropriate discriminating skills, e.g. questions in-appropriate requests. 	<p>Provide a daily time check-in system in the classroom and discuss consequences of tardiness and appropriate times for arrival.</p> <p>Set up daily hygiene program. Invite public health nurse and other community people to assist. Display attendance chart and let students keep it up-to-date on a daily basis. Discuss at end of month (or week).</p> <p>Play games which enhance cooperation.</p> <p>Set up assembly line procedures for class projects, e.g. bottle drive.</p> <p>Improve task behavior by using time devices.</p> <p>Reproduce signs of warning and danger and visit areas displaying such signs; visit areas with potentially dangerous machinery.</p> <p>Role play various situations making absurd or inappropriate requests of students.</p>	<p>Deal Me In.</p> <p>Kitchen timers</p> <p>Pre-Vocational Program Packages.</p>
	<p>Discuss why student should refuse such requests.</p>	

HOME MANAGEMENT

Level 4

A. Clothing

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Follows home routines regarding care of clothing, e.g. hanging up, placing in laundry.

Have class and individual discussions to develop awareness:
-how to prevent soiling clothes
-where/when do clothes get soiled
-why be concerned with clean clothes
-where are dirty clothes acceptable, e.g. shop.

Grooming chart.
Clothing Care Series.
Education for Independence:

Have student assist with home/school laundry.

Discuss home routine, e.g. getting ready for bed, and placing dirty clothes in laundry.

With supervision, selects own clothing.

Make grooming chart.

Take field trips to local clothing stores.

Participates in purchase of own clothing.

With assistance, does some simple sewing.

Have student practise "in-out" sequence stitching with sewing cards; then using other materials, such as pegboard and colored string or shoe laces, macrame cord.

Sewing cards.
Felt, burlap, cotton, wool.
Large eyed needles.
Pegboard.
Colored string.
Shoe laces.

Have student practise stitching by following the squares of gingham or stitching varied shapes together.

HOME MANAGEMENT

Level 4.

B. Food

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Demonstrates appropriate eating behavior, e.g.:
 -using appropriate utensils
 -taking appropriate amount.

Demonstrates appropriate table manners, e.g.:
 -serving self from large container
 -passing serving bowls

Assists in family grocery shopping routines, e.g.:
 -purchasing one item
 -bringing back change
 -locating common items.

Identifies basic foods to be purchased, e.g. bread, milk, apples.

Make sequential word/picture experience chart, e.g. "eating a meal".

Whenever possible present choice situations, e.g. rather than handing each student a sandwich, present sandwiches on a plate or tray and have each student take own.

Take trips to store.

Have student classify foods, pictures of foods, etc. according to four food groups.

Planning Meals and Shopping.
 Young Homemakers Cookbook.

DUSO Kit.
 Peabody Kit. ✓
 Food and Nutrition

Plans and prepares own lunch for school, e.g. sandwich.

Make collages with pictures of food.

Ask community personnel, e.g. home economist, to speak to class about good nutrition. Provide opportunities to practise:

Collaborate with parents. Prepare lunch one day at school. Use self-locking plastic bags, cut meats, cheese, vegetables that are easy to prepare. Use a lunch bag and reinforce name-writing skills.

Help Yourself to Food.
 Kits in the Kitchen.

Cooking in the Classroom.
 Kids' Garden Book.
 ABC Cookery.
 Cook and Learn -
 A Child's Cook Book.
 Crunchy Bananas.

Let's Do Some Cooking.
 Turn Kids on to the Good Food.

The Kid's Cookbook.

HOME MANAGEMENT

Level 4

B. Food

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Prepares uncooked breakfast, e.g. cereal, toast, juice.

Uses some common utensils and tools.

Participates in chores related to food production, e.g. weeding garden, caring for livestock.

Participates in food preparation, serving and clean-up routines, e.g.:
-preparing simple meals
-setting table
-washing dishes.

Collaborate with parents. Include cereal selection, bread selection in grocery shopping routines.

Provide practice situations, using actual dishes, etc.

Use flannelboard with felt shapes.

Make a plastic table cloth with outlines of plates, utensils, etc.

Provide opportunity for student to participate in preparing simple meals and doing dishes.

Teaching Home Economics to Special Students.

The Kids' Cookbook.
Cooking Activities for the Retarded Child.
Classroom Cookery.
Young Homemaker's Cookbook.

HOME MANAGEMENT
Level 4
C. Maintaining the Home

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

With prompting, identifies jobs to be done, e.g. snow shovelling after snow fall.

Recognizes need for obvious repairs.

Discuss, e.g. "The juice spilled. What do we do?"
"You have mud on your shoes, what should you do?"

Periodically sort through classroom materials and have student determine those in need of repair.

Mother's Helper.

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Describes main characteristics of household furnishings, e.g. color, size.

Associates furniture/furnishings with correct function.

Identifies some different homes people live in, e.g. house, apartment.

Use pictures or real objects and ask questions to stimulate comparisons between the articles.

Initially use objects with gross differences, then more subtle ones.

Play charades where students must guess the article of furniture from function clues, e.g. sleeping - bed.

Have student match pictures: furniture - use.

Take a survey of where class members live. Arrange for visits to different homes.

Housing and Home Furnishings - Your Personal Environment.

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Assists in care of younger children.

MONEY MANAGEMENT
 Level 4
 A: Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>*See Computation Section: Management, A. Money.</p> <p>The student:</p> <p>Identifies and labels all coins.</p> <p>Identifies two bills.</p> <p>Relates number concepts to coins up to ten.</p> <p>Identifies dollars and cents when written.</p> <p>Names five jobs for which people are paid.</p> <p>Performs simple task for small amount of money.</p>	<p>Have student make an art rubbing collage; use coins, bond paper, pencil crayons. Rub over coins for imprint.</p> <p>Have student do sorting exercises with coins, play and real.</p> <p>Make velcro dart game; make values on circles correspond with coins. Total score; student with most "money" wins.</p> <p>Divide class into two teams. Make assorted coins available. Have teams take turns bringing coins, e.g. dime, nickel. If first team misses, the other gets chance. Team with most "money" wins.</p> <p>Expose student to various bills, emphasize differences in numbers, pictures, color.</p> <p>Teach value equivalents.</p> <p>As a class project make a bulletin board listing jobs or pictures of jobs for which payment is received.</p> <p>Establish tasks according to situations available, e.g. washing cars, selling snacks at noon, cleaning yards.</p>	<p>Real money.</p>

MONEY MANAGEMENT
 Level 4
 B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>With supervision, spends small amounts of money.</p> <p>Associates appropriate stores with their merchandise.</p> <p>With assistance, budgets allowance.</p>	<p>Present situations when student will have the opportunity to spend money.</p> <p>Coordinate home/school program re: allowance, spending.</p> <p>Have school project where allowance is brought to school, budgeted and spent accordingly.</p> <p>Wherever possible include student in school spending, e.g. groceries for home economics project.</p> <p>As a class project, collect money, then spend it according to plan.</p> <p>Use flash picture cards; first student to name store retains card till end of class.</p> <p>Have student sort mounted pictures into various labeled boxes.</p> <p>Make store collages: place logo picture or label at top and pictures of things available therein.</p> <p>Use a shaping procedure. Initially give student a daily amount to spend, e.g. 10¢, 25¢, then issue allowance bi-weekly, weekly.</p> <p>Build in bonus programs so the student can earn more than his allowance, for extra work or exceptional work. Have students work towards financing special activities at school.</p>	<p>Catalogues, magazines.</p> <p>Children's Spending Advertising Unit.</p>

MONEY MANAGEMENT

Level 4

C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Keeps money in a safe place for a specified period of time.</p> <p>Saves money for special purchase.</p>	<p>Provide a place for keeping money. Plan use for money. Assume role of "banker" and have student deposit money in "bank".</p> <p>Make number chart of discs with each number on; multiples of five a different color. Use same idea on a pegboard.</p> <p>Teach budgeting of allowance.</p> <p>Have class discussions: "If I had \$5.; I would ...", etc.</p>	



MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 4

A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p>		
<p>Demonstrates ability to perform more complex combinations of motor skills, e.g.</p>		
<p>-throwing and catching against a wall</p>	<p>Use large ball and gradually progress to a smaller ball. Have student try to hit a target on wall.</p>	
<p>-partner work</p>	<p>Have student practise bouncing, rolling, throwing ball with partner.</p>	
<p>-running and kicking.</p>	<p>Initially have student walk up to ball to kick it. Gradually increase speed and distance from ball.</p>	
<p>Demonstrates the ability to generalize performance of object control skills (throwing, kicking, striking, batting, catching, bouncing) in a variety of dimensions including:</p>		
<p>-different sizes of objects</p>	<p>Have student practise throwing basketball, baseball, tennis ball.</p>	<p>Movement Exploration and Locomotor Skills.</p>
<p>-different shapes of objects</p>	<p>Have student practise throwing baseball, football, bean bag.</p>	<p>Basic Motor and Ball Skills.</p>
<p>-variations in intensity of force of actions</p>	<p>Have student kick ball hard at goal; kick ball softly to pass; kick gently in dribbling.</p>	
<p>-direction control.</p>	<p>Have student throw ball in general direction of partner; gradually refine range of direction to partner/target, etc.</p>	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 4

A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates proficiency and initiates the performance of most basic motor skills in areas listed under Level 2.</p> <p>Demonstrates acquisition of additional motor skills in the following areas:</p> <ul style="list-style-type: none">-skipping-jumping rope-riding bicycle without training wheels. <p>With some guidance, demonstrates proficiency and initiates Level 3 Motor Skills: locomotor skills, body control skills, specific equipment skills.</p>	<p>Gradually fade guidance. Have student engage in activities appropriate to the acquisition of the skills listed in Fundamentals of Movement.</p> <p>Hold student's hand and skip together.</p> <p>Have student practise jumping rope individually. Have him step over rope initially; gradually increase swing and jump. Have student practise jumping rope as part of a group. Play "Baby's Cradle", etc.</p> <p>Fade use of training wheels and physical guidance by holding rear of seat and handle bar if necessary; encourage student to pedal.</p> <p>Provide opportunities for practice. Gradually fade guidance.</p>	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 4

B. Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <ul style="list-style-type: none"> (Participates in activities appropriate to the acquisition of the skills listed in Fundamentals of Movement: -jumps rope -practises bicycle riding -plays lead-up activities for floor hockey (plastic "cosom" sticks). Participates in an appropriate aquatics program. Participates in elementary water games. Participates in simple games, e.g. dodge ball, parachute related games. Participates in motor activities utilizing rhythmic patterns. Participates in recreational activities, e.g. skating, bowling, cross country skiing. Participates in regular fitness program. 	<ul style="list-style-type: none"> Have student take shots on goal. Practise stick handling between cones. Use Red Cross Swimming Program. Play tag, etc. Provide opportunities for practice of simple dances involving partners and specified steps, e.g. Mexican Hat Dance. Have student participate in various exercises which emphasize flexibility, endurance, strength and speed, e.g.: <ul style="list-style-type: none"> -flexibility: sit-ups -endurance: leg-lifts -strength: chin-ups -speed: distance running. 	<ul style="list-style-type: none"> Dance Movement Experiences. Special Education Teaching Games. Until the Whistle Blows. Special Education for Exceptional Children. Motor Fitness Testing Manual for the Moderately Mentally Retarded.



MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 4

C. Social Skills Related To Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Attends to the task being presented.</p> <p>Responds appropriately to instructor.</p> <p>Demonstrates ability to follow instructions in a group setting.</p> <p>Uses appropriate courtesies.</p> <p>Generalizes the above skills to settings and individuals outside the school.</p> <p>Utilizes social skills and practises safety rules involved in cooperative play and other games.</p>	<p>Praise appropriate responses.</p> <p>Have student say "please", "thank you", share, take turns and demonstrate cooperative behavior.</p>	

FINE ARTS AND INDIVIDUAL EXPRESSION

Level 4

A. Crafts, Hobbies and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates initial proficiency in making creative patterns.</p> <p>Uses both hands to form shapes, e.g. ball.</p> <p>Demonstrates beginning interest in other formations.</p> <p>Demonstrates use of scissors with a variety of materials.</p> <p>Makes recognizable articles from simple toy building sets.</p>	<p>Teach concept of circular movements by using sand, finger paint; large circular movements by tracing same on large pieces of paper.</p> <p>Using plasticine or play dough teach student to shape a ball, block, etc.</p> <p>Use flat pieces of board to form sides of a block by first pressing down on a ball made from plasticine or modelling clay, rotate to make other sides.</p> <p>Show shapes of cylinders, pyramids, discs cut from plasticine rolls, etc.</p> <p>Provide paper with outlines of squares, rectangles, triangles and circles. Have student cut these forms. Give catalogues to student, and have him cut objects from it. Use other materials which are generally easy to find, e.g. newspaper.</p> <p>From a toy building set make a building to be copied by the student. Then use more complex toy building sets as a model to be copied by the student; have him experiment on his own.</p>	<p>Dubnoff School Program I (Level II): Creative Art for the Developing Child. Handbook of Arts and Crafts for Elementary and Junior High School. Your Art Idea Book. Art is Elementary - Teaching Visual Thinking Through Art Concepts. Art Box. Arts and Crafts for Slow Learners.</p> <p>Catalogues. Newspapers. Magazines. Wallpaper. Crafts for the Very Disabled and Handicapped of all Ages.</p> <p>Lego. Tinker Toys. Logs.</p>



FINE ARTS AND INDIVIDUAL EXPRESSION

Level 4

A. Crafts, Hobbies and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Distinguishes between, and names, common colors.</p> <p>Identifies top, bottom and sides of objects.</p> <p>Uses lines, squares and circular shapes for people and objects.</p>	<p>Pair color with name card for that color. Have student identify that color. Use mechanical devices to pair object or color strip with the correct name.</p> <p>Have student construct an object, e.g. box, basket, cylinder, etc.</p> <p>Illustrate to student, using circles and squares to draw an animal or person, e.g. drawing a horse. Use blackboard so student can move easily erase and at same time use larger movements.</p> <p>Use parts of cut-outs to assemble puzzles.</p>	<p>Learning Basic Skills Through Music, Vol. II. Tutorgram Teaching Systems.</p>

FINE ARTS AND INDIVIDUAL EXPRESSION

Level 4

A. Crafts, Hobbies and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>With assistance, completes own craft project.</p> <p>Pursues a simple hobby.</p> <p>Participates in directed recreational activities.</p> <p>Note: This list of activities is not meant to be exhaustive. Teachers are encouraged to add others or delete to meet the needs of their students.</p>	<p>Have student experiment with a variety of crafts, e.g. paint by number, tie and dye, fabric painting, chenille crafts.</p> <p>Encourage student to collect and order materials for his hobby, e.g. flowers for pressing, stamps, rocks.</p> <p>Provide a variety of leisure activities, games and sports (indoor, outdoor), individual and group, e.g. table games, hiking, soccer.</p>	



FINE ARTS AND INDIVIDUAL EXPRESSION

Level 4

B. Music

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Listens to music for enjoyment for increasing periods of time.

Operates music producing equipment, e.g. cassette recorder.

Participates in musical games, songs, and/or moves to music.

Plays rhythm instrument in simple pattern.

Explores use of other musical instruments.

Performs simple dance steps, e.g. squares.

Improvises body movements to follow tempo/rhythm in a variety of musical selections.

Performs creative movement activities.

Invite musicians to school to play instruments.

Use story-records with background music.

Take a field trip to the library to get records out on loan.

Have students bring tapes/records to school to listen to.

Choose a record that is familiar to the student. Assist student while record is being played. Ask student to bring favorite record or tape.

Use rhythm sticks when the class is marching, e.g. drum, triangle.

Teach by example and participation. Do imitative rhythms such as imitating animals, skating, galloping, etc.

Play game: have student move in accordance with the music. Have the student adjust movement and tempo.

Tom Thumb Early Learning Library records.
Hap Palmer records.

FINE ARTS AND INDIVIDUAL EXPRESSION

Level 4

B. Music

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Hums or sings some familiar songs.</p> <p>Imitates high and low tones when heard.</p>	<p>Use any activity that will enable the student to participate in singing: while working, during roll call, during exercise time, assembly, etc.</p> <p>Use piano scale recorder, tone bells, etc.</p>	<p>Reaching the Special Learner Through Music.</p>

FINE ARTS AND INDIVIDUAL EXPRESSION

Level 4

C. Drama

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

With some independence, acts out a suggested set of actions, e.g. ironing clothes, mowing the lawn.

With assistance, repeats a verse or part of a story, e.g. wolf in "The Three Pigs".

Demonstrates feelings, e.g. anger.

With assistance, demonstrates an individual role as part of a group activity.

Play simple game of charades depicting these actions.

Provide opportunity for improvisation.

Read story or verse, leaving out parts. Have student supply missing parts.

Use story or film which will show feelings of anger. Use pictures which show this feeling.

Choose role for student which will likely be successful for him.

FINE ARTS AND INDIVIDUAL EXPRESSION

Level 4

D. Recreation

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <ul style="list-style-type: none"> Entertains self with resources at hand (common items). Plays cards and board games. Utilizes art/craft skills in leisure time. Creates play situations which include others. With assistance, plays lawn games with modified rules. Plays at open community parks. With decreasing supervision, attends community events. With supervision, uses some recreation facilities. With supervision, attends camp, does some scouting. 	<ul style="list-style-type: none"> Provide opportunities for free time. Teach student to play some solitary card games. Provide opportunities for student to play. Provide a wide variety of art/craft skills for student to try and choose from. Provide opportunities for play. Encourage student to initiate games that he knows how to play. Teach student to play some lawn games. Provide opportunities for student to play in parks. Attend some community spectator events. Provide opportunities for student to participate in some recreational programs. Provide opportunities for student to attend camp, join scouts, etc. 	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 4

A. At Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <ul style="list-style-type: none"> Identifies belongings of other family members. Identifies immediate family members by role. Associates immediate family members with what constitutes own family. 	<ul style="list-style-type: none"> Have student follow directions to locate items of others, e.g. running errands, delivering items. Collaborate with the home to have student assume responsibility for home chores which involve putting laundry away, identifying others' belongings, etc. Role play family roles, e.g. working mother, working father. Have class compose scrap-books with pictures of jobs that family members do. Show films. Have student compose a family album or scrapbook. Have student relate a story about own family, made-up or real. Use pictorial props if necessary. 	<ul style="list-style-type: none"> Family Face Puppets. The Classification Game. Home and Family Occupations (film-strip and cassette). Consonant Pictures for Pegboard.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 4

A. At Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recognizes that families can change in size.</p> <p>Practices courtesies.</p> <p>Follows most family rules.</p> <p>With reinforcement, assumes some responsibility for self and belongings.</p>	<p>Raise classroom pets, e.g. guppies, gerbils.</p> <p>Construct pictorial stories about changing family situations, e.g. a new baby, a sister getting married.</p> <p>Make a chart of number of members in each student's family.</p> <p>Show films.</p> <p>Make a pictorial chart of family rules.</p> <p>Reinforce following rules.</p> <p>Delegate simple chores at home on a daily or weekly basis, e.g. bed making, cleaning a room.</p> <p>Construct personal pictorial charts of duties. Reinforce jobs completed.</p>	<p>How Does It Feel When Your Parents Get Divorced?</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 4

B. At School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies belongings of other classmates.</p> <p>Follows most school rules.</p> <p>With reinforcement, assumes some responsibility for self and belongings.</p> <p>Demonstrates respect for property of others within the class.</p> <p>Carries out simple class chores/errands.</p>	<p>Have student participate in more complex locating games, e.g. "I Spy"; make description of item more complex.</p> <p>Have student model teacher behavior of asking to use another's belonging.</p> <p>Have class assist in making a poster of school rules.</p> <p>Delegate simple chores at school on a daily basis, e.g. tidy coat area.</p> <p>Construct pictorial charts for responsibilities, e.g. good grooming, tidy desk.</p> <p>Demonstrate and have student model courtesies involved in handling other's property, e.g. borrowing and lending procedures.</p> <p>Have student participate in both preparation and clean-up activities, e.g. art time, P.E. equipment. Demonstrate correct steps and have student model behavior.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 4

C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies community helpers, e.g. public health nurse:</p> <p>Identifies most adults with whom he deals as authority figures.</p> <p>Identifies some community facilities, e.g. stores.</p>	<p>Take field trips to public health offices, para-medical unit, local hospital, etc.</p> <p>As a class activity make posters with pictures of community helpers and a description of what they do.</p> <p>Have student follow simple directions from a variety of persons, both familiar and unfamiliar.</p> <p>Take student to local shopping centre. Label stores, and make purchases, or view services rendered.</p> <p>Have student participate in community recreational facilities, e.g. swimming, bowling.</p>	<p>Concept Town (game).</p>
<p>Demonstrates awareness that other families in own community are different from own family.</p>	<p>Have an "ethnic day" at school where student brings a favorite food dish, or activity from home. Discuss and compare each student's customs.</p> <p>Discuss different holiday traditions, and follow-up with ethnic arts and crafts projects, e.g. a pinata at Christmas, modified Ukrainian Easter egg decoration.</p> <p>Show films.</p>	<p>The Many Faces of Children (posters).</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 4

C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Associates certain behaviors with hearing the National Anthem.</p> <p>Recognizes the Canadian Flag.</p> <p>Follows some community rules and routines, e.g. crossing at corners.</p>	<p>Have student participate in opening exercises at assembly, e.g. standing at attention.</p> <p>Have student follow simple directives given by teacher regarding behaviors expected while National Anthems played.</p> <p>Have student select Canadian Flag from among others.</p> <p>Take student to different locations in the community, e.g. parks, stores.</p> <p>Demonstrate correct behavior and have student model.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 4
D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Ecology</u>: The student: Groups living organisms as animals, fish, birds.</p> <p>Distinguishes between domestic and wild animals.</p>	<p>Have students sort animal, bird, fish pictures.</p> <p>Have student label significant parts of each of the living organisms, e.g. birds: wings, bills; animals: tail, four legs.</p> <p>Have student visit local zoo, animal farm or aquarium to observe living specimens.</p> <p>Keep a classroom "zoo", e.g. budgies, gerbils.</p> <p>Show films.</p> <p>Take student to visit a pet store, or other location where pets may be purchased.</p> <p>Take field trips to a farm or natural park.</p>	<p>Animal Sorting Games: Farm Animals; Forest Animals; Wild Animals; River and Pool Animals; Sea Animals; Birds; Insects.</p> <p>Animals Around You Series (film).</p> <p>Birds of Canada #6.</p>



CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 4

D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Pairs adult and baby animals of the same species.</p> <p>Classifies plant material on one dimension, e.g. by flowers.</p> <p>Differentiates between fruits and vegetables.</p>	<p>Have student collect pictures and make a scrapbook of "Native Animals of Alberta", "Farm Animals of Alberta".</p> <p>Show slides.</p> <p>Use sorting and manipulative activities.</p> <p>Show films/filmstrips.</p> <p>Take student on field trips and have him notice attributes of plant material. Have student collect plant material which has same attribute, e.g. color of leaf, color of flower, having berries.</p> <p>Take class on shopping expedition to purchasing only fruits/only vegetables.</p> <p>Have student prepare common fruits and vegetables for tasting experiences.</p> <p>Play guessing games involving identifying a fruit or vegetable by attributes, e.g. "I am orange, you peel me, what am I?".</p>	<p>Wall Posters - Alberta Energy and Natural Resources (Fish and Wildlife) - Birds and Animals.</p> <p>Flora and Fauna (kit).</p> <p>Zoo Babies. Animal Families. Where Do They Belong? Animal Growth Sequential Cards.</p> <p>Animals That Build Their Homes (film-strip).</p> <p>Places Where Plants and Animals Live. Experimental Science Program.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 4

D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies growing environment of familiar fruits and vegetables.</p> <p>Identifies water as a requirement for plant growth.</p> <p>Identifies common water forms, e.g. river, lake.</p> <p>Recognizes that plants grow in soil.</p> <p>Identifies an animal that lives in the ground.</p> <p>Associates certain landforms with various activities.</p>	<p>Have student participate in caring for plants.</p> <p>Have student observe experiments involving watering and not watering plants and seeds</p> <p>Grow mung beans or alfalfa sprouts in classroom.</p> <p>Take class on field trips to local waterforms, e.g. lake, slough.</p> <p>Show pictures.</p> <p>Have class care for plants including transplanting duties. Construct plant gardens or terrariums.</p> <p>Visit a zoo and view the homes of rabbit, gopher, etc.</p> <p>Show pictures.</p> <p>Have student participate in recreational activities, e.g. skiing, fishing.</p> <p>Show pictures, e.g. skiing in the mountains, fishing in rivers.</p>	<p>Places Where Plants and Animals Live (filmstrip and cassette).</p> <p>Travel Brochures. Pictures.</p>



CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 4

D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>2. <u>Weather and Astronomy:</u></p> <p>The student:</p> <p>Describes weather.</p> <p>Identifies some characteristics of each season.</p> <p>3. <u>Energy:</u></p> <p>The student:</p> <p>Identifies some sources of heat.</p> <p>Identifies other sources of light and heat, e.g. candle, flashlight.</p> <p>Identifies other sources of energy, e.g. wind, water.</p>	<p>Have student chart weather for day, including the appearance of sun.</p> <p>Take field trips to an observatory or planetarium to view stars, planets.</p> <p>Have student use household appliances which produce heat, with supervision, e.g. toaster, oven.</p> <p>Have student cook simple foods using these appliances.</p> <p>Take a field trip to a park where a fire/barbeque can be used.</p> <p>Pair using household items, such as matches, lighter, with producing heat and the danger of their use: starting fires.</p> <p>Have student use light producing objects with supervision, e.g. candles, flashlight.</p> <p>Show pictures of car lights, street lamps, etc.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 4

D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>4. <u>Pollution:</u></p> <p>The student:</p> <p>Recognizes a variety of litter containers.</p> <p>Disposes of litter appropriately.</p> <p>Identifies noises under his control.</p>	<p>Have student locate litter containers in a variety of settings while on field trips</p> <p>Show pictures of litter barrels, disposal containers, garbage cans, etc.</p> <p>Have student tape a variety of sounds he can produce, e.g. whisper/scream; talking fast/slow; using instruments/ following rhythm patterns.</p> <p>Have student adjust volume on television, radio, tape recorder, etc.</p> <p>Have student unplug objects producing sound, with supervision, e.g. hairdryer, razor.</p> <p>Make a collage of things that make sounds.</p>	
<p>5. <u>Conservation:</u></p> <p>The student:</p> <p>Identifies what to do with excess, e.g. save.</p> <p>With reminder, turns appliances off.</p>	<p>Have consistent class procedures for "saving", e.g. lunch, art materials.</p> <p>Have student use some appliances in home, with or without assistance. Pair finishing activity with turning off appliance.</p>	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 5

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Personal Characteristics:</u></p> <p>The student:</p> <p>With assistance, states and writes full name, age, telephone number and address.</p> <p>States, or writes with assistance, names of family members.</p> <p>States and writes name of school.</p> <p>Marks or identifies own property with appropriate labels.</p>	<p>Have student fill in sheet with pertinent information.</p> <p>Present pictures of family members. Ask the student to identify the people. Help him to write their names.</p> <p>Have student draw and label pictures of his family.</p> <p>Have student bring photos of his family, show to classmates and tell classmates about his family. Have student share information about his family, e.g. how many brothers, and sisters, what their names are.</p> <p>Have student state/write name of school.</p> <p>Provide opportunities to practise labelling belongings, e.g. coats, lunch kit, books.</p> <p>Encourage student to look for identifying characteristics when he is not sure if something is his, e.g. label, size, color.</p>	<p>Tape Recorder. Washington State Cooperative Curriculum, Binder 2., Social Learning Curriculum.</p> <p>Pictures of family members.</p> <p>Photo of school.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 5

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student</p> <p>Engaged in activity of own interest.</p> <p>Responds appropriately when asked to demonstrate ability or talent.</p>	<p>When two students possess identical belongings draw their attention to it and then have them determine how to tell them apart. Label in some way so that identity can be determined.</p> <p>When free time is given tell the student that he may do whatever he chooses as long as it does not disturb others in the room. Offer assistance only when necessary.</p> <p>Encourage student to show individual abilities and talents.</p> <p>Make up individual posters depicting capabilities of each student.</p> <p>Each week (or month) put up display on one student. Include family photos, characteristics, likes, dislikes, etc.</p>	<p>Social Learning Curriculum.</p> <p>100 Ways to Enhance Self Concept in the Classroom.</p>
<p>2. <u>Physical Self:</u></p> <p>The student:</p> <p>Interprets and categorizes some sensory input.</p>	<p>Make poster of tastes. Put on headings, sour, sweet, etc. Have student find pictures or list things which have particular tastes.</p> <p>Provide appropriate experiences with the various senses, e.g. have student smell, touch different things.</p>	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 5

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Describes specific characteristics of the appearance of people.</p> <p>With assistance, measures height and weight, and recognizes physical changes.</p> <p>With assistance, compares differences in heights and weights using terms such as tall, short, heavy, big, little.</p>	<p>Play game "Scan" (adapted). Make 2 series of cards with identical pictures of common objects; put each series on a different color. Place one stack face down, scatter the other set around it, face up. Turn top card of stack, have students find match. The student with most pairs at end of game is winner.</p> <p>Display individual pictures of students. Ask one student to point out pictures which fit specific descriptions, e.g. blond hair, brown eyes.</p> <p>Play "Who is it?" game: Describe one of the students in the class; let the other students guess who is being described.</p> <p>Have student sort a variety of people pictures into categories according to specific characteristics: Ask what is similar about these people.</p> <p>At set times during the year help student measure height and weight. Make individual bar graphs which plot the results. Help student to see change.</p> <p>Have group of students stand at front of room. Ask one student to line all students up, starting from shortest to tallest, etc.</p>	<p>Pictures of people.</p> <p>Peabody Language Development Kit, Levels 1 and 2.</p> <p>Social Learning Curriculum.</p> <p>Instructional Programming for the Handicapped Student.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 5

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recognizes privileges and responsibilities appropriate to various age levels, e.g.:</p> <ul style="list-style-type: none"> -age to change schools or educational levels -age to leave home -age to learn to drive a car -age to get married -age to vote -age to drink alcoholic beverages. <p>Identifies sex differences between males and females, including primary and secondary sexual characteristics.</p> <p>Identifies areas designated as private, e.g. bathroom, bedroom, and behaves appropriately.</p>	<p>Provide two books; have student pick up each. Ask him to hand you the one that is heaviest (lightest).</p> <p>Give student directions to bring you specific objects. In the directions indicate size, e.g. "Bring me the little chair".</p> <p>Show student variety of pictures of people. Ask questions which involve age appropriateness, e.g. picture of baby: "Can this person drive a car?".</p> <p>Expand the questioning by asking, "why?", or "why not?", or by having the student make comparisons himself.</p> <p>Through the use of films, posters, books, etc. show student differences in male/female sexual characteristics. Teach student appropriate and some slang terms for body parts. Have student name body parts.</p> <p>Show student pictures which depict areas of privacy. Ask him to identify the pictures and make judgements as to why they are private.</p> <p>Role play situations where student comes across "a closed door", etc. Ask what he should do.</p>	<p>Assorted objects which can be used to compare heights and weights.</p> <p>Sequencing Sizes.</p> <p>Pictures of people at various ages.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 5

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>3. <u>Emotional Self:</u></p> <p>The student:</p> <p>Identifies specific emotions in self and others from facial expressions, posture, verbalizations.</p> <p>Practises relaxation techniques with supervision.</p> <p>Recognizes signs of stress in self and others.</p> <p>Indicates specific situations which elicit happiness, sadness, anger, fear, excitement, nervousness and feelings of being left out.</p>	<p>Have student categorize pictures according to emotions displayed.</p> <p>Show student pictures of situations. Ask him to tell you how the characters are feeling and perhaps give reasons for why they are feeling that way.</p> <p>Role play situations involving emotions; see if audience can guess how the student is feeling by his expressions.</p> <p>Use relaxation techniques as part of the daily routine.</p> <p>Use real situations. Point out body gestures and positions and relate these to how a person feels.</p> <p>Role play various emotional reactions with exaggerated facial/body tenseness.</p> <p>Verbally describe different situations which involve emotions; see if student can tell you which emotion is involved.</p> <p>Role play situations where emotions are present.</p>	<p>Social Learning Curriculum. Human Development Program: Magic Circle. Pictures of people displaying variety of emotions.</p> <p>Project Me - Let's Look For.</p> <p>I Know How You Feel.</p> <p>Relaxation - A Comprehensive Manual for Adults, Children and Children with Special Needs. Kiddie QR - A Choice for Children.</p> <p>Exploring Our Emotions (poster set). Social Learning Curriculum. Human Development Program: Magic Circle/Inner Change.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 5

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>With assistance, expresses and controls emotions in a variety of settings.</p>	<p>Have student try to recall situations where he felt certain emotions.</p> <p>Play "The Nice Way to Say It" game. Let the student role play the "nice" way to tell someone and the "poor" way to tell someone.</p>	<p>Peabody Language Development Kit, Level 2.</p> <p>Alternative Cards. Human Development Program: Magic Circle.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 5

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Needs and Motivations:</u></p> <p>The student:</p> <p>With assistance, distinguishes between some needs and wants.</p> <p>Initiates action of others when required, e.g. gets help in threatening situations.</p> <p>Acts in situations requiring own intervention.</p>	<p>Have class discussion on needs and wants. Help student to identify and distinguish between these.</p> <p>Look at pictures which depict a need for intervention from someone. Ask student to describe scene and tell what they would do.</p> <p>Role play situations which require the intervention of other people.</p> <p>Provide opportunities for community helpers to visit school to discuss their role with students, e.g. policeman, fireman, mailman.</p> <p>Role play situations which require a student to satisfy own needs.</p> <p>Provide opportunities for student to experience things such as: putting out campfires, changing a light-bulb, cleaning up broken glass, keeping within a budget of a certain amount of money.</p>	<p>Films.</p> <p>Social Learning Curriculum.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 5

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>2. <u>Factors Affecting Relationships:</u></p> <p>The student:</p> <p>Responds appropriately to familiar and unfamiliar people with respect to age.</p> <p>Responds appropriately to familiar and unfamiliar people with respect to their roles.</p> <p>With assistance, identifies real and imaginary characters and situations.</p>	<p>Role play situations where student responds appropriately according to the age of the person he meets.</p> <p>Encourage visits to class by members of student's family. Have student introduce his family member to the class.</p> <p>Invite unfamiliar people to visit your class.</p> <p>Integrate some activities with regular classes of different age students.</p> <p>Role play situations where student responds appropriately to people according to their roles. Match pictures of community helper to action picture, e.g. doctor - injured child.</p> <p>Set up pictures of people doing their jobs. Verbally give student a situation. Have student identify picture of person who would help him in that situation.</p> <p>Have student study characters in books; try to determine if characters are real by discussing their accomplishments or feats, e.g. Superman - can people really fly?</p>	<p>Social Learning Curriculum. Peabody Language Development Kits.</p> <p>Job Puzzles. Occupation Photographs. Occupation Match-ups. Career Identity Cards.</p> <p>Resource books, fact and fiction. Storytelling Posters.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 5

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>3. <u>Handling Social Interactions:</u></p> <p>a. <u>Expressive Communication Skills:</u></p> <p>The student:</p> <p>Communicates in a number of ways, e.g. gestures, speaking, writing, facial expressions.</p>	<p>Make a list of statements which depict accomplishments of people, real or unreal. Have student tell you if they could be done by real people or by storybook people.</p> <p>Look at pictures of characters in story. Ask student if they are real. Have him determine this by their appearance and what they are doing.</p> <p>Have student watch real and imaginary characters on television. Role play some of the situations that student sees.</p> <p>Provide opportunities for student to write letters to peers, teachers, relatives, etc.</p> <p>Give student a chance to speak to whole class at certain times, e.g. news every morning. Give student an opportunity to tell others about something important to him.</p>	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 5

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Communicates with others using socially acceptable behaviors.</p> <p>Uses appropriate techniques to obtain information.</p> <p>Modifies behavior at appropriate times or when directed, e.g. stops crying, settles down.</p> <p><u>b. Receptive Communication Skills:</u></p> <p>The student:</p> <p>Recognizes less obvious moods in others.</p> <p>Repeats short messages.</p>	<p>Have student act out stories or act like favorite television character. Ask others to guess.</p> <p>Role play conversations, with familiar and unfamiliar people.</p> <p>Emphasize maintaining eye contact, showing courtesy when another is speaking.</p> <p>Encourage student to ask questions to obtain information. Provide guidance if necessary.</p> <p>Praise student when he modifies behavior as directed. Ignore inappropriate behaviors.</p> <p>Try to indicate to student how you feel by subtle changes.</p> <p>Show pictures of people. Talk about how they are feeling and how you can tell.</p> <p>Give student short verbal message to deliver. Have him repeat it and deliver to the appropriate person. Check to see if it was delivered correctly.</p>	<p>Human Development Program: Magic Circle/Inner Change.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 5

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>c. <u>Problem Solving and Decision Making:</u></p> <p>The student:</p> <p>Contributes to, and sometimes initiates, classroom decision-making.</p> <p>With encouragement, independently resolves most conflicts with peers, using socially appropriate methods.</p>	<p>Play "Gossip" (see Level 4).</p> <p>Have student practise memorizing by using short story, words of song, series of numbers, etc.</p> <p>Provide opportunities for student to have input into classroom decision making.</p> <p>When choosing teams for a game or activity, try to alternate captains so that everyone has a turn.</p> <p>Encourage student to resolve own conflicts. Help only when necessary. Guide student if socially inappropriate methods are used.</p> <p>Role play conflict situations. Have student work through to resolve.</p>	

TRAVEL
 Level 5
 A. Ways to Travel

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Differentiates between self-propelled and vehicular travel.</p> <p>Identifies forms of travel requiring fare.</p> <p>Demonstrates understanding that adults drive vehicles.</p>	<p>Provide opportunities for student to participate in both self-propelled and vehicular travel, e.g. self-propelled: skiing; vehicular: train.</p> <p>Have student construct models of different vehicles.</p> <p>Have student plan an outing requiring transportation.</p> <p>Have the student make a chart of self-propelled and vehicular travel.</p> <p>Have class plan hypothetical outings requiring different modes of transportation. Go through procedures for booking and securing tickets, e.g. train, airplane.</p> <p>Have student pay own fare or use a bus pass to ride city transit.</p> <p>Have class plan an outing by bus. Have student purchase own ticket.</p> <p>Take student on an outing and have him take pictures of drivers of vehicles, e.g. city bus, cyclist.</p> <p>Show the student pictures of real drivers (adults) and absurd drivers, e.g. animals, children. Have him group the pictures into "real and unreal" drivers.</p>	<p>I.P.A. Manual, 1980.</p>

TRAVEL
 Level 5
 B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies appropriate people to ask direction from, e.g. policeman, bus driver.</p> <p>Demonstrates ability to cross the street safely.</p> <p>Recognizes some pedestrian lights.</p> <p>Telephones home and/or school for help when travelling.</p>	<p>Have both uniformed and non-uniformed adults, who would be encountered in travel situations, visit the school and simulate conditions and directions. Role play different directions, e.g. wait at the corner, go two blocks this way.</p> <p>Role play both reasonable and unreasonable requests that might be given in travel situations, so that the student can distinguish between a person who is "appropriate" and "inappropriate".</p> <p>Have student cross streets using traffic lights in different areas to experience crossing streets using various vehicular and pedestrian lights.</p> <p>Have student view different pedestrian lights that may be encountered prior to taking student to "on location site".</p> <p>Have student carry home and school phone numbers at all times. Practise dialing number using a disconnected dial or push-button phone.</p> <p>Have student practise phoning home to get permission for field trips, etc. using school phone.</p>	<p>Teacher made slides of most common pedestrian lights.</p>



TRAVEL
 Level 5
 B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies major landmarks outside own neighborhood in nearest central area.</p> <p>Identifies correct route between home and school and other specific locations.</p> <p>Identifies an increasing number of basic words and signs of information.</p>	<p>Have student use pay phone to call school and ask a specific question.</p> <p>Have student travel by city transit to various major marks, e.g. train station.</p> <p>Have student walk from one major landmark to another in a central area.</p> <p>Have student view pictures, or make photos of major landmarks.</p> <p>Have student travel to school by city transit using a bus pass.</p> <p>Have student run errands to specified locations via transit, e.g. a specific store in shopping complex, the gas company to pay a bill.</p> <p>Take class to a central area where many signs of information may be seen, e.g. downtown area government buildings. Take photos or slide of the signs and review in class.</p> <p>Play bingo, using sight vocabulary words, e.g. danger, stop.</p>	<p>Materials from Tourist Information Centres.</p>



TRAVEL
 Level 5
 B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies inappropriate behaviors of others in public:</p> <p>Gives right of way appropriately to people in public places.</p> <p>Does not accept rides from strangers.</p> <p>With supervision, demonstrates appropriate behavior while travelling.</p> <p>Demonstrates understanding of money terms associated with travel, e.g. fare, ticket.</p>	<p>Have student find correct word from several others displayed on a flannelboard.</p> <p>Role play situations dealing with purchasing item in a crowded store, boarding a bus, etc.</p> <p>Simulate situations where students may be in a position to accept a ride from a stranger, e.g. a car stopping beside the sidewalk while student is walking home through a park.</p> <p>Have local police come to school and speak to class about the dangers of going with strangers.</p> <p>Reinforce appropriate behavior with special privileges, e.g. taking a friend for a treat.</p> <p>Have student participate in various travel situations that allow him to use money related skills, e.g. using city transit: money and bus pass; riding in a taxi and paying the fare.</p>	<p>Road Signs of the Times; Survival Signs; Functional Signs Match-Ups. International Signs and Symbols.</p>

TRAVEL
Level 5
B. Travel Skills

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Identifies important items which can be purchased while travelling, e.g. lunch.

Demonstrates understanding of early-late in relation to travel.

Travels on bus independently in specific situations, e.g. home to school.

Have student eat out en route and make choices based on wants and money available for purchases.

Have student plan to spend money at a special event he is attending, e.g. bowling.
Have student make his decision based on what he wants and what he must retain for return fare.

If student is on trip where he has opportunity to spend several days, introduce the concept of budgeting.

Have the student determine which bus he must take to attend an activity that starts at a certain time. Help student make a time schedule to arrive on time.

Point out situations where student is early, e.g. waiting for city bus, waiting in line for show.

Point out situations where student is late, e.g. missing a bus, arriving at show after picture has started.

TRAVEL
Level 5
B. Travel Skills

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Travels safely within own community, e.g., alley crossings, open fields.

Rides bicycle in own neighborhood following rules.

With supervision, crosses street in busy areas.

Point out dangers which are less obvious or unmarked, e.g. back alleys, pot-holes.

Plan group or family outings by bike. Reinforce good cycling rules by giving student more responsibility for care of his bike, or special privileges.

Have local police show films on ways to safely ride a bicycle.

Bicycle Safety.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Distinguishes between foods that are edible and inedible.</p> <p>With supervision, selects food for appropriate times.</p> <p>Identifies most foods by name.</p> <p>Classifies food in all food groups.</p> <p>Associates most foods with sources.</p> <p>With supervision, begins to choose a balanced diet.</p>	<p>Collaborate with parents to have students clean refrigerator at home; first with supervision, then independently for several weeks, to identify spoiled foods.</p> <p>Make class set of daily activity study-prints. Focus on food for breakfast, lunch, etc.</p> <p>Display a wide variety of foods that are appropriate to all occasions.</p> <p>Have student select foods and match with illustration. Discuss student's selection with each class.</p> <p>Label and place pictures on four paper plates according to the four food groups.</p> <p>Use class discussion.</p> <p>Collaborate with the home to have student exercise choice.</p> <p>Have student sort food models or pictures which compose a balanced diet.</p> <p>In home economics class, have student prepare balanced breakfasts and lunches.</p>	<p>Department of Agriculture Materials.</p> <p>Canada Food Guide.</p>

HEALTH
Level 5
A. Nutrition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <ul style="list-style-type: none">Controls quantity of food consumption, and recognizes reasons for doing so.	<p>Weigh each student and chart weight.</p> <p>Discuss appropriate weight for age and height. Have each student discuss appropriate weight for individual and how to maintain or change it.</p> <p>Involve parents in this area for follow up through discussion and food selection.</p>	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Knowledge of Body:</u></p> <p>The student:</p> <p>Identifies major external and some internal body parts.</p> <p>Demonstrates some knowledge of body changes in both sexes, e.g. breast development, muscular development.</p> <p>2. <u>Care of Body:</u></p> <p>The student:</p> <p>With supervision, practises personal cleanliness and good grooming.</p> <p>Recognizes that personal cleanliness is important to self and others.</p> <p>Recognizes the importance of sleep and rest.</p> <p>Reports pain or symptoms of illness or injury in self or others.</p> <p>With assistance, performs simple first aid.</p>	<p>Discuss, using charts and films.</p> <p>Invite guest speakers from public health department.</p> <p>Observe student behavior. Minimize verbal and physical cueing and instructions. Involve parents in same.</p> <p>Discuss possible consequences of not maintaining a reasonable standard of personal cleanliness.</p> <p>Make up a short story, or role play a scene about students who do not get enough sleep.</p> <p>Discuss symptoms of illness.</p> <p>Role play incidents that require first aid treatment, e.g. band-aid.</p>	<p>Love, Sex and Birth Control for the Mentally Retarded: A Guide for Parents, Teachers and Professionals. Sex Education for the Developmentally Disabled.</p> <p>Self-Care Sequential Cards. The Problem: Acne. Self-Care Series.</p>

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Display a first aid kit, explain and discuss how each item can be used to ease particular injuries.

3. Drugs and Alcohol:

The student:

Takes daily medication with decreasing supervision.

Play the "Commercial game" and the "Pusher game".

Teaching the Moderately and Severely Handicapped, Vol. II.

States instances when medication may be required, e.g. aspirin for headache.

Create hypothetical situations, e.g. student finds pills - what should he do? Reward student for checking with responsible person.

Role play and illustrate with pictures of situations that require taking medication.

Have student discuss a time when he had to take medication.

Recognizes the possible adverse effects of alcohol and tobacco.

Discuss effects of smoking and alcohol on different parts of the body, both on self and others.

HEALTH
Level 5
C. Community Health Services

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Associates medical personnel with the appropriate community service institution, e.g. hospital, clinic.</p>	<p>Arrange tours of various community service institutions. Before visits, study various medical personnel and their corresponding institutions through discussion, role playing, pictures and appropriate books.</p>	

SAFETY

Level 5

A. At Home and School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Practises safe use of most of the equipment and materials encountered at home and/or school, e.g.:</p> <ul style="list-style-type: none">-sharp objects-appliances-electrical outlets-tools.-poison-gym equipment-matches. <p>Keeps work/recreation area orderly and safe.</p> <p>Practises safety when moving on stairs, in hallways, on buses, etc.</p> <p>Practises fire safety.</p> <p>Demonstrates ability to alert others in case of fire.</p>	<p>Demonstrate and have student model. Reinforce appropriate behavior.</p> <p>Demonstrate and discuss.</p> <p>Make sure student recognizes the sound of the fire alarm and smoke detectors.</p> <p>Establish a routine that must always be followed. Practise frequently.</p> <p>Have class discussion.</p>	<p>Safety Series. Jiminy Cricket's I'm No Fool With Safety.</p>

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Practises safety rules when walking or riding a bike.

Demonstrates understanding of the consequences of disregarding rules.

Recognizes an emergency situation and demonstrates ability to seek help.

Recognizes appropriate sources of help.

Discuss safety rules and show films.

Invite guest speakers, e.g. from police department.

Role play emergency situations. Have several students portray different helpers. Have student in predicament select the correct helper.

Use a language experience chart to tell a story of an emergency. Omit the solutions, and have student fill in the solutions with a picture/story and/or words.

Bicycle Safety.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Practises safety in recreational setting.</p> <p>With supervision, uses recreational equipment safely.</p> <p>Seeks help when injured.</p>	<p>Discuss safety rules before undertaking specified activities.</p> <p>Use a language experience chart with picture illustration to discuss the day's recreational activity. Have student state all safety rules associated with that activity.</p> <p>Role play various situations.</p>	

WORLD OF WORK

Level 5

A. Career Planning and Awareness

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Why Work:</u></p> <p>The student:</p> <p>Responds routinely to tasks assigned in the classroom.</p> <p>With assistance, indicates type of available rewards for tasks completed.</p> <p>Recognizes relationship between task performance and receiving of reward.</p> <p>Performs some tasks to please self and/or others.</p> <p>2. <u>Job Awareness:</u></p> <p>The student:</p> <p>Describes jobs of family members.</p> <p>Provides details of some jobs.</p>	<p>Gradually decrease the verbal prompts to a few key words.</p> <p>Make contractual agreement with student: successful completion of tasks brings given reward in terms of favorite activity.</p> <p>Withhold reward if terms of above agreement not met. Discuss why.</p> <p>Encourage student participation in daily routines, e.g. in the morning, preparation for lunch, clean-up and dismissal.</p> <p>As a class assignment have student find out what kind of work various members of the family do, with details of job, e.g. place of work, name of company, hours.</p> <p>Have class cut out pictures and make posters of people who work in similar company, etc.</p> <p>Take field trips to various places of work.</p>	<p>Magazines, newspapers, journals.</p> <p>Janus Job Interview Guide.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>3. <u>Job Demands:</u></p> <p>The student:</p> <p>Demonstrates ability to complete a task correctly within time frame.</p> <p>Complies with increasingly complex directions.</p> <p>Approaches new tasks willingly.</p> <p>Performs certain tasks voluntarily.</p> <p>Accepts praise and criticism appropriately.</p>	<p>Use in-school visits by selected people in workforce.</p> <p>Have student make scrapbook showing many different careers, tools.</p> <p>Provide work sheets for student. Have student complete assigned task before going on to more desirable activities.</p> <p>Have student complete a given number of assigned tasks in a familiar time space, e.g. between recess and lunch. Incorporate a timing device to add fun and increase speed of task completion.</p> <p>Increase independence with programmed learning devices, e.g. computer assisted learning.</p> <p>Provide a list of reasonable, pleasing tasks to be done in the classroom. Ask for volunteers without promise of rewards. Gradually change list to more work oriented tasks.</p>	<p>Kitchen timers.</p>

WORLD OF WORK

Level 5

B. Specific Work and Allied Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Use of Tools and Equipment:</u></p> <p>The student:</p> <p>With assistance, selects and uses appropriate tools for specific projects.</p> <p>Independently follows the rules of organization, care and safety with respect to tools, materials and equipment, e.g. power tool, vacuum cleaner, mixer.</p> <p>With assistance, constructs more complex projects.</p> <p>2. <u>Following Directions:</u></p> <p>The student:</p> <p>Follows directions of increasing complexity.</p> <p>With assistance, identifies person(s) in authority in specific work situations.</p> <p>With assistance, accepts supervision in specific work situations.</p>	<p>Start simple project incorporating home and shop skills. Take pre-arranged field trips to hardware stores and household departments to examine and label various tools.</p> <p>Make poster of more complex tools and their uses. Use videotaped peer demonstration followed by evaluation of performance.</p> <p>Make available a variety of materials and allow student to experiment.</p> <p>Use role playing, e.g. take part of foreman.</p> <p>Take field trips to work situations.</p>	<p>Encyclopedia Britannica. Films on use of tools. Shop Safety.</p> <p>Mix and Match Puzzles - Occupations.</p> <p>7</p>

WORLD OF WORK

Level 5

B. Specific Work and Allied Skills

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

With assistance, makes appropriate decisions in familiar work situations.

4. Independence:

The student:

With assistance, demonstrates ability to perform satisfactorily in unfamiliar work situations.

Provide examples of correct work. Refer to similar work of peers, discuss and identify growth and quality of work. Have student select the neatest work display.

Show films about decision making and engage the class in discussion solving the problems outlined in film.

Interchange students and/or rooms with other teachers.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Awareness of Personal Ability and Interests:</u></p> <p>The student:</p> <p>With assistance, identifies jobs/careers which may be of special interest.</p> <p>With assistance, identifies jobs/careers which reflect personal abilities.</p> <p><u>2. Awareness of Process:</u></p> <p>The student:</p> <p>Demonstrates awareness that people look for jobs.</p> <p>Demonstrates initial awareness of some specific procedures that are followed when looking for a job.</p> <p>With assistance, demonstrates behaviors suitable for job acquisition, e.g. neatness, cleanliness, manners.</p>	<p>Discusses specific jobs, e.g. carpenter's helper: -what skills are involved -what training is needed -what can the individual student accomplish in this area.</p> <p>Make an alphabetic list of jobs people do, e.g. barber, cab driver.</p> <p>Make visit to Manpower.</p> <p>Read classified ads section of newspaper to class and discuss types of jobs available.</p> <p>Role play how to apply in person for a job, first with teacher, later with unfamiliar person.</p>	<p>Occupation Photographs. Occupation Match-Ups. Career Identity Cards. Career Canasta. Career Crosswords. Career Puzzles.</p> <p>Local Newspapers.</p>

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Work with flash cards that show words usually appearing on application forms: date of birth, sex, etc.

Have student practise completing an application form; provide help if student cannot read/write.

Develop telephone skills.

Participates in work experience program.

Various application forms.

Work Experience Education Handbook.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Awareness of Responsibility:</u></p> <p>The student:</p> <p>Responds to classroom routines and school expectations, e.g.</p> <ul style="list-style-type: none"> -punctuality -personal hygiene -regular attendance -appropriate interaction -attending to task -safety awareness -appropriate discriminatory skills; e.g. questions inappropriate requests. 	<p>Provide a daily time check-in system in the classroom and discuss consequences of tardiness and appropriate time for arrival.</p> <p>Display attendance chart and let student keep it up-to-date on daily basis. Discuss at end of month (week) and reward best attendance record.</p> <p>Play games which enhance cooperation.</p> <p>Set up assembly line procedures for class projects, e.g. bottle drive.</p> <p>Improve task behavior by using time devices and improve ability to ignore distractions.</p> <p>Reproduce signs of warning and danger, and visit areas displaying such signs.</p> <p>Visit areas with potentially dangerous machinery.</p> <p>Discuss absurd or inappropriate requests and reasons to refuse such.</p>	<p>Instant camera.</p> <p>Deal Me In.</p> <p>Kitchen Timers.</p> <p>Pre-Vocational Program Packages.</p>

WORLD OF WORK
Level 5
E. Workers Rights

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

With assistance,
demonstrates some
understanding of
workers' rights.

HOME MANAGEMENT

Level 5

A. Clothing

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Performs certain routines regarding care of clothing, e.g.:

- hand washing small articles
- using washer and dryer
- folding and hanging clothing
- simple ironing.

Chooses own clothing for various conditions and occasions.

Participates in purchase of own clothing.

With assistance, does simple sewing by hand or machine.

Provide opportunities for practise in all areas.

Emphasize good clothing care and reinforce appropriate actions.

Collaborate with parents to provide opportunities for student to select own clothing.

Take field trips to stores, etc.

Have student make scrapbook entitled "choices" with a different situation on each page.

Have student recall and plan: "What did I wear yesterday"; "What am I wearing today"; "What will I wear tomorrow".

Collaborate with parents.

Have student practise stitching with sewing machine:

- following line on paper-
- no thread in machine;
- following drawn line on cloth;
- following fabric line, e.g. large square gingham;
- sewing a seam joining two pieces of cloth.

Instructional Programming for the Handicapped student.

Grooming chart.

Pictures, magazines, catalogues.

Sewing machine.
Assorted Fabrics.

HOME MANAGEMENT

Level 5

A. Clothing

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Provide a choice of elementary sewing projects by hand or machine, e.g.:

- denim or similar school bag
- fringed fabric placemats
- crazy quilt.

Have student make simple repairs, e.g. sewing on buttons.

HOME MANAGEMENT

Level 5.

B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <ul style="list-style-type: none"> Demonstrates appropriate eating behavior. Demonstrates appropriate table manners. Performs certain grocery shopping routines, e.g. putting food away. Participates in making shopping list. Plans simple meals. With supervision, prepares simple meals. Identifies foods which spoil without refrigeration/freezing. Interprets some information in simple recipes, e.g. canned soup. 	<ul style="list-style-type: none"> Monitor behavior as necessary. Play sit: assign roles of guest, host, hostess; act out various situations, e.g. a family meal, a snack after school. Provide actual practice. Make one meal a week at school which involves student selection. Use a cafeteria menu, and have students pre-select before using eating-out facility. Provide some instant mixes and other appropriate materials. Make lists, pictorial or otherwise, of foods and correct storage areas. Collaborate with parents regarding shopping routines. Uses prepared foods with simple directions, e.g. canned soup, cookie mixes, juice. 	<ul style="list-style-type: none"> What's Cooking. ABC Cooking. Let's Do Some Cooking. Turn Kids on to the Good Food.



HOME MANAGEMENT

Level 5

B. Food

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Uses common utensils in food preparation, e.g. can opener, measuring cup.

Performs serving and clean-up routines, e.g.:

- setting table
- washing dishes
- serving meal in proper sequence.

Performs certain chores related to food production, e.g. planting, caring for livestock.

Color code stove elements for easy use.

See Communication section, Reading.

Use can opener with handle grips or an electric can opener.

Use recipes which involve measuring, e.g. standard and non-standard.

See Computation section, Measurement.

Make picture file of single foods. Give series of pictures to student and have him place them in the sequence they would be served.

Have student plan and participate in serving meals, e.g. school lunch.

Provide opportunities for practice.

Food and Nutrition.
Cooking Activities for the Retarded Child.
Classroom Cookery.
Cooking in the Classroom.
Grunchy Bananas.
Help Yourself to Food.
The Kids Cookbook.
Planning Meals and Shopping.
Young Homemaker's Cookbook.

Kids' Garden Book.
Kids in the Kitchen:

HOME MANAGEMENT

Level 5

C. Maintaining the Home

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Identifies and performs jobs to be done, e.g. sees snow, gets shovel and shovels.

With supervision, cares for own living space, e.g. makes bed, vacuums.

Recognizes need for less obvious repairs.

Identifies safe and unsafe procedures in home management.

Recognizes appropriate time to call repairman.

Have students accept responsibility as a class or as individuals for some aspect of daily/weekly maintenance within school situation.

Coordinate a home/school checklist.

Play "What do you do?" answering game. "The fridge is not working ... A window is broken ...".

Have student practice safe procedures, e.g. use pot holders, handles toward inside when using pot on stove, stairs cleared of toys, etc.

Independent Living Sequential Cards.

House and Home Furnishings: Your Personal Environment. Lifestyles.

HOME MANAGEMENT

Level 5

D. Living Options

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Selects some of own furnishings for own living space.

Demonstrates awareness that a person's living space may change, e.g. children move out on their own.

Encourage the student to participate in the selection of own linen, knickknacks, collections for own room, color scheme, pictures.

Use the students' personal experiences and relate how members of their family have moved out on their own, moved from one place to another.

Visit different residences or group homes that may be considered living alternatives for the student.

Inexpensive Apartment Decorating.

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

With supervision, assumes responsibilities for younger children.

Provide opportunity for students to take care of younger children.

MONEY MANAGEMENT

Level 5

A. Earning Money

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

See Computation section: Measurement, A. Money

The student:

Demonstrates knowledge of value of all coins.

Present actual situations to use money.

Using flash cards with taped on coins have student identify coins.

Identifies three bills.

Continue exposure to bills, emphasizing identification clues.

Dollars and Sense.

With assistance, recognizes coins and bills in combination.

Demonstrates knowledge of ways to earn own money, e.g. paper route, shovelling snow.

Relates number concepts to coins up to twenty-five.

With assistance, reads and writes money symbols \$ and ¢.

Demonstrates knowledge of concepts associated with money.

Provide practice with money situations student will encounter, e.g. trips to local confectionary, fare for bus ride, money paid for lunch in school cafeteria.

Performs small jobs to earn money, e.g. shovels snow.

MONEY MANAGEMENT
 Level 5
 B. Spending Money

OBJECTIVES

The student:

Purchases specified items independently.

- Recognizes the correct store for certain purchases in own neighborhood.

Participates in the selection and purchase of certain personal items.

Budgets allowance.

TEACHING STRATEGIES

Have student accompany guardian/parent during purchase of own things.

Make a poster of "Things I Would Like".

Use a shaping procedure. Initially give student a daily amount to spend, e.g. 10c, 25c, then issue allowance bi-weekly, weekly.

Make a chart of coin amounts needed for specific treats and activities, e.g. 6 - 25c - bowling, 1 - 25c - chips, etc.

Build in bonus programs so the student can earn more than his allowance, for extra work or exceptional work. This way the student can work towards financing special activities at school.

MATERIALS

Children's Spending Advertising Unit.

MONEY MANAGEMENT

Level 5

C. Saving and Borrowing

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

With supervision, manages a bank account.

Saves money for special purchase.

Demonstrates ability to use words associated with money.

Cooperate with local bank to establish bank account for student.

Help student establish long term goals, e.g. saving to buy bicycle.

Have student practise using money words as part of daily vocabulary, such as price, buy, sell, pay, change, till slip, cash.

Teach number combination, e.g. \$1.35 is one thirty five rather than one hundred and thirty five.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 5

A. Fundamentals of Movement

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Demonstrates ability to apply generalized object control skills to simple game situations. (See B. Games and Activities).

Demonstrates proficiency and initiates the performance of most Level 3 skills

With some guidance, demonstrates proficiency and initiates the performance of most Level 4 skills: locomotor, body control, specific equipment skills.

Have student engage in activities using previously acquired skills such as dual games/partner activities, e.g. frisbee.

Have student participate in some team games and activities, e.g. Level 4 games, soccer.

Play modified softball and basketball, etc.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 5

B. Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p>		
<p>Participates in dual games/partner activities using previously acquired skills.</p>	<p>Provide opportunities for student to participate in partner games and activities, e.g. Indian wrestling, croquet.</p>	
<p>Participates in an appropriate aquatics program.</p>	<p>See Red Cross Program.</p>	<p>Red Cross Manual.</p>
<p>Participates in aquatic games, e.g. adapted water volleyball.</p>	<p>Encourage student to engage in an appropriate aquatics program to include the appropriate Red Cross Program of Beginner, Junior or Intermediate Skills and competitive experiences, e.g.: races, relays, participation in swim meets and introduction to games, such as water polo; water volleyball, etc.</p>	<p>A Practical Guide for Training Mentally Retarded to Swim. Water Learning: A New Adventure.</p>
<p>Participates in some team games and activities.</p>	<p>Provide opportunity to participate in floor hockey, soccer, various relay races, etc.</p>	
<p>Participates in basic dances, e.g. simple polka, simple square dances.</p>	<p>Encourage participation in sock hops, teen dances, etc.</p>	
<p>Participates in basic gymnastics program.</p>	<p>Have student practise on trampoline, box horse, balance beam, etc.</p>	
<p>Participates in life time sports activities, e.g. skiing, soccer.</p>		

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 5

B. Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <ul style="list-style-type: none"> Demonstrates proficiency in recreational activities, e.g. bowling, tobogganing, snow-shoeing. Demonstrates proficiency in Level 4 track and field activities, e.g. short races, ball throws, long jumps. Participates in certain additional events, e.g. high jump, medium distance races (200-400M), soccer kick. Performs some of the following exercises: chin-ups, etc. Participates in regular fitness program. 	<p>Provide opportunities for student to do these things so that you can evaluate progress.</p> <p>Have student participate in various exercises which emphasize flexibility, endurance, strength and speed, e.g.:</p> <ul style="list-style-type: none"> -flexibility: sit-ups -endurance: leg-lifts -strength: chin-ups -speed: distance running. 	<p>Canadian Fitness Manual.</p> <p>Special Exercises for Exceptional Children. Motor Fitness Testing Manual for the Moderately Mentally Retarded.</p>

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 5

C. Social Skills Related to Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Attends to the task being presented.</p> <p>Responds appropriately to instructor.</p> <p>Demonstrates ability to follow instructions in a group setting.</p> <p>Practises appropriate courtesies.</p> <p>Demonstrates basic sportsmanship in games and activities.</p> <p>Follows specific game rules and demonstrates fair play.</p> <p>Utilizes social skills and practises safety rules in new situations.</p>	<p>Encourage shaking hands with "opposition", saying "3 cheers", etc.</p> <p>Encourage respect for the referees, coach, teacher.</p> <p>Encourage winning/losing graciously.</p>	



FINE ARTS AND INDIVIDUAL EXPRESSION

Level 5

A. Crafts, Hobbies and Activities

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Demonstrates increased proficiency in making creative patterns.

With assistance, creates shapes or objects using materials such as: clay, etc.

Cuts and follows a line on paper, cloth or other materials.

Demonstrates beginning of pattern and form in creating a painting.

Have student practise making lines or circles in swinging, rhythmic motion. Have him practise letter forms and pencil control by copying words from a book or paper. Have student write own name in enlarged cursive writing. Label pictures student has drawn, cut out or pasted.

Provide model to use in doing ceramic work. Assist in completion of process; from kiln have student finish by painting, etc.

Have student clay model something asked for, or experiment further with what can be done with clay. Use hand molding technique for expression.

Have student do a specific task of cutting and following a line, e.g. a) cut pictures from magazines and paste into scrapbook; b) cut pictures from wallpaper sample books and paste them to make a story or design of their own on another paper.

Use overhead projector to trace an object for eventual cutting.

Use ready made scenes for immediate painting, using water colors or paint pencils.

Dubnoff School, Program I, Level II.

A Handbook of Arts and Crafts for Elementary and Junior High Teachers

FINE ARTS AND INDIVIDUAL EXPRESSION
 Level 5
 A. Crafts, Hobbies and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates form and pattern in creating objects.</p> <p>Identifies and names color differences, e.g. pink-red.</p> <p>Adds more detail to drawings.</p> <p>Completes own craft project.</p> <p>With assistance, collects materials required for own hobby.</p> <p>Selects and participates in recreational activities.</p> <p>Note: This list of activities is not meant to be exhaustive. Teachers are encouraged to add others or delete to meet the needs of their students.</p>	<p>Use copy technique in building more complex building forms. If possible, build this in stages. Have student copy from a visual basis.</p> <p>Use the mail order catalogue to simulate ordering of clothes and other items associated with color.</p> <p>Use toy figures which allow to add arms, legs, eyes, hair, etc. to complete the figure. Have student complete these figures. Have student then add such detail to drawn figures.</p> <p>Have student visit various arts and crafts and hobby shops, exhibits for ideas and comparisons.</p> <p>Have student experiment with a variety of crafts, e.g. rug hooking, huck weaving, tie dye, crocheting.</p> <p>Encourage student to collect hobby materials for ordering and trading, e.g. stamps, coins, pictures for albums, models.</p> <p>Provide a variety of leisure activities, games and sports, indoor, outdoor, individual, group, e.g. floor hockey, skating, listening to records cards, dances.</p>	<p>Mail-order catalogues. Magazines.</p> <p>Body Concept Template. Body Concept Spirit Masters I and II.</p> <p>Arts and Crafts for Slow Learners.</p>



FINE ARTS AND INDIVIDUAL EXPRESSION

Level 5

B. Music

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Listens to music for enjoyment for increasing periods of time.</p> <p>Operates music producing equipment, e.g. juke-box.</p> <p>Selects appropriate programs, e.g. television.</p> <p>On own initiative, participates in dance or other musical games.</p> <p>Plays rhythm instrument in varied patterns.</p> <p>Continues to explore a variety of instruments.</p> <p>Performs contemporary dance movements and form.</p> <p>Participates in social dance with partner.</p> <p>Sings songs.</p> <p>Sings, following conductor's direction.</p>	<p>Provide a variety of listening material: classical, rock and roll, country and western.</p> <p>At noon or recess, have records easily accessible for use by the student as a recreational pastime.</p> <p>Choose a record with a changing beat; have the class accompany the record with rhythm instruments.</p> <p>Pair students. Allow the more proficient student to be a teacher/model in the contemporary dance. Allow some integration and peer-instruments.</p> <p>Create social situation that closely resembles the variety of music at the community or school dance.</p> <p>Have sing-song. Encourage student to suggest a favorite song.</p> <p>Gain student's attention through non-verbal means, use signal, etc. Then transfer to the conductor's signal for a certain response in singing, e.g. loud, soft.</p>	



FINE ARTS AND INDIVIDUAL EXPRESSION

Level 5

C. Drama

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

With assistance, portrays a character from a simple story or play.

Repeats a verse or part of a story.

With assistance, begins to demonstrate feelings and emotions in a play, e.g. being lost.

Begins to demonstrate an individual role as part of a group activity.

Play game of charades.
Assign role to act out.

Through question and answer have student relate parts of the story or verse items.

Give opportunities for role play with assigned emotions demonstrated, e.g. feeling of "my fault".

Have student choose a role as part of a group activity, e.g. group of people waiting for a late bus.

FINE ARTS AND INDIVIDUAL EXPRESSION
 Level 5
 D. Recreation

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Watches television with comprehension.</p> <p>With assistance, performs constructive tasks in leisure time, e.g. gardening, crafts.</p> <p>Participates in group games or activities.</p> <p>Plays lawn games with modified rules.</p> <p>Participates at organized community recreation programs.</p> <p>With minimal supervision, attends community spectator events.</p> <p>Uses some recreational facilities.</p> <p>Demonstrates ability to be part of camping team.</p>	<p>Provide opportunities for student to watch television. Question student about show to see if he understands.</p> <p>Provide opportunities for leisure time. Give student opportunity to try a wide variety of activities.</p> <p>Play group game. Have student participate and try out several different parts.</p> <p>Provide opportunities to play lawn games.</p> <p>Provide opportunities for student to participate in recreation programs.</p> <p>Encourage student to attend community events.</p> <p>Provide opportunities for student to attend camp, take part in scouting group, etc.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 5

A. At Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies extended family members by name and role.</p> <p>Associates extended family members with what constitutes own family.</p> <p>Identifies ways in which families change.</p> <p>Participates in the decision making process for family recreational activities.</p>	<p>Have student construct pictorial family trees of all members or make a poster.</p> <p>Have student relate activities to grandparents.</p> <p>Visit a senior citizens' home.</p> <p>Have student compose a family album, including extended family. Have student bring a family album to school to share with class.</p> <p>Invite a grandparent of a class member to school for a special visit. Role play introducing this guest.</p> <p>Use students' families to show an addition, leaving home, marriage. Make posters to illustrate these examples.</p> <p>Read stories or compose your own, about death, separation, and divorce. Have student relate main idea of story and answer questions about content.</p> <p>Have student participate in a community recreational class or club, e.g. swimming, scouts.</p> <p>Include student in discussions where to go for weekend outings, weekend trips, and holidays. Ask for suggestions and follow through on them.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 5

A. At Home

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Practises courtesies in social situation.

States and obeys most family rules.

With reinforcement, assumes responsibility for self and belongings.

Have student role play social exchanges such as greetings, courtesies.

Have student predict outcomes of action pictures, e.g. greeting at door, receiving gift.

Make pictorial chart of family rules.

Have student predict outcome of following/breaking family rules. Utilize chart.

Utilize self-monitoring chore charts to help remind student of chore responsibilities, e.g. keeping room tidy, putting clothes away.

Ask parents to provide an allowance when he assumes some responsibility.

Give special privileges for carrying out weekly duties, e.g. going out to eat, inviting a friend over.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 5

B. At School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Differentiates between belongings of self and others.</p> <p>Identifies school rules.</p> <p>With reinforcement, assumes responsibility for self and belongings.</p> <p>Assumes responsibility for specific class chores/errands.</p> <p>Demonstrates respect for property of others within the class.</p>	<p>Have student attach name tags to belongings they bring to school.</p> <p>Role play borrowing items from others.</p> <p>Role play lending items to others.</p> <p>Make a chart of school rules. Have student predict outcomes of not following school rules, e.g. running in the hallway: falling.</p> <p>Have student follow class routines, e.g. keeping coat area tidy.</p> <p>Demonstrate correct handling procedures for common equipment and have student model.</p> <p>Utilize self-monitoring chore charts for class chores.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 5

C. In the Community

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Identifies additional community helpers, e.g. scout leader.

Identifies functions of community helpers.

Identifies some city/town facilities, e.g. historical park.

Have police speak to class about Block Parents. Play a game involving identifying Block Parent sign.

Have different religious leaders visit school, and relate how they are community helpers.

Discuss the various clubs/recreational activities student participates in. Relate the role leaders play in being community helpers.

Have student pair community helper with specific actions, e.g. police - getting lost; fireman - fire/ambulance required; doctor, nurse - illness.

Play a game where student must match picture of community helper with an action, e.g. "The little girl has lost her bus fare and doesn't know what to do. Who should she get?"

Have student ask community helpers for a simple job description. Record on chart in classroom.

Visit different facilities. Purchase post cards or take photos. Have student label and discuss activities in classroom.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 5

C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies some cultural differences in people within own community.</p> <p>Sings some of the words to the National Anthem.</p> <p>Recognizes the importance of the Canadian Flag.</p> <p>Identifies community rules and routines applying to self.</p>	<p>Have student participate in different community facilities, e.g. community centres.</p> <p>Provide opportunity for student to visit ethnic shops, e.g. making purchase in Chinatown, Native Indian craft centre.</p> <p>Show films.</p> <p>Have persons of different ethnic backgrounds visit school and demonstrate an ethnic craft/food.</p> <p>Relate and have student model line by line.</p> <p>Show pictures of the Canadian Flag at Olympics competition, parliament grounds, etc.</p> <p>Discuss pride in being Canadian.</p> <p>Make pictorial sequence strips for community rules and routines. Have student put in order.</p> <p>Play sequencing games.</p> <p>Have student follow simple directives while travelling in or using community facilities.</p>	<p>What is a Community (filmstrip).</p> <p>People Are Alike (filmstrip).</p> <p>Children of Canada Series (film).</p> <p>The Stories of Tuktu Series (film).</p> <p>Precision (film).</p> <p>The Musical Ride (film).</p> <p>Consumer Sequential Cards.</p> <p>Photo Sequential Cards.</p> <p>Kanata Kits.</p> <p>Independent Living Sequential Cards.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 5

D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Ecology:</u></p> <p>The student:</p> <p>Identifies appropriate habitat for familiar living organisms.</p> <p>Identifies appropriate ways to behave with domestic animals.</p> <p>Identifies male and female animals of the same species.</p>	<p>Take student on field trips to various locations where animals are, e.g. bird sanctuary, zoo.</p> <p>Have student match pictures of animal with home.</p> <p>Show films.</p> <p>Make posters of animals living in specific habitat, e.g. sea, mountains.</p> <p>Demonstrate and have student model behavior.</p> <p>Take field trip to farm to observe how to interact with farm animals.</p> <p>Have student visit animal shelter and locate information on how to care for a pet.</p> <p>Have a guest speaker visit school with a pet and relate how to interact with pets.</p> <p>Visit a zoo or farm where pictures may be taken of both male and female species. Match the pictures and label.</p> <p>Use pictorial matching game.</p>	<p>Where Do They Belong? Animal Classification. Animals That Build Their Homes. Bighorn; Caribou of Northern Canada; Cattle Ranch, etc. (films).</p> <p>Animal Growth Sequential Cards,</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 5

D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <ul style="list-style-type: none"> Identifies two or more attributes of plant material. Identifies growing environment of familiar fruits and vegetables. Identifies light and warmth as requirements for plant growth. Recognizes that plants need soil to grow. 	<ul style="list-style-type: none"> Take student to plant locations. Have student sort familiar plant material, on one attribute first and then a second, e.g. fruit/fruits which are sweet; leaves/parallel veining in leaves. Have student visit a greenhouse or vegetable garden; locate root, vine, leaf vegetables. Observe fruit trees in fall; provide collection experiences, e.g. crab apple, nanning cherry. Show pictures of banana tree in tropics; orange tree in California. Perform experiments with student where plants are placed in cool, cold, or dark place. Observe changes. Perform experiments to show that plants need soil, e.g. digging up garden plants. Make charts and observations. 	<p>Treesorts.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 5

D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>• The student:</p> <p>Identifies changes in water forms, e.g. ice, snow.</p> <p>Recognizes that some animals need the ground for homes and shelter.</p> <p>Identifies animals that live in mountain, plains, and near sea.</p>	<p>Perform experiments and observe natural phenomena; melting: collect snow and melt on element, use water; freezing: make ice cubes in freezer, observe what happens to melted water overnight during spring.</p> <p>Provide opportunity to view underground animal homes in the zoo, e.g. rabbit, ground squirrel.</p> <p>Play sorting games with pictures.</p>	<p>The Life of Animals Series: Animal Homes and Ways Animals Protect Themselves, etc. (filmstrip).</p> <p>Animal Sorting Games: Sea Animals, Farm Animals, Forest Animals, Wild Animals. Places Where Plants and Animals Live Series (filmstrip).</p>
<p>2. <u>Weather:</u></p> <p>The student:</p> <p>Predicts weather according to conditions, e.g. snow in winter.</p>	<p>Have student observe sky and listen to forecasts; compare predictions to daily forecasts.</p> <p>Make charts of weather for each of the seasons.</p>	<p>Pictures from magazines. Experimental Science Program.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY.

Level 5

D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>3. <u>Energy</u>:</p> <p>The student:</p> <p>Identifies use of sources of heat.</p> <p>Identifies other sources of energy, e.g. wind and water.</p> <p>4. <u>Pollution</u>:</p> <p>The student:</p> <p>Disposes of litter appropriately.</p> <p>Identifies appropriate noise levels for a variety of situations.</p> <p>5. <u>Conservation</u>:</p> <p>The student:</p> <p>Identifies appropriate areas for collecting natural environment specimens.</p>	<p>Have student use heat producing appliances correctly, e.g. oven or toaster to cook or bake a simple food item.</p> <p>Have student locate a variety of litter containers in different setting by following simple directions.</p> <p>Take student on a field trip to local garbage dump or land fill site.</p> <p>Take student to locations in community which have rules regarding noise level, e.g. library, restaurant.</p> <p>Have local provincial/national parks personnel speak to class about collecting specimens, e.g. rules regarding picking wild flowers.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 5

D. Environmental Education

OBJECTIVES,

TEACHING STRATEGIES

MATERIALS

The student:

Visit a local park which has signs regarding collecting natural specimens, e.g. "Do not pick the flowers"

Take student on expeditions to collect specimens, e.g. flower garden, woods for non-living specimens such as cones, dried materials.

Demonstrates awareness of various ways to conserve energy.

Have student turn off lights, etc.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 6

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Personal Characteristics:</u></p> <p>The student:</p> <p>States and writes full name, age, address, telephone number and birthdate.</p> <p>States or writes names of family members.</p> <p>States/writes full name of school.</p> <p>Identifies or marks own property with appropriate labels.</p> <p>Identifies areas of interest.</p>	<p>Provide opportunities to practise filling out a variety of information sheets.</p> <p>Get blank employee application forms. Have student practise filling these in.</p> <p>Present pictures of family members. Have student state/write the name of each person.</p> <p>Fill in appropriate information sheets with names of family members.</p> <p>Have student state/write full name of school.</p> <p>Have student choose his belongings from among others which are similar.</p> <p>Ask student what he likes to do in his leisure time.</p> <p>Have each student make a display illustrating things which they like to do; cut pictures from magazines or bring actual things from home to add to the display.</p>	<p>Tape Recorder.</p> <p>Social Learning Curriculum.</p> <p>Photos of family members.</p> <p>Washington State Cooperative Curriculum, Binder 2.</p> <p>Photo of school.</p>



UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 6

A: Knowledge of Self

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Demonstrates abilities and/or talents appropriately.

2. Physical Self:

The student:

Interprets and categorizes sensory input accurately.

Recognizes aspects of appearance which need improving.

Measures height and weight, and recognizes changes in them.

Give student opportunities to choose an activity for leisure time.

Encourage all display of talent or ability by individual student.

Provide opportunities for student to be in "spotlight". Encourage appropriate audience participation.

Provide opportunity for student to categorize things which relate to the senses.

Increase the level of difficulty as the student's ability increases, e.g. classifying sounds from loud to soft, high, medium, low, etc.

Draw student's attention to aspects of appearance which differ from peers'.

Provide opportunities for students to discuss differences in appearances of various people.

Have student measure height and weight at regular intervals during year; plot these on bar graph. Help student to identify increases and/or decreases, and compare changes.

Social Learning Curriculum.

Social Learning Curriculum.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 6

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recognizes responsibilities and privileges appropriate to various age levels:</p> <ul style="list-style-type: none"> -age to get a job -age to change schools or, educational levels -age to leave home -age to drive a car -age to get married -age to vote -age to drink alcoholic beverages. <p>Behaves appropriately in situations requiring privacy, e.g. menstrual cycle, masturbation, adjusting clothing.</p> <p>3. <u>Emotional Self:</u></p>	<p>Show student variety of pictures of people. Ask questions which involve age appropriateness, e.g. picture of baby: "Can this person drive a car?"</p> <p>Expand the questioning by asking "Why?" or "Why not?" or by having the student make comparisons himself...</p> <p>Encourage student to use appropriate setting for various situations. Provide appropriate guidance.</p>	<p>Pictures of people at various ages.</p>
<p>The student:</p> <p>Identifies specific emotions in self and others from a variety of stimuli.</p> <p>Indicates specific situations which elicit happiness, sadness, nervousness, and feeling of being left out, etc.</p>	<p>Role play situations which involve emotions. Have student identify how the characters are feeling.</p> <p>Making a feeling word dictionary as new "feeling" words are introduced. Ask student to bring pictures to illustrate the word.</p> <p>Have student try to recall specific situations where he felt certain emotions. Encourage him to question why he felt that way. Ask how the situation could be changed so that he felt differently, better/worse?</p>	<p>Human Development Program: Magic Circle/Inner Change, Exploring Our Emotions (poster set).</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 6

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Practises coping with stress in a number of ways.</p> <p>With supervision, practises relaxation techniques.</p> <p>Predicts emotional reactions of self and others in a given situation.</p> <p>Expresses and controls emotions in variety of settings.</p>	<p>Discuss appropriate and inappropriate ways of dealing with stress, e.g. time-out, listening to music, going for a walk.</p> <p>Use role play.</p> <p>Role play situations where student is involved in conflict. Have him indicate ways to resolve it.</p> <p>Capitalize on natural teaching situations.</p>	<p>Relaxation - A Comprehensive Manual for Adults, Children, and Children with Special Needs.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 6

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Needs and Motivations:</u></p> <p>The student:</p> <p>With assistance, distinguishes between needs and wants.</p> <p>Initiates action of others when required, e.g. gets help in threatening situations.</p> <p>Acts in situations requiring own intervention.</p>	<p>Help student to recognize what he needs to satisfy requirements for basic daily living: food, clothings, etc:</p> <p>Help the student plan a wardrobe, identify things he needs and then pick out some "extras" to satisfy his wants.</p> <p>Have student plan a grocery list. Allow a certain amount of money. Help student list first necessities then the "frills".</p> <p>Provide opportunity for community helpers to visit the school to discuss their roles.</p> <p>Role play situations which require the intervention of other people.</p> <p>Role play situations which require a student to satisfy own needs.</p> <p>Provide opportunities for a student to experience such things as: putting out a campfire, changing a light-bulb, cleaning up broken glass.</p>	<p>Social Learning Curriculum.</p>



UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 6

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>2. Factors Affecting Relationships:</u></p> <p>The student:</p> <p>Responds appropriately to familiar and unfamiliar people, with respect to age.</p> <p>Responds appropriately to familiar and unfamiliar people, with respect to their roles.</p>	<p>Role play situations where student responds appropriately according to the age of the person they are meeting.</p> <p>Encourage visits to class by members of students' families. Have student introduce his family member to the class.</p> <p>Invite unfamiliar people to visit your class.</p> <p>Integrate some activities with regular classes of different aged students.</p> <p>Role play situations where student responds appropriately to people according to their roles. Have student match pictures of community helper, to action picture, e.g. doctor-injured child.</p>	<p>Social Learning Curriculum.</p> <p>Job Puzzles.</p> <p>Occupation Photographs.</p> <p>Occupation Match-ups.</p> <p>Career Identity Cards.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 6

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>With assistance, distinguishes between fantasy and reality, e.g. indicates what is real in stories and other media.</p> <p>3. <u>Handling Social Interactions:</u></p> <p>a. <u>Expressive Communication Skills:</u></p> <p>The student:</p> <p>Communicates in a number of ways, e.g. gestures, speaking, writing, facial expressions.</p> <p>Communicates with others using socially acceptable behavior.</p> <p>Uses appropriate techniques to obtain information.</p>	<p>Make a list of accomplishments achieved by real or unreal people. Read them to the student. Have him identify whether they were done by a real person or by a storybook character. Show pictures of characters in a story and discuss if they are real.</p> <p>Provide opportunities for letter writing.</p> <p>Provide opportunities for student to participate in class play or produce puppet show for younger students.</p> <p>Provide opportunity for student to converse with people both familiar and unfamiliar.</p> <p>Integrate student into regular school functions and/or classes.</p> <p>Encourage student to use questions to get more information. Have student plan social events; guide him as to what information he needs to provide.</p>	<p>Books. Comics. Storytelling Posters.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 6

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Modifies behavior at the appropriate times or when directed, e.g. stops crying, settles down to required activity.</p> <p><u>b. Receptive Communication Skills:</u></p> <p>The student:</p> <p>Recognizes less obvious mood changes in others.</p> <p>Repeats short messages.</p> <p><u>c. Problem Solving and Decision Making:</u></p> <p>The student:</p> <p>Initiates and contributes to classroom decision-making.</p>	<p>Praise student for modifying behavior as directed; ignore inappropriate behaviors.</p> <p>Using facial expressions, gestures, and subtle hints, see if student can tell how you are feeling.</p> <p>Role play certain moods.</p> <p>Provide opportunities for student to deliver messages to familiar and unfamiliar people.</p> <p>Provide opportunity for student to initiate and make classroom decisions. Provide guidance where necessary, e.g. planning of a party, rearranging the classroom.</p> <p>Encourage participation by everyone. Praise individual and group contributions.</p>	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 6

B. Social Relationships

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

With encouragement, independently resolves most conflicts with peers, using socially appropriate methods.

Role play conflict situations. Have student work through to resolve.

When student sees a conflict on television, on the play ground, in the halls, etc, discuss it with him. Role play if necessary. Ask student what can be done to resolve the conflict.

TRAVEL
 Level 6
 A. Ways to Travel

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Chooses correct mode of transportation for own destination.</p> <p>Identifies forms of travel: private, public and commercial.</p> <p>Recognizes the need for a driver's license to drive vehicles.</p> <p>Participates in driver's training (where appropriate).</p>	<p>Have class plan an outing requiring transportation.</p> <p>Utilize activities which require student to group methods of transportation on cost/feasibility and time/feasibility, e.g. "If you only have a dollar for transportation you cannot travel by taxi".</p> <p>Have student make a poster which tells who own different vehicles, e.g. car: person/individual; buses: city/company, etc.</p> <p>Have student determine how public and commercial vehicles stay in business, e.g. to make money, to offer a service.</p> <p>Have student view a number of different drivers licenses, e.g. car, truck.</p> <p>Have student tour a driver testing area of the motor vehicles branch and observe someone taking a driving test.</p> <p>Tour a school which offers driver training, and have student view the Operator's Manual for a license.</p> <p>Enroll student in an adapted, accredited driver's training program.</p>	<p>Pictures of different vehicles.</p> <p>Pictures of different destinations.</p> <p>I.P.A. Manual, 1980.</p> <p>Driver Education.</p> <p>International Signs.</p>

TRAVEL
Level 6
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates ability to ask for and follow directions.</p> <p>Distinguishes between vehicular lights and pedestrian lights.</p> <p>Telephones home and/or school to ask for help while travelling.</p> <p>Identifies more obscure landmarks outside own neighborhood, e.g. record store in a mall.</p>	<p>Have student role play asking for directions, e.g. the location of a building, bus route/stop.</p> <p>Take student to familiar travel setting and have him ask for and follow simple directions from a bus driver or other person.</p> <p>Take student into area where both pedestrian and vehicular lights may be seen. Cross streets using pedestrian lights, and comment on other traffic lights.</p> <p>Take the student on a photo or slide excursion to find different traffic lights.</p> <p>Have student practise phoning home and school from a variety of settings to make a request, e.g. "May I stay out longer?".</p> <p>While in travel setting play locating activities with the student, e.g. "I will meet you under the record sign".</p> <p>Set out on travelling trips to make a specific purchase in a multi-store complex. Have student view shop contents from window in search for a specific item. Repeat process until the student becomes familiar with the setting.</p>	

TRAVEL
 Level 6
 B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Travels unsupervised on buses, e.g. from home to work and return, including transfers.</p> <p>Responds appropriately to signs of information.</p> <p>Differentiates between appropriate and inappropriate behavior of self and others in public.</p> <p>Accepts and exercises own right of way in public places.</p>	<p>Take student through the travel route as many times as needed so he remembers where to disembark bus, and bus number for specific locations.</p> <p>Simulate asking for directions to return home when lost, or finding directions on how to take bus to a new location.</p> <p>Have the student use city transit frequently to meet his own travel needs.</p> <p>Have student point out signs of information and relay to another student.</p> <p>Have student practise responding appropriately to signs of information in travel setting.</p> <p>Have student observe rules for riding on city transit, e.g. no smoking sign, priority seating symbol.</p> <p>Have student make a poster of appropriate behaviors to be observed in the travel setting.</p> <p>Role play situations where student accepts other's right of way, e.g. letting someone pass in a line-up, giving up seat on a bus.</p>	

TRAVEL
Level 6
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates ability to get on/off escalators and elevators, walk through revolving doors, etc.</p> <p>Does not accept rides from strangers.</p> <p>Demonstrates appropriate behavior while travelling.</p>	<p>Discuss the importance of giving others right of way but allowing self to also get "travelling".</p> <p>Use pictures to determine consequences of "unreasonable right of way to others", e.g. boy holding door and missing the bus.</p> <p>Role play situations where student must demonstrate own right of way, e.g. passing a slow person on sidewalk.</p> <p>Have the local police come to school and speak to class about the dangers of going with strangers.</p> <p>Simulate situations where student may be in a position to accept a ride from a stranger, e.g. have an unfamiliar parent drive up to a student while you are walking to the bus stop and offer you a ride.</p> <p>Give the student special privileges for appropriate behavior, e.g. visiting friends by bus, special funds for recreation.</p>	

TRAVEL

Level 6

B. Travel Skills

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Demonstrates ability to deal with money-related situations while travelling, e.g. purchase fare, lunch, snacks.

Lead student through steps of purchasing, selecting and depositing fare for specific modes of transport he uses. Practise until he does independently.

Have student deposit money in a locker and store a belonging overnight.

In travel setting have student determine how much certain items cost, e.g. coffee, bowling.

Have student plan a recreational outing which includes transportation. Help determine cost of transportation and the activity. Make sure student has money left over after the cost of these items have been figured.

Accompany student and help him make decision how to spend his "excess" of money and still have return fare.

If the student has a bus pass, allow him to handle recreational and snack money.

Recognizes the need to keep the specific time schedules for certain events, e.g. catches bus at 8:00 a.m.

Help the student prepare a time-line of daily activities to see the importance of arriving on time. Discuss consequences of deviating from schedule.

TRAVEL
Level 6
B. Travel Skills

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Crosses uncontrolled intersections in heavy traffic.

Travels safely within own community, e.g. railway crossings, negotiating livestock.

Crosses streets in busy areas.

Rides bicycle safely in all areas.

Have the student plan an activity in which he must find out the time to catch a bus for an event other than routine, e.g. "If I want to go to the 8:00 p.m. show, when do I catch the bus to arrive on time?"

Practise crossing streets with student. Repeat until he crosses appropriately.

See Communication section, Reading.

Discuss safety while travelling.

Have student practise following rules of riding.

HEALTH
Level 6
A. Nutrition

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Selects foods and appropriate times to eat.

Chooses a balanced diet.

Demonstrates understanding that good health is related to food intake.

Practises quantity control.

Ask parents to observe behavior. If funds available have school luncheons for several weeks. Have student prepare the menu and meal. Discuss selection.

Collaborate with the home to have student prepare own lunch. Establish a reinforcement system to encourage student to bring foods from the four food groups.

Invite health nurse to speak to students. Show filmstrips.

Nutrition Series.

Canada Food Guide.
Department of Agriculture
Materials.

Menu (film).

HEALTH

Level 6

B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Knowledge of Body:</u></p> <p>The student:</p> <p>Demonstrates understanding of the function of some internal organs.</p> <p>Demonstrates knowledge of body changes that occur with physical maturity, e.g. voice change.</p> <p>2. <u>Care of Body:</u></p> <p>The student:</p> <p>Practises personal care and good grooming.</p> <p>Recognizes that personal cleanliness is important to self and others.</p>	<p>List major internal organs, and discuss their function.</p> <p>Use resource person, e.g. school nurse. Illustrate, using transparencies and charts. Show film, filmstrips.</p> <p>Discuss, using charts, films, filmstrips. Compare and contrast pictures of immature and mature males and females.</p> <p>Discuss meaning of good grooming.</p> <p>Use visit from public health nurse and dental hygienist for factual information. Provide student with checklist to be used daily to ensure all areas are covered.</p> <p>Discuss and dramatize.</p> <p>Show films and filmstrips.</p> <p>Use pictures/study prints to compare and contrast good and poor health habits.</p>	<p>Feeling Fine (filmstrip).</p> <p>Love, Sex and Birth Control for Mentally Retarded: A Guide for Parents, Teachers and Professionals. Sex Education for the Developmentally Disabled.</p> <p>The Problem: Acne. Self-Care Series.</p>



OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Recognizes the importance of sleep and rest.

Reports pains or symptoms of illness or injury in self and others.

With supervision, performs simple first aid.

3. Drugs and Alcohol:

The student:

Takes daily medication independently (when appropriate).

States instances when medication may be required.

Recognizes the possible adverse affects of alcohol, tobacco and other drugs.

Create actual situations that require student to make appropriate decisions regarding cleanliness.

Discuss appropriate treatment for the existing problem. Help student administer treatment.

Make a chart illustrating the time and the medication the student should take. If student cannot read time use an appropriate picture that will illustrate related time.

Role play situations where student has an offer of a larger than normal dosage.

Discuss possible effects of taking too much medication.

Show films, filmstrips, slides and use kits. Invite appropriate resource people.

Use bulletin board displays.

Teaching the Moderately and Severely Handicapped, Volume 3.

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Utilizes the community health service system.

Collaborate with family.
Provide direction and assistance when necessary.

SAFETY
 Level 6
 A. At Home and School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates independence and responsibility in the use of equipment and materials encountered at home/school, e.g.:</p> <ul style="list-style-type: none"> -sharp objects -appliances -electrical outlets -tools -poisons -gym equipment -matches. <p>Keeps work/recreation area orderly and safe.</p> <p>Practices safety when moving on stairs, in hallways, on buses, etc.</p> <p>Practices fire safety.</p> <p>Demonstrates ability to alert others in case of fire.</p>	<p>See Levels 4 and 5 strategies if student demonstrates a need for exposure to specific tasks.</p> <p>Periodically review safety skills for specific areas as required.</p> <p>Show films/filmstrips.</p> <p>Bring in resource people to discuss safety in specific areas.</p> <p>Use charts and checklists as reminders.</p>	<p>Safety Series.</p>



SAFETY
Level 6

B. Community

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Follows safety rules in the community.

Seeks help in an emergency situation.

Demonstrates ability to use appropriate sources of help.

Observe behaviors and remind student of safety rules. Correct inappropriate behaviors immediately by having student state what is appropriate.

Show safety films for review.

Teach phone number to be used for emergencies only (911), and discuss appropriate situations that warrant using it.

Bicycle Safety.

SAFETY
Level 6
C. Recreation

OBJECTIVES

The student:

Practices safety in recreational setting.

Demonstrates a degree of independence in the safe use and handling of recreational space and equipment.

Seeks help when injured.

TEACHING STRATEGIES

Have student demonstrate proper use of equipment and facilities to other students.

Role play situations that are inappropriate; have student state what's wrong and demonstrate the appropriate behavior.

MATERIALS

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Why Work:</u></p> <p>The student:</p> <p>Responds routinely to tasks assigned.</p> <p>Participates in, or seeks help for, negotiating suitable rewards for tasks completed.</p> <p>Recognizes relationship between task performance and receiving of reward.</p> <p>Performs some tasks to please self and/or others.</p> <p>2. <u>Job Awareness:</u></p> <p>The student:</p> <p>Describes jobs of family members in more detail.</p> <p>Provides details of more jobs.</p>	<p>Decrease verbal prompts.</p> <p>Make contractual agreement with student: successful completion of task brings given reward in terms of favorite activity.</p> <p>Withhold reward if terms of above agreement not met and discuss why.</p> <p>Have student put up the flag, run errands inside and outside school, etc.</p> <p>As class assignment have students find out what kind of work various family members do, with details of job, e.g. place of work, name of company.</p> <p>Have student cut out pictures and make poster of people who work in similar kinds of jobs, similar places, similar companies, etc.</p>	<p>Magazines, Newspapers, Journals.</p> <p>Janus Job Interview Guide.</p>

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Invite selected people in workforce to visit school.

Take field trips to various places of work..

Have student make scrapbook showing many different careers, tools.

3. Job Demands:

The student:

Demonstrates good work habits in the following areas:

- task completion
- time management
- following instruction
- listening skills
- neatness and efficiency.

Provide work sheets for student. A "Job for the day (week) chart", simple. home work assignments.

Complies with increasingly complex directions.

Approaches and completes tasks willingly.

Give individual neatness and efficiency rewards. Give work tickets to be redeemed at lunch time.

Performs certain tasks voluntarily.

Provide a list of reasonable, pleasing tasks to be done in the classroom. Ask for volunteers without promise of reward. Gradually change list to more work oriented tasks.

Accepts praise and criticism appropriately.

Increase independence with programmed learning devices, e.g. computer assisted learning.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Use of Tools and Equipment:</u></p> <p>The student:</p> <p>Selects and uses appropriate tools and machines for specific projects.</p> <p>Independently follows the rules of organization, care and safety with respect to more complex tools, materials and equipment, e.g. lathe, band saw, sewing machine.</p> <p>With decreasing assistance, constructs more complex projects.</p> <p>2. <u>Following Directions:</u></p> <p>The student:</p> <p>Follows directions of increasing complexity.</p> <p>Identifies person(s) in authority in specific work situations.</p> <p>Accepts supervision in specific work situations.</p>	<p>Have student complete simple project incorporating home and shop skills. Take pre-arranged field trips to hardware stores and household departments to examine various tools.</p> <p>Make posters of rules of more complex tools and their uses. Use videotaped peer demonstration and evaluation of performance.</p> <p>Make available a variety of materials and allow student to experiment.</p> <p>Use role playing, e.g. role of foreman.</p>	

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

3. Decision Making:

The student:

Makes appropriate decisions in familiar work situations.

Provide examples of correct work. Refer to similar work of peers; discuss and compare quality of work. Let students choose the neatest work for display.

Show films about decision making and engage the class in discussion solving the problems outlined in film.

Fair and Unfair (film).

4. Independence:

The student:

Demonstrates ability to perform satisfactorily in unfamiliar work situations.

Provide opportunities for the individual student to work at unfamiliar tasks which use previously acquired skills, monitoring performance when necessary.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Awareness of Personal Ability and Interest:</u></p> <p>The student:</p> <p>Identifies jobs/careers which may be of special interest.</p> <p>Identifies and/or selects jobs/careers which reflect personal abilities.</p> <p>2. <u>Awareness of Process:</u></p> <p>The student:</p> <p>Demonstrates awareness that people look for jobs.</p> <p>Demonstrates awareness of specific procedures to follow in finding a job.</p> <p>Demonstrates suitable behavior for job acquisition: neatness, cleanliness, manners.</p>	<p>Discuss specific jobs, e.g. carpenter's helper:</p> <ul style="list-style-type: none"> -what skills are involved -what training is needed -does the student qualify for this job -what can student accomplish in this area. <p>Bring visit to manpower.</p> <p>Read the classified ads section of newspaper to class and discuss types of jobs available.</p> <p>Role play how to apply in person for job, first with teacher, later with unfamiliar person.</p> <p>Practise completing an application form, provide help if necessary.</p>	<p>See school and public library for career oriented material.</p> <p>Local newspapers.</p> <p>Various application forms from local businesses.</p>

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Participates in work
experience program.

Provide opportunities to
develop telephone skills.

Tape interviews for play-
back and discussion.

Tele-trainer.

Special Education
Handbook: Establishing
a Work Study Program.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Awareness of Responsibilities:</u></p> <p>The student:</p> <p>Demonstrates responsibility in work situations, e.g.:</p> <ul style="list-style-type: none"> -punctuality -personal hygiene -regular attendance -appropriate interaction -attending to task -safety awareness -appropriate discriminatory skills, e.g. questions, inappropriate requests. 	<p>Provide a daily time check-in system in the classroom and discuss consequences of tardiness and appropriate time for arrival.</p> <p>Continue a daily hygiene program.</p> <p>Display attendance chart and let students keep it up-to-date on daily basis. Discuss at end of month (or week) and reward best attendance record.</p> <p>Play games which enhance cooperation.</p> <p>Set up assembly line procedures for class projects, e.g. bottle drive.</p> <p>Improve task behavior by using time devices and improve ability to ignore distractions.</p> <p>Reproduce signs of warning and danger and visit areas displaying such signs.</p> <p>Visit areas with potentially dangerous machinery.</p> <p>Discuss absurd or inappropriate requests. Discuss reasons to refuse such requests.</p>	<p>Teaching Exceptional Children.</p> <p>The Cooperative Sports and Games book: Challenge Without Competition.</p> <p>Safety films.</p>

WORLD OF WORK
Level 6
E. Workers Rights

OBJECTIVES

The student:

Demonstrates ability to locate persons who can assist with matters such as:

- employment benefits
- pay rights
- social insurance number
- contractual obligations
- equal pay for equal work.

TEACHING STRATEGIES

Use role play.

Make visits to information centers such as Canada Manpower.

Invite guest speaker for career oriented talks.

MATERIALS

HOME MANAGEMENT

Level 6

A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <ul style="list-style-type: none">- Assumes responsibility for certain routines regarding care of clothing, e.g.:<ul style="list-style-type: none">-doing laundry-folding and putting away-identifying need for repairs. <p>Chooses appropriate clothing for various conditions and occasions, e.g. age, weather.</p> <p>Selects own clothing, e.g. color and design.</p>	<p>Provide practice opportunities.</p> <p>Demonstrate laundry sequence: -water - detergent - washing - rinsing - drying, etc.</p> <p>Send home chart for length of time at home involved in clothing care.</p> <p>Positively reinforce student awareness of clothing care needs. Emphasize good clothing care and good grooming practices.</p> <p>Play classification game with prepared picture cards showing various articles of clothing. Have student classify according to season, occasion, age, color, etc.</p> <p>Present occasions which necessitate changes in clothing, e.g. classroom parties, theme days, dress-up days.</p> <p>Collaborate with parents to provide opportunities for student to select own clothing.</p> <p>Take field trips to stores, etc.</p>	<p>Pictures, catalogues, magazines.</p>

HOME MANAGEMENT
Level 6
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>With decreasing assistance, sews simple garment by hand and/or machine.</p> <p>With decreasing assistance, makes minor repairs, e.g. patches, hems.</p>	<p>Have student experiment with clothing construction tools and materials.</p> <p>Choose patterns according to student ability, such as kimono sleeve blouse, elastic waist slacks, denim school bag, fabric placemats, some sleeveless vests.</p>	<p>Sewing machine. Assorted suitable fabrics.</p>

HOME MANAGEMENT

Level 6

B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates appropriate eating behavior.</p> <p>Demonstrates appropriate table manners.</p> <p>Demonstrates independence in grocery shopping routines, e.g.:</p> <ul style="list-style-type: none"> -making shopping list / -purchasing some items -exchanging an item. <p>Demonstrates ability to make and use a simple shopping list.</p> <p>Plan meals on a weekly basis.</p> <p>With assistance, budgets own money.</p> <p>Prepares simple meals.</p>	<p>Monitor behavior if necessary.</p> <p>Plan a menu, discuss what is needed. Have student purchase the items.</p> <p>Establish Routines for checking supplies before purchasing more. Use pictures if student does not read.</p> <p>Group items in categories or as they appear in grocery store, e.g. vegetables/ canned.</p> <p>Collaborate with home.</p> <p>Plan a weekly menu and select some items to be prepared at school.</p> <p>Initially start with one meal, e.g. lunch at school.</p>	<p>Steps to Independence: Early Self-Help Skills, Intermediate Self-Help Skills. Advanced Self-Help Skills.</p> <p>Food and Nutrition</p> <p>What's Cooking. ABC Cookery. Let's Do Some Cooking. Turn Kids on to the Good Food. The Kids' Cookbook. Kids in the Kitchen. Young Homemakers Cookbook. Planning Meals and Shopping. Classroom Cookery. Crunchy Bananas.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Interprets information on dated perishables, e.g. milk.</p> <p>Interprets information to use simple recipes.</p> <p>Selects and uses common utensils in food preparation, e.g. measuring cup.</p> <p>Assumes responsibility for certain daily routines related to food production, e.g. caring for livestock, gardening.</p> <p>Performs serving and clean up routines.</p>	<p>See Communication section, Functional Word List.</p> <p>Establish routines where "oldest" product is placed in front of "newer" product.</p> <p>Use pictorial recipes for "scratch" recipes.</p> <p>Establish routines in food preparation, e.g. getting utensils out before starting.</p> <p>Use picture cook-books, matching for measuring for students who have poor number concepts.</p> <p>Establish suitable routine; monitor completion when necessary.</p>	<p>Cooking in the Classroom. Help Yourself to Food.</p> <p>Kids in the Kitchen. Cooking in the Classroom.</p>

HOME MANAGEMENT

Level 6

C. Maintaining the Home

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Identifies and performs jobs to be done, e.g. sees snow and cleans sidewalk.

Cares for own living space independently.

Demonstrates knowledge of simple safety procedures, e.g. turn off stove, unplug iron.

Makes simple repairs.

Make student responsible for day to day jobs.

Establish work study stations.

Coordinate home/school checklist for own living space.

Provide opportunities to practise safety procedures necessary for own environment.

Have student make simple repairs, e.g. tighten loose screws, replace burned out light bulbs, adjust circuit breaker.

Independent Living-Sequential Cards.

Lifestyles 70's.
Housing and Home Furnishings.
Inexpensive Apartment Decorating.

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Relates considerations in selecting furnishings, e.g. price, need, quality, color.

Explores personal choices in living spaces.

Have student plan a color scheme for a bedroom, living room. Make lists of functional/non-functional items. Incorporate price into student's budget.

Using magazines prepare lists of types of housing available.

Visit different types of homes, e.g. apartment, single/multi home dwellings.

Inexpensive Apartment Decorating.
Finding a Place to Live.
Buying Furniture for Your Home.

Apartment Hunting Series.
Homes and Lifestyles:
The Choice is Yours.

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Assumes simple responsibilities for younger children, e.g. short term babysitting.

Leave student in situation with younger school children where he is expected to act responsibly.

MONEY MANAGEMENT
 Level 6
 A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>See Computation section: Measurement, A. Money.</p> <p>The student:</p> <p>Demonstrates some understanding of the value of money, e.g. five cents will not buy a car.</p> <p>Recognizes coins and bills in combination.</p> <p>Relates number concepts to coins up to twenty-five.</p> <p>Reads and writes money symbols.</p> <p>Uses words associated with money appropriately, e.g. sale, change, cheque.</p> <p>Performs certain tasks to earn money, e.g. paper route.</p>	<p>Discuss: "I have 50¢, I can buy _____". "I have \$50, I can buy _____".</p> <p>Use cheques, deposit slips, etc. Use hypothetically, then in reality.</p>	<p>Learn to Earn.</p>

MONEY MANAGEMENT
 Level 6
 B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge of correct amount of money for items.</p> <p>Compares prices between two similar items.</p> <p>Exercises greater independence in selection and purchasing personal needs.</p> <p>With assistance, prepares monthly budget.</p>	<p>Discuss "We need to purchase _____. How much money will be needed?"</p> <p>Bring various things into class and discuss similarities and differences.</p> <p>Take trips to stores, pointing out comparative features, e.g. price, label, quantity.</p> <p>Have student make a list (pictures or words) of items he spends his money on with approximate or exact amount spent.</p> <p>Use sample budgets and have student delete items that are not a priority. Instruct student what to do in:</p> <ul style="list-style-type: none"> -emergency spending situations -borrowing situations -surplus situations. 	<p>Let's Go Shopping.</p> <p>Using Arithmetic in Shopping.</p> <p>Computer Assisted Instruction.</p> <p>The Money Series: How to Buy Food; How to Buy Clothes; Banking; How to Budget Your Money. Monopoly.</p>

MONEY MANAGEMENT

Level 6

C. Saving and Borrowing

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

With decreasing supervision, manages a bank account.

Saves money for special purchase.

Demonstrates understanding of terms related to borrowing, e.g. loan, payment.

Demonstrates responsible attitude with respect to borrowed money, e.g. repays small loans.

Recognizes credit card and its use.

Set up hypothetical classroom borrowing situation involving loan, and payment.

Display various credit cards. Ask "Where do you use a credit card", "When do you pay for things you bought?".

Dollars and Sense.

Credit cards from various stores, businesses, etc.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 6

A. Fundamentals of Movement

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Demonstrates ability to apply generalized object control skills to simple game situations (see Games and Activities).

With some guidance, demonstrates proficiency and initiates the performance of most Level 5 skills.

Have student participate in the dual activities from Level 5 and engage in such partner games as table tennis, shuffleboard, modified badminton.

Have student participate in the team games and activities from Level 5. Have student participate in softball and modified basketball.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 6

B. Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student</p> <p>Demonstrates some proficiency in dual activities and participates in partner games, e.g. table tennis, shuffleboard, modified badminton.</p> <p>Participates in an appropriate aquatics program.</p> <p>Demonstrates proficiency in Level 5 team games and activities, e.g. softball, modified basketball, floor hockey, soccer.</p> <p>Demonstrates proficiency in basic dances, e.g. polka, square dances, disco.</p> <p>Demonstrates proficiency in the basic gymnastics activities of Level 5.</p> <p>Participates in life time sports activities, e.g. skiing, hiking, snowshoeing.</p>	<p>Play modified versions of games, eliminating boundary lines, etc.</p> <p>Encourage student to enroll in the appropriate Red Cross Program. Provide competitive experiences, e.g. races, swim meets.</p> <p>Provide opportunities for student to participate in these dances so that you can evaluate their progress.</p> <p>Have student participate in basic gymnastic activities, e.g. box horse, balance beams.</p>	<p>Jr. - Sr. High School Physical Education Curriculum.</p>

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 6

B. Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Participates in recreational activities, e.g. camping and related experiences.</p> <p>Demonstrates proficiency in track and field activities, e.g. high jump, medium distance races, soccer kick.</p> <p>Demonstrates ability to organize group into two teams.</p> <p>Performs the following exercises: stretching exercises, jogging, etc.</p> <p>Demonstrates knowledge of matters related to fitness, e.g. pulse taking, artificial respiration rate and proper diet.</p>	<p>Encourage student to participate in back packing, boating, fishing, etc. Emphasize safety rules.</p> <p>Provide opportunity for student to participate in these activities and evaluate his performance.</p> <p>Play modified softball and basketball.</p> <p>Provide opportunity for student to participate in these activities and evaluate his performance..</p> <p><u>Note:</u> Other games and activities may be introduced at the discretion of the teacher, to those students who show readiness and general capability, e.g. volleyball, golf, racket sports.</p>	<p>Feeling Good (program). Color Me Red (text).</p>

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 6

B. Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Participates regularly in fitness program.</p>	<p>Have student participate in various exercises which emphasize flexibility, endurance, strength and speed, e.g.:</p> <ul style="list-style-type: none">-flexibility: sit-ups-endurance: leg-lifts-strength: chin-ups-speed: distance running.	<p>Special Exercises for Exceptional Children.</p> <p>Motor Fitness Testing Manual for the Moderately Mentally Retarded.</p>

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 6

C. Social Skills Related to Games and Activities

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Attends to the task being presented.

Responds appropriately to instructor.

Demonstrates ability to follow instructions in a group setting.

Practises appropriate courtesies.

Demonstrates basic sportsmanship in games and activities.

Follows specific game rules and demonstrates fair play.

Utilizes social skills and practises safety rules in new situations.

FINE ARTS AND INDIVIDUAL EXPRESSION

Level 6

A. Crafts, Hobbies and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates increased proficiency in making creative patterns.</p> <p>With some assistance, creates shapes or objects, using materials such as clay, etc.</p> <p>Demonstrates competence in using scissors or other tool to create designs or cut out patterns.</p> <p>Demonstrates more detail and form in painting.</p>	<p>Provide opportunity for practice.</p> <p>Discuss making objects for presents, for sale or just for mere enjoyment of making something. Display finished products. Have students evaluate while the object is on display. Use films to stimulate their thoughts.</p> <p>Provide projects which will be of personal use and value to the student e.g. cut out a dress pattern for sewing.</p> <p>Have student develop skill in cutting out and laying a rug in a specified space (model of a room or an actual situation).</p> <p>Make puzzle from cutting a piece of linoleum.</p> <p>Invite resource people from community to teach a skill.</p> <p>Have class construct fabric mural.</p> <p>Have student paint with water colors, using basic water color technique book.</p>	<p>How 2 Gerbils, 20 Goldfish, 200 Games, 2000 Books and I Taught Them How to Read.</p> <p>Patterns.</p>

FINE ARTS AND INDIVIDUAL EXPRESSION

Level 6

A. Crafts, Hobbies and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates greater ability in assembling and creating forms and models.</p> <p>Chooses and names colors of various items.</p> <p>Demonstrates greater detail in drawings.</p>	<p>Have student assemble an already cut out lawn chair, or complete the entire unit from cutting to assembling, depending upon his capabilities.</p> <p>Have student sew a simple article. Make "pop" art (color sections of one color, other sections of another).</p> <p>Take field trip to mail-order and other department stores to make shopping choices or some minor purchase.</p> <p>Discuss color combinations in student's room.</p> <p>Have student look intently at colors, then close eyes and recall the color.</p> <p>Provide structured lessons on a specific object, e.g. leaves have veins.</p>	

FINE ARTS AND INDIVIDUAL EXPRESSION

Level 6.

B. Music

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Practises good listening habits when enjoying music.</p> <p>Listens to music as a leisure-time activity.</p> <p>Plans, and initiates participation in group at local dance or other community functions.</p> <p>Continues to explore a variety of instruments.</p> <p>Participates in a social dance (with a partner).</p> <p>Sings parts of contemporary songs from memory.</p> <p>Carries melody to simple harmony.</p> <p>Selects and chooses appropriate programs, e.g. television, radio.</p>	<p>Encourage the student's efforts in collecting favorite records, tapes.</p> <p>Encourage the student to try different records on loan from a public library.</p> <p>Role play situations which will likely be a part of a social dance or other community function. Have student attend a school or club dance, then community dance.</p> <p>Encourage student performance by positive response to the student's action. Provide age appropriate activities, use hand bells, etc.</p> <p>Get students to help each other. Guide student movements until student gains some confidence and skill.</p> <p>Encourage student to sing melody or attempt harmony part.</p>	

FINE ARTS AND INDIVIDUAL EXPRESSION

Level 6

C. Drama

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

With increasing ability, portrays a character from a simple story or play, memorizing voice inflection, acting the part.

Demonstrates feelings and emotions in simple play.

Demonstrates ability to be part of performing group.

Play game of charades.
Assign role to act out.

Assign character, or have student choose own character depending upon student's own ability and initiative.

Assign feelings to act out, have other students identify the portrayed feelings.

Assign a role to student and give opportunity to practice as part of the whole group.

FINE ARTS AND INDIVIDUAL EXPRESSION

Level 6

D. Recreation

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Watches self selected television program with comprehension.</p> <p>Performs constructive tasks in leisure time, e.g. gardening, crafts.</p> <p>Pursues a hobby, e.g. collection.</p> <p>Organizes group games or activities.</p> <p>Plays lawn games, following standard rules.</p> <p>Participates in community sports program.</p> <p>Attends community spectator events on own initiative.</p> <p>Uses recreation facilities.</p> <p>Initiates own involvement in camping, scouting, etc.</p>	<p>Provide opportunities to watch television. Question student as to content.</p> <p>Introduce a variety of leisure time activities to student.</p> <p>Provide opportunities and materials to pursue a hobby.</p> <p>Provide opportunities for student to plan games and activities, e.g. parties, dances.</p> <p>Play lawn games with student. Occasionally deviate from rules, see if student will catch changes.</p> <p>Provide opportunity for student to participate in sports programs.</p> <p>Encourage student to attend community events as a spectator.</p> <p>Provide opportunities for student to use recreation facilities.</p> <p>Encourage participation in camping, scouting, etc.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 6

A. At Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies how roles and responsibilities change with age.</p> <p>Associates extended family members with what constitutes own family.</p> <p>Identifies how own family is unique.</p> <p>Participates in the decision making process for family recreational activities.</p> <p>Recognizes the need for courtesy.</p> <p>Recognizes the need for family rules.</p> <p>Assumes responsibility for own behavior.</p>	<p>Make a chart of responsibilities for the broad age ranges of child/adolescent/adult.</p> <p>Have student plan a family outing or special event which requires a list of persons invited.</p> <p>Compare the number of family members of one student with another.</p> <p>Have students make chart and compare family rules, routines, holidays, and members.</p> <p>Encourage visits to other families, during mealtime, for recreational activities, during a holiday.</p> <p>Role play the consequences of not using social amenities.</p> <p>Have student predict the outcome of different family situations, e.g. breaking an item of value, eating supper before mealtime.</p> <p>Have the student assist in construction of family rules, make suggestions, and relate why he thinks the rule should be included.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 6

B. At School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Differentiates between personal, private and public property.</p> <p>Recognizes the need for school rules.</p> <p>Assumes responsibility for own behavior.</p> <p>Demonstrates respect for property of others within the school.</p>	<p>Make charts of personal, private and public property.</p> <p>Have student determine the user/purchaser of personal/private/public property.</p> <p>Role play breaking school rules. Have the student predict outcomes of breaking the school rules. Make a pictorial chart of consequences of breaking school rules and advantages of keeping school rules.</p> <p>Have the student suggest consequences of acting responsibly, e.g. earning privileges, special peer recognition.</p> <p>Discuss courtesy, accepting responsibility for own actions, etc.</p> <p>Have the student suggest ways of demonstrating above behaviors. Use student models and recognize those students who demonstrate these behaviors.</p> <p>Have the student model correct handling of personal property of others, e.g. gaining permission to handle/borrow another's personal property.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 6

B. At School

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Assumes responsibility for specific class chores/errands.

Give special privileges to student who demonstrates respect, e.g. borrow again, peer recognition.

Construct self-monitoring chore charts and award special privileges to student who carries out specified class chores efficiently and of high quality.

Discuss and evaluate quality and efficiency.

Pair students on specific work tasks and have one student assist the other in completing task.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 6

C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies function of community helpers.</p> <p>Associates appropriate function with community facilities.</p> <p>Describes some cultural differences in people within own community.</p>	<p>Provide hypothetical situation which describes setting requiring a community helper, e.g. getting lost in downtown traffic and having no money.</p> <p>Have student record telephone numbers of common community helpers. Demonstrate how to ask for information on the telephone.</p> <p>Have different community helpers come to school to discuss their function, e.g. hockey coach, block parent.</p> <p>Encourage student to participate in community activities to get to know own community helpers.</p> <p>Visit common community facilities and have student participate in various activities, e.g. clubs, parks.</p> <p>Have student participate in various social activities offered in community.</p> <p>Have persons of different ethnic background visit school and demonstrate an ethnic food, craft, etc.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 6

C. In the Community

<p>5 OBJECTIVES</p>	<p>TEACHING STRATEGIES</p>	<p>MATERIALS</p>
<p>The student:</p> <p>States name of country.</p> <p>Recognizes the importance of the Canadian Flag.</p> <p>Recognizes the importance of community rules.</p>	<p>Include slide presentation showing visitor's native country.</p> <p>Show various ethnic films about different people living in Canada. Stimulate pride in cultural practices and ethnic origin.</p> <p>Show flags which would be of interest to student, e.g. ethnic background, favorite country, etc. Tell him flags are used as identifying objects, and often tell something of the country.</p> <p>Have student construct a classroom pennant.</p> <p>Use examples to impress the importance of rules, e.g. preventing abuse of recreational facilities.</p> <p>Have the student predict what would happen if there were no rules, e.g. danger to self and others, destruction of facilities.</p> <p>View destruction or show pictures, e.g. littered areas.</p>	<p>Children of Canada (video-cassette).</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY,

Level 6

C. In the Community

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

With assistance, demonstrates some understanding of legal rights applying to self.

Select topics of immediate interest to student related to legal rights.

Have police visit school and speak about legal right topics.

Discuss the correct action, e.g. not paying for an item - going back to pay; legal age for going to adult movie.

Discuss legal rights of individual.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 6

D. Environmental Education

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

1. Ecology:

The student:

Identifies why living organisms live in specific habitat.

Identifies appropriate ways to behave toward wild animals.

Discuss what animals eat, type of home, how they protect themselves.

Take field trips. Look for foods that these animals would eat, and some animal homes, e.g. bird nests, rabbit holes.

Show filmstrips and have student recall information.

Discuss characteristics of various organisms.

Have local provincial/national parks personnel speak to class about rights of wild animals, dangers of wild animals.

Secure copies of common signs from parks personnel and have student read them.

Visit a National Park.

Take field trips to local parks where wild birds/squirrels can be observed.

Animals That Build Their Homes; How Animals Get Food; How Animals Hide; How Animals Protect Themselves; The Life of Animals; Animal Families (filmstrips).

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 6

D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Classifies related species, e.g. cat family.</p> <p>Classifies plant material on two or more dimensions.</p> <p>Identifies the basic requirements necessary for plant and vegetable growth.</p> <p>Identifies the necessity for and common use of water.</p>	<p>Demonstrate or give verbal directives on how to behave with these animals.</p> <p>Stress animal rights as well as dangers associated with making a "pet" of a wild animal.</p> <p>Use pictures of different animals in the cat, dog, ruminant group. Have student point out characteristics, e.g. cats have claws, 4 feet, etc.</p> <p>Classify common attributes, e.g. the bobcat, housecat and lion have these attributes and belong to the cat family.</p> <p>Have student go on collecting expeditions where he is required to find dried/non-living material which has two specified attributes, e.g. shape and color of fruit/berries, color and veining arrangement of leaves.</p> <p>Have student care for indoor house plants, volunteer or work in greenhouse or plant and care for outdoor flower/vegetable garden.</p> <p>Make a chart and have student keep track of when he uses water during daily routine.</p>	



CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 6

D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies different environments where certain plants and animals live, e.g. seashore, mountains.</p> <p>Identifies plants that grow in mountains, plains, and near sea.</p>	<p>Use common plants which are easily recognizable and hunt for these plants in local area. Notice the type of terrain, soil where these plants grow, e.g. wild rose; black-eyed susan. Stress identification of common plants of Alberta.</p> <p>Observe animals in local area and note terrain.</p> <p>Take a field trip to a National Park. Have park personnel discuss flora and fauna of that area.</p> <p>Show pictures of jungle or tropical animals and plants. Show pictures of desert plants and animals; grow cactus in the room.</p> <p>Show films and have student recall information.</p> <p>Take student on field trips and point out plants that are native to own community. Take a leaf or flower sample or other identifying attribute. Label and mount under clear cover.</p> <p>Collect and mount seashore and/or plains/mountains plant pictures on posters and label.</p>	<p>Wall Posters: Diving Ducks of Alberta; Swans, Cranes and Geese of Alberta; Broad Winged Hawks of Alberta; Falcons and Eagles of Alberta; Fish of Alberta; Weasel Family of Alberta; Large Carnivores of Alberta; Cloven Hoofed Animals of Alberta; Puddle Ducks of Alberta. Wonders of the Desert; Places Where Plants and Animals Live Series (filmstrips).</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
 Level 6
 D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>2. <u>Weather</u>:</p> <p>The student:</p> <p>Interprets weather information obtained from media.</p> <p>3. <u>Energy</u>:</p> <p>The student:</p> <p>Demonstrates understanding of various sources of energy and their uses.</p> <p>4. <u>Pollution</u>:</p> <p>The student:</p> <p>States reasons for not littering.</p>	<p>Have student relate weather forecast for the day/morning.</p> <p>Make posters of observed natural phenomem, e.g. dark clouds, sunny sky, and have student suggest wearing attire for the day.</p> <p>Have student prepare a meal without using any heat appliances or stove.</p> <p>Ask student how he would get warm after returning from school/work on a winter day, e.g. have a cup of cocoa, sit in front of a fire.</p> <p>Have student view a littered area in real life or in pictures. Impress consequences of littering, e.g. spoiled scenery, danger of glass.</p> <p>Take a field trip to a littered area and note the inconveniences which result, e.g. dirty park benches, broken glass on paths:</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 6

D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies why noise control is important.</p> <p>Demonstrates some knowledge of water and air pollution.</p> <p>5. <u>Conservation:</u></p> <p>The student:</p> <p>Identifies reasons to conserve natural environment.</p> <p>Identifies reasons for conserving energy.</p>	<p>Simulate noise pollution in a number of situations and have student predict outcomes, e.g. during a conversation, while watching television. Discuss hearing loss as a result of noise pollution.</p> <p>Visit local natural park and have personnel speak to students about flower conservation.</p> <p>Construct posters of food-animal chains, e.g. bees need flowers to make honey, berries are needed for birds' and animals' food.</p> <p>Have student predict what happens when an animal's food source is removed.</p> <p>Show films of endangered species, e.g. whale, fox.</p> <p>Discuss wearing out with over use, e.g. light bulbs burning out faster, parts needing to be replaced.</p> <p>Discuss cost of running appliances, more use means paying more money.</p>	



APPENDIX A
OVERVIEW

7

I. UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
 A. Knowledge of Self

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>I. Personal Characteristics.</p> <p>Responds to name when called. p. 1</p> <p>Demonstrates some awareness of what belongs to him. p. 1</p>	<p>With assistance, states name and age. p. 42</p> <p>With assistance, states names of some family members and friends. p. 42</p> <p>With assistance, recognizes school and home by sight or photograph. p. 42</p> <p>With assistance, recognizes own property by sight. p. 43</p> <p>Demonstrates preference in choice of toys. p. 43</p>	<p>States name and telephone number. p. 94</p> <p>With assistance, states some names of family members and friends. p. 94</p> <p>Recognizes school and home by sight or photograph. p. 94</p> <p>Identifies own property by sight. p. 95</p> <p>With assistance, chooses an activity of interest from among two or three teacher selected activities. p. 95</p>	<p>With assistance, states/writes name, age, address and telephone number. p. 155</p> <p>Recognizes frequently seen people by name. p. 155</p> <p>With assistance, states or writes name of school. p. 150</p> <p>Identifies or marks own property with name. p. 155</p> <p>Chooses an activity of interest from among two or three. p. 156</p>	<p>With assistance, states and writes full name, age, telephone number and address. p. 218</p> <p>States, or writes with assistance, names of family members. p. 218</p> <p>States and writes name of school. p. 218</p> <p>Marks or identifies own property with appropriate labels. p. 218</p> <p>Engages in activity of own interest. p. 219</p> <p>Responds appropriately when asked to demonstrate ability or talent. p. 219</p>	<p>States and writes full name, age, full address, telephone number and birthdate. p. 280</p> <p>States or writes names of family members. p. 280</p> <p>States/writes full name of school. p. 280</p> <p>Identifies or marks own property with appropriate labels. p. 280</p> <p>Identifies areas of interest. p. 280</p> <p>Demonstrates abilities and/or talents appropriately. p. 281</p>

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1. UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
 A. Knowledge of Self

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>2. Physical Self:</p> <p>With assistance, identifies some of the body parts related to the five senses. p. 1</p> <p>With assistance, identifies some common body parts. p. 1</p> <p>With assistance, recognizes self in mirror and/or familiar photograph. p. 1</p> <p>With assistance, responds to pictures of babies. p. 2</p>	<p>With assistance, identifies body parts related to the five senses. p. 43</p> <p>With assistance, identifies some body parts. p. 43</p> <p>Recognizes self in mirror and photographs. p. 43</p> <p>Responds to pictures of babies, old people (grandma). p. 43</p>	<p>Identifies body parts related to the five senses. p. 96</p> <p>With assistance, identifies body parts. p. 96</p> <p>Recognizes own image in mirror or photographs. p. 96</p> <p>With assistance, relates pictures of people to age in terms of baby, mom, dad. p. 97</p>	<p>Identifies the five senses and indicates body parts involved. p. 156</p> <p>Identifies body parts. p. 157</p> <p>Demonstrates knowledge of the function of body parts. p. 157</p> <p>Describes specific characteristics of his own appearance. p. 157</p> <p>Demonstrates knowledge that he grows. p. 158</p> <p>Demonstrates knowledge that growth takes place in people. p. 158</p>	<p>Interprets and categorizes some sensory input. p. 219</p> <p>Describes specific characteristics of the appearance of people. p. 220</p> <p>With assistance, measures height and weight, and recognizes physical changes. p. 220</p> <p>With assistance, compares differences in heights and weights using terms such as tall, short, heavy, big, little. p. 220</p> <p>Recognizes privileges and responsibilities appropriate to various age levels. p. 221</p>	<p>Interprets and categorizes sensory input accurately. p. 281</p> <p>Recognizes aspects of appearance which need improving. p. 284</p> <p>Measures height and weight, and recognizes changes in them. p. 281</p> <p>Recognizes responsibilities and privileges appropriate to various age levels. p. 282</p>

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1. UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

A. Knowledge of Self

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
2. Physical Self:	With assistance, states own sex. p. 44	States own sex. p. 97	Distinguishes between sexes by names and appearances. p. 158	Identifies sex differences between males and females, including primary and secondary sexual characteristics. p. 221	
	With assistance, identifies actions requiring privacy. p.	Identifies actions requiring privacy. p. 97	Identifies appropriate places for actions requiring privacy. p. 159	Identifies areas designated as private, and behaves appropriately. p. 221	Behaves appropriately in situations requiring privacy. p. 282
3. Emotional Self:	Interprets some facial/body language. p. 44	Identifies specific emotions in self and others, from facial expressions, posture, verbalizations. p. 97	Identifies specific emotions in self and others from facial expressions, posture, verbalizations. p. 159	Identifies specific emotions in self and others from facial expressions, posture, verbalizations. p. 222	Identifies specific emotions in self and others from a variety of stimuli. p. 282
Responds to emotions, e.g. happiness, anger. p. 2	Relaxes large muscles in response to internal stimuli, e.g. music, rocking, direct contact. p. 2	Tightens and relaxes specific muscles when requested to do so, e.g. fist. p. 97	Tightens and relaxes specific muscles when requested to do so, e.g. fist. p. 159	Practises relaxation techniques, with supervision. p. 227	Practises coping with stress in a number of ways. p. 283
			Identifies some manifestations of emotional reactions, e.g. anger + tight muscles. p. 160	Recognizes signs of stress in self and others. p. 272	With supervision, practises relaxation techniques. p. 283 Predicts emotional reactions of self and others in a given situation. p. 283

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1. UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

A. Knowledge of Self

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>1. Emotional Self:</p>	<p>With assistance, indicates reasons for present emotion. p. 44</p>	<p>Identifies specific situations or things that make him happy, sad, angry. p. 98</p>	<p>Identifies specific situations or things which make people happy, sad, or angry. p. 160</p> <p>Distinguishes between some aggressive and non-aggressive behavior, e.g. hitting/touching, asking/demanding. p. 160</p>	<p>Indicates specific situations which elicit happiness, sadness, anger, etc. p. 222</p> <p>With assistance, expresses and controls emotions in a variety of settings. p. 223</p>	<p>Indicates specific situations which elicit happiness, sadness, etc. p. 282</p> <p>Expresses and controls emotions in variety of settings. p. 283</p>
<p>B. Social Relationship</p>					
<p>1. Needs and Motivations</p>					
<p>Makes needs known. p. 3</p> <p>Identifies familiar person to whom needs can be expressed. p. 3</p> <p>With assistance, satisfies some of own needs, e.g. hunger, thirst. p. 3</p>	<p>Expresses certain needs in daily situations. p. 45</p> <p>Identifies familiar person to whom some needs can be expressed, e.g. parents, babysitter, teacher. p. 45</p> <p>With assistance, satisfies some of own needs, e.g. hunger, thirst. p. 45</p>	<p>Expresses needs in daily situations. p. 98</p> <p>Identifies appropriate person to whom needs can be expressed, e.g. parents, babysitter, teacher. p. 99</p> <p>With assistance, satisfies own needs. p. 99</p>	<p>Identifies appropriate action required for specific need. p. 161</p> <p>Identifies appropriate person to whom needs can be expressed, e.g. school personnel. p. 161</p> <p>Satisfies own needs in an appropriate manner. p. 161</p>	<p>With assistance, distinguishes between some needs and wants. p. 224</p> <p>Initiates action of others when required, e.g. gets help in threatening situations. p. 224</p> <p>Acts in situations requiring own intervention. p. 224</p>	<p>With assistance, distinguishes between needs and wants. p. 284</p> <p>Initiates action of others when required, e.g. gets help in threatening situations. p. 284</p> <p>Acts in situations requiring own intervention. p. 284</p>
<p>2. Factors Affecting Relationships:</p>					
<p>Recognizes some familiar people, e.g. parents, aunts, uncles. p. 3</p>	<p>With assistance, recognizes some familiar and unfamiliar people with respect to age, in terms of baby, mom, dad. p. 45</p>	<p>Categorizes familiar and unfamiliar people with respect to age, e.g. baby, brother and unknown baby. p. 99</p>	<p>Responds appropriately to familiar and unfamiliar people with respect to age. p. 162</p>	<p>Responds appropriately to familiar and unfamiliar people with respect to age. p. 225</p>	<p>Responds appropriately to familiar and unfamiliar people with respect to age. p. 285</p>

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1. UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
 B. Social Relationships

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>2. Factors Affecting Relationships:</p> <p>With assistance, recognizes some familiar and unfamiliar people, e.g. parents, teachers, policeman. p. 45</p> <p>With assistance, recognizes some familiar storybook or television characters, e.g. Donald Duck. p. 3</p>	<p>With assistance, recognizes role of some familiar and unfamiliar people, e.g. parents, teachers, policeman. p. 45</p> <p>With assistance, identifies some familiar storybook or television characters. p. 46</p>	<p>Recognizes roles of familiar people, e.g. parents, teachers, policeman. p. 100</p> <p>Identifies characters in a story. p. 101</p>	<p>Responds appropriately to familiar and unfamiliar people with respect to their roles. p. 162</p> <p>Names/describes the character or situation presented in picture or story. p. 163</p>	<p>Responds appropriately to familiar and unfamiliar people with respect to their roles. p. 225</p> <p>With assistance, identifies real and imaginary characters and situations. p. 225</p>	<p>Responds appropriately to familiar and unfamiliar people, with respect to their roles. p. 285</p> <p>With assistance, distinguishes between fantasy and reality. p. 286</p>
<p>3. Handling Social Interactions:</p> <p>a. Expressive Communication Skills:</p> <p>Communicates, using facial expressions and a limited form of verbal expression. p. 4</p>	<p>With assistance, communicates in a number of ways. p. 46</p> <p>With assistance, communicates with others, using socially acceptable behaviors, e.g. no interruptions. p. 46</p> <p>Asks questions. p. 47</p>	<p>Communicates in a number of ways, e.g. gestures, speaking, writing, facial expressions. p. 101</p> <p>Communicates using socially acceptable behavior, e.g. maintaining eye contact, getting attention before speaking. p. 101</p> <p>Asks questions to get information, e.g. who, why, what. p. 102</p>	<p>Communicates in a number of ways, e.g. gestures, speaking, writing, facial expressions. p. 163</p> <p>Communicates with others using socially acceptable behavior, e.g. maintaining eye contact, getting attention before speaking. p. 164</p> <p>Uses appropriate techniques to obtain information. p. 164</p>	<p>Communicates in a number of ways, e.g. gestures, speaking, writing, facial expressions. p. 226</p> <p>Communicates with others using socially acceptable behaviors. p. 227</p> <p>Uses appropriate techniques to obtain information. p. 227</p>	<p>Communicates in a number of ways, e.g. gestures, speaking, writing, facial expressions. p. 286</p> <p>Communicates with others using socially acceptable behavior. p. 286</p> <p>Uses appropriate techniques to obtain information. p. 286</p>

I. UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
 B. Social Relationships

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>a. Expressive Communication Skills:</p> <p>Communicates feelings in a variety of ways, e.g. laughs, cries. p. 4</p>	<p>Communicates feelings in a variety of ways, e.g. laughs, cries, speaks. p. 47</p>	<p>Communicates feelings in a variety of ways, e.g. laughs, cries, rejects, accepts. p. 102</p>	<p>Modifies own behavior at appropriate times or when directed, e.g. stops crying, settles down to required activity. p. 164</p>	<p>Modifies behavior at appropriate times or when directed, e.g. stops crying, settles down. p. 227</p>	<p>Modifies behavior at the appropriate times or when directed, e.g. stops crying, settles down. p. 287</p>
<p>b. Receptive Communication Skills:</p> <p>Responds to both verbal and non-verbal communication, e.g. laughs when tickled, stops when directed. p. 4</p>	<p>Responds to communication, both verbal and non-verbal, e.g. laughs when something is funny. p. 48</p>	<p>Responds to both verbal and non-verbal communication. p. 102</p> <p>With assistance, repeats short message. p. 103</p>	<p>Responds appropriately to obvious mood changes in others. p. 164</p> <p>Repeats short messages. p. 164</p>	<p>Recognizes less obvious moods in others. p. 227</p> <p>Repeats short messages. p. 227</p>	<p>Recognizes less obvious mood changes in others. p. 287</p> <p>Repeats short messages. p. 287</p>
<p>c. Problem Solving and Decision Making:</p> <p>Accepts choices made for him, e.g. putting limits on actions, choices regarding personal safety. p. 5</p>	<p>Responds appropriately to choices made for him. p. 48</p>	<p>Responds appropriately to choices made for him. p. 103</p> <p>Chooses between two activities. p. 103</p>	<p>Makes personal choices at appropriate times, e.g. free time activities. p. 164</p> <p>Contributes to classroom decision making. p. 165</p>	<p>Contributes to, and sometimes initiates, classroom decision-making. p. 228</p>	<p>Initiates and contributes to classroom decision-making. p. 287</p>

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1. UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
 B. Social Relationships

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>c. Problem Solving and Decision Making:</p> <p>Seeks help when frustrated. p. 5</p>	<p>Resolves some minor conflicts, e.g. sharing toys, but appeals for help when necessary. p. 48</p>	<p>Resolves some minor conflicts, but appeals for help when necessary. p. 103</p>	<p>With guidance, indicates the general nature of a problem in a conflict situation. p. 165</p>	<p>With encouragement, independently resolves most conflicts with peers, using socially appropriate methods. p. 228</p>	<p>With encouragement, independently resolves most conflicts with peers, using socially appropriate methods. p. 288</p>
<p>II. TRAVEL</p> <p>A. Ways to Travel:</p> <p>Identifies the family vehicle. p. 6</p> <p>Demonstrates initial understanding of traveling. p. 6</p> <p>Follows established routine for riding in vehicle. p. 6</p>	<p>Identifies some vehicles. p. 49</p> <p>Demonstrates initial understanding of traveling. p. 49</p> <p>Identifies driver of the family vehicle, e.g. Mom or Dad. p. 49</p>	<p>Identifies some ways to travel. p. 104</p> <p>Demonstrates knowledge of paying for some forms of travel. p. 104</p> <p>Identifies drivers of some vehicles. p. 104</p>	<p>Identifies ways to travel. p. 166</p> <p>Demonstrates knowledge of paying for some forms of travel. p. 166</p> <p>Identifies drivers of some vehicles. p. 166</p>	<p>Differentiates between self-propelled and vehicular travel. p. 229</p> <p>Identifies forms of travel requiring fare. p. 229</p> <p>Demonstrates understanding that adults drive vehicles. p. 229</p>	<p>Chooses correct mode of transportation for own destination. p. 289</p> <p>Identifies forms of travel: private, public and commercial. p. 289</p> <p>Recognizes the need for a driver's license to drive vehicles. p. 289</p> <p>Participates in driver's training (where appropriate). p. 289</p>
<p>B. Travel Skills:</p> <p>Responds when spoken to directly. p. 7</p>	<p>Responds to simple commands related to travel. p. 50</p>	<p>Follows simple travel commands. p. 105</p>	<p>Recognizes the need for assistance in travel situations. p. 167</p>	<p>Identifies appropriate people to ask direction from, e.g. policeman, bus driver. p. 230</p>	<p>Demonstrates ability to ask for and follow directions. p. 290</p>

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II. TRAVEL
B. Travel Skills

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Identifies some toys associated with travel, e.g. truck. p. 7	Identifies objects related to travel. p. 50	Distinguishes between the colors red, green, yellow. p. 105	Reacts appropriately to the meaning of traffic colors. p. 167	Demonstrates ability to cross the street safely. p. 230	
Differentiates between buses and other vehicles. p. 7	Differentiates between buses and other vehicles. p. 50	States own name and name of school. p. 105	States name and address when seeking assistance in a travel situation. p. 168	Recognizes some pedestrian lights. p. 230	Distinguishes between vehicular lights and pedestrian lights. p. 290
Finds way around house and yard. p. 7	Recognizes familiar destinations, e.g. grandma's house, grocery store. p. 50	Recognizes immediate environment of home and school. p. 105	Recognizes immediate neighborhood of home and school. p. 168	Telephones home and/or school for help when travelling. p. 231	Telephones home and/or school to ask for help while travelling. p. 290
		Identifies own school bus. p. 106	With supervision, identifies bus signs and some bus route numbers. p. 168	Identifies major landmarks outside own neighborhood in nearest central area. p. 231	Identifies more obscure landmarks outside own neighborhood. p. 290
		Identifies some basic pictorial signs of information, e.g. picture of woman/man on washroom doors. p. 106	Identifies some basic words of signs of information, e.g. danger. p. 168	Identifies correct route between home and school and other specific locations. p. 231	Travels unsupervised on buses. p. 291
Differentiates between home and other places. p. 8	Demonstrates awareness of appropriate behaviors associated with public places. p. 50	Identifies some behaviors which are appropriate in public. p. 107	Identifies some basic words of signs of information, e.g. danger. p. 168	Identifies an increasing number of basic words and signs of information. p. 232	Responds appropriately to signs of information. p. 291
		Identifies some behaviors which are appropriate in public. p. 107	Identifies behaviors which are appropriate in public, e.g. keeps acceptable distance. p. 169	Identifies inappropriate behaviors of others in public. p. 232	Differentiates between appropriate and inappropriate behavior of self and others in public. p. 291

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II. TRAVEL
B. Travel Skills

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LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>With supervision, practices some safety rules, e.g. does not run into street. p. 8</p>	<p>Demonstrates initial understanding that money is needed for some forms of travel. p. 50</p> <p>Recognizes that motor vehicles constitute a safety hazard. p. 51</p>	<p>Differentiates between strangers and family and friends. p. 107</p> <p>With reinforcement, demonstrates appropriate behaviors in public. p. 107</p> <p>With assistance, selects coins for fare. p. 107</p> <p>Demonstrates understanding of travel associated with specific time of day, e.g. time bus leaves. p. 107</p> <p>Demonstrates understanding of rules for safe crossing, e.g. look both ways. p. 107</p>	<p>Differentiates between strangers and family and friends. p. 169</p> <p>Demonstrates some appropriate behaviors at home and in public. p. 169</p> <p>Selects appropriate coins for own fare. p. 169</p> <p>Demonstrates understanding of travel events associated with specific time of day, e.g. time bus leaves. p. 169</p> <p>Crosses streets in quiet neighborhood of home and school. p. 170</p>	<p>Gives right of way appropriately to people in public places. p. 232</p> <p>Does not accept rides from strangers. p. 232</p> <p>With supervision, demonstrates appropriate behavior while travelling. p. 233</p> <p>Demonstrates understanding of money terms associated with travel, e.g. ticket. p. 233</p> <p>Identifies important items which can be purchased while travelling, e.g. lunch. p. 233</p> <p>Demonstrates understanding of early/late in relation to travel. p. 233</p> <p>Travels on bus independently in specific situations, e.g. home to school. p. 234</p>	<p>Accepts and exercises own right of way in public places. p. 292</p> <p>Demonstrates ability to get on/off escalators and elevators, walk through revolving doors, etc. p. 292</p> <p>Does not accept rides from strangers. p. 292</p> <p>Demonstrates appropriate behavior while travelling. p. 293</p> <p>Demonstrates ability to deal with money-related situations while travelling. p. 293</p> <p>Recognizes the need to keep to specific time schedules for certain events. p. 294</p> <p>Crosses uncontrolled intersections in heavy traffic. p. 294</p>

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II. TRAVEL
 B. Travel Skills

LEVEL 1

LEVEL 2

LEVEL 3

LEVEL 4

LEVEL 5

LEVEL 6

With supervision, practices some safety rules, e.g. riding in vehicle, walking. p. 51

Demonstrates understanding of rules of safe riding, walking, e.g. car, bus. p. 108

With supervision, travels in community. p. 170

Travels safely within own community, e.g. alley crossings, open fields. p. 234

Travels safely within own community, e.g. railway crossings, negotiating livestock. p. 294

Demonstrates understanding of rules of safe riding, walking, e.g. car, bus. p. 170

Rides bicycle in own neighborhood following rules. p. 234

Rides bicycle safely in all areas. p. 294

With supervision, crosses streets in busy areas. p. 170

With supervision, crosses streets in busy areas. p. 234

Crosses streets in busy areas. p. 294

III. HEALTH

A. Nutrition:

Accepts food. p. 9

Discriminates between food and non-food. p. 52

Distinguishes between food and non-food. p. 109

Identifies some items that are edible. p. 9

Identifies most items that are edible. p. 52

With assistance, distinguishes between foods that are edible and inedible, e.g. spoiled, dirty. p. 109

Distinguishes between foods that are edible and inedible, e.g. spoiled, dirty. p. 171

Distinguishes between foods that are edible and inedible. p. 235

Expresses need to eat by gestures, vocalization, searching for food. p. 9

Communicates the need to eat. p. 52

Communicates the need to eat. p. 109

Associates meal time with specific food items and a certain order of eating. p. 171

With supervision, selects food for appropriate times. p. 235

Selects foods and appropriate times to eat. p. 295

Identifies one or more familiar foods. p. 9

Identifies some foods by name. p. 52

Identifies some foods by name. p. 109

Identifies many foods by name. p. 171

Identifies most foods by name. p. 235

III. HEALTH
A. Nutrition

LEVEL 1

Eats a variety of foods.
p. 9

Accepts quantity control
of food consumption.
p. 9

B. Personal Care

a. Knowledge of Body:

With assistance, identi-
fies some body parts.
p. 10

LEVEL 2

Eats a variety of foods.
p. 52

Accepts quantity control
of food consumption.
p. 52

With assistance, identi-
fies some body parts.
p. 53

LEVEL 3

With assistance, clas-
sifies food in at least
two food groups as
fruit, meat, vegetables.
p. 109

Names a few food sources.
p. 109

With supervision, eats a
variety of foods.
p. 109

Accepts quantity control
of food consumption.
p. 109

With assistance, identi-
fies some body parts.
p. 110

States the function of
some body parts.
p. 110

LEVEL 4

Classifies food in two
or more groups,
e.g. fruit, meat.
p. 172

Associates some foods
with their sources.
p. 172

Eats a wide variety of
foods.
p. 172

With assistance, con-
trols quantity of food
consumptions.
p. 175

Identifies body parts.
p. 174

Identifies some internal
organs, e.g. stomach,
heart.
p. 174

LEVEL 5

Classifies food in all
food groups.
p. 235

Associates most foods
with sources.
p. 235

With supervision, begins
to choose a balanced
diet.
p. 235

Controls quantity of
food consumption, and
recognizes reasons for
doing so.
p. 236

Identifies major external,
and some internal
body parts.
p. 237

LEVEL 6

Chooses a balanced diet.
p. 295

Demonstrates understand-
ing that good health is
related to food intake.
p. 295

Practises quantity con-
trol.
p. 295

Demonstrates understand-
ing of the function of
some internal organs.
p. 296

III. HEALTH
B. Personal Care

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
1. Knowledge of Body:		States own sex. p. 110	Demonstrates elementary knowledge of body changes that occur with physical growth, e.g. breast development, muscular development. p. 176	Demonstrates some knowledge of body changes in both sexes, e.g. breast development, muscular development. p. 237	Demonstrates knowledge of body changes that occur with physical maturity, e.g. voice change. p. 296
2. Care of the Body:					
Assists in washing/drying self, e.g. bath. p. 10	Washes and dries hands and face. p. 53	Washes and dries hands, face, neck, ears. p. 111	With reinforcement, demonstrates appropriate self-care, grooming, and toileting behavior. p. 175	With supervision, practices personal cleanliness and good grooming. p. 237	Practices personal care and good grooming. p. 296
	Assists in bathing/showering including hair washing. p. 53	Completes most steps in showering/bathing except water regulation. p. 111			
Cooperates while teeth are brushed. p. 10	With minimal assistance, brushes teeth. p. 53	Brushes teeth independently. p. 111	Recognizes importance of personal cleanliness as it affects others and self. p. 175	Recognizes that personal cleanliness is important to self and others. p. 237	Recognizes that personal cleanliness is important to self and others. p. 296
Imitates hair brushing. p. 10	With assistance, brushes hair. p. 53	Brushes/combs hair. p. 111			
	Blows and wipes nose. p. 53				
	Covers mouth when sneezing/coughing. p. 54				
Complies with toilet training schedule. p. 11	Indicates the need to go to the toilet. p. 54	Independently takes care of toileting needs. p. 111			

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111. HEALTH
B. Personal Care

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5**	LEVEL 6
2. Care of the Body:					
	Adjusts clothes before and after toileting. p. 54				
	Exhibits good toilet hygiene. p. 54	Remains dry while sleeping. p. 111			
Associates rest with a specific location: crib, mattress, etc. p. 11	Associates rest with a specific location, e.g. crib, mattress. p. 54	Associates rest time with quietness. p. 112	Recognizes the need for sleep and/or rest. p. 175	Recognizes the importance of sleep and rest. p. 237	Recognizes the importance of sleep and rest. p. 297
Begins to indicate area of discomfort, e.g. wet pants. p. 11	Begins to indicate area of discomfort when feeling unwell. p. 54	Communicates discomfort with increasing specificity. p. 112	Reports accidents, pain or other symptoms of illness. p. 175	Reports pain or symptoms of illness or injury in self or others. p. 237	Reports pain or symptoms of illness or injury in self or others. p. 297
				With assistance, performs simple first aid. p. 237	With supervision, performs simple first aid. p. 297
3. Drugs and Alcohol:					
Accepts medication as administered. p. 11	Accepts medication as administered by trusted adult. p. 54	Takes medication only when administered by parent or trusted adult. p. 112	Takes medication only under supervision of parent or trusted adult. p. 175	Takes daily medication with decreasing supervision. p. 238	Takes daily medication independently (when appropriate). p. 297
			Recognizes there are times when medication must be taken. p. 175	States instances when medication may be required, e.g. aspirin for headache. p. 238	States instances when medication may be required. p. 297
				Recognizes the possible adverse effects of alcohol and tobacco. p. 238	Recognizes the possible adverse effects of alcohol, tobacco and other drugs. p. 297

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III. HEALTH
C. Community Health Services

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Accepts "health helpers", e.g. nurse, doctor. p. 12	Accepts "health helpers", e.g. nurse, doctor. p. 55	Identifies personnel in the health field, e.g. nurse, doctor. p. 113	Identifies personnel in the health field, and relates them to their functions. p. 176	Associates medical personnel with the appropriate community service institution, e.g. hospital, clinic. p. 239	Utilizes the community health service system. p. 298
IV. SAFETY					
A. Home and School					
Begins to demonstrate safe use of play equipment, objects and materials. p. 13	Begins to demonstrate safe use of play equipment, objects and materials. p. 56	With supervision, practices safe use of objects and materials encountered at home and at school, e.g.: - sharp objects - appliances - electrical outlets - tools - poison - gym equipment. p. 114	Practices safe use of some of the equipment and materials encountered at home and at school, e.g.: - sharp objects - appliances - electrical outlets - tools - poison - gym equipment - matches. p. 177	Practices safe use of most of the equipment and materials encountered at home and at school, e.g.: - sharp objects - appliances - electrical outlets - tools - poison - gym equipment - matches. p. 240	Demonstrates independence and responsibility in the use of equipment and materials encountered at home and at school, e.g.: - sharp objects - appliances - electrical outlets - tools - poison - gym equipment - matches. p. 299
With assistance, puts toys away. p. 13	Puts toys away. p. 56	Keeps work/play area orderly and safe. p. 114	Keeps work/play area orderly and safe. p. 177	Keeps work/recreation area orderly and safe. p. 240	Keeps work/recreation area orderly and safe. p. 299
Begins to move safely on stairs, landing, etc. p. 13	Moves safely on stairs, landing, etc. p. 56	Moves safely on stairs, landing, etc. p. 114	Practices safety when moving on stairs, in hallways, on buses, etc. p. 177	Practices safety when moving on stairs, in hallways, on buses, etc. p. 240	Practices safety when moving on stairs, in hallways, on buses, etc. p. 299
Demonstrates care and safety in use of small objects. p. 13	Demonstrates care and safety in use of small objects. p. 56	Demonstrates care and safety in use of small objects. p. 114			

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IV. SAFETY
A. Home and School

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
With supervision, practices fire safety, e.g. drill, smoke detector response. p. 56	Follows fire drill routine. p. 114	Practices fire safety. p. 178	Practices fire safety. p. 240	Practices fire safety. p. 299	
	Demonstrates ability to alert others in case of fire. p. 114	Demonstrates ability to alert others in case of fire. p. 178	Demonstrates ability to alert others in case of fire. p. 240	Demonstrates ability to alert others in case of fire. p. 299	
B. Community	With supervision, practices safety rules for walking and playing outdoors. p. 14	Practices some safety rules when walking or riding a bike. p. 115	Practices some safety rules when walking or riding a bike. p. 179	Practices safety rules when walking or riding a bike. p. 241	Follows safety rules in the community. p. 300
		Recognizes consequences of not adhering to safety rules. p. 115	Recognizes the consequences of disregarding rules. p. 179	Demonstrates understanding of the consequences of disregarding rules. p. 241	
		Accepts direction in emergency situations. p. 115	Accepts direction in emergency situations. p. 179	Recognizes an emergency situation and demonstrates ability to seek help. p. 241	Seeks help in an emergency situation. p. 300
		Recognizes sources of help in emergency situations, such as getting lost, e.g. neighbors, police, bus driver. p. 115	Recognizes sources of help in emergency situations, e.g. neighbor, police. p. 180	Recognizes appropriate sources of help. p. 241	Demonstrates ability to use appropriate source of help. p. 300

IV. SAFETY
C. Recreation

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Responds to supervision in recreational settings. p. 15	Begins to learn safe use of recreational equipment when using playground, etc. p. 58	Practises safety rules in the following areas and activities: gym, parks, etc. p. 116 Identifies dangers of recreational equipment in familiar situations. p. 116	Practises safety rules in the following areas and activities: gym, parks, etc. p. 181 Identifies dangers of recreational equipment in most situations. p. 181	Practises safety in recreational setting. p. 242 With supervision, uses recreational equipment safely. p. 242	Practises safety in recreational setting. p. 301 Demonstrates a degree of independence in the safe use and handling of recreational space and equipment. p. 301
Seeks help verbally or non-verbally when hurt. p. 15	Indicates need for help when hurt. p. 58	Seeks help when injured. p. 116	Seeks help when injured. p. 181	Seeks help when injured. p. 242	Seeks help when injured. p. 301
V. WORLD OF WORK					
A. Career Planning and Awareness					
1. Why Work:					
With assistance, approaches simple tasks. p. 16	With assistance, attempts simple tasks. p. 59	With assistance, responds appropriately to tasks assigned in the classroom. p. 117	With some assistance, responds appropriately to tasks assigned in the classroom. p. 182 With assistance, indicates types of rewards available for tasks completed. p. 182	Responds routinely to tasks assigned in the classroom. p. 243 With assistance, indicates types of available rewards for tasks completed. p. 243	Responds routinely to tasks assigned. p. 302 Participates in, or seeks help for, negotiating suitable rewards for tasks completed. p. 302
	With assistance, recognizes relationship between task performance and tangible reward. p. 59	Recognizes relationship between task performance and reward. p. 117	Recognizes relationship between task performance and receiving of reward. p. 182	Recognizes relationship between task performance and receiving of reward. p. 243	Recognizes relationship between task performance and receiving of reward. p. 302

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V. WORLD OF WORK
 A. Career Planning and Awareness

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
1. Why Work:		Performs some tasks without promise of tangible rewards. p. 117	Performs some tasks without promise of tangible rewards. p. 182	Performs some tasks to please self and/or others. p. 243	Performs some tasks to please self and/or others. p. 302
2. Job Awareness:	Indicates that parents work. p. 59 Indicates presence and absence of parent(s). p. 59	With assistance, indicates that other people work. p. 117	With assistance, indicates whether other members of the family work. p. 182 Indicates that other people work. p. 182 With assistance, names some forms of work. p. 182	Describes jobs of family members. p. 243 Provides details of some jobs. p. 243	Describes jobs of family members in more detail. p. 302 Provides details of more jobs. p. 302
3. Job Demands:	Complies with simple directions. p. 16	With instruction, completes simple tasks. p. 118	Demonstrates ability to listen to instructions and perform more difficult tasks. p. 183	Demonstrates ability to complete a task correctly within time frame. p. 244 Complies with increasingly complex directions. p. 244 Approaches new tasks willingly. p. 244	Demonstrates good work habits in the following areas: task completion, etc. p. 303 Complies with increasingly complex directions. p. 303 Approaches and completes tasks willingly. p. 303

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V. WORLD OF WORK
A. Career Planning and Awareness

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>3. Job Demands:</p>	<p>Helps self in some routine situations. p. 59</p> <p>With assistance, responds appropriately to praise. p. 59</p>	<p>With prompting, offers to help in routine situations. p. 118</p> <p>With assistance, responds appropriately to corrections and praise. p. 118</p>	<p>Offers to help in routine situations. p. 183</p> <p>With decreasing assistance, responds appropriately to criticism and praise. p. 183</p>	<p>Performs certain tasks voluntarily. p. 244</p> <p>Accepts praise and criticism appropriately. p. 244</p>	<p>Performs certain tasks voluntarily. p. 303</p> <p>Accepts praise and criticism appropriately. p. 303</p>
<p>B. Specific Work and Allied Skills</p> <p>1. Use of Tools and Equipment:</p> <p>Manipulates a variety of construction materials, e.g. paper, play dough. p. 17</p>	<p>With assistance, identifies common utensils and tools. p. 60</p> <p>With prompting, follows simple rules of organization, care and safety with respect to common tools and materials. p. 60</p> <p>Works and experiments with a variety of construction materials, e.g. folds and rips paper. p. 60</p>	<p>Identifies and demonstrates rudimentary use of common tools, e.g. hammer, eggbeater, scissors. p. 119</p> <p>Follows simple rules of organization, care and safety with respect to common tools and materials, e.g. crayons in box, clean and return brushes. p. 119</p> <p>With assistance, constructs simple projects. p. 119</p>	<p>Identifies more tools and demonstrates greater proficiency in their use. p. 184</p> <p>Follows simple rules of organization, care and safety with respect to common tools and materials. p. 184</p> <p>Constructs simple projects. p. 184</p>	<p>With assistance, selects and uses appropriate tools for specific projects. p. 245</p> <p>Independently follows the rules of organization, care and safety with respect to tools, materials and equipment. p. 245</p> <p>With assistance, constructs more complex projects. p. 245</p>	<p>Selects and uses appropriate tools and machines, for specific projects. p. 304</p> <p>Independently follows the rules of organization, care and safety with respect to more complex tools, materials and equipment. p. 304</p> <p>With decreasing assistance, constructs more complex projects. p. 304</p>
<p>Plays with simple utensils. p. 17</p>					

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V. WORLD OF WORK
 B. Specific Work and Allied Skills

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LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>3. Decision Making:</p> <p>With assistance, chooses between two given alternatives. p. 17</p> <p>4. Independence:</p> <p>Demonstrates ability to adjust adequately to people in the home situation, e.g. babysitters, visitors. p. 18</p>	<p>With assistance, chooses between two given alternatives in a variety of situations. p. 61</p> <p>Demonstrates ability to adjust adequately to people in the home situation, e.g. babysitters, visitors. p. 61</p>	<p>With assistance, chooses between two or more alternatives. p. 120</p> <p>Demonstrates ability to adjust adequately to people in familiar situations, e.g. school. p. 120</p>	<p>Chooses independently between two or more alternatives. p. 185</p> <p>Demonstrates ability to adjust adequately to people and materials in familiar and unfamiliar situations, e.g. maintenance, janitorial service. p. 185</p>	<p>With assistance, makes appropriate decisions in familiar work situations. p. 246</p> <p>With assistance, demonstrates ability to perform satisfactorily in unfamiliar work situations. p. 246</p>	<p>Makes appropriate decisions in familiar work situations. p. 305</p> <p>Demonstrates ability to perform satisfactorily in unfamiliar work situations. p. 305</p>
<p>6. Finding a Job</p> <p>7. Awareness of Personal Abilities and Interests:</p>	<p>With assistance, identifies people in uniform, e.g. policeman, nurse. p. 62</p>	<p>Identifies some uniformed people, e.g. nurse, policeman. p. 121</p> <p>With assistance, describes certain types of jobs, e.g. baker bakes bread. p. 121</p> <p>With assistance, identifies jobs in the home and school. p. 121</p>	<p>Describes certain types of jobs in the immediate environment he is capable of doing. p. 186</p>	<p>With assistance, identifies jobs/careers which may be of special interest. p. 247</p> <p>With assistance, identifies jobs/careers which reflect personal abilities. p. 247</p>	<p>Identifies jobs/careers which may be of special interest. p. 306</p> <p>Identifies and/or selects jobs/careers which reflect personal abilities. p. 306</p>

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V. WORLD OF WORK
C. Finding a Job

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LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>2. Awareness of Process:</p>		<p>With decreasing assistance, demonstrates self-care skills, e.g. personal hygiene, grooming. p. 121</p>	<p>Recognizes the importance of personal cleanliness as it affects others and self. p. 186</p>	<p>Demonstrates awareness that people look for jobs. p. 247</p> <p>Demonstrates initial awareness of some specific procedures that are followed when looking for a job. p. 247</p> <p>With assistance, demonstrates behaviors suitable for job acquisition. p. 247</p> <p>Participates in work experience program. p. 268</p>	<p>Demonstrates awareness that people look for jobs. p. 306</p> <p>Demonstrates awareness of specific procedures to follow in finding a job. p. 306</p> <p>Demonstrates suitable behavior for job acquisition. p. 306</p> <p>Participates in work experience program. p. 307</p>

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V. WORLD OF WORK
 B. Keeping a Job

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>I. Awareness of Responsibilities:</p> <p>With assistance, responds to some routines and expectations, e.g.:</p> <ul style="list-style-type: none"> - distinguishes between day and night - personal hygiene - appropriate interaction - attends to task. <p>p. 19</p>	<p>With assistance, responds to some routines and expectations, e.g.:</p> <ul style="list-style-type: none"> - distinguishes between day and night - personal hygiene - appropriate interaction - attends to task. <p>p. 63</p>	<p>With assistance, responds to classroom routines and school expectations, e.g.:</p> <ul style="list-style-type: none"> - punctuality - personal hygiene - appropriate interaction - attending to task - safety awareness - appropriate discriminating skills. <p>p. 122</p>	<p>Responds appropriately to classroom routines and school expectations such as regular attendance, e.g.:</p> <ul style="list-style-type: none"> - punctuality - personal hygiene - appropriate interaction - attending to task - safety awareness - appropriate discriminating skills. <p>p. 187</p>	<p>Responds to classroom routines and school expectations, e.g.:</p> <ul style="list-style-type: none"> - punctuality - personal hygiene - appropriate interaction - attending to task - safety awareness - appropriate discriminating skills. <p>p. 249</p>	<p>Demonstrates responsibility in work situations, e.g.:</p> <ul style="list-style-type: none"> - punctuality - personal hygiene - appropriate interaction - attending to task - safety awareness - appropriate discriminating skills. <p>p. 308</p>
<p>E. Workers' Rights</p>				<p>With assistance, demonstrates some understanding of workers' rights.</p> <p>p. 250</p>	<p>Demonstrates ability to locate persons who can assist with matters such as employment benefits, etc.</p> <p>p. 309</p>
<p>VI. HOME MANAGEMENT</p> <p>A. Clothing</p> <p>Pushes arms through sleeves, pants through legs.</p> <p>p. 20</p> <p>Removes simple clothing, e.g. socks, hat, mittens.</p> <p>p. 20</p> <p>Undresses self, if zippers and buttons undone.</p> <p>p. 20</p>	<p>Pulls on simple garments, e.g. pants, T-shirt.</p> <p>p. 64</p> <p>Undresses self if buttons undone.</p> <p>p. 64</p>	<p>Independently dresses self, e.g. coat, pants, shirt.</p> <p>p. 123</p> <p>Independently undresses self, e.g. coat, pants.</p> <p>p. 123</p>			

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VI. HOME MANAGEMENT
A. Clothing

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Zips and unzips large zipper (without working the catch). p. 20	Zips and unzips large zipper on clothing. p. 64				
Unfastens snaps. p. 20	Fastens/unfastens snaps, hooks. p. 64				
Puts on pull-on boots. p. 20	Puts on own shoes (not necessarily on correct feet). p. 64				
Takes off shoes when laces are untied and loosened. p. 21	Attempts initial steps of shoe lace tying. p. 65	Ties shoes. p. 123			
	Dresses/undresses self within a reasonable time frame. p. 65	Dresses/undresses within a reasonable time frame. p. 123			
Demonstrates awareness of some common clothing items. p. 21	Demonstrates knowledge of common clothing terms. p. 65				
	Demonstrates awareness of own clothing. p. 65				
	Indicates knowledge of locating of own clothes. p. 65	With assistance, follows some home routines regarding care of clothing. p. 123	Follows home routines regarding care of clothing, e.g. hanging up, placing in laundry. p. 188	Performs certain routines regarding care of clothing. p. 251	Assumes responsibility for certain routines regarding care of clothing. p. 310
	Indicates preferences in clothing selection. p. 65	With assistance, selects own clothing. p. 124	With supervision, selects own clothing. p. 188	Chooses own clothing for various conditions and occasions. p. 251	Chooses appropriate clothing for various conditions and occasions. p. 310
			Participates in purchase of own clothing. p. 188	Participates in purchase of own clothing. p. 251	Selects own clothing, e.g. color and design. p. 310

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VI. HOME MANAGEMENT
A. Clothing

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>B. Food</p> <p>Chews and swallows solids, e.g. bite size pieces. p. 22</p> <p>Sucks with a straw. p. 22</p> <p>Drinks from a cup or glass using two hands, e.g. juice. p. 22</p> <p>Feeds self with a spoon (some spilling). p. 22</p>	<p>Feeds self large finger foods, e.g. sandwiches, carrots, apples. p. 66</p> <p>Drinks from a cup or glass using one hand, e.g. soup. p. 66</p> <p>Associates specific foods with appropriate utensils. p. 66</p> <p>Feeds self with a fork. p. 66</p> <p>Spreads with a knife. p. 66</p> <p>Demonstrates rudimentary use of a knife, e.g. cuts banana. p. 66</p>	<p>With assistance, practises elementary sewing skills. p. 124</p> <p>Feeds self entire meal, using utensils. p. 125</p> <p>Cuts using fork and knife, e.g. meat. p. 125</p>	<p>With assistance, does some simple sewing. p. 188</p>	<p>With assistance, does simple sewing by hand or machine. p. 251</p>	<p>With decreasing assistance, sews simple garment by hand and/or machine. p. 311</p> <p>With decreasing assistance, makes minor repaired. p. 311</p>

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VI. HOME MANAGEMENT
B. Food

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LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
With assistance, peels fruit with hands, e.g. a banana. p. 22	Peels fruit with hands, e.g. orange. p. 67				
	With supervision, adds condiments to food, e.g. salt and pepper. p. 67	Adds condiments to food, e.g. ketchup. p. 125			
	Uses serviette, when reminded. p. 67	Uses serviette properly. p. 125			
	Pours from one container to another, e.g. juice, cereal. p. 67				
	Serves self from plate or dish. p. 67	Serves self from a variety of containers. p. 125			
		Carries a tray/plate of food. p. 125			
Consumes a meal as offered. p. 23	Eats appropriate amounts, e.g. stops when full. p. 67	Eats appropriate amounts, e.g. stops when full. p. 125			
	Requests food at meal-time, e.g. second helping. p. 67	Requests food at meal-time, e.g. second helping. p. 125			
	Eats meal within a reasonable time frame. p. 67	Eats meal within a reasonable time frame. p. 125	Demonstrates appropriate eating behavior. p. 190	Demonstrates appropriate eating behavior. p. 253	Demonstrates appropriate eating behavior. p. 313
Demonstrates age appropriate table manners. p. 23	Demonstrates age appropriate table manners. p. 68	Demonstrates appropriate table manners. p. 125	Demonstrates appropriate table manners. p. 190	Demonstrates appropriate table manners. p. 253	Demonstrates appropriate table manners. p. 313

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VI. HOME MANAGEMENT
B. Food

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Exhibits appropriate behavior while shopping. p. 23	Demonstrates appropriate behavior when shopping. p. 68	Participates in family grocery shopping routines. p. 126	Assists in family grocery shopping routines. p. 126	Performs certain grocery shopping routines, e.g. putting food away. p. 253	Demonstrates independence in grocery shopping routines. p. 312
		Classifies objects as food and non-food. p. 126	Identifies basic foods to be purchased. p. 189	Participates in making shopping list. p. 253	Demonstrates ability to make and use a simple shopping list. p. 312
	With assistance, prepares a simple snack, e.g. cheese and crackers. p. 68	Identifies places where food can be purchased. p. 126	Plans and prepares own lunch for school, e.g. sandwich. p. 189	Plans simple meals. p. 253	Plans meals on a weekly basis. p. 312
		Prepares simple snacks, e.g. fruit. p. 126	Prepares uncooked breakfast, e.g. cereal, toast, juice. p. 189	With supervision, prepares simple meals. p. 253	Prepares simple meals. p. 313
				Identifies foods which spoil without refrigeration/freezing. p. 254	Interprets information on dated perishables, e.g. milk. p. 312
				Interprets some information in simple recipes, e.g. canned soup. p. 254	Interprets information to use simple recipes. p. 312
		Uses some common utensils and tools, e.g. mixing spoon. p. 126	Uses some common utensils and tools. p. 190	Uses common utensils in food preparation, e.g. can opener, measuring cup. p. 254	Selects and uses common utensils in food preparation, e.g. measuring cup. p. 312

VI HOME MANAGEMENT
B. Food

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
C. Maintaining the Home		Assists with chores related to food production, e.g. waters garden, feeds chickens. p. 127	Participates in chores related to food production. p. 190	Performs certain chores related to food production. p. 254	Assumes responsibility for certain daily routines related to food production. p. 313
Recognizes where toys and most familiar belongings are kept. p. 24	Identifies own belongings and their placement. p. 69	With supervision, performs simple tasks, e.g. putting toys away. p. 128	With prompting, identifies jobs to be done, e.g. snow shovelling after snow fall. p. 191	Identifies and performs jobs to be done, e.g. sees snow, gets shovel and shovels. p. 255	Identifies and performs jobs to be done, e.g. sees snow and cleans sidewalk. p. 314
Recognizes familiar housekeeping routines. p. 24	Recognizes, and cooperates with, familiar housekeeping routines, e.g. puts toys away. p. 69	With supervision, performs simple tasks, e.g. putting toys away. p. 128	Recognizes need for obvious repairs. p. 191	With supervision, cares for own living space. p. 255	Cares for own living space independently. p. 314
				Recognizes need for less obvious repairs. p. 255	
				Identifies safe and unsafe procedures in home management. p. 255	Demonstrates knowledge of simple safety procedures. p. 314
				Recognizes appropriate time to call repairman. p. 255	Makes simple repairs. p. 314

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VI. HOME MANAGEMENT

D. Living Options

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	Identifies some household furniture, e.g. table, chair. p. 70	Identifies most household furniture. p. 129 Associates furniture with correct room, e.g. table - kitchen. p. 129 Identifies some different homes people live in, e.g. house, apartment. p. 129	Describes main characteristics of household furnishings, e.g. color, size. p. 192 Associates furniture/furnishings with correct function. p. 192 Identifies some different homes people live in, e.g. house, apartment. p. 192	Selects some of own furnishings for own living space. p. 256 Demonstrates awareness that a person's living space may change, e.g. when children move out on their own. p. 256	Relates considerations in selecting furnishings, e.g. price, need, quality. p. 315 Explores personal choices in living spaces. p. 315
D. Child Care		Assists in care of younger children. p. 130	Assists in care of younger children. p. 193	With supervision, assumes responsibilities for younger children. p. 257	Assumes simple responsibilities for younger children. p. 316

VII. MONEY MANAGEMENT

A. Earning Money

Picks out money from non-money, e.g. coins and washers. p. 25

Sorts coins by color and size, e.g. pennies and dimes. p. 71

Identifies and labels two coins. p. 131

Identifies and labels all coins. p. 194

Demonstrates knowledge of value of all coins. p. 258

Demonstrates some understanding of the value of money. p. 317

Identifies paper currency as money. p. 131

Identifies two bills. p. 194

Identifies three bills. p. 258

With assistance recognizes coins and bills in combination. p. 258

Recognizes coins and bills in combination. p. 317

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VII. MONEY MANAGEMENT
A. Earning Money

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B. Spending Money

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	Rote counts to five. p. 71	Rote counts to twelve. p. 131	Relates number concepts to coins up to ten. p. 194	Demonstrates knowledge of concepts associated with money. p. 258	Uses words associated with money appropriately. p. 317
		Recognizes that people earn money. p. 131	Identifies dollars and cents when written. p. 194	Relates number concepts to coins up to fifteen. p. 258	Relates number concepts to coins up to twenty-five. p. 317
		Associates performance with reward. p. 131	Names five jobs for which people are paid. p. 194	With assistance, reads and writes money symbols \$ and c. p. 258	Reads and writes money symbols. p. 317
	With assistance, demonstrates appropriate in-store behavior. p. 71	With decreasing assistance, demonstrates appropriate in-store behavior. p. 132	Performs simple task for small amount of money. p. 194	Demonstrates knowledge of ways to earn own money. p. 258	Performs certain tasks to earn money. p. 317
	Demonstrates knowledge that money is needed in some situations. p. 71	Recognizes that money is needed to obtain articles from a store. p. 132	With supervision, spends small amounts of money. p. 195	Performs small jobs to earn money. p. 258	Demonstrates knowledge of correct amount of money for items. p. 318
	Demonstrates knowledge of concept "store". p. 71	Identifies three different kinds of stores. p. 132	Associates appropriate stores with their merchandise. p. 195	Purchases specified items independently. p. 259	Compares prices between two similar items. p. 318
				Recognizes the correct store for certain purchases in own neighborhood. p. 259	

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VII. MONEY MANAGEMENT

B. Spending Money

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>C. <u>Saving and Borrowing</u></p>	<p>Saves coins in piggy bank. p. 71</p>	<p>Recognizes that money is kept in a specific place, e.g. wallet, piggy bank. p. 133</p> <p>Associates time lapse with obtaining or using reward, e.g. allowance on Saturday. p. 133</p>	<p>With assistance, budgets allowance. p. 195</p> <p>Keeps money in a safe place for a specified period of time. p. 196</p> <p>Saves money for special purchase. p. 196</p>	<p>Participates in the selection and purchase of certain personal items. p. 259</p> <p>Budgets allowance. p. 259</p> <p>With supervision, manages a bank account. p. 260</p> <p>Saves money for special purchase. p. 260</p> <p>Demonstrates ability to use words associated with money. p. 260</p>	<p>Exercises greater independence in selecting and purchasing personal needs. p. 318</p> <p>With assistance, prepares monthly budget. p. 318</p> <p>With decreasing supervision, manages a bank account. p. 319</p> <p>Saves money for special purchase. p. 319</p> <p>Demonstrates understanding of terms related to borrowing. p. 319</p> <p>Demonstrates responsible attitude with respect to borrowed money. p. 319</p> <p>Recognizes credit card and its use. p. 319</p>

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VIII. MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
 A. Fundamentals of Movement

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>Demonstrates full acquisition of head control, etc. p. 26-28</p> <p>Demonstrates rudimentary acquisition of skills related to running, etc. p. 28-30</p>	<p>Demonstrates rudimentary level of acquisition of basic motor skills in locomotor skills, etc. p. 72-77</p>	<p>Demonstrates ability to perform simple combinations of basic motor skills. p. 134-136</p> <p>Demonstrates ability to generalize performance of object control skills in a variety of dimensions. p. 134-136</p> <p>With guidance, demonstrates proficiency and initiates the performance of locomotor skills, etc. p. 136</p> <p>Demonstrates acquisition of additional motor skills. p. 136</p>	<p>Demonstrates ability to perform more complex combinations of motor skills. p. 197</p> <p>Demonstrates the ability to generalize performance of object control skills in a variety of dimensions. p. 197</p> <p>Demonstrates proficiency and initiates the performance of most basic motor skills in areas under Level 2. p. 198</p> <p>Demonstrates acquisition of additional motor skills. p. 198</p> <p>With some guidance, demonstrates proficiency and initiates Level 3 motor skills. p. 198</p>	<p>Demonstrates ability to apply generalized object control skills to simple game situations. p. 261</p> <p>Demonstrates proficiency and initiates the performance of most Level 3 skills. p. 261</p> <p>With some guidance, demonstrates proficiency and initiates the performance of most Level 4 skills. p. 261</p>	<p>Demonstrates ability to generalize object control skills to simple game situations. p. 320</p> <p>With some guidance, demonstrates proficiency and initiates the performance of most Level 5 skills. p. 320</p>

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VIII. MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
 B. Games and Activities

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>Uses some community outdoor playground equipment, e.g. swing, slide, bars. p. 30</p>	<p>Participates in activities appropriate to the acquisition of the skills listed in the Fundamentals of Movement. p. 78</p> <p>Participates in an appropriate aquatics program. p. 78</p> <p>Participates in group activities. p. 78</p> <p>Participates in elementary rhythmic games and activities. p. 78</p> <p>Uses outdoor community playground equipment. p. 78</p>	<p>Participates in activities appropriate to the acquisition of the skills listed in Fundamentals of Movement. p. 139</p> <p>Participates in an appropriate aquatics program. p. 139</p> <p>Participates in low organized games to facilitate the learning of the skills listed in Fundamentals of Movement. p. 139</p> <p>Participates in motor activities utilizing specific special rhythmic patterns, e.g. marching. p. 139</p> <p>Demonstrates ability to use most outdoor playground equipment found in community facilities. p. 139</p>	<p>Participates in activities appropriate to the acquisition of the skills listed in Fundamentals of Movement. p. 199</p> <p>Participates in an appropriate aquatics program. p. 199</p> <p>Participates in elementary water games, movement relays, etc. p. 199</p> <p>Participates in simple games, e.g. dodge ball, parachute related games. p. 199</p> <p>Participates in motor activities utilizing rhythmic patterns. p. 199</p>	<p>Participates in dual games partner activities, using previously acquired skills. p. 262</p> <p>Participates in an appropriate aquatics program. p. 262</p> <p>Participates in aquatic games. p. 262</p> <p>Participates in some team games and activities. p. 262</p> <p>Participates in basic dances, e.g. simple polka, square dances. p. 262</p> <p>Participates in basic gymnastics program. p. 262</p>	<p>Demonstrates some proficiency in dual activities and participates in partner games. p. 321</p> <p>Participates in an appropriate aquatics program. p. 321</p> <p>Demonstrates proficiency in Level 5 team games and activities. p. 321</p> <p>Demonstrates proficiency in basic dances, e.g. polka, disco. p. 321</p> <p>Demonstrates proficiency in the basic gymnastics activities of Level 5. p. 321</p>

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VIII. MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
 B. Games and Activities

373

LEVEL 1

LEVEL 2

LEVEL 3

LEVEL 4

LEVEL 5

LEVEL 6

Participates in local community programs where available, e.g. swim and gym. p. 79

Participates in such recreational activities as tobogganing, etc. p. 139

Practises bicycle riding, using training wheels. p. 139

Participates regularly in fitness program. p. 140

Participates in recreational activities, e.g. skating, bowling, cross-country skiing. p. 199

Participates regularly in fitness program. p. 199

Participates in life time sports activities, e.g. skiing, soccer. p. 262

Demonstrates proficiency in recreational activities, e.g. bowling. p. 263

Demonstrates proficiency in Level 4 track and field activities. p. 263

Participates in certain additional events, e.g. high jump. p. 263

Performs some of the following exercises: chin-ups, etc. p. 263

Participates regularly in fitness program. p. 263

Participates in life time sports activities. p. 321

Participates in recreational activities, e.g. camping. p. 322

Demonstrates proficiency in track and field activities. p. 322

Demonstrates ability to organize group into two teams. p. 322

Performs the following exercises: stretching, etc. p. 322

Demonstrates knowledge of matters related to fitness. p. 322

Participates regularly in fitness program. p. 323

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VIII. MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
 C. Social Skills Related to Games and Activities

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Demonstrates some ability to attend to task being presented. p. 31	Attends to task being presented. p. 80	Attends to task being presented. p. 140	Attends to the task being presented. p. 200	Attends to the task being presented. p. 264	Attends to the task being presented. p. 324
Responds appropriately to the instructor. p. 31	Responds appropriately to the instructor. p. 80	Responds appropriately to the instructor. p. 140	Responds appropriately to the instructor. p. 200	Responds appropriately to the instructor. p. 264	Responds appropriately to the instructor. p. 324
	With prompting, functions in a group setting. p. 80	Demonstrates ability to follow instructions in a group setting. p. 140	Demonstrates ability to follow instructions in a group setting. p. 200	Demonstrates ability to follow instructions in a group setting. p. 264	Demonstrates ability to follow instructions in a group setting. p. 324
Imitates appropriate social behavior or courtesies, e.g. please, thank you. p. 31	Uses some appropriate courtesies, e.g. please, thank you. p. 80	Uses some appropriate courtesies. p. 140	Uses appropriate courtesies. p. 200	Practises appropriate courtesies. p. 264	Practises appropriate courtesies. p. 324
		Participates in cooperative play. p. 140	Generalizes the above skills to settings and individuals outside the school. p. 200	Demonstrates basic sportsmanship in games and activities. p. 264	Demonstrates basic sportsmanship in games and activities. p. 324
			Utilizes social skills and practises safety rules involved in cooperative play and other games. p. 200	Follows specific game rules and demonstrates fair play. p. 264	Follows specific game rules and demonstrates fair play. p. 324
				Utilizes social skills and practises safety rules in new situations. p. 264	Utilizes social skills and practises safety rules in new situations. p. 324

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IX. FINE ARTS AND INDIVIDUAL EXPRESSION
 A. Crafts, Hobbies and Activities

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Scribbles. p. 32	Holds pencil and scribbles. p. 81	Holds pencil correctly. p. 142			
		Makes circular scribbling movements. p. 142			
		Begins to make counter clockwise movements. p. 142			
	Makes creative patterns. p. 81	Begins to make counter clockwise movements. p. 142			
	Explores use of different media. p. 81	Makes creative patterns. p. 142	Demonstrates initial proficiency in making creative patterns. p. 201	Demonstrates increased proficiency in making creative patterns. p. 265	Demonstrates increased proficiency in making creative patterns. p. 325
		Uses both hands to knead, pound, heat clay. p. 142	Uses both hands to form shapes, e.g. ball. p. 201		
			Demonstrates beginning interest in other formation. p. 201	With assistance, creates shapes or objects using materials such as clay, etc. p. 265	With some assistance, creates shapes or objects, using materials such as clay, etc. p. 325
	Demonstrates initial use of scissors. p. 81	Demonstrates use of scissors. p. 142	Demonstrates use of scissors with a variety of materials. p. 201	Cuts and follows line on paper, cloth or other materials. p. 265	Demonstrates competence in using scissors or other tool to create designs or cut out patterns. p. 325
Participates in a sensory awareness program. p. 32	Participates in a sensory awareness program. p. 81				

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IX. FINE ARTS AND INDIVIDUAL EXPRESSION
 A. Crafts, Hobbies and Activities

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Plays with blocks and simple toys. p. 32	Plays with blocks and other simple toy building sets. p. 81				
Demonstrates a preference according to color. p. 32	Identifies two primary colors. p. 82				
Stacks simple toys, e.g. cylinder and rings., p. 32	Identifies the top of objects. p. 82				
	Makes circles and lines. p. 82				
	Participates in the making of simple craft projects. p. 82				
	Makes flat hand motions in finger paint activity. p. 81	Begins to use finger tips in finger paint activity. p. 142		Demonstrates beginning of pattern and form in creating a painting. p. 265	Demonstrates more detail and form in painting. p. 325
		Begins to make articles from toy building sets. p. 143	Makes recognizable articles from simple toy building sets. p. 201	Demonstrates form and pattern in creasing objects. p. 266	Demonstrates greater ability in assembling and creating forms and models. p. 326
		Identifies primary objects. p. 143	Distinguishes between, and names, common colors. p. 202	Identifies and names color differences. p. 266	Chooses and names colors of various items. p. 326
		Identifies top and bottom of objects. p. 143	Identifies top, bottom and sides of objects. p. 202		

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IX. FINE ARTS AND INDIVIDUAL EXPRESSION
 A. Crafts, Hobbies and Activities

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
		<p>With assistance, uses lines, squares and circular shapes for people and objects. p. 143</p> <p>Participates in the making of simple craft projects. p. 144</p> <p>With assistance, pursues a hobby. p. 144</p> <p>Participates in directed recreational activities. p. 144</p>	<p>Uses lines, squares and circular shapes for people and objects. p. 202</p> <p>With assistance, completes own craft project. p. 203</p> <p>Pursues a simple hobby. p. 203</p> <p>Participates in directed recreational activities. p. 203</p>	<p>Adds more detail to drawings. p. 266</p> <p>Completes own craft project. p. 266</p> <p>With assistance, collects materials required for own hobby. p. 266</p> <p>Selects and participates in recreational activities. p. 266</p>	<p>Demonstrates greater detail in drawings. p. 326</p>
<p>B. Music</p> <p>Responds to music, e.g. smile, vocalization. p. 33</p> <p>With assistance, participates in some simple musical games. p. 33</p> <p>With assistance, claps hands, imitating adult. p. 33</p>	<p>Listens to music for enjoyment. p. 83</p> <p>With assistance, participates in musical games. p. 83</p> <p>With assistance, imitates simple rhythmic hand movements. p. 83</p>	<p>Listens to music for enjoyment. p. 145</p> <p>With assistance operates music producing equipment, e.g. record player. p. 145</p> <p>Participates in musical games. p. 145</p> <p>Imitates simple rhythmic hand movements. p. 145</p>	<p>Listens to music for enjoyment for increasing periods of time. p. 204</p> <p>Operates music producing equipment, e.g. cassette recorder. p. 204</p> <p>Participates in musical games, songs, and/or moves to music. p. 204</p>	<p>Listens to music for enjoyment for increasing period of time. p. 267</p> <p>Operates music producing equipment, e.g. juke-box. p. 267</p> <p>On own initiation, participates in dance or other musical games. p. 267</p>	<p>Practises good listening habits when enjoying music. p. 327</p> <p>Listens to music as a leisure-time activity. p. 327</p> <p>Plans and initiates participation in group at local dance or other community functions. p. 327</p>

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IX. FINE ARTS AND INDIVIDUAL EXPRESSION
B. Music

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
With assistance, begins to use some rhythm instruments. p. 33	With assistance, uses some rhythm instruments. p. 83	Uses rhythm instruments. p. 145	Plays rhythm instrument in simple pattern. p. 204	Plays rhythm instrument in varied patterns. p. 267	
With assistance, stamps feet while sitting. p. 33	With assistance, imitates simple rhythmic foot movements. p. 83	Imitates simple rhythmic foot movements. p. 145	Explores use of other musical instruments. p. 204	Continues to explore a variety of instruments. p. 267	Continues to explore a variety of instruments. p. 327
With assistance, moves in time to repetitious beat. p. 33	With assistance, moves in time to repetitious beat. p. 83	Moves in time repetitious beat. p. 145	Performs simple dance steps, e.g. squares. p. 204	Performs contemporary dance movements and form. p. 267	
		Participates in creative movement activities. p. 145	Improvises body movements to follow tempo/rhythm in a variety of musical selections. p. 204	Participates in social dance with partner. p. 267	Participates in a special dance (with a partner). p. 327
With assistance, participates in some group songs and action songs. p. 33	With assistance, participates in group songs and action songs. p. 83	Participates in group songs and action songs. p. 145	Performs creative movement activities. p. 204	Sings songs. p. 267	Sings parts of contemporary songs from memory. p. 327
			Humms or sings some familiar songs. p. 205	Sings, following conductor's direction. p. 267	Carries melody to simple harmony. p. 327
			Imitates high and low tones when heard. p. 205	Selects appropriate programs, e.g. television. p. 267	Selects and chooses appropriate programs, e.g. television, radio. p. 327

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IX. FINE ARTS AND INDIVIDUAL EXPRESSION
C. Drama

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
With assistance, attempts to imitate simple actions. p. 34	With assistance, participates in activities that imitate actions of certain animals, e.g. dog, lion. p. 84	Participates in activities that imitate actions of certain animals, e.g. dog, lion. p. 146	With some independence, acts out a suggested set of actions. p. 206	With assistance, portrays a character from a simple story or play. p. 268	With increasing ability, portrays a character from a simple story or play, memorizing voice inflection, acting the part. p. 328
With assistance, attempts to imitate simple sounds. p. 34	With assistance, imitates simple words or sounds associated with animals and people. p. 84	Imitates simple words or sounds associated with animals and people. p. 146	With assistance, repeats a verse or part of a story. p. 206	Repeats a verse or part of a story. p. 268	
	Begins to demonstrate feelings such as happy and sad. p. 84	Demonstrates feelings such as happy and sad. p. 146	Demonstrates feelings such as anger. p. 206	With assistance, begins to demonstrate feelings and emotions in a play. p. 268	Demonstrates feelings and emotions in simple play. p. 328
	With assistance, participates in group activity, e.g. action song. p. 84	Participates in a group activity, e.g. action song. p. 146	With assistance, demonstrates an individual role as part of a group activity. p. 206	Begins to demonstrate an individual role as part of a group activity. p. 268	Demonstrates ability to be part of performing group. p. 328
D. Recreation					
Entertains self playing with toys for increasing periods of time. p. 35	Entertains self playing with toys for increasing period of time. p. 85	Entertains self playing with toys for increasing period of time. p. 147	Entertains self with resources at hand (common items). p. 207	Watches television with comprehension. p. 269	Watches self selected television program with comprehension. p. 329
	With assistance, plays simple card games. p. 85	With assistance, plays p. 147	Plays cards and board games. p. 207		
			Utilizes art/craft skills in leisure time. p. 207	With assistance, performs constructive tasks in leisure time. p. 269	Performs constructive tasks in leisure time. p. 329
					Pursues a hobby. p. 329

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IX. FINE ARTS AND INDIVIDUAL EXPRESSION
D. Recreation

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>Follows/imitates other play activities. p. 35</p>	<p>Follows/imitates other play activities. p. 85</p>	<p>Follows/imitates other play activities. p. 147</p> <p>With supervision, plays at community playground. p. 147</p> <p>With supervision, participates in community events. p. 147</p> <p>With supervision, visits recreational facilities. p. 147</p> <p>Attends day camp. p. 147</p>	<p>Creates play situations which include others. p. 207</p> <p>With assistance, plays lawn games with modified rules. p. 207</p> <p>Plays at open community parks. p. 207</p> <p>With decreasing supervision, attends community events. p. 207</p> <p>With supervision, uses some recreation facilities. p. 207</p> <p>With supervision, attends camp, does some scouting. p. 207</p>	<p>Participates in group games and activities. p. 269</p> <p>Plays lawn games with modified rules. p. 269</p> <p>Participates at organized community recreation programs. p. 269</p> <p>With minimal supervision, attends community spectator events. p. 269</p> <p>Uses some recreational facilities. p. 269</p> <p>Demonstrates ability to be part of camping team. p. 269</p>	<p>Organizes group games or activities. p. 329</p> <p>Plays lawn games, following standard rules. p. 329</p> <p>Participates in community sports program. p. 329</p> <p>Attends community spectator events on own initiative. p. 329</p> <p>Uses recreation facilities. p. 329</p> <p>Initiates own involvement in camping, etc. p. 329</p>
<p>X. CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY</p> <p>A. At Home</p> <p>Identifies some areas and items in the home environment, e.g. bathroom, toys. p. 36</p> <p>Differentiates between immediate family members and others. p. 36</p>	<p>Identifies an increasing number of areas and items in home environment, e.g. rooms, belongings. p. 86</p>	<p>Identifies own belongings. p. 148</p>	<p>Identifies belongings of other family members. p. 208</p> <p>Identifies immediate family members by role. p. 208</p>	<p>Identifies extended family members by name and role. p. 270</p>	<p>Identifies how roles and responsibilities change with age. p. 330</p>

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X. CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

A. At Home

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	Identifies a new member of a family, e.g. baby. p. 86	Associates immediate family members with what constitutes own family. p. 148	Associates immediate family members with what constitutes own family. p. 208	Associates extended family members with what constitutes own family. p. 270	Associates extended family members with what constitutes own family. p. 330
	Practises social amenities appropriate for age, e.g. greets, comes when called. p. 86	Recognizes that families can change in size. p. 148	Recognizes that families can change in size. p. 209	Identifies ways in which families change. p. 270	Identifies how own family is unique. p. 330
With assistance, practices social amenities appropriate for age, e.g. greets, comes when called. p. 36	Practises social amenities appropriate for age, e.g. greets, comes when called. p. 86	Practises courtesies. p. 148	Practises courtesies. p. 209	Participates in the decision making process for family recreational activities. p. 270	Participates in the decision making process for family recreational activities. p. 330
With assistance, follows family rules applying to self. p. 36	With reinforcement, follows family rules applying to self. p. 86	Follows some family rules. p. 148	Follows most family rules. p. 209	Practises courtesies in social situations. p. 271	Recognizes the need for courtesy. p. 330
			With reinforcement, assumes same responsibility for self and belongings. p. 209	States and obeys most family rules. p. 271	Recognizes the need for family rules. p. 330
B. At School	Identifies an increasing number of areas and items in school environment. p. 87	Identifies own belongings. p. 149	Identifies belongings of other classmates. p. 210	With reinforcement, assumes responsibility for self and belongings. p. 271	Assumes responsibility for own behavior. p. 330
Identifies some areas and items in daily environment. p. 37				Differentiates between belongings of self and others. p. 272	Differentiates between personal, private and public property. p. 331

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X. CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

B. At School

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
With assistance, follows rules applying to self. p. 37	With reinforcement, follows rules applying to self. p. 87	Follows some school rules. p. 149	Follows most school rules. p. 210	Identifies school rules. p. 272	Recognizes the need for school rules. p. 331
			With reinforcement, assumes some responsibility for belongings. p. 210	With reinforcement, assumes responsibility for self and belongings. p. 272	Assumes responsibility for own behavior. p. 331
Plays in small group. p. 37	Plays in small group, sharing toys. p. 87	Demonstrates respect for property of others within the class. p. 149	Demonstrates respect for property of others within the class. p. 210	Demonstrates respect for property of others within the class. p. 272	Demonstrates respect for property of others within the school. p. 331
With assistance, carries out simple class chores/errands. p. 37	With assistance, carries out simple group chores/errands. p. 87	Carries out simple class chores/errands. p. 149	Carries out simple class chores/errands. p. 210	Assumes responsibility for specific class chores/errands. p. 272	Assumes responsibility for specific class chores/errands. p. 332
C. In the Community					
Responds in a positive manner to uniformed community helpers, e.g. nurse, policeman. p. 37	Associates uniformed personnel with people who help him, e.g. nurse, policeman. p. 88	Identifies some community helpers, e.g. police. p. 150	Identifies community helpers, e.g. public health nurse. p. 211	Identifies additional community helpers. p. 273	
Responds to authority of adults. p. 38	Responds to authority of adults. p. 88	Identifies most adults with whom he deals as authority figures. p. 150	Identifies most adults with whom he deals as authority figures. p. 211	Identifies functions of community helpers. p. 273	Identifies function of community helpers. p. 333
With assistance, identifies own home. p. 38	Identifies some areas in immediate environment. p. 88	Identifies own neighborhood playground. p. 150	Identifies some community facilities, e.g. stores. p. 211	Identifies some city/town facilities. p. 273	Associates appropriate function with community facilities. p. 333

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X. CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
 C. In the Community

LEVEL 1

LEVEL 2

LEVEL 3

LEVEL 4

LEVEL 5

LEVEL 6

Identifies some neighborhood friends.
 p. 88

Begins to behave in an appropriate manner when National Anthem is played.
 p. 89

With assistance, follows some community rules and routines applying to self, e.g. puts garbage in garbage containers.
 p. 89

Demonstrates awareness that other families in own community are different from own family.
 p. 150

Recognizes the tune of the National Anthem.
 p. 150

Identifies a flag.
 p. 150

Follows some community rules and routines, e.g. crossing at corners.
 p. 150

Demonstrates awareness that other families in own community are different from own family.
 p. 211

Associates certain behaviors with hearing the National Anthem.
 p. 212

Recognizes the Canadian Flag.
 p. 212

Follows some community rules and routines, e.g. crossing at corners.
 p. 212

Identifies some cultural differences in people within own community.
 p. 274

Sings some of the words to the National Anthem.
 p. 274

Recognizes the importance of the Canadian Flag.
 p. 274

Identifies community rules and routines applying to self.
 p. 274

Describes some cultural differences in people within own community.
 p. 333

States name of country.
 p. 334

Recognizes the importance of the Canadian Flag.
 p. 334

Recognizes the importance of community rules.
 p. 334

With assistance, demonstrates some understanding of legal rights applying to self.
 p. 335

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X. CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
D. Environmental Education

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
1. Ecology:					
Recognizes familiar animals, e.g. pets. p. 39	Identifies some familiar living organisms, e.g. birds, fish. p. 90	Identifies familiar living organisms. p. 151	Groups living organisms as animals, fish, birds. p. 213	Identifies appropriate habitat for familiar living organisms. p. 275	Identifies why living organisms live in specific habitat. p. 336
Interacts with pets. p. 39	Provides some aspect of pet care, e.g. food. p. 90	Distinguishes between pets and other domestic animals. p. 151	Distinguishes between domestic and wild animals. p. 213	Identifies appropriate ways to behave with domestic animals. p. 275	Identifies appropriate ways to behave toward wild animals. p. 336
With assistance, identifies a mother animal. p. 39	Recognizes that baby animals have mothers. p. 90	Differentiates between baby and adult birds, fish, etc. p. 151	Pairs adult and baby animals of the same species. p. 214	Identifies male and female animals of the same species. p. 275	Classifies related species. p. 337
Recognizes some familiar plant forms, e.g. tree, grass, flower. p. 39	Recognizes some familiar plant forms, e.g. tree, grass, flower. p. 90	Identifies one attribute of plant materials, e.g. tall tree. p. 151	Classifies plant material on one dimension, e.g. by flowers. p. 214	Identifies two or more attributes of plant material. p. 276	Classifies plant material on two or more dimensions. p. 337
With assistance, identifies some familiar fruits. p. 39	Identifies some familiar vegetables. p. 91	Identifies familiar fruits and vegetables. p. 152	Differentiates between fruits and vegetables. p. 214	Identifies growing environment of familiar fruits and vegetables. p. 276	
	Recognizes that a plant grows. p. 91	Identifies a location where plants grow. p. 152	Identifies growing environment of familiar fruits and vegetables. p. 215	Identifies light and warmth as requirements for plant growth. p. 276	Identifies the basic requirements necessary for plant and vegetable growth. p. 337
			Identifies water as a requirement for plant growth. p. 215	Recognize that plants need soil to grow. p. 276	
Identifies water. p. 40	Identifies sources of water in a familiar setting. p. 91	Recognizes rain as being a water source. p. 152	Identifies common water forms, e.g. river, lake. p. 215	Identifies changes in water forms. p. 277	Identifies the necessity for and common use of waters. p. 337

3. CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
 D. Environmental Education

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Identifies soil. p. 40	Identifies soil. p. 91	Recognizes that plants grow in soil. p. 152	Recognizes that plants grow in soil. p. 215	Recognizes that some animals need the ground for homes and shelter. p. 277	Identifies different environments where certain plants and animals live. p. 338
Identifies own yard. p. 40	Identifies one natural form in own environment, e.g. hill; gravel. p. 91	Identifies some large natural landforms. p. 152	Associates certain landforms with various activities. p. 215	Identifies animals that live in mountain, plains, and near sea. p. 277	Identifies plants that grow in mountains, plains and near sea. p. 338
2. Weather	Keeps simple weather chart. p. 92	Keeps weather chart. p. 153	Describes weather. p. 216	Predicts weather according to conditions. p. 277	Interprets weather information obtained from media. p. 339
	Differentiates between seasons. p. 92	Differentiates between seasons. p. 153	Identifies some characteristics of each season. p. 216		
3. Energy	Differentiates between hot and cold. p. 92	Associates some items with producing heat. p. 151	Identifies some sources of heat. p. 216	Identifies use of sources of heat. p. 278	
Demonstrates rudimentary understanding of hot and cold. p. 40	Identifies a familiar light source, e.g. lamp. p. 92	Identifies sun as source of light and heat. p. 151	Identifies other sources of light and heat, e.g. candle, flashlight. p. 216		
Differentiates between light and dark. p. 40			Identifies other sources of energy, e.g. wind, water. p. 216	Identifies other sources of energy, e.g. wind, water. p. 278	Demonstrates understanding of various sources of energy and their use. p. 339

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X. CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
 D. Environmental Education

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>4. Pollution:</p> <p>With assistance, disposes of litter. p. 41.</p> <p>Demonstrates a variety of responses to differing levels of sound. p. 41.</p>	<p>With assistance, identifies litter. p. 92.</p> <p>Disposes of litter appropriately. p. 92.</p> <p>Identifies sources of sound. p. 92.</p>	<p>Identifies litter. p. 153.</p> <p>Disposes of litter appropriately. p. 154.</p> <p>Identifies noises he can make. p. 154.</p>	<p>Recognizes a variety of litter/containers. p. 217.</p> <p>Disposes of litter appropriately. p. 217.</p> <p>Identifies noises under his control. p. 217.</p>	<p>Disposes of litter appropriately. p. 278.</p> <p>Identifies appropriate noise levels for a variety of situations. p. 278.</p>	<p>States reasons for not littering. p. 339.</p> <p>Identifies why noise control is important. p. 340.</p> <p>Demonstrates some knowledge of water and air pollution. p. 340.</p>
<p>5. Conservation:</p> <p>Reacts to meaning of "all gone".</p>	<p>Demonstrates initial understanding of excess. p. 93.</p> <p>Turns some lights on and off. p. 93.</p>	<p>Identifies excess, e.g. left-over lunch. p. 154.</p> <p>Turns some appliances and lights on and off. p. 154.</p>	<p>Identifies what to do with excess. p. 217.</p> <p>With reminder, turns appliances off. p. 217.</p>	<p>Identifies appropriate areas for collecting natural environment specimens. p. 278.</p> <p>Demonstrates awareness of various ways to conserve energy. p. 279.</p>	<p>Identifies reasons to conserve natural environment. p. 340.</p> <p>Identifies reasons for conserving energy. p. 340.</p>

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APPENDIX B
STUDENT PROFILE/CHECKLIST

Student Profile

Student Name: _____

Date: _____ (Color code)

Age: _____

Date: _____ (Color code)

Level										
6										
5										
4										
3										
2										
1										

Citizenship and Individual Responsibility

Fine Arts and Individual Expression

Motor Development and Physical Activities

Money Management

Home Management

World of Work

Safety

Health

Travel

Understanding Self and Getting Along with Others

Checklist - Placement and Assessment for Levels 1 - 3

Instructions: Circle the child/student responses:

Add up the number of "Yes" responses and place on the SCORE line.

Convert the SCORE to LEVEL using the guide at the end of the test.

There are 10 components of the Checklist.

I. UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

- 1. Responds to name when called Yes No
- 2. Seeks help when frustrated Yes No
- 3. Demonstrates preference in choice of toy Yes No
- 4. Resolves some minor conflicts Yes No
- 5. States name and telephone number Yes No
- 6. Responds appropriately to choices made for him Yes No

SCORE: _____

LEVEL: _____

II. TRAVEL

- 1. Follows established routine for riding in vehicle Yes No
- 2. With supervision, practises some safety rules, e.g. does not run onto street Yes No
- 3. Identifies some vehicles Yes No
- 4. Recognizes that motor vehicles constitute a safety hazard Yes No
- 5. Identifies some ways to travel Yes No
- 6. Demonstrates understanding of rules of safe crossing Yes No

SCORE: _____

LEVEL: _____

III. HEALTH

- 1. Eats a variety of foods Yes No
- 2. Accepts health helpers, e.g. nurse Yes No
- 3. Discriminates between food and non-food Yes No
- 4. Associates rest with a specific location Yes No
- 5. Communicates the need to eat Yes No
- 6. Identifies personnel in the health field Yes No

SCORE: _____

LEVEL: _____

IV. SAFETY

- | | | |
|--|-----|----|
| 1. Demonstrates care and safety in the use of small objects | Yes | No |
| 2. Seeks help verbally or non-verbally when hurt | Yes | No |
| 3. Moves safely on stairs, landings, etc. | Yes | No |
| 4. Practises safety rules for walking and playing outdoors | Yes | No |
| 5. Keeps work/play area orderly and safe | Yes | No |
| 6. Identifies dangers of recreational equipment in familiar situations | Yes | No |

SCORE: _____

LEVEL: _____

V. WORLD OF WORK

- | | | |
|--|-----|----|
| 1. Complies with simple directions | Yes | No |
| 2. Identifies significant adults | Yes | No |
| 3. Indicates that parents work | Yes | No |
| 4. Works and experiments with a variety of construction materials | Yes | No |
| 5. Recognizes the relationship between task performance and reward | Yes | No |
| 6. Identifies some unformed people | Yes | No |

SCORE: _____

LEVEL: _____

VI. HOME MANAGEMENT

- | | | |
|---|-----|----|
| 1. Remains dressed | Yes | No |
| 2. Recognizes familiar housekeeping routines, e.g. washing dishes | Yes | No |
| 3. Pulls on simple garments, e.g. pants, T-shirt. | Yes | No |
| 4. Identifies own belongings and their placement | Yes | No |
| 5. Demonstrates appropriate eating behavior | Yes | No |
| 6. Identifies places where food can be purchased | Yes | No |

SCORE: _____

LEVEL: _____

VII. MONEY MANAGEMENT

- | | | |
|---|-----|----|
| 1. Picks out money from non-money | Yes | No |
| 2. Sorts coins by color and size, e.g. pennies and dimes | Yes | No |
| 3. Rote counts to 5 | | |
| 4. Identifies and labels two coins | Yes | No |
| 5. Associates time lapse with obtaining or using a reward | Yes | No |

SCORE: _____

LEVEL: _____

VIII. MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

- | | | |
|--|-----|----|
| 1. Demonstrates full acquisition of walking, climbing on, jumping, grasping/dropping objects, rolling/trapping objects | Yes | No |
| 2. Uses some community outdoor playground equipment | Yes | No |
| 3. Demonstrates rudimentary acquisition of locomotor, specific equipment, body control, and object control skills | Yes | No |
| 4. Attends to task being presented | Yes | No |
| 5. Demonstrates proficiency in locomotor, specific equipment, body control, and object control skills | Yes | No |
| 6. Demonstrates some ability to participate in cooperative play | Yes | No |

SCORE: _____

LEVEL: _____

IX. FINE ARTS AND PERSONAL EXPRESSION

- | | | |
|---|-----|----|
| 1. Scribbles | Yes | No |
| 2. Follows/imitates others activities | Yes | No |
| 3. Explores use of different media, e.g. plants | Yes | No |
| 4. Entertains self with toys for increasing periods of time | Yes | No |
| 5. Demonstrates use of scissors | Yes | No |
| 6. Demonstrates feelings such as happy or sad | Yes | No |

SCORE: _____

LEVEL: _____

X. CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

- | | | |
|---|-----|----|
| 1. Identifies some areas and items in the home environment | Yes | No |
| 2. Reacts to meaning of "all gone" | Yes | No |
| 3. Practises social amenities appropriate for age | Yes | No |
| 4. Disposes of litter appropriately | Yes | No |
| 5. Associates immediate family members with what constitutes own family | Yes | No |
| 6. Identifies the sun as source of light and heat | Yes | No |

SCORE: _____

LEVEL: _____

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SCORING

Test 1

SCORE:	
0 - 1	
2 - 3	
4 - 5	
6	

LEVEL:

1

2

3

Test using Test 2 for levels 4 - 6

Test 2

SCORE:

0 - 1

2 - 3

4 - 6

LEVEL:

4

5

6

NOTE: For exact placement within a level please refer to the OVERVIEW SHEET which lists all objectives in the LIVING/VOCATIONAL SKILLS SECTIONS.

Test 1 or 2 (circle)

Components:

	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VII</u>	<u>VIII</u>	<u>IX</u>	<u>X</u>
SCORE:	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
LEVEL:	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Checklist - Placement and Assessment - Levels 4 - 6

Instructions: Circle the student response.

Add up the number of "Yes" responses and place on the CORE line.

Convert the SCORE to LEVEL using the guide at the end of the test.

There are 10 components of the Checklist.

I. UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

II. TRAVEL

III. HEALTH

- | | | |
|--|--|---|
| <p>1. Recognizes frequently seen people by name</p> <p>Yes No</p> | <p>1. Demonstrates knowledge of paying with some forms of travel</p> <p>Yes No</p> | <p>1. Associates meal times with specific food items and certain order of eating</p> <p>Yes No</p> |
| <p>2. Makes personal choices at appropriate times, e.g. activities, free-time.</p> <p>Yes No</p> | <p>2. Crosses streets in quiet neighborhood of home and school</p> <p>Yes No</p> | <p>2. Recognizes that there are times when medication must be taken</p> <p>Yes No</p> |
| <p>3. States and writes full name, age, telephone number and address without postal code</p> <p>Yes No</p> | <p>3. Demonstrates understanding that adults drive vehicles</p> <p>Yes No</p> | <p>3. Identifies most food by name.</p> <p>Yes No</p> |
| <p>4. Contributes to, and sometimes initiates, classroom decision making</p> <p>Yes No</p> | <p>4. Demonstrates understanding of early/late in relation to travel</p> <p>Yes No</p> | <p>4. Recognizes possible adverse effects of alcohol and tobacco on the user and others</p> <p>Yes No</p> |
| <p>5. States and writes full name, age, full address, telephone number and birthdate</p> <p>Yes No</p> | <p>5. Identifies forms of travel: private, public, commercial.</p> <p>Yes No</p> | <p>5. Chooses a balanced diet</p> <p>Yes No</p> |

6. With encouragement, independently resolves most conflicts with peers using socially appropriate methods

Yes No

SCORE: _____

LEVEL: _____

6. Crosses uncontrolled intersections in heavy traffic

Yes No

SCORE: _____

LEVEL: _____

6. Utilizes the community health service system, with direction and assistance when necessary

Yes No

SCORE: _____

LEVEL: _____

IV. SAFETY.

1. Practices fire safety Yes No
2. Identifies dangers of recreational equipment in most situations Yes No
3. Practices safe use of most of the equipment and materials encountered at home and school Yes No
4. Recognizes appropriate sources of help, e.g. fireman, rescue unit Yes No
5. Demonstrates independence and responsibility in the use of equipment and materials encountered in the home/school Yes No
6. Demonstrates a degree of independence in the use and handling of recreational space and equipment Yes No

SCORE: _____

LEVEL: _____

V. WORLD OF WORK

1. Performs some jobs without promise of tangible rewards Yes No
2. Responds appropriately to classroom routines and school expectations, e.g. punctuality, personal hygiene Yes No
3. Performs some tasks to please self and others Yes No
4. Demonstrates initial awareness of some specific procedures that are followed when looking for a job Yes No
5. Describes jobs of family in more detail. Yes No
6. Demonstrates ability to locate persons who can assist in such matters as employment benefits, etc. Yes No

SCORE: _____

LEVEL: _____

VI. HOME MANAGEMENT.

1. Follows home routines regarding care of clothing Yes No
2. Recognizes need for obvious repair of clothing Yes No
3. Chooses own clothing for various conditions and occasions Yes No
4. Identifies safe and unsafe procedures in home management Yes No
5. Assumes responsibility for home routines, e.g. vacuuming, washing clothes Yes No
6. Prepares simple meals Yes No

SCORE: _____

LEVEL: _____

VII. MONEY MANAGEMENT

- | | | | |
|----|---|-----|----|
| 1. | Identifies and labels all coins | Yes | No |
| 2. | Associates appropriate stores with their merchandise. | Yes | No |
| 3. | Demonstrates knowledge of value of all coins | Yes | No |
| 4. | Demonstrates ability to use words associated with money, e.g. bank, cashier | Yes | No |
| 5. | Demonstrates some understanding of the value of money, e.g. five cents will not buy a car | Yes | No |
| 6. | Recognizes credit card and its use | Yes | No |

SCORE: _____

LEVEL: _____

VIII. MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

- | | | | |
|----|---|-----|----|
| 1. | Demonstrates the ability to generalize performance of object control skills in a variety of dimensions, e.g. different sizes of objects | Yes | No |
| 2. | Utilizes social skills and practises safety rules involved in co-operative play and other games | Yes | No |
| 3. | Demonstrates ability to apply generalized object control skills to simple game situations, e.g. basketball | Yes | No |
| 4. | Demonstrates proficiency in recreational activities such as bowling, etc. | Yes | No |
| 5. | Demonstrates some proficiency in dual activities and participates in partner games such as table tennis, shuffleboard, modified badminton | Yes | No |
| 6. | Demonstrates proficiency in track and field activities | Yes | No |

SCORE: _____

LEVEL: _____

IX. FINE ARTS AND INDIVIDUAL EXPRESSION

- | | | | |
|----|--|-----|----|
| 1. | Demonstrates initial proficiency in making creative patterns, e.g. tinker toys | Yes | No |
| 2. | Plays cards and board games | Yes | No |
| 3. | Cuts and follows line on paper, cloth or other materials | Yes | No |
| 4. | Watches television with comprehension | Yes | No |
| 5. | Demonstrates more detail and form in painting | Yes | No |
| 6. | Pursues a hobby | Yes | No |

SCORE: _____

LEVEL: _____

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X. CITIZENSHIP AND
INDIVIDUAL RESPONSIBILITY

1. Recognizes that families can change Yes No
2. Turns appliances off, with reminders Yes No
3. Associates extended family members with what constitutes own family Yes No
4. Demonstrates awareness of various ways to conserve energy Yes No
5. Identifies how own family is unique Yes No
6. Identifies reasons to conserve natural environment Yes No

SCORE: _____

LEVEL: _____

4.77

SCORING

Test 1

SCORE:

0 - 1

2 - 3

4 - 5

6

LEVEL:

1

2

3

Test using Test 2 for levels 4 - 6

Test 2

SCORE:

0 - 1

2 - 3

4 - 6

LEVEL:

4

5

6

NOTE: For exact placement within a level please refer to the OVERVIEW SHEET which lists all objectives in the LIVING/VOCATIONAL SKILLS SECTIONS.

Test / 1 or 2 (circle)

Components:

	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VII</u>	<u>VIII</u>	<u>IX</u>	<u>X</u>
SCORE:	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
LEVEL:	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

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APPENDIX C

RESOURCES

LEVEL 1

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Exercises for Your Baby - Wm. Collins Sons and Co. Canada Ltd.

Lullabies from 'Round the World - Tom Thumb Early Learning Library - Rhythms Productions

Portage Guide to Early Education - Cooperative Educational Service Agency

TRAVEL

Baby Learning Through Baby Play: Parent's Guide for the First Two Years - St. Martin's Press, Inc.

Exercises for Your Baby - Wm. Collins Sons and Co. Canada Ltd.

Loving and Learning: Interacting with Your Child from Birth to Three - Harcourt, Brace, Janovich, Inc.

Portage Guide to Early Education - Cooperative Educational Service Agency

Wabash Guide for Early Developmental Training - Wabash Centre for Mental Retardation

HEALTH

Feeding Your Child - Collier Macmillan Canada Ltd.

Portage Guide to Early Education - Cooperative Educational Service Agency

Toilet Training the Retarded - Edmark Associates

Training Retarded Babies and Preschoolers - Charles C. Thomas Pub.

WORLD OF WORK

Four Seasons - Instructo Corp.

HOME/MANAGEMENT

Developing Everyday Skills Series - Kimbo Educational

Early Self-Help Skills - Research Press of Canada

Instructional Sequences: Eating - Seaside Educational Associates

Nice 'n Easy - Kimbo Educational

HOME MANAGEMENT (cont'd.)

Portage Guide to Early Education - Cooperative Educational Service Agency

Project More Daily Living Skills - University of Kansas

Project Vision-Up Curriculum - A Training Program for Preschool Handicapped Children - U.S. Dept. of Health, Education and Welfare

Self-Help Skills Series - Kimbo Educational

Socialization Skills Adaptive Behavior - Kimbo Educational

Step-by-Step Dressing - Edmark Associates

Steps to Independence: A Skills Training Series for Children with Special Needs - Research Press Co.

Trainable Children: Curriculum and Procedures - John De Co.

Training for Independence - Developmental Learning Materials

Training Retarded Babies and Preschoolers - Charles C. Thomas Pub.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Exercises for Your Baby - Wm. Collins Sons and Co. Canada Ltd.

PREP: A Pre-School Play Program for Retarded Children - Government of Alberta, Social Services and Community Health

Teaching Your Down's Syndrome Infant: A Guide for Parents - University Park Press

FINE ARTS AND INDIVIDUAL EXPRESSION

Developing Everyday Skills Series - Kimbo Educational

Exercises for Your Baby - Wm. Collins Sons and Co. Canada Ltd.

Hap Palmer Records - J.M. Dent and Sons Canada Ltd.

Modern Mother Goose Rhymes and Songs - Rhythm Records

Portage Guide to Early Education - Cooperative Educational Service Agency

Tom Thumb Early Learning Library - Rhythms Productions

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Baby's Farm Animals - Grosset and Dunlap Inc.

LEVEL 2

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

- Five Senses Poster Set - Setsco Educational Ltd.
- Manikins with Vinyl Clothing - Psycan Ltd.
- My Face and Body - Instructo Corp.
- Peabody Early Experiences Kit - Psycan Ltd.
- Peabody Language Development Kits - Psycan Ltd.
- Peace, Harmony, Awareness: A Relaxation Program for Children - Learning Concepts
- Relaxation - A Comprehensive Manual for Adults, Children, and Children with Special Needs - Research Press Company
- Sandman's Land Tape - Developmental Learning Materials
- Wabash Guide for Early Developmental Training - Wabash Centre for Mental Retardation

TRAVEL

- The Accident Kids - Oddo Publishing, Inc.
- Early Childhood Traffic Education - Alberta Motor Association
- Large Knobbed Puzzle - transportation - Preston
- Lucky Bus - Oddo Publishing, Inc.
- Safety on Wheels - Oddo Publishing, Inc.

HEALTH

- C.A.M.S. Self-Help Program - Walker Educational Book Corporation
- Feeding Your Child - Collier MacMillan Canada Ltd.
- Hap Palmer Records - J.M. Dent and Sons Canada Ltd.
- Instructional Sequences: Grooming and Toileting - Seaside Educational Association

HEALTH (cont'd.)

Teaching the Moderately and Severely Handicapped, Volumes I, II and III - University Park Press

Toilet Training the Retarded - Edmark Associates

Training Retarded Babies and Preschoolers - Charles C. Thomas Pub.

WORLD OF WORK

Integrated Practical Activities for Elementary Grades, 1980 - Alberta Education

When I Grow Up I Want To Be - G.L.C. Publications

World of Work - New Readers Press

HOME MANAGEMENT

Crunchy Bananas and Other Great Recipes Kids Can Cook - Peregrine Smith, Inc.

Independence Training Book 3 - Western Psychological Services

Instructional Programming for the Handicapped Student - Charles C. Thomas Pub.

Instructional Sequences: Eating/Dressing - Seaside Educational Associates

Portage Guide to Early Education - Cooperative Educational Service Agency

Project More: - University of Kansas

Project Vision-Up Curriculum - A Training Program for Handicapped Children - U.S. Dept. of Health, Education and Welfare

Step-by-Step Dressing - Edmark Associates

Steps to Independence: A Skills Training Series for Children with Special Needs - Intermediate Self-Help Skills - Research Press

Training for Independence - Developmental Learning Materials

Training Retarded Babies and Preschoolers - Charles C. Thomas Pub.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

The Clumsy Child: A Program of Motor Therapy - C.V. Mosby Co.

Movement Exploration Games for the Mentally Retarded - Peek Publications

Peabody Early Experiences Kit - Psycan Ltd.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES (cont'd.)

PREP: A Pre-School Play Program for Retarded Children - Government of Alberta, Social Services and Community Health

Until the Whistle Blows - A Collection of Games, Dances and Activities for Four to Eight Year Olds - Goodyear Publishing Co.

FINE ARTS AND INDIVIDUAL EXPRESSION

Art is Elementary: Teaching Visual Thinking Through Art Concepts - Brigham Young University Press

Creative Art for the Developing Child (A Teacher's Handbook for Early Childhood Education) - Fearon-Pitman Publishers, Inc.

Creative Art for Learning - Council for Exceptional Children

Dubnoff School Program - Teaching Resources Pub.

D.U.S.O. - Psycan Ltd.

A Handbook of Arts and Crafts for Elementary and Junior High School - Wm. C. Brown Co. Pubs.

Hap Palmer Records - J.M. Dent and Sons Canada Ltd.

I Can Make a Rainbow - Incentive Publications

Multi-Sensory Educational Aids from Scrap - Charles C. Thomas Pub.

Music for Special Education - Silver Burdett Co.

Reaching the Special Learner Through Music - Silver Burdett Co.

Self-Help Skills Adaptive Behavior - Kimbo Educational

Stamp-a-Shape - Lauri Inc.

Teaching Crafts to the Mentally Retarded - T.S. Denison and Co. Ltd.

Trainable Children: Curriculum and Procedures - John Day Co.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Action World - McDonald Educational Ltd.

Animal Babies - Random House Inc.

The Classification Game - Instructo Corp.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY (cont'd.)

Community Careers Flannelboard Set - Instructo Corp.

Consonant Pictures for Pegboard - Ideal.

Family Face Puppets - Instructo Corp.

Mothers, Babies and Their Homes - Instructo Corp.

Peabody Language Development Kit - Psycan Ltd.

Singing Games 1 and 2 - Bowmar/Noble Publishers Inc.

Starters People - McDonald Educational Ltd.

Starters Places - McDonald Educational Ltd.

LEVEL 3

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Body Concept - Spirit Masters I and II - Developmental Learning Materials

D.U.S.O. - Psycan Ltd.

Exploring Our Emotions - Setsco Educational Ltd.

Five Senses Poster Set - Setsco Educational Ltd.

Human Development Program: Magic Circle - Human Development Training Institute

Instructional Programming for the Handicapped Student - Charles C. Thomas Pub.

Job Puzzles - Developmental Learning Materials

Kiddie QR - A Choice for Children - AR Institute

Large Body Puzzle - Developmental Learning Materials

My Face and Body - Instructo Corp.

Occupation Match-Ups - Developmental Learning Materials

Occupation Photographs - Developmental Learning Materials

Peabody Language Development Kits - Psycan Ltd.

People Puzzles - Families - Developmental Learning Materials

Portage Guide to Early Education - Cooperative Education Service Agency

Relaxation - A Comprehensive Manual for Adults, Children, and Children with Special Needs - Research Press Company

Social Learning Curriculum - Charles E. Merrill Publishing

Washington State Cooperative Curriculum, Binder 2 - University of Washington

What Would You Do? - Learning Development Aids

Workjobs - Addison-Wesley Ltd.

TRAVEL

Bees - McDonald Educational Ltd.

Directionality Form Frames: Vehicles - Ideal School Supply

Farm & Transportation Stencils - Developmental Learning Materials

TRAVEL, (cont'd.)

Functional Signs/Match-ups - Developmental Learning Materials

Home Safe Home Kit - Consumer and Corporate Affairs Canada

Large Knobbed Puzzles - Preston Publishing Co., Inc.

Road Signs of the Times - Ideal School Supply Co.

Safety Signs - Trend Enterprises

Survival Signs - Ideal Publishing Corp.

Stories About Safety - Coronet Instructional Media

HEALTH

C.A.M.S. Self-Help Program - Walker Education Book Corporation

Feeling Fine Series - January Productions

Instructional Sequences: Grooming and Toileting - Seaside Educational Associates

Look 'n Do Body Parts Activities - Developmental Learning Materials

My Face and Body - Instructo Corp.

Peabody Early Experiences Kit - Psycna Ltd.

Peabody Language Development Kit: Level 1 - Psycna Ltd.

Peabody Language Experience Kit: Level P - Psycna Ltd.

Self-Concept - Body Parts Dice Game - Developmental Learning Materials

Toilet Training the Retarded - Edmark Associates

Your Mouth Speaking Kits - Walt Disney Productions

SAFETY

Hansel and Gretel - Bailey Film Assoc.

How to Have an Accident in the Home - Walt Disney Educational Media Co.

Jiminy Cricket's I'm No Fool in Water - Walt Disney Educational Media Co.

Jiminy Cricket's I'm No Fool With Electricity - Walt Disney Educational Media Co.

What's a Block Parent? - Tinsel and Sham Productions

WORLD OF WORK

The Cooperative Sports and Games Book: Challenge Without Competition - Pantheon Books
Deal Me In! Jeffrey Norton Pubs. Inc.

Human Development Program: Magic Circle - Human Development Training Institute

Mix and Match Puzzles - Occupations - Developmental Learning Materials

Pre-Vocational Programme Packages - Vocational Research and Rehabilitation Institute

Workjobs for Parents - Addison-Wesley Ltd.

Workjobs I and II - Addison-Wesley Ltd.

HOME MANAGEMENT

Advanced Self-Help Skills - Research Press of Canada

Classroom Cookery - Creative Teaching Press Inc.

Cook and Learn - A child's Cook Book, 656 Terra California Dr. #3, Walnut Creek,
Ca. 94595

Cooking Activities for the Retarded Child - Abingdon Press

Cooking in the Classroom - Fearon-Pitman Publishers, Inc.

Crunchy Bananas - Sagamour Books

D.U.S.O. - Psycan Ltd.

Education for Independence - Province of Manitoba Dept. of Education

Help Yourself to Food - Ontario Association for the Mentally Retarded

Instructional Sequences: Eating /Dressing - Seaside Educational Associates

The Kids Cookbook - Nitty Gritty Productions

Kid's Garden Book - Nitty Gritty Productions

Kids in the Kitchen - Peninsula Publishing Inc.

Peabody Language Development Kit - Psycan Ltd.

Planning Meals and Shopping - Copp Clark Publishing

Self-Care Sequential Cards - Developmental Learning Materials

Step-by-Step Dressing - Edmark Associates

Teaching Research Curriculum for the Moderately and Severely Handicapped -
Charles C. Thomas Pub.

HOME MANAGEMENT (cont'd.)

Training for Independence - Total Program - Developmental Learning Materials

Turn Kids on to the Good Food - Wise Owl Publications

Young Homemaker's Cookbook - Fearon-Pitman Publishers, Inc.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Basic Motor and Ball Skills - Bowmar/Noble Publishers Inc.

A Clumsy Child: A Program of Motor Therapy - C.V. Mosby Co.

Motor Fitness Testing Manual for the Moderately Mentally Retarded - American Alliance for Health, Physical Education and Recreation

Music Activities for Retarded Children - Abingdon Press

Play Activities for the Retarded Child - Abingdon Press

PREP: A Preschool Play Program for Retarded Children - Government of Alberta, Social Services and Community Health

Special Education Teaching Games - T.L. Dennison and Co.

Special Exercises for Exceptional Children - Kimbo Educational

Until the Whistle Blows - Goodyear Publishing Co.

FINE ARTS AND INDIVIDUAL EXPRESSION

Art Box - Educational Insights

Art World's Art to Touch - Bowmar/Noble Publishing Co.

Art is Elementary: Teaching Visual Thinking Through Art Concepts - Brigham Young University Press

Creative Art for Learning - Council for Exceptional Children

Creative Art for the Developing Child (A Teacher's Handbook for Early Childhood Education) - Fearon-Pitman Publishers, Inc.

Creative Art Tasks for Children - Love Publishing Co.

Dubnoff School Program - Teaching Resources Pub.

Handbook of Arts and Crafts for Elementary and Junior High School - Wm. C. Brown Co.

Hap Palmer Records - J.M. Dent and Sons Canada Ltd.

FINE ARTS AND INDIVIDUAL EXPRESSION (cont'd.)

Learning Through Art - Ginn and Co.

Orientation Views - Developmental Learning Materials

Peabody Language Development Kit - Psycan Ltd.

Reaching the Special Learner Through Music - Silver Burdett Co.

Spatial Relations Picture Cards - Developmental Learning Materials

Troll Read-Along Program - Troll Associates

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

The Big Golden Animal ABC - Western Publishing Co. Inc.

Birds - National Geographic Educational Services

Community Careers Flannelboard Set - Instructo Corp.

Do You Know? Animal Names - Zoo - Pets/Farm - Urban Media Materials

Farm Lotto - Edu-game

Lotto Game: Community Workers
Our Neighborhood - Edu-game

Lotto Game: My Pets Portion - Edu-game

Mix and Match Puzzles - Trend Enterprises, Inc.

Mothers, Babies and Their Homes - Instructo Corp.

Multi-Ethnic Children Puzzles - Developmental Learning Materials

Peabody Language Development Kits - Psycan Ltd.

Starters: Trees Jungle - McDonald and Company Pub. Ltd.
 Flowers Desert
 Rain Caves
 Snow Mountains
 Rivers

The World About Us - Edu-game

Zoo Animals - Trend Enterprises Ltd.

Zoo Lotto - Edu-game

LEVEL 4

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Alternative Cards - Developmental Learning Materials

Body Concept - Spirit Masters I and II - Developmental Learning Materials

Body Parts Dice Game - Developmental Learning Materials

Career Identity Cards - Developmental Learning Materials

D.U.S.O. - Psycan Ltd.

Exploring Our Emotions - Setsco Educational Ltd.

Human Development Program: Magic Circle - Human Development Training Institute

I Know How You Feel - Bowmar/Noble Publishers Inc.

Job Puzzles - Developmental Learning Materials

Kiddie QR - A Choice for Children - QR Institute

My Face and Body - Instructo Corp.

Occupation Match-Ups - Developmental Learning Materials

Occupation Photographs - Developmental Learning Materials

Peabody Language Development Kit - Level 2 - Psycan Ltd.

Peace, Harmony and Awareness: A Relaxation Program for Children - Learning Concepts

People Puzzles - Families - Developmental Learning Materials

Relaxation - A Comprehensive Manual for Adults, Children and Children with Special Needs - Research Press Company

Social Learning Curriculum - Charles E. Merrill Publishing

Washington State Cooperative Curriculum, Binder 2 - University of Washington

What Would You Do? - Learning Development Aids

Workjobs - Addison-Wesley Ltd.

TRAVEL

Car Match-Ups - Developmental Learning Materials

Car Rally Game - Developmental Learning Materials

TRAVEL (cont'd.)

Consumer Sequential Cards - Developmental Learning Materials
Functional Signs/Match-Ups - Developmental Learning Materials
Integrated Practical Activities for Elementary Grades, 1980 - Alberta Education
Photo Sequential Cards - Developmental Learning Materials
Road Signs of the Times - Ideal School Supply Co.
Safety for Me, Book I and II - Stanwix House, Inc.
Survival Signs - Ideal School Supply Co.
What Follows Next? - Ideal School Supply Co.
Winnie the Pooh on the Way to School - Walt Disney Educational Media Co.

HEALTH

Just Awful - Addison-Wesley Children's Books
My Face and Body - Instructo Corp.
Peabody Early Experience Kit - Psycan Ltd.
Peabody Language Development Kit, Level 4 - Psycan Ltd.
Your Mouth Speaking - Walt Disney Educational Media Co.

SAFETY

Bicycle Safety - Library Sound Services
Hansel and Gretel - Bailey Film Associates
Jiminy Cricket's I'm No Fool With Safety - Walt Disney Educational Media Co.
Jiminy Cricket's I'm No Fool in Water - Walt Disney Educational Media Co.
Teaching the Moderate and Severely Handicapped - University Park Press
Winnie the Pooh on the Way to School - Walt Disney Educational Media Co.
What's a Block Parent? - Tinsel and Sham Productions

WORLD OF WORK

Career Identity Cards - Developmental Learning Materials
Community Careers Flannelboard Set - Instructo Corp.

WORLD OF WORK (cont'd.)

Community Helpers - Instructo Corp.

Deal Me In! - Jeffrey Norton Pubs., Inc.

I.P.A. Manual, 1980 - Alberta Education

Job Puzzles - Developmental Learning Materials

Occupational Match-Ups - Developmental Learning Materials

Occupational Photographs - Developmental Learning Materials

Pre-Vocational Programme Packages - Vocational and Rehabilitation Research Institute

Real People at Work - Educational Research Council of America

Workjobs - Addison-Wesley Ltd.

HOME MANAGEMENT

ABC Cookery - Argus Communications

Classroom Cookery - Creative Teaching Press

Clothing Care Series - Interpretive Education

Cook and Learn - A Child's Cook Book, 656 Terra California Dr. #3,
Walnut Creek, Ca. 94595

Cooking Activities for the Retarded Child - Abingdon Press

Cooking in the Classroom - Fearon-Pitman Publishers, Inc.

Crunchy Bananas - Sagamore Books

D.U.S.O. - Psycan Ltd.

Education for Independence - Province of Manitoba, Dept. of Education

Food and Nutrition - Butterick Publishing

Help Yourself to Food - Ontario Association for the Mentally Retarded

Housing and Home Furnishings: Your Personal Environment - Butterick Publishing

Kids Cookbook - Nitty Gritty Productions

Kids Garden Book - Nitty Gritty Productions

Kids in the Kitchen - Peninsula Publishing Inc.

Let's Do Some Cooking - Continuing Education Publisher

HOME MANAGEMENT (cont'd.)

Mother's Helper - Hallmark Cards, Inc.

Reabody Kit - Psycan Ltd.

Planning Meals and Shopping - Copp Clark Publishing

Teaching Home Economics to Special Students - J. Weston Walch

Turn Kids on to the Good Food - Wise Owl Publications

Young Homemaker's Cookbook - Fearon-Pitman Publishers, Inc.

MONEY MANAGEMENT

Advertising Unit - Child Focus Co.

Children's Spending - Household Finance Co.

MOTOR DEVELOPMENT/AND PHYSICAL ACTIVITIES

Basic Motor and Ball Skills - Bowmar/Noble Publishers, Inc.

Dance/Movement Experiences - Educational Insights Inc.

Movement Exploration and Locomotor Skills - NIMIS

Special Education Teaching Games - T.S. Dennison and Co.

Until the Whistle Blows - Goodyear Publishing Co.

FINE ARTS AND INDIVIDUAL EXPRESSION

Art Box - Educational Insights

Art is Elementary - Teaching Visual Thinking Through Art Concepts - Brigham Young University Press

Arts and Crafts for Slow Learners - Instructo Curriculum Materials

Crafts for the Very Disabled and Handicapped of All Ages - Charles C. Thomas Pub.

Creative Art for the Developing Child (A Teacher's Handbook for Early Childhood Education) - Fearon-Pitman Publishers, Inc.

Dubnoff School Program I (Level II) - Teaching Resources

A Handbook of Arts and Crafts for Elementary and Junior High School - Wm. C. Brown Co.

Hap Palmer Records - J.M. Dent and Sons Canada Ltd.

FINE ARTS AND INDIVIDUAL EXPRESSION (cont'd.)

Learning Basic Skills Through Music - Education Activities, Inc.
Reaching the Special Learner Through Music - Silver Burdett Co.
Tom Thumb Early Learning Library - Rhythms Productions
Tutorgram Teaching Systems - Enrichment Reading Corporation of America
Your Art Idea Book - Instructor Publications

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Animal Families - National Geographic Society
Animal Growth Sequential Cards - Developmental Learning Materials
Animal Sorting Games: Farm Animals, Forest Animals, River and Pool Animals,
Sea Animals, Birds, Insects - Developmental Learning Materials
Animals Around You Series - National Geographic Society
Animals that Build Their Homes - National Geographic Society
Birds of Canada #6 - National Film Board of Canada
The Classification Game - Instructo Corp.
Concept Town - Developmental Learning Materials
Consonant Pictures for Pegboard - Ideal School Supply
Experimental Science Program - Sportshelf and Soccer Association
Family Face Puppets - Instructo Corp.
Flora and Fauna of Alberta - Karvonen Films Ltd.
Home and Family Occupations - Edu-Media
How Does It Feel When Your Parents Get Divorced? - J. Messner
The Many Faces of Children Posters - Developmental Learning Materials
Places Where Plants and Animals Live - National Geographic Society
Where Do They Belong? - Animal Classification - Instructo Corp.
Zoo Babies - National Geographic Society

LEVEL 5

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Alternative Cards - Developmental Learning Materials

Career Identity Cards - Developmental Learning Materials

Exploring Our Emotions - Setco Educational Ltd.

Human Development Program: Magic Circle/Innerchange - Human Development Training Institute

I Know How You Feel - Bowmar/Noble Publishers Inc.

Instructional Programming for the Handicapped Student - Charles C. Thomas Pub.

Job Puzzles - Developmental Learning Materials

Kiddie QR - A Choice for Children - QR Institute

Occupation Match-Ups - Developmental Learning Materials

Occupation Photographs - Developmental Learning Materials

100 Ways to Enhance Self-Concept In the Classroom - Prentice-Hall Inc.

Peabody Language Development Kit: Level 1 and 2 - Psycan Ltd.

Project Me - Let's Look For - Bowmar/Noble Publishers Inc.

Relaxation - A Comprehensive Manual for Adults, Children and Children with Special Needs - Research Press Co.

Sequencing Sizes - Ideal School Supply Co.

Social Learning Curriculum - Charles E. Merrill Publishing

Storytelling Posters - Developmental Learning Materials

Washington State Cooperative Curriculum, Binder 2 - University of Washington

TRAVEL

Bicycle Safety - Library Sound Services

Functional Signs/Match-Ups - Developmental Learning Materials

International Signs and Symbols - Developmental Learning Materials

I.P.A. Manual, 1980 - Alberta Education

TRAVEL (cont'd.)

Road Signs of the Times - Ideal School Supply Co.

Survival Signs - Ideal School Supply Company, Developmental Learning Materials

HEALTH

Love, Sex and Birth Control for the Mentally Retarded: A Guide for Parents - Planned Parenthood Association/Institute for Family Research and Education

Self-Care Sequential Cards - Developmental Learning Materials

Self-Care Series - Interpretive Education

Sex Education for the Developmentally Disabled: A Guide for Parents, Teachers and Professionals - University Park Press

Teaching the Moderately and Severely Handicapped - University Park Press

The Problem: Acne - Interpretive Education

SAFETY

Bicycle Safety - Library Sound Services

Jiminy Cricket's I'm No Fool With Safety - Walt Disney Educational Media Co.

Safety Series - Marshfilm Enterprises Inc.

WORLD OF WORK

Career Canasta - Developmental Learning Materials

Career Crosswords - Developmental Learning Materials

Career Identity Cards - Developmental Learning Materials

Career Puzzles - Ginn and Company

Deal Me In! - Jeffrey Norton Publishers Inc.

Janus Job Interview Guide - Janus Book Publishers

Mix and Match Puzzles - Occupations - Developmental Learning Materials

Occupation Match-Ups - Developmental Learning Materials

Occupation Photographs - Developmental Learning Materials

Shop Safety - Interpretive Education

Pre-Vocational Program Packages - Vocational Research and Rehabilitation Institute

Work Experience Education Handbook - Alberta Education

HOME MANAGEMENT

ABC Cookery - Argus Communications
Classroom Cookery - Creative Teaching Press
Cooking Activities for the Retarded Child - Abingdon Press
Cooking in the Classroom - Fearon-Pitman Publishers, Inc.
Crunchy Bananas - Sagamore Books
Food and Nutrition - Library Sound Services
Help Yourself to Food - Ontario Association for the Mentally Retarded
Housing and Home Furnishings: Your Personal Environment - Butterick Publishing
Independent Living Sequential Cards - Developmental Learning Materials
Inexpensive Apartment Decorating - Kahl's Inc.
Instructional Programming for the Handicapped Student - Charles C. Thomas Pub.
The Kids Cookbook - Nitty Gritty Books
Kids Garden Book - Nitty Gritty Books
Kids in the Kitchen - Peninsula Publishing, Inc.
Let's Do Some Cooking - Continuing Education Publishers
Lifestyles - Lakeshore Curriculum Materials Center
Planning Meals and Shopping - Copp Clark Publishing
Turn Kids on to the Good Food - Wise Owl Publications
What's Cooking? - Bowmar/Noble Publishing
Young Homemaker's Cookbook - Fearon-Pitman Publishers, Inc.

MONEY MANAGEMENT

Advertising Unit - Child Focus Co.
Children's Spending - Household Finance Co.
Dollars and Sense - McGraw-Hill Ryerson Ltd.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Motor Fitness Testing Manual for the Moderately Mentally Retarded - American Alliance for Health, Physical Education and Recreation

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES (cont'd.)

A Practical Guide for Training M.R. to Swim - Canadian Red Cross Society

Special Exercises for Exceptional Children - Kimbo Educational

Water Learning: A New Adventure - Peek Publications

FINE ARTS AND INDIVIDUAL EXPRESSION

Arts and Crafts for Slow Learners - Instructor Curriculum Materials

Body Concept Spirit Masters - Developmental Learning Materials

Body Concept Template - Developmental Learning Materials

Dubnoff School Program I, Level II - Teaching Resources Pub.

A Handbook of Arts and Crafts for Elementary and Junior High Teachers - Wm. C. Brown and Co.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Animal Growth Sequential Cards - Developmental Learning Materials

Animal Sorting Games - Developmental Learning Materials

Animals That Build Their Homes - National Geographic Society

Bighorn - National Film Board of Canada

Caribou of Northern Canada - National Film Board of Canada

Cattle Ranch - National Film Board of Canada

Children of Canada Series - National Film Board of Canada

Consumer Sequential Cards - Developmental Learning Materials

Experimental Science Program - Sportshelf and Soccer Association

Independent Living Sequential Cards - Developmental Learning Materials

Kanata Kits - Alberta Heritage Learning Resources

The Life of Animals - National Geographic Society

The Musical Ride - National Film Board of Canada

Photo Sequential Cards - Developmental Learning Materials

Places Where Plants and Animals Live - National Geographic Society

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY (cont'd.)

Precision - National Film Board of Canada

The Stories of Tuktu Series - National Film Board of Canada

Treesorts - Developmental Learning Materials

Where Do They Belong? - Animal Classification - Instructo Corp.

LEVEL 6

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Career Identity Cards - Developmental Learning Materials

Exploring Our Emotions - Setsco Educational Ltd.

Human Development Program: Magic Circle/Inner Change - Human Development Training Institute

Job Puzzles - Developmental Learning Materials

Occupation Match-Ups - Developmental Learning Materials

Occupation Photographs - Developmental Learning Materials

Relaxation - A Comprehensive Program for Adults, Children and Children with Special Needs - Research Press Company

Social Learning Curriculum - Charles E. Merrill Publishing

Storytelling Posters - Developmental Learning Materials

Washington State Cooperative Curriculum, Binder 2 - University of Washington

TRAVEL

Driver Education - NIMIS

I.P.A. Manual, 1980 - Alberta Education

International Signs - Developmental Learning Materials

HEALTH

Feeling Fine - January Productions

Love, Sex and Birth Control for the Mentally Retarded: A Guide for Parents - Planned Parenthood Association/Institute for Family Research and Education

Menu - National Film Board of Canada

Nutrition Series - Marshfilm Enterprises Inc.

Self-Care Series - Interpretive Education

HEALTH (cont'd.)

Sex Education for the Developmentally Disabled: A Guide for Parents, Teachers and Professionals - University Park Press

Teaching the Moderately and Severely Handicapped, Volume 3 - University Park Press

The Problem: Acne - Interpretive Education

SAFETY

Bicycle Safety - Library Sound Services

Safety Series - Marshfilm Enterprises Inc.

WORLD OF WORK

The Cooperative Sports and Games Book: Challenge Without Competition - Pantheon Books

Janus Job Interview Guide - Janus Book Publishers

Special Education Handbook - Alberta Education

Teaching Exceptional Children (Progress by Partners in Step) - Council for Exceptional Children

HOME MANAGEMENT

ABC Cookery - Argus Communications

Apartment Hunting - Kahl's Inc.

Buying Furniture for Your Home - Hopewell Books Inc.

Classroom Cookery - Creative Teaching Press

Cooking in the Classroom - Fearon-Pitman Publishers, Inc.

Crunchy Bananas - Sagamore Books

Finding a Place to Live - Hopewell Books Inc.

Food and Nutrition - Library Sound Services

Help Yourself to Food - Ontario Association for the Mentally Retarded

Homes and Lifestyles - The Choice is Yours - Guidance Associates

Housing and Home Furnishings: Your Personal Environment - Butterick Publishing

Independent Living Sequential Cards - Developmental Learning Materials

HOME MANAGEMENT (cont'd.)

Inexpensive Apartment Decorating - Kahl's Inc.

Kids Cookbook - Nitty Gritty Books

Kids in the Kitchen - Peninsula Publishers Inc.

Let's Do Some Cooking - Continuing Education Pub.

Lifestyles 70's - Relevant Productions, Inc.

Planning Meals and Shopping - Copp Clark Publishing

Steps to Independence: A Skills Training Series for Children with Special Needs - Research Press

Turn Kids on to the Good Food - Wise Owl Publications

Young Homemaker's Cookbook - Fearon-Pitman Publishers, Inc.

What's Cooking? - Bowmar/Noble Publishers Inc.

MONEY MANAGEMENT

Dollars and Sense - McGraw-Hill Ryerson Ltd.

Learn to Earn - Mafex Associates

Let's Go Shopping - Changing Times Education Service

The Money Series: How to Buy Food, How to Buy Clothes, Banking, How to Budget Your Money - Hopewell Books Inc.

Monopoly - Parker Brothers

Using Arithmetic in Shopping - Interpretive Education

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Color Me Red - National Y.M.C.A.

Feeling Good - National Y.M.C.A.

Junior-Senior High School Physical Education Curriculum - Alberta Education

Motor Fitness Testing Manual for the Moderately Mentally Retarded - American Alliance for Health, Physical Education and Recreation

Special Exercises for Exceptional Children - Kimbo Educational

FINE ARTS AND INDIVIDUAL EXPRESSION

How 2 Gerbils, 20 Goldfish, 200 Games, 2000 Books and I Taught Them How to Read -
Westminster Press

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Animal Families - National Geographic Society

Animals That Build Their Homes - National Geographic Society

Broad Winged Hawks of Alberta - Alberta Parks, Recreation and Wildlife

Children of Canada Series - National Film Board of Canada

Cloven Hoofed Animals of Alberta - Alberta Parks, Recreation and Wildlife

Diving Ducks of Alberta - Alberta Parks, Recreation and Wildlife

Falcons and Eagles of Alberta - Alberta Parks, Recreation and Wildlife

Fish of Alberta - Alberta Parks, Recreation and Wildlife

How Animals Get Food - National Geographic Educational Services

How Animals Hide - National Geographic Educational Services

How Animals Protect Themselves - National Geographic Educational Services

Large Carnivores of Alberta - Alberta Parks, Recreation and Wildlife

The Life of Animals - National Geographic Educational Services

Places Where Plants and Animals Live Series - National Geographic Series

Puddle Ducks of Alberta - Alberta Parks, Recreation and Wildlife

Swans, Cranes and Geese of Alberta - Alberta Parks, Recreation and Wildlife

Weasel Family of Alberta - Alberta Parks, Recreation and Wildlife

Wonders of the Desert World - National Geographic Educational Services

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The Trainable Mentally Handicapped Policy Committee;

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INTRODUCTION

The Computation section of the curriculum guide includes four units of instruction. They are: Shapes and Positionals, Numbers, Operations and Measurement.

It is intended that this section be integrated with the Living/Vocational Skills section so that these concepts will have relevance to the student. Whenever possible concrete materials and familiar items should be used to teach the skills. Real life experiences are an important aspect of transferring mathematical skills, especially those involving money. It is recommended that these learnings be enhanced and reinforced by practice in the environment in which the student will use these skills, e.g. the community.

An overview of all objectives with a page reference to the curriculum, as well as a student profile/checklist are included to facilitate instruction in this section. (For further explanation of specialized teaching strategies see Introduction and Philosophy and General Guidelines to Instruction).

NUMBERS
Level 1

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

Note: Real life situations and materials should be used wherever possible throughout the computation section.

The child:

Distinguishes between one and more.

Blocks, stacking toys.

Baby Learning Through Baby Play.

MEASUREMENT

Level 1

B. Time

OBJECTIVES

The child:

Recognizes specific activities associated with day/night.

Associates sounds with specific time devices, e.g. sounds of a watch, alarm of a timer.

TEACHING STRATEGIES

Sing day/night songs, e.g. "Wee Willie Winkie".

Provide opportunities for child to listen to and play with a variety of time devices.

Sing time-oriented songs with the child, e.g. "Hickory, Dickory, Dock".

MATERIALS

Watches, clocks, timers.

MEASUREMENT
Level 1
D. Temperature

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child: Reacts appropriately when cautioned that something is hot.</p>		

SHAPES AND POSITIONALS
Level 2

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>Note: Real life situations and materials should be used wherever possible throughout the computation section.</p> <p>The child:</p> <ul style="list-style-type: none"> Distinguishes between two geometric shapes. Matches simple shapes, e.g. form board. Differentiates between up/down, in/out, on/off, open/shut. Builds with geometric blocks. 	<ul style="list-style-type: none"> Play sorting games with the child, e.g. "Put all the blocks here, put all the balls there". Encourage child to play with a variety of puzzles. Play games, having the child follow simple directions for placement in space, e.g. "Let's go out". Use large blocks. 	<ul style="list-style-type: none"> Soft Spongy Shapes. Form puzzle. Shapes Sorting Box. Stencils.

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Rote counts to five.

Selects first/last in a sequence of objects.

Distinguishes between one and more.

Play counting games with child, e.g. "One, two, go to the zoo". Emphasize use of numbers in everyday situations, e.g. counting cookies on a plate.

Emphasize first/last terms in everyday routines.

Play games with the child repeatedly using the terms one, more, e.g. "Here's one, give me more".

Number-Hole Template.

Numeral Puzzles.

Primary Plastic Numerals.

Abacus.

Blocks, buttons, beads.

150 Plus! Games and Activities for Early Childhood.

Jumbo Color Dominoes.

OPERATIONS
Level 2

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child

Combines 2 sets of 1 each.

Give child one object. Give him one more. Help him count them.

MEASUREMENT

Level 2

A. Money

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Sorts coins by color and size.

Identifies the number associated with one object.

Note: Use real money only.

Play games with the child, repeatedly using the term "one" e.g. "Give me one penny".

Coins.

MEASUREMENT

Level 2

B. Time

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Recognizes specific activities associated with day/night.

Identifies a time-telling device, e.g. clock, watch.

Have child play in house-keeping corner.

Verbally pair activities with time of day; e.g. "Put your pajamas on; it is night time".

Display pictures of a variety of objects and have the child point to the picture of the clock.

MEASUREMENT
Level 2
C. Calendar

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

With assistance, recites days of the week.

Recognizes that he has a birthday.

Assists in building a daily calendar.

Recognizes extreme differences between seasons.

Use the names of the days of the week in daily conversations with child, e.g. "Today is Monday, so Dad goes back to work."

Sing songs about the days of the week.

Have child participate in his own birthday party plans.

Have children participate in this activity each day.

Display and discuss pictures showing obvious characteristics of each of the four seasons.

Seasonal Poster Kit.

MEASUREMENT
Level 2
D. Temperature

OBJECTIVES

The child:

Discriminates between hot and cold.

Identifies a refrigerator and a stove.

TEACHING STRATEGIES

Incorporate the terms cold and hot in everyday conversations with child.

Devise numerous situations directing the child to the stove or refrigerator, e.g. "Get me the carrots from the refrigerator."

MATERIALS

MEASUREMENT

Level 2

E. Weights and Measures

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Explores the use of some measuring tools, e.g. measuring cup.

Differentiates between big and little.

Differentiates between empty and full.

Provide large containers filled with different media, e.g. styrofoam, rice, wheat, sand, water, and a variety of measuring tools.

As part of a snack program have child assist in preparing recipes which require measuring, e.g. cookies.

Incorporate these terms in everyday conversations with child.

Introduce in play situation.

Kick the Junk Food Habit with Snackers.

Teaching the Moderately and Severely Handicapped, Vol. I.

Water Learning: A New Adventure.

SHAPES AND POSITIONALS
Level 3

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>Note: Real life situations and materials should be used wherever possible throughout the computation section.</p> <p>The student:</p> <p>Identifies two common geometric shapes, e.g. circle, square.</p> <p>Traces common geometric shapes.</p> <p>Copies two common geometric shapes.</p> <p>Groups geometric objects by one characteristic, e.g. shape.</p> <p>Differentiates between inside/outside, top/bottom, in front of/behind.</p>	<p>Engage student in activities involving discussion; manipulation and reproduction of a variety of materials with distinct characteristics such as shapes, size, color, texture.</p> <p>Use templates.</p> <p>Have the student follow simple directions for placement in space, e.g. stand in front of class: put the pencil on top.</p>	<p>Parquetry Materials. Color and Shape Memory Game. Multi-Variant Sequencing Beads and Patterns. Form Puzzle. Size and Shape Puzzle. Colored Inch Cubes and Designs in Perspective. Shape Stamps.</p> <p>Wipe-off Cards.</p> <p>Rubber Picture Puzzles. Feel and Match Combination Set.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Rote counts to 12.</p> <p>Matches numerals 1 - 9.</p> <p>With assistance, reads and writes numerals to 5.</p> <p>Arranges numerals 1 - 10 in order.</p> <p>Names ordinals: first, middle and last.</p> <p>Identifies the set of objects which corresponds to a given number up to 5.</p>	<p>Have the student play counting games, e.g. "One little indian"; etc.</p> <p>Provide games and puzzles involving a clock face.</p> <p>Have child match to sample.</p> <p>Provide materials for tracing and copying.</p> <p>Have student play games involving recognition of a numeral.</p> <p>Help student with dialing of phone.</p> <p>Provide plastic numbers or cards with numbers and have the student order them.</p> <p>Emphasize the use of the ordinals in everyday life.</p> <p>Have student play games locating the requested number of objects, e.g. "Give me four chips".</p>	<p>Training for Independence - Total Program. 150 Plus! Games and Activities for Early Childhood.</p> <p>Felt board, playing cards. Workjobs. Primary Plastic Numerals.</p> <p>A variety of number lines.</p> <p>Discarded AGT phones.</p> <p>Pictorial Number Chart Panes1.</p> <p>Colored Plastic chips.</p>

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Identifies the number/
numeral that corresponds
to a given set of objects
up to five.

Demonstrates some under-
standing of the concept
"half", e.g. half an apple.

Have student play games
involving matching sets of
objects to numerals,
e.g. "Count the blocks -
How many - good - now find
the number".

Let student fold or cut
materials in half,
e.g. paper, string, and
discuss.
Give choice between $\frac{1}{2}$ or
whole chocolate bar.

Size and Shapes
Puzzles.

Math Games that
Teach, Books 1,
2, 6.

Spirit Duplicating
Masters, Counting
and Writing Numerals
1 - 10.

Jumbo Color
Dominoes.

OPERATIONS
Level 3.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Combines 2 sets of objects, horizontally presented, to a maximum of 5.</p> <p>Names and traces symbols =, -, +.</p> <p>Solves simple counting problems verbally presented..</p> <p>Separates a set of objects with a maximum of 5 members.</p>	<p>Present a variety of addition problems with counting aids. Verbally incorporate such terms as count, how many, how many in all. <u>Note:</u> Provide maximum structure by consistently presenting the larger number first.</p> <p>Whenever possible emphasize counting techniques to solve practical classroom problems, e.g. "How many students are in the class?" "How many scissors do we need?"</p> <p>Present a variety of subtraction problems with counting aids. Verbally incorporate such terms as take away, how, count them.</p>	<p>Beads, blocks, paper clips.</p> <p>Math Games that Teach, Books 1, 2, 6.</p> <p>Blocks, beads, cards.</p>

MEASUREMENT

Level 3

A. Money

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Identifies and labels several coins, e.g. nickel.

Identifies by value 1¢, 5¢, 10¢ coins.

Identifies currency as money.

Identifies the number associated with a set of coins up to five, e.g. pennies.

Note: Use real money only.

Have student play sorting games involving the label, e.g. "This is a nickel - give me all your nickels".

Note: Always arrange the coins in such a way that the greatest denomination coin is shown in the left, or upper left most position with the lowest denomination coin in the right, or lower right position.

Have student examine coins under a magnifying glass. Have student make pencil rubbings of coins, e.g. both sides of pennies. Have student mark the impressions showing the cent value.

Note: Use real money. Make sure that Canadian coins are used.

Play games with the student, repeatedly using number terms, e.g. "Give me three pennies".

Coins.

Training for Independence - Total Program.

MEASUREMENT

Level 3

B. Time

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Identifies specific activities associated with morning, noon and evening.

Differentiates between the minute and hour hands.

With assistance, tells time to the hour and uses o'clock appropriately.

Associates sounds of time telling devices with some specific events, e.g. school bell, alarm clock.

Discuss with the class some activities associated with morning and evening, e.g. go to school during the day, sleep at night.

Have class construct chart showing time specific activities.

Rote drill, e.g. minute hand is the long hand and it points to the minute.

Use shaping techniques such as exaggerating the length of the hands: color code hands to correspond to matching colored circles on the clock face.

Provide games and puzzles involving a clock face.

Use flash cards with time to the hour written in digital format, e.g. 9:00.

Use shaping techniques - color coding.

Cardboard clock face with manipulative hands.

Spirit Duplicating Masters: First Time, Telling Book, Telling Time.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recites the days of the week in order.</p> <p>Names some of the months.</p> <p>Recognizes a calendar.</p> <p>States month of own birthday.</p> <p>Associates extreme weather conditions with seasons, e.g. snow/winter.</p>	<p>Conduct class drills of ordering the days of the week.</p> <p>Have the student participate in the daily class calendar routines.</p> <p>Use the names of the months in daily conversations and with daily class calendar routine.</p> <p>Display a variety of calendars throughout the school. Whenever appropriate point them out and discuss their use.</p> <p>Make a class chart of birthdays of students and discuss regularly.</p> <p>Display and discuss pictures showing obvious characteristics of each of the four seasons.</p> <p>Make a chart of seasonal activities. Make chart showing clothing appropriate for each season.</p>	<p>Children's calendar. Today's Date Box.</p> <p>A variety of calendars available in the community.</p> <p>Seasonal Poster Kit.</p>

MEASUREMENT
Level 3
D. Temperature

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Discriminates between boiling/freezing.</p> <p>Identifies some heat producing devices and appliances, e.g. fireplace, oven.</p>	<p>Provide practical experiences for the student to make ice cubes, popsicles; boil water to make cocoa. Discuss different outcomes.</p> <p>Provide situations for the student to experience the warming up effects of a variety of devices, e.g. standing in front of a fireplace or bonfire, turning on a heater. Discuss the effects.</p>	

MEASUREMENT

Level 3

E. Weights and Measures

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Measures, using non-standard units of measure, for approximate results, e.g. three cans full, two clothespin lengths.</p> <p>With assistance, measures objects and lines using a cm. ruler.</p> <p>Differentiates between large and small.</p> <p>Differentiates between heavy and light.</p> <p>Differentiates between little and much.</p> <p>Differentiates between short and long.</p>	<p>Set up a learning station with pictorial task cards.</p> <p>Measure common objects, e.g. desk top.</p> <p>Incorporate these activities into other areas: cooking, arts and crafts.</p> <p>Use objects first and be sure length does not exceed the number concepts the student knows.</p> <p>Color cue, starting and ending points of lines for easy measuring.</p> <p>Continually provide opportunities for the student to manipulate and compare a variety of materials while incorporating the appropriate vocabulary.</p>	<p>Cooking in the Classroom.</p> <p>Centimetre ruler.</p>

SHAPES AND POSITIONALS
Level 4

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>Note:</u> Real life situations and materials should be used wherever possible throughout the computation section.</p> <p>The student:</p> <p>Identifies four geometric shapes: circle, square, triangle, rectangle.</p> <p>Copies most geometric shapes.</p> <p>Groups geometric objects by two characteristics, e.g. size/color.</p> <p>Differentiates between over/under, above/below.</p>	<p>Engage student in activities involving discussion, manipulation and reproduction of a variety of materials with distinct characteristics such as shape, size, color, texture.</p> <p>Have student follow simple directions for placement in space, e.g. jump over the beam.</p>	<p>A Variety of Parquetry Materials. Color and Shape Memory Game. Size and Shape Puzzle. Stencils. Colored Inch Cubes and Designs. Shapes Dominoes. Multimoos. Shape Stamps.</p> <p>Wipe-off Cards: Pattern Repetition; External Differences.</p> <p>Rubber Puzzles.</p> <p>Feel and Match; Combination Set.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>With assistance, rote counts to 50.</p> <p>With assistance, reads and writes numerals to 20.</p> <p>Arranges numerals 1 - 25 in order.</p> <p>Names ordinals: first to fifth.</p> <p>Identifies the set of objects which corresponds to a given number up to 15.</p> <p>Identifies the number/ numeral that corresponds to a given number up to 15.</p>	<p>Have the students play group games involving rote counting e.g. bean bag toss, tag.</p> <p>Have students count out familiar objects, e.g. playing cards, coins, number of students in class.</p> <p>Provide materials for tracing and copying.</p> <p>Have student play games involving recognition of numerals.</p> <p>Provide practical experiences for the student to apply numbers, e.g. phone, selecting television channel.</p> <p>Provide worksheets for student to fill in missing numbers.</p> <p>Devise class quizzes for ordering numbers, e.g. "What number comes before 5? What number comes between 6 and 8?"</p> <p>Emphasize use of ordinals in every day terms, e.g. first of July.</p> <p>Have student count out the requested number of objects, e.g. get 12 spoons.</p> <p>Have the student match sets of objects to numerals.</p>	<p>Training for Independence - Total Program.</p> <p>Number Bing</p> <p>Workjobs.</p> <p>Math Games that Teach, Books 1, 2, 6.</p> <p>Spirit Duplicating Masters: Counting and Writing Numerals 1 - 10.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>With assistance, rote counts by 5's and 10's up to 30.</p> <p>Describes relationships between two sets as being same or different.</p> <p>Identifies a variety of uses of numbers, e.g. age, bus number.</p> <p>Identifies the two halves of an object.</p>	<p>Have the student touch and repeat the summing up of units of 5's, 10's, e.g. coins.</p> <p>Have the student count the members of two sets and compare the number. <u>Note:</u> Members of sets must be like objects.</p> <p>Stress the presence of numbers in the environment, e.g. license plates, street signs, classroom numbers.</p> <p>Provide a variety of materials of different size and shape divided into halves. Have the student match the halves.</p>	<p>Cuisenaire rods.</p> <p>Die, tokens, cards with dots.</p> <p>Household items, e.g. cutlery.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Combines two sets of objects horizontally presented, to a maximum sum of ten.</p> <p>Reads and writes symbols =, -, +.</p> <p>Solves written addition problems, in horizontal form, to a maximum sum of ten, e.g. $4 + 1 = 5$.</p> <p>Solves word problems, verbally presented, to a maximum sum of five.</p> <p>Separates a set of objects with a maximum of ten members.</p>	<p>Present a variety of addition problems with counting aids. Verbally incorporate such terms as count, plus, add, equals, equal to.</p> <p><u>Note:</u> Provide maximum structure by consistently presenting the larger number first.</p> <p>Show the student how to convert the written problem into corresponding sets of objects, e.g. $3 + 2 = 5$.</p> <p>Provide rote drill and practise exercises, e.g. $2 + 2 = 4$.</p> <p><u>Note:</u> Provide maximum structure by consistently presenting the larger number first.</p> <p>Show the student how to convert the verbal problem into corresponding written format, e.g. Three blue cars and one blue car. How many cars? $3 + 1 = \underline{\quad}$</p> <p>Present a variety of subtraction problems with counting aids.</p> <p>Verbally incorporate such terms as count, take away, minus, equals.</p>	<p>Beads, blocks, paper clips.</p> <p>Clown Math Addition.</p> <p>Flash cards.</p> <p>Math Games that Teach, Books 1, 2, 6.</p> <p>Blocks, beads, cuisenaire rods, rulers, cards.</p>

MEASUREMENT

Level 4

A. Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies and labels all coins.</p> <p>Identifies by value coins 1c, 5c, 10c, 25c.</p> <p>Identifies paper currency as money.</p> <p>Identifies the number associated with a set of coins up to ten, e.g. pennies.</p> <p>Demonstrates understanding of the relationship between five pennies and one nickel.</p> <p>Differentiates between the number of members of a set of coins and their sum to a maximum of 10c, e.g. how many, how much?</p>	<p><u>Note:</u> Use real money only.</p> <p>Have student engage in sorting activities involving the label, e.g. "Here is a quarter, give me a quarter".</p> <p><u>Note:</u> Always arrange the coins in such a way that the greatest denomination coin is shown in the left, or upper left most, position with the lowest denomination coin in the right, or lower position.</p> <p>Have student comply with requests for coins by value, both written and verbally, e.g. give me 10c.</p> <p>Have student run errands to purchase small items with paper currency.</p> <p>Have student purchase small items independently.</p> <p>Have the student count the number of coins in given sets.</p> <p>Provide drill and practise exercises to convert nickels to pennies and vice versa.</p> <p><u>Note:</u> Make sure that Canadian coins are used.</p> <p>Present a variety of groupings of coins for counting. "How many coins, how much?"</p>	<p>Coins and \$1.00 bills.</p> <p>Training for Independence - Total Program.</p>

MEASUREMENT

Level 4

B. Time

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates understanding of concepts before/after, e.g. after supper.</p> <p>Uses the term o'clock appropriately.</p> <p>Tells and writes time to the hour.</p> <p>Associates sounds of time-telling devices with an increasing number of events, e.g. recess.</p>	<p>Discuss and encourage the use of these terms whenever appropriate.</p> <p>Drill and practise using flash cards with numbers. Have the student match to corresponding number on clock face and say the time using the term "o'clock".</p> <p>Have student manipulate the hour hand according to teacher request, e.g. "Show me 4 o'clock". Then write this time in digital format. (Tape down minute hands pointing to 12.)</p> <p>Use puzzles which match clock face time to digital number.</p>	<p>Cardboard clock faces with manipulative hands.</p> <p>Clock Stamp.</p> <p>Spirit Duplicating Masters: First Time Telling Book.</p> <p>Telling Time.</p> <p>Time Bingo.</p>

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Identifies the day of the week, e.g. today is Wednesday.

States month of major calendar events, e.g. Christmas/December.

With assistance, uses monthly calendar.

States day and month of own birthday.

States seasons of the year.

Have student participate in daily class calendar routines, including today's date.

Have student arrange cards with names of the days of week in order.

Conduct class drill exercises to name the days before and after a given day, e.g. Friday comes after Thursday.

Always pair month with event when discussing these in class. Provide each student with own calendar for use throughout the year. Have student locate major holidays or sports events on the school calendar.

Make a class chart of student's birthdays and discuss regularly.

Make chart of environmental characteristics of seasons, e.g. yellow leaves in fall.

Play games matching seasonal characteristics with appropriate season.

Today's Date Box.

Identical calendars for each student, available at local bank.

MEASUREMENT
Level 4
D. Temperature

OBJECTIVES

The student:

Discriminates between cold/cool, hot/warm.

Identifies some cooling devices and appliances, e.g. fan, refrigerator.

TEACHING STRATEGIES

Have the student experiment with hot and cold water taps.

Provide opportunities for the student to alter the temperature of a variety of items, e.g. mix hot water with cold, cold water with hot. Blow on hot food, cooling down a drink, leaving icecream to melt.

Incorporate these terms in everyday conversations with the student.

Provide situations for the student to experience the cooling effects of a variety of devices, e.g. setting jello in refrigerator, standing in front of a fan.

MATERIALS

MEASUREMENT

Level 4

E. Weights and Measures

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

Note: Be aware of metric conversion and make certain student learns both metric and imperial terms as apply to his environment.

The student:

Measures, using non-standard units of measure, for approximate results, e.g. five pencil lengths.

Measures objects and lines, using a cm. ruler.

Identifies standard terms used in measurement: dozen, meter, liter.

Identifies standard tools of measurement, e.g. ruler, bathroom scale.

Measures in liters and half-liters.

Set up a learning station with pictorial task cards.

Measure familiar lengths, using body parts, e.g. hand, foot lengths.

Have student measure objects/objects on a page and record length.

Use activities where student must measure for construction of simple projects, e.g. wooden airplane, felt bookmark.

Use these terms for practical projects, e.g. shopping, measuring height.

Play guessing games: "I want to weigh myself - What do I use"?

Make a picture book of measuring tools.

Incorporate the use of these tools in measuring activities.

Visit a store, dairv.

Use recipes which involve measurement, e.g. juice, cocoa, milkshakes.

Help Yourself to Food.

I.P.A. Manual.

Creative Math Experiences for the Young Child.

MEASUREMENT
 Level 4
 E. Weights and Measures

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Indicates size of some of own clothing.</p> <p>Classifies dissimilar items by size.</p> <p>Classifies obviously dissimilar items by weight.</p> <p>Classifies like containers of liquid by volume, e.g. more than, less than.</p> <p>Differentiates between near and far.</p>	<p>Measure heights and weights of students and record on chart. Compare and discuss.</p> <p>When appropriate incorporate these terms in conversations with the student, e.g. while travel training.</p> <p><u>Note:</u> Use appropriate terms, e.g. liter, kilometer, etc.</p>	<p>Sequencing Sizes.</p> <p>Table-top Logical Elements.</p> <p>Comparison Balance.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>Note:</u> Real life situations and materials should be used wherever possible throughout the computation section.</p> <p>The student:</p> <p>Identifies some less common geometric shapes, e.g. cross, oval.</p> <p>Constructs some common geometric shapes.</p> <p>Groups geometric objects by three characteristics, e.g. shape, thickness, texture.</p> <p>Differentiates between most relational opposites, e.g. upside-down, right side up.</p> <p>Identifies most geometric shapes in the environment.</p>	<p>Engage student in activities involving discussion, manipulation and reproduction of a variety of materials with distinct characteristics such as shape, size, color, texture.</p> <p><u>Note:</u> Use materials that are functional where possible.</p> <p>Have student follow directions for placement in space, e.g. put it upside-down.</p> <p>Engage student in activities involving discussion, manipulation, reproduction of a variety of materials with distinct characteristics such as shape, size, color, texture.</p>	<p>Superfection Game. Wipe-off Cards. Shapes dominoes. Multimoos. Treesorts.</p> <p>Design Blocks and Patterns. Rubber Puzzles. Feel and Match Combination Set. Dimensional Concept Cylinders.</p> <p>Superfection Game. Treesorts.</p>



OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

With assistance, rote counts to 100.

With assistance, reads and writes numerals to 50.

Arranges numerals 0-50 in order.

Names ordinals: first to tenth.

Identifies the set of objects which corresponds to a given number up to 25.

Identifies the number/numeral that corresponds to a given set of objects up to 25.

With assistance, counts by groupings of 5's and 10's up to 60.

Have the student play group games involving rote counting, e.g. bean bag toss, tag.

Have student start counting from various points, e.g. 52.

Provide materials for copying of numbers.

Provide worksheets for student to fill in missing numbers.

Devise class quizzes for ordering numbers, e.g. What number comes before 12? What number comes between 18 and 20?

Emphasize the use of ordinals in everyday terms, e.g. ninth of August.

Have the student count out the requested number of objects.

Have the student match sets of objects to numerals in a variety of situations, e.g. How many eggs in a carton? How many cars in the parking lot?

Help student group in units of 5's and 10's using a variety of materials, e.g. paper clips, pennies, screws.

Clown Math Book 1.

Cuisenaire rods.

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

With assistance, describes relationship of sets as more than, less than, equal to, many/few.

With assistance, recognizes the use of numbers in daily living, e.g. telephone number, bus numbers.

Identifies the four quarters of an object.

Have the students compare each other's telephone numbers for sameness and differences.

Provide a variety of materials of different size and shape divided into quarters. Have the student match the quarters.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Translates sets of objects, horizontally presented, into written notation.</p> <p>With assistance, operates a hand calculator.</p> <p>With assistance, performs basic operations with a hand calculator, including rote use of decimal point.</p> <p>Solves written addition problems, in both the horizontal and vertical form, to maximum sums of 25 using counting aids, e.g. $10 + 5 = 15$, $\begin{array}{r} 10 \\ +5 \\ \hline 15 \end{array}$</p> <p>Solves word problems, verbally presented, to a maximum sum of 10.</p>	<p>Present the student with a variety of coins ordered from highest to lowest value and have him record the value of each coin separated by a plus sign, e.g. $10 + 5 + 1 + 1 = 17$. <u>Note:</u> Sum by using counting aid.</p> <p>Use calculator with large numbers. Set up store situation.</p> <p>Have the student convert verbal problems into corresponding written format, e.g. 3 apples plus 2 apples plus 2 apples equals how many? ($3 + 2 + 2 = 7$).</p>	<p>Coins.</p> <p>Hand calculator.</p>

OPERATIONS
Level 5

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Separates a set of objects with a maximum of 25 members, and records the results.</p> <p>Solves simple written subtraction problems, in both horizontal and vertical form, using counting aids.</p>	<p>Present a variety of subtraction problems with counting aids. Verbally incorporate such terms as count, take away, minus, equals. Do not use regrouping.</p> <p>Have the student convert the written problems into corresponding sets of objects. Do not include borrowing.</p>	<p>Cuisenaire rods, ruler, cards.</p> <p>Clown Math Book 1 and 11. (subtraction). Ye Old Math, Addition and Subtraction.</p>

MEASUREMENT

Level 5

A. Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>See Living/Vocational Skills: Money Management section.</p> <p>The student:</p> <p>With assistance, reads and writes money symbols, e.g. \$ and ¢.</p> <p>Identifies and labels three bills: \$1, \$5, \$10.</p> <p>Demonstrates understanding of the concept of equivalence of coins up to 10¢, e.g. 2 nickels = 1 dime.</p> <p>Differentiates between the number of members of a set of coins and their sum to a maximum of 15¢, e.g. how many, how much?</p>	<p>Money Management section.</p> <p><u>Note:</u> Use real money only.</p> <p>Have student copy prices from newspapers, magazines and grocery items.</p> <p><u>Note:</u> Always arrange the paper currency in such a way that the greatest denomination bill is shown in the left or uppermost-left position with the lowest denomination bill in the right, or lower right position.</p> <p>Provide drill and practise exercises to convert nickels and pennies to dimes and vice versa.</p> <p>Present a variety of groupings of coins for counting. Repeatedly ask, "How many coins, how much?" (cents).</p> <p>Play money bingo. Have student shop for groceries with parent, teacher, etc.</p>	<p>Coins.</p> <p>Training for Independence - Total Program.</p>



MEASUREMENT

Level 5

B. Time

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates understanding of concepts before/after in relation to the clock face, e.g. after 4 o'clock</p> <p>Uses the term "half-past" appropriately.</p> <p>With assistance, tells and writes time to five minute intervals.</p> <p>With assistance, associates AM and PM with general time of day.</p> <p>With assistance, operates time devices, e.g. alarm clock, oven timer.</p>	<p>Discuss and encourage the use of these terms whenever appropriate.</p> <p>Pictorially represent the half-hour by dividing the clock face vertically with one half shaded, and discuss.</p> <p>Provide worksheets for student to practise converting clock face time to digital format and vice versa.</p> <p>Have student read time using a variety of clocks, e.g. indoors and outdoors, digital.</p> <p>Drill rote counting by 5's to 60, using a clock face.</p> <p>Provide student with listings of television schedule. Use travel schedules for class discussions.</p> <p>Encourage the student to time own performance, e.g. set timer for given activity.</p> <p>Have student check time when he begins an activity and completes it. Have student state how much time the activity took.</p>	<p>Clock face.</p> <p>Clock Puzzles.</p> <p>Clock Stamp.</p> <p>Spirit Duplicating Masters: First Time Telling Book.</p> <p>Telling Time.</p> <p>Time Bingo.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates understanding of the concept yesterday, and tomorrow, e.g. "It rained yesterday":</p> <p>With assistance, uses a calendar.</p> <p>States day and month of birthdays of some family members.</p> <p>Relates most months of the year with seasons.</p>	<p>Have student participate in expanded daily class calendar routines, e.g. "Yesterday was Thursday, June 26".</p> <p>Conduct class discussions involving past and future school events.</p> <p>Conduct exercises requesting students to name days of week in terms of yesterday and tomorrow.</p> <p>Have student make a calendar of the month.</p> <p>Help student to locate and record own and others' birthdays on his calendar.</p> <p>Include name of current season with daily class calendar routines.</p>	<p>Today's Date Box.</p> <p>A variety of calendars available in the business community.</p>

MEASUREMENT
Level 5
D. Temperature

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Discriminates between warm and cool, e.g. weather, temperature of water.

✶

With assistance, operates some temperature controlling devices, e.g. thermostat, fan.

Associates own physical condition with current temperature, e.g. perspiration/heat.

Identifies a thermometer.

Introduce the student to a variety of water taps, including those color coded, e.g. blue - cold.

Incorporate these terms in everyday conversations with the student, e.g. what to wear on a warm day versus a cool day.

Have student use oven to heat/cook simple dishes.

Discuss a variety of physical reactions to temperatures, e.g. shivering when cold; sunburns.

Expose student to different types of thermometers, e.g. body, outdoor, indoor.

MEASUREMENT

Level 5 .

E. Weights and Measures

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>Note:</u> Be aware of metric conversion and make certain student learns both metric and imperial terms as apply to his environment.</p> <p>The student:</p> <p>With assistance, measures for comparative results.</p> <p>Measures rooms, hallways and large objects in meters, using meter stick.</p> <p>Identifies how familiar items are packaged, e.g. eggs - dozen, tin soup - ounces.</p> <p>Identifies and labels standard tools of measurement, e.g. weigh scale.</p> <p>With assistance, measures in ml., grams, e.g. recipes.</p> <p>Indicates size of clothing.</p>	<p>Use exploratory situations where students must use measuring devices, e.g. balance scale, different sizes of containers, different lengths of materials.</p> <p>Take field trips to grocery stores, hardware stores, clothing stores.</p> <p>Provide measuring experiences and have student locate the correct tool before starting the activity.</p> <p>Use metric recipes in cooking experiences. Start with the measuring tool and match the size. Use recipes that correspond to the marking on container, e.g. measuring cup or color coded containers.</p> <p>Collaborate with parents. Have student select own size in personal clothing.</p>	<p>Comparison Balance:</p> <p>Department of Agriculture Materials.</p>

SHAPES AND POSITIONALS
Level 6

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

Note: Real life situations and materials should be used whenever possible throughout the computation section.

The student:

Constructs most common geometric shapes.

Groups geometric objects by a variety of characteristics, e.g. shape, color, size, texture, thickness.

Design Blocks and Patterns.

Treesorts.

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Reads and writes numerals to 100.

With assistance, reads and writes numerals beyond 100.

Arranges numerals 0 - 100 in order.

Names most ordinals from first to thirty-first.

Counts by groupings of 5's and 10's.

With assistance, counts by groupings of 25's.

Describes relationships of sets as more than, less than, equal to, many/few.

Recognizes the use of numbers in daily living, e.g. house and street number combinations, post office box numbers.

Have students participate in bingo games.

Provide worksheets for student to fill in missing numbers.

Devise class quizzes for, ordering of numbers, e.g. What number comes before 78? What numbers come between 62 and 65?

Emphasize the use of ordinals in everyday terms, e.g. June 23rd.

Have student group in units of 5's and 10's using a variety of materials.

Help the student rote count by 25's to 100.

Have the student count the members of sets and compare the number.

With class, visit the neighborhood to locate same house number on several streets. Compare for sameness and difference of address.

Visit Post Office and apartments to examine mailbox numbers.

Bingo games.

Paper clips, coins, pebbles.
Cuisenaire rods.

Quarters (25c).

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Divides objects into halves and quarters.

Provide a variety of materials and have the student divide into halves and quarters as requested, e.g. cut, draw, fold.

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550

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Operates a hand calculator independently.</p> <p>Performs basic operations with a hand calculator including rote use of decimal point.</p> <p>Solves written addition problems in both the horizontal and vertical form, using a hand calculator.</p> <p>Solves word problems, verbally presented, to sums greater than 10, using a hand calculator.</p> <p>Solves written subtraction problems in both horizontal and vertical form, using a calculator.</p>	<p>Have students go on field trips to stores to make purchases and use calculator to ascertain total cost.</p> <p>Provide drill and practise exercises using practical examples.</p> <p>Have student convert the verbal problem into the corresponding written format for use with a hand calculator.</p> <p>Provide drill and practise exercises using practical examples, e.g. "I have a dollar. It cost 78¢. How much do I get back?"</p>	<p>Shopping list.</p>

MEASUREMENT

Level 6

A. Money

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

Note: See Living/Vocational

The student:

Reads and writes money symbols, e.g. \$ and c.

Identifies and labels a variety of paper currency.

Demonstrates understanding of the concept of equivalence of coins up to 25¢, e.g. 2 dimes + 1 nickel = 1 quarter.

Demonstrates some understanding of the concept of equivalence of coins up to \$1.00.

Differentiates between the number of members of a set of coins and their sum to a maximum of 25¢, e.g. how many, how much?

Skills: Money Management section.

Note: Use real money only.

Note: Always arrange the paper currency in such a way that the greatest denomination bill is shown in the left, or upper left most, position with the lowest denomination bill in the right, or lower right position.

Provide drill practise exercise to convert pennies, nickels, and dimes to quarters and vice versa.

Present a variety of groupings of coins for counting. Repeatedly ask, "How many coins, how much?" (cents).

Use shopping trips, etc.

Coins.

MEASUREMENT

Level 6

B. Time

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates understanding of the concepts, early, late, on time.</p> <p>Uses the terms "quarter past" and "quarter to" appropriately.</p> <p>Tells and writes time.</p> <p>Associates A.M. and P.M. with general time of day.</p> <p>Operates simple timing devices.</p>	<p>Discuss and encourage the use of these terms whenever appropriate.</p> <p>Pictorially represent the quarter hours by dividing the clock face and shading the appropriate quarters and discuss.</p> <p>Provide worksheets for student to practise converting clock face time to digital format and vice versa.</p> <p>Have student read time using a variety of clocks, e.g. indoors and outdoors, digital.</p> <p>Provide student with a variety of schedules for discussion and comparison, e.g. train and bus schedules.</p> <p>Encourage the student to be responsible for setting own alarm clock.</p>	<p>Clock</p> <p>Puzzles.</p> <p>Clock Stamp.</p> <p>Telling Time.</p> <p>Time, Bingo.</p>

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MEASUREMENT
Level 6
C. Calendar

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Demonstrates understanding of the concept of this week, last week, and next week.

Uses the words "before" and "after" correctly in calendar terms.

Uses a calendar.

States day, month and year of own birthday.

Relates specific calendar events with seasons, e.g. Christmas/winter.

Have student participate in daily class calendar routine.

Conduct discussions involving events of past, present and future weeks.

Involve student in discussions which facilitate use of these terms.

Have student record special personal events on own calendar.

Help student complete a variety of public forms which require recording of his date of birth, e.g. Social Insurance Number.

Help the student locate and mark the days on which a new season starts, e.g. June 21/summer. Then have the student examine calendar for given season and list special events for that season.

A variety of calendars available in the business community.

MEASUREMENT
Level 6
D. Temperature

OBJECTIVES

The student:

Discriminates between a variety of temperatures, e.g. cold, colder, coldest.

Operates some temperature controlling devices, e.g. thermostat.

Associates a variety of body conditions with prevailing weather.

Demonstrates rudimentary use of temperature measuring devices, e.g. outside thermometer.

TEACHING STRATEGIES

Provide opportunities for the student to compare a range of temperatures, e.g. fill jars with water of different temperatures by cold, colder, coldest.

Discuss physical reactions to different temperatures, e.g. frostbite, peeling after sunburn.

Color code a large outdoor thermometer according to general temperature ranges using conventional color codes, e.g. red for very warm.

Help student read outdoor temperature.

MATERIALS

MEASUREMENT
 Level 6
 E. Weights and Measures

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>Note: Be aware of metric conversion and make certain student learns both metric and imperial terms as apply to his environment.</p> <p>The student:</p> <p>Measures for comparative results, e.g. heavier than, shorter than.</p> <p>Reads and measures in linear units.</p> <p>Identifies how familiar items are packages, e.g. meat.</p> <p>Reads and measures in capacity and weight units, e.g. ml., grams.</p> <p>Identifies differences in size of containers in stores.</p> <p>Indicates size of clothing.</p> <p>Demonstrates mastery of conservation of mass, e.g. same/different.</p>	<p>Use balance scales and then have students estimate.</p> <p>Use a matching procedure for length.</p> <p>Have student measure size of hallways, doorways, floor tiles, carpet remnants.</p> <p>Provide experiences where student must measure to solve a problem, e.g. can chair go through the doorway.</p> <p>Collaborate with parents. Go on shopping trips.</p> <p>Provide cooking experiences which involve metric measurement.</p> <p>Take students on field trips to stores. Have students purchase different sized containers of food.</p> <p>Refer to the writing of Jean Piaget regarding conservation tests.</p>	<p>Metric Introduction to Linear Measurement.</p> <p>Metric Madness.</p> <p>Metric Cooking.</p> <p>Merry Metric Cookbook.</p> <p>Metric Fun Cooking Cards.</p> <p>Young Homemakers Cookbook.</p>



MEASUREMENT

Level 6

E. Weights and Measures

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates mastery of conservation of weight, e.g. same/different.</p> <p>Demonstrates mastery of conservation of volume, e.g. same/different.</p> <p>Compares familiar distances, e.g. nearest, farthest.</p>	<p>Encourage use of these terms in everyday conversations</p>	

APPENDIX A

OVERVIEW

I. SHAPES AND POSITIONALS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>Distinguishes between two geometric shapes. p. 4</p> <p>Matches simple shapes, e.g. form board. p. 4</p> <p>Differentiates between up/down, in/out, on/off, open/shut. p. 4</p> <p>Builds with geometric blocks. p. 4</p>	<p>Identifies two common geometric shapes, e.g. circle, square. p. 12</p> <p>Traces common geometric shapes. p. 12</p> <p>Copies two common geometric shapes. p. 12</p> <p>Groups geometric objects by one characteristic, e.g. shape. p. 12</p> <p>Differentiates between inside/outside, top/bottom, in front of/behind. p. 12</p>	<p>Identifies four geometric shapes: circle, square, triangle, rectangle. p. 21</p> <p>Copies most geometric shapes. p. 21</p> <p>Groups geometric objects by two characteristics, e.g. size/color. p. 21</p> <p>Differentiates between over/under, above/below. p. 21</p>	<p>Identifies some less common geometric shapes, e.g. cross, oval. p. 31</p> <p>Constructs some common geometric shapes. p. 31</p> <p>Groups geometric objects by three characteristics, e.g. shape, thickness, texture. p. 31</p> <p>Differentiates between most relational opposites, e.g. upside-down; right side up. p. 31</p> <p>Identifies most geometric shapes in the environment. p. 31</p>	<p>Constructs most common geometric shapes. p. 41</p> <p>Groups geometric objects by a variety of characteristics, e.g. shape, color, size, texture, thickness. p. 41</p>	

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NUMBERS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>Distinguishes between one and more. p. 1</p>	<p>Rote counts to 5. p. 5</p> <p>Selects first/last in a sequence of objects. p. 5</p> <p>Distinguishes between one and more. p. 5</p>	<p>Rote counts to 12. p. 13</p> <p>Matches numerals 1 - 9. p. 13</p> <p>With assistance, reads and writes numerals to 5. p. 13</p> <p>Arrange numerals 1-10 in order. p. 13</p> <p>Names ordinal, first, middle and last. p. 13</p> <p>Identifies the set of objects which corresponds to a given number up to 5. p. 13</p> <p>Identifies the number/ numeral that corresponds to a given set of objects up to 5. p. 14</p>	<p>With assistance, rote counts to 50. p. 22</p> <p>With assistance, reads and writes numerals to 20. p. 22</p> <p>Arrange numerals 1-25 in order. p. 22</p> <p>Names ordinal, first to fifth. p. 22</p> <p>Identifies the set of objects which corresponds to a given number up to 15. p. 22</p> <p>Identifies the number/ numeral that corresponds to a given number up to 15. p. 22</p> <p>With assistance, rote counts by 5's and 10's up to 30. p. 23</p>	<p>With assistance, rote counts to 100. p. 32</p> <p>With assistance, reads and writes numerals to 50. p. 32</p> <p>Arranges numerals 0-50 in order. p. 32</p> <p>Arranges numerals 0-50 in order. p. 32</p> <p>Identifies the set of objects which corresponds to a given number up to 25. p. 32</p> <p>Identifies the number/ numeral that corresponds to a given set of objects up to 25. p. 32</p> <p>With assistance counts by groupings of 5's and 10's up to 60. p. 32</p>	<p>Reads and writes numerals to 100. p. 42</p> <p>With assistance, reads and writes numerals beyond 100. p. 42</p> <p>Arranges numerals 0-100 in order. p. 42</p> <p>Arranges numerals 0-100</p> <p>Counts by groupings of 5's and 10's. p. 42</p> <p>With assistance, counts by groupings of 25's. p. 42</p>

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II. Cont'd.

LEVEL 1

LEVEL 2

LEVEL 3

LEVEL 4

LEVEL 5

LEVEL 6

Describes relationships between two sets as being same or different. p. 23

Identifies a variety of uses of numbers, e.g. age, bus number. p. 23

Identifies the two halves of an object. p. 23

With assistance, describes relationships of sets as more than, less than, equal to, many/few. p. 42

With assistance, recognizes the use of numbers in daily living, e.g. telephone number, bus number. p. 33

Identifies the four quarters of an object. p. 33

Describes relationships of sets as more than, less than, equal to, many/few. p. 42

Recognizes the use of numbers in daily living, e.g. house and street number combinations, post office box numbers. p. 42

Divides objects into halves and quarters. p. 43

Demonstrates some understanding of the concept of one "half", e.g. half an apple. p. 14

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III. OPERATIONS

LEVEL 1

LEVEL 2

LEVEL 3

LEVEL 4

LEVEL 5

LEVEL 6

Combines two sets of one each. p. 6

Combines two sets of objects, horizontally presented, to a maximum of 5. p. 15

Names and traces symbols $=$, $-$, $+$. p. 15

Solves simple counting problems verbally presented. p. 15

Separates a set of objects with a maximum of 5 members. p. 15

Combines two sets of objects, horizontally presented, to a maximum of 10. p. 24

Reads and writes symbols $=$, $-$, $+$. p. 24

Solves written addition problems, in horizontal form, to a maximum sum of 10, e.g. $4 + 1 = 5$. p. 24

Solves word problems, verbally presented, to a maximum sum of 5. p. 24

Separates a set of objects with a maximum of 10 members. p. 24

Translates sets of objects, horizontally presented, into written notation. p. 34

With assistance, operates a hand calculator. p. 34

With assistance, performs basic operations with a hand calculator including rote use of decimal point. p. 34

Solves written addition problems, in both the horizontal and vertical form to maximum sums of 25 using counting aids, e.g. $10 + 5 = 15$,
 10
 $+5$
 15 . p. 34

Solves word problems, verbally presented, to a maximum sum of 10. p. 34

Separates a set of objects with a maximum of 25 members, and records the results. p. 35

Solves simple written subtraction problems, in both horizontal and vertical form, using counting aids. p. 35

Operates a hand calculator independently. p. 44

Performs basic operations with a hand calculator including rote use of decimal point. p. 44

Solves written addition problems, in both the horizontal and vertical form, using a hand calculator. p. 44

Solves word problems, verbally presented, to sums greater than 10, using a hand calculator. p. 44

Solves simple written subtraction problems, in both horizontal and vertical form, using a calculator. p. 44

IV. MEASUREMENT
A. Money

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	<p>Sorts coins by color and size. p. 7</p> <p>Identifies the number associated with one object. p. 7</p>	<p>Identifies and labels several coins, e.g. nickel. p. 16.</p> <p>Identifies by value 1c, 5c, 10c coins. p. 16</p> <p>Identifies currency as money. p. 16</p> <p>Identifies the number associated with a set of coins up to 5, e.g. pennies. p. 16</p>	<p>Identifies and labels all coins. p. 25</p> <p>Identifies by value coins, 1c, 5c, 10c, 25c. p. 25</p> <p>Identifies paper currency as money. p. 25</p> <p>Identifies the number associated with a set of coins up to 10, e.g. pennies. p. 25</p> <p>Demonstrates understanding of the relationship between 5 pennies and 1 nickel. p. 25</p> <p>Differentiates between the number of members of a set of coins and their sum to a maximum of 10c, e.g. how many, how much? p. 25</p>	<p>With assistance, reads and writes money symbols, e.g. \$ and c. p. 36</p> <p>Identifies and labels 3 bills: \$1, \$5, \$10. p. 36</p> <p>Demonstrates understanding of the concept of equivalence of coins up to 10c, e.g. 2 nickels = 1 dime. p. 37</p> <p>Differentiates between the number of members of coins and their sum to a maximum of 15c, e.g. how many, how much? p. 36</p>	<p>Reads and writes money symbols, e.g. \$ and c. p. 45</p> <p>Identifies and labels a variety of paper currency. p: 45</p> <p>Demonstrates understanding of the concept of equivalence of coins up to 25c, e.g. 2 dimes + 1 nickel = 1 quarter. p.45</p> <p>Demonstrates some understanding of the concept of equivalence of coins up to \$1.00. p. 45</p> <p>Differentiates between the number of members of a set of coins and their sum to a maximum of 25c, e.g. how many, how much? p. 45</p>

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IV. MEASUREMENT
B. Time

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>Recognizes specific activities associated with day/night. p. 2</p>	<p>Recognizes specific activities associated with day/night. p. 8</p>	<p>Identifies specific activities associated with morning, noon and evening. p. 17</p>	<p>Demonstrates understanding of concepts before/after, e.g. after supper. p. 26</p>	<p>Demonstrates understanding of concepts before/after in relation to the clock face, e.g. after 4 o'clock. p. 37</p>	<p>Demonstrates understanding of the concepts, early, late, on time. p. 46</p>
		<p>Differentiates between the minute and hour hands. p. 17</p>	<p>Uses the term o'clock appropriately. p. 26</p>	<p>Uses the term "half-past" appropriately. p. 37</p>	<p>Uses the terms "quarter past" and "quarter to" appropriately. p. 46</p>
		<p>With assistance, tells time to the hour and uses o'clock appropriately. p. 17</p>	<p>Tells and writes time to the hour. p. 26</p>	<p>With assistance, tells and writes time to five minute intervals. p. 37</p>	<p>Tells and writes time. p. 46</p>
<p>Associates sounds with specific time devices, e.g. sounds of a watch, alarm of a timer. p. 2</p>	<p>Identifies a time-telling device, e.g. clock, watch. p. 8.</p>	<p>Associates sounds of time-telling devices with some specific events, e.g. school bell, alarm clock. p. 17</p>	<p>Associates sounds of time-telling devices with an increasing number of events, e.g. recess. p. 26</p>		
				<p>With assistance, associates A.M. and P.M. with general time of day. p. 37</p>	<p>Associates A.M. and P.M. with general time of day. p. 46</p>
				<p>With assistance, operates time devices, e.g. alarm clock, oven timer. p. 37</p>	<p>Operates simple timing devices. p. 46</p>

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IV. MEASUREMENT
C. Calendar

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	With assistance, recites days of the week. p. 9	Recites the days of the week in order. p. 18	Identifies the day of the week, e.g. today is Wednesday. p. 27	Demonstrates understanding of the concept yesterday, and tomorrow, e.g. "It rained yesterday". p. 38	Demonstrates understanding of the concept of this week, last week and next week. p. 47
	Recognizes that he has a birthday. p. 9	Names some of the months. p. 18	States month of major calendar events, e.g. Christmas - December. p. 27		Uses the words "before" and "after" correctly in calendar terms. p. 47
	Assists in building a daily calendar. p. 8	Recognizes a calendar. p. 18	With assistance, uses monthly calendar.	With assistance, uses a calendar. p. 38	Uses a calendar. p. 47
		States month of own birthday. p. 18	States day and month of own birthday. p. 27	States day and month of birthdays of some family members. p. 38	States day, month and year of own birthday. p. 47
	Recognizes extreme differences between seasons p. 9	Associates extreme weather conditions with seasons, e.g. snow - winter. p. 18	States seasons of the year. p. 27	Relates most months of the year with seasons. p. 38	Relates specific calendar events with seasons, e.g. Christmas - winter. p. 47
D. Temperature					
Reacts appropriately when cautioned that something is hot. p. 3	Discriminates between hot and cold. p. 10	Discriminates between boiling and freezing. p. 19	Discriminates between cold/cool, hot/warm. p. 28	Discriminates between warm and cool, e.g. weather, temperature of water. p. 39	Discriminates between a variety of temperatures, e.g. cold, colder, coldest. p. 48

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IV. Cont'd.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	<p>Identifies a refrigerator and a stove. p. 10</p>	<p>Identifies some heat producing devices and appliances, e.g. fireplace, oven. p. 19</p>	<p>Identifies some cooling devices and appliances, e.g. fan, refrigerator. p. 28</p>	<p>With assistance, operates some temperature controlling devices, e.g. thermostat, fan. p. 39</p> <p>Associates own physical condition with current temperature, e.g. perspiration - heat. p. 39</p> <p>Identifies a thermometer. p. 39</p>	<p>Operates some temperature controlling devices, e.g. thermostat. p. 48</p> <p>Associates a variety of body conditions with prevailing weather. p. 48</p> <p>Demonstrates rudimentary use of temperature measuring devices, e.g. outside thermometer. p. 48</p>
<p>E. Weights and Measures</p>	<p>Explores the use of some measuring tools, e.g. measuring cup. p. 11</p>	<p>Measures, using non-standard units of measure, for approximate results, e.g. 3 cans full, 2 clothespin lengths. p. 20</p> <p>With assistance, measures objects and lines using a cm. ruler. p. 20</p>	<p>Measures, using non-standard units of measure, for approximate results, e.g. 5 pencil lengths. p. 29</p> <p>Measures objects and lines using a cm. ruler. p. 29</p> <p>Identifies standard terms used in measurement: dozen, meter, liter. p. 29</p>	<p>With assistance, measures for comparative results. p. 40</p> <p>Measures rooms, hallways and large objects in meters using meter stick. p. 40</p> <p>Identifies how familiar items are packaged, e.g. eggs - dozen, tin soup - ounces. p. 40</p>	<p>Measures for comparative results, e.g. heavier than, shorter than. p. 49</p> <p>Reads and measures in linear units. p. 49</p> <p>Identifies how familiar items are packaged, e.g. meat. p. 49</p>

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5:5

5:6

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	<p>Differentiates between big and little. p. 11</p> <p>Differentiates between empty and full. p. 11</p>	<p>Differentiates between large and small. p. 20</p> <p>Differentiates between heavy and light. p. 20</p> <p>Differentiates between little and much. p. 20</p> <p>Differentiates between short and long. p. 20</p>	<p>Identifies standard tools of measurement, e.g. ruler, bathroom scale. p. 29</p> <p>Measures in liter and half-liters. p. 29</p> <p>Indicates size of some of own clothing. p. 30</p> <p>Classifies dissimilar items by size. p. 30</p> <p>Classifies obviously dissimilar items by weight. p. 30</p> <p>Classifies like containers of liquid by volume, e.g. more than, less than. p. 30</p> <p>Differentiates between near and far. p. 30</p>	<p>Identifies and labels standard tools of measurement, e.g. weigh scale. p. 40</p> <p>With assistance, measures in ml., grams, e.g. recipes. p. 40</p> <p>Indicates size of clothing. p. 40</p>	<p>Reads and measures in capacity and weight units, e.g. ml., grams. p. 49</p> <p>Indicates size of clothing. p. 49</p> <p>Identifies differences in size of containers in stores. p. 49</p> <p>Demonstrates mastery of conservation of mass, e.g. same/different. p.49</p> <p>Demonstrates mastery of conservation of weight, e.g. same/different. p.50</p> <p>Demonstrates mastery of conservation of volume, e.g. same/different/ p.50</p> <p>Compares familiar distances, e.g. nearest, farthest. p. 50</p>

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5.4

5.3

Student Profile

Student Name: _____

Date: _____

(Color code)

Age: _____

Date: _____

(Color code)

Level				
6				
5				
4				
3				
2				
1				

Shapes and Positionals

I

SCORE: _____

LEVEL: _____

Numbers

II

Operations

III

Measurement

IV

570

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Checklist - Placement and Assessment for Levels 1 - 6

Instructions: Circle the child/student responses.

Add up the number of "Yes" responses and place on the SCORE line.

Convert the score to LEVEL using the guide on the last page of the test.

There are 4 components of the Checklist.

I. SHAPES AND POSITIONALS

- | | | | |
|----|--|-----|----|
| 1. | Distinguishes between 2 geometric shapes, e.g. circle, square | Yes | No |
| 2. | Differentiates between up/down, in/out, on/off, open/shut | Yes | No |
| 3. | Identifies 2 common geometric shapes, e.g. circle, square | Yes | No |
| 4. | Groups geometric objects by one characteristic, e.g. shape | Yes | No |
| 5. | Identifies 4 geometric shapes: circle, square, triangle, rectangle | Yes | No |
| 6. | Differentiates between over/under, above/below | Yes | No |

II. NUMBERS

- | | | | |
|----|---|-----|----|
| 1. | Distinguishes between one and more | Yes | No |
| 2. | Rote counts to 5 | Yes | No |
| 3. | Selects first, last in a sequence of objects | Yes | No |
| 4. | Rote counts to 12 | Yes | No |
| 5. | Demonstrates some understanding of the concept "one half", e.g. half an apple | Yes | No |
| 6. | Arranges numerals 1 - 25 in order | Yes | No |

III. OPERATIONS

- | | | | |
|----|---|-----|----|
| 1. | Combines 2 sets of 1 each | Yes | No |
| 2. | Combines 2 sets, horizontally presented, to a maximum of 5 | Yes | No |
| 3. | Separates sets of objects with a maximum of 5 members | Yes | No |
| 4. | Combines 2 sets, horizontally presented, to a maximum sum of 10 | Yes | No |
| 5. | Separates a set of objects with a maximum of 10 members | Yes | No |
| 6. | Translates sets of objects, horizontally presented, into written notation | Yes | No |

581

582

- | | | | | | |
|---|---|--|---|--|---|
| <p>7. Constructs some common geometric shapes, e.g. triangle</p> <p>8. Groups geometric objects by 3 characteristics, e.g. shape, thickness, texture</p> <p>9. Identifies most geometric shapes in the environment</p> <p>10. Groups geometric objects by a variety of characteristics, e.g. shape, color, size, texture, thickness</p> | <p>Yes No</p> <p>Yes No</p> <p>Yes No</p> <p>Yes No</p> | <p>7. Identifies a variety of uses of numbers, e.g. age, bus number</p> <p>8. Names ordinals first to tenth</p> <p>9. Identifies the 4 quarters of an object</p> <p>10. Reads and writes numerals to 100</p> <p>11. Divides objects into halves and quarters</p> | <p>Yes No</p> <p>Yes No</p> <p>Yes No</p> <p>Yes No</p> <p>Yes No</p> | <p>7. Solves simple written subtraction problems, in both horizontal and vertical format using counting aids</p> <p>8. Solves word problems, verbally presented, to sums greater than 10 using a hand calculator</p> <p>9. Solves written subtraction problems in both horizontal and vertical format, using a hand calculator</p> | <p>Yes No</p> <p>Yes No</p> <p>Yes No</p> |
|---|---|--|---|--|---|

SCORE: _____

LEVEL: _____

SCORE: _____

LEVEL: _____

SCORE: _____

LEVEL: _____

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584

IV. MEASUREMENT

- | | | | |
|-----|--|-----|----|
| 1. | Reacts appropriately when cautioned something is hot | Yes | No |
| 2. | Sorts coins by color and size | Yes | No |
| 3. | Differentiates between full and empty | Yes | No |
| 4. | Identifies the value of 1¢, 5¢, 10¢ coins | Yes | No |
| 5. | Measures, using non-standard units of measure, for approximate results, e.g. 3 cans full | Yes | No |
| 6. | Identifies and labels all coins | Yes | No |
| 7. | Classifies like containers of liquid by volume, e.g. more than, less than | Yes | No |
| 8. | Demonstrates understanding of the concept of equivalence of coins up to 10¢. | Yes | No |
| 9. | Identifies and labels standard tools of measurement, e.g. ruler, bathroom scale | Yes | No |
| 10. | Reads and writes money symbols, e.g. \$, ¢ | Yes | No |
| 11. | Reads and measures in capacity and weight units, e.g. ml, grams | Yes | No |

SCORING:

Number of "Yes" responses:

0 - 1 level 1

2 level 2

3 - 4 level 3

5 - 6 level 4

7 - 8 level 5

9 or more level 6

NOTE: For exact placement within a level please refer to the OVERVIEW SHEET, which lists all objectives in the COMPUTATION SECTION.

SCORE: _____

LEVEL: _____

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~~APPENDIX C~~

RESOURCES

597

LEVEL 1

Baby Learning Through Baby Play: Parents Guide for the First Two Years -
St. Martin's Press, Inc.

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LEVEL 2

Jumbo Color Dominoes - Playskool

Kick the Junk Food Habit with Snackers - Madrona Press, Inc.

Number - Hole Template - Developmental Learning Materials

Numeral Puzzles - Developmental Learning Materials

150 Plus! Games and Activities for Early Childhood - Fearon

Primary Plastic Numerals - Fearon-Pitman Pubs. Inc.

Seasonal Poster Kit - Developmental Learning Materials

Shapes Sorting Box - Developmental Learning Materials

Soft Spongy Shapes - Developmental Learning Materials

Teaching the Moderately and Severely Handicapped, Volume I - University Park Press

Water Learning - Peek Publications

LEVEL 3

Color and Shape Memory Game - Developmental Learning Materials

Coloured Inch Cubes and Designs in Perspective - Developmental Learning Materials

Cooking in the Classroom - Fearon-Pitman Publishers, Inc.

Feel and Match, Combination/ Set - Lauri

Form Puzzles - Developmental Learning Materials

Math Games That Teach: Books 1, 2, 6 - Creative Teaching Press

Multivariant Sequencing Beads Patterns - Developmental Learning Materials

150 Plus! Games and Activities for Early Childhood - Fearon-Pitman Publishers, Inc.

Parquetry Paper - Developmental Learning Materials

Rubber Picture Puzzles - Lauri

Seasonal Poster Kit - Developmental Learning Materials

Shape Stamps - Developmental Learning Materials

Size and Shapes Puzzle - Developmental Learning Materials

Spirit Duplicating Masters: Counting and Writing Numerals 1 - 10 - Instructo

Spirit Duplicating Masters: First Telling Time Book - Instructo

Telling Time - Hubbard Scientific Co.

Today's Date Box - Developmental Learning Materials

Training for Independence - Developmental Learning Materials

Wipe-off Cards - Trend Enterprises

Workjobs: Activity-centered Learning for Early Childhood Education - Addison-Wesley Publishing Company

LEVEL 4

Clock Stamp - Developmental Learning Materials

Clown Math Addition and Subtraction - Frank Schaeffer

Color and Shape Memory Game - Developmental Learning Materials

Coloured Inch Cube Designs - Developmental Learning Materials

Comparison Balance - Developmental Learning Materials

Creative Math Experiences for the Young Child - Incentive Publications

Feel and Match Combination Set - Lauri

Help Yourself to Food - Ontario Association for the Mentally Retarded

Math Games That Teach - Books 1, 2, 6 - Creative Teaching Press

Multimoos - Developmental Learning Materials

Job Puzzles - Developmental Learning Materials

Parquetry Paper - Developmental Learning Materials

Rubber Puzzles - Lauri

Sequencing Sizes - Ideal

Shape Stamps - Developmental Learning Materials

Shapes Dominoes - Developmental Learning Materials

Size and Shape Puzzle - Developmental Learning Materials

Spirit Duplicating Masters: Counting and Writing Numerals 1 - 10 - Instructo

Spirit Duplicating Masters: First Telling Time Book - Instructo

Telling Time - Hubbard Scientific Co.

Time Bingo - Teaching Resources

Today's Date Box - Developmental Learning Materials

Training for Independence - Developmental Learning Materials

Wipe-off Cards - Trend Enterprises

Workjobs: Activity-centered Learning for Early Childhood Education - Addison-Wesley Publishing Company

LEVEL 5

Clock Puzzles - Developmental Learning Materials

Clock Stamp - Developmental Learning Materials

Clown Math Book I - Frank Schaeffer

Clown Math Book II - Frank Schaeffer

Comparison Balance - Developmental Learning Materials

Design Blocks and Patterns - Ideal

Dimensional Concept Cylinders - Developmental Learning Materials

Feel and Match Combination Set - Lauri

Multimoos - Developmental Learning Materials

Rubber Puzzles - Lauri

Shapes Dominoes - Developmental Learning Materials

Spirit Duplicating Masters: First Telling Time Book - Instructo

Telling Time - Hubbard Scientific Co.

Time Bingo - Teaching Resources

~~Today's Date Box - Developmental Learning Materials~~

Training for Independence - Developmental Learning Materials

Treesorts - Developmental Learning Materials

Wipe-off Cards, Colors and Shapes - Trend Enterprises

Ye Old Math: Addition and Subtraction - Frank Schaffer Publications

LEVEL 6

Clock Puzzles - Developmental Learning Materials

Clock Stamp - Developmental Learning Materials

Design Blocks and Patterns - Ideal

Merry Metric Cookbook - Activity Resources

✓ Metric Cooking - The Goodheart-Willcox Company Inc.

Metric Fun Cooking Cards - Teachers

Metric Madness - Scott Resources Inc.

• Metric Introduction to Linear Measurement - Instructo

Telling Time - Hubbard Scientific Co.

Time Bingo - Teaching Resources

Treesorts - Developmental Learning Materials

Young Homemakers Cookbook - Fearon Publishers Inc.

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The following persons have contributed to the Communication Section of the Curriculum Guide for the Trainable Mentally Handicapped. Their assistance is gratefully acknowledged.

The Special Education Curriculum Coordinating Committee;

The Trainable Mentally Handicapped Policy Committee;

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INTRODUCTION

A. Teaching Techniques

This Communication section has been designed with two major principles in mind. Firstly, it has been set up to allow for development of functional skills whenever possible; secondly, it has been set up to correspond with the living/vocational skills section, thereby allowing for an integrated and functional curriculum.

Functional skills may be defined as follows:

Those skills which directly relate to the student's present age, environment and needs, and which will allow the student to function in the community in a meaningful, relevant fashion.

In order to ensure functional use of skills, the teacher should always try to use materials commonly found in the home or community. Kitchen cupboards are packed with materials that are more useful to teach a wide number of skills than many of the kits which contain materials which the student may be unfamiliar with and which he may never use.

The Reading module of this section is the best example of the integrated approach to functional teaching. By using the functional word approach, based on the principle that the student makes a physical response to a visual cue, the student does not have to understand phonetics to survive in the community. When a student sees a sign "IN" he does not necessarily have to understand that there are two letters and that they say IN; rather, he learns, "This is the door I push to go in the store, hospital, etc.". If a trainable mentally handicapped student is able to read beyond the objectives stated in the curriculum, that student should then be taught according to the Educable Mentally Handicapped Curriculum Guide, as it covers very well those higher level reading skills.

This Communication section has taken the objectives in the Living/Vocational Skills section and defined what functional listening, viewing, speaking, reading, writing and spelling skills the student needs to achieve the objectives defined in the Living/Vocational Skills section.

A section on Nonverbal Communication follows and is intended as a reference for those who will be teaching nonverbal students.

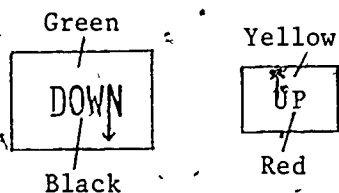
An assessment tool has been devised which will allow teachers to obtain an overall view of how a student is functioning in the area of the Communication section. The assessment and guide have not been set up based on a criterion-reference technique. Often a student will miss some skills and yet be very capable of completing higher functioning skills. It would be of no benefit for that student to have to: a) repeat earlier skills and b) repeat those skills to criterion.

Rather, the teacher should look at how the student is functioning now and determine what compensatory skills he has developed. If that student can function in that skill area, the teacher should go on to an area in which the student has little or no skills and teach in that area.

Because so much of the curriculum is set up to be taught using a cue fading technique, the following is a short explanation of how to teach any functional words, numbers, letters, names of objects, etc. This technique could be expanded to teach most skills in the curriculum (See General Guidelines to Instruction).

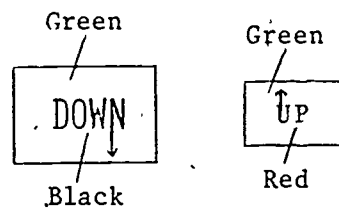
- Step 1 Have two symbols to be learned set up to allow for maximum difference in color, size and shape:
- the background is cued
 - the arrows help visually represent up and down
 - the letters are cued
 - the size helps make the discrimination
 - the student is sorting the words used.

Examples

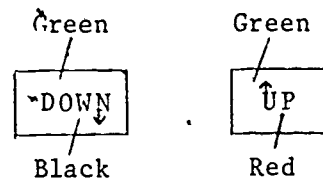


- Step 2 Gradually decrease the most obvious cues, in this case the background color, - maintain the other cues.

The student is sorting the words using color and size, and the arrows as a cue. Questions to be asked:
 "If you wanted an up elevator, which sign would you look for?"
 "Put the down signs on the floor and the up signs on the table."



- Step 3 Decrease the next cues, which would be size, until the student is sorting the two words of the same size. The student is sorting using color cues and arrows.



Step 4 Decrease the color cues until student is sorting words of the same size and color using the word formation and arrows to make the discrimination.

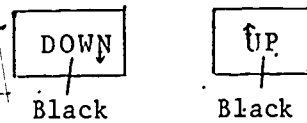
Step 5 Decrease the arrow sizes until the student is sorting the words according to their formation only.

Step 6 Reintroduce distractors to ensure that the student has discriminated the word formation adequately, e.g., vary the size cards, vary the color of the two words, play games with the words.

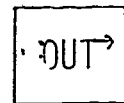
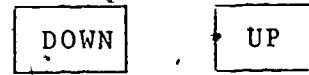
Step 7 Add the third word to be learned in the same manner as Step 1.

Examples

Same Color (Green)



Same Color and Size



Different Color and Size

Note: When teaching functional words the visual cue should be built in as part of the existing letter formation and the word taught in its context, e.g. place IN, OUT, MEN, WOMEN, on doors. Go into the community, have the students do a great deal of matching the "word formation" to the actual facility. Some examples of how to cue words are:

LADIES

MEN

OUT →

IN

WALK

B. Non Verbal Communication

1. Student Identification

There are many techniques and approaches that have been developed to provide the nonverbal student with a communication mode. Manual signing and systematic gesture systems have been used with those who have the motor skills needed to formulate an effective repertoire of signs. For persons too severely physically handicapped to sign, scanning, encoding and direct selection approaches have been developed and are currently being used in a number of communication aides (pictures, symbols).

The following guide may assist the teacher in deciding whether a particular student is a candidate for a nonverbal communication program. In all cases however, verbal communication is the preferred mode, with nonverbal providing the augmentative technique.

Table 1 Factors that influence the election of nonvocal intervention

Influencing factors

1. Over 13 years of age
2. Minimum progress following consistent speech and language therapy
3. Persistent primitive oral reflexes
4. Eating skills (history of, or current chewing, sucking, and swallowing difficulties)
5. Grossly abnormal oral structure
6. Severe neuromuscular involvement of respiratory, phonatory, articulatory, and resonatory structures
7. Poor receptive language
8. Severe to profound hearing impairment
9. Unintelligible speech production
10. Nonimitative (gross motor)
11. Nonimitative (vocal)
12. Behavior (uncooperative, hyperactive)
13. Uncooperative environment (unwilling to accept an alternative communication system).

A positive response does not preclude the development of vocal skills. The items are suggestions; they are not definitive.

(p. 162, Teaching the Severely Handicapped, A.A.E.S.P.H.)

2. Sign Language

In sign language students are taught "gestures" or "hand signs" to express their wishes, desires and feelings. Sign language is a visual/manual mode but is always taught using simultaneous signing and speaking. Thus the student has two sources of information using two different sensory channels. Sign language in many cases has also promoted spontaneous speech.

In teaching signing a number of techniques can be used to promote spontaneous communication. They are:

Teaching Strategy

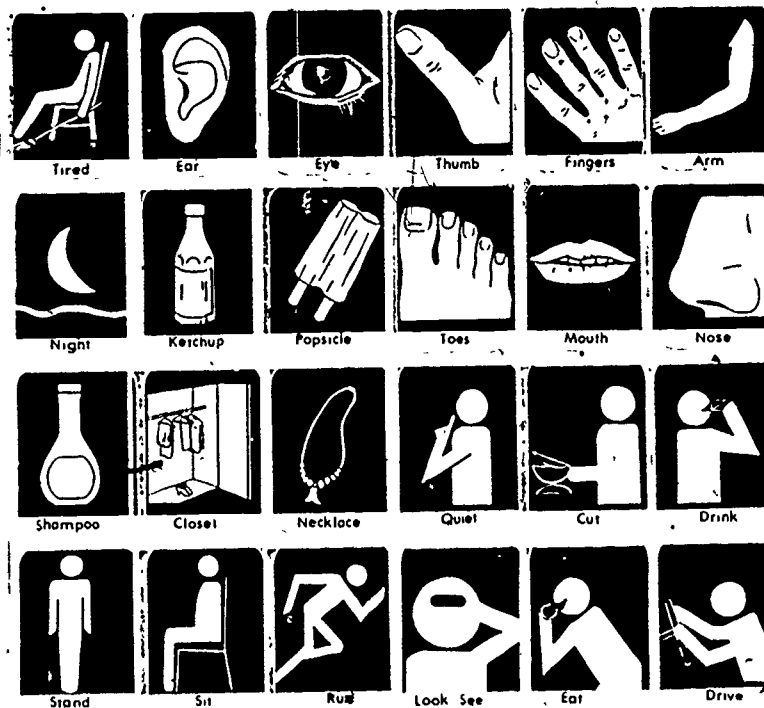
1. Start with signs that allow the student to express what he wants or desires. Often these are the concrete items. Teach single signs, e.g. cookie, first and gradually move to multi-complex signs, e.g. want cookie.
2. Signs may be taught using imitation or shaping (moulding). In shaping, physically assist the student to make the sign by moulding the student's hand(s) into and through a sign. Gradually fade the assistance so the student is shaped (moulded) through the first motions of the sign and expected to complete the final action of the sign. It is always helpful to have the concrete motivator in view, e.g. cookie. Backward chaining techniques can be employed now so all of the steps can be performed independently by the student.
3. Praise the student for using signs outside of "sign lesson" time. Ensure that other persons with whom the student deals are aware of his particular communication mode, and place certain expectations upon him to utilize the system.
4. Provide indirect information to the student to solve problems. If, for example, the student is able to answer the question "What do you want?" provide the information in a two sentence sequence: "Do you want the ball? What do you want?". He can also be provided with information in a yes/no format. For example, "Whose car is this? Do you want Karen's car?". This provision of indirect information strengthens incidental signing as well as generates feelings of independence, control, and competence in the nonverbal student.

3. Symbol Communication

Symbol communication may take many varied forms. The student may use photographs, chips, line drawings, pictures, words or graphics to communicate their needs, wants and desires to others.

Symbol communication is typically used with those nonverbal students who do not have the motor abilities to perform signing. In addition they must also be able to respond to yes/no questions, possess cognitive skills at approximately the 2 year level, have object permanence, have eye or hand pointing skills and have sufficient visual acuity to make visual discriminations between symbols.

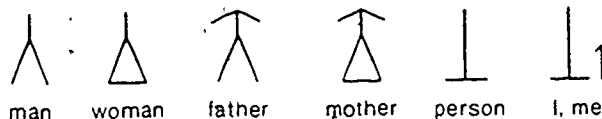
Picture Boards may be either pictures or photographs placed on a board. This is one of the easiest systems to learn and is readily understood by others. Picture boards may be teacher-made or commercially prepared, and allow for a student specific vocabulary, e.g. water rather than drink. PIC Symbol System is commercially prepared and contains 400 symbols arranged in concept clusters, thus facilitating multi-symbol expressions. Pictures appear in black and white and symbols are attached to the board as learned. Beneath each picture is the picture name so the student can be easily understood.



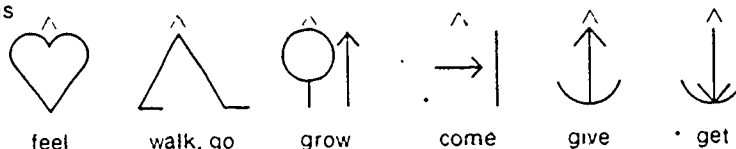
Typical PIC Symbols (Pictogram Ideogram Communication, George Reed Foundation for the Handicapped).

Blissymbolics developed in 1965 by C.K. Bliss, are graphic and non-alphabetic and include pictographic, ideographic and arbitrary components. Blissymbolics provide the most comprehensive "symbol communication". Meaning can be taken directly from the pictographic representation or by relating the symbol to an idea, or by arbitrary assignment of a meaning to a particular visual configuration, e.g. numbers, arithmetic symbols. Words corresponding to the common interpretation of the symbol appear directly beneath each of the 50 Blissymbols.

People



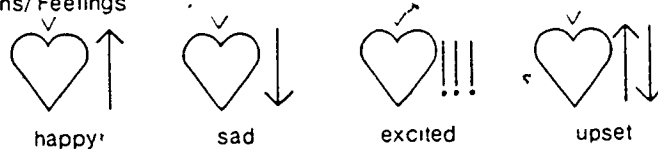
Actions



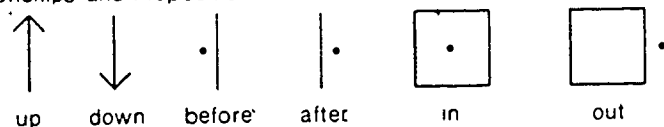
Things/ Objects



Emotions/ Feelings



Relationships and Prepositions



Some basic Blissymbol representations

Teaching Strategy

1. Symbol vocabularies should be selected on the basis of each student's skills and interests in mind. If these symbols are taught first, the student can begin to functionally provoke action and response on the part of others. These include:
 - a) basic needs - toilet, eat, drink
 - b) emotions - happy, angry, sad
 - c) leisure skills - play, television, record, etc.
 - d) greetings - hello, good-bye
 - e) interests - story, book, etc.
 - f) actions - come, go, etc.
 - g) environment - window, bed, hot, etc.
 - h) names of persons.
2. Label objects and persons in the environment with the appropriate symbols.
3. Incorporate communication into daily activities.
4. Pair the symbols with concrete objects/pictures during initial teaching to provide contextual clues to meaning.
5. Review symbols:
 - a) Have the student match to your sample. Start with several dissimilar pictures, and increase the difficulty of the discrimination (experiment to determine the smallest size of picture the student can see).
 - b) Request the student to find a symbol from one of several.
6. Tracing symbols (when physically able) may assist in symbol discrimination.
7. Use questioning techniques, e.g. "What do you want?" by having student respond to his own board. (Construct your own boards so that symbols are added to the students personal board only after he has mastered them.)
8. Shape 2 or more symbol sequences.
9. Reward student for attempts and successes by using the symbols.

4. References

Blissymbolics Teaching Guideline. Toronto, Can.: Blissymbolics Communication Institute, 1975.

Clark, C.R., and Woodcock, R.W. Graphic Systems of Communication. In L.L. Lloyd (ed.), Communication Assessment and Intervention Strategies. Baltimore: University Park Press, 1976.

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Sailor, W., Wilcos, B. and Brown, Low (Eds.). Methods of Instruction for Severely Handicapped Students. Baltimore: Paul H. Brookes, 1980, chapter 7.

Subhas, C. Maharaj. Pictogram Ideogram Communication, George Reed Foundation for the Handicapped, Regina, 1980.

York, Robert L. and Edgar, E. Teaching the Severely Handicapped, Vol. IV. American Association for the Education of the Severely/Profoundly Handicapped. Seattle, 1979, p. 153-238.

C. Functional Words

The following is a list of suggested functional reading words which will assist the trainable mentally handicapped student function as independently as possible within the community. Additional words should be added to suit the individual student's needs. (An expanded list appears in the E.M.H. Curriculum Guide.)

1. Community Signs

ASSISTANCE	IN/OUT	RESTAURANT
BICYCLES ONLY	INFORMATION	RESTROOMS
BOYS/GIRLS	LADIES/GENTLEMEN	SALES DESK
BUS STOP	KEEP OUT	SLOW
BUS ZONE	MEN/WOMEN	SOUTH/NORTH/EAST/WEST
CASHIER	NO LOITERING	STAIRS
CAUTION	NO SMOKING	STATION
CLOSED/OPEN	NO TRESPASSING	STOP/GO
CUSTOMER SERVICE	PEDESTRIAN CROSSING	TAKE-OUT
DANGER	PLAYGROUND ZONE	TAXI
DEPOSIT SLIP	POISON	TELEPHONE
DEPOT	POLICE	TICKETS
DETOUR	POST OFFICE	TRUCK CROSSING
ELEVATOR	PRESS	UP/DOWN
EMERGENCY DOOR	PUBLIC/PRIVATE	USE OTHER DOOR
ESCALATOR	PULL TO OPEN	USE OTHER EXIT
EXIT/ENTRANCE	PUSH/PULL	WAIT
FIRE ESCAPE	PUSH TO OPEN	WALK/DON'T WALK
FIRE STATION	RAILROAD CROSSING	WASHROOMS
FIRST AID		YIELD

2. Specific Words

- a. Weather words
 - HOT/COLD
 - temperature
- b. Days of week
 - Sunday, Monday, etc.
 - Sun., Mon., etc.
- c. Months of year
 - March - Mar., etc.
- d. Food labels/recipes
 - soup, mixed fruit, eggs, milk, etc.
 - "open other end", mix
 - "refrigerate after opening", etc.
- e. Cleaning supplies/medicines
 - CORROSIVE, EXPLOSIVE, FLAMMABLE, POISON,
 - "NOT RECOMMENDED FOR CHILDREN", "FOR ADULTS ONLY"

2. Specific Words (cont'd.)

f. Numerals

- 1 - 100

g. Color words

- red/green/yellow

h. Money words

- ¢, \$, PAID, AMOUNT, DUE, CHANGE, BALANCE, CHARGE

i. Job related words

- Employer, Employee, Social Insurance Number,
Birthdate, Previous Job Experience, School/
Previous Training

j. Personal words

- Name, Address, Phone Number, Street Address,
City/Town, age, sex.

See Appendix for Functional Signs/Symbols.

NOTE: When teaching functional words it is important to note their configuration as they appear in the natural environment, e.g. capitals, lower case, so that they are taught in proper form.

RECEPTIVE COMMUNICATION (Listening)
Level 1

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Responds when called.</p> <p>Responds to a command, e.g. "Don't touch".</p> <p>With assistance, responds to praise/criticism.</p> <p>Responds to varying vocal tones, e.g. good - GOOD.</p> <p>Responds to music, e.g. clapping, rocking.</p>	<p>Play name games, e.g. hide and seek.</p> <p>Use a physical/visual cue to obtain the child's attention.</p> <p>Reinforce the child for attending and gradually increase time attended.</p> <p>Physically cue the child when giving the verbal command.</p> <p>Redirect child after command is given.</p> <p>Exaggerate own actions in response to child's behavior.</p> <p>Have child model appropriate responses.</p> <p>Give the child verbal feedback regarding the consequences of his actions.</p> <p>Physically assist child to clap, rock, etc.</p> <p>Initially use music with a steady beat.</p> <p>Use familiar songs with a repetitive beat.</p>	<p>Teaching Research Curriculum for the Moderately and Severely Handicapped, ch. 12.</p> <p>Project Vision-Up Curriculum.</p> <p>Portage Guide to Early Education.</p> <p>Tom Thumb, Early Learning Library (records).</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Visually scans for an object.</p> <p>Focuses on objects.</p> <p>Tracks moving objects.</p> <p>Attends to directed visual input for 3 minutes, e.g. game.</p> <p>Establishes eye contact.</p>	<p>Have child physically locate objects in the room.</p> <p>Have child physically locate hidden object, e.g. cookie.</p> <p>Have two children stand in front of mirror and ask child to identify himself. Make sure child stands in various positions, e.g.. kneeling, sitting, sideways, behind, arms up, arms down.</p> <p>Have child follow a brightly colored object, e.g. a flashlight or a loud noisemaker, from point A to point B. Physically prompt movement of head if child cannot follow object.</p> <p>Have child move an object with his hands and have him follow it, e.g. toy car.</p> <p>Play hide and seek games, or play using manipulative toys.</p> <p>Reinforce the child's attending to the object. Gradually increase the time he must attend.</p> <p>Physically turn child's head in direction of person to whom they are speaking. Fade physical cues.</p> <p>Before child communicates, cue with "Look" and point to the person to be looked at.</p>	<p>Let's Look For: A Visual Perception Program.</p> <p>Portage Guide to Early Education.</p> <p>A Step-by-Step Learning Guide for Retarded Infants and Children.</p> <p>Puzzles - wooden.</p> <p>Puzzles - rubber.</p> <p>Project Vision-Up Curriculum.</p> <p>Consonant cards for peg board.</p> <p>Building Blocks.</p> <p>Portage Guide.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Imitates some relational concepts, e.g. in/out, using concrete objects.</p> <p>Imitates facial/body language.</p> <p>With assistance, travels outside, using visual cues, e.g. fence.</p>	<p>Carry out action paired with verbal cue, e.g. "The block is <u>in</u> the box". Have child model action.</p> <p>Play "Simon says": use concrete objects.</p> <p>Play games with the child asking him to imitate action, e.g. crawl under the chair.</p> <p>Use exaggerated facial expression to express "happy", "angry", etc.</p> <p>Play games where child must imitate your actions.</p> <p>Play modelling games with the child, e.g. "So big", "Pat-a-cake".</p> <p>Direct the child's attention to specific features of the environment.</p>	<p>Speak for Yourself: A Language Program for the Mentally Retarded Child.</p> <p>Teaching Your Wings to Fly.</p>

EXPRESSIVE COMMUNICATION (Speaking/Non-Verbal)

Level 1

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Uses sounds/single words/gestures.</p> <p>Points to desired object, e.g. cookie.</p> <p>With assistance, communicates familiar name, e.g. Mommy.</p> <p>With assistance, communicates first name.</p> <p>Identifies some familiar objects/persons.</p> <p>Makes needs known.</p> <p><u>Note:</u> Most objectives and strategies may be used for both verbal and non-verbal students, using slight modifications as appropriate for the particular student.</p>	<p>Praise approximations towards words/gestures.</p> <p>Shape sounds into words, e.g. when child says, "m m m"; say "m m m mom".</p> <p>Sing songs with repetitious words or words that fade out as the song progresses, e.g. "Bingo", "Old MacDonald".</p> <p>Prompt child. Fade prompt. Initially accept approximations.</p> <p>Present various familiar objects and ask, "What is this?" Say word. Have child imitate. Gradually fade cues. For nonverbal child have him imitate sign or shape his hand into correct sign.</p> <p>Play "Show me" games using concrete objects/pictures or symbols for nonverbal.</p> <p>Present two concrete choices to child and have him choose. Have him repeat verbal label, where appropriate.</p> <p>Reinforce immediately when the child uses a symbol/sound/gesture to make needs known.</p>	<p>The Teaching Research Curriculum for the Moderately and Severely Handicapped.</p> <p>Peabody Language Development Kit. Portage Guide to Early Education.</p> <p>Language Acquisition Program for the Retarded or Multiply Impaired.</p>



EXPRESSIVE COMMUNICATION (Speaking/Non-Verbal)

Level 1

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Communicates, using facial expression.

Present item to the child and say "Would you like the ...?" Praise reply and respond to his request.

Hold mirror up to child's face and say, "You look happy (sad)".

Model facial expressions for happy and sad. Have the child mimic this in front of mirror while you label the emotion.

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Points to familiar objects.

Sorts familiar items, e.g.
ball, cup.

Tracks from left to right.

Present object to child, say "Point to the ..." Guide child's hand to the proper response. Fade out physical prompt and increase the number of alternatives.

Present pictures to child and describe, then have him point to specific items from your description.

Present two personal belongings to the child and have him give you one of them on request. Increase alternatives.

Request a specific toy out of a selection of two. Guide the response.

Request a number of the same items, e.g. "Please pass me all the dolls".

Show the child that his coat goes in the closet and his toys in the box. Use a hands-on approach, then fade.

Physically guide child's head to follow an object.

Use the child's favorite toy and reinforce his tracking of the toy.

McDonald Starters Series.

Consonant Pictures for Peg Board.

HANDWRITING
Level 1

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Scribbles with primary
crayon.

Provide child with crayons
and other marking materials;
reinforce and encourage self
expression.

RECEPTIVE COMMUNICATION (Listening)
Level 2°

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Responds to full name.</p> <p>Associates name with familiar others, e.g. peers.</p> <p>Associates sounds with specific objects, e.g. animals, fire alarm.</p> <p>Follows one-step direction.</p> <p>Responds to praise/criticism.</p> <p>Responds to increased number of vocal tones.</p>	<p>Physically cue child when name is used.</p> <p>Play name games.</p> <p>Using photos of familiar others have child label by name.</p> <p>Have children sit in a circle. Call out a name and ask a specific child to do an action, e.g. stand up.</p> <p>Play games in which you make sounds accompanied by facial expression. Have child guess the object that makes the sound.</p> <p>Have child make sounds, have other children guess source.</p> <p>Have different sounds on tape, accompanied by slides/pictures depicting the sound, e.g. telephone ringing and a slide of a telephone.</p> <p>Provide feedback to child's actions in appropriate tone of voice.</p> <p>Expose child to a variety of vocalizations and give labels.</p>	<p>Speak for Yourself: A Language Acquisition Program for the Mentally Retarded Child.</p> <p>Let Me Speak.</p> <p>Language at Home.</p> <p>Peabody Language Development Kit.</p> <p>Listening Skills, Unit 1.</p> <p>Rhythm Instruments.</p> <p>Speak for Yourself: A Language Acquisition Program for the Retarded Child.</p> <p>Listening Skills, Unit 1.</p>

RECEPTIVE COMMUNICATION (Listening)
Level 2

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Joins group when name is called.</p> <p>With assistance, claps/stamps to simple rhythm when mobile or stationary.</p>	<p>Physically accompany child to group (teacher or peer).</p> <p>Beckons child to join the group. Reinforce child for joining the group, e.g. have him start off the group's activity.</p> <p>Have child imitate actions to correspond with music.</p> <p>Have child participate with other children in a variety of musical exercises, e.g. rhythm bank, marching, variety of rhythm instruments.</p>	<p>Listen!</p> <p>Why Didn't I Think of That!</p> <p>Tom Thumb Early Learning Library (records):</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Visually attends to stationary objects.</p> <p>With assistance, locates specific objects contained in pictures.</p> <p>Attends to directed visual input for specified time, e.g. television program.</p> <p>With assistance, maintains eye contact.</p>	<p>Use various physical, visual and auditory prompts to gain child's attention.</p> <p>Gradually withdraw prompts and increase time child is required to attend.</p> <p>Play picture bingo, start with simple pictures. Point to object, have child imitate. Cover up any extraneous objects to direct child's attention to specific object. Point to a specific object and then have child model this behavior, e.g. blocks, ball: "Point to all the ones that are the same".</p> <p>Use a cueing procedure and gradually fade out.</p> <p>Physically move child's face in direction of others when they talk to him.</p> <p>Prompt child before he speaks by saying "Please look at me when you speak".</p> <p>Hold finger up to obtain attention and have child follow it to your face.</p>	<p>Lets Look For: A Visual Perception Program.</p> <p>McDonald Starters Series.</p> <p>Create a Story..</p> <p>Action in Learning.</p> <p>Story Cards - Tell What Part is Missing.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>With assistance, differentiates between first/last, before/after, using concrete objects.</p> <p>Differentiates between some relational concepts, e.g. open-shut.</p> <p>Interprets some facial/body language.</p> <p>Locates some major landmarks outside within viewing distance, e.g. tree in yard.</p>	<p>Have child physically put himself in the first of the line, at the last of the line of students.</p> <p>Use the natural time line to build in those concepts, e.g. have child wash hands <u>before</u> lunch and <u>after</u> going to the washroom.</p> <p>Model a relational concept, e.g. shutting the door.</p> <p>Have child imitate; pair with verbal/nonverbal cue.</p> <p>Ask questions such as, "Is the door open or shut?"</p> <p>Show pictures of "happy" to child and have him model emotion.</p> <p>Act out "happy" and have child label.</p> <p>Talk to class about things that make you happy and sad.</p> <p>Take field trips in immediate community. Point out specific objects. Play locating games.</p>	<p>Opposite Concepts.</p> <p>Language Acquisition Program for the Retarded and Multiply Impaired.</p> <p>The Big Book of People and Words.</p>

EXPRESSIVE COMMUNICATION (Speaking/Non-Verbal)
Level 2

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Spontaneously uses familiar words in the environment.</p> <p>With assistance, communicates first name and age.</p> <p>Labels some familiar objects/persons.</p> <p>With assistance, uses some plurals, e.g. cats.</p> <p>Makes needs known.</p>	<p>Praise the child's attempts to label the objects in immediate environment. For the nonverbal child encourage spontaneous signing.</p> <p>Have child imitate his name in response to "What is your name?".</p> <p>Prompt child by signing the first part of his name and have him complete it, e.g. sign, picture of self for the nonverbal.</p> <p>Use song games where each child names others and identifies himself.</p> <p>Have child hold and manipulate object whenever possible while you verbalize the label and have him imitate your word/sign.</p> <p>Present child with more than two objects which he already has labels for. Say the label, stressing the "s" at the end of the word.</p> <p>Play games, "Show me the shoe", "Show me the shoes".</p> <p>Reinforce the child's attempts to verbalize/gesture needs.</p> <p>Present a concrete item (toy, food) and ask child if he wants it.</p>	<p>Helping Young Children Develop Language Skills. Pictogram Ideogram Communication.</p> <p>Language Master.</p> <p>Teaching Research Curriculum for the Moderately and Severely Handicapped, ch. 14.</p> <p>Farm Lotto.</p> <p>Go Together Lotto.</p> <p>World About Us Lotto.</p> <p>Developing Oral Language with Young Children.</p> <p>Communication Manual "E".</p>
<p><u>Note:</u> Most objectives and strategies may be used for both verbal and non-verbal students, using slight modifications as appropriate for the particular student.</p>		



EXPRESSIVE COMMUNICATION (Speaking/Non-Verbal)
Level 2

OBJECTIVES

The child:

Responds to emotions,
e.g. happy, sad.

TEACHING STRATEGIES

Have pictures of child
smiling; say "You look
happy".

Exaggerate gestures/voice
when talking about a specific
emotion.

Show pictures of persons
expressing obvious emotions.
Have child find the happy/sad
person.

MATERIALS



OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>With assistance, labels, pictures of familiar objects.</p> <p>Recognizes first name in print.</p> <p>Distinguishes between like shapes, e.g. triangles/squares.</p> <p>Matches to sample.</p> <p>With assistance, follows left/right format, e.g. words, pictures.</p>	<p>See Expressive Communication, Level 2.</p> <p>Present the child's name and have him identify it from a choice of two. Increase choices.</p> <p>Label the child's picture/storage area, e.g. hook for coat.</p> <p>Color cue shapes to facilitate discrimination. Fade color cues.</p> <p>Increase number and similarity of shapes over time.</p> <p>Set up game situation where shape discrimination is important.</p> <p>Have child return items to their proper storage area by marking each area with a sample of the item, e.g. picture, symbol.</p> <p>Use piece of cardboard to block out the rest of the page, moving it across the page in a left to right fashion.</p> <p>Use activities that require the child to move from left to right.</p>	<p>Consonant Pictures for Peg board.</p> <p>McDonald Starters Series.</p> <p>Speak For Yourself: A Language Program for the Retarded Child.</p> <p>Puzzles - rubber.</p> <p>I Can.</p> <p>Teaching Your Wings to Fly.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Explores use of different media, e.g. finger paints, pencils.</p> <p>Makes circles and lines.</p>	<p>Provide assistance to the child in using various media.</p> <p>Provide two different media, e.g. clay, finger paints, and discuss differences in texture and applications.</p> <p>Structure project designs for child to utilize and experience various media.</p> <p>Provide child with activities in which he traces lines. Fade the outline of these lines to the point where he is producing them independently.</p> <p>Use above procedure for circles after the child is able to make a line.</p>	<p>Activities for Preschool/Kindergarten Language Development.</p> <p>Wipe-Off Cards.</p> <p>Trainable Children: Curriculum and Procedures.</p>

SPELLING
Level 2

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Traces some letters of the alphabet.

Have child trace over letters of name using either large block letters or broken lines.

Alph-a-Space Combination.

RECEPTIVE COMMUNICATION (Listening)

Level 3

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Responds to sounds in the environment, e.g. lunch bell, honking horn.</p> <p>Follows simple directions.</p> <p>With assistance, responds to command/praise/criticism.</p> <p>Differentiates between, and labels, obvious emotions (based on hearing).</p>	<p>Introduce student to source of sound, e.g. bell ringing.</p> <p>Show student what to do when they hear a specific sound, e.g. horn honking.</p> <p>Role play student's response to situation, e.g. fire alarm.</p> <p>Put various sounds on tape and have student label and respond to the sound.</p> <p>Provide direction and model the response.</p> <p>Have student follow the direction given and provide feedback regarding appropriateness of response.</p> <p>Have students follow each other's directions.</p> <p>Give a variety of verbal/non-verbal commands/praise/criticism, and have student model response.</p> <p>Role play situations in which student responds to verbal command/praise/criticism in more than one way, e.g. "Please stop talking", "STOP, cars coming".</p> <p>Put different emotional situations on tape. Have student label emotions, e.g. laughter, crying, anger, sad.</p>	<p>Super Ears.</p> <p>Listening Skills, Unit 1.</p> <p>It's a Happy Feeling.</p> <p>Tom Thumb Early Learning Library (records).</p> <p>Speak For Yourself: A Language Program for the Retarded Child.</p> <p>Peabody Language Development Kit, Level 3.</p> <p>Action in Learning.</p>

RECEPTIVE COMMUNICATION (Listening)
Level 3

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Takes turn in a group when teacher/peer calls name.</p> <p>Responds to more complex rhythms.</p>	<p>Set up a group situation. Go around in the circle where each student knows their turn comes next.</p> <p>Randomly pick students to have a turn.</p> <p>Play games in which students pick out the next player.</p> <p>Increase variety of music. Play music of student's choice.</p>	<p>Language at Home, Level 1.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Changes level of attention to suit the level of viewing task.</p> <p>Locates specific objects in print.</p> <p>Labels some objects in print, e.g. cars on page.</p> <p>Attends to directed visual input of increasing length of time.</p> <p>Maintains eye contact.</p> <p>With assistance, arranges pictures to form simple visual sequences, e.g. first/last.</p>	<p>Use picture cards with only one object. Have student select an object from several cards.</p> <p>Use a frame to guide student's attention to specific objects.</p> <p>Play sorting games.</p> <p>Have student match symbol to picture; sign object name.</p> <p>Reinforce the student's attending. Gradually increase the time attended.</p> <p>Position student to maintain eye contact. Verbally cue student before speaking, e.g. "Look at me".</p> <p>Help student draw up chart of own daily routines.</p> <p>Have student sort pictures into a story sequence. Use backward/forward chaining. Use symbols for nonverbal children.</p>	<p>Consonant Pictures for Pegboard.</p> <p>Concepto-sort.</p> <p>Flora and Fauna kit.</p> <p>The Classification Game.</p> <p>Go Together Lotto.</p> <p>McDonald Starters Series.</p> <p>World About Us Lotto.</p> <p>What's Missing Lotto.</p>

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

With assistance, places objects/self in specific relational context.

Interprets some facial/body language.

Describes main features of natural environment viewed, e.g. "Big tree".

Gradually withdraw cues, e.g. pictures of using a telephone, ordering a hamburger at a restaurant.

Play games where the student must place objects in specific relational context.

Set up playing situation in which different gestures/emotions are exhibited.

Set up impromptu situations in which student must respond. Give feedback re appropriateness of his response.

Incorporate these terms in conversations with the student while on field trips.

Take students on a scavenger hunt where they must locate items from given verbal descriptions.

After the gesture/symbol has been learned, e.g. tree, then and only then add descriptions.

Language Acquisition Program for the Retarded and Multiply Impaired.

Body Language.

Flora and Fauna kit.

EXPRESSIVE COMMUNICATION (Speaking/Non-Verbal)
Level 3

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Uses noun/verb combinations, e.g. "Me eat".</p> <p>Communicates full name.</p> <p>Responds to specific questions re' self, e.g. "How old are you?".</p> <p>Labels a wide range of familiar objects/persons.</p> <p>Uses some plurals, e.g. cats.</p>	<p>When student knows action (drink) add the pronoun to sentence combination. Have student model.</p> <p>Model use of two words/signs. Gradually decrease cues until student can use two words/signs on own.</p> <p>Ensure student uses own first name and then shape the use of last name (verbal/gesture).</p> <p>In each new question model response and shape its use.</p> <p>Have peers ask questions of each other.</p> <p>Playing locating games using concrete objects. Increase the number of objects presented and introduce community based labels and functional words.</p> <p>Have student pair picture with symbol; picture with sign.</p> <p>Present student with more than two objects which child already has labels for. Say the label, stressing the "s" at the end of the word.</p> <p>Play games, "Show me the shoe", "Show me the shoes".</p>	<p>Teaching Research Curriculum for the Moderately and Severely Handicapped.</p> <p>Flying Staircase.</p> <p>Flying Start: Learning to Learn and Things Alive.</p> <p>Target on Language.</p> <p>Peabody Articulation Cards.</p> <p>Language at Home, Level 1.</p> <p>Goldman-Lynch Sounds and Symbols.</p> <p>Let Me Speak.</p>
<p><u>Note:</u> Most objectives and strategies may be used for both verbal and non-verbal students, using slight modifications as appropriate for the particular student.</p>		

EXPRESSIVE COMMUNICATION (Speaking/Non-Verbal)
Level 3

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Verbalizes needs in question format, e.g. "Me go?".</p> <p>Labels emotions from simple situations, e.g. angry, excited.</p> <p>Communicates appropriately in group situation, e.g. takes turns.</p>		<p>I Can Make a Rainbow.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recognizes familiar community facility signs, e.g. telephone booth, washrooms.</p> <p>Points to name on I.D. card on request.</p> <p>Matches like functional words/symbols.</p>	<p>Take the student on field trips and point out various signs. Have student find a similar one in the community.</p> <p>Where possible, have student use facility after locating it, e.g. telephone booth.</p> <p>Present slides of community scenes. Have student identify the facilities in the slides. Discuss who uses them, why, when.</p> <p>Have student present the I.D. card on request.</p> <p>Praise student for keeping it in his pocket and reinforce the importance of it containing his name, address and telephone number.</p> <p>Role play situations in the community where the student may have to present his card.</p> <p>Have student pair word with symbol/sign.</p> <p>Go into community and point out similar signs and discuss their usage.</p> <p>Play bingo, presenting visually the sign to be matched.</p>	<p>Functional signs (Appendix).</p> <p>Road Signs of the Times.</p> <p>Functional Signs Match-Up.</p> <p>Training for Independence - Recognition of Functional Words.</p> <p>Survival Signs.</p> <p>Look Alike Because, Levels 1 and 2.</p> <p>Functional Signs Match-Up.</p> <p>Learning About Numbers Manual.</p>



OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Sequences some letters, in words, e.g. name.

Finds top, middle and bottom of reading materials, e.g. clock face, menus, signs.)

Positions book/paper correctly.

Waits for receipt when making purchase.

Cue student to say/write first letters of his name.

Print out the student's name with the first letter slightly faded, e.g. Peter. Fade out the last letter until the student can produce this by himself. Use this procedure for the rest of the name in a backward chaining technique.

Have student identify these positional points on his own body. Use concrete items so that the student can manipulate them; point out and have student model the various positional labels.

Model proper position.

Physically move the student into the proper position.

Before a field trip discuss what a receipt is, e.g. who gets one, who gives it and why.

Role play with the student the process of purchasing an item.

Take student through a cashier line, explain the process. Then have him do it while you assist.

Alph-a-Space.

Flying Start: Learning to Learn and Things Alive.

Workjobs.

Functional Signs.

Telling Time.

Road Signs of the Times.

Story Sequence.

Opposite Concepts.

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Recognizes own bus, e.g.
number, letter, picture.

Provide student with a card
with his bus number on it and
cue the actual bus when
possible. Fade both of these.

Have student sort cards with
numbers that are slightly
similar, e.g. 73-37.
Emphasize differences.

Show slides of buses and
point out where the number
is on the bus. Then have
the student point out the
number and tell you what
it is on the actual bus.

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Holds a pencil/paper correctly.

Uses correct body position when writing, e.g. sits up straight.

Copies familiar shapes, e.g. circle, square.

With assistance, joins some geometric shapes/lines to form figures, e.g. letters, numbers.


Prints some letters independently.

Use a hands-on approach to place student's fingers into the proper tripod grasp. If this is not possible use an adaptive grasp, e.g. four fingers around pencil.

Shadowboard the student's desk to show him where to place his pencil when not in use and where his writing paper should lie. Fade shadowboard.

Give student a concrete shape to trace the perimeter.

Have student trace activities with the shapes outlined in dark lines. Then fade out intensity of the lines, so he is producing them independently.

Present completed figure, e.g. letter, having the components of the figure colored differently, e.g.  blue red.

Have student practise the various shapes involved in the figure.

Have student trace figure on worksheets that have been cued to emphasize the various shapes within.

Pencil holders.

Name Writing.

Trainable Children: Curriculum and Procedures.

Wipe-Off Cards.

Feel and Match Combination Set.

Dubnoff School Program 3.

Fairbanks Robinson Program, Level 1.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Copies some letters of the alphabet.</p> <p>Recognizes some functional words.</p> <p>Associates sounds with some of the common consonants and vowels.</p>	<p>Initially, use template to have student form letters.</p> <p>Color code the beginning and end of the letters.</p> <p>Use directionality arrows.</p> <p>Introduce dissimilar consonants first such as M and R.</p> <p>Show student a consonant/vowel and have him model the sound.</p> <p>Fade the physical cue, and question "What does this say"? "Show me (name)".</p>	<p>Trainable Children: Curriculum and Procedures..</p> <p>Flying Start.</p>



OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Classifies sounds according to importance, e.g. siren.</p> <p>Follows more complex directions.</p> <p>Responds to command/praise/criticism.</p> <p>With assistance, differentiates between, and labels, less obvious emotions (based on hearing).</p>	<p>Teach the importance of emergency sounds.</p> <p>Show slides of emergency vehicles accompanied by sounds. Model how to respond to that sound. Have student respond to these sounds and give feedback.</p> <p>Provide direction and model response.</p> <p>Ensure the student can follow the first step of the directions before adding the second part.</p> <p>As student completes first part of direction, add the next part of the sequence.</p> <p>Gradually increase speed of directions.</p> <p>Set up situations in which response to praise/criticism verbal command is a prerequisite to the next step, e.g. puzzles.</p> <p>Role play different emotional situations. Have student label the emotion!</p> <p>Show pictures of different emotional situations. Help student to identify the emotion associated with the picture. Have student use free imagination to follow through the emotional sequence.</p>	<p>Listening Aides Through the Grades.</p> <p>Distar Language Levels 1 and 2 (revised).</p> <p>Listen!</p> <p>Project Me - Let's Look For.</p> <p>Moods and Emotions.</p> <p>New Wheels.</p> <p>Mom's New Job.</p> <p>I'm Running Away.</p> <p>New Neighbours.</p>

RECEPTIVE COMMUNICATION (Listening)
Level 4

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Responds to directions given to a group in familiar setting.</p> <p>Responds appropriately to different types of music, e.g. western vs. church music.</p>	<p>Cue group to listen to the speaker. Have student ask questions on what has been said.</p> <p>Reinforce student for listening and asking questions.</p> <p>Cue student regarding appropriateness of response to music.</p>	<p>Music for Fun, Music for Learning.</p> <p>Peace, Harmony and Awareness.</p> <p>It's a Happy Feeling.</p>



OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies some non-print visuals, e.g. signs.</p> <p>Discriminates between essential and non-essential detail.</p> <p>With assistance, maintains eye contact through distractions.</p> <p>Attends to directed visual input for a specific period of time.</p> <p>Relates a simple sequence viewed in picture format, e.g. sequence cards.</p>	<p>See Living/Vocational Skills Section: Travel.</p> <p>Point out various signs while on community excursions</p> <p>Take class on a photo-taking expedition to take pictures of signs.</p> <p>Have student role play what a picture is about.</p> <p>Ask student to describe people in the classroom.</p> <p>Describe the action while the student is looking.</p> <p>Direct student's attention to first/middle/last.</p>	<p>Functional Signs (appendix).</p> <p>Concepto-sort.</p> <p>Go Together Lotto Sign Language.</p> <p>Speak for Yourself: A Language Acquisition Program for the Mentally Retarded Child.</p> <p>Story Cards: Tell What Part is Missing.</p> <p>Consumer Sequential Cards.</p> <p>Visual Sequential Memory Exercises.</p> <p>Sequential Picture Cards I and II.</p> <p>Perception Task Cards.</p> <p>Perceptual Skills Curriculum.</p>



OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Indicates a relational position of self/object in response to a specific question.</p> <p>Changes position of self/object in response to a specific situation, e.g. moves closer to table.</p> <p>Responds to increasing number of facial/body language situations.</p> <p>Describes natural material viewed with detail.</p>	<p>Have the student perform various relational activities using both objects and persons, e.g. put all the chairs around the table, go sit on the chair.</p> <p>Direct the student's attention to a variety of stimuli. Prompt student, e.g. "Push the cart down the right hand side of the aisle". Fade prompt.</p> <p>Direct student's attention to different facial/body gestures and what they mean.</p> <p>Play charades where student must guess what the body action means.</p> <p>Go on scavenger hunts. Have students compare similar/dissimilar characteristics.</p> <p>Take photos while on expeditions. Point out details to students.</p>	<p>Teaching the Moderately and Severely Handicapped.</p> <p>Discovering Opposites.</p> <p>Language Acquisition Program for the Retarded or the Multiply Impaired.</p> <p>Body Language.</p> <p>Flora and Fauna of Alberta.</p> <p>Poems and Pictures.</p>

EXPRESSIVE COMMUNICATION (Speaking/Non-Verbal)
Level 4

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Uses simple sentences, e.g. "I want a cookie".</p> <p>Communicates personal information about self, e.g. telephone number.</p> <p>With assistance, gives general information about familiar situations.</p> <p>Labels familiar objects/ persons, using adjectives.</p>	<p>Cue student to talk in a sentence.</p> <p>Model signing a sentence and have the student repeat it.</p> <p>Play games where student must identify himself when his address or telephone number is read.</p> <p>Have student use the I.D. card to recite phone number and address. Fade this visual cue out over time.</p> <p>Role play with student incidents where he should give pertinent information.</p> <p>Play attribute and sortings game to teach concept of color, shape, size adjective concepts.</p> <p>Point to the object and say, "This is an orange chair". Have student repeat; withdraw the verbal cue.</p> <p>For nonverbal student have student use color attribute in conjunction with label, e.g. orange juice.</p>	<p>Teaching Research Curriculum for the Moderately and Severely Handicapped.</p> <p>Pictogram Ideogram Communication.</p> <p>Let Me Speak.</p> <p>I Have Feelings.</p> <p>Play 'N Fit.</p> <p>Fit-A-Shape.</p> <p>Concepto-Sort.</p> <p>Early Childhood Math.</p> <p>Project Me; Try This on for Size and Shape.</p> <p>Create a Story.</p> <p>Learning Staircase: Learning Through Movement.</p>
<p><u>Note:</u> Most objectives and strategies may be used for both verbal and non-verbal students, using slight modifications as appropriate for the particular student.</p>		

EXPRESSIVE COMMUNICATION (Speaking/Non-Verbal)
Level 4

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Uses plurals.</p> <p>Asks simple questions to suit the situation.</p> <p>States why an emotion takes place in a simple situation.</p> <p>States some of own emotions.</p> <p>Communicates appropriately in group situations, e.g. voice level.</p>	<p>Model the type of questions which may be asked, e.g. "You want this?" for nonverbal.</p> <p>Set up situations, have student ask own questions. Give feedback regarding the appropriateness of the questions.</p> <p>Role play a situation and prompt student's discussion of emotions involved in the situation.</p> <p>Show pictures/slides which show emotions and have student tell why he thinks the emotion was exhibited.</p> <p>When student looks happy say, "You look happy today, why?"</p> <p>When student exhibits an emotion ask, "How are you feeling?" If student mislabels emotion give student appropriate label and explain that label.</p> <p>Model appropriate social conversation. Cue student regarding appropriateness of his communication techniques.</p> <p>Have students role play "good" and "poor" speech.</p> <p>Whenever possible in a group give immediate feedback regarding appropriateness of student's communication.</p>	<p>I Have Feelings.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Matches word to the familiar community facility, e.g. telephone booth.</p> <p>Presents information on I.D. card: name, address, phone number.</p> <p>Responds to functional words in context.</p> <p>Alphabetizes by first letter, e.g. names, files.</p>	<p>Go into the community and point out the various facilities; have the student use them, e.g. store, restaurant.</p> <p>Play bingo type games where the picture is presented and the student has to cover the corresponding word. Cue and fade out as necessary.</p> <p>Ensure student has an I.D. card in his possession.</p> <p>Have student practise producing information on this card,</p> <p>Take student into the community and have him use the various facilities.</p> <p>Arrange for various activities that require student to find and use these facilities, e.g. store.</p> <p>Ensure student can match letters that are the same.</p> <p>Then with cued material have student match material to file. Fade cue.</p>	<p>Distar Reading: Levels 1 and 2 (revised).</p> <p>Distar Language: Levels 1 and 2.</p> <p>Education for Independence.</p> <p>Real Life Reading.</p> <p>Sign Language: A Survival Vocabulary.</p> <p>Training for Independence - Recognition of Functional Words.</p> <p>Functional Word Match-Ups.</p> <p>Alph-a-Space.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies some information required on simple forms, e.g. library card.</p> <p>Locates specific item on reading material, e.g. price tag, size, menu selection.</p> <p>Interprets some information on cash register receipt, e.g. total, date.</p>	<p>Cue I.D. card to match that of cued form. Fade cues.</p> <p>Provide actual forms and have student fill them out with your assistance.</p> <p>Teach the student that there are various cues to look for to find specific information, e.g. for size - on the tag it will be printed, usually in the middle and will be after the letters SIZE. This can be emphasized by increasing the size or color of these letters on a simulated tag.</p> <p>Go into the community facilities and use actual reading material.</p> <p>Purchase several items with student. Then review cost of item, amount paid, change received. Point these out on the receipt.</p> <p>Have student fill in simulated receipts given specific purchases. Facilitate this by role playing the purchasing.</p>	<p>Real Life Reading.</p> <p>Sign Language: A Survival Vocabulary.</p> <p>Reading Labels.</p>

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Utilizes reading skills,
e.g. to take appropriate
bus.

Role play the appropriate
behavior on the bus.

While riding the bus with
the student, point out and
interpret the signs he
should be attending to.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Uses correct body position when writing, e.g. sits up straight.</p> <p>Joins some geometric shapes/ lines to form figures, e.g. name, number.</p> <p>Forms words in left to right pattern on a designated spot.</p> <p>Writes first name.</p>	<p>Model proper posture.</p> <p>Move the student's body into the proper position.</p> <p>Reinforce the student's successive approximations to proper posture.</p> <p>Present completed figure. Have student practise shapes independently, then use shadowboard or stencil to produce figure.</p> <p>Use a piece of cardboard to block out rest of page so student attends only to the specific area necessary. Move the cardboard across page in a left to right fashion.</p> <p>Trace out letters on designed spot and have the student copy. Fade the letters.</p>	<p>Dubnoff School Program 3.</p> <p>I Can Do It: Manipulative Series.</p> <p>Name Writing.</p>

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Copies some printed words
in context.

Spells some key information
from memory.

Associates sounds with an
increasing number of
consonants and vowels.

Have student take field
trips into community to copy
words or take pictures, e.g.
telephone or type of tele-
phone booth.

Select one piece of informa-
tion at a time to teach using
a cueing/fading method, then
provide worksheets for stu-
dent drill.

Vary the formats on which
the information is transfer-
red, e.g. "Please write your
name on the top of page",
"Sign here: written signa-
ture".

Have student use a type-
writer to transfer informa-
tion.

Perception Task Cards:

Name Writing.

Washington State
Cooperative Curriculum,
Binder 2.

Flying Start:
Learning to Learn
and Things Alive.

RECEPTIVE COMMUNICATION (Listening)
Level 5

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Modulates sounds according to need, e.g. turns up stereo, whispers.</p> <p>Follows specific directions, community based.</p> <p>With assistance, discriminates between appropriate and inappropriate commands/praise/criticism.</p> <p>Differentiates between, and labels, less obvious emotions (based on hearing).</p> <p>Responds to directions given to a group in familiar setting.</p>	<p>Create situations which require student to modulate sound, e.g. speaking over a record playing, whispering while others are at work.</p> <p>Cue student when it is appropriate, e.g. when playing record player too loudly or speaking too softly.</p> <p>Role play a number of situations in which student asks for and is given directions.</p> <p>Set up situations in community in which student must ask for directions.</p> <p>Reinforce student when response is appropriate. Cue student when response is inappropriate.</p> <p>Role play situations with criticism/praise, if it is appropriate or inappropriate; have student explain why.</p> <p>Increase number of emotions which student is exposed to.</p> <p>Ensure that group commands are built into everyday classes.</p> <p>Cue student to follow another peer who is responding.</p>	<p>Distar Language Levels 1 and 2 (revised).</p> <p>Receptive Language Activities.</p> <p>I Know How You Feel.</p> <p>Project Me - Lets Look For.</p> <p>Speak for Yourself.</p> <p>EARS (Early Approaches to Reading Skills).</p> <p>Listening Skills, Unit 2.</p>

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RECEPTIVE COMMUNICATION (Listening) (Level 5

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Responds appropriately to different types of music in various settings.

Assign different students as leaders.

Have dance classes.

Set up school dances where appropriate social behavior is expected; when dancing with a partner, asking someone to dance.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Relates meaning of non-print visuals, e.g. signs.</p> <p>Describes relevant details without visual cues.</p> <p>Views attentively for a specific period of time.</p> <p>Maintains eye contact through distractions.</p> <p>Relates a simple sequence viewed in action format, e.g. film, television.</p> <p>States relational concepts in a variety of situations.</p>	<p>Take student to a shopping area and have him find the store which is appropriate for a specific purchase.</p> <p>Shop for groceries according to categories, e.g. fruits, vegetables.</p> <p>Have student describe various 'imaginings'. Ask student to close his eyes and imagine a specific scene. Ask student to describe the scene.</p> <p>Play taped stories. Ask student to describe the relevant details pertaining to the story.</p> <p>Have student arrange pictures in order, describing the sequences as he puts them in order.</p> <p>Have the student look at pictures, slides, films, etc.</p> <p>Ask questions: "Where is the ?" "The . . . is at the . . . of the box". Have student complete sentence.</p>	<p>Real People at Work.</p> <p>Peace, Harmony, and Awareness: A Relaxation Program for Children.</p> <p>Troll Read-Alongs.</p> <p>Consumer Sequential Cards.</p> <p>Sequential Cards, I, II and III.</p> <p>Speak for Yourself.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Changes position of self/object in response to a specific situation, e.g. following distance.</p> <p>Responds accurately to body language cues.</p> <p>Compares sensory impressions from natural environment viewed.</p>	<p>Direct the student's attention to a variety of stimuli.</p> <p>Role play specific situations</p> <p>Play charades where student must guess correct meaning of a gesture.</p>	<p>Body Language.</p> <p>Flora and Fauna of Alberta.</p>

EXPRESSIVE COMMUNICATION (Speaking/Non-Verbal)
Level 5

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Uses a combination of different sentences, e.g. "May I have a cookie? I'm hungry".</p> <p>Gives general information about self.</p> <p>Gives general information about familiar situations.</p> <p><u>Note:</u> Most objectives and strategies may be used for both verbal and non-verbal students, using slight modifications as appropriate for the particular student.</p>	<p>Prompt student with questions after he makes a statement so he gives you more information.</p> <p>Have "show and tell" situations where the student is advised, before he speaks, to discuss the object under certain dimensions, e.g. tell first, where they got item, when, and what it is used for.</p> <p>Reinforce any attempt to use more than one sentence, throughout the day in other activities.</p> <p>Provide a framework in which to relay this information, so that the student is able to give relevant rather than irrelevant information. Use a cue card with relevant items listed.</p> <p>Set up situations, e.g. games, songs, where the students introduce themselves to each other.</p> <p>Provide student with a framework to give this information, e.g. cue cards, lead questions or modelling.</p> <p>Take field trips into the community to view various situations and discuss upon returning to the classroom.</p>	<p>Pictogram Ideogram Communication.</p> <p>Moods and Emotions.</p>

EXPRESSIVE COMMUNICATION (Speaking/Non-Verbal)
Level 5

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Describes object/person in more than one way, e.g. same/different, adverbs.</p> <p>Uses irregular plurals, e.g. mouse - mice.</p> <p>Uses some verb tenses, e.g. past tense.</p>	<p>Play games where student is rewarded for the amount of information he provides regarding a particular topic.</p> <p>Have a scavenger hunt where the item is described rather than labelled.</p> <p>Present student with two objects and have him describe similarities and differences. Highlight with a color cue to assist student in this discrimination.</p> <p>Provide student with a framework with which to describe an object or person. Provide a card with key questions, e.g. size, shape, color.</p> <p>Teach the singular noun first pair with picture of groups and teach, e.g. tooth - teeth.</p> <p>Play games.</p> <p>Set up situations in which the plural is used to explain the situation.</p> <p>Have student complete an action. Ask what he <u>did</u>. Have student state what action he says in past tense. Model responses if necessary.</p> <p>Ask student what he did previously, cue regarding which verb to use, e.g. "I <u>watched</u> television".</p>	<p>Peabody Articulation Cards.</p> <p>ABC Lotto.</p> <p>What's Missing Lotto.</p> <p>Let Me Speak.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Asks appropriate questions in familiar situation.</p> <p>Interprets and labels emotions in a simple situation.</p> <p>Explains reasons for own emotions.</p> <p>Addresses a group in a familiar situation.</p>	<p>Set up specific situations and demonstrate types of questions which are acceptable; have student model.</p> <p>Provide feedback regarding appropriateness of questions throughout the day.</p> <p>Before student speaks, cue, "Am I the person to ask", or, "Is this the right time to ask me a question".</p> <p>Use role play, pictures.</p> <p>When student exhibits an emotion, ask, "Why are you ...?" Have student explain reasons in words they know. Guide the student to express all the reasons he is feeling that way.</p> <p>Cue student regarding appropriateness of reason as related to emotion shown.</p> <p>Set up a group situation of peers and have each student take a turn speaking. Start with introducing self to group, describing what someone is wearing, etc. Non-verbal students should participate as well.</p>	<p>Moods and Emotions.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Reads some labels when in context, e.g. grocery words.</p> <p>Presents full information on I.D. card: age, sex, whom to contact in case of emergency.</p> <p>Reads, and responds appropriately to, functional words.</p> <p>Uses personal address/telephone book.</p> <p>Identifies information required on simple forms, e.g. cheque, catalogue order form.</p> <p>Responds to specific written materials, e.g. prices of items, menus, time.</p>	<p>Take the student on various field trips and point out and label or have the student label various items.</p> <p>Have student practise presenting information.</p> <p>Assist student in developing a personal address/telephone book.</p> <p>Teach student to file and retrieve by using the first letter of the last name. Use cueing of the file letter and the first letter in the last name to facilitate this.</p> <p>Get actual forms and practise filling them out.</p> <p>Go on field trips and practise filling out forms.</p> <p>Simulate material, cue key words that are relevant. Model how to respond to the cues. Fade cue.</p>	<p>Sign Language: A Survival Vocabulary.</p> <p>Distar Reading Levels 1 and 2 (revised).</p> <p>Functional Signs Match-Up.</p> <p>Functional words (appendix).</p> <p>Forms In Your Life.</p> <p>Real Life Reading.</p> <p>Real Life Math.</p> <p>Real Life Reading and Writing on the Job.</p> <p>Math Activity 2, 3, 4:</p>

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Accompany students into the community in a variety of situations and cue what to watch for.

Young Homemakers Series.

Send students out for specific purchases or to a restaurant to practise the skills.

Reads key words on a bill, e.g. name, amount, date due.

Provide practise.

Utilizes reading skills to travel independently, e.g. bus.

Practise this in the community, pointing out signs the student should attend to.

Training for Independence - Recognition of Functional Words.

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Prints words.

Writes some personal information.

Have student use manuscript and join letters, e.g. JOHN.

Cursive Wipe
Clean.Cards.

Forms In Your Life.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Copies printed words in context, e.g. food labels.</p> <p>Spells key information from memory.</p> <p>Utilizes some phonetic clues in spelling, e.g. 'short' vowels, initial consonants.</p>	<p>Color code word on the item, e.g. tins of food, laundry tags. Fade cues.</p> <p>Have student copy word that is emphasized.</p> <p>When writing forms, cue information to be copied, e.g. cheque: Pay to the order of _____.</p> <p>Have the student generate information into a number of structures situations, e.g. role play applying for a job.</p> <p>Use the student's real life situations such as applying for a bank account to provide spelling list.</p> <p>Provide drill and repetition worksheets to ensure mastery.</p> <p>Cue those relevant sounds which are important in sounding out a word or discriminating one word from another, e.g. "What washroom sign begins with L?" (LADIES).</p> <p>"Put all the words which begin with B together".</p>	

RECEPTIVE COMMUNICATION (Listening)
Level 6

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Follows general directions, community based.</p> <p>Discriminates between appropriate and inappropriate commands/praise/criticism.</p> <p>Differentiates between, and labels, less obvious emotions (based on hearing).</p> <p>Responds to directions given to a group in the community, e.g. bus depot.</p> <p>Responds to music in leisure time, e.g. community dance.</p>	<p>Increase number of situations student is exposed to.</p> <p>Take student into the community and train him according to his needs, e.g. waiting for a bus.</p> <p>Expose the student to a number of situations that allow him to form preference.</p>	

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Responds appropriately to non-print visuals, e.g. traffic signs.

Describes experiences formulated from material viewed, e.g. print and non-print.

Views attentively for a specified period of time.

Identifies visual presentations as being real or fantasy.

Responds to visual cues in the community, e.g. negotiating aisles.

Responds appropriately to body-language cues.

Provide opportunities for the student to practise responding to community signs.

Have student view slides, films, television, etc. and relate to others what he sees and how it affects him.

Show pictures and ask the student to describe them. Start with large, uncluttered pictures. Gradually decrease size and increase amount of information in picture.

Show objects momentarily and have student describe when hidden.

Show slides, video, etc. and ask student:
"Did you like it";
"Why or why not";
"What did you like best in it".

Show slides, etc. of people expressing different feelings.

Ask student to describe that emotion and why it might have taken place.

Real Life Reading.

Self Care Series.

The Problem - Acne!

Poems and Pictures.

Moods and Emotions.

Clothing Care Series.

Safety Series.

Bicycle Series.

Body Language.

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Draws conclusions about situations based on body language cues.

Describes sensory impressions from materials that have been viewed, e.g. spring flowers.

Go out in the community and view various situations of people interacting, e.g. people kissing at a bus stop, sales person being rude.

Back in the classroom role play what could have happened.

Show pictures and have student guess conclusion.

Role play specific situations

Encourage student to describe visual impressions as well as other sensory impressions, e.g. auditory.

EXPRESSIVE COMMUNICATION (Speaking/Non-Verbal)
Level 6

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Carries on a conversation, e.g. describes familiar situations, gives directions, sequences events.

Uses verb tenses correctly.

Uses antonyms/synonyms.

Help student to link sentences together by asking questions, e.g. "And then what did you do?"

Ask student to give directions in a simple situation, e.g. one step directions.

Provide the first portion of an if/then statement and have student complete it with or without suggested alternatives.

Show a series of visual action scenes; have student describe what has happened/ is happening and will happen. Cue on appropriate verb tenses.

Reinforce accurate verb usage in everyday conversation; cue when verb usage is incorrect.

Have student sort pictures depicting opposites and/or similarities. Ensure that student labels cards, e.g. hot "is opposite to" cold, car "is the same as" automobile.

Play games "What is the opposite of?"

The Cola Kit.

Discovering Opposites.

Note: Most objectives and strategies may be used for both verbal and non-verbal students, using slight modifications as appropriate for the particular student.

EXPRESSIVE COMMUNICATION (Speaking/Non-Verbal)
Level 6

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Asks appropriate questions in a variety of situations.</p> <p>Responds appropriately to other people's emotions.</p> <p>Describes other person's emotions accurately.</p> <p>Addresses a group in a familiar situation.</p>	<p>Give feedback regarding appropriateness of student's response to other people's emotions.</p> <p>Set up situations in which various emotions are portrayed and give feedback regarding student's response.</p> <p>Set up situations in which student is asked about consequences or causes of specific emotions.</p> <p>Show video-tapes of different situations and ask students to state if a person's response was appropriate or not.</p> <p>Give students a topic to discuss, e.g. what happened on the weekend, how to get to his house.</p> <p>Prompt student to build up a series of ideas.</p> <p>Reinforce proper speaking habits, e.g. look at the group, stand/sit still.</p>	



OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Reads labels out of context, e.g. item on grocery list.</p> <p>Presents personal information in a number of ways.</p> <p>Reads and demonstrates understanding of, functional words, e.g. recipes, I.D., instructions.</p> <p>Uses telephone directory to find specific names/numbers.</p> <p>With assistance, fills in simple forms, e.g. job application, social insurance, medical forms.</p>	<p>Have student sort cued cards of various functional words.</p> <p>Ask the student what the label is and as he verbalizes you say it with him.</p> <p>Read label and have the student repeat it.</p> <p>Provide student with a symbol dictionary.</p> <p>Cue various key words, e.g. tablespoon vs. teaspoon, and cue corresponding items. Fade cues.</p> <p>Have student find simple names, e.g. 4 letters, in the telephone directory by attending to the key names in the top right hand corners.</p> <p>Have student find his own name/number.</p> <p>Have student practise with actual forms.</p>	<p>Survival Reading Task Cards.</p> <p>Cooking Activities for the Retarded Child.</p> <p>Help Yourself to Food.</p> <p>Forms in Your Life. Telling Time. Budgeting Workbook.</p> <p>Sign Language: A Survival Vocabulary.</p> <p>Forms in Your Life.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Utilizes specific written material in daily living, e.g. orders food from menu, shopping.</p> <p>Reads and interprets personal bills, e.g. telephone, gas.</p> <p>Reads a route map, bus schedule.</p>	<p>Provide practise.</p>	<p>Budgeting Workbook.</p>

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Forms words legibly.

Have student practise or copy various words.

Reinforce successive approximations at forming various words.

Prompt the student to write/print clearly before he attempts to reproduce the word.

Forms in Your Life.

Perceptual Development Cards.

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Spells key information re-
quired in daily living.

Utilizes phonetic clues in
spelling.

Show the student where to put
those key words in a number
of situations and how to find
them, e.g. use visual cues,
use a dictionary: time
related words - days of week,
date on a cheque, date on a
requisition, date on an
application.

Make up a booklet containing
these words relevant to that
student's needs, e.g. name,
address; shopping list,
height, weight.

APPENDIX A

OVERVIEW

I. RECEPTIVE COMMUNICATION (Listening)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Responds when called. p. 1	Responds to full name. p. 8				
	Associates name with familiar others, e.g. peers. p. 8				
	Associates sounds with specific objects, e.g. animals, fire alarm. p. 8	Responds to familiar sounds in environment, e.g. honking horn, lunch bell. p.17	Classifies sounds according to importance, e.g. siren. p.28	Modulates sounds according to need, e.g. turns up stereo, whispers. p.39	
Responds to a command, e.g. "Don't touch." p. 1	Follows one-step direction. p. 8	Follows simple directions. p.17	Follows more complex directions. p.28	Follows specific directions, community based. p.39	Follows general directions, community based. p.50
With assistance, responds to praise/criticism. p. 1	Responds to praise/criticism. p. 8	With assistance, responds to commands/praise/criticism. p.17	Responds to commands/praise/criticism. p.28	With assistance, discriminates between appropriate and inappropriate commands/praise/criticism. p.39	Discriminates between appropriate and inappropriate commands/praise/criticism. p.50
Responds to varying vocal tones, e.g. good - GOOD. p. 1	Responds to increased number of vocal tones. p. 8	Differentiates between, and labels, obvious emotions (based on hearing). p.17	With assistance, differentiates between, and labels, less obvious emotions (based on hearing). p.28	Differentiates between, and labels, less obvious emotions (based on hearing). p.39	Differentiates between, and labels, less obvious emotions (based on hearing). p.50
	Joins group when name is called. p. 9	Takes turn in a group when teacher/peer calls name. p.18	Responds to directions given to a group in familiar setting. p.29	Responds to directions given to a group in familiar setting. p.39	Responds to directions given to a group in the community, e.g. bus depot. p.50
Responds to music, e.g. clapping, rocking. p. 1	With assistance, claps/stamps to a simple rhythm when mobile or stationary. p. 9	Responds to more complex rhythms. p.18	Responds appropriately to different types of music, e.g. western vs. church music. p.29	Responds appropriately to different types of music in various settings. p.40	Responds to music in leisure time, e.g. community dance. p.50

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11. VIEWING

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LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Visually scans for an object. p. 2	Visually attends to stationary objects. p.10	Changes level of attention to suit the level of viewing task. p.19			
Focuses on objects. p. 2	With assistance, locates specific objects contained in pictures. p.10	Locates specific objects in print. p.19	Identifies some non-print visuals, e.g. signs. p.30	Relates meaning of non-print visuals, e.g. signs. p.41	Responds appropriately to non-print visuals, e.g. traffic signs. p.51
Tracks moving objects. p. 2		Labels some objects in print, e.g. cars on page. p.19	Discriminates between essential and non-essential detail. p.30	Describes relevant details without visual clues. p.41	Describes experiences formulated from material reviewed, e.g. print and non-print. p.51
Attends to directed visual input for three minutes, e.g. game. p. 2	Attends to directed visual input for specified time, e.g. television program. p.10	Attends to directed visual input for increasing length of time. p.19	Attends to directed visual input for a specified period of time. p.30	Views attentively for a specified period of time. p.41	Views attentively for a specified period of time. p.51
Establishes eye contact. p. 2	With assistance, maintains eye contact. p.10	Maintains eye contact. p.19	With assistance, maintains eye contact through distractions. p.30	Maintains eye contact through distractions. p.41	
	With assistance, differentiates between first/last, before/after, using concrete objects. p.11	With assistance, arranges objects or pictures to form a simple visual sequence, e.g. first/last. p.19	Relates a simple sequence viewed in picture format, e.g. sequence cards. p.30	Relates a simple sequence viewed in action format, e.g. film, television. p.41	Identifies visual presentations as being real or fantasy. p.51
Imitates some relational concepts, e.g. in/out, using concrete objects. p. 3	Differentiates between some relational concepts, e.g. open/shut. p.11	With assistance, places objects/self in specific relational context. p.20	Indicates relational position of self/object in response to a specific response. p.31	States relational concepts in a variety of situations. p.41	

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III. EXPRESSIVE COMMUNICATION (Speaking/Non-Verbal)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>Uses sounds/single words/gestures. p. 4</p> <p>With assistance, communicates familiar name, e.g. Mommy. p. 4</p> <p>With assistance, communicates first name. p. 4</p> <p>Identifies some familiar objects/persons. p. 4</p> <p>Makes needs known. p. 4</p>	<p>Spontaneously uses familiar words in the environment. p.12</p> <p>With assistance, communicates first name and age. p.12</p> <p>Labels some familiar objects/persons. p.12</p> <p>With assistance, uses some plurals, e.g. cats. p.13</p> <p>Makes needs known. p.13</p>	<p>Uses noun/verb combinations, e.g. "Me eat." p.21</p> <p>Communicates full name. p.21</p> <p>Responds to specific questions re self, e.g. "How old are you?" p.21</p> <p>Labels a wide range of familiar objects/persons. p.21</p> <p>Uses some plurals, e.g. cats. p.21</p> <p>Verbalizes needs in question format, e.g. "Me go?" p.22</p>	<p>Uses simple sentences, e.g. "I want a cookie." p.32</p> <p>Communicates personal information about self, e.g. telephone number. p.32</p> <p>With assistance, gives general information about familiar situations. p.32</p> <p>Labels familiar objects/persons, using adjectives. p.32</p> <p>Uses plurals. p.33</p> <p>Asks simple questions to suit the situation. p.33</p>	<p>Uses a combination of different sentences, e.g. "May I have a cookie? I'm hungry." p.43</p> <p>Gives general information about self. p.43</p> <p>Gives general information about familiar situations. p.43</p> <p>Describes object/person in more than one way, e.g. same/different, adverbs. p.44</p> <p>Uses irregular plurals, e.g. mouse - mice. p.44</p> <p>Uses some verb tenses, e.g. past tense. p.44</p> <p>Asks appropriate questions in familiar situations. p.44</p>	<p>Carries on a conversation, e.g. describes familiar situations, gives direction, sequences events. p.53</p> <p>Uses verb tenses correctly. p.53</p> <p>Uses synonyms/antonyms. p.53</p> <p>Asks appropriate questions in a variety of situations. p.54</p>

III. EXPRESSIVE COMMUNICATION - continued

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Communicates, using facial expressions. p. 5	Responds to emotions, e.g. happy, sad. p.13	Labels emotions from simple situations, e.g. angry, excited. p.22	States why an emotion takes place in a simple situation. p.33	Interprets and labels emotions in a simple situation. p.45	Responds appropriately to other people's emotions. p.54
		Communicates appropriately in group situations, e.g. takes turns. p.22	States some of own emotions. p.33	Explains reasons for own emotions. p.45	Describes other people's emotions accurately. p.54
			Communicates appropriately in group situations, e.g. voice level. p.33	Addresses a group in a familiar situation. p.45	Addresses a group in a familiar situation. p.54

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674

IV. READING

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Points to familiar objects. p. 6	With assistance, labels pictures of familiar objects. p.14	Recognizes familiar community facility signs, e.g. telephone booth, washrooms. p.23	Matches word to the familiar community facility, e.g. telephone booth. p.34	Reads some labels when in context, e.g. grocery words. p.46	Reads labels out of context, e.g. items on grocery list. p.55
	Recognizes first name in print. p.14	Points to name on I.D. card upon request. p.23	Presents information on I.D. card: name, address, phone number. p.34	Presents full information on I.D. card: age, sex, whom to contact in emergency. p.46	Presents personal information in a number of ways. p.55
Sorts familiar items, e.g. ball, cup. p. 6	Distinguishes between like shapes, e.g. triangles, squares. p.14	Matches like functional words/symbols. p.23	Responds to functional words in context. p.34	Reads, and responds appropriately to, functional words. p.46	Reads, and demonstrates understanding of, functional words, e.g. I.D., recipes, instructions. p.55
	Matches to sample. p.14	Sequences some letters in words, e.g. name. p.24	Alphabetizes by first letter, e.g. names, files. p.34	Uses personal address/telephone book. p.46	Uses telephone directory to find specific names/numbers. p.55
Tracks from left to right. p. 6	With assistance, follows left/right format, e.g. pictures, words. p.14	Finds top, middle and bottom of reading material, e.g. clock, face, menus, signs. p.24	Identifies some information required in simple forms, e.g. library card. p.35	Identifies information required on simple forms, e.g. cheque, catalogue order form. p.46	With assistance, fills in simple forms, e.g. job application, social insurance, medical form. p.55
		Positions book/paper correctly. p.24	Locates specific item on reading material, e.g. price tag, size, menu selection. p.35	Responds to specific written materials, e.g. price of items, menu, time. p.46	Utilizes specific written material in daily living, e.g. orders from menu, shopping. p.56

IV. READING - continued

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
		<p>Waits for receipt when making purchase. p.24</p> <p>Recognizes own bus, e.g. number, letter, picture. p.25</p>	<p>Interprets some information on cash register receipt, e.g. total, date. p.35</p> <p>Utilizes reading skills, e.g. to take appropriate bus. p.36</p>	<p>Reads key words on a bill, e.g. name, amount, date due. p.47</p> <p>Utilizes reading skills to travel independently, e.g. bus. p.47</p>	<p>Reads and interprets personal bills, e.g. telephone, gas. p.56</p> <p>Reads a route map, bus schedule. p.56</p>
<p>NOTE: Whenever appropriate, if student shows ability to read, the Communication section of the EMH Curriculum guide should be used.</p>					

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6:47

6:48

V. HANDWRITING

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>Scribbles with primary crayon. p. 7</p>	<p>Explores use of different media, e.g. pencils, finger paints. p.15</p> <p>Makes circles and lines. p.15</p>	<p>Holds a pencil/paper correctly. p.26</p> <p>Uses correct body position when writing, e.g. sits up straight. p.26</p> <p>Copies familiar shapes, e.g. circle, square. p.26</p> <p>With assistance, joins some geometric shapes/lines to form figures, e.g. letters, numbers. p.26</p> <p>Prints some letters independently, e.g. name. p.26</p>	<p>Uses correct body position when writing, e.g. sits up straight. p.37</p> <p>Joins some geometric shapes/lines to form figures, e.g. name, number. p.37</p> <p>Forms words in left to right pattern on a designated spot. p.37</p> <p>Writes first name. p.37</p>	<p>Prints words. p.48</p> <p>Writes some personal information. p.48</p>	<p>Forms words legibly. p.57</p>

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VI. SPELLING

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	<p>Traces some letters of the alphabet. p.16</p>	<p>Copies some letters of the alphabet. p.27</p> <p>Recognizes some functional words. p.27</p> <p>Associates sounds with some of the common consonants and vowels. p.27</p>	<p>Copies some printed words in context. p.55</p> <p>Spells some key information from memory. p.38</p> <p>Associates sounds with an increasing number of consonants and vowels. p.38</p>	<p>Copies printed words in context, e.g. food labels. p.49</p> <p>Spells key information from memory. p.49</p> <p>Utilizes some phonetic clues in spelling, e.g. short vowels, initial consonants. p.49</p>	<p>Spells key information required in daily living. p.58</p> <p>Utilizes phonetic clues in spelling. p.58</p>

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APPENDIX B
STUDENT PROFILE/CHECKLIST

683

Student Profile

Student Name: _____

Date: _____ (Color code)

Age: _____

Date: _____ (Color code)

Level						
6	_____	_____	_____	_____	_____	_____
5	_____	_____	_____	_____	_____	_____
4	_____	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____	_____
1	_____	_____	_____	_____	_____	_____

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Receptive Communication (Listening)

I

SCORE: _____

LEVEL: _____

Viewing

II

SCORE: _____

LEVEL: _____

Expressive Communication (Speaking/Non-Verbal)

III

SCORE: _____

LEVEL: _____

Reading

IV

SCORE: _____

LEVEL: _____

Handwriting

V

SCORE: _____

LEVEL: _____

Spelling

VI

SCORE: _____

LEVEL: _____

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685

Checklist - Placement and Assessment for Levels 1 - 6

Instructions: Circle the child/student responses.

Add up the number of "Yes" responses and place on SCORE line.

Convert the SCORE to LEVEL using the following guide.

There are 6 components to the test.

There are 6 components of the checklist.

There are 2 scoring guides:

Receptive Communication,
Viewing, Speaking,
Expressive Communication

Spelling, Handwriting

SCORE:	LEVEL:
0 - 1	1
2 - 3	2
4 - 5	3
6 - 7	4
8 - 9	5
10 +	6

SCORE:	LEVEL:
	1
1	2
2 - 3	3
3 - 5	4
6 - 7	5
8 +	6

NOTE: For exact placement within a level please refer to the OVERVIEW SHEET which lists all objectives in the COMMUNICATION SECTION.

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Checklist - Placement and Assessment for Levels 1 - 6

I. RECEPTIVE COMMUNICATION

- | | | |
|---|-----|----|
| 1. Responds when called | Yes | No |
| 2. Responds to music, e.g. clapping; rocking | Yes | No |
| 3. Associates sounds with familiar objects | Yes | No |
| 4. Responds to increased number of vocal tones, e.g. good.- GOOD | Yes | No |
| 5. Follows simple directions | Yes | No |
| 6. Takes turns in a group when teacher/peer calls name | Yes | No |
| 7. Classifies sound according to importance, e.g. loud, soft | Yes | No |
| 8. Responds appropriately to different types of music, e.g. western vs church | Yes | No |

II. VIEWING

- | | | |
|--|-----|----|
| 1. Visually scans for an object | Yes | No |
| 2. Imitates facial body language | Yes | No |
| 3. Attends to directed visual input for specified time period, e.g. television program | Yes | No |
| 4. Locates some major landmarks outside within viewing distance, e.g. tree in yard | Yes | No |
| 5. Changes level of attention to suit the level of viewing task | Yes | No |
| 6. Describes main features of natural environment viewed, e.g. "big tree" | Yes | No |
| 7. Identifies some non-print visuals, e.g. signs. | Yes | No |
| 8. Changes position of self/object in response to a specific situation, e.g. moves closer to table | Yes | No |

III. EXPRESSIVE COMMUNICATION

- | | | |
|--|-----|----|
| 1. Uses single words/gestures | Yes | No |
| 2. Communicates using facial expressions | Yes | No |
| 3. Spontaneously uses familiar words in the environment | Yes | No |
| 4. Makes needs known | Yes | No |
| 5. Uses noun/verb combinations, e.g. me eat | Yes | No |
| 6. Communicates appropriately in a group situation, e.g. takes turns | Yes | No |
| 7. Uses simple sentences, e.g. "I want a cookie". | Yes | No |
| 8. Asks simple questions to suit the situation | Yes | No |

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- | | | | | | | | | |
|---|-----|----|---|-----|----|---|-----|----|
| 9. Modulates sound according to need, e.g. turns up stereo, whispers | Yes | No | 9. Relates meaning of non-print visuals, e.g. signs | Yes | No | 9. Uses a combination of different sentences | Yes | No |
| 10. Responds to directions given to a group in a familiar setting | Yes | No | 10. Compares sensory impression from natural environment viewed, e.g. touch of leaves | Yes | No | 10. Addresses a group in familiar situation | Yes | No |
| 11. Follows general directions, community based | Yes | No | 11. Identifies visual presentations as being real or fantasy | Yes | No | 11. Carries on a conversation about familiar situations, gives directions, sequences events | Yes | No |
| 12. Responds to directions given a group in the community, e.g. bus depot | Yes | No | 12. Draws conclusions about situations based on body language cues | Yes | No | 12. Describes other people's emotions accurately | Yes | No |

SCORE: _____
 LEVEL: _____

SCORE: _____
 LEVEL: _____

SCORE: _____
 LEVEL: _____

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IV. READING

1. Points to familiar objects Yes No
2. Tracks from left to right Yes No
3. Recognizes first name in print Yes No
4. Matches to sample Yes No
5. Recognizes familiar community facility signs, e.g. washrooms, telephone booth Yes No
6. Recognizes own bus, e.g. number, letter, picture Yes No
7. Matches word to the familiar community facility, e.g. telephone booth Yes No
8. Interprets some information on a cash register receipt, e.g. total, date Yes No

V. HANDWRITING

1. Scribbles with primary crayons Yes No
2. Explores use of different media, e.g. paints, pencils, finger paints Yes No
3. Makes circles and lines Yes No
4. Holds pencil/paper correctly Yes No
5. Prints some letters independently, e.g. name Yes No
6. Uses correct body position when writing, e.g. sits up straight Yes No
7. Forms words in left to right pattern on a designated spot Yes No
8. Prints words Yes No

VI. SPELLING

1. Traces some letters of the alphabet, e.g. name Yes No
2. Copies some letters of the alphabet Yes No
3. Associates sounds with some of the common consonants and vowels, e.g. b, m Yes No
4. Copies printed words in context Yes No
5. Spells some key information from memory, e.g. name Yes No
6. Spells key information from memory, e.g. name, telephone number Yes No
7. Utilizes some phonetic clues in spelling, e.g. short vowels, initial consonants Yes No
8. Spells key information required in daily living, e.g. shopping list Yes No

- 9. Reads some labels when in context, e.g. grocery words Yes No
- 10. Reads key words on a bill, e.g. name, amount, date due Yes No
- 11. Reads labels out of context, e.g. items on grocery list Yes No
- 12. Reads and interprets personal bills, e.g. telephone, gas Yes No

SCORE: _____
 LEVEL: _____

- 9. Writes some personal information Yes No
- 10. Forms words legibly Yes No

SCORE: _____
 LEVEL: _____

- 9. Utilizes phonetic clues in spelling, e.g. long vowels Yes No

SCORE: _____
 LEVEL: _____

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694

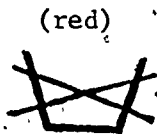
695

APPENDIX C

FUNCTIONAL SIGNS/SYMBOLS

a. Clothing Care

WASHING



Do Not Wash



Hand Wash



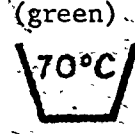
Machine Wash -
lukewarm -
gentle



Machine Wash -
warm - gentle



Machine Wash -
warm - normal



Machine Wash -
hot - normal

CHLORINE BLEACHING

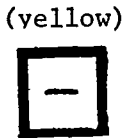


Do Not Use Bleach

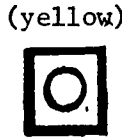


Use Bleach As Directed

DRYING



Dry Flat -
Hot



Tumble Dry -
low temp.



Tumble Dry -
med. temp.

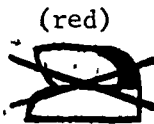


Hang to Dry

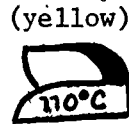


Drip Dry

IRONING



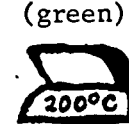
Do Not Iron



Iron at Low Setting

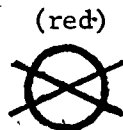


Iron at Medium Setting

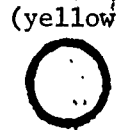


Iron at High Setting

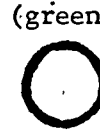
DRY CLEANING



Do Not Dry Clean



Dry Clean at Low Temp.



Dry Clean

(Originals available from Department of Consumer and Corporate Affairs.)

b. Services



Washrooms



Women's Washroom



Men's Washroom



Facilities for the Handicapped



Post Office



First Aid



Showers



Telephone



Change Rooms



Information



Potable Water



Litter Container



Gasoline



Car Ferry



Restaurant



Groceries



Accommodation



Parking



Firewood



Smoking



Fires



Firehose

Danger



High Voltage

(Originals available from Parks Canada.)

c. Summer
Recreation



Golf



Playground



Tennis



Horseback
Riding



Cars



Bus Tour



Camper Trucks



Bicycling



Hiking



Back-Packing



Viewing



Nature Talk



Camping



Trailers



Picnicking



Youth Hostel



Shelter



Hunting



All Terrain
Vehicles



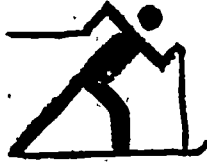
Trail Bikes

(Originals available from Parks Canada.)

d. Winter
Recreation



Downhill
Skiing



Cross-Country
Skiing



Ski Jumping



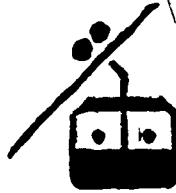
Ice Skating



Snow-Mobiling



Tobogganing



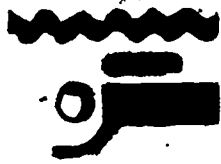
Gondola

(Originals available from Parks Canada.)

e. Water
Recreation



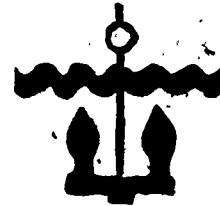
Swimming



Scuba Diving



Fishing



Anchorage



Sail
Boating



Motor
Boating



Row Boating



Tour Boats



Canoeing



Portage



Launch Ramp



Water Skiing



Docking



Boat Tie-up



Diving

(Originals available from Parks Canada.)

f. Travel/Transportation



Car Rental



Restaurant



Coffee Shop



Bar



Ticket
Purchase



Baggage
Check-in



Baggage
Claim



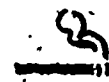
Customs



Immigration



No Smoking



Smoking



No Parking



Parking



No Entry



Telephone



Mail



First Aid



Lost and
Found



Lockers



Elevator



Men's
Toilets



Women's
Toilets



Toilets



Information



Hotel
Information



Taxi



Bus



Ground
Trans-
portation

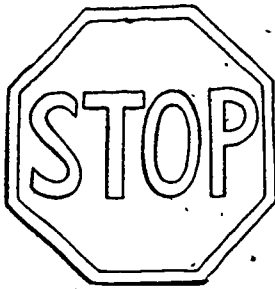


Rail Trans-
portation

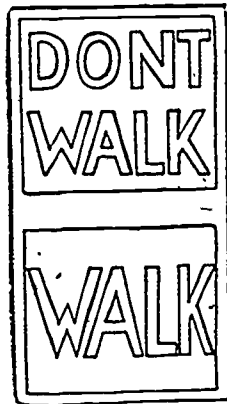


Airport

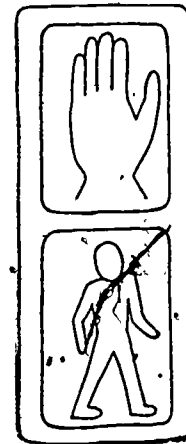
g. Traffic/Community



Stop



Don't Walk/Walk



Don't Walk/Walk



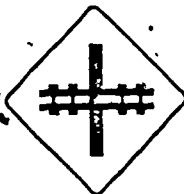
School Zone



School Crossing



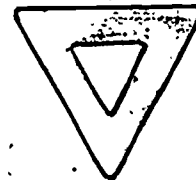
Playground



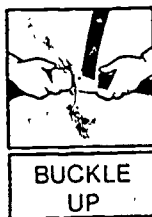
Railway Crossing



One Way

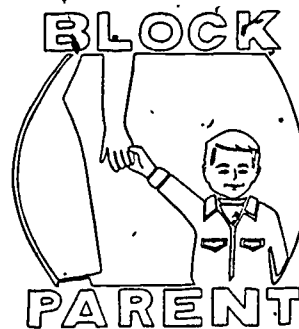


Yield



Seatbelts

Block
Parent



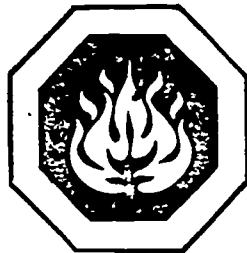
(Original and additional signs available from the Department of Transport or the local police - Traffic Education Program.)

h. Hazardous Products

DANGER
(red background)



Poison



Flammable



Explosive

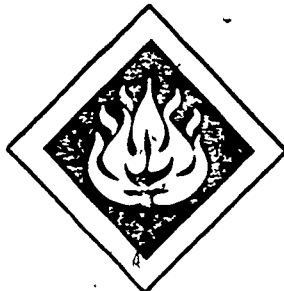


Corrosive

WARNING
(orange background)



Poison



Flammable



Explosive

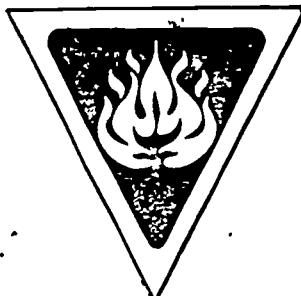


Corrosive

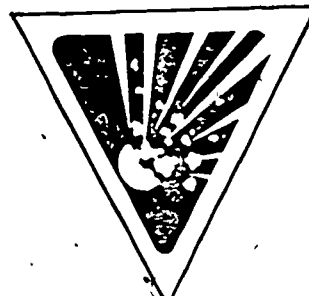
CAUTION
(yellow background)



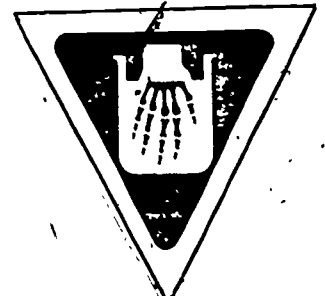
Poison



Flammable



Explosive



Corrosive

(Originals available from Department of Consumer and Corporate Affairs.)

APPENDIX D

RESOURCES

LEVEL 1

RECEPTIVE LANGUAGE (Listening)

The Teaching Research Curriculum for Moderately and Severely Handicapped - Charles C. Thomas Publishers

Tom Thumb Early Learning Library - Rhythms Productions

Vision-Up Curriculum - U.S. Dept. of Health, Education and Welfare

VIEWING

Let's Look For: A Visual Perception Program - Bowmar-Noble Publishers Inc.

Portage Project - Cooperative Education Service

Rubber Puzzles - Lauri Inc.

Speak for Yourself: A Language Program for the Mentally Retarded - Activity Records Inc.

Speech and Phonics: Form-a-Sound - Ideal School Supply

A Step-by-Step Learning Guide for Retarded Infants and Children - Syracuse University Press

Vision-Up Curriculum - U.S. Dept. of Health, Education and Welfare

Wooden Puzzles - Simplex

EXPRESSIVE LANGUAGE (Speaking/Non-Verbal)

Language Acquisition Program for the Retarded or Multiply Impaired - Research Press

Monterey-Avonmore Curriculum Book 1 and 2

Peabody Language Development Kit - Levels 1 and 2 - Psycan Ltd.

Portage Project - Cooperative Education Service

The Teaching Research Curriculum for the Moderately and Severely Handicapped - Charles C. Thomas Publishers

READING

McDonald Starters Series - McDonald Educational

Speech and Phonics: Form-a-Sound - Ideal School Supply

LEVEL 2

RECEPTIVE LANGUAGE (Listening)

Farm Lotto - Edu-game

Let Me Speak - Souvenir Press

Listen! - Creative Resources

Monterey-Avonmore Curriculum Book 1 and 2

Peabody Language Development Kit - Psycan Ltd.

Listening Skills, Unit I - Scholastic Magazines Inc.

Speak for Yourself: A Language Program for the Mentally Retarded Child - Activity Records, Inc.

Tom Thumb Early Learning Library - Rhythms Productions

Why Didn't I Think of That! - Bowmar/Noble Publishers Inc.

VIEWING

Action in Learning - Ideal School Supply

The Big Book of People and Words - Goodyear Pub. Co.

Create a Story - Three, Four, Five, Publishers, Inc.

Language Acquisition Program for the Retarded or Multiply Impaired - Research Press

Let's Look For: A Visual Perception Program - Bowmar/Noble Publishers Inc.

McDonald Starters Series - McDonald Educational

Opposite Concepts - Instructo Corp.

Story Cards - Tell What Part is Missing - Milton Bradley Co.

Visual Discrimination Material, Books 1 - 3 - Educational Supply Associates

EXPRESSIVE LANGUAGE (Speaking/Non-Verbal)

Communication Manual "E" - Bureau of Education for the Handicapped USDE Washington

Developing Oral Language with Young Children, Book 3, Self-Image - Educators Publishing Service

EXPRESSIVE LANGUAGE (Speaking/Non-Verbal) - cont'd.

Farm Lotto - Edu-game

Go Together Lotto - Edu-game

Helping Young Children Develop Learning Skills - Council for Exceptional Children

Teaching Research Curriculum for the Moderately and Severely Handicapped -
Charles C. Thomas Publishers

World About Us Lotto - Edu-game

READING

Feelings Inside You and Out Loud Too - Celestial Arts

I Can - Hubbard Scientific Co.

Letters from Calico Cat - Children's Press

McDonald Starters Series - McDonald Educational

Moods and Emotions - David C. Cook Publishing Co.

Rubber Puzzles - Lauri Inc.

Speak for Yourself: A Language Program for the Mentally Retarded - Activity Records Inc.

Speech and Phonics: Form-a-Sound - Ideal School Supply

HANDWRITING

Activities for Preschool/Kindergarten Language Development - Milliken Pub. Co.

Trainable Children: Curriculum and Procedures - John Day Co.

Wipe-off Cards - Trend Enterprises

SPELLING

Alph-a-Space-Combination - Lauri Inc.

Monterey-Avonmore Curriculum Book 1 and 2 -

LEVEL 3

RECEPTIVE LANGUAGE (Listening)

Action in Learning - Ideal School Supply

It's a Happy Feeling - Rhythms Productions

Listening Skills - Unit I, Easy Ears - Scholastic Magazines Inc.

Peabody Language Development Kits - Psycan Ltd.

Speak for Yourself: A Language Program for the Mentally Retarded - Activity Records Inc.

Super Ears - Lowell and Lynwood Ltd.

Tom Thumb Early Learning Library - Rhythms Productions

VIEWING

The Classification Game - Instructo Corp.

Concepto-Sort - Educational Performance Associates Inc.

Flora and Fauna of Alberta - Karvonen Films Ltd.

Go Together Lotto - Edu-game

Language Acquisition Program for the Retarded and Multiply Impaired - Research Press

McDonald Starters Series - McDonald Educational

Speech and Phonics: Form-a-Sound - Ideal School Supply

What's Missing Lotto - Edu-game

World About Us Lotto - Edu-game

EXPRESSIVE LANGUAGE (Speaking/Non-Verbal)

Flying Start: Learning to Learn and Things Alive - Brooke Educational Publishing

Goldman-Lynch Sounds and Symbols Development Kit - Psycan Ltd.

I Can Make a Rainbow - Incentive Publications

Learning Staircase - Learning Concepts

EXPRESSIVE LANGUAGE (Speaking/Non-Verbal) - cont'd.

Let Me Speak - Souvenir Press

Monterey-Avonmore Curriculum - Book 1 and 2

Peabody Articulation Cards - Psycan Ltd.

Target on Language - Christ Church Child Center

Teaching Research Curriculum for the Moderately and Severely Handicapped - Charles C. Thomas Publishers

READING

Alpha-a-Space Combination - Lauri Inc.

Flying Start: Learning to Learn and Things Alive - Brooke Educational Pub.

Functional Signs Match-Ups - Developmental Learning Activities

Learning About Numbers Manual - Brooke Educational Pub.

Look Alike Because, Level 1 and 2 - Teaching Resources Corp.

Opposite Concepts - Instructo Corp.

Story Sequence - Instructo Corp.

Survival Signs - Ideal School Supply

Telling Time - Hubbard Scientific Co.

Workjobs: Activity-centered Learning for Early Childhood Education - Addison-Wesley

HANDWRITING

Dubnoff School Program, Level 3 - Teaching Resources Corp.

Fairbanks-Robinson Program Level 1 - Teaching Resources Corp.

Feel and Match Combination Set - Lauri Inc.

Monterey-Avonmore Curriculum Books 1 and 2

Name Writing - Hubbard Scientific Co.

Trainable Children - John Day Co.

Wipe-off Cards - Trend Enterprises

SPELLING

Flying Start: Learning to Learn and Things Alive - Brooke Educational Pub.

Trainable Children: Curriculum and Procedures - John Day Co.

LEVEL 4

RECEPTIVE LANGUAGE (Listening)

Distar Language I, II, III - Science Research Associates

It's a Happy Feeling - Rhythms Productions

I'm Running Away - Children's Press

Listen! - Creative Resources

Listening Aides Through the Grades - Teacher's College Press

Mom's New Job - Children's Press

Moods and Emotions - David C. Cooke Publishing Co.

Music for Fun, Music for Learning - Holt, Rinehart and Winston of Canada

New Neighbours - Children's Press

New Wheels - Children's Press

Peace, Harmony, Awareness: A Relaxation Program for Children - Learning Concepts

Project Me - Let's Look For - Bowmar/Noble Publishers Inc.

VIEWING

Artworlds: Art to Touch - Bowmar/Noble Publishers Inc.

Consumer Sequential Cards - Developmental Learning Materials

Concepto-Sort - Educational Performance Associates Inc.

Discovering Opposites: Reading Skills Kit - Instructo Corp.

Flora and Fauna of Alberta - Karvonen Films Ltd.

Go-together Lotto - Edu-games

Language Acquisition Program for the Retarded or the Multiply Impaired - Research Press

Perception Task Cards - Milton Bradley Co.

Poems and Pictures - Evans Brothers

VIEWING (cont'd.)

Perceptual Skills Curriculum - Walker Educational Book Corp.

Sequential Picture Cards I - IV - Developmental Learning Materials

Sign Language: A Survival Vocabulary - Janus Book Pub.

Speak for Yourself: A Language Program for the Mentally Retarded - Activity Records Inc.

Story Cards: Tell What Part is Missing - Milton Bradley Co.

Teaching the Moderately and Severely Handicapped - University Park Press

Visual Sequential Memory Exercises - Developmental Learning Materials

EXPRESSIVE LANGUAGE (Speaking/Non-Verbal)

Concepto-Sort - Educational Performance Associates

Create a Story Books - Three, Four, Five, Publishing Ltd.

Fit-a-Shape - Lauri Inc.

I Have Feelings - Wise Owl Publications

Learning Staircase - Learning Concepts

Learning Through Movement - Bowmar/Noble Publishers Inc.

Let Me Speak - Souvenir Press

Play 'N Fit - Lauri Inc.

Project Me: Try This on for Size and Shape - Bowmar/Noble Publishers Inc.

Teaching Research Curriculum for the Moderately and Severely Handicapped - Charles C. Thomas Publishers

READING

Alph-a-Space Combination - Lauri Inc.

Distar Language I, II, III - Science Research Associates

Education for Independence - Province of Manitoba Dept. of Education

Real Life Reading - Scholastic - TAB Publications, Ltd.

Sign Language: A Survival Vocabulary - Janus Book Pub.

HANDWRITING

Dubnoff School Program - Teaching Resources

I Can Do It: Manipulative Series - Bowmar/Noble Publishers Inc.

Name Writing - Hubbard Scientific Co.

Perception Task Cards - Milton Bradley Co.

SPELLING

Flying Start: Learning to Learn and Things Alive - Brooke Educational Pub.

Monterey-Avonmore Curriculum Books 1 and 2

Name Writing - Hubbard Scientific Co.

Washington State Cooperative Curriculum, Binder 2 - University of Washington

LEVEL 5

RECEPTIVE LANGUAGE (Listening)

Distar Language I, II, III - Science Research Associates

EARS (Early Approaches to Reading Skills) - Edu-Media

I Know How You Feel - Bowmar/Noble Publishers Inc.

Listening Skills, Unit 2: Earpower - Scholastic Magazines Inc.

Project Me - Let's Look For - Bowmar

Receptive Language Activities - Go-Mo Industries, Inc.

Speak for Yourself - Activity Records, Inc.

VIEWING

Clothing Care Series - Interpretive Education

Consumer Sequential Cards - Developmental Learning Materials

Flora and Fauna of Alberta - Karvonen Films Ltd.

Peace, Harmony, Awareness: A Relaxation Program for Children - Learning Concepts

Real People at Work - Changing Times Education Service

Sequential Picture Cards I, II, III - Developmental Learning Materials

Speak for Yourself - Activity Records, Inc.

Troll Read-Alongs - Troll Associates

EXPRESSIVE LANGUAGE (Speaking/Non-Verbal)

ABC Lotto - Edu-game

Moods and Emotions - David C. Cooke Publishing Co.

Peabody Articulation Cards - Psycan Ltd.

What's Missing Lotto - Edu-game

READING

Distar Language I, II, III - Science Research Associates

Forms in Your Life - Globe Modern Curriculum Press

Math Activity 2, 3, 4 - Brooke Educational Publishing Co.

Real Life Math - Scholastic - TAB Publications Ltd.

Real Life Reading - Scholastic - TAB Publications Ltd.

Real Life Reading and Writing on the Job - Scholastic Book Services

Sign Language: A Survival Vocabulary - Janus Book Pub.

Young Homemakers Series - Fearon-Pitman Publishers Inc.

HANDWRITING

Forms in Your Life - Globe Modern Curriculum Press

LEVEL 6

VIEWING

Bicycle Safety - Library Sound Services
Clothing Care Series - Interpretive Education
Moods and Emotions - David C. Cooke Publishing Co.
Poems and Pictures - Evans Brothers
Real Life Reading - Scholastic - TAB Publications Ltd.
Safety Series - Marshfilm Enterprises Inc.
Self-Care Series - Marshfilm Enterprises Inc.
The Problem - Acne - Interpretive Education

EXPRESSIVE LANGUAGE (Speaking/Non-Verbal)

The Cola Kit - Academic Therapy Publications
Discovering Opposites: Reading Skills' Kit - Instructo Corp.

READING

Budgeting Workbook - Interpretive Education
Cooking Activities for the Retarded Child - Abingdon Press
Forms in Your Life - Globe Modern Curriculum Press
Help Yourself to Food - Ontario Association for the Mentally Retarded
Telling Time - Frank Schaeffer Publications
Sign Language: A Survival Vocabulary - Janus Book Pub.
Survival Reading Task Cards - Teachers Exchange of San Francisco

HANDWRITING

Forms in Your Life - Globe Modern Press
Perceptual Development Cards Set 1 and 2 - Ideal School Supply Co.