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ABSTRACT

This independent living skills curriculum addresses the needs of developmentally handicapped students ages 13-19. Designed to supplement the existing curriculum, nine units focus on the following skill areas: social skills (self-esteem, self-identity, social communication and interaction, goal development, problem solving, developing sexual identity); health (personal care and hygiene, health care, safety, first aid); home management (house cleaning, identification and use of hand tools, using the telephone, housing options); clothing care (laundry, clothing use and maintenance); cooking (kitchen safety, pre-cooking skills, nutrition, preparing foods, storing and serving foods, kitchen cleaning); travel (preparation, safety, transportation, understanding your community); money management (handling money, budgeting, banking); leisure time activities (including time management); and career development (planning, preparation for employment, working). Each unit lists objectives, teaching activities, needed materials and resources, adaptations for students with visual, hearing, and/or orthopedic disabilities, and student skills checklists. A separate guide to implementation of the curriculum discusses the philosophy of independent living, provides an overview and description of the curriculum, and outlines resource requirements (equipment, staff, training) and teaching strategies. Appendices to the guide include lists of parent and national resources as well as Independent Living Centers by state. (JW)

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DISCOVER
THE WORLD OF
INDEPENDENT LIVING

AN INDEPENDENT LIVING SKILLS CURRICULUM ©

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Education for Independent Living
Model Program
Services for Independent Living,
Fiscal Agent
Doris Brennan, Executive Director
Department of Education Contract #300-81-0364
October 1, 1981 - December 31, 1984

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Preface

Discover the World of Independent Living was developed to assist disabled youth in the transition they face between school and adulthood. Educators and Independent Living Staff alike have voiced their desires: Disabled youth of today must be better prepared for their lives tomorrow.

The Independent Living Skills Curriculum is designed to supplement existing classroom areas. We recommend that a minimum of one hour per day be designated to teach these skills. We also recommend that the teaching of these skills begins in the elementary school years.

The Curriculum, **Discover the World of Independent Living** includes both the skills students will need in their adult lives, as well as the process to make their own well-informed decisions about career, home and community life.

We sincerely hope that both you and your students will "Discover the World of Independent Living".

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TARGET POPULATION DEFINITION

The Education for Independent Living Model Program was developed through interaction with three school systems. One system, at the high school and middle school levels, had developmentally handicapped teens, 13-19 years old. In addition, some students in this system had physical disabilities and/or behavioral handicaps. Another system, middle school level, brought together three classrooms of multi-handicapped students, 9-12 years old, to form one class. During the second year, the curriculum was used in a third school system with orthopedically handicapped students at the high school level. The Curriculum was adapted to fulfill each schools' needs.

All the classes using this Independent Living Skills Curriculum were considered special education classrooms. The Curriculum was developed to make adaptation to individual student needs less a chore for special education teachers. Pulling together ideas from many life situations, the various curriculum areas focus on every persons' daily needs. Students with varying abilities can benefit from introduction to any of the units that follow. While the Curriculum is directed toward the broad population of developmentally handicapped students, aged 13-19, adaptations have been added to include those students with visual, auditory and/or orthopedic disabilities.

ADAPTATIONS SECTION

While the target population of **Discover the World of Independent Living** is developmentally handicapped teenagers, this Curriculum can be adapted to a wide variety of populations. Adaptations have been included throughout this Curriculum for orthopedically handicapped students (OH), visually impaired students (VI), and hearing impaired students (HI). The symbols "OH", "VI" and "HI" which can be found in parentheses following an Objective or Teaching Activity, signify that an activity adaptation can be found in the second appendix following that particular unit. Each Appendix includes alternative or additional activities as well as adaptive equipment specific to a particular disability. Adaptations have been included to maximize each student's independence in a given curriculum area. Adaptations are meant to be guidelines used at an instructor's discretion.

EQUIPMENT FOR AN INDEPENDENT LIVING SKILLS CLASSROOM

The following list represents the ideal equipment for an independent living skills classroom. Those materials with a star in front indicate the minimum basic requirements. Depending upon the situation, some of this equipment may be provided in another area (i.e. home economics room, industrial arts, etc.).

a classroom with:

- * tables
- * chairs
- * storage areas
- * sink
- * blackboard
- * bulletin board
- * mirror

adjoining the classroom would be an apartment which would include:

a kitchen with:

- * table
- * chairs
- * dishes - one set per student
- * cups - one per student
- * glasses - one per student
- * flatware - one set per student
- * sink - divided
- * cupboards
- refrigerator
- * stove or microwave
- * measuring cups and spoons
- mixer
- storage containers
- * can opener - manual or electric
- * bowls - small, medium & large
- * cutting board
- pots - small, medium & large
- assorted knives
- * peeler
- tea kettle
- coffee maker

- cookie sheets
- muffin pan
- pizza pan
- pie and cake pans
- loaf pan
- frying pans
- sauce pans - small, medium & large
- spatula - plastic & metal
- colander - strainer
- toaster
- dish drainer
- serving utensils
- dishwasher
- pitcher
- whisk
- grater
- drainer tray
- blender
- microwave cooking equipment
- garbage disposal

a living room with:

- couch/sofa
- * chairs
- lamps
- stereo
- rugs
- video cassette recorder
- plant stand
- rocking chair

- cocktail table
- * end tables
- television
- records/tapes
- * telephone
- closet
- magazine rack

a bedroom with:

- * bed or cot
- desk
- * mirror
- bookshelves
- lamp

- night stand
- dresser
- closet
- chair

a bathroom with:

- * bathtub/shower
- * toilet
- * sink
- * mirror
- medicine chest
- cupboard
- * washcloths
- * towels
- * soap
- * shampoo
- * Conditioner
- blow dryer
- curlers

- curling iron
- * nail clippers
- * emery boards
- * nail files
- * toothpaste
- * toothbrushes
- * dental floss
- electric toothbrush
- makeup
- skin cream
- * paper cups/ dispenser
- makeup brushes

a utility room with:

- * washer
- * dryer
- * ironing board
- * iron
- * baskets for clothes
- * buckets/pails
- laundry tub
- * cleaning solvents
- * broom
- * mop
- * dustpan
- * detergent

- * wastebasket
- toolbox
- * screwdrivers - various sizes
- * philips head screwdrivers
- * pliers
- * wrenches
- * adjustable wrench
- vice grips
- socket wrench & sockets
- * hammer
- * spare lightbulbs

EVALUATION

Student Evaluation is an important component of an Independent Living Skills Training Program. To assist educators in the evaluation process, we have included a Skills Checklist in Appendix 3 of each unit. This Checklist measures student performance for each objective.

The objectives are listed across the top of the Skills Checklist. Student names are placed in the first column on the left. Completion of each objective is charted by a 1, 2 or 3 according to the following scale:

- 1: Completes objective with physical assistance
- 2: Completes objective with verbal prompting
- 3: Completes task independently

Assessments can be charted on a daily or weekly basis. Assessments should be compiled each semester for an accurate, complete record of student progress. We have found the Skills Checklist, when used daily, to be an easy, effective tool for objective evaluations.

OUTLINE OF CURRICULUM

UNIT I: SOCIAL SKILLS

- A. Self-Esteem and Self-Identity
- B. Social Communication and Interaction
- C. Goal Development and Problem Solving
- D. Developing a Sexual Identity

UNIT II: HEALTH

- A. Personal Hygiene
 - 1 - Bathing
 - 2 - Hair Care
 - 3 - Skin Care
 - 4 - Dental Care
 - 5 - Nail Care
- B. Health Care
- C. Safety and First Aid

UNIT III: HOME MANAGEMENT

- A. House Cleaning
- B. I.D. and Use of Hand Tools
- C. Using the Telephone
- D. Housing Options

UNIT IV: CLOTHING CARE

- A. Laundry
- B. Clothing Maintenance
- C. Clothing Use

UNIT V: COOKING

- A. Kitchen Safety
- B. Pre-Cooking Skills
- C. Nutrition
- D. Preparing Foods
- E. Storing and Serving Foods

UNIT VI: TRAVEL

- A. Preparation for Travel
- B. Travel Safety
- C. Using Transportation
- D. Understanding your Community

UNIT VII: MONEY MANAGEMENT

- A. Handling Money
- B. Budgeting
- C. Banking

UNIT VIII: LEISURE TIME ACTIVITIES

- A. Time Management
- B. Leisure Activities

UNIT IX: CAREER DEVELOPMENT

- A. Career Planning
- B. Preparation for Employment
- C. Working

UNIT 1: SOCIAL SKILLS

(A List of materials needed and resources recommended for this unit can be found in Appendix 1, page 12.)

A. Self-Esteem and Self-Identity

Objectives

1. Student identifies personal characteristics (i.e. physical appearance, abilities and disabilities, personality traits).
2. Student can list three things he/she does well and two things he/she does not do well.
3. Student can identify times he/she might need help or when he/she might be able to help others.
4. Student begins to accept challenges.
5. Student differentiates between aggressive, assertive and passive behavior.

Teaching Activities

1. Provide students with a list of personality traits. Students can choose those that most represent themselves.
2. Teacher and students go around room and identify positive characteristics of each student.
3. Teacher might want to give examples of times students have helped each other in or out of class. Teacher discusses with students that it is alright to ask for help. Teacher should begin expecting students to ask for help rather than ask student if they need assistance.
4. Outdoor education is a great way to begin challenge education (i.e. morning hikes with a challenge destination, tree climbing, swamp exploring, figuring out how to make bridges accessible). A good resource: Special Education . . . Naturally. Alternative Activity: Students develop exercise plan with progressive difficulty. Students challenge themselves to accomplish more than they could at the present time. (OH)
5. Students are presented with examples of aggressive, assertive and passive behavior (i.e. films, actions, stories). Class discusses the difference between the three behaviors with the teacher giving examples of each. Additional Activity: Point out students' behaviors that appear during class time.

Objectives

6. Student classifies passive, aggressive, and assertive actions in others.
7. Student practices appropriate assertive responses.
8. Student practices reactions to passive, aggressive and assertive behavior in others.
9. Student discusses as part of his/her self-identify, his/her disability.
10. Student can discuss the problems and feelings associated with being disabled.

Teaching Activities

6. Have students look through magazines for pictures that represent passiveness, aggressiveness and assertiveness. Then have students place the pictures into classifications or collages. (VI) (OH)
- 7 & 8. Role play using assertive responses in various situations such as: a) supermarket, b) social worker, c) doctor, d) friend. Discuss responses in the role play and suggest alternatives.
9. See Appendix 4, pages 24-26, for Disability Awareness Activities. A good resource: Education for Adulthood, Unit IV, "Accepting your Handicap", pages 91-106. (This was developed for persons who are mentally retarded but can easily be adapted for other disabilities.)
10. Teacher invites a disabled person from the community to speak and discuss with the students the problems and feelings associated with being disabled. Alternative Activity: Teacher leads a discussion acknowledging the problems and feelings the students might have about being disabled.

B. Social Communication and Interaction

Objectives

1. Student describes appropriate behaviors for specific situations.
2. Student can identify behaviors that are inappropriate to do in public as well as possible alternatives for the behaviors.
3. Student demonstrates an awareness of his/her own inappropriate behaviors and takes steps toward their reduction.
4. Student can identify behaviors and personality characteristics that contribute to a person's popularity.
5. Student asks for assistance and acknowledges help when it is received.
6. Student identifies another person's feelings by their behaviors.
7. Student reads nonverbal communication signs and acts appropriately.

Teaching Activities

1. With the students, develop a list of acceptable and unacceptable behaviors for a variety of situations (i.e. guidelines for classroom interaction, table manners, behavior in restaurants, parties, theatre, and other special situations). Additional Activity: Field Trip to a restaurant.
2. Make a list of acceptable and unacceptable behaviors (i.e. talking in the theatre, screaming, masturbating). Have students identify the appropriate category for each.
3. Individualize a behavior reinforcement schedule. Alternative Activity: Contract with students for appropriate behaviors.
4. Class comes up with a list of characteristics that influence a person's popularity.
5. Student practices asking for help giving clear, concise instructions. (OH)
6. With students, make a list of various emotions. Have students look through magazines and cut out pictures of people who depict an emotion. Discussion should center around facial expressions, body language and behaviors that exemplify specific feelings. (OH)
7. Discussion about how people sometimes look like they are lonesome and want a friend or are in a bad mood and don't want anyone around. Show pictures. How can you tell what someone is "saying" by their body language? Students can role play certain moods or feelings. Other students guess what the person is portraying.

Objectives

8. Student identifies societal stereotypes for disabled people.
9. Student identifies appropriate and inappropriate reactions to stereotypes based on his/her disability.
10. Student uses good listening skills.
11. Student demonstrates trust in others when appropriate.

Teaching Activities :

8. Discussion and demonstration on what a stereotype is. What are some stereotypes for different groups (i.e. blacks, whites, women, disabled persons). Discuss people staring at a disabled person, talking to them as if they were hard of hearing, people talking to others as if they were not around.
9. Presentation by disabled speakers. Additional Activity - Elicit from students experiences they have encountered. Ask students how they have handled the situation. Give students alternative behaviors.
10. Use "The EARS Listening System", (Harmon & Kramer, 1983) Appendix B, page 27. (HI)
11. Discussion about strangers, friends - time to trust, times to be assertive. Alternative Activity: Blind Trust Walk - students are paired 1 to 1 with a fellow student or teacher. One of the students is blindfolded while his/her partner leads him/her around explaining the scenery. Then, the students exchange roles. The blindfolded student must trust in the other for his/her safety and for an accurate description of the scenery. Students then discuss how they felt being the "leader" and how they felt being the "follower". (OH)

12. Student works well in groups.

13. Student handles peer pressure.

12. Groups Charades Activity - This is a good activity to promote group interaction and group decisions. The teacher assigns a group of students to get together and form a machine (or something similar). The group must decide the type of machine they are portraying. Further discussion should center around group dynamics. (OH)

13. Discussion centers around peer pressure dilemmas your students might face (i.e. cheating on an exam, smoking, swearing). What should the student do and why? Additional peer pressure dilemmas can be found in Appendix 6, page 28.

C. Goal Development and Problem Solving

Objectives

1. Student identifies problems he/she encounters during the course of a day (i.e. home, school, community).
2. Student differentiates between problems he/she can change and those he/she cannot change.
3. Student lists steps to solving a problem.
4. Student identifies and anticipates the consequences of his/her behavior.
5. Student defines what a "goal" is.

Teaching Activities

1. Teacher lectures on how everyone has problems and lists some common ones (i.e. brother gets better grades, not being able to keep up in class, always fighting with your mom, never having spending money, no transportation to go anywhere). This is followed by a discussion centering around problems the students face.
2. Teacher discusses how some problems can be changed while others cannot. How can you tell the difference? Students list own problems and decide if they can be changed. Teacher helps students when they cannot decide or when they do not see how a problem can be changed.
3. Have students develop a method of solving problems. Make sure they include what the problem is, when it occurs, where it occurs and with whom. Why is it a problem? Have them state the problem in such a way that promotes change. They should brainstorm and analyze solutions. Remember to include the final problem statement with its accompanying solutions.
4. Teacher comes up with a list of behaviors that are pertinent for his/her students (i.e. shoplifting, drinking, picking nose). Discussion on possible consequences.
5. For the following ten activities, please refer to the workbook on goal setting. (Appendix 7; pp. 29-54). Additional copies can be ordered from the Berkeley Center for Independent Living.

Objectives

Teaching Activities

- | | |
|--|---|
| 6. Student differentiates between a long-term and short-term goal. | |
| 7. Student identifies the importance of establishing and planning for personal goals. | 7. After students read the first six pages of the workbook, discuss with students goals that people plan for. |
| 8. Student creates an individual short-term goal statement. | 8. Student completes question 1 in the workbook. |
| 9. Student evaluates his/her goal statement in terms of personal expectations and expectations of others. | 9. Student completes question 2 in the workbook. |
| 10. Student determines whether his/her goal is realistic. | 10. Student completes question 3 in the workbook. |
| 11. Student identifies what he/she knows about his/her goal, what he/she does not know; and how to learn more about his/her own personal goal. | 11. Student completes question 4 in the workbook. |
| 12. Student creates a goal plan (a goal plan includes the steps needed to reach a goal and the time involved in each step). | 12. Student completes question 5 in the workbook. |
| 13. Student follows individual goal plan. | 13. Have students work toward completing his/her goal steps. Students should check each step as it is completed. |
| 14. Student evaluates his/her goal and/or goal plan. | 14. Meet with students to evaluate their goals. Discuss feelings and reasons for goal completion or incompleteness. |

* This workbook has been reprinted in part with the permission of Ticia Casanova, MALTD Project Staff Person. Appreciation to Carolyn Summer and the Staff of The Center for Independent Living, Berkeley, California.

D. Developing a Sexual Identity

Objectives

1. Student identifies accurate resources on sex and sexuality.
2. Student defines sex role, sex role stereotype and sex role reversal. Student also identifies both the obvious and subtle ways sex roles are learned.
3. Student expresses ways sex roles influence personal attitudes, behaviors and decisions.
4. Student explores similarities and differences between male and female perceptions of relationships with the opposite sex.
5. Student identifies and selects appropriate verbal and non-verbal cues in developing relationships.
6. Student recognizes and responds to verbal and non-verbal cues given by others in developing relationships.
7. Student classifies types of loves, (i.e. brotherly, familial, patriotic, self).

Teaching Activities

1. Students fill out sex information worksheet. See Appendix 8, page 55. Discussion should follow.(HI)
2. Discussion and examples of sex role, sex role stereotyping and sex role reversal. What are the stereotypes? Then give examples of reversals (could be taken from real life experiences, cartoons, T.V., etc.). How are sex roles learned (i.e. a) parents buy dolls for daughter, car for son; b) modeling of parents - is the kitchen Mom's domain? The car - Dad's? c) T.V. shows? Books?).
3. Students fill out role identification worksheet. See Appendix 9, page 56. Discussion should follow.
4. Divide students into small groups separating males and females. Ask participants to list the five most important qualities he/she looks for in a man and the five most important qualities he/she looks for in a woman. Compile four lists: a) What males look for in females. b) What males seek in other males. c) What females look for in males. d) What females seek in other females. (Planned Parenthood, 1980, pg. 17)
- 5 & 6. Ask the groups to brainstorm possible ways to: develop friendships, ask someone for a first date, meet at a boy-girl party, meet someone you see at a drugstore.
- Role play some of the suggestions - include verbal and non-verbal cues. What are cues of interest and those of disinterest. (Planned Parenthood, 1980, pg. 55)
7. Teacher describes the types of loves. Next have students list, in columns, people in their own lives or the characters in a story that represent the various types of love.

Objectives

8. Student labels physical and verbal ways that feelings of love and affection may be expressed.
9. Student deals appropriately with feelings and changes associated with adolescence.
10. Student identifies what a moral is.
11. Student identifies what a value is.
12. Student lists his/her own personal values.
13. Student distinguishes between appropriate and inappropriate sexual behaviors regarding the place, time and persons involved.
14. Student analyzes and understands risks involved in irresponsible sexual behavior.
15. Student identifies physical, emotional and economic factors which need to be considered in planning a family.

Teaching Activities

8. Create a bulletin board with pictures that demonstrate love and affection (i.e. pictures of mother and baby, boy with arm around girl). Have the students create labels using "feeling" words.
9. Divide students into groups according to their sex. Discuss breast development, wet dreams, menstrual cycle, relationships with the opposite and same sex, and the feelings associated with them.
10. Divide students into small groups. Each group creates a collage reflecting moral standards. Encourage students to include favorite quotes, song titles. Have each group explain their collage to the class. Compile master list of moral standards. What one moral rule has your family emphasized? (Planned Parenthood, 1980, p. 71.)
12. Discussion: What values would you consider most important to teach your own child? What have been major influences upon your moral development?
13. Give students situations and have them determine if the sexuality in that situation is appropriate or not (i.e. holding hands in public, kissing in public, kissing a stranger).
- 14 & 15. Presentation by staff of "Planned Parenthood", minister or counselor. (HI) Additional Activity: have students role play being a parent in a variety of possible situations. (i.e. single parent, unemployed, teenage parent.)

Objectives

16. Student differentiates between acceptable and unacceptable advances by a stranger.
17. Student responds appropriately to strangers' actions.

Teaching Activities

16. Teacher describes situations where students might come in contact with strangers. The teacher describes how the students can determine whether or not the interaction or advance is appropriate. Students are given some sample situations to make their own determinations. Movies, filmstrips or pictures can be used.
17. Student completes a "What Would You Do" worksheet. See Appendix 10, page 57. Discussion should follow.

MATERIALS NEEDED AND RESOURCES RECOMMENDED

MATERIALS:

Bulletin Board
Magazines
Goal Sheet
In-Service by "Planned Parenthood"

RESOURCES:

Association on Handicapped Student Service Programs in Post-Secondary Education (AHSSPPE), (P. O. Box 21192, Columbus, Ohio 43221).

Ayrault, Evelyn West, Sex, Love and the Physically Handicapped, The Continuum Publishing Co., New York, 1981. (OH)

Brolin, Donn E., Life Centered Career Education: A Competency Based Approach, The Council for Exceptional Children, 1978. *

The Kids on the Block, Inc., (1712 Eye Street N.W., Suite 1008, Washington, D.C.).

Mohr, Jennifer, Whatever You Decide: A Workbook for Teaching People who are Mentally Retarded How to Make Choices and Assert Themselves, (Advocating Change Together, Inc., 1509 Nicollet Avenue, Minneapolis, Minnesota, 55403), 1983.

O'Day, Bonnie, Preventing Sexual Abuse of Persons with Disabilities.

Parent's Campaign for Handicapped Children and Youth, The Life Skills Training: A Program for Parents and Their Learning Disabled Teenagers, (Closer Look, 1201 16th Street, N.W., Washington, D.C., 20036), 1983. *

Planned Parenthood Center of Memphis, Family Life Education: A Problem Solving Curriculum for Adolescents (Ages 15-19), Maryland, U.S. Department of Health and Human Services, 1980. *

Robb, Gary M., Havens, Mark D., and Witman, Jeffrey P., Special Education . . . Naturally, Indiana University, Indiana, 1983. *

Stanfield Film Associates, Sexuality and the Mentally Handicapped (slides), (P. O. Box 1983, Santa Monica, California, 90406). *

Summer, Caroline, "Goals: Wishes You Plan for, by the Staff of the MALTD Project, Center for Independent Living, 2539 Telegraph Avenue, Berkeley, California, 94704, 1984. *

Also: Policemen, lawyers, local groups such as Planned Parenthood or counselors on sexuality from local hospitals and agencies.

Outdoor education, recreation or camping centers

* Resources that are especially recommended.

ADAPTATIONS SECTION

For this curriculum area there are no special adaptive equipment needed except for possible communication or mobility devices that a student might use in his everyday life. Teaching approaches or activities may be adapted for student abilities. These adaptations are listed below:

ORTHOPEDICALLY HANDICAPPED

Self-Esteem and Self-Identity

Objectives

4. Student begins to accept challenges.
6. Student classifies passive, aggressive and assertive actions in others.

Social Communication & Interaction

5. Student asks for assistance and acknowledges help when it is received.
6. Student identifies another person's feelings by their behaviors.

Activities

4. Talk to a nearby recreational center, park headquarter, museum or disability organization for information on accessible parks or recreational programs. There is a record/tape on wheelchair exercise that might be appropriate for your students. Discuss physical, occupational and speech therapy, as a form of self-challenge.
6. Cut out pictures that represent the three behaviors. Have students point to or identify those pictures that represent each of the behaviors.
5. For students with difficulties in speech - have students demonstrate a method used to request assistance. How will other people know when you want assistance? How will they know how to appropriately help you?
6. Have pictures already cut out. Students must identify what emotions are being depicted.

11. Student demonstrates trust in others when appropriate.

11. Blind trust walk can be adapted for persons with limited mobility. This can be done by either using others as assistants or by doing a blind-touch activity. Leader gives follower something to feel or smell. The follower has no control in this situation and must rely on the leader for guidance and caring.

12. Student works well in groups.

12. Student should rely on each other as much as possible but if necessary students can ask instructors for physical assistance in creating their chosen machine or object.

VISUALLY IMPAIRED

Self-Esteem and Self-Identity

Objective

6. Student identifies passive, aggressive and assertive actions in others.

Teaching Activity

6. Tapes can be used or created that represent passive, assertive and aggressive behaviors.

HEARING IMPAIRED

Developing a Sexual Identity

Objectives

1. Student identifies accurate resources on sex and sexuality
14. Student analyzes and understands risks involved in irresponsible sexual behavior.
15. Student identifies physical, emotional and economic factors which need to be considered in planning a family.

Teaching Activities

1. During this activity, it would be useful to have a TTY available.
14. & 15. During all outside presentations it might be useful to have a licensed interpreter available. Visual aids should be incorporated.

STUDENT SKILL CHECKLIST

UNIT: <u>SOCIAL SKILLS</u> GOAL: <u>SELF-ESTEEM AND SELF IDENTITY</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED										
		identifies personal characteristics	lists three things done well	lists three things not done well	identifies times help may be needed	identifies times others may be helped	accepts challenges	classifies passive action	classifies assertive action	classifies aggressive action	practices assertive responses	practices reactions to others behavior
DATE	STUDENT NAME											



STUDENT SKILL CHECKLIST

		OBJECTIVES EVALUATED											
UNIT: <u>SOCIAL SKILLS</u> GOAL: <u>SELF-ESTEEM AND</u> <u>SELF IDENTITY</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		discusses problems of disability	discusses feelings about disability										
DATE	STUDENT NAME												

STUDENT SKILL CHECKLIST

UNIT: <u>SOCIAL SKILLS</u> GOAL: <u>SOCIAL</u> <u>COMMUNICATION AND</u> <u>INTERACTION</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED										
		describes appropriate behaviors	identifies inappropriate behaviors	suggests alternative behaviors	demonstrates awareness of own behavior	makes steps to reduce inappropriate behaviors	identifies behaviors that aid popularity	identifies characteristics that contribute to popularity	asks for assistance	acknowledges help when received	identifies other person's feelings	reads nonverbal communication signs
DATE	STUDENT NAME											

STUDENT SKILL CHECKLIST

UNIT: <u>SOCIAL SKILLS</u> GOAL: <u>SOCIAL</u> <u>COMMUNICATION AND</u> <u>INTERACTION</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED											
		identifies appropriate and inappropriate reaction to stereotypes	uses good listening skills	shows trust in others	works well in groups	handles peer pressure							
DATE	STUDENT NAME												



STUDENT SKILL CHECKLIST

UNIT: <u>SOCIAL SKILLS</u> GOAL: <u>GOAL DEVELOPMENT</u> <u>AND PROBLEM SOLVING</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED										
		identifies daily problems	differentiates between changeable and non-changeable problems	lists steps to solving a problem	identifies consequences of behavior	defines a goal	differentiates between a long-term and a short-term goal	identifies importance of personal goals	creates a short-term goal statement	evaluates goal statement	determines if goal is realistic	identifies knowledge of goal
DATE	STUDENT NAME											



STUDENT SKILL CHECKLIST

UNIT: <u>SOCIAL SKILLS</u> GOAL: <u>GOAL DEVELOPMENT</u> <u>AND PROBLEM SOLVING</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED											
		identifies how to learn more about goal	creates a goal plan	follows goal plan	evaluates goal or goal plan								
DATE	STUDENT NAME												



STUDENT SKILL CHECKLIST

UNIT: <u>SOCIAL SKILLS</u>		OBJECTIVES EVALUATED											
GOAL: <u>DEVELOPING A</u>		Identifies accurate sexuality resources	Defines sex role	Defines sex role stereotype	Defines sex role reversal	Identifies ways sex roles are learned	Expresses how roles influence behaviors	Explores similarities between perceptions of relationships	Explores differences between perceptions of relationships	Identifies appropriate verbal cues	Selects appropriate verbal cues	Identifies appropriate non-verbal cues	Selects appropriate non-verbal cues
<u>SEXUAL IDENTITY</u>													
1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently													
DATE	STUDENT NAME												



STUDENT SKILL CHECKLIST

UNIT: <u>SOCIAL SKILLS</u> GOAL: <u>DEVELOPING A</u> <u>SEXUAL IDENTITY</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED										
		Recognizes verbal cues given by others	Responds to verbal cues given by others	Recognizes non-verbal cues given by others	Responds to non-verbal cues given by others	Classifies types of loves	Labels physical ways of expressing feelings of love and affection	Labels verbal ways of expressing love and affection	Deals appropriately with feelings	Identifies a moral	Identifies a value	Lists own personal values
DATE	STUDENT NAME											



STUDENT SKILL CHECKLIST

UNIT: <u>SOCIAL SKILLS</u> GOAL: <u>DEVELOPING A</u> <u>SEXUAL IDENTITY</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED																		
		Differentiates appropriate and inappropriate sexual behaviors	Analyzes risks of irresponsible sexual behavior	Understands risks of irresponsible sexual behavior	Identifies factors of family planning	Differentiates between acceptable and unacceptable advances of strangers	Responds appropriately to strangers' actions													
DATE	STUDENT NAME																			



DISABILITY AWARENESS

An integral aspect to promote success for your students is to provide Disability Awareness for themselves, their families, fellow students, school personnel and members of their community. To this end, we have provided, promoted and supported various activities.

A. For the disabled student himself/herself, depending on the age group and maturity level, a number of activities can be suggested:

1. Make a bulletin board displaying newspaper and magazine articles dealing with individuals with disabilities.
2. Students with disabilities need role models who they can relate to; models who can discuss their disabilities and what it has meant for them. They can open the class up or promote individual discussion. Disabled adults as models coming from either inside the school or from the community can teach workshops on a specific topic (i.e. photography, gardening, use of makeup, travel). The students should experience disabled adults as role models.
3. A one-on-one experience with a disabled adult at their place of work or school.
4. The use of disabled puppets such as "Kids On The Block".
5. The students can interview disabled adults.
6. There are many books geared to students of various age groups that deal with an individual sharing his/her disability.
7. Some cities offer a Big Brother/Big Sister group that pairs adults and children with similar characteristics.

B. For families of disabled people/children:

1. We would highly recommend the magazine The Exceptional Parent for any person with a disabled child.
2. Staff from our Independent Living Center have held stimulating and successful workshops for parents of disabled children. At these meetings parental concerns were discussed. Parental concerns seem to center around questions for their child's future, "Where will their child live when they are no longer able to care for them?" Parents have also communicated concerns about their child out in the community; dealing with strangers, etc. We explain to the parents how an Independent Living Center can be a support and resource for their child, not a haven or parental figure.
3. Support groups for families with disabled children can be a crucial factor to the families' well being. These groups can be found through local Special Education Resource Centers, Social Service organizations and/or local school systems.
4. Parents with disabled children should get to know adults who share their child's disability.
5. Many books have been written with the parent in mind. A list of these books can be found in the "Bookstore" section of The Exceptional Parent magazine.

C. For "Fellow" students:

Depending upon the age group a variety of techniques can be recommended:

1. One of our teachers suggest opening a special education classroom up to other students. This satisfies the students' curiosity about what is happening in THAT classroom. Teachers can either encourage interested students to help in the classroom or hold extracurricular activities there.

2. Puppet shows such as "Kids On The Block" are a great eye opener to the elementary school aged child. A positive approach would be to hold these activities for classrooms with disabled children and non-disabled alike.
3. For the older student, having speaker's bureaus formed of disabled adults talking about their disabilities and answering questions has worked successfully in many classrooms.
4. One great method is to promote interaction by the disabled child and non-disabled alike. This could be in the form of mainstreaming in classrooms or "mainstreaming" in extracurricular activities.
5. Lastly, disabled children can do things for their fellow students. They could make and sell popcorn, Easter candies, etc. They could invite other classes in for a party in their room.
6. Students can simulate a disability (i.e. placing a student who walks into a wheelchair for the day.)

D. For Teachers and Other School Personnel:

1. Special education staff can hold in-service meetings about this topic or about specific disabilities and accommodations. (AHSSPPE has put out good materials for this purpose.)
2. Staff from a disability group or Independent Living Center can also be used for this purpose.
3. Open up a special education class to other teachers. Ask them to participate in your class by teaching your students a special skill. Note: The Special education teacher should provide the visiting teacher with guidance and support.

THE EARS* LISTENING SYSTEM

E = EYES (LOOK)

THE FIRST THING A GOOD LISTENER DOES IS LOOK AT YOU. THIS TELLS YOU THAT YOU HAVE THEIR ATTENTION AND INTEREST:

A = ACT (NOD, SMILE OR VERBAL ACKNOWLEDGEMENT)

THE NEXT INGREDIENT IS A SIGN OR ACTION THAT SAYS AND ACKNOWLEDGES AGAIN THAT THEY ARE ATTENDING TO AND ARE INTERESTED IN WHAT YOU ARE SAYING.

R = RESTATE/QUESTION

OFTEN, ANOTHER PART OF LISTENING IS WHEN A LISTENER RESPONDS BY RESTATING A POINT OF INTEREST OR ASKING A QUESTION TO CLARIFY OR EMPHASIZE SOMETHING THAT WAS SAID.

S = SHARE

A GOOD LISTENER WILL SHARE AN OPINION OR COMMENT THAT MAKES THE CONVERSATION INTERESTING TO BOTH PEOPLE. THIS CAN SPUR ADDITIONAL CONVERSATION.

* This worksheet has been reprinted with the permission of Suzanne Harmoh, Co-author of The Life Skills Training: A Program for Parents and their Learning Disabled Teenagers. This material was developed by The Life Skills Project, c/o Closer Look, Washington, D.C.

ADDITIONAL PEER PRESSURE DILEMMAS

cheating on exam
smoking
drinking
stealing
dating
popularity

getting good grades
swearing
drugs
sexual pressure
cruelty to others
dressing the image
not wearing hearing aid,
glasses or other assistive
devices

SUGGESTIONS FOR DISCUSSION

Situation 1:

Melanie is about to take a mathematics exam that she has spent hours preparing for. Before class, Bill, a boy Melanie has been interested in, asks her to show him the answers during the exam. Not knowing how to reply, Melanie says O.K. During the exam however, Melanie begins to have doubts about giving Bill the answers.

1. Why do you think Melanie said O.K. in the first place?
2. Why do you think Melanie may be having second thoughts?
3. What should Melanie do?
4. What would you do?

Situation 2:

One day Nancy is invited to sit with the most popular girls in the school for lunch. She has been looking forward to joining this group for a long time. During lunch the girls gossip about other people in the school. At one point they begin to discuss Margaret, a good friend of Nancy's. None of the other girls like Margaret. They talk about how stupid she is and how no one would want to be friends with her. Nancy sits quietly listening. She wants to be accepted by these girls and doesn't know whether she should stick up for her friend, say nothing at all, or join in the mocking.

1. How should Nancy handle the situation?
2. How do you think the other girls would react if Nancy defended Margaret?
3. What would you do?



GOALS

WISHES YOU PLAN FOR

A Workbook on Goal Setting

by the Staff of

The MALTD Project

Model Approches to Life
Transition for the Disabled

20
30
40



Youth Services
Center for Independent Living
2539 Telegraph Ave.
Berkeley, CA 94704

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GOALS

WISHES YOU PLAN FOR

A Workbook on Goal Setting

Created by:

**Ticia Casanova
Sandra Feinbaum
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Artistic conceptions, illustrations and graphics by Kathleen Sanders

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***This material has been reprinted from "Goals: Wishes you Plan For" developed by Carolyn Summer and the MALTD Project Staff with permission of Ticia Casanova, Project staff person.**

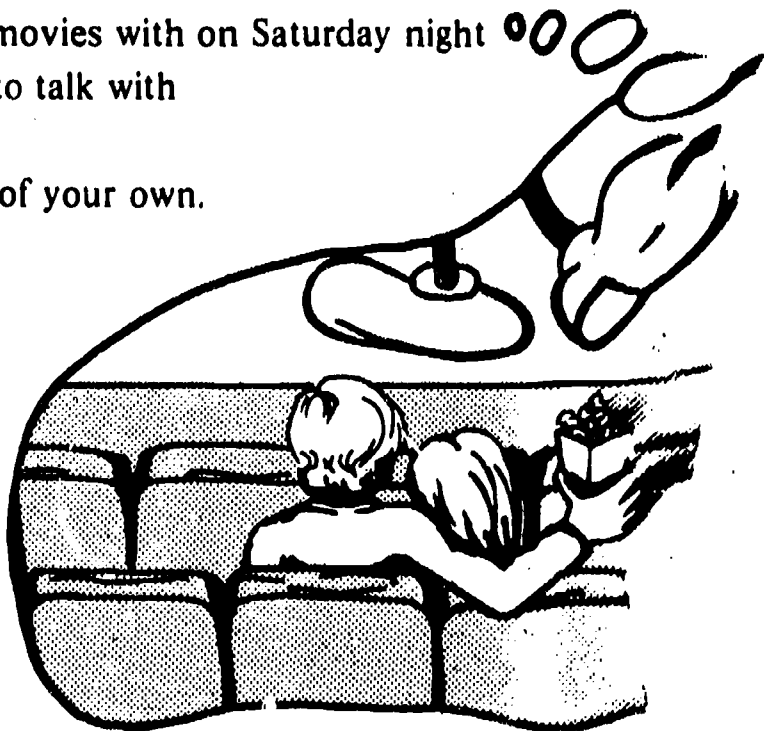
What's a goal?

A goal is a wish you plan for.



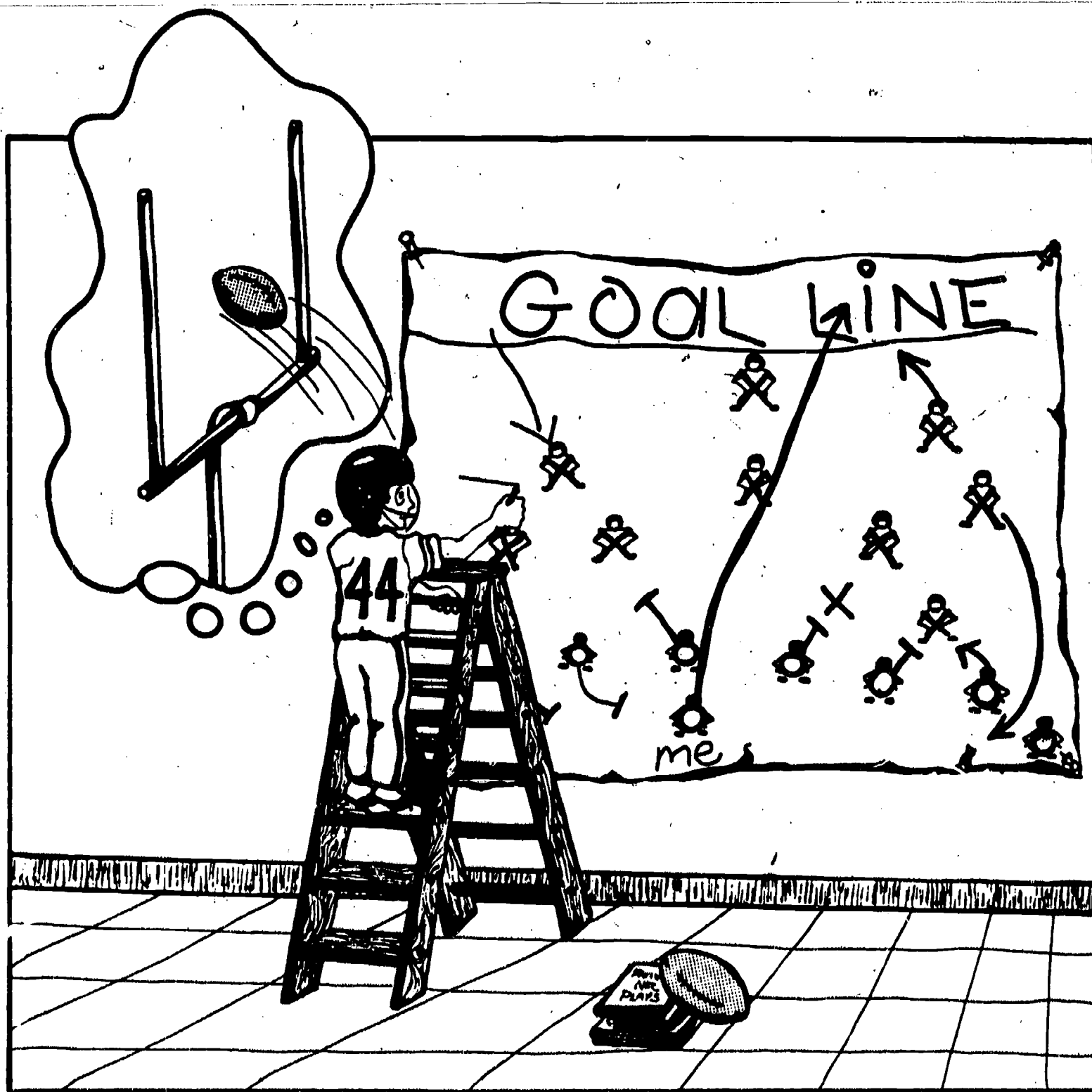
When you make a wish,
you ask to have your life changed in some way.

- Maybe you wish you had some new clothes
- Or somebody to go to the movies with on Saturday night
- Or a really good friend to talk with
- Or an exciting job
- Or an apartment of your own.



These are all wishes.

When you start planning and working
to make them come true, these wishes become
goals.



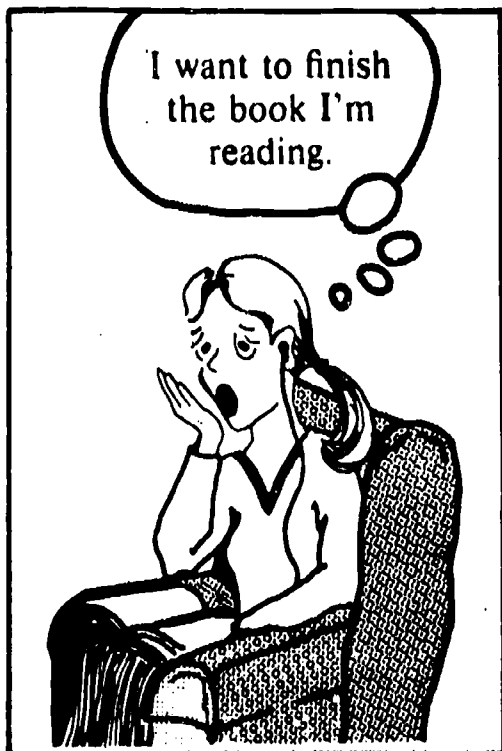
Long-Term Goals

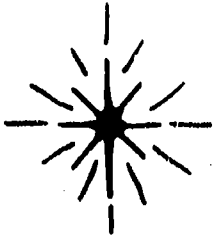
Some goals take a long time to reach. These goals are called long-term goals, or big goals.



Short-Term Goals

Some goals don't take a long time to reach. These goals are called short-term goals, or little goals.





Whether a goal is long-term or short-term, you have to *plan* for it.

Star light, star bright, I want to become a pro football player tonight.



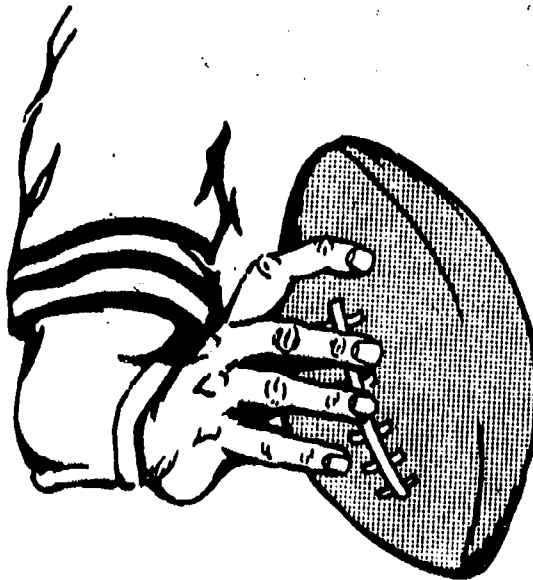
If you just close your eyes and wish, you *may* get lucky—but then again, you may not.

Why leave your happiness up to luck?

If you make goals and plan for them, you'll be taking control of your own life.

You'll be taking into your own hands the power to make things happen—for you!

By giving yourself this kind of power, you'll be greatly increasing your chance of having a happy and satisfying life.



How Do You Plan For A Goal?

You have to ask yourself some questions, and give very honest, clear answers to them.

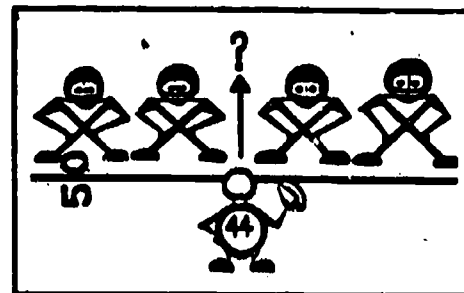
Question 1: Exactly what is my goal?



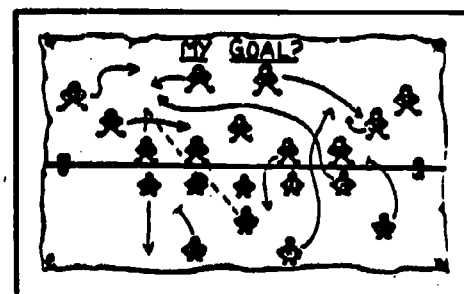
Question 2: Is this a goal I have set for myself, or one that somebody else has set for me?



Question 3: Is this goal one that I have a fighting chance of reaching?



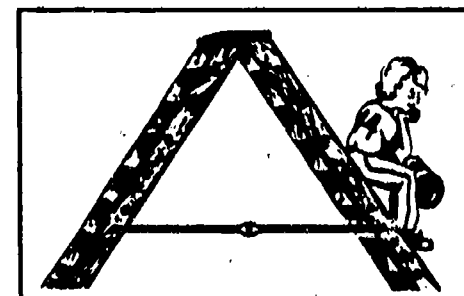
Question 4: What do I know about my goal and the things I'll have to do to reach it?

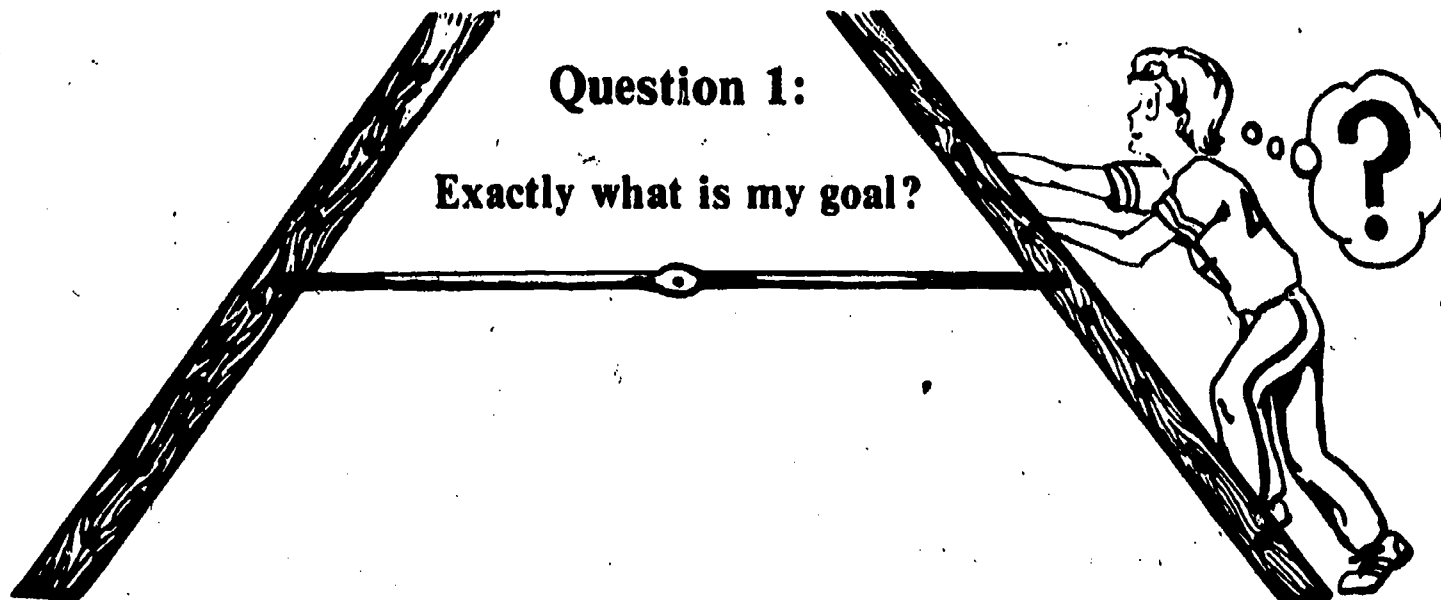


Question 5: What specific steps will I have to take to reach my goal, and how long will it take to finish each step?



Question 6: Now that I've done some work on my goal, do I still want it? Why or why not?





Put your answer to this question in the form of a **specific statement**, called a **goal statement**.

Don't say: "I want to get better in English."
 Say: "I want to get a **B** in English by the end of the spring term."



Notice the difference? The first goal statement is **vague and general**. The second is **clear and specific**.

If you have trouble being specific in making your goal statement, ask yourself, "How will I know when I have reached this goal?" Then build your answer into a goal statement.

Vague goal statement: "I want to get along better with my brother."

Question:

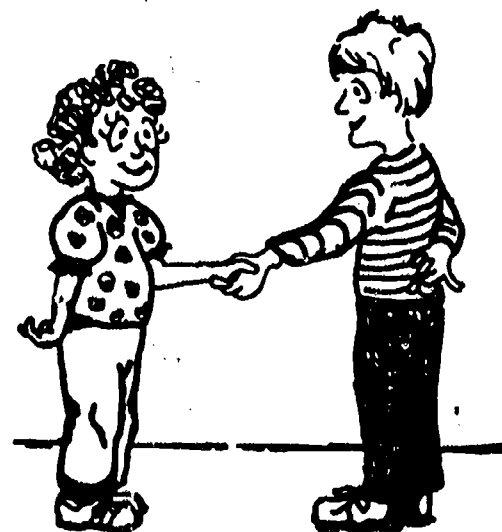
"How will I know when I've reached this goal of getting along better with my brother?"

Answer:

"I'll know I've reached this goal when a whole month has gone by and I haven't had a single fight with my brother."

Specific goal statement:

"I don't want to have one single fight with my brother during the month of August."

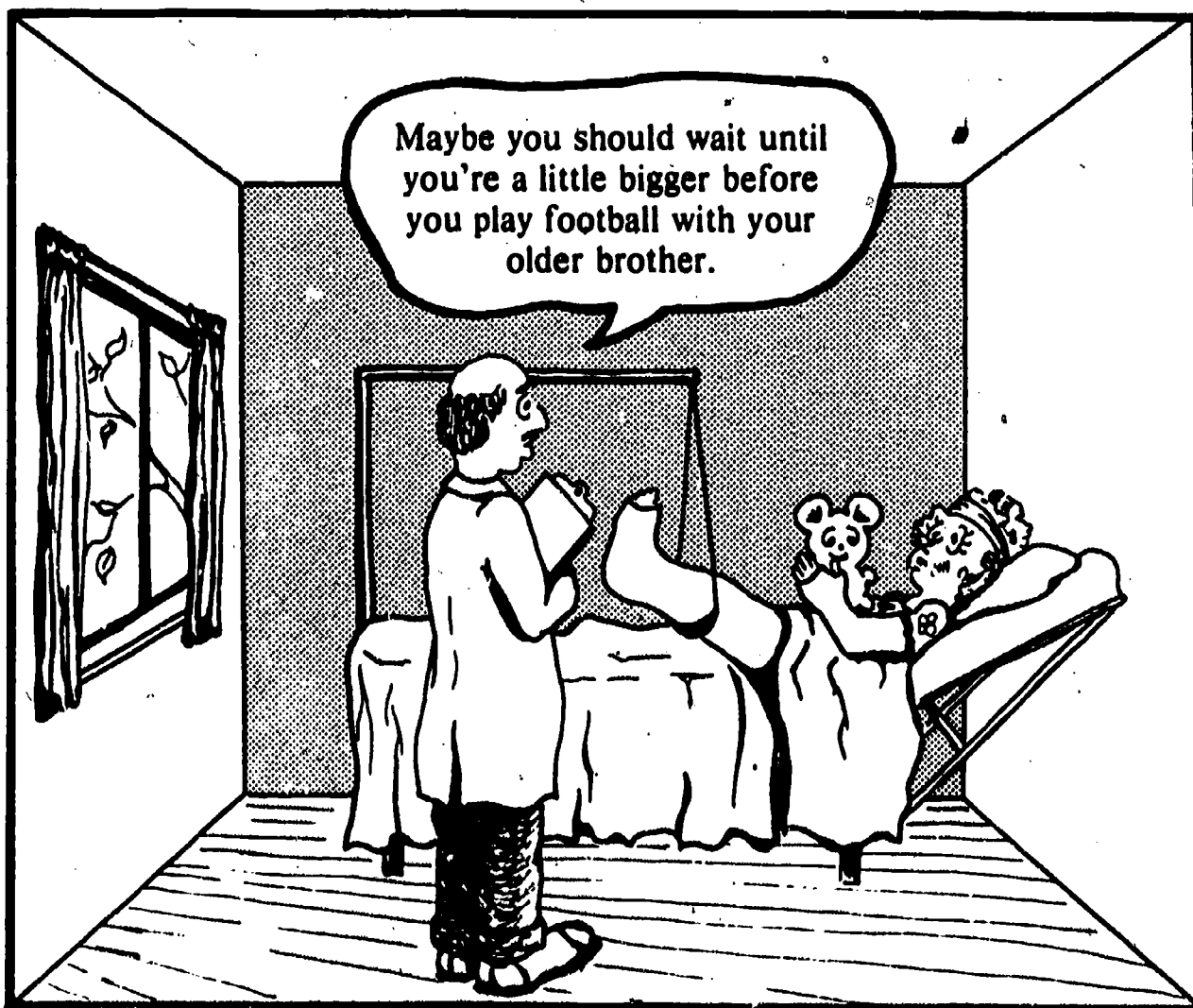


A goal statement needs to be specific so that you'll be able to tell for sure when you've reached your goal.

Knowing you've reached your goal makes you feel like a winner.

Knowing you haven't reached your goal doesn't make you feel terrific but it helps you get a better understanding of yourself.

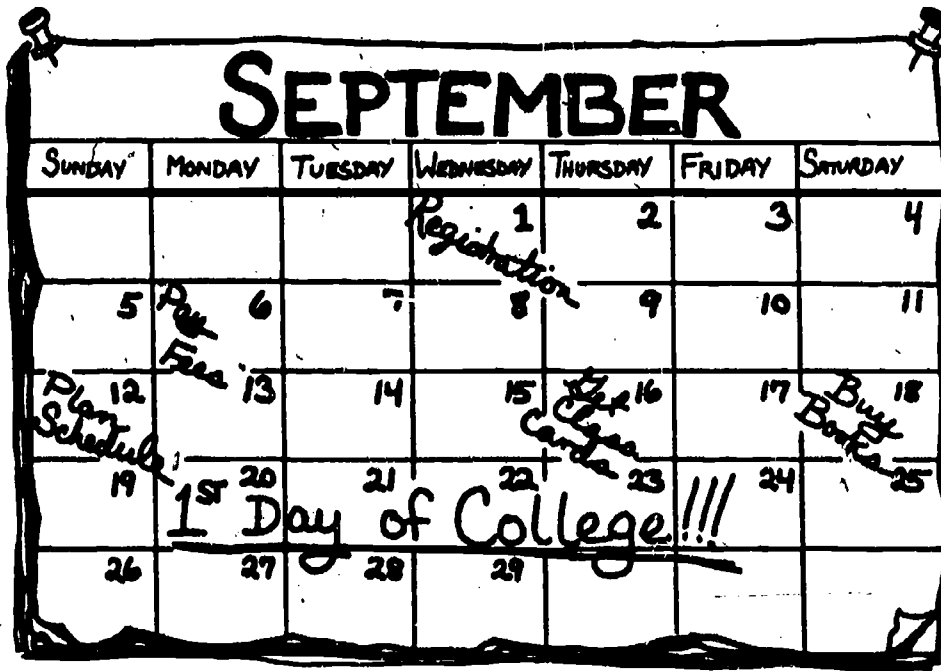
- **Maybe this wasn't a good goal for you after all.**
- **Maybe you needed more time.**
- **Maybe you should have worked harder.**
- **Maybe you should work toward this goal in a different way.**



Your goal statement should include a *time*.
When will you reach this goal?

Don't say: "I want to go to college."

Say: "I want to be enrolled in college by next September."

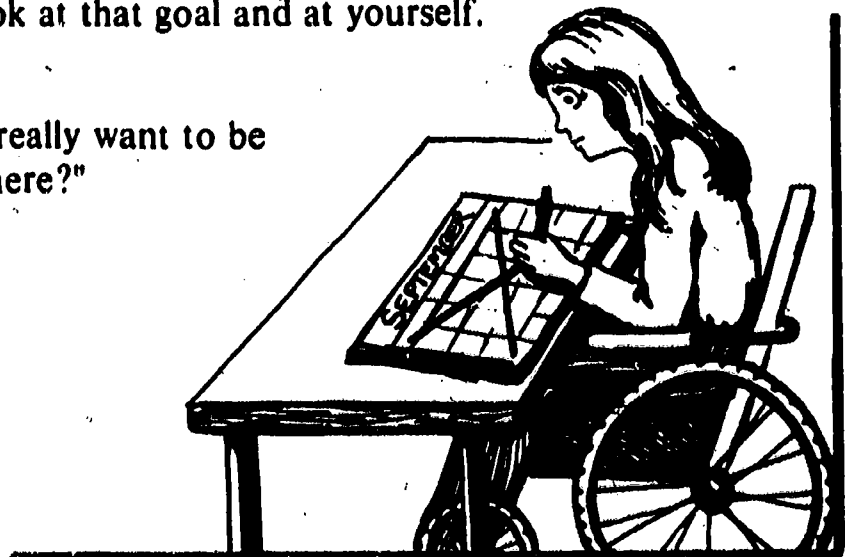


By putting a *time* in your goal statement, you give yourself a way of checking on your own progress.

If September comes and you're not enrolled in college, you'll have to face the fact that you haven't reached your goal.

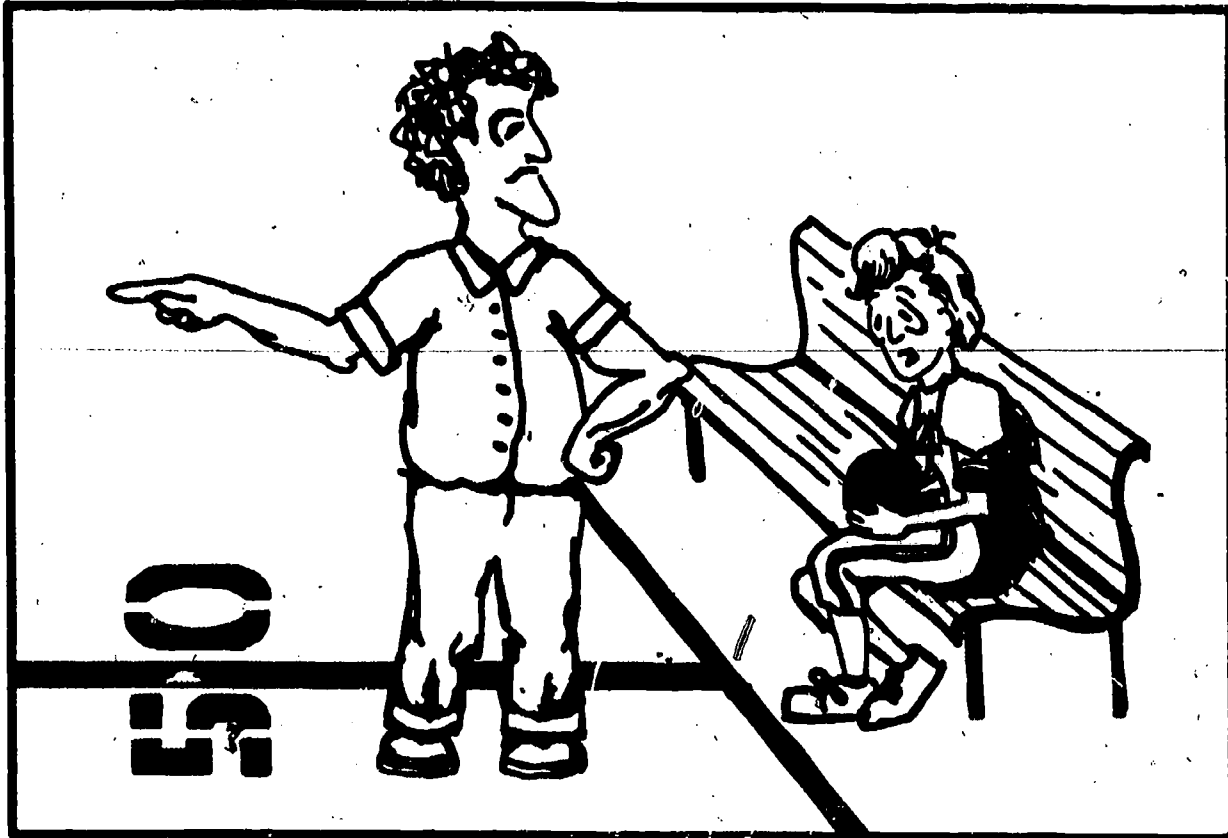
Then you'll have to take a hard look at that goal and at yourself.

You'll have to ask yourself, "Do I really want to be in college? If so, how come I'm not there?"



Question 2:

**Is this a goal I have set for myself,
or one that somebody else has set for me?**



Your goals should be your own—not somebody else's.

You are the world's biggest expert on you. Better than anybody else, you know what you want and need.

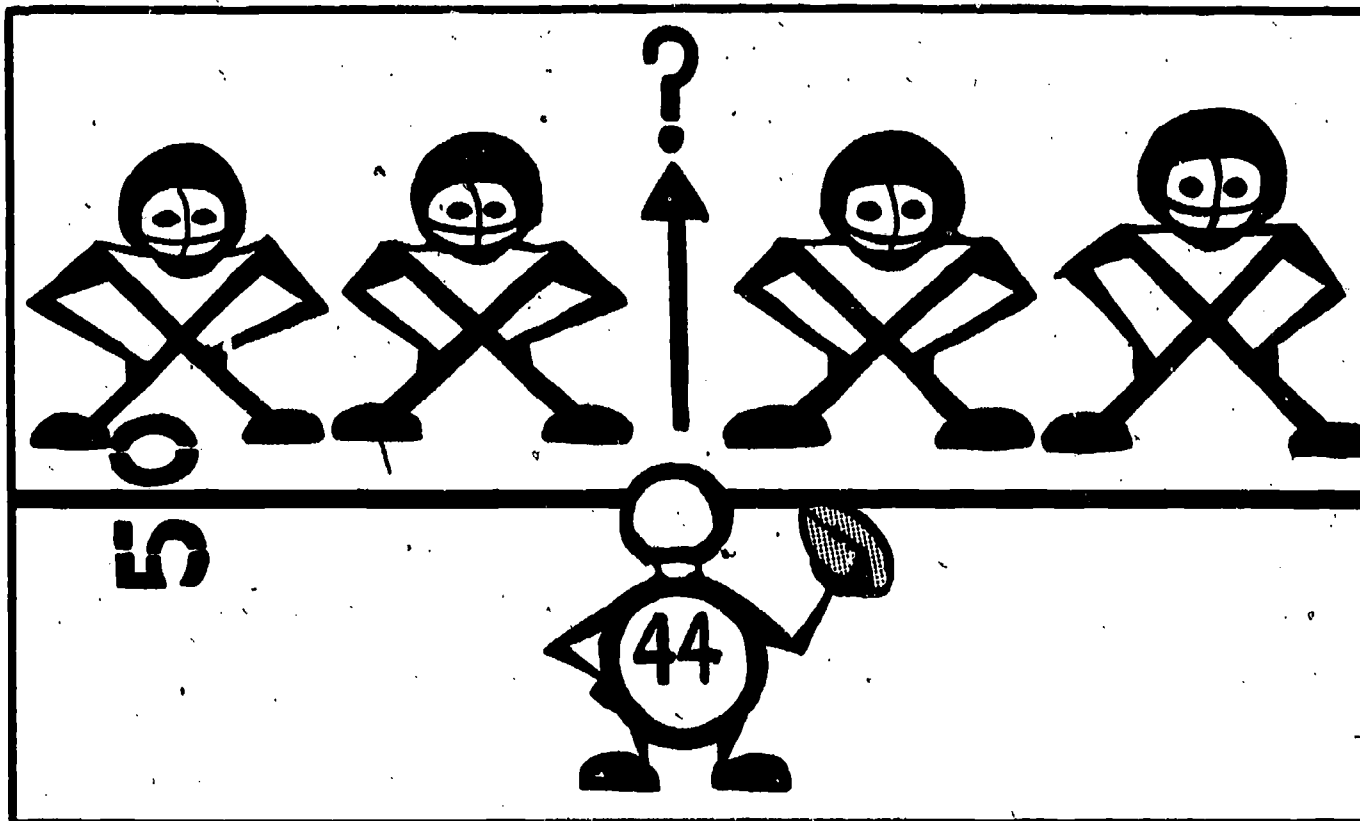
Gather information. Listen to advice from other people. But don't try to reach goals somebody else has set for you.

A man named Christopher Morley once said, "There is only one success—to be able to spend your life in your own way."

Your way—not somebody else's.

Question 3:

Is this goal one I have a fighting chance of reaching?



In answering this question, you have to take a good long look at:

A. The way the world works

and

B. The person you are.

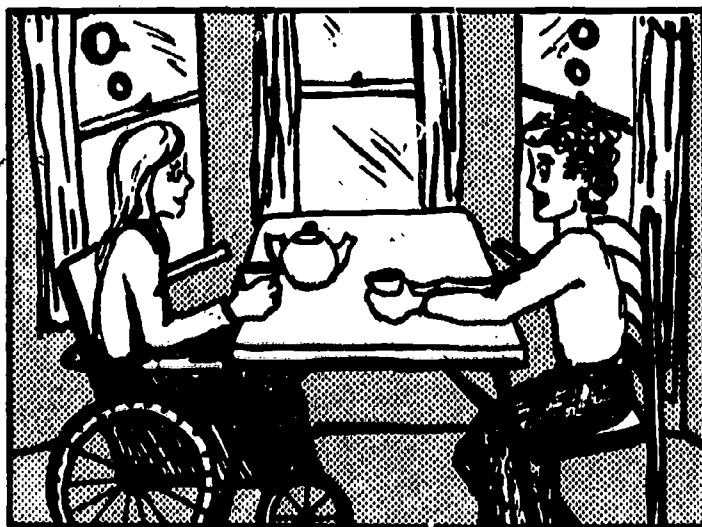




First, you have to look at
the way the world works.

In this world we live in, certain things are likely to happen, and certain things are not.

- In this world it is *not* likely that you will be hired as a college professor if you have never finished high school—no matter how smart you are, or how much you know.
- In this world it is *not* likely that a landlord will rent you an apartment when you're sixteen years old—even though you have a job and can pay the rent.
- In this world it is *not* likely that you will be able to earn your living as a professional dancer if you're in a wheelchair—even though you love dancing and have a lot of talent.



Ask yourself,

"Is there anything in the way the world works that will make it especially hard for me to reach this goal?"

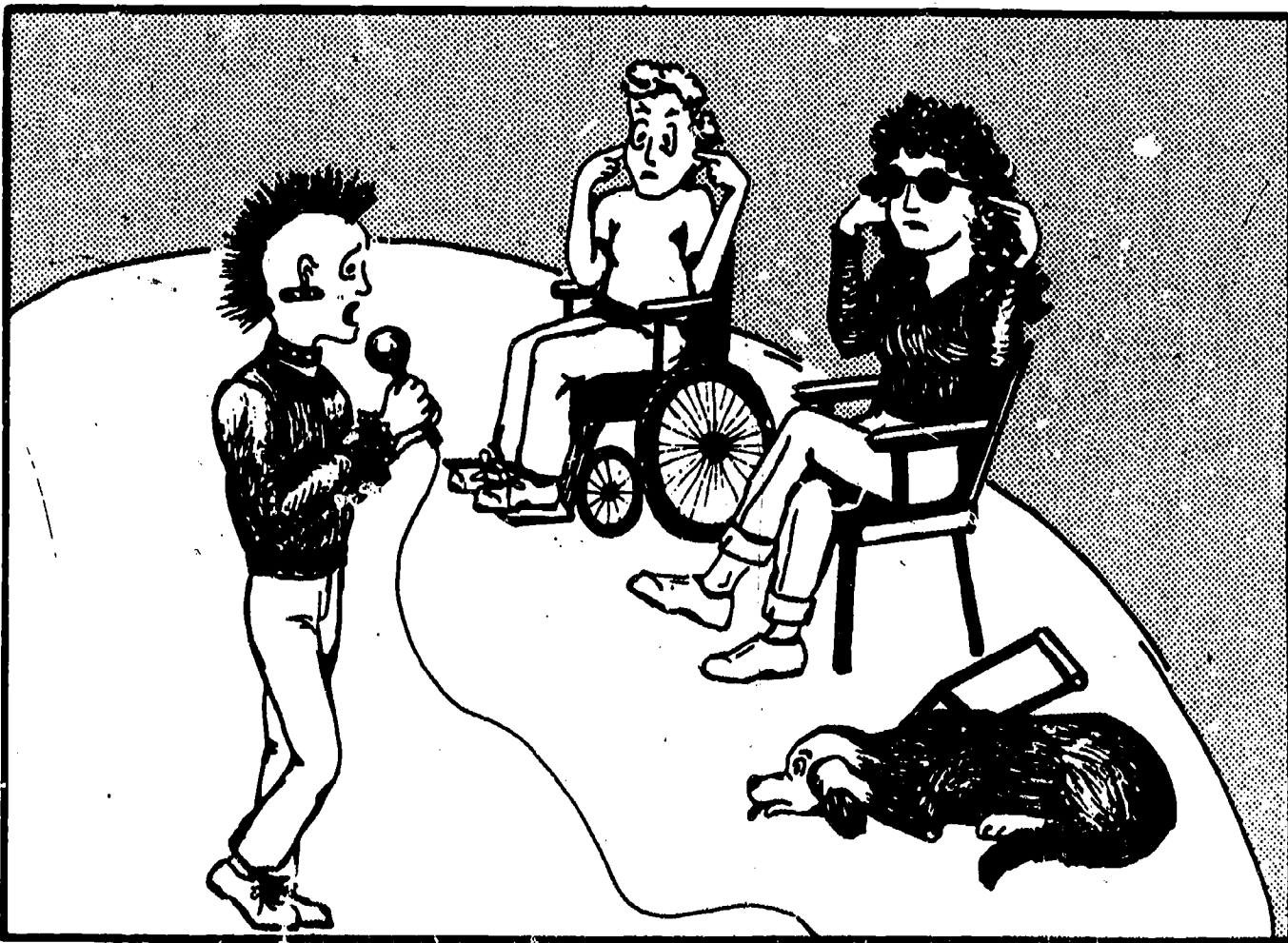
**Second, you have to look at
the person you are.**



Everybody is good at some things, and not so good at others.

Which things are you good at, and which are you not so good at? What can you do, and what can't you do?

- If you're not good at sports, you probably won't be able to become an NBA center.
- If you're rotten at math, chances are you'll never be a successful accountant.
- If you're too shy to talk to anybody, it's not likely that lots of people will want to go out with you.
- If you have an awful singing voice, you probably won't become a rock star.



Ask yourself,

"Is there anything about the person I am that will make it especially hard for me to reach this goal?"

Remember— *Hard* doesn't mean *impossible*. *Hard* means you may have to work a little more, and plan a little better.

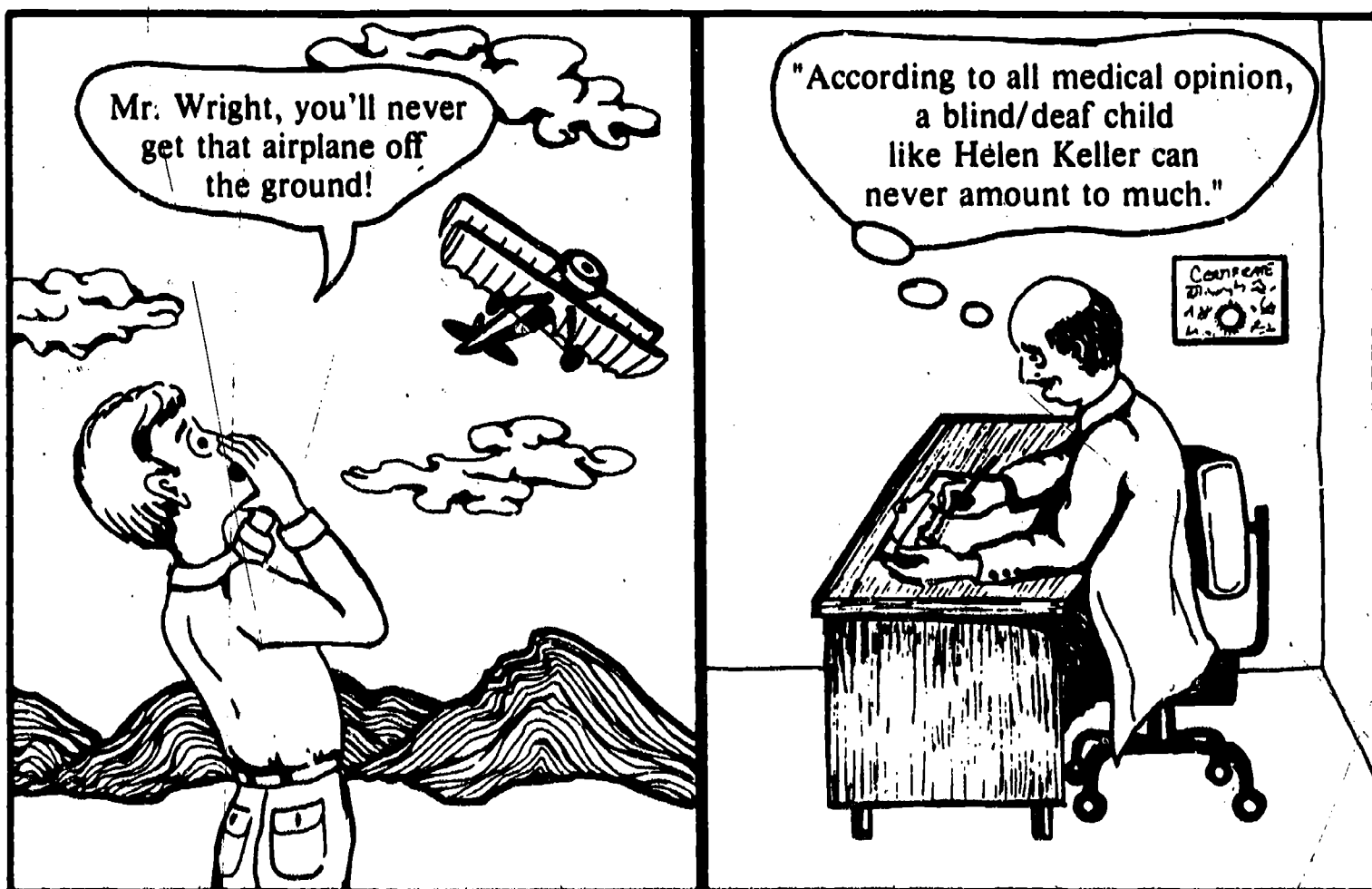
Don't say "I can't" too quickly!

Be careful when you ask yourself, "Can I do this?"

People are always being told, "You can't do that!"—and then ending up doing it anyway.

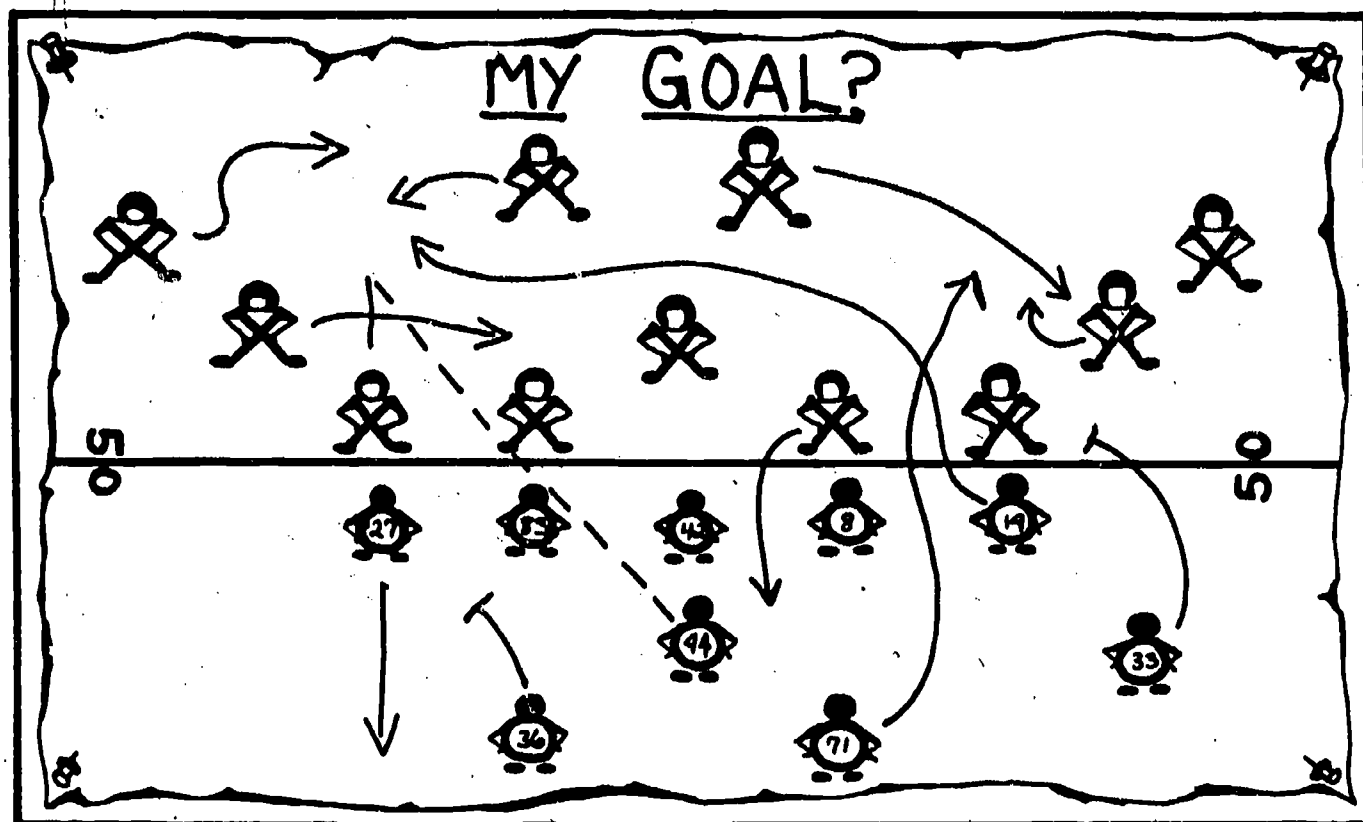
Don't underestimate yourself, or your own power to learn, change and grow.

And don't let anybody else underestimate you, either!



Question 4:

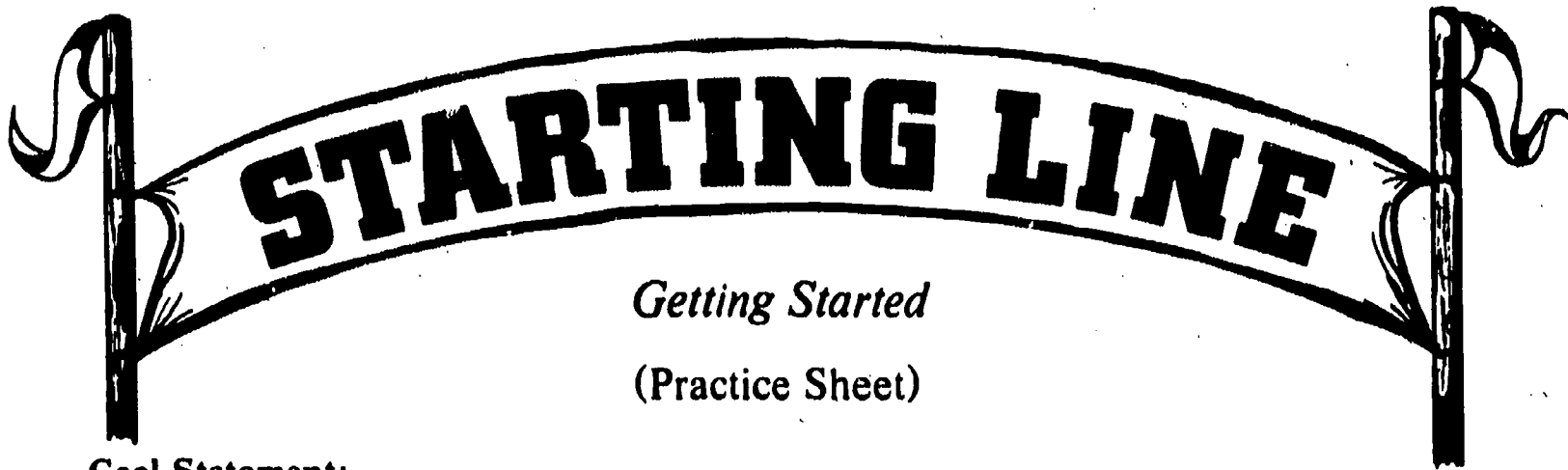
What do I know about my goal and the things I'll have to do to reach it?



1. To answer this question, first write your goal statement at the top of a piece of paper.
2. Underneath the goal statement, write three headings, leaving space under each heading so you can write. The three headings are:
 - A. Things I know about my goal
 - B. Things I don't know about my goal
 - C. Ways I can find out what I need to know about my goal.

On the next couple of pages, you'll have a chance to practice answering Question 4 for a goal that you've picked out.

We've given you some sheets to practice on. They're called *Getting Started Sheets*.



STARTING LINE

Getting Started

(Practice Sheet)

Goal Statement: _____

Things I know about my goal: _____

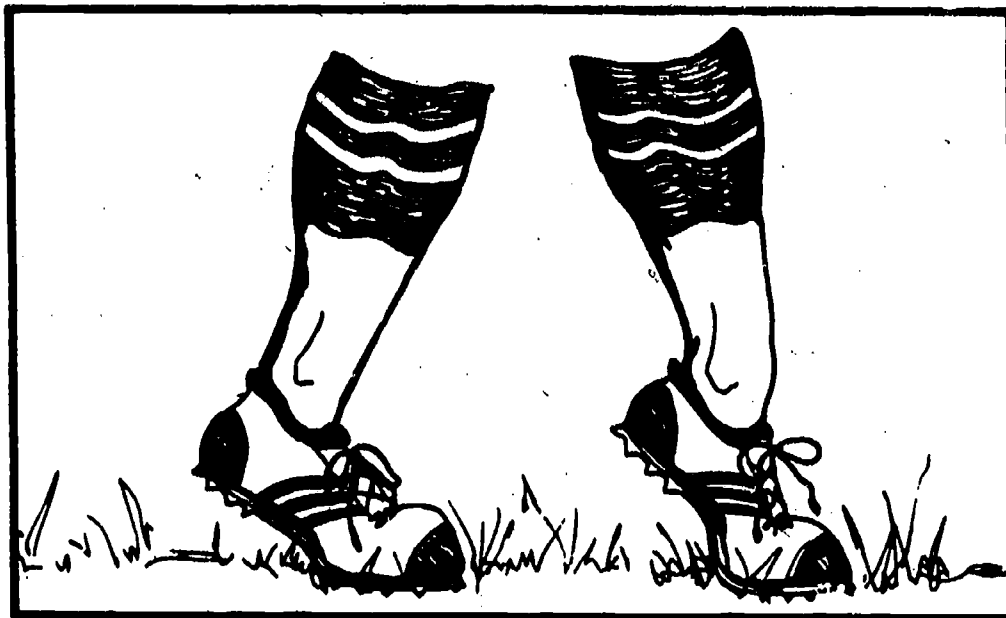
Things I don't know about my goal: _____

Ways I can find out what I need to know about my goal: _____

There are more *Getting Started* sheets at the back of this book.

Question 5:

**What specific steps will I have to take to reach my goal?
How long will it take me to complete each step?**



Now you're going to use the information you gathered when you answered Question 4. You're going to use this information to make a **goal plan**.

Making a **goal plan** is a lot like making travel plans for your vacation.

For example, when you want to take a car trip, you have to know where you are going (your **goal**), and you also have to know what route you will follow to get there (your **goal plan**).

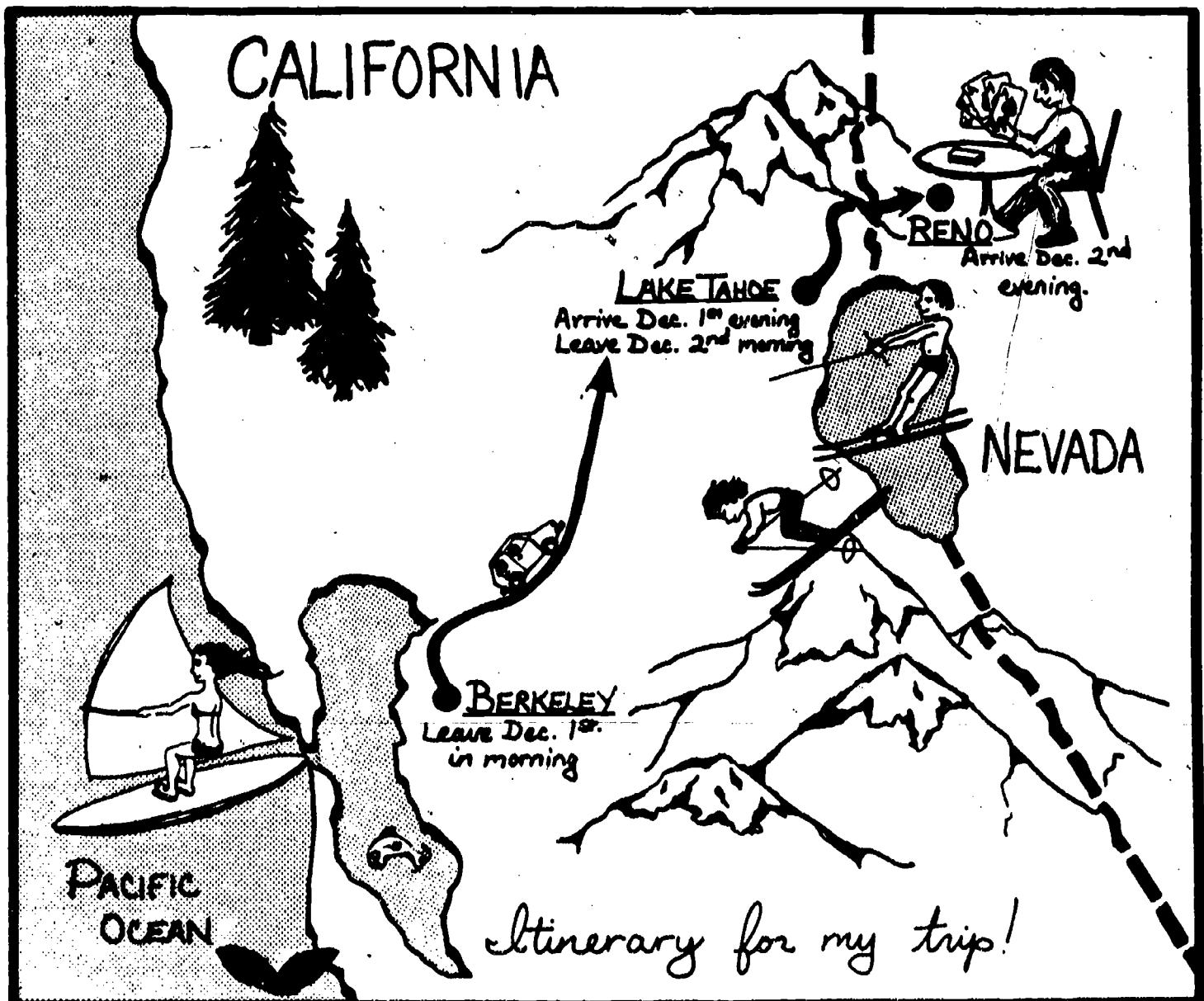
Really good travel plans also include an *itinerary*. An itinerary tells you exactly *when* you can expect to get to various points on your route.

ITINERARY

Leave Berkeley, CA	Dec. 1 (morning)
Arrive Lake Tahoe, CA	Dec. 1 (evening)
Leave Lake Tahoe	Dec. 2 (morning)
Arrive Reno, Nevada	Dec. 2 (evening)

Your goal plan is the itinerary for your trip toward your goal, so it should list:

- A. The steps which you'll make in your trip toward your goal, in the order in which you'll make them; and
- B. The time by which you'll complete each of these steps.



Don't rush yourself when you write down the times. Give yourself all the time you think you'll need, *plus a little extra.*

GOAL PLAN

Write your goal plan in a form like this:

Goal Statement: _____

	Do by:	Really did by:
Step 1: _____		

Step 2: _____		

Step 3: _____		

Step 4: _____		

Goal!! _____		

There are more Goal Plan sheets at the back of this book.

MY GOAL:

(Ladder Goal Plan)

Or maybe you'd rather do your goal plan in a form like this:

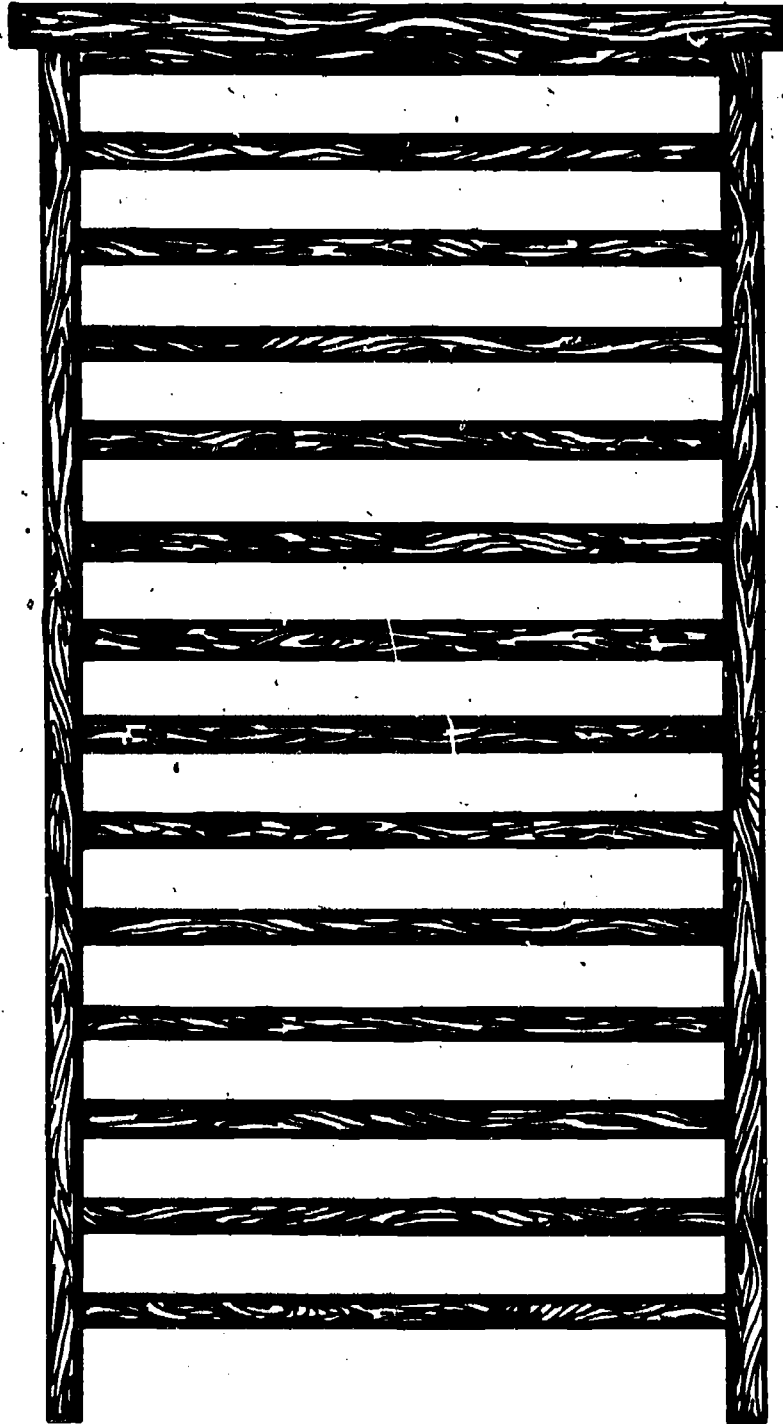
The form is a ladder with six steps, numbered Step 1 to Step 6 from bottom to top. Each step consists of a horizontal bar with a wood-grain texture. To the left of each bar is a vertical post, also with a wood-grain texture, representing the ladder's side rail. Each step has a label 'Step 1' through 'Step 6' at its left end. To the right of each step bar, there are two lines for writing: 'Do by: _____' and 'Really did by: _____'. The ladder is tilted to the right.

There are more Ladder Goal Plan sheets at the back of this book.

Working toward a goal really is a lot like climbing a ladder.

Instructions for Climbing Ladders:

**To get to
the top
(the goal),**



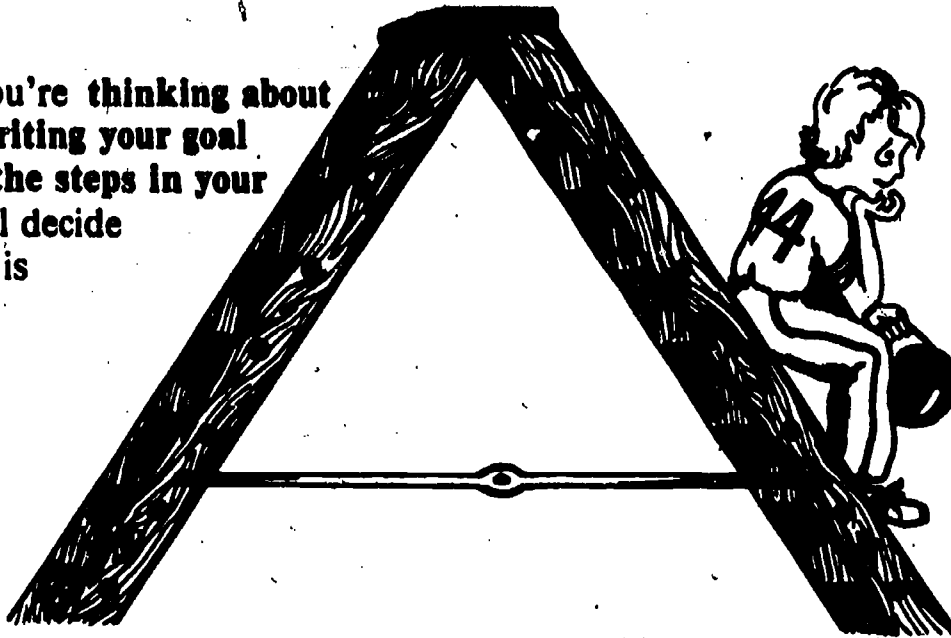
**put your feet
on the rungs
(the steps)
first.**

Each rung takes you a little higher, until finally you're where you want to be—at the top.

Question 6:

**Now that I've done some work on my goal,
do I still want it? Why or why not?**

Maybe while you're thinking about your goal, or writing your goal plan, or doing the steps in your goal plan, you'll decide that something is wrong.



- **Maybe one of the steps is too big, and will take you too long to complete. Maybe you ought to make this step a goal, and work on it separately.**
- **Maybe you decide one of the steps won't help you reach your goal, so you need to throw it out. Or maybe you need to add a new step.**
- **Maybe you decide that you don't want to reach this goal after all. It's not for you.**

Don't forget that your goal plan is yours, for your convenience.



You can change it any time you want to. Or even throw it into the trash can, if it's not helping you.

What can Don learn about himself from looking at his goal plan?



1. *Don didn't reach his goal.*

It would have been great if he'd reached it. He'd have done something he could be proud of, and he'd feel like a winner.

Still, there's nothing so terrible about failing. Don may not feel wonderful, but failing to reach his goal will probably teach him a lot about himself.

And the more you know about yourself, the more likely you are to reach the goals you set for yourself in the future.

2. *It took Don longer to finish some of the steps than he thought it would.*

If Don did a lot of steps late, he may learn from that fact that he's a procrastinator (somebody who tends to put things off).

Or he may learn that he's a person who needs to do things slowly and carefully. So the next time he works toward a goal, he won't push himself so much.

Or Don may look at the steps that took him a long time, and realize that these steps, more than the others, were especially hard for him. Then he'll ask himself, "Why did I have such a hard time doing that step? What made it so tough for me?"

3. *One of the steps (#2) was especially hard for Don (he sees that Step 2 took a lot longer than he originally thought it would).*

Don may learn from this fact that he needs a lot more work on Step 2 (meeting strangers) before he's ready to do public speaking in front of strangers.

Don may decide that overcoming his shyness in meeting strangers is a goal he's got to reach before he works on his goal of giving a speech in front of ten people he doesn't know.

So maybe Don will write a new goal statement and goal plan about meeting strangers.

Don's new goal statement is:

I want to meet five strangers by April 1, and I want to have at least a half-hour conversation with each one.



Notice:

Each of the steps in your goal plan can be made into a goal statement and worked on separately.

A goal plan—

It's your own personal way of making your wishes come true!



NAME _____

List the two best sources you might use to get information about the following:
(Some sources are suggested.)

INFORMATION NEEDED

1. Definition of certain words relating to sex _____
2. Concerns or fears about sexuality _____
3. What is expected on your first date _____
4. If you think you are in love _____
5. Methods of sexual expression _____
6. Methods of birth control _____
7. Symptoms of venereal disease _____
8. How to determine if you or your girlfriend are pregnant _____
9. What sexual abuse is _____
10. You have been raped _____

POSSIBLE SOURCES

teacher
parent
counselor
older brother or sister
boyfriend or girlfriend
library

clergy
friend
doctor
hot-line
police

ROLE IDENTITY WORKSHEET

What activities appeal to you? Which would appeal to you if you were born the opposite sex?

Directions: Check all that apply

	<u>AS YOU ARE</u>	<u>IF YOU WERE BORN THE OPPOSITE SEX</u>
hiking	_____	_____
cooking	_____	_____
working on a car	_____	_____
dancing	_____	_____
playing the electric guitar	_____	_____
going to a football game	_____	_____
reading science fiction	_____	_____
writing poetry	_____	_____
sewing	_____	_____
playing basketball	_____	_____

Discussion: Are there any differences? Why?

NAME _____

WHAT WOULD YOU DO?

Respond as to what you would do in the following situations.

SITUATION	YOUR RESPONSE
Example: You are alone when a car pulls up. A woman you've never met says, "your mother told me to pick you up." What would you do?	My mother did not tell me you were coming, so I will go home as I always do: Alternative: What is my mother's name?
1. An old man puts his arm around you at the shopping center. What would you do?	
2. You are alone when a car pulls up and a man asks: "Can you tell me how to get to the Library?" What would you do?	
3. You are on a bus, a young woman leans up against you and asks, "What's your name, honey?" What would you do?	
4. You are in a dressing room at a department store. A person is staring at you, watching you undress. What would you do?	
5. At the playground you see an older boy with his arms around your 7 year old little sister. What would you do?	

UNIT 11: HEALTH

(A list of materials needed and resources recommended for this unit can be found in Appendix 1, pages 63-64.)

A. Personal Hygiene

a. Bathing

Objectives

1. Student states reason for taking a bath or shower.
2. Student explains the procedure in taking a bath or shower.
3. Student states how often he/she needs to bathe or shower.
4. Student differentiates between types of deodorants and anti-perspirants.
5. Student states reason for personal care during menstrual cycle (if applicable).

b. Hair Care

1. Student describes differences between healthy and unhealthy hair.
2. Student demonstrates shampooing.
3. Student uses blow dryer.
4. Student uses comb or brush to style hair.
5. Student cleans comb or brush.
6. Student states appropriate places to comb or brush hair.

Teaching Activities

1. Have students cut out pictures from magazines that demonstrate good vs. poor personal hygiene. Alternative Activity: Use the comic strip characters from "Peanuts" (i.e. Pig Pen, Peppermint Patty). Discuss being dirty while looking clean.
2. Students will mention the temperature of water used, the use of soap, and the cleansing of total body.
4. Show students different anti-perspirants and deodorants. Have student explain the ways they are alike and different.
5. Explain frequency of cycle. Discuss cleanliness, changing of sanitary napkins, etc.
1. Use pictures of healthy and unhealthy hair. What are the differences?
2. Allow students to go through the motions of: measuring shampoo, applying shampoo to hair, lathering shampoo, rinsing, applying conditioner, and final rinsing.

c. Dental Care

Objectives

1. Student states the consequences of poor dental care.
2. Student explains method to brush teeth.
3. Student demonstrates brushing teeth.
4. Student explains use of dental floss.

Teaching Activities

1. Visit by dentist or dental hygienist. Use visual aids.
2. Demonstration by dental hygienist or teacher of correct brushing technique.
3. Provide students with toothbrush and toothpaste. In an appropriate place student can practice brushing.
4. Provide students with dental floss. Teacher demonstrates while students use floss.

d. Skin Care

1. Student demonstrates the proper way to clean hands and face.
2. Student demonstrates use of hand or body lotion.
3. Student demonstrates use of acne medication if needed.
4. Student states reason to shave or not to shave.
5. Student demonstrates the technique to shave.
6. Student explains the basics of safely using makeup, if applicable.
7. Student states reason to use perfumes, colognes, aftershaves, toners, and astringents.

1. Have students practice washing their hands and face.
4. Discussion on the cultural differences for shaving in America.
5. Allow students to apply shaving cream or foam. Discuss the differences. Also discuss the different types of blades and shavers.
6. Allow students to apply makeup or instruct someone to apply it for them. Teacher or professional might do demonstration and explain why safety measures must be used. (VI)
7. Discuss, demonstrate and allow students the time to practice. Be sure students know how much to use and how often they should use them.

e. Nail Care

Objectives

1. Student shows proper care of nails.
2. Student files nails.
3. Student identifies nail problems and possible solutions for each.

Teaching Activities

1. Have equipment available for student to use (i.e. fingernail clippers, nail file, emery board, nail brush, wooden cuticle sticks, large nail clipper for toes). (VI)
2. Show students different types of nail files and emery boards. Explain good and bad qualities of each. Have students show proper methods of filing.
3. List problems that can occur in the nail and nail area (i.e. split nails, ingrown toenails), and how to correct them.

B. Health Care

Objectives

1. Student identifies symptoms of common illnesses (i.e. headache, temperature, sore throat, cough, cold, stomach ache, vomiting).
2. Student safely and properly uses a thermometer.
3. Student differentiates between a normal and abnormal body temperature.
4. Student identifies sickness preventive techniques (i.e. proper diet, vitamins, plenty of sleep).
5. Student identifies steps to take when feeling ill (i.e. taking aspirin, cold medicines, getting plenty of rest).
6. Student identifies when medical care is advised or required.
7. Student communicates medical information regarding self.
8. Student identifies health care agencies in their community (i.e. hospitals, counseling services, etc.)

Teaching Activities

1. Presentation by school nurse (see also Objective and Activity #4).
2. Demonstrate using a thermometer. Discuss the differences between rectal and oral thermometers. Demonstrate and discuss proper cleaning technique. Have students practice.
3. Have students take their own or each other's temperature. Discuss the differences between a normal and abnormal temperature.
4. Presentation by school nurse or Health teacher
5. & 6. Presentation by school nurse and/or Health teacher. After presentation, give students sample situations. They must determine what steps they would take. Discuss student answers.
7. Students compile and write up own "Medical History".
8. Class makes bulletin board of health care facilities and community agencies.

C. Safety and First Aid

Objectives

1. Student demonstrates basic first aid skills (i.e. blisters, burns, scrapes, sunburn, cuts, insect bites, broken bones).
2. Student lists precautionary fire safety techniques.
3. Student tells the correct procedures for fire emergency.
4. Student practices fire safety and emergency procedures.
5. Student lists precautions for home safety.
6. Student knows correct procedure for emergencies in the home (i.e. opening a window if the house smells like gas).
7. Student demonstrates correct behavior in an emergency situation.

Teaching Activities

1. The American Red Cross has developed 4 books on Basic First Aid Skills. These books are in workbook form for easy use by the students. Book 1 deals with shock, bleeding, breathing and poisoning; Book 2: broken bones, burns and rescue; Book 3: head injuries, internal bleeding, heart attack, infection and illness, snake, animal and insect bites; Book 4: heat or sun exposure, exposure to the cold, fire, electric shock, water safety and other safety problems. Additional Resource: The Scout Handbook. (OH)
- 2.& 3. Presentation and demonstration by local fire department. (HI)
4. Fire drills as well as role playing other fire safety and emergency procedures.
5. Teacher discusses precautionary home safety techniques. See Appendix 4, p. 79. To elaborate on these areas, give students assignments such as what precautionary measures would you take: a) when home alone; b) when you have an infant or young child in the house; and c) to insure physical safety in the home. Additional Activity: Presentation by police department on personal and home safety.
6. Divide students into small groups. Give each group one of the following situations: a) the house smells like gas; b) a sibling or parent becomes ill or injured; c) someone breaks into the house; d) the electricity goes out. Have students list the correct procedure on cards or posters. Post these around the classroom.
7. Simulate various emergency situations.

MATERIALS NEEDED AND RESOURCES RECOMMENDED

MATERIALS:

water	razor and blades
bar soaps	electric shavers
wash cloths	shaving cream/foam
hand towels	after-shave
bath towels	cologne
anti-perspirants	astringent
deodorants	moisturizer
sanitary napkins	toner
tampons	cover cream
shampoo	makeup base
conditioner	blush
cream rinse	lip gloss
blow dryer	eye shadow
curling iron	tissues
curlers	Q-tips
combs/brushes	cotton balls
toothbrush	nail brush
toothpaste	finger nail clippers
dental floss	nail file/emery boards
mouthwash	wooden cuticle sticks
hand lotion	large toe nail clippers
acne medication	thermometer
bandaids/bandages	sample medical history form
basic first aid equipment	

RESOURCES

American Foundation for the Blind, A Step by Step Guide to Personal Management for Blind Person, 1974. (VI)

The American Red Cross, Basic First Aid, (Books 1-4), Washington, D.C., 1981.

Davis, Julie, Wendy Ward Way to Beauty, Simon and Schuster, New York, 1981.

DeGraff, Alfred, Attendees and Attendants: A Guidebook of Helpful Hints, Washington, D.C., College and University Personnel Assoc., 1979. (OH)

Hale, Gloria, The Source Book for the Disabled, The Saunders Press, Philadelphia, 1979. (OH)

Marrione, Barbara, Hiring and Supervising Personal Service Providers, Virginia Institute for Information Studies, 1980. (OH)

The President's Council on Physical Fitness, Adult Physical Fitness: A Program for Men and Women, U. S. Government Printing Office, 1980.

Roberts, Sara and Nancy Sydow, Consumer's Guide to Attendant Care, Madison, Wisconsin's Access to Independence, Inc., 1981. (OH)

"The Scout Handbook", Boy Scouts of America

Also: Local Beauty Shop
School's Cosmetology Department
Dentist/Dental Hygienist
Podiatrist
Beauty Consultant
Local cosmetic merchandiser (i.e. Avon, Mary Kay). We have found that many of them are willing to donate supplies.
In-Service by Fire Department

ORTHOPEDICALLY HANDICAPPED

Personal Care and Hygiene

In some cases students can take care of their own needs with the aid of adaptive equipment, (see pp. 67-68). If possible an occupational therapist can work with students to make individual determinations. Other students will still be unable to perform certain tasks. Those students can still direct their personal hygiene routine.

Objectives

1. Student determines his/her personal care routine.
2. Student identifies the general uses of personal care attendants.
3. Student identifies his/her own needs for personal care attendant.
4. Student identifies costs of personal care attendants and methods of obtaining money to pay a personal care attendant.

Activities

1. The teacher should inform his/her students on the options, techniques and rationale for good grooming. Students can then create their own personal care chart on how they would like to have their personal care needs met. See the chart on page 70 for a Needs Inventory Chart. Students should then share their personal care chart with the person or persons who perform these tasks. With the caregiver, student will review personal care chart, discuss alternatives and arrange a plan which is mutually agreeable.
2. Discuss the reasons a disabled person might use an attendant (i.e. unable to perform task completely or within reasonable time allotted). Some services that a personal care attendant might perform include: Bathing, dressing, oral hygiene, bowel or bladder care, toileting, transferring, eating, medication, exercises, housecleaning, laundry, meal preparation, grocery shopping, driving, social needs, educational needs.
3. With assistance from teacher, student fills out attendant care job description (see p. 71).
4. Contact your local or state independent living center to determine the "going rate" for attendants in your community. Make sure to include both live-in and part-time. Contact Medicaid/Medicare to determine if your state has a program for subsidizing personal care attendants.

5. Student identifies methods of obtaining a personal care attendant.

6. Student identifies appropriate methods of interacting with a personal care attendant.

5. Discuss with students the methods for obtaining an attendant (i.e. independent living center, health care center, position wanted ad or by placing a help-wanted ad). With students, create a sample help wanted advertisement.

6. Simulate or role play an experience between an attendant/attendee.

Safety and First Aid

Objective

1. Student identifies actions to take when encountering a first aid emergency.

Activity

1. While some students will be able to perform basic first aid skills, physical limitation may limit other students' actions. Teacher can call the American Red Cross (or other hospital or agency), or the school nurse and ask for a volunteer to come demonstrate and evaluate students' potentials. (Explain that an instructor knowledgeable in physical disabilities is needed.)

Some students will be able to perform all or some of the first aid skills in the traditional manner. Some might be able to perform the skills in an adapted manner or to a limited degree. For students who physically cannot perform the skills in an adapted manner, it is still important for them to learn the skill. They can direct another person in performing first aid or can monitor another person to insure a correct procedure.

Other students may be able to count for the rescuer, calm others in the vicinity or go get assistance. It is important for everyone to learn basic first aid skills.

Adaptive Equipment for Orthopedically Handicapped

Bath:

1. Tub Seat or Tub Bench - fits in bathtub so that it is not necessary to get down to the bottom of the tub.
For: decreased balance, decreased endurance or leg weakness
2. Grab Bars - for safety, wall mounted or on rim of tub.
For: decreased balance or leg weakness
3. Shower Hose - to be used when tub seat is needed.
For: decreased balance, decreased endurance or leg weakness
4. Cuff - used to help hold shower hose.
For: upper extremity weakness or decreased hand function
5. Bath Brush - to help reach back and legs.
For: upper extremity weakness or decreased range of motion
6. Bath Mitt - when someone is unable to hold wash cloth.
For: decreased hand function
7. Octopus suction holder - used to hold soap and inhibit it from slipping. It can be placed on a wall or the tub seat.
For: decreased hand function or use of only one hand
8. Safety Treads or Bath Mat - to prevent slips or falls.
For: anyone
9. Faucet Turner - less strength is required to turn on faucets.
For: decreased upper extremity strength or decreased hand function
10. Deodorant Dispenser - fits over spray deodorant.
For: decreased hand function or decreased hand strength
11. Raised Toilet Seat - makes it easier to get up from seat.
For: decreased leg strength or decreased balance

Hair Care:

1. Comb or Brush with built up handle - provides larger surface to grasp.
For: decreased hand function
2. Brush with Cuff - for person with limited grip.
For: decreased hand function or decreased range of motion
3. Extension Hair Brush -
For: decreased upper extremity range of motion
4. Curlers or Rollers covered with Velcro - no pins needed.
For: decreased hand function
5. Tweezers - there are types available that require little strength and have loops to hold on to.
For: decreased hand function

Dental Care:

1. Toothbrush with built up handle.
For: decreased hand function
2. Toothbrush in Cuff - for those with a limited grip.
For: decreased hand function.
3. Dental Floss Holder - plastic holder with handle through which floss is threaded.
4. Tube Squeezer - makes it easier and squeezes toothpaste more neatly.
For: decreased hand function or decreased strength in hands

Nail Care:

1. Nail File - taped to table or chair arm.
For: person with use of one hand or with limited hand function.
2. Nail Clippers - nail the metal clippers to a wooden board to stabilize them.
For: persons with use of one hand or limited hand function
3. Nail Clipper/File - is commercially available
4. Nail Brush -
For: person with use of one hand or limited hand function

VISUALLY IMPAIRED

Personal Hygiene

Objectives

Activities

Skin Care

6. Student explains the basics of safely using makeup

6. Presentation and individual experimentation with cosmetics

Nail Care

1. Student shows proper care of nails

1. Presentation and demonstration by cosmetologist

Adaptive Equipment for the Visually Impaired

Personal Hygiene

1. Purchase grooming supplies in plastic containers.
2. Use plastic or paper drinking glass.
3. Label items either in braille or with an identified symbol.
4. Keep supplies in an organized manner. Explain method of organization to students.

Health Care

1. Properly store, label and use toxic substances.
2. Properly store, label and use medications.

Safety and First Aid

1. Properly store, label and use medications and other toxic substances.
2. Keep all appliances as close as possible to the outlet.

HEARING IMPAIRED

Safety and First Aid

Objective

Activity

2. Student lists precautionary fire safety techniques

2. Presentation by local fire department. Interpreter should be available. Emergency phone numbers on the TTY should be known.

MY NEEDS INVENTORY

PERSONAL CARE NEEDS

Bathing

_____ Type (i.e. shower, bed bath)

_____ How often

_____ Time of day

_____ Type of soap, shampoo & conditioners preferred

Oral Hygiene

_____ How often

_____ Time of day

_____ Appliances preferred (i.e. toothbrush, electric toothbrush,
dental floss, toothpaste)

Dressing

_____ Amount and type of help needed

_____ Clothing preferences

Bowel/Bladder Care

_____ Type of program

_____ Time

Transferring

_____ Type

_____ When needed

_____ Special considerations

Exercises

_____ Type

_____ How often

NOTE: Additional categories might include Laundry, Housecleaning, Meal Preparation, Grocery Shopping, Eating, Social Needs, Transportation, Finances.

UNIT 11: HEALTH

JOB DESCRIPTION

*BATHING:

*DRESSING:

*HELPING TO BATHROOM:

*BLADDER CARE:

*BOWEL CARE:

*TYPE OF TRANSFER:

*EXERCISES:

*PREPARATION OF MEALS:

*HOUSKEEPING:

*LAUNDRY:

*GROCERY SHOPPING:

*CORRESPONDENCE, FINANCES:

*OTHER NEEDS, SCHOOL, SOCIAL, JOB, OCCASIONAL ASSISTANCE TO ACHIEVE A SKILL TO

INCREASE INDEPENDENCE:

*TRANSPORTATION:

*TIME OFF:

STUDENT SKILL CHECKLIST

UNIT: <u>HEALTH</u> GOAL: <u>PERSONAL HYGIENE -</u> <u>Bathing</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED												
		states reasons for taking bath/shower	explains procedure to take bath/shower	states how often to bathe/shower	differentiates between deodorant and antiperspirant	states reasons for personal care during menstrual cycle								
DATE	STUDENT NAME													

STUDENT SKILL CHECKLIST

UNIT: <u>HEALTH</u> GOAL: <u>PERSONAL HYGIENE -</u> <u>Hair Care</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED										
		DATE	STUDENT NAME	describes healthy and unhealthy hair	demonstrates shampooing	uses blow dryer	uses comb or brush to style hair	cleans comb or brush	states appropriate places to brush hair			

STUDENT SKILL CHECKLIST

UNIT: <u>HEALTH</u> GOAL: <u>PERSONAL HYGIENE</u> <u>Dental Care</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED												
		states consequences of poor dental care	explains method to brush teeth	demonstrates brushing teeth	explains the use of dental floss									
DATE	STUDENT NAME													

STUDENT SKILL CHECKLIST

UNIT: <u>HEALTH</u> GOAL: <u>PERSONAL HYGIENE</u> <u>Skin Care</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED											
		demonstrates proper way to clean hands	demonstrates proper way to clean face	demonstrates use of hand or body lotion	demonstrates use of acne medication	states reason to or not to shave	demonstrates the technique to shave	explains the basics of using makeup	states reasons to use perfume, cologne, astringents, etc.				
DATE	STUDENT NAME												

STUDENT SKILL CHECKLIST

UNIT: HEALTH GOAL: PERSONAL HYGIENE - <u>Nail Care</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED												
		shows proper care of nails	files nails	identifies nail problems	identifies solutions to nail problems									
DATE	STUDENT NAME													

STUDENT SKILL CHECKLIST

UNIT: <u>HEALTH</u> GOAL: <u>HEALTH CARE</u> _____ _____ 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED												
		identifies symptoms of common illnesses	uses thermometer safely and properly	diferentiates between normal/abnormal body temperature	identifies sickness preventive methods	identifies steps taken if feeling ill	identifies when medical care is needed	communicates personal medical data	identifies community health agencies					
DATE	STUDENT NAME													

STUDENT SKILL CHECKLIST

UNIT: <u>HEALTH</u> GOAL: <u>SAFETY AND</u> <u>FIRST AID</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED											
DATE	STUDENT NAME	demonstrates basic first aid skills	lists precautionary fire safety techniques	tells procedure for fire emergency	practices fire safety procedures	practices fire emergency procedures	lists precautions for home safety	knows home emergency procedures	demonstrates correct emergency behavior				



PRECAUTIONARY HOME SAFETY TECHNIQUES

1. When you are home alone:
 - a. Lock doors and windows.
 - b. Don't answer door.
 - c. Don't tell anyone who might telephone that you are there alone, tell them Mom and Dad are busy now and will call you back.

2. If you have a baby or small child in the house:
 - a. Keep medicine, chemicals, and dangerous substances out of child's reach or locked up.
 - b. Make sure glass, hot appliances (iron), and sharp objects are kept out of child's reach.
 - c. Buy child protective safety bottles.
 - d. Keep caps over electric outlets.
 - e. Provide protection from stairways.

3. General safety precautions:
 - a. Keep all electrical appliances away from water.
 - b. Turn off iron and oven.
 - c. Use screen around fireplace.
 - d. Keep fingers away from working fans, blenders, hot stoves, etc.
 - e. Make sure home is equipped with working smoke alarm.
 - f. Always know where a working flashlight is stored.
 - g. Have a secret place or person in another home designated for an extra house key in case you are locked out.
 - h. Keep all emergency numbers by the telephone.

UNIT III: HOME MANAGEMENT

(A list of materials needed and resources recommended for this unit can be found in Appendix 1, pp. 87-88.)

A. Housecleaning

Objectives

1. Student identifies needs for his/her environment.
2. Student identifies the steps needed to maintain a clean and healthy environment.
3. Student identifies procedure for cleaning bathroom.
4. Student identifies procedure of changing the toilet paper roll when empty.
5. Student identifies procedure to clean the kitchen.

Teaching Activities

1. Discuss how a person's environment represents him/her. Some people like to have plants or pets in the home. Each is an added responsibility. Some people like modern furniture. Others don't care how their home is furnished as long as costs are kept low. Some people like their environment to always be kept clean, neat and organized. Each student should create a story, a picture or cut out of magazines his/her ideal home. Discuss and evaluate student wishes as potential goals for their future.
2. Discuss with students the many aspects needed to maintain a clean and healthy environment. The difference between "neat" and "clean" should be stressed. Some things need cleaning every week while others need only be done once or twice a year. A housekeeping list can be found in the following pages. Have students explain why each is necessary and how often it should be accomplished.
3. Using rags, water, and cleanser, students can clean the sink, toilet, and bathtub. Have students identify products to use. Make sure they measure the correct amount of cleanser for each fixture. Have students clean the mirror, organize drawers and cupboards, and wash the floor if necessary.
4. Activity Board with roll holders is easily made for practicing.
5. Have students put away items lying around. Using a mild soap solution, students can wipe off counters, tables, chairs, range top, cupboards, and the outside of refrigerator.

Objectives

6. Student identifies procedure to clean the oven.
7. Student identifies procedure to defrost refrigerator and freezer as necessary.
8. Student identifies procedure to clean the kitchen floor.
9. Student identifies procedure to clean the bedroom.
10. Student identifies procedure of making the bed, changing the sheets when necessary.
11. Student identifies techniques to clean other rooms.
12. Student empties wastebaskets as necessary.
13. Student identifies procedures for dusting.
14. Student demonstrates the use of a vacuum.
15. Student practices sweeping.
16. Student identifies the procedure of cleaning curtains, draperies, blinds or shades as necessary.

Teaching Activities

6. Use oven cleaner or self clean method. Discuss frequency.
7. Remove items in refrigerator and wipe out. Discuss frequency.
8. Using a broom and a dustpan, students will sweep up dirt. If needed, students can use a wet mop.
9. Have students put away items lying around. Dust the furniture. Vacuum or sweep the floor.
10. Show easy method to make the bed. Demonstrate changing sheets and pillow cases. Discuss frequency.
11. Discuss with students steps necessary to keep a room clean (i.e. dusting, sweeping, vacuuming, cleaning windows, mirrors, straightening).
12. Students shall check each room to see if the baskets need emptying. State why some are emptied more frequently.
13. Have available dusting equipment (i.e. feather duster, dust rag). Have student remove pictures, knick knacks, etc. use spray, wipe and polish with a rag or towel.
14. Demonstrate use of vacuum cleaner and attachments. Allow students to practice. Have students vacuum carpets, draperies and furniture. Discuss different models and features.
15. Using a broom and a dustpan, have students sweep floors. Discuss which rooms may have hardwood, tile, or linoleum flooring.
16. Demonstrate techniques to use vacuum and duster. Discuss methods to wash or dry clean. Also show how draperies, etc. are hung and easily removed.

Objectives

17. Student identifies procedure for washing walls and woodwork.
18. Student identifies the procedure of cleaning windows and mirrors.
19. Student takes care of garbage and trash.
20. Student cleans cupboards, drawers, and closets.
21. Student takes care of equipment and supplies.
22. Student develops a cleaning schedule.

Teaching Activities

17. Demonstrate choosing products, mixing, and washing. Have students practice washing.
18. Have students use different cleaning supplies to evaluate which give best results. Use rags, newspaper, paper towels, and various solvents. Discuss mixing own solutions.
19. Have students empty wastebaskets using garbage bags for sanitary purposes. Discuss weekly pickup and early placement for removal.
20. Have students empty area to be cleaned, wipe it out, and sort items to be replaced. Be sure items returned are clean.
21. After use, students will put soap, cleaners, and solutions in proper storage places. Students rinse mops, rags, and pails and return them to storage area.
22. List all the activities found on previous pages on the board. Show students sample cleaning schedules. Have each student develop his/her own housekeeping chart.

B. Identification and Use of Hand Tools

Objectives

1. Student identifies common tools.
2. Student identifies common hardware.
3. Student demonstrates use of hand tools and hardware.
4. Student identifies a light bulb that needs to be changed.
5. Student identifies a paper towel roll that needs to be changed.
6. Student demonstrates safe use of electric plug and outlet.
7. Student demonstrates use of various locks.
8. Student identifies household items in need of repair.

Teaching Activities

1. In class have a toolbox containing; standard screwdriver, philips screwdrivers, pliers, wrenches, hammer, C-clamp and saw.
2. Have available various screws, nails, washers, nuts and bolts.
3. Teacher demonstrates use of tools and hardware. Have students practice.
4. Student removes old bulb, puts in new bulb and tests it.
5. Activity Board with roll holder is easily made for practicing.
6. Be sure students can identify different types of plugs, adaptors, and outlets.
7. Have available an assortment of locks including combination locks, padlocks, and chain locks.
8. Have students bring in an item from home that needs minor repair. Let students evaluate the action needed.

C. Using the Telephone

Objectives

1. Student dials the operator; uses directory assistance.
2. Student correctly uses the telephone directory.
3. Student demonstrates appropriate conversational skills.
4. Student demonstrates proper use of the phone in various situations.

Teaching Activities

1. Teacher explains the use of the operator and directory assistance. The teacher then demonstrates the correct procedure and has the students practice. (OH)
2. Teacher gives students assignments to locate specific names or businesses in the phone directory.
3. Students can begin by role playing various phone conversations.
4. The classroom should contain a telephone that the students can use either in an real situation or simulation. (HI)

D. Housing Options

Objectives

1. Student identifies a human's need and use for housing.*
2. Student identifies the various types of housing available in the community. (i.e. private home, group home, duplex, boarding house, apartment, trailer, etc.)
3. Student lists advantages and disadvantages to various types of housing.*
4. Student utilizes procedures for renting a house or apartment.
5. Student differentiates responsibilities of renters and landlord in commonly encountered situations.
6. Student identifies resources for complex housing problems.

Teaching Activities

1. Class discussion on what things your family needs in their home (i.e. shelter, living space, cooking and toilet facilities, location, price, personal expression and socialization). (OH)
2. Class makes collage of housing options using magazines and newspapers.
3. Class discussion on the pros and cons of various housing options. (i.e. price, location, sharing, etc.)
4. Students are guided in a discussion of steps to secure housing. Appendix 4, page 98 discusses How to Stalk An Apartment (and find one) as well as includes an assignment for the students.

A sample rental form can be found in Appendix 5, pages 99 & 100.
5. Divide students into small groups. Give each group 2 or 3 sample situations (i.e. lightbulb burned out, paying rent on time, plumbing breaks down). Have students identify whose responsibility the situation would be. Class discusses the various problems and situations.
6. Class as a whole lists problems on the blackboard. Teacher calls on students to say where he/she would go for help (i.e. landlord, housing advocate, plumber).

Objectives

7. Student identifies the housing needs and resources for accessing those needs for various disabilities (i.e. hearing impaired, visually impaired, etc.).

Teaching Activities

7. Divide students in small groups. each group is assigned one disability. Students must identify the housing requirements and resources for that particular disability.
 - A. Hearing Impaired - might require flashing lights for doorbell or telephone.
 - B. Visually Impaired - might require brailled or raised elevator numbers and controls.
 - C. Physically Disabled - might require accessible housing, lowered appliances and shelving, and attendant care.
 - D. Mentally Handicapped - person might require or desire a supervised living arrangement or group home.

Resources might include:

- Real Estate Agencies
- An Independent Living Center
- The Association for the Blind
- The Association for Retarded Citizens

* These Objectives and Activities have been reprinted in part or whole with the permission of Donn E. Brolin of the University of Missouri-Columbia, Editor of Life Centered Career Education: A Competency Based Approach. This material was published by The Council for Exceptional Children, Reston, Virginia, in 1983.

UNIT VIII: HOME MANAGEMENT
Appendix 1

MATERIALS NEEDED AND RESOURCES RECOMMENDED

MATERIALS:

rags
cleanser
bucket/pail
floor cleaners (i.e. Spic-n-Span)
toilet paper
bathtub
papertowels
tables
range
cupboards
kitchen sink
scouring pads
feather duster
furniture polish
curtains, blinds or shades
sheets (fitted & standard)
blankets
wastebaskets
paper bags
tool box
standard screwdriver
pliers
hammer
bolts
nails
nuts
combination locks
lamps
light bulbs
electric plugs
telephone
telephone books

water
mop
broom/dust pan
mild soap (i.e. Murhpy's Oil)
toilet paper holder
mirror
papertowel holder
chairs
refrigerator/freezer
counter top
oven cleaner
vacuum with attachments
dusting sprays
window cleaner
bed
pillow cases
bedspreads
garbage bags
newspapers
saws
philips screwdriver
wrenches (open end & adjustable)
C-clamps
screws
washers
padlocks
door chain locks
burned out light bulb
electric outlets
electric adaptors
rental application form from nearby apartment

RESOURCES:

American Telephone and Telegraph Co., "We learn about the Telephone", from Telezonia, a Communication and Telephone Program for the Lower Elementary School Grades.

A Place of Our Own: Tips for Mentally Retarded People Living in the Community, The President's Committee on Employment of the Handicapped.

Belina, Virginia Sweet, Planning for your own Apartment, Pitman Learning, Inc., 1975.

Building Ramps: A How-to Booklet, Center for Accessible Living. (OH)

Garee, Betty, Ideas for Making your Home Accessible, Accent Special Publications, 1980. (OH)

Hale, Glorya, The Source Book for the Disabled, The Saunders Press, Philadelphia, 1979. (OH)

Illinois Department of Children and Family Services, Homemaking Manual, A Reference Manual for Rehabilitation Teachers, Western Michigan University, Kalamazoo, Michigan. (VI)

Rice, Ruth, 50 Spirit Masters on Home Repairs and Maintenance, T. Weston Walch, Publisher, Portland Maine 04104, 1979.

Savage, Robert C. & Utrup, Robert G., "Where do I go from Here?" The ABC's of Apartment Hunting, Western Michigan University, Kalamazoo, Michigan, 1976. (VI)

Shared Spaces: Changing your Group Home, Panta Rhei, Inc., Cleveland, Ohio, 1979.

Utrup, Robert G., Home Mechanics for the Visually Impaired, Western Michigan University, Kalamazoo, Michigan, 1974. (VI)

Also: Local Real Estate Offices
Local Phone Company
Local Independent Living Center
The Association for the Blind
Hearing and Speech Centers
The Association for Retarded Citizens

ADAPTATIONS SECTION

ORTHOPEDICALLY HANDICAPPED

Housecleaning

All students must understand what is needed in order to keep a clean, orderly and safe home so that they can take charge of their environment by either:

- a. doing the tasks themselves
- b. sharing the tasks with others or
- c. directing another person to do the task.

A person's potential to accomplish a task either in the traditional manner or in an adapted one must not be understated. A list of adaptive equipment that can assist in housekeeping can be found on pages 90-91.

Other students might wish to have another person do their housecleaning. This person can be a friend, relative, personal care attendant or a homemaker. Personal care attendants can be found through an independent living center. Phone numbers for homemaker services can be found by contacting a local hospital or rehabilitation facility.

Objectives

Activities

- | | |
|---|--|
| <ol style="list-style-type: none">1. Student identifies the need for assistance in Housecleaning/ Home Maintenance.2. Student identifies adaptive equipment appropriate for his/her needs.3. Student can locate a personal care attendant or homemaker.4. Student can direct another in performing housekeeping tasks. | <ol style="list-style-type: none">1. Teacher and student evaluate his/her skill and potential in performing housekeeping tasks.2. A list of potential equipment and their description can be found on the following page. An occupational therapist might be helpful to determine individual needs. A field trip might be made to a local medical equipment and supply company.3. See page 65, Appendix 2 under Health "Personal Care and Hygiene".4. Simulate or role play directing another to perform housekeeping tasks. Students might want to develop an individual task chart. |
|---|--|

Using the Telephone

1. Some students with limited communication ability might benefit from using a TTY (see the adaptations under Hearing Impaired).
2. For students with limited dexterity, the phone company has a variety of adapted phones available. Call your local phone company and ask them to do an in-service and demonstration for your students.

Housing Options

Objectives

1. Student identifies his/her own needs in housing.
2. Student identifies a person or organization in the community that can help him/her.
3. Student identifies housing choices in the community that meet his/her needs.

Activities

1. Discuss with students needs they might have in housing (i.e. ramps, large doorways, accessible appliances, one floor, room for an attendant).
2. & 3. Have students list his/her own individual housing needs. Invite speakers from local independent living center or community housing authority. After presentation, have students identify the resources that are applicable to his/her own needs.

Adaptive Equipment for the Orthopedically Handicapped

Cleaning

1. Carpet sweeper - small and lightweight, if unable to use regular electric vacuum.
For: persons using wheelchairs or limited function of the upper extremity
2. Bath sponge - to clean bathtub - reaches difficult places (see Bath)
3. Mops - many have handle to squeeze.
For: one handed or limited upper extremity function

Using the Telephone

1. Cuff - makes it easier to pick up and hold receiver.
For: limited hand function or limited hand strength
2. Phone Flipper - if unable to hold receiver even with a cuff.
For: decreased hand function
3. Giant Push Button Adapter
For: decreased function of the upper extremities
4. Phone Holder - clamps to table.
For: Decreased function of the upper extremities
5. Phone Amplifier - for persons unable to use regular phone.
For: limited hand function or decreased function of the upper extremities
6. Book Holder - can hold phone book.
For: person with one hand or person with limited function of upper extremities

VISUALLY IMPAIRED

When a visually impaired person is to be oriented to a new environment, it is important to be trained by a Mobility Specialist. The Bureau of Services for the Visually Impaired (BSVI) will evaluate a person's vision to determine eligibility for their free service.

Housecleaning Tips for the Visually Impaired

1. Have cleaning supplies easily located and if possible in a basket for transporting them around the house.
2. Use a systematic overlapping stroke pattern for efficiency.
3. Use the soft brush attachment of vacuum to dust furniture or sew cuff closed on old shirt sleeve - dust mitt.
4. Use a step stool to clean walls.

Adaptive Equipment for the Visually Impaired

1. Large print telephone dials
2. Big button phones
3. Memory phones

HEARING IMPAIRED

Using the Telephone

For many hearing impaired persons, adaptive phones may be necessary. Some phones, both public and private, have various intensity levels that might benefit hard of hearing students. Other students might require a TTD or TTY. Local phone companies and speech and hearing centers can locate these phones for you or your students. Students should have a chance to practice their usage in the class setting. Students should learn where they can acquire an adapted phone, who to contact for repairs and how to contact emergency numbers, local organizations or friends and family. Local phone companies will be glad to do presentations for your students.

STUDENT SKILL CHECKLIST

UNIT: <u>HOME MANAGEMENT</u> GOAL: <u>HOUSECLEANING</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED										
		identifies procedures to clean bathroom	identifies procedure to change empty toilet paper roll	identifies procedure to clean kitchen	identifies procedure to clean oven	identifies method to defrost refrigerator	identifies method to defrost freezer	identifies method to clean kitchen floor	identifies procedure to clean bedroom	identifies method to make bed	identifies techniques to clean other rooms	empties wastebaskets
DATE	STUDENT NAME											



STUDENT SKILL CHECKLIST

UNIT: HOME MANAGEMENT GOAL: HOUSECLEANING 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED										
		demonstrates use of vacuum	practices sweeping	identifies procedure to clean curtains/ draperies	identifies procedure to clean blinds/ shades	identifies procedure to wash walls/ woodwork	identifies procedure to clean windows/ mirrors	takes care of garbage and trash	cleans cupboards, drawers, and closets	takes care of equipment and supplies	develops a cleaning schedule	
DATE	STUDENT NAME											

STUDENT SKILL CHECKLIST

UNIT: <u>HOME MANAGEMENT</u> GOAL: <u>IDENTIFICATION</u> <u>AND USE OF HAND TOOLS</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED												
		identifies common tools	identifies common hardware	demonstrates use of tools and hardware	identifies a light needing to be changed	identifies a paper towel roll needing changing	demonstrates safe use of electric plug	demonstrates safe use of electric outlet	demonstrates use of various locks	identifies items in need of repair				
DATE	STUDENT NAME													

STUDENT SKILL CHECKLIST

UNIT: <u>HOME MANAGEMENT</u> GOAL: <u>USING THE TELEPHONE</u> _____ 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED												
DATE	STUDENT NAME	dials the operator	uses directory assistance	uses the telephone directory	demonstrates appropriate conversational skills	demonstrates proper use of telephone								

STUDENT SKILL CHECKLIST

UNIT: <u>HOME MANAGEMENT</u> GOAL: <u>HOUSING OPTIONS</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED											
		identifies human's need for housing	identifies human's use for housing	identifies types of housing available	lists advantages to various housing	lists disadvantages to various housing	utilizes procedures for renting	differentiates responsibilities of renter and landlord	identifies resources for problems	identifies housing needs	identifies resources to fill needs		
DATE	STUDENT NAME												

HOW TO STALK AN APARTMENT
(and find one!)

You earn \$500.00 each month. In looking for an apartment you determine that you can spend $\frac{1}{4}$ of your monthly income on rent. Approximately \$50.00 each month can be spent on utilities. Utilities include gas, electric, and telephone services. Some rental agreements include utilities in the monthly rent. There are many different types of rental arrangements such as apartments in apartment buildings, apartments in houses, and houses. There are also one bedroom, two bedroom, and three bedroom units as well as efficiency apartments and studio apartments. Apartments also may include appliances and/or furnishings.

You must look closely to find an arrangement to meet your desires as well as your financial capability. Other considerations include proximity to shopping areas, work place, and bus lines as well as choosing to share the apartment with another person.

ASSIGNMENT:

Use the newspaper ads supplied to find five apartments that fit your requirements. Answer the following questions to determine what type of apartment you are looking for:

1. How much can you afford for rent? \$ _____
2. How much can you afford for rent, including utilities? \$ _____
3. What type of apartment would you prefer?
4. How many bedrooms will you need?
5. Would you share with someone? If so, how much can you afford together?
6. Where is the apartment located?

Answer these questions for each apartment you select, and use a separate page.

SAMPLE RENTAL FORM

Size of Apartment: Efficiency (single only) _____
1 Bedroom _____
2 Bedroom _____

1. NAME _____ DATE OF BIRTH _____
2. MARRIED _____ SINGLE _____ WIDOWED _____ DIVORCED _____
NAME OF SPOUSE _____
3. PRESENT ADDRESS _____
4. PRESENT HOUSING: SINGLE RM. _____ APARTMENT _____ PRESENT RENT _____
OWN HOME _____ WITH RELATIVE _____
5. ARE YOU WORKING NOW? _____
6. NAME AND ADDRESS OF EMPLOYER _____

FINANCIAL INFORMATION

7. EARNINGS FOR PAST 12 MONTHS _____
- | 8. (a) CURRENT INCOME - AMOUNT | <u>PER MONTH</u> | <u>PER YEAR</u> |
|--------------------------------|------------------|-----------------|
| SOCIAL SECURITY | _____ | _____ |
| S.S.I. | _____ | _____ |
| (b) <u>OTHER SOURCES</u> | | |
| REAL ESTATE (RENTAL) | _____ | _____ |
| SAVINGS ACCOUNTS (INTEREST) | _____ | _____ |
| STOCKS AND BONDS (DIVIDENDS) | _____ | _____ |
| OTHER (FAMILY) | _____ | _____ |
| | TOTAL INCOME | _____ |
9. (a) -WHAT KINDS OF HEALTH INSURANCE DO YOU HAVE? (LIST) _____

RENTAL APPLICATION

9. (b) HAVE YOU ANY PHYSICAL DISABILITIES (VISION, HEARING, MOBILITY) _____

(c) HAVE YOU BEEN HOSPITALIZED WITHIN THE PAST 5 YEARS? _____

REASON _____

(d) ARE YOU CURRENTLY RECEIVING MEDICAL TREATMENT? _____ IF YES, SPECIFY:

(e) NAME OF DOCTOR _____

10. PLEASE LIST NAME, ADDRESS, TELEPHONE NUMBER OF ALL CHILDREN (IN OR OUT OF TOWN)

11. IF NO CHILDREN, PLEASE LIST NAMES, ADDRESS AND TELEPHONE NUMBER OF NEAREST KIN:

12. IF YOU SHOULD BECOME UNABLE TO CARE FOR YOURSELF, WHOM SHOULD WE CONTACT?

NAME, ADDRESS AND TELEPHONE: _____

(ANY OTHER INFORMATION OR COMMENTS WILL BE APPRECIATED. PLEASE USE THE BACK OF THIS PAGE.)

DATE _____

SIGNATURE OF APPLICANT _____

UNIT IV: CLOTHING CARE

(A list of materials needed and resources recommended for this unit can be found in Appendix 1, page 105.)

A. Laundry

Objectives

1. Student lists laundry vocabulary words.
2. Student defines laundry vocabulary words.
3. Student sorts clothes into appropriate loads for washing.
4. Student identifies parts of washing machine and dryer.
5. Student demonstrates proper routine to wash clothes using a washing machine.
6. Student demonstrates the proper method to dry clothing.

Teaching Activities

1. Provide students with a variety of laundry products. Have students take words from these products to create list.
2. Students complete dictionary worksheet found in Appendix 4, page 111.
3. Have students use clothing gathered specifically for this activity. Student will sort by color and washability. Have students identify key words on labels like warm wash, dry clean only, cold water, tumble dry, hand wash, etc. (Note: Clothes can be obtained from the Salvation Army. Throughout this unit students will launder, iron, mend and fold clothes. They will then return them to the Salvation Army.)
4. Be sure students can name the major parts of each machine. The important washer parts are cycle control, on/off control, water temperature switch, load size switch, agitator, & clothes basket.

The important parts of a dryer are the timer, on/off control, lint trap, and drum. (OH)
5. Discuss the procedure to follow when washing: 1) select proper water temperature and wash cycle; 2) put in correct type and amount of detergent; 3) put clothes into machine; 4) operate machine; 5) remove clean clothes from machine.
6. Have students remove lint trap, clean it, and replace it. Then, place clothes in the drum, select drying time and turn machine on. Also discuss line drying clothing.

7. Student determines when the drying cycle is to be completed.
8. Student identifies items needing to be dry cleaned.

7. Have students check the clock when selecting drying time and state time cycle will be completed.
8. Have items in class mixed with other laundry items; after students choose the correct items, discuss the procedures and costs of dry cleaning.

Note: A sample Laundry Quiz can be found in Appendix 5, page 112.

B. Clothing Maintenance

Objectives

1. Student properly folds clothes.
2. Student states proper storage methods.
3. Student will state whether article needs ironing or repair.
4. Student properly uses iron.
5. Student demonstrates safe, proper use of needle and thread.
6. Student demonstrates safe, proper use of sewing machine.
7. Student cleans and polishes shoes and boots.
8. Student cleans purse and/or wallet.

Teaching Activities

1. & 2. Students will state which articles are to be folded and which are to go on hangers. Teacher demonstrates proper folding techniques. Have students practice.
3. Teacher shows students how to determine if an item needs ironing. Discuss how certain materials are "apt" to wrinkle more, and how to look for this when purchasing clothes. While folding and hanging, students will check all articles. (VI)
4. Be sure students check the tags on items to be ironed, select appropriate setting, properly pour water into iron, and set up an ironing board. To practice ironing, the iron can be used unplugged or in the off position. (OH)(VI)
5. Teacher demonstrates using a needle and thread to sew buttons, darn socks and repair minor tears or loose hems. Students practice.
6. Teacher demonstrates and assists students in using the sewing machine. Have students hem pants or adapt clothing

C. Clothing Use

Objectives

1. Student identifies clothes worn during different seasons.
2. Student identifies clothing consideration based upon occupation.
3. Student demonstrates use of assorted types of fasteners.
4. Student measures himself/herself for clothing sizes.
5. Student demonstrates good dress habits.
6. Student differentiates between fashion fads and basics.

Teaching Activities

1. Using clothes collected for washing or pictures taken from catalogues of large department stores, students can put together outfits for different seasons and indoor/outdoor affairs.
2. Students complete worksheet Clothing Consideration: Occupational/Professional (Clothing: Age Cycles and Choices) found in Appendix 6, page 113.
3. Again use clothes gathered. Allow students to practice with the different types of snaps, buttons, zippers, etc. (OH)
4. Using different charts for males and females, discuss the different measurements and sizes of garments for both groups. Measurements for females include bust, waist, hip, inseam, and shoe size. Measurements for males include chest, neck, sleeve length, waist, inseam, and shoe size. A sample form for the students to fill out can be found in Appendix 7, page 114.
5. Allow students to outline their wardrobes listing various garments that they have and wear. The worksheet Planning A Wardrobe (Clothing: Age Cycles and Choices) in Appendix 8, page 115, helps the students plan their wardrobes.
6. Have students identify clothes that are fashionable today that they don't remember from 2-5 years ago. What was fashionable both then and now? Many department stores save old catalogues which can be compared.

Note: A sample quiz can be found in Appendix 9, page 116.

UNIT IV: CLOTHING CARE
Appendix 1

MATERIALS NEEDED AND RESOURCES RECOMMENDED

MATERIALS:

assortment of clothes	dresser
washing machine	closet
dryer	hangers
iron	pins
ironing board	buttons
detergent	needle
bleach	thread
spray starch	sewing machine
fabric softener (liquid for washer)	tape measure
fabric softener (for dryer)	clock
water	clothing catalogs/magazines
rags	shoes/boots
shoe polish	polish application brush
mild soap/saddle soap	

RESOURCES:

Adaptive Apparel, Inc., P.O. Box 3497, Lawrence, Kansas, 66044. (OH)

Clothing: Age Cycles & Choices, Milliken Publishing Co., 1980.

Fashion Able, Box S, Ricky Hill, New Jersey, 08553. (OH)

Goldsworthy, Maureen, Clothes for Disabled People, London, B.T. Batsford Ltd., 1981. (OH)

Hale, Glorya, The Source Book for the Disabled, The Saunders Press, Philadelphia, 1979. (OH)

Kernaleguen, Anne, Clothing Designs for the Handicapped, Edmonton, Alberta, Canada, The University of Alberta Press, 1978. (OH)

Shopping Know-How, Milliken Publishing Co., 1980.

Also: Department Stores
Sewing Stores

ADAPTATIONS SECTION

ORTHOPEDICALLY HANDICAPPED

Laundry

Objectives

4. Student identifies parts of washing machines and dryers.

Activities

4. Discuss with students the various types of washing and drying machines. Some are more accessible than others. (i.e. the door is on the front, not on the top, dials are at an accessible location).

Clothing Maintenance

4. Student properly uses iron.

4. Some students will not be able to mend or iron clothes even with adaptive equipment. See pp. 65-66, Appendix 2 for the use of a personal attendant.

Clothing Use

3. Student demonstrates use of assorted types of fasteners.

3. Discuss with students velcro and other adaptive materials. Bring in samples.

Adaptive Equipment for Orthopedically Handicapped

Mending:

1. Embroidery Hoop - clamps on to table.
For: individuals with one hand or limited hand function
2. Soap - stick needle in while threading.
For: individuals with one hand or limited hand function

Dressing:

1. Reachers
For: persons with limited range of motion
2. Button Aids - come with various shaped handles - hook to make buttoning easier.
For: individuals with one hand or limited hand function
3. Rings - place ring in zipper tabs.
For: limited hand function

4. Stocking Aid - to help make or mend socks.
For: individuals with one hand, limited range of motion or limited upper extremity function
5. Shoe Horns or Long Handle - come with a variety of lengths, metal or plastic.
For: individuals with one hand, limited range of motion or limited hand function
6. Shoe Fastener - for those who can't tie shoes.
For: individuals with one hand or limited hand function
7. Velcro - can be used in place of buttons or zippers.
For: individuals with one hand or limited hand function

Laundry:

1. Cart to transport soap or clothes, etc.
For: limited endurance or limited hand function
2. Washing Machine with front load
For: individuals in wheelchair or with limited upper extremity function
3. Dryer - front loading with door that swings sideways and will remain open.
For: individuals in wheelchair or with limited upper extremity function

VISUALLY IMPAIRED

Clothing Maintenance

Objectives

3. Student states whether article needs ironing or repair.
4. Student properly uses iron.

Activities

3. Have the students check clothing often - either while undressing or after washing.
4. To promote safety while using an iron, have students trail up the iron cord when reaching for the handle.

For individuals with visual disabilities it is important to keep matched clothing together. Some tips include:

1. pin paired items together
2. hand neckties or scarves with matching shirts.

UNIT IV: CLOTHING CARE
 Appendix 3

STUDENT SKILL CHECKLIST

UNIT: <u>CLOTHING CARE</u> GOAL: <u>LAUNDRY</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED											
		lists laundry vocabulary words	defines laundry vocabulary words	sorts clothes into appropriate loads	identifies parts of washing machine	identifies parts of dryer	demonstrates routine to wash clothes	demonstrates method to dry clothing	determines time when cycles are over	identifies items needing dry cleaning			
DATE	STUDENT NAME												

STUDENT SKILL CHECKLIST

UNIT: <u>CLOTHING CARE</u> GOAL: <u>CLOTHING</u> <u>MAINTENANCE</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED										
		folds clothes properly	states proper storage methods	states if article needs ironing	states if article needs repair	uses iron properly	demonstrates use of needle and thread	demonstrates use of sewing machine	cleans shoes and boots	polishes shoes and boots	cleans purse and/or wallet	
DATE	STUDENT NAME											

STUDENT SKILL CHECKLIST

UNIT: <u>CLOTHING CARE</u> GOAL: <u>CLOTHING USE</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED											
		identifies clothes for different seasons	identifies clothes for various jobs	demonstrates use of fasteners	measures self for clothing sizes	demonstrates good dress habits	differentiates between fads and basics						
DATE	STUDENT NAME												

LAUNDRY VOCABULARY WORDS

INSTRUCTIONS:

Using the dictionary look up the underlined words that appear in the following sentences. Write down the definition that applies to the subject of laundry.

1. The label on the inside of a garment tells you how to care for it.
2. Washable clothing is sorted into piles of white only, lightly colored, and darkly colored.
3. Separate heavily soiled clothes from other garments before washing for pre-soaking.
4. Permanent press clothes do not wrinkle if laundered properly.
5. The average wash cycle is twelve (12) minutes long.
6. It is important to measure detergent correctly before adding it to the wash.
7. The job of the agitator is to agitate the clothes to help them become clean.
8. The first step before loading the clothes into the dryer is to clean the lint trap.
9. Before turning the dryer on set the temperature control at the proper setting for your load.
10. Some clothes cannot be washed; therefore dry cleaning is recommended.

LAUNDRY QUIZ

1. Name two ways of cleaning clothes:

a. _____

b. _____

2. When sorting clothes before washing, name two categories discussed in class that you might sort them into:

a. _____

b. _____

3. Name two items that you can wash besides clothing:

a. _____

b. _____

4. Name two steps in washing clothes:

a. _____

b. _____

5. State how to check for the washability of a garment:

6. What is the average length of time for a wash cycle on a washing cycle?

NAME _____ DATE _____

CLOTHING CONSIDERATIONS:
OCCUPATIONAL / PROFESSIONAL

Survey the community in which you live. List some common occupations and professions under the two categories, service and industry. Beside each occupation/profession, list the particular clothing needs.

<u>SERVICE</u>		<u>INDUSTRY</u>	
Occupation/ Profession	Clothing needs	Occupation/ Profession	Clothing needs
1. _____	_____	1. _____	_____
	_____		_____
	_____		_____
2. _____	_____	2. _____	_____
	_____		_____
	_____		_____
3. _____	_____	3. _____	_____
	_____		_____
	_____		_____

Circle the items you listed above which are related to safety or functionality. What other factors determine clothing that is appropriate for a given job?

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NAME _____ DATE _____

MY MEASUREMENTS

BUST	
WAIST	
HIP	
INSEAM	
SHOE SIZE	

NAME _____ DATE _____

MY MEASUREMENTS

CHEST	
NECK	
SLEEVE LENGTH	
WAIST	
INSEAM	
SHOE SIZE	

PLANNING A WARDROBE

Inventory your present wardrobe. List the clothing you have under the following categories:

BLOUSES/SHIRTS

SLACKS

SKIRTS

DRESSES

SWEATERS

UNDERWEAR/HOSIERY/NIGHTWEAR

COATS

SHOES/BOOTS

ACCESSORIES

Are there any items on your list that are fashion fads which you now feel were a waste of money? If so, list them. _____

Are there any items that are perfectly good, but not used because you have nothing to go with them? If so, list them _____

Are there any clothing items needed to complete your wardrobe? If so, list them. Beside each item, estimate the cost and where you will shop for the item. What is the approximate total cost? _____

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NAME _____

DATE _____

TEST YOURSELF : CLOTHING CHOICES IN LIFE

TRUE OR FALSE ?

1. T F Some functions of clothing are practical; others are psychological.
2. T F Conformity and prestige are important clothing considerations for everybody.
3. T F Age, attitude, needs and wants, values, and surroundings help determine our clothing choices.
4. T F Snaps are safer than buttons for fastenings on infants' clothing.
5. T F Children are likely to feel the need for conformity in clothing when starting school for the first time.
6. T F Teenagers spend more money on clothing than any other age group.
7. T F Professional men are more readily accepted by peers when they wear bright-colored shirts
8. T F Studies show that a person's self-confidence is increased when he/she is appropriately dressed for an occasion.
9. T F Any item of clothing which costs more than \$3.00 is required to carry a label with care instructions.
10. T F The only thing a person needs to do to look well-groomed is to dress in the latest fashion.

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UNIT V: COOKING

(A list of materials needed and resources recommended for this unit can be found in Appendix 1, page 122-123.)

A. Kitchen Safety

Objectives

1. Student identifies equipment to be used in emergency situations.
2. Student locates emergency equipment.
3. Student demonstrates safe kitchen practices on the range.
4. Student states proper action for spills or broken glass on floors and counters.
5. Student demonstrates proper handling care and storage for knives and electric equipment.
6. Student demonstrates knowledge of kitchen utensils and organization.

Teaching Activities

1. Demonstration of equipment (i.e. fire extinguisher, fire blanket).
2. Given an emergency situation, students will role play safety measures (i.e. fire, boiling water, spills, cuts, burns, etc.).
Alternative Activity: Students report on location of emergency equipment in their own homes.
3. Discuss other safety precautions (i.e. pot and pan handles, use of pot holders, range burners on and off). (VI)
5. Discuss safely handling knives. (VI)
6. Have students fill in kitchen map with names of items. Sample map is provided as Appendix 4, page 133. Have a scavenger hunt to help students locate kitchen utensils. When utensil is found, have students explain its use. (VI)

B. Pre-cooking

1. Student correctly identifies all measuring utensils.
2. Student measures correctly.
3. Student defines common cooking terms.
1. Have students retrieve equipment, name it, and state its different uses.
2. Practice measuring liquids (use water) and solids (use rice). (VI)
3. A worksheet can be developed to match name and function of cooking terms. Use bake, boil, chop, mix, stir, fry, slice, dice, etc.

C. Nutrition

Objectives

1. Student identifies basic four food groups.
2. Student identifies foods belonging to each of the groups.
3. Student discusses health as it relates to foods we eat.
4. Student identifies own eating habits.
5. Student identifies need for special diet or healthy diet for weight control purposes.

Teaching Activities

1. Using pictures from magazines, students can make collages of food groups.
2. Discuss foods in the basic four food groups. See Appendix 5, page 134, for the Busy Day Balanced Diet reference sheet (National Dairy Council, 1969).
3. Include information about vitamins, minerals, and nutrients found in foods.
4. Have students keep a 3 day diary of foods eaten. Have students examine foods' nutritional value.
5. Film on Nutrition available from Home Economics department or local library. After viewing film, calculate dietary needs for self or family. Give examples of specific diets people might follow (i.e. diabetic, overweight, low salt, low sugar, hypoglycemia). Use a food ad from daily newspaper to complete "Fill in Blanks" Basic Four Worksheet. See Appendix 6, page 135. Use Nutritious Meals Chart to complete Menu Planning Worksheet. See Appendix 7, pp. 136-137.

Have student plan menu for a day or a week. Shop for required items. Prepare planned menu.

D. Preparing Foods

Objectives

1. Student prepares a variety of foods.
2. Student prepares food which require mixing.
3. Student prepares foods which requires no mixing.
4. Student prepares foods using top of range.
5. Student prepares foods using the oven.
6. Student prepares foods using the broiler.

Teaching Activities

1. Basic instructions and sample recipes can be found in Appendix 8, pp. 138-140.
2. Make pudding, juices, cakes, mashed potatoes, and quick breads to show various ways to mix.
3. Salads create a great variety of tasks (chopping slicing, and tearing). Simple sandwiches are also good choices.
4. **Boiling:** Demonstrate preparing foods using each food group and every meal (i.e. tea, coffee, hot chocolate, jello, corn on the cob, oatmeal, spaghetti, eggs, hot dogs, etc.). (VI)

Simmering: Make soup or pudding, use convenience packages, soup starter, macaroni and cheese, instant oats, etc.

Frying: Demonstrate preparing foods using each food group and every meal (i.e. hamburgers, eggs, potatoes, breads). (VI)

Poaching/Steaming: Show method using vegetables, meats, fish, breads, etc.

5. **Bake:** Make foods from each group. Heat-n-serve rolls, bread, fish, casseroles, chicken, cake, potatoes, quiche, etc.
6. Open face cheese sandwiches, hamburgers, bacon, etc.

Note: An outline of the skills for food preparation can be found in Appendix 9, page 141.

E. Storing & Serving Foods

Objectives

1. Student indicates proper storage for different foods.
2. Student demonstrates proper storage of foods; use of wraps (saran and tin foil), plastic containers, original store packaging.
3. Student identifies a table set properly.
4. Student sets table properly.
5. Student serves food.
6. Student clears table after eating.

Teaching Activities

1. Discuss storage of various foods (i.e. bread, meats, vegetables). Also use fresh, frozen and canned goods. Students state four choices of storing foods (cupboard, refrigerator, freezer and countertop).
2. Bring items for first cooking lesson and have students store them.
3. Have available either in drawings or in reality a table set properly and one set improperly. Discuss with students what makes a table "properly" set.
4. Have students practice setting table. (OH)
5. Students put prepared foods into serving dishes. Serving dishes are then placed on the table with serving utensils. (VI)
6. Have students practice clearing table and scraping dishes before washing. (OH)

F. Kitchen Cleaning

1. Student washes dishes, pots, pans, and utensils.
2. Student demonstrates or identifies proper use of dishwasher
3. Student disposes of refuse.
4. Student stores dishes, utensils, and equipment.
5. Student wipes table, counter, and appliances.

1. Use hot water and a small amount of soap. Discuss safety of knives in dish water. (VI)
3. Demonstrate proper use of garbage disposal or other forms of trash disposal.

Objectives

Teaching Activities

6. Student wipes sink after disposing of dish water.
7. Student cleans floor and dispose of dirt.
8. Student follows through with job duties designated.

8. A sample Job Sheet can be found in Appendix 10, page 142.

Note: A sample final exam can be found in Appendix 11, pp. 143,144, & 145.

UNIT V: COOKING
Appendix i

MATERIALS NEEDED AND RESOURCES RECOMMENDED

MATERIALS:

matches	dishes - service for 8
fire extinguisher	bowls
fire blanket	glasses - various sizes and styles
first aid kit	dish towels and dish rags
water	bar soap and dishwasher soap
range	dishwashing liquid
pots - small, medium & large	dish drainer and tray
frying pans - small, medium & large	scouring pads
sauce pans - small, medium & large	broom/dust pan
flatware -service for 8	garbage can/bags
napkins/paper towels	knives - various types & sizes
cookbooks	cookie sheets
recipe cards	pans (muffin, pizza, cake, pie)
magazines	tea kettle
nutrition film	egg beater
film projector & screen	cutting board
cupboards	pitchers
newspaper food ads	vegetable peeler
foods for selected lessons	blender
mixer	can opener
toaster	bottle opener
plastic wrap/foil/wax paper	coffee maker
plastic bags (various sizes)	serving utensils
air tight plastic containers	colander
cups and saucers	whisk
vegetable brush	grater
dry measuring cups (glass, metal & plastic)	measuring spoons
liquid measuring cups (glass, metal & plastic)	

RESOURCES:

- Balanced Meals, Flannel Board Set, Instructo/McGraw-Hill..
- Busy Day Balanced Diet, The National Dairy Council, Rosemont, IL, 1969. *
- Dewey, Margaret, Teaching Home Economics to Special Students, J. Weston Walch, Maine, 1976.
- The Diabetics Complete Cookbook, American Diabetes Assoc., Akron Area Affiliate, Inc., 1983.
- Hale, Gloria, The Source Bpok for the Disabled, The Saunder Press, Philadelphia, 1979. (OH)
- Nutrition, Flannel Board Set, Instructo/McGraw-Hill. *
- A Picture Cook Bo k of Food preparation for Mentally Handicapped Adults, Magic Valley Rehab'ilitation Services, Inc. Idaho, 1977.

Redmond, Rose, 101 Picture Recipes, Association for Retarded Citizens, Michigan, 1983.

Shopping Know-How, Milliken Publishing Co., 1980. *

Utrup, Robert G., A Comprehensive Foods Workbook for the Blind, American Printing House for the Blind, P.O. Box 6085, Louisville, Kentucky, 40206. (VI)

Widerberg, Lloyd C. & Kaarela, Ruth, Techniques for Eating: A Guide for Blind Persons, Western Michigan University, Kalamazoo, Michigan, 1981. (VI)

* Resources that are especially recommended.

ADAPTATIONS SECTION

ORTHOPEDEICALLY HANDICAPPED

In some cases, students can cook and shop on their own with the aid of adaptive equipment. If possible, an occupational therapist can work with students to determine their abilities. Other students will still be unable to perform these tasks. For these students, refer to the adaptation section for personal hygiene.

Storing and Serving Foods

Objectives

4. Student sets table properly.
6. Student clears table after eating

Activities

4. Have students identify a properly set table.
6. Students direct another in clearing the table and washing the dishes. Can explain to someone where the dishes go.

Adaptive Equipment for the Orthopedically Handicapped

1. Lab tray - used to transport hot or cold items.
For: persons in wheelchair
2. Utility Care - to transport items.
For: weakness in the legs, limited functioning of the upper extremity or poor balance
3. Apron Ring - ring is thread through piece of material with hem open on each end - for those unable to tie apron.
For: individuals with one hand or limited hand function
4. Jar Opener
For: individuals with one hand or upper extremity weakness
5. Can Opener - electric
For: individuals with one hand or upper extremity weakness
6. Tab Grabber - opens pop cans.
For: individuals with limited hand function
7. Pan or Pot Holder - stabilizes pot or pan for stirring
For: individuals with one hand or limited hand function
8. Cutting Board - used to peel and/or cut vegetables, fruit, etc. It has two nails to stabilize item and a cover bracket to hold bread for buttering or cutting.
For: individuals with one hand or limited upper extremity function

9. Mirror - for over stove to see into pots.
For: individuals using a wheelchair
10. Peelers - with larger handle than most.
For: individuals with limited hand function
11. Grater -
For: individuals with one hand or weak upper extremity function
12. Mixing bowl with handle -
For: individuals with limited hand function
13. Metal Reachers - to remove something from oven or place something in oven.
For: individuals using a wheelchair or with limited range of motion
14. Wooden Reachers - to reach into cupboards, shelves and to pick up items off the floor.
For: individuals in wheelchair or with limited range of motion
15. Knob Turners - makes it easier to turn knobs.
For: individuals with decreased hand function
16. Food Chopper - with a spring action palm press.
For: individuals with one hand or limited hand function
17. Vegetable Strainer - for boiled vegetables or frying foods.
For: individuals with one hand or limited upper extremity function
18. Milk Carton Holder - the carton fits into it and provides a handle to hold onto.
For: individuals with one hand or limited upper extremity function
19. Non-Slip Dycem - used to hold plate, bowl, etc. Comes in various sizes and shapes.
For: individuals with one hand or limited upper extremity function
20. Door Knob Helper - gives leverage to knob.
For: individuals with limited upper extremity function

VISUALLY IMPAIRED

Kitchen Safety

Objectives

3. Student demonstrates safe kitchen practices on the range.
5. Student demonstrates proper handling care and storage for knives and electrical equipment.
6. Student demonstrates knowledge of kitchen utensils and organization.

Activities

3. A safety procedure for students with visual disabilities is wearing oven mitts to the elbow.
5. Keep knives in a holder. Keep them out of wash water.
6. Make sure that all items are labeled and well organized.

Pre-Cooking

Objectives

2. Student measures correctly

Activities

2. Use metal measuring spoons and cups, bend the handles upward and dip the ingredients out of wide-mouth containers. Pour over another container to catch spills.

Preparing Foods

4. Student prepares foods using top of range.

4. Use a colander to drain boiled foods. Use tongs for items in the oven. Remove fat with a baster.

Storing & Serving Foods

5. Student serves food.

5. Pass serving dishes around rather than placing them in the center of the table.

Kitchen Cleaning

1. Student washes dishes, pots, pans and utensils.

1. When washing knives, set them aside, wash separately one knife at a time, dry each and store.

Adaptive Equipment for the Visually Impaired

1. Asbestos Oven Mitts
2. Large Print Timer
3. Raised Dot Timer
4. Double Spatula for easy flipping
5. Various Size Funnels

STUDENT SKILL CHECKLIST

UNIT: <u>COOKING</u> GOAL: <u>KITCHEN SAFETY</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED												
		identifies equipment for emergencies	locates emergency equipment	demonstrates safe practices on range	states action for spills	states action for broken glass	demonstrates proper care of knives	demonstrates proper care of electric equipment	demonstrates knowledge of utensils	demonstrates knowledge of organization				
DATE	STUDENT NAME													

STUDENT SKILL CHECKLIST

UNIT: <u>COOKING</u> GOAL: <u>PRE-COOKING</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED												
		identifies all measuring utensils	measures correctly	defines common cooking terms										
DATE	STUDENT NAME													



STUDENT SKILL CHECKLIST

UNIT: <u>COOKING</u> GOAL: <u>NUTRITION</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED											
		identifies basic four food groups	identifies foods of each group	discusses health and foods relation	identifies personal eating habits	identifies need for special diet							
DATE	STUDENT NAME												



STUDENT SKILL CHECKLIST

UNIT: <u>COOKING</u> GOAL: <u>PREPARING FOODS</u> _____ _____ 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED											
DATE	STUDENT NAME	prepares a variety of foods	prepares foods which require mixing	prepares foods which require no mixing	prepares foods using top of range	prepares foods using the oven	prepares foods using the broiler						



STUDENT SKILL CHECKLIST

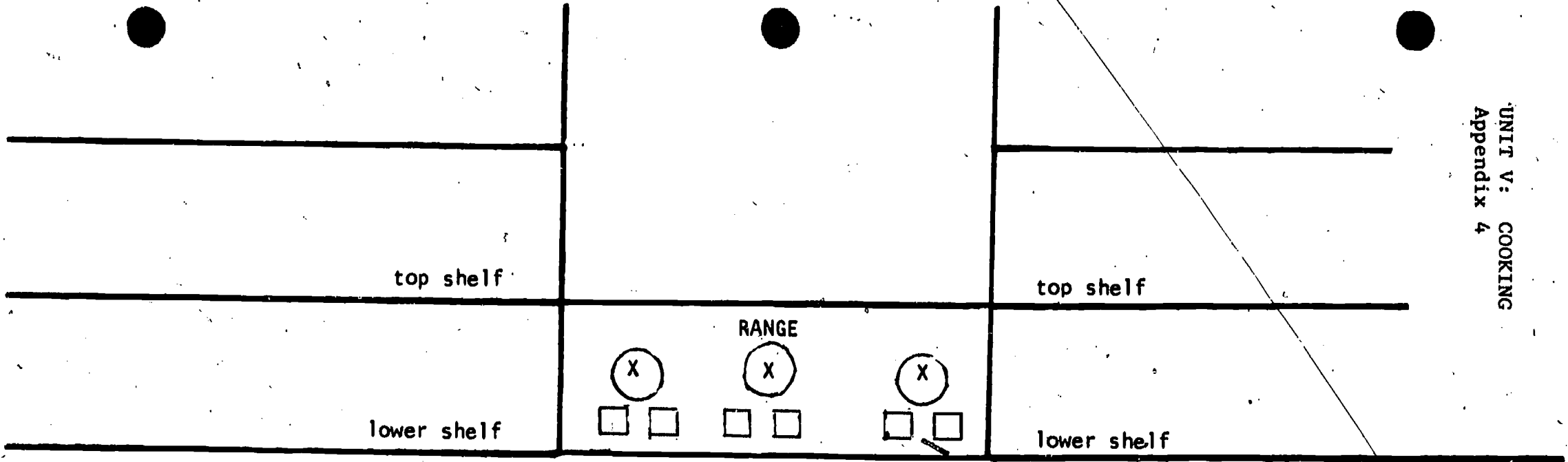
UNIT: <u>COOKING</u> GOAL: <u>STORING AND</u> <u>SERVING FOODS</u>		OBJECTIVES EVALUATED													
1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		DATE	STUDENT NAME	indicates storage for different foods	demonstrates storage of foods	identifies a table set properly	sets table properly	serves food	clears table after eating						



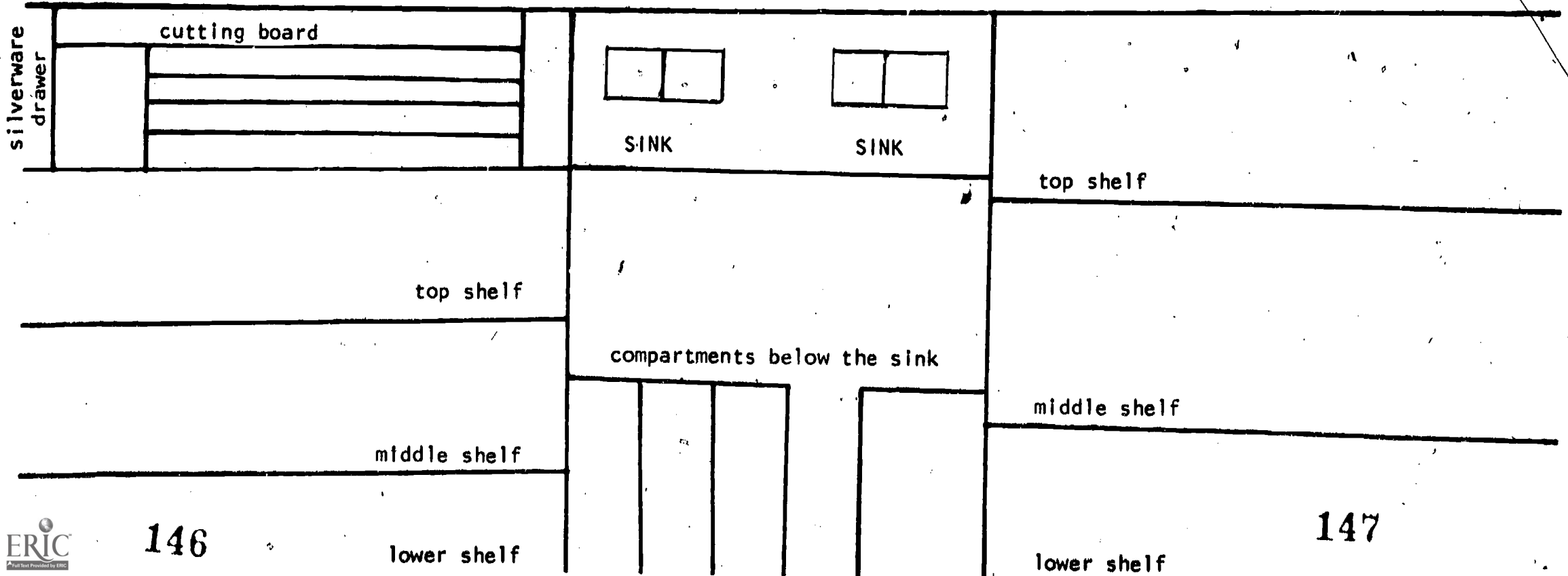
STUDENT SKILL CHECKLIST

UNIT: <u>COOKING</u> GOAL: <u>KITCHEN CLEANING</u> _____ _____ 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED													
DATE	STUDENT NAME	washes dishes, pots, pans, and utensils	identifies proper use of dishwasher	demonstrates use of dishwasher	disposes of refuse	stores dishes, utensils and equipment	wipes table, counter, and appliances	wipes out sink after disposing dish water	cleans floor	disposes of dirt	follows through with job duties				





133



BUSY DAY BALANCED DIET

Hurried snacks can cause problems, especially chancy snacks like candy or cookies that bring quick relief from hunger pangs but don't contribute much nutrition. Carefully chosen snacks can provide real food value if they contain some of the essential protein, minerals, and vitamins you need each day. If you are a busy snacker, chances are some of your snacks need upgrading into an essential part of your diet. It all depends on the chance you take—or the choice you make.

Score with

nutrient-plus snacks from the big four—milk, meat, fruit and vegetables, bread and cereal. Here are the amounts you should have every day:

milk	4 or more glasses - teenagers
	2 or more - adults
	3 or more - expectant and nursing mothers

Cheese, cottage cheese, ice cream and other snacks containing dairy foods also count here.

meat	2 or more servings
-------------	--------------------

Include fish, eggs, cheese, dry beans (for example baked beans) and dry peas, nuts, peanut butter.

fruit and vegetables	4 or more servings
-----------------------------	--------------------

Make one choice citrus fruit or juice, melon, strawberries, tomato or tomato juice, and enjoy dark green or orange vegetables or orange fruit several times a week.

bread and cereal	4 or more servings
-------------------------	--------------------

Make sure bread, rolls, and ready-to-eat cereals are enriched or whole grain. Spaghetti, cornbread, rice, and tortillas are all part of this group.

Watch for

look-your-best snacks that promote top health. Good nutrition needs to be a part of a regular pattern: the foods you eat, the sleep you get, and the exercise you take work together to keep you at your best. If you feel good, it reflects in your looks and performance. Weight watching? Look for snacks that are **nutrient-plus**, **calorie-minus**. As a guideline, snacks that are dry, open-textured, or water-crisp tend to have fewer calories than those which are rich, close-textured, or greasy-crisp.

Bite into

low-sugar snacks like fresh fruits, salads, raw vegetables, nuts, popcorn, cheese, hard-cooked eggs, and whole wheat bread. To prevent dental decay and gum disease, bacterial plaque should be removed from tooth surfaces a minimum of once a day. To do this thoroughly, use of dental floss and a toothbrush are necessary. Children and decay-prone adults should regularly use a flouridated toothpaste in addition to drinking fluoridated water. The intake of sweets, particularly sweet snacks, should be limited. Choose **low-sugar** snacks instead.

Go for

go-go snacks to give you the energy you need for your busy day. Energy rating of foods is measured in calories—just as the size of your waist is measured in inches. All foods have a calorie value, but it's important to consider the total food value and not just calories. Choose your calories by the company they keep, whether you are trying to lose weight, gain weight or stay as you are. Find out what calorie count is best for you, and stick to it. Calories you don't burn up, pile up—on you!

Whether you are an occasional snacker or a frequent nibbler, remember you can make every morsel count toward a balanced diet.

your snacks: chance or choice?

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"FILL IN THE BLANKS"

THE BASIC 4.

BREADS AND CEREALS	MILK AND DAIRY PRODUCTS
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

MEAT, FISH, POULTRY & EGGS	VEGETABLES AND FRUITS
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

DAILY BALANCED DIET

BREAKFAST

Fruit, 1 serving

Choice of:

Egg, 1 or
Cheese, 1 serving or
Cereal w/milk 1 serving or
Fish, 1 small serving or
Poultry, 1 small serving or
Meat, 1 small serving

Bread, 1 serving

Beverage, if desired

LUNCH

Choice of:

Poultry, meat, or fish, 1
medium serving or
Eggs, 2 or
Cheese, 2 servings or
Legumes, 1 serving

Vegetables

Bread, 2 servings

Beverage, if desired

DINNER

Choice of:

Poultry, meat, or
fish, 1 large serving
Legumes, 1 large serving

Vegetables

Bread, 1 serving

Beverage, if desired

DAILY

Milk, 3-4 servings anytime

Fruits, 3-5 servings
(1 at morning meal)

Fats, 3 servings
(at mealtime)

MENU-PLANNING

INSTRUCTIONS: Using the lists from "Fill in the Blanks" The Basic 4 and the chart from Daily Balanced Diet, plan a menu for one day, and write it below.

BREAKFAST:

LUNCH:

SUPPER:

SNACKS:

APPLE SAUCE

UTENSILS AND APPLIANCES: VEGETABLE PEELER
PARING KNIFE
SAUCEPAN
RANGE
1 CUP LIQUID MEASURE
STIRRING SPOON
VEGETABLE BRUSH

INGREDIENTS: 1 POUND APPLES
1/3 CUP WATER
BROWN SUGAR
SUGAR SUBSTITUTE
CINNAMON
WATER

1. USING VEGETABLE BRUSH SCRUB APPLES WITH WATER
2. PEEL SKINS OFF APPLES
3. CUT APPLES INTO 4 PIECES
4. REMOVE THE CORES AND STEMS
5. CUT INTO SMALL CHUNKS
6. PLACE PIECES IN SAUCEPAN
7. ADD 1/3 CUP WATER
8. BRING TO SIMMER
9. STIR FREQUENTLY
10. COOK UNTIL APPLES ARE MUSHY
11. ADD BROWN SUGAR OR SUBSTITUTE

CUP A SOUP

UTENSILS AND APPLIANCES: TEA KETTLE
RANGE
1 CUP LIQUID MEASURE
TEACUP
SAUCER
TEASPOON
POT HOLDER

INGREDIENTS: 1 ENVELOPE CUP A SOUP
RANGE

1. PUT WATER IN TEAKETTLE
2. PUT TEAKETTLE ON THE RANGE
3. TURN PROPER BURNER ON "HIGH"
4. EMPTY ENVELOPE OF SOUP INTO CUP
5. AFTER WATER BOILS TURN OFF RANGE
6. USE POT HOLDER, TO LIFT KETTLE
7. MEASURE 3/4 CUP WATER
8. ADD WATER TO SOUP IN CUP
9. STIR THOROUGHLY WITH SPOON
10. SERVE SOUP IN CUP ON SAUCER

TUNA FISH SALAD

UTENSILS AND APPLIANCES: CAN OPENER
MIXING BOWL
TABLE SPOON
FORK
KNIFE
2 PLATES

INGREDIENTS: 1 CAN TUNA FISH
3 TBSP, MAYONNAISE
4 SLICES BREAD

1. OPEN CAN OF TUNA
2. PUT TUNA IN MIXING BOWL
3. ADD MAYONNAISE
4. MIX WELL WITH FORK
5. PUT 2 T OF SALAD ON BREAD SLICE
6. COVER WITH ANOTHER BREAD SLICE
7. REPEAT STEPS 5 & 6
8. PLACE SANDWICH ON PLATE
9. CUT SANDWICH IN HALF WITH KNIFE
10. SERVE

PEANUT BUTTER & JELLY SANDWICH

UTENSILS AND APPLIANCES: 2 TABLE KNIVES
2 PLATES

INGREDIENTS: PEANUT BUTTER
JELLY (ANY FLAVOR)
BREAD

1. SCOOP PEANUT BUTTER WITH KNIFE
2. SPREAD ON 1 SLICE OF BREAD
3. USE OTHER KNIFE
4. SCOOP JELLY
5. SPREAD ON OTHER SLICE OF BREAD
6. PUT 2 SLICES TOGETHER
7. PLACE SANDWICH ON PLATE
8. CUT SANDWICH IN HALF WITH KNIFE
9. SERVE

VINEGAR AND OIL DRESSING

UTENSILS AND APPLIANCES: 1 CUP LIQUID MEASURE
1 BOTTLE FOR DRESSING WITH LID

INGREDIENTS: 1/4 CUP WATER
1/2 CUP VINEGAR
1/2 CUP OIL - VEGETABLE
GARLIC POWDER
ONION SALT
PEPPER
PARSLEY

1. MEASURE WATER AND PUT IN BOTTLE
2. ADD VINEGAR TO WATER
3. ADD OIL TO VINEGAR AND WATER
4. ADD REMAINING INGREDIENTS TO TASTE
5. SHAKE WELL

JELLO

UTENSILS AND APPLIANCES: 1 CUP LIQUID MEASURE
MIXING BOWL
TEA KETTLE
RANGE
STIRRING SPOON
REFRIGERATOR
DESSERT CUPS

INGREDIENTS: 1 SMALL BOX JELLO
2 CUP BOILING WATER
1 CUP COLD WATER

1. PUT WATER INTO TEA KETTLE
2. PLACE TEAKETTLE ON BURNER
3. TURN PROPER BURNER KNOB TO "HIGH"
4. PUT JELLO INTO MIXING BOWL
5. WHEN WATER BOILS TURN RANGE "OFF"
6. ADD 1 CUP BOILING WATER TO JELLO
7. STIR UNTIL DISSOLVED (ABOUT 2 MINUTES)
8. ADD 1 CUP COLD WATER.
9. STIR
10. CHILL IN REFRIGERATOR UNTIL JELLED
11. SCOOP INTO DESSERT CUPS
12. SERVE

OUTLINE FOR EVALUATION OF FOOD PREPARATION

I. Pre-planning of Work

- A. Read and study recipe. Make sure you understand each step.
- B. Decide on which utensils you need for cooking and what flatware and dishes you need for serving.
- C. Make sure you know how to use all the equipment needed for the recipe.

II. Work Procedure

- A. Food Preparation
 - 1. preheat oven if necessary
 - 2. follow recipe carefully
 - 3. assemble utensils and supplies
 - 4. accurate measurements
 - 5. correct mixing methods
 - 6. correct cooking procedures
 - 7. finished product
- B. Table Setting and Serving Food
- C. Table Manners
- D. Clean Up
 - 1. dish washing
 - 2. counters - sinks - stove - table - floor
 - 3. put equipment and supplies away in proper places
 - 4. check to make sure you have all equipment which belongs in your unit and no extra equipment

UNIT V: COOKING
Appendix 10

JOB SHEET

GROUP: _____

WEEK OF: _____

JOB

WORKERS NAME

DISHPAN OUT/AWAY

SET TABLE

CLEAR TABLE

WIPE COUNTERS/TABLE

WASH DISHES

DRY DISHES

PUT DISHES AWAY

TOWELS TO WASHING MACHINE

SWEEP FLOOR

OTHER JOBS:

EXAM

COOKING

1. Name the basic four food groups.

2. List three foods from each food group.

3. Plan a menu for one entire day.

4. Briefly describe the way to clean up a kitchen after cooking and eating a meal.

5. When setting a table, do the knife and spoon belong next to each other? _____

6. One-half ($\frac{1}{2}$) cup is larger than three-fourths ($\frac{3}{4}$) cup.

True or False (circle one)

7. Three (3) teaspoons equals one (1) tablespoon.

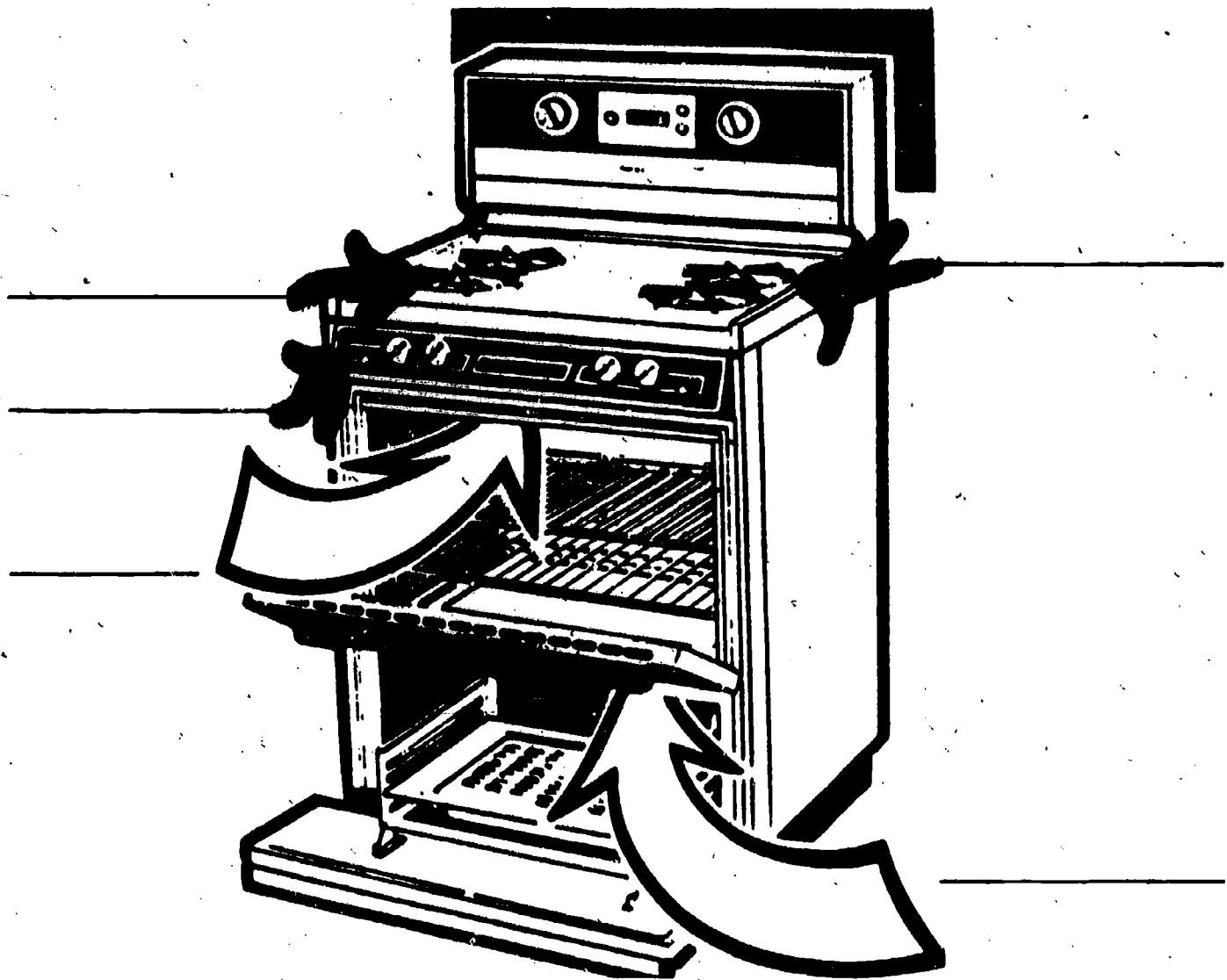
True or False. (Circle one)

8. During a meal, if you want the salt and pepper shakers, and they are at the other end of the table, what should you do to get them? _____

9. List five actions that are allowed in a kitchen.

10. Please complete the next page.

Name the parts indicated by the lines and arrows.



BROILER

LEFT FRONT BURNER

STOVE

CLOCK

OVEN

TIMER

CONTROL KNOB

RIGHT REAR BURNER

UNIT VI: TRAVEL

A. Preparation for Travel

(A list of materials needed and resources recommended for this unit can be found in Appendix 1, page 149.)

Objectives

1. Student identifies basic travel signs.
2. Student follows through with simple directions.
3. Student reads a simple map to locate room numbers, houses and streets.
4. Student creates a simple map showing the best route from "A" to "B".
5. Student asks for directions to locate a specific place.
6. Student identifies and locates transportation available in the community.

B. Safety

1. Student identifies reasons for common traffic and safety rules and practices.
2. Student demonstrates safe passenger behavior.
3. Student differentiates between acceptable and unacceptable advances by a stranger.

Teaching Activities

1. Each student creates one travel sign which the teacher can later use as flashcards. After this initial introduction, students walk around the school's neighborhood identifying signs in the area.
2. Teacher gives students simple directions (i.e. stand, face front, turn right, walk forward, etc.).
3. Teacher uses maps with progressive difficulty, (i.e. beginning with map of room, then school, then neighborhood and finally community.) Students must use maps to find certain objects. A scavenger hunt is a good activity. (VI)
4. Let students practice with mazes. Then have students develop their own simple maze.
5. Role play asking for directions. Who would you ask? Would you write it down?
6. Teacher has the students compile a list with either pictures or words of the transportation sources in their community. If pertinent, this will include a list of transportation sources for the disabled. Make sure to include phone numbers or addresses to locate these sources.

1. Students discuss hypothetical situations of a community without traffic or safety rules and then relate traffic and safety rules in the community to various rules and procedures in the classroom.
2. Simulate being a passenger in a bus or car. (VI)
3. Refer to Activity 15 in Unit I, Section D: Developing A Sexual Identity.

C. Using Transportation

Objectives

1. Student locates and travels to a specific destination.
2. Student locates the appropriate bus schedule.
3. Student reads and uses a bus schedule. Student identifies where to get the bus, the bus number and the time the bus will pick him/her up.
4. Student travels by bus.
5. Student uses a taxi giving clear, concise directions.
6. Student accesses travel agents as well as acknowledge agencies that make accommodations for the disabled.
7. Student follows the procedures to use a train or airplane.
8. Student lists various problems that may arise using public transportation and accompanying solutions.

Teaching Activities

1. Create a scavenger hunt using verbal and/or written directions. (VI)
2. Teacher will discuss with student where to get a bus schedule. (OH)
3. Going through schedules, teacher will explain how to pick a bus (or buses) that will go to a designated location. Teacher will give an assignment for small groups to use bus schedules to answer certain questions (i.e. if you lived on Street B, which bus would you take, at which of the available times, etc.). (VI) (OH)
4. Student must buy a bus ticket, deposit it and take a bus ride. Alternative Activity: Simulate a bus experience where students load on bus, pay for tickets, account for change and get off at correct stop. Note: for this Activity, as well as Activities 5 & 7, students need to have some money management skills. (VI) (OH)
5. Have students call a taxi, pay the fare and ride to their destination. Students must give the right amount of money, provide an appropriate tip and account for the change. (VI)
6. Students take field trip to local travel agency, preferably one that accommodates or has special planned trips for the disabled. Alternative Activity: Have travel agent come to your classroom to do a presentation and to hand out materials.
7. Students go through ticket schedule reading, buying and boarding procedures at local train station or airport. (OH) (VI)
8. Describe various problems that might occur (i.e. bus is late, full, breaks down). Provide students with possible solutions.

D. Understanding Your Community

Objectives

1. Student identifies multiple communities to which he/she belongs.
2. Student lists various services and stores available in their community.
3. Student uses the local directory to identify a store or agency near them that provides a specific service or product.
4. Student visits three stores or agencies in their community.
5. Student lists responsibilities of community members.

Teaching Activities

1. As a class, list the various communities (i.e. neighborhood, school, church, town or city, county) the students might belong to. Select one of these for further class activity.
2. Teacher and students discuss and make a list of services they might need or use in their community. See Appendix 4, page 157, for a list of community services and stores.
3. Students are given assignments to find specific places in the yellow pages or local directory (i.e. protective services, medical services, repairs, restaurants). (VI)
4. Field trip to various community stores or agencies. Students report on agency or store visited. Alternative Activity: Class can take pictures and keep photo album of their community. (VI)
5. Teacher discuss the responsibilities of belonging to a community. (i.e. paying for services through taxes, voting, community regulations).

UNIT VI: TRAVEL
Appendix 1

MATERIALS NEEDED AND RESOURCES RECOMMENDED

MATERIALS:

map of school or of local community
Digest of Motor Vehicle Laws
permission slips for field trips
magazines
bus schedules
telephone
telephone books (White and Yellow Pages)
poster board and an empty photo album
community guides

RESOURCES:

American Automobile Association, The Handicapped Driver's Mobility Guide, 1981.
(OH)

Annand, Douglas, The Wheelchair Traveler, Annand Enterprises, New Hampshire,
1979. (OH)

Brolin, Donn E., Life Centered Career Education: A Competency Based Approach,
The Council for Exceptional Children, 1978.

Drivers Education for the Handicapped, University of Wisconsin, Stout: Center for
Safety Studies, 1980. (OH)

Garee, Betty (Ed.), Going Places In Your Own Vehicle, Accent Special
Publications, Cheever Publishing, Inc., Bloomington, Illinois, 1982.

Leanza, Fran and Victor, Parent-Child Homework Program, Ohio, 1970.

Reamy, Lois, Travel Ability: A Guide for Physically Disabled Travelers in the
U.S., MacMillan Publishing Co., Inc., New York, 1978. (OH)

Young, Eleanor R., Basic Skills in Following Directions, (Duplicating Masters
included), (EBCO Standard Publishing, 9 Kulick Road, Fairfield, New Jersey, 17006).

Also: Local Handicapped Transportation Systems

Local Public Bus, Subway or Train Companies (their transportation
schedules are a great resource to use).

The State Bureau of Motor Vehicles has a Driver's Training booklet that
provides information on special services available (i.e. interpreters,
braille, video).

For more basic information: State of Ohio Curriculum Guide for Moderately
Mentally Retarded Learners - Available from the Ohio
Department of Mental Health and Mental Retardation.

ADAPTATIONS SECTION

ORTHOPEDICALLY HANDICAPPED

Using Transportation

Objectives

2. Student locates the appropriate bus schedule
3. Student reads and uses a bus schedule.
4. Student travels by bus.

7. Student follows the procedures to use a train or airplane.

Activities

- 2., 3. & 4. Have students locate and call transportation for disabled people in their community. What services will they provide and what will they not provide? Can they use this system from their home? What time are these services available? Have students call, make an appointment and practice using the special transportation system.

7. Students should find out what, if any, special accommodations they have for disabled persons (i.e. boarding first, special seating, aisle wheelchairs).

VISUALLY IMPAIRED

Preparation for Travel

3. Student reads a simple map to locate room numbers, houses and streets.

3. Students should become familiar with using a Mobility Specialist. The Bureau of Services for the Visually Impaired will perform an evaluation to determine service eligibility.

Safety

2. Student demonstrates safe passenger behavior.

2. Familiarize students with the various types and operations of seatbelts.

Using Transportation

1. Student locates and travels to a specific destination.

1. & 3. Use a Mobility Specialist.

3. Student reads and uses a bus schedule.

Objectives

4. Student travels by bus.
5. Student uses a taxi, giving clear, concise directions.
7. Student follows the procedures to use a train or airplane.

Understanding Your Community

3. Student uses the local directory to identify a store or agency near them that provides a specific service or product.
4. Student visits three stores or agencies in their community.

Activities

4. & 5. Check with local transportation sources for information on special costs and services for the Visually Impaired. The American Foundation for the Blind offers available applications for Travel Concession Identification cards.
3. Dial "0" or the Directory Assistance for Services for Special Needs.
4. Use a Mobility Specialist or sighted guide to familiarize students with their community. Teachers can be instructed in basic sight guide techniques.

STUDENT SKILL CHECKLIST

UNIT: <u>TRAVEL</u> GOAL: <u>PREPARATION FOR TRAVEL</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED												
		identifies basic travel signs	follows through with simple directions	reads a simple map	creates a simple map	asks for directions	identifies transportation available	locates transportation available						
DATE	STUDENT NAME													

STUDENT SKILL CHECKLIST

UNIT: <u>TRAVEL</u> GOAL: <u>SAFETY</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED											
		traffic / safety	rules	identifies reasons for	demonstrates safe passenger behavior	identifies acceptable stranger's action	identifies unacceptable stranger's advances	differentiates between acceptable and unacceptable					
DATE	STUDENT NAME												

STUDENT SKILL CHECKLIST

UNIT: <u>TRAVEL</u> GOAL: <u>USING</u> <u>TRANSPORTATION</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED											
		DATE	STUDENT NAME	locates specific destination	travels to destination	locates appropriate bus schedule	reads and uses bus schedule	identifies where to get the bus	identifies the bus number	identifies the time the bus arrives	travels by bus	uses a taxi	accesses a travel agent

STUDENT SKILL CHECKLIST

UNIT: <u>TRAVEL</u> GOAL: <u>USING</u> <u>TRANSPORTATION</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED											
		public	lists possible problems of transports	list possible solutions to problems									
DATE	STUDENT NAME												

STUDENT SKILL CHECKLIST

UNIT: <u>TRAVEL</u> GOAL: <u>UNDERSTANDING</u> <u>YOUR COMMUNITY</u> <hr/> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED												
		identifies multiple communities	lists various stores and services	uses local directory to locate store/service	identifies a nearby store or service	visits three store or agencies	lists responsibilities of community members							
DATE	STUDENT NAME													

COMMUNITY STORES AND SERVICES

A. Community Services

- | | |
|----------------------|----------------------------------|
| 1. Post Office | 10. Grocery Store |
| 2. Bank | 11. Late Night Convenience Store |
| 3. Loan Company | 12. Police Station |
| 4. Telephone Company | 13. Fire Station |
| 5. Electric Company | 14. Church or Synagogue |
| 6. Gas Company | 15. Medical Service Agencies |
| 7. Library | 16. Drug Stores |
| 8. Laundromat | 17. City Hall |
| 9. Dry Cleaners | 18. College or University |

B. Entertainment

- | | |
|-------------------|---|
| 1. Bowling Alley | 5. Social Group |
| 2. Health Clubs | 6. Restaurants |
| 3. Dating Service | 7. Theatres |
| 4. Skating Rink | 8. Recreation Services (i.e. pools, tennis courts, parks) |

C. Health Care

1. Physicians
2. Dentists
3. Mental Health Services
4. Hospitals
5. Poison Control Hotline

D. Social Service Organizations

1. Social Security Office
2. Welfare Office
3. Child Protective Agencies
4. Family Counseling Services
5. Social Service Organizations (especially those that deal with the students' disability)

UNIT VII: MONEY MANAGEMENT

A. Handling Money

(A list of materials needs and resources recommended for this Unit can be found in Appendix 1, page 160.)

Objectives

1. Student identifies various forms of currency. *
2. Student counts money using all types of denominations.*
3. Student makes correct change.*
4. Student reads and uses tags in common purchasing.*
5. Student safely handles money.

Teaching Activities

1. Students quiz each other with money flashcards or play money. (VI)
2. Students play structured money games (i.e. Monopoly). Alternative Activity: Use play money and work-books. (VI)
3. Students operate a "store" and/or "bank" to practice making correct change. (VI)
4. Teacher brings in merchandise with labels and price tags on them. Alternative Activity: Students go on a field trip to the mall or grocery store and practice reading labels. Appendix 4, page 166, informs the consumer on the use of labels, seals, guarantees and warranties (Shopping Know-How, 1980).
5. Discuss hazards and precautions in handling money (i.e. keeping money in a wallet, never carrying more than \$20). (OH)

B. Budgeting

1. Student compares products with regard to quality, quantity and price.*
 2. Student differentiates between regular and sale items.*
 3. Student identifies and differentiates luxury and necessity purchases in the areas of food, clothing, housing and transportation.*
1. Students collect magazine and newspaper ads, can labels, and tags to make comparisons in price, quantity and quality. (See p. 166, Appendix 4.)
 2. Students compute cost of shopping list, once using regular prices and once using sale prices, to illustrate savings obtained from use of sales.
 3. Class makes posters on necessary and luxury items and discusses them in relation to individual life styles and economics.

Objectives

4. Student constructs a household budget. *
5. Student records major income and expenses. *

C. Banking

1. Student describes the mechanics of opening a checking and savings account.*
2. Student writes checks, makes deposits and records checking transactions.*
3. Student describes how to use credit cards.
4. Student can describe advantages and disadvantages of using credit cards.

Teaching Activities

4. Students develop a tentative budget including all sources and household expenditures (i.e. rent, utilities, food, bills, loans). A good resource for teachers: A Financial Planner. A good resource for students: Planning for Your Own Apartment by Virginia Belina.
 5. Students record all major income and expenditures for a week.
1. Students visit a bank and go through all the mechanics of opening an account. This includes such areas as service charges, interest rates and minimum balances. Alternative Activity: Have an officer from the bank visit the classroom. (VI) (OH)
 2. Students establish a "bank" in class. Class practices with mock checks, deposit slips, check registers and monthly bank statements. Many banks put out sample forms for educators to use. (VI)
 3. Students practice using credit in a "simulated" store.
 4. Class discussion listing pros and cons on the blackboard. Class might want to have a presentation by a local consumer credit bureau found at many banks.

* These Objectives and Activities have been reprinted in part of whole with the permission of Donn E. Brolin of the University of Missouri-Columbia, Editor of Life Centered Career Education: A Competency Based Approach. This material was published by The Council for Exceptional Children, Reston, Virginia, in 1983.

UNIT VII: MONEY MANAGEMENT
Appendix 1

MATERIALS NEEDED AND RESOURCES RECOMMENDED

MATERIALS:

magazines, newspapers, and shopping catalogs
money flashcards and structured money games (i.e. Monopoly)
cash register or cashbox and play money
cans & boxes (empty) to create a store atmosphere
can labels and price tags
checkbooks, checks & supplies (see nearest bank for samples) - Huntington Banks have student guides with exercises which include monthly bank statements

RESOURCES:

Brolin, Donn E., Life Centered Career Education: A Competency Based Approach, The Council for Exceptional Children, 1978. *

Kahn, Charles H. and Hanna, J. Bradley, The Pacemaker Practical Arithmetic Series, "Money Makes Sense", "Working Makes Sense".

Leanza, Fran and Victor, Parent-Child Homework Program, Ohio, 1970. *

McHugh, John, Test-Workbook Series, "Getting Ready to Work", "Finding A Job", "Filling Out Job Application Forms", "Interviewing for Jobs", "Starting A New Job", "Keeping and Changing Jobs", Changing Times Education Service, EMC Publishing.

* Resources that are especially recommended.

ADAPTATIONS SECTION

ORTHOPEDICALLY HANDICAPPED

Handling Money

Objectives

5. Student safely handles money.

Activities

5. For students that use wheelchairs, they should keep their money in a purse or pouch safely attached to their chair or to their person. The purse or pouch should be kept within eye's view at all times. For students who require others to handle their money, they should know where in their purse or pouch the money is kept and how it is arranged. One good method is to keep all large bills in one place, small bills in another, and change in a separate compartment.

Banking

1. Student describes the mechanics of opening a checking and savings account.

1. Teacher describes some of the barriers a person in a wheelchair encounters using bank services (i.e. conversations with teller). Suggest alternatives (i.e. ask the teller to go to one of the side desks).

VISUALLY IMPAIRED

Handling Money

1. Student identifies various forms of currency.
2. Student counts money using all types of denominations
3. Student makes correct change.

- 1., 2. & 3. Use vending machines to practice counting change. Students should have a method of organizing and folding bills if necessary. One method includes: The ones are unfolded; fives are folded in half - left to right; tens are folded in quarters - right to left, and stored in front of ones on the left of the billfold; twenties are folded in half lengthwise and then half widthwise and stored separately from other bills on the right. Two dollar bills are folded in thirds and stored on the right side in a separate compartment.

Banking

Objectives

1. Student describes the mechanics of opening a checking or savings account.
2. Student writes checks, makes deposits and records checking transactions.

Activities

1. When students carry large amounts of money, they should use traveler's checks or money orders. Students can learn about this when visiting the bank.
2. For students with limited vision - dark marking pencils or markers are helpful. Large print writing on records is also important.

RESOURCES

1. Checkguides for filling out blank checks are available from:

American Foundation for the Blind
15 W. 16th Street
New York, NY 10011

Independent Living Aids
II Commercial 1 Court
Plainview, NY 11803

Hewitt Printing Corp.
7320 Milwaukee Avenue
Niles, IL 60648

SPED Publications
2010 Eagles View
Colorado Springs, CO 80909

Mrs. Betty Jo Keitzer
1129 Peninsula Drive
Lake Wales, FL 33853

2. Raised line checkbooks are available from:

American Printing House for the Blind
1839 Frankfort Avenue
Louisville, KY 72204

STUDENT SKILL CHECKLIST

UNIT: <u>MONEY MANAGEMENT</u> GOAL: <u>HANDLING MONEY</u> _____ _____ 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED												
		Identifies currency forms	Counts money	Makes correct change	Reads and uses tags in common purchasing	Safely handles money								
DATE	STUDENT NAME													

STUDENT SKILL CHECKLIST

UNIT: <u>MONEY MANAGEMENT</u>		OBJECTIVES EVALUATED										
GOAL: <u>BUDGETING</u>		Compares quality, quantity and price of products	Differentiates between regular and sale items	Differentiates luxury and necessity purchases	Constructs household budget	Records major income and expenses						
DATE	STUDENT NAME											

STUDENT SKILL CHECKLIST

UNIT: <u>MONEY MANAGEMENT</u>		OBJECTIVES EVALUATED									
		Describes mechanics of opening checking and savings account	Writes checks, makes deposits and records checking transactions	Describes use of credit cards	Describes advantages and disadvantages of credit cards						
GOAL: <u>BANKING</u>											
1 - completes objective with physical assistance											
2 - completes objective with verbal prompting											
3 - completes objective independently											
DATE	STUDENT NAME										



AN INFORMED CONSUMER EXAMINES LABELS, SEALS, GUARANTEES, AND WARRANTIES

LABELS usually provide information and/ or a description of the item. They may include the following information:

- Manufacturer's name and address
- Use and care instructions
- Performance while in use
- Composition elements of the product
- Construction of the product

SEALS are used to identify products that meet the demands of the organization which issues the seal. Seals may indicate that the item is "certified", "guaranteed", "commended", "tested", or "approved". Become familiar with the various seals by learning the following:

- What organization issues which seal?
- What kinds of tests were required?
- What were the test results?
- What does "certified" include?

GUARANTEES AND WARRANTIES are provided by manufacturers to inform the buyer of the manufacturer's responsibility should the product fail to perform properly. They should be in writing and usually specify a length of time in which the guarantee or warranty can be used. Learn more about the guarantees or warranties by considering the following:

- What is the time length of the guarantee or warranty?
- Is the whole product guaranteed or only part of it?
- Under what conditions is the guarantee or warranty good?
- What are the guarantor's responsibilities?
- Who endorses the guarantee or warranty?

* This information sheet has been adapted and reprinted from Shopping Know-How with the permission of Milliken Publishing Co., St. Louis, Mo.

UNIT VIII: LEISURE TIME ACTIVITIES

(A list of materials needs and resources recommended for this Unit can be found in Appendix 1, page 169.)

A. Time

Objectives

1. Student tells time.
2. Student uses time periods responsibly.
3. Student keeps a calendar of day's activities.
4. Student keeps a monthly calendar.

Teaching Activities

1. Teacher reinforces bell schedule by stating the time, pointing to a digital timepiece as well as the standard school clock.
2. Student will set a period of time aside for a task and stop at the targeted time. Was task completed? Why or why not?
3. Teacher should begin doling out responsibilities to the students for their in-school time commitments. Students learn to keep track of their own schedules by either cutting out pictures depicting activities or writing in activities.
4. Each student is given their own monthly calendar. Any special appointments and events are put on the calendar at the beginning of each month. Teacher reinforces calendar by asking students to read their calendars to tell him/her what is happening for that week. Then students will check the week past. Rewards can be given for following through responsibly with time commitments.

B. Leisure Activities

1. Student identifies leisure time activities he/she enjoys.
2. Student plans to learn a new skill (i.e. darts, woodworking, gardening, learning to sew, macrame, exercising twice a week)
1. Have each student make a collage of activities they participate in or are interested in. Students can fill in the Leisure Interest inventory found in Appendix 4, pp. 173-174.
2. Students use goal sheet discussed in Unit I to plan on the development of a new skill. Include: where they have to go to learn skills, costs and supplies. Students must practice these skills and report back to the class in six weeks. Have student discuss these hobbies as something they can do when home alone.

Objectives

3. Student lists various activities available at their school.
4. Student identifies sources that list ongoing activities in their community.
5. Student organizes a single event for group to attend.

Teaching Activities

3. Bring in school calendar, yearbook or newsletter. Call attention to special announcements.
4. Bring in community education bulletins, church, temple, or YMCA/YWCA bulletins. Call up community recreation offices and the library as resources. Have students identify those activities that might be of interest to them. What might be barriers to joining the group (i.e. time, commitment, money, transportation, parental disapproval, student feels he/she lacks talent or skill). After each of the students identifies one of the activities of interest and decides it is feasible for them, discuss a step-by-step procedure on how to join the group or activity. (HI)
5. Bring in local entertainment guide. Have students identify various sections (i.e. sports, movies, theatre, restaurants, museums, concerts, dances, religious or ethnic sections). Class identifies activity they want to go to, how much it would cost, transportation ideas. Class makes all the arrangements and goes on the stated excursion.

MATERIALS NEEDED AND RESOURCES RECOMMENDED

MATERIALS:

clock and watches
form for day's schedule and calendar
community education bulletins
recreation bulletins
entertainment section of newspaper
magazines
equipment for hobbies

RESOURCES:

Access National Parks: A Guide for Handicapped Visitors, National Park Service, Washington, D.C., 1978.

Brolin, Donn E. Life Centered Career Education: A Competency Based Approach, The Council for Exceptional Children, 1978.

Leanza, Fran V. and Leanza, Victor F., Parent-Child Homework Program, Cleveland, Ohio, 1970.

The President's Council on Physical Fitness, Adult Physical Fitness: A Program for Men and Women, U.S. Government Printing Office, 1980.

Also: craft stores, adult education, YMCA/YWCA, colleges, movement centers, women centers, religious groups, churches, dance studios, ethnic clubs, 4-H Clubs, speech clubs, speciality stores, greenhouses, garden clubs, libraries, drama clubs, camera stores, camera clubs, sewing machine stores, recreation departments, Little Leagues, fraternal and civic organizations, country clubs, music shops, newspapers, scouting groups, Campfire Girls, park systems, hiking clubs, bicycling clubs, sailing clubs, school offices, Easter Seals.

School Clubs: speech club, debate team, drama club, choir, band, orchestra, chess team, school volunteers, child care, photography club, yearbook, creative writing clubs, football, basketball, wrestling, baseball, track, cheerleaders, language clubs, American Field Service.

ADAPTATIONS SECTION

HEARING IMPAIRED

Leisure Activities

Objectives

4. Student identifies sources that list ongoing activities in their community.

Activities

4. Inform students of deaf or hard-of-hearing clubs. Call the local Speech and Hearing Center to find out club activities in your area.

Adaptive Equipment for Orthopedically Handicapped and/or Visually Impaired

1. Card Holders -
For: individuals with one hand or limited hand function
2. Giant Faced Cards -
For: individuals with low vision
3. Bowling Ramp -
For: individuals in wheelchairs, those with limited balance or limited upper extremity function
4. Handle Grip Bowling Ball -
For: individuals with limited hand function
5. Clocks with Highly Visible Faces -
For: individuals with low vision (Note: mounting wall clocks at eye level allows a visually impaired person to view it at a close distance)
6. Talking Clocks -
For: individuals with low or no vision

STUDENT SKILL CHECKLIST

UNIT: <u>LEISURE TIME</u> GOAL: <u>TIME</u> _____ _____ 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED												
		Tells time	Uses time periods responsibly	Keeps daily calendar	Keeps monthly calendar									
DATE	STUDENT NAME													

STUDENT SKILL CHECKLIST

UNIT: <u>LEISURE TIME</u> GOAL: <u>LEISURE</u> <u>ACTIVITIES</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED									
DATE	STUDENT NAME	Identifies enjoyed leisure activities	Plans to learn new skill	Lists activities at school	Identifies sources that list ongoing community activities	Organizes group event					



NAME _____

LEISURE INTERESTS

Use the following scale to rate each of the interest areas below:
Please choose activities that you enjoy doing in your spare time.

GAMES & SPORTS:

- | | |
|-------------------------------------|---------------------------------|
| _____ 1. watch sports on T.V. | _____ 9. swimming |
| _____ 2. watch sports in stadium | _____ 10. playing ball/softball |
| _____ 3. card games | _____ 11. playing volleyball |
| _____ 4. dominoes | _____ 12. playing football |
| _____ 5. word games (i.e. scrabble) | _____ 13. skating |
| _____ 6. jigsaw puzzles | _____ 14. playing soccer |
| _____ 7. bowling | _____ 15. playing basketball |
| _____ 8. board games | |

NATURE:

- | | |
|---|----------------------------------|
| _____ 16. camping | _____ 21. going on a picnic |
| _____ 17. hiking through the woods/park | _____ 22. scuba diving/snorkling |
| _____ 18. fishing | _____ 23. skiing |
| _____ 19. boating | _____ 24. sled riding |
| _____ 20. going to the beach | |

AROUND THE HOUSE:

- | | |
|---|----------------------------------|
| _____ 25. cooking pies and/or cakes | _____ 30. needlepoint |
| _____ 26. cooking gourmet/specialty foods | _____ 31. knitting or crocheting |
| _____ 27. indoor plants | _____ 32. making rugs |
| _____ 28. outdoor gardening | _____ 33. woodworking |
| _____ 29. making your own clothes | _____ 34. macrame (knot-tying) |

ART & MUSIC

- _____ 35. dancing
- _____ 36. watch ballet
- _____ 37. watch modern dance
- _____ 38. watch disco dance
- _____ 39. listen to classical music
- _____ 40. listen to rock and roll
- _____ 41. listen to country/western
- _____ 42. visit museums

- _____ 43. playing an instrument
- _____ 44. singing
- _____ 45. attend concerts
- _____ 46. sketch pictures
- _____ 47. paint pictures
- _____ 48. sculpture
- _____ 49. make jewelry

ENTERTAINMENT

- _____ 50. go to movies
- _____ 51. go to plays
- _____ 52. go out to eat
- _____ 53. go to friends' houses
- _____ 54. go to parties

- _____ 55. have a party
- _____ 56. attend carnivals/fairs
- _____ 57. attend circus
- _____ 58. go to a nightclub

HOBBIES:

- _____ 59. photography
- _____ 60. CB or ham radios
- _____ 63. _____
- _____ 64. _____
- _____ 65. _____
- _____ 66. _____
- _____ 67. _____

- _____ 61. collecting
- _____ 62. reading
 - _____ a) fiction
 - _____ b) non-fiction

UNIT IX: CAREER DEVELOPMENT

(A list of materials needed and resources recommended for this unit can be found in Appendix 1, pages 184-185.)

A. Career Planning

Objectives

1. Student rates job activities as to his/her interest level.
2. Student identifies five activities he or she enjoys to do in his/her spare time.
3. Student identifies careers that utilize the same skills as identified leisure time activities.
4. Student lists 20 different types of occupations.
5. Student identifies ten occupations held by persons with disabilities.

Teaching Activities

1. Student will complete self-evaluation worksheet. (See Appendix 3, p.192). Have students save this sheet for Activity 7.
2. Teacher will hold a class discussion on Leisure Time Activities. (See Leisure Time Activities, Appendix 4. pp. 173-174). These activities will be written on the board. Using this list, students choose five leisure activities that they enjoy participating in.
3. Teacher will utilize five of the ideas on the board to demonstrate how these leisure skills can lead to career possibilities.
4. Teacher can utilize class discussion on occupation alternatives. Students can list occupations or they can create "career collages". The book, Occupational Handbook is an excellent resource.
5. First, students will list on board occupations they think disabled people can do and those they cannot. Next, the teacher will show film, "A Different Approach". Alternative Activity: Teacher will call up local disability organization (i.e. ARC, ILC, Vocational Rehabilitation) to see if he/she can have disabled speakers who hold a variety of jobs to come and do a presentation for the class. Alternative Activity: From information gathered from organizations, teacher will discuss with students jobs held by disabled adults. After film or presentation, students will discuss discrepancies between the type of jobs they felt disabled people could hold and those they learned about from the film or presentation.

Objectives

6. Student identifies employment options (i.e. sheltered workshop, working at home, working part time).
7. Student identifies five occupations of interest to him/her.
8. Student identifies skills necessary for the five careers chosen.
9. Student identifies required clothing and appearance for a variety of jobs.
10. Student identifies the kind of work hours associated with a variety of jobs.
11. Student identifies income levels associated with a variety of jobs.
12. Student identifies how his/her career will affect his/her lifestyle.
13. Student rates the values that are important to him/her.

Teaching Activities

6. Presentation by a representative from a local State Vocational Rehabilitation office.
7. Utilizing the Self-Evaluation worksheet and the occupation list, student will identify five occupations of interest to him/her.
8. Student will complete the Job Skills worksheet. See Appendix 4, p. 193. Discussion follows.
9. Give each student a list of five occupations. Using magazines, have them cut out pictures of individuals who might be dressed for that occupation. Discussion follows.
10. Teacher discusses the type of hours that might be held by individuals holding a variety of occupations. Students discuss the pros and cons of part-time vs. full time; day shifts vs. evening shifts vs. night shifts; weekend hours vs. weekday hours.
11. Have students look up a variety of jobs in the Occupational Handbook (Most school libraries will carry this book.) Students can develop a chart on occupations and their potential salaries.
12. Teacher will discuss how a person's career will affect his/her lifestyle. Teacher lists on the board how a person's lifestyle will depend on these things: 1) where an individual works, 2) when a person works, 3) what they do on the job, 4) who their co-workers are, 5) how much they are paid. Give examples of a variety of occupations (i.e. fireman, waitress, medical assistant, mailman).
13. Students complete the "Values" worksheet (See Appendix 5, p. 194).*

Objectives

14. Student identifies potential career goal.
15. Student identifies reasons and origin of goal (i.e. has anyone influenced his/her decision).
16. Student evaluates career goal based on "The Way The World Works" (i.e. must have a college degree, must be able to drive).
17. Student describes duties of occupation choice.
18. Student evaluates career goal in relation to him/herself.
19. Student lists steps needed to obtain employment in occupation choice.
20. Student spends one half day with adult who is employed in that occupation.

Teaching Activities

14. For the following six activities, follow the workbook on goal setting, Unit I, Appendix 7, pp. 29-54.
15. Follow question #2 in workbook.
16. Follow question #3 in workbook.
17. Follow question #4 in workbook.
18. Students should evaluate each of the duties from the above Activity. Does he/she have this skill? Is it of interest to him/her?
19. Follow question #5 in workbook.
20. Utilize work/study coordinators to find an adult that holds a job similar to the student's goal and is willing to work with students. Inform students of what to expect, proper dress, questions he/she can ask worker. Group discussion after the half day experience. Alternative Activity: Student writes a report on the experience.

B. Preparation for Employment

Objectives

1. Student differentiates between appropriate and inappropriate attire for work.
2. Student demonstrates good grooming skills necessary for employment.
3. Student demonstrates appropriate interviewing skills.
4. Student properly completes application forms.
5. Student lists ways to contact potential employers.

Teaching Activities

1. Teacher discusses the appropriate clothes for a variety of jobs. Ask students if they had ever been on an interview - What did they wear? You might bring out pictures. Have the students, based on appearance alone, choose who they would hire for specific occupations. Why?
2. Utilizing the grooming checklist, students rate themselves. What might they need to improve if going in to interview for a job? (See Appendix 6, p. 195). *
3. Give each student a copy of "Questions Often Asked in An Interview". (See Appendix 7, p. 196). *
4. Call local stores or businesses. Ask them if they can send you sample application forms. Before students fill them out, talk to them about the necessity of printing or typing clearly. Explain what is needed in the various sections. Have them complete as a homework assignment. Give comments and suggestions on the papers. Have student redo if necessary.
5. Discuss with students the pro's and con's of the various methods of contacting potential employers (i.e. calling for an appointment, sending out a letter and/or resume, stopping by for an interview). Have a friend, relative or teacher contact the potential employer on your behalf. Alternative Activity: Have a speaker from an employment agency or vocational rehabilitation service speak to your students.

Objectives

6. Student properly completes other forms associated with employment (i.e. tax or insurance forms).
7. Student differentiates between proper and improper application letters.
8. Student demonstrates good letter writing skills.
9. Student identifies the various sections included in a resume.
10. Student discusses the pro's and con's of mentioning his/her disability in a resume, interview or application.
11. Student develops a personal resume.

Teaching Activities

6. Ask a school administrator for sample tax forms that you can use. Explain clearly the various sections with your students. Put a sample on the overhead projector and fill it out together with the class. Each student then is assigned to fill out his/her own form.
7. Discuss with students the information needed in an application letter. Ask Vocational Education coordinator for books that include this topic (utilize your local or school library as an alternative). Then give each student a proper and an improperly written letter. Have students choose which is the proper one and state reasons why.
8. Teacher discusses the various aspects in a letter and shows examples of business and friendship letters, pointing out the differences. Have students practice corresponding with each other or practice writing a letter of application.
9. Teacher shows examples of various resumes pointing out and clarifying various sections of the resume. (See Activity #11.)
10. Invite one or more professionals with disabilities from the community to lead a discussion on this controversial issue. Allow and encourage student participation.
11. Work with each student on developing his/her own personal resume. Teacher might want to create a form for students to follow. Be sure to include name, address, phone number, career goal or job desired, educational background, work or volunteer experience, specific skills pertaining to employment goal, references, personal interests.

Objectives

12. Student lists potential methods to gain job experience (i.e. part-time work, volunteer work).
13. Student identifies ten reasons people are not hired.
14. Student lists five methods to locate employment.
15. Student searches for, reads and can explain job advertisements.

Teaching Activities

12. Have students interview school personnel (i.e. secretary, janitor, food service personnel, teacher's aide) to determine any volunteer or work experience they might have had that could have influenced their being hired. Discuss results.
13. Teacher relates to students reasons people are not hired by both discussion and by example. (See Appendix 8, p. 197, for a list of reasons people are not hired.) *
14. Discuss with students the various places to look for employment (i.e. 1) personal contacts - friends, neighbors, teachers, 2) advertisements - newspapers, trade journals, 3) placement agencies - school, government, community churches).
15. Have students bring in local newspapers. Demonstrate to students how to find the Help Wanted section. Explain any abbreviations used. Give each student an assignment to find two advertisements for an occupation. Students must find and explain the advertisements he locates.

C. Working

Objectives

1. Student identifies behaviors that influence working relationships with others.
2. Student acts appropriately in a work-type setting.
3. Student differentiates between a positive and a negative work attitude.
4. Student identifies the skills employers look for in assessing employees.

Teaching Activities

1. Teacher demonstrates behaviors that influence people's working relationships (i.e. friendliness, fairness, cooperation, dependability, enthusiasm, self-respect, respect for others, loyalty, stability, understanding, empathy and sense of humor). Class discussion on reasons a person with these skills is easy to work with. Discussion and clarification on how to avoid problems with others (i.e. admit mistakes, be punctual, do your share, learn to work with others, learn to give clear directions, avoid practical jokers, avoid arguments, avoid gossip, avoid making people worry, avoid being nosy, respect company property, control your emotions, learn how to compromise).
2. Divide students into teams of 4 or 5 students. Assign each group a project to do in class for one week. During the hour of project time have students be aware of their own behaviors relating to others. Keep a record of the positive and negative aspects of each student.
3. Teacher either lists on the board or makes a poster on the differences between a good attitude and a bad attitude (See Appendix 9, p. 198). * Teacher points out each component and explains how it could influence other people's perceptions of him/her and his/her work.
4. Discussion on the importance of pleasing supervisors/employers. Teacher should give examples (i.e. teacher - principal, policeman - police chief). Teacher then discusses or demonstrates traits that most employers look for in their workers (i.e. ability to understand and follow directions, cooperation, dependability, initiative, eagerness to learn, enthusiasm, loyalty, honesty, ability to accept criticism). Teacher points out these traits during class.

Objectives

5. Student demonstrates skills in following directions.
6. Student identifies his/her rights as an employee.
7. Student identifies the responsibilities of employment.
8. Student lists the procedures for employment grievances.
9. Student identifies the costs of employment (i.e. taxes, social security, transportation parking, union benefits, time).
10. Student identifies common employment benefits.
11. Student identifies methods to obtain a raise or promotion.

Teaching Activities

5. Give students the "five-minute" timed test on following directions (See Appendix 10, p. 199). * Ask students when they finish how they knew only to complete numbers 1 and 2 or if they understand what they did wrong. Discussion should follow on the importance of following directions. Follow-Up: When student follows or does not follow directions in a class assignment, point that out to him/her.
- 6., 7. & 8. Bring in a speaker from an employment agency, vocation rehabilitation, industry or use a school counselor, work/study coordinator or vocational coordinators to discuss employee responsibilities, employee rights and employment grievances. Give students sample situations. Whose responsibility is this situation? What can or should you do?
9. Give students a mock paycheck. Point out to students money taken out for taxes, social security and possible union costs. Then show how the rest of the paycheck might be spent in transportation to and from work, rent, utilities, food, medical bills, etc.
10. Discuss with students how some jobs give fringe benefits to workers while others do not. How do you find out if a particular job has these benefits? How important are these benefits to you? (Example of fringe benefits are: time off for holidays, vacation time, sick leave, health or life insurance, bonuses, commissions, moving expenses, leisure time activities, continuing education).
11. Explain to students how workers are evaluated (usually at 6 months or 1 year). Show comparisons with how a student is evaluated by his report card. Methods of evaluation should be explained to students (i.e. A good work record, getting along well with others, demonstrating responsibility).

Objectives

12. Student lists steps to take if fired or laid-off.
13. Student identifies the consequences of quitting or leaving a job.

Activities

- 12., 13. Presentation by a local unemployment office. Alternative Activity: Many unemployment offices develop and distribute easy-to-read pamphlets on "Being Fired or Laid-Off" or "Quitting a Job". Students should discuss potential reasons for leaving a job and the consequences (i.e. financial, medical, work record, etc.).

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MATERIALS NEEDED AND RESOURCES RECOMMENDED

MATERIALS:

Occupational Handbook
Film: "A Different Approach"
Speakers from State Vocational Rehabilitation office
Disabled speakers
Speaker from local Unemployment Office
magazines
sample application forms
newspapers
sample tax forms
sample resumes
sample paychecks

RESOURCES:

Brennan, Lawrence D., Stanley Strand and Edward G. Gruger, Resumes for Better Jobs, Simon and Schuster, New York, 1973.

A Consumers Guide to Rehabilitation Services. "Counselors Introduction". Multi Resource Centers, Inc., Minneapolis, 1982.

Job Seeking Skills, "Reference Manual", Multi Resource Centers, Inc., Minneapolis, 1971.

Job Seeking Skills, "Instructing Applicant", Multi Resource Centers, Inc., Minneapolis, 1971.

Job Seeking Skills, "Workbook", Multi Resource Centers, Inc., Minneapolis, 1976.

Directory of College Facilities and Services for the Handicapped, The Onyx Press, 1983.

Dictionary of Occupational Titles, 4th Edition, U.S. Department of Labor, Employment & Training Administration, 1977.

Dictionary of Occupational Titles. 4th Edition Supplement, U.S. Department of Labor, Employment & Training Administration, 1982.

"Jobs for Disabled People: A Resource Guide", President's Committee on Employment of the Handicapped, Washington, D.C., 1982.

Kimbrell, Grady and Vineyard, Ben S., Entering the World of Work, McKnight Publishing Company, Bloomington, Illinois, 1983.

Lobodinski, Jeanine, Deborah McFadden, Arlene Markovica, Marketing your Abilities: A Guide for the Disabled Job Seeker, Mainstream, Inc., 1984.

McHugh, John, Filling Out Job Application Forms, EMC Publishing, 1981.

McHugh, John, Finding A Job, EMC Publishing, 1981.

McHugh, John, Getting Reading To Work, EMC Publishing, 1981.

McHugh, John, Interviewing For Jobs, EMC Publishing, 1981.

McHugh, John, Keeping And Changing Jobs, EMC Publishing, 1981.

McHugh, John, Starting A New Job, EMC Publishing, 1981.

Occupational Outlook Handbook, 1982-83 Edition, U.S. Department of Labor,
Bureau of Labor Statistics, Bulletin 2200, April, 1982.

Also: School Counselors
Work/Study Coordinators
Vocational Education Instructors
Local State Employment Office
Civil Service tests
Goodwill Industries
Vocational Rehabilitation Services
Small Business Administration
Private Employment Services
Job Partnership and Training Act
local colleges and trade schools
libraries

STUDENT SKILL CHECKLIST

UNIT: <u>CAREER DEVELOPMENT</u> GOAL: <u>CAREER PLANNING</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED										
		Rates job activities as to interest level	Identifies job activities he does well or not so well	Identifies five leisure activities he enjoys	Identifies careers with same skills as leisure activities	Lists 20 occupations	Identifies 10 occupations held by disabled persons	Identifies employment options	Identifies 5 occupations of interest	Identifies skills necessary for 5 jobs	Identifies required clothing and appearance	Identifies the work hours associated with jobs
DATE	STUDENT NAME											

STUDENT SKILL CHECKLIST

UNIT: <u>CAREER DEVELOPMENT</u> GOAL: <u>CAREER PLANNING</u> <hr/> <hr/> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED															
DATE	STUDENT NAME	Chooses values	Identifies how career will affect lifestyle	Rates values of importance	Identifies potential career goal	Identifies reasons and origin of goal	Evaluates career goal based on the way the world works	Describes duties of job	Evaluates career goal in relation to self	Lists steps to obtain employment	Spends half day with adult on the job						

STUDENT SKILL CHECKLIST

UNIT: <u>CAREER DEVELOPMENT</u> GOAL: <u>PREPARATION FOR</u> <u>EMPLOYMENT</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED												
		Differentiates between appropriate and inappropriate work attire	Demonstrates good grooming skills	Demonstrates good interviewing skills	Completes application forms	Lists ways to contact potential employers	Completes tax and insurance forms	Differentiates proper and improper application letters	Demonstrates good letter writing skills	Identifies sections in resumes	Discusses mentioning his/her disability	Develops personal resume		
DATE	STUDENT NAME													

STUDENT SKILL CHECKLIST

UNIT: CAREER DEVELOPMENT		OBJECTIVES EVALUATED											
GOAL: PREPARATION FOR EMPLOYMENT		Lists methods to gain job experience	Identifies reasons people are not hired	Lists methods to locate employment	Locates, reads and explains job advertisements								
DATE	STUDENT NAME												

- 1 - completes objective with physical assistance
- 2 - completes objective with verbal prompting
- 3 - completes objective independently

STUDENT SKILL CHECKLIST

UNIT: <u>CAREER DEVELOPMENT</u> GOAL: <u>WORKING</u> 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED											
		Identifies behaviors that influence working relationships	Acts appropriately at work	Differentiates between positive and negative attitude	Identifies skills employers assess in employees	Follows directions	Identifies employee rights	Identifies employment responsibilities	Lists employment grievance procedures	Identifies costs of employment			
DATE	STUDENT NAME												

STUDENT SKILL CHECKLIST

UNIT: <u>CAREER DEVELOPMENT</u>		OBJECTIVES EVALUATED													
GOAL: <u>WORKING</u>		Identifies common employment benefits	Identifies methods to obtain raise or promotion	Lists steps to take if fired or laid off	Identifies consequences of leaving a job.										
DATE	STUDENT NAME														

Name _____

SELF EVALUATION WORKSHEET

Directions: Read the following Job Activities. Think about them as they relate to yourself. Then place a "1" by the category that interests you the most; a "2" by the one that interests you next and a "3" by the one that interests you next.

_____ Artistic Work - creating, designing, writing, performing

_____ Physical Work - lifting, building, working outdoors

_____ Mechanical Work - putting things together, fixing things

_____ Clerical Work - typing, filing, answering phones

_____ Helping Other People - informing, teaching, healing

_____ Persuading Others - selling, leading, debating

_____ Working With Numbers - adding, researching, figuring out answers

JOB SKILLS WORKSHEET

Directions: List 5 jobs of interest to you. From the list below, write in the skills necessary for each job. Then check yes if you have that skill, no if you do not, and don't know if you are unsure.

	<u>JOBS</u>	<u>SKILLS</u>	<u>DO YOU HAVE SKILLS</u>		
			<u>YES</u>	<u>NO</u>	<u>DON'T KNOW</u>
1.	_____	_____	___	___	___
	_____	_____	___	___	___
	_____	_____	___	___	___
	_____	_____	___	___	___
2.	_____	_____	___	___	___
	_____	_____	___	___	___
	_____	_____	___	___	___
	_____	_____	___	___	___
3.	_____	_____	___	___	___
	_____	_____	___	___	___
	_____	_____	___	___	___
	_____	_____	___	___	___
4.	_____	_____	___	___	___
	_____	_____	___	___	___
	_____	_____	___	___	___
	_____	_____	___	___	___
5.	_____	_____	___	___	___
	_____	_____	___	___	___
	_____	_____	___	___	___
	_____	_____	___	___	___

SKILLS:

- ___ Reading, ___ Writing, ___ Adding/Subtracting Numbers, ___ Using Machinery,
 ___ Driving, ___ Lifting, ___ Typing, ___ Speaking with Others, ___ Cleaning,
 ___ Following Directions, ___ Giving Directions,
 ___ Drawing, ___ Using Tools, ___ Organizing, ___ Counting Money, ___ Measure,
 ___ Purchasing, ___ Use the Telephone, ___ File, ___ Put these together,
 ___ Use computers, ___ Move quickly, ___ Persuade others, ___ Remember well

Appendix 5
VALUES WORKSHEET

Directions: Look at the values listed below. Which are most important to you? Put number 1-7 before them; 1 being the most important, 7 the least important.

- _____ Earning a lot of money
- _____ Helping other people
- _____ Raising a family
- _____ Having good health
- _____ Having a lot of friends
- _____ Being a religious person
- _____ Being proud of your life

Earning a Lot of Money. Will you need a lot of money to live the way you dreamed? If so, you will place a high value on earning a lot of money. Knowing this about yourself, you will want to learn about careers that pay well. If you dream about a simple life, money may not be so important.

Helping Other People. Do you like to do things for others? Helping others is very important to some people. On some jobs you can be very helpful to others. Many people help very young or very old people in their free time.

Raising a Family. Do you want to have children? Most people do. If a family is important to you, think about it when you set your career goals.

Good Health. Most people like good health. How important is your health to you? Do you take great care to stay healthy? If your health is important to you, you will not want to do some kinds of work. Some jobs are more dangerous to your health than others. Workers on some jobs breathe dangerous fumes or dust. On some jobs, workers must lift or carry heavy things. After a few years, some kinds of work will cause health problems.

Having a Lot of Friends. Do you like people? Do you need to have a lot of friends? Some people do. Some do not. Most people need a least one or two good friends. They may be members of your own family. Family members should be good friends. After you are out of school, you will meet people on your job. Some these people may become your best friends.

Being a Religious Person. Are you a religious person? If this is important to you, you may not want some jobs. You may not want to work on the days you attend religious services.

Some people do not like to work where alcohol is sold or used. Others do not like to work where vulgar language is used.

Being Proud of Your Life. Most happy people are proud of their lives. They take pride in their work. They enjoy what they do in their free time.

You will want your parents to be proud of you. If you have children, you will want them to be proud of you, too. If you are not proud of your own life, you cannot expect others to be proud of you. Being proud of how you do your job is very satisfying. It carries over into other parts of your life. It makes you a happier person at home, too.

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GROOMING CHECKLIST

GOOD GROOMING IS BEING CLEAN, NEAT, AND SHOWING GOOD TASTE IN HAIRSTYLE AND CLOTHING. HOW DO YOU RATE YOURSELF?

BODY	<input type="checkbox"/> DAILY BATH OR SHOWER	<input type="checkbox"/> BODY ODOR
	<input type="checkbox"/> USE DEODORANT	<input type="checkbox"/> NEEDS SHAVING
	<input type="checkbox"/> UNDERARMS DRY AND CLEAN	<input type="checkbox"/> DIRTY SKIN
HAIR	<input type="checkbox"/> CLEAN	<input type="checkbox"/> DIRTY
	<input type="checkbox"/> NEAT	<input type="checkbox"/> NEEDS TRIMMING
FACE	<input type="checkbox"/> CLEAN	<input type="checkbox"/> DIRTY
	<input type="checkbox"/> FRESH, NATURAL LOOKING	<input type="checkbox"/> BEARD STUBBLE
		<input type="checkbox"/> TOO MUCH MAKEUP
TEETH	<input type="checkbox"/> CLEAN, BRUSHED OFTEN	<input type="checkbox"/> DIRTY
	<input type="checkbox"/> FRESH BREATH	<input type="checkbox"/> BAD BREATH
HANDS	<input type="checkbox"/> CLEAN	<input type="checkbox"/> DIRTY OR STAINED
	<input type="checkbox"/> NAILS TRIMMED	<input type="checkbox"/> NAILS TOO LONG
		<input type="checkbox"/> NAILS CHEWED OFF
POSTURE	<input type="checkbox"/> STAND AND SIT STRAIGHT	<input type="checkbox"/> STOOP OR SLOUCH
CLOTHES	<input type="checkbox"/> CORRECT FOR WORK	<input type="checkbox"/> NOT CORRECT FOR WORK
	<input type="checkbox"/> CLEAN	<input type="checkbox"/> DIRTY OR STAINED
	<input type="checkbox"/> LOOK PRESSED	<input type="checkbox"/> WRINKLED
	<input type="checkbox"/> FIT WELL	<input type="checkbox"/> FIT POORLY
SHOES	<input type="checkbox"/> CORRECT FOR WORK	<input type="checkbox"/> NOT CORRECT FOR WORK
	<input type="checkbox"/> CLEAN, POLISHED	<input type="checkbox"/> DIRTY OR SCUFFED

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QUESTIONS OFTEN ASKED IN AN INTERVIEW

The interview is an exchange of information. It is helpful both to the employer and to you. The employer tries to learn what you are really like. You have a chance to see if you really want the job. In most cases, the employer asks you questions. You can also ask questions. The following questions are often asked by the employer or interviewer:

1. Why would you like to work for this company?
2. Do you want a permanent or temporary job?
3. What job would you most like?
4. What do you want to be doing in five years?
5. What qualifications do you have for this job? (This just means what skills and experience you have that will help on this job.)
6. What subjects in school did you like best? Least?
7. Do you prefer working alone or with others?
8. How do you use your free time?
9. What can you do best? What can you not do?
10. What jobs have you had? Why did you leave?
11. What pay do you expect?
12. Have you had any serious illnesses?
13. Do you smoke?
14. How many days of school did you miss last year?
15. What grades did you get in your schoolwork?
16. What hours can you work?
17. How will you get to work?
18. Do you take part in sports at school? Are you on a team? (Some employers think if you are on a team you will not have time to work.)
19. Are you willing to work overtime when needed?
20. What questions would you like to ask me?

Here are some questions you can ask when you apply for a job. Of course, do not ask them if the answers have been given.

1. What are the duties on this job?
2. What are the hours?
3. Would I be working with someone else?
4. If I need help, whom can I ask?
5. What is the pay?

Practice Interviews

It may help to practice some interviewing. Do it with a friend. You can take turns asking each other questions.

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REASONS PEOPLE ARE NOT HIRED

You will not be offered a job everytime you are interviewed. Nobody is. When you are not hired, you will want to know why. A survey was made to find out the main reasons people are not hired. The most important reasons are listed first:

1. Poor appearance
2. Poor attitude.
3. Poor use of English.
4. No career goals.
5. Lack of interest in the job.
6. Not sure of the kind of work wanted.
7. Wanted too much money.
8. Poor school record.
9. Made excuses.
10. Poor work record.
11. Lacked experience.
12. Criticized past employer.
13. Not tactful.
14. Not Courteous
15. Disliked school.
16. Did not look interviewer in the eye.
17. Limp handshake.
18. Could not answer questions.
19. Did not get along well with parents.
20. Sloppy application form.
21. Did not seem serious about working.
22. Only wanted to work a short time.
23. No interest in the company.
24. Critical of others.
25. Does not know right from wrong.
26. Does not always try to do what is right.
27. Lazy
28. Could not take criticism.
29. Late to interview without good reason.
30. Did not say "thank you" for the interviewer's time.
31. Did not ask questions about the job.

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SHOW A POSITIVE ATTITUDE

Do you know why people get fired? Sometimes it is because they cannot do the job. More often it is because of a poor attitude. In fact, the main reason young workers lose jobs is a poor attitude.

Your attitude is your outlook on life. It is shown by your behavior. Your attitude forms over the years, beginning when you are a small child.

A good attitude is sometimes called a positive attitude. A poor attitude is negative. If you always look for the good in things, you have a positive attitude.

If you look only at the bad side of things, you may have a negative attitude. Those with negative attitudes often feel they are treated unfairly. They may not like people much. If this is you, you can change! You can do a lot to become the person you want to be.

You can form a more positive attitude. It takes practice. The chart below lists the behavior shown by those who have positive and negative attitudes. You must practice being positive. Do this while you are young. The longer you wait, the harder it is to change your attitude.

POSITIVE ATTITUDE

1. Smiles easily.
2. Almost never complains.
3. Can see the other person's point of view.
4. Admits mistakes.
5. Willing to change.
6. Does not criticize others.
7. Thinks of what is good for or helpful to others.
8. Respects the opinions of others.
9. Never makes excuses.
10. Has many interests.

NEGATIVE ATTITUDE

1. Does not smile much.
2. Complains about everything.
3. Cannot see the other person's point of view.
4. Blames mistakes on others.
5. Not willing to change.
6. Very critical of others.
7. Thinks only of what is "good for me."
8. Tries to force opinions on others.
9. Often makes excuses.
10. Few interests, often bored.

NOTE: MOST PEOPLE HAVE SOME POSITIVE AND SOME NEGATIVE TRAITS.

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FIVE-MINUTE, TIMED TEST ON FOLLOWING DIRECTIONS

How well do you follow directions? Follow the directions and you should finish this in five minutes. Your teacher will time you. Close your book when you finish.

Wait until your teacher says "go." Then follow the directions exactly. You will need one sheet of paper.

1. Read all directions before doing anything.
2. On a sheet of paper, write your name in the upper right corner.
3. Number from 1 to 6. Leave three blank lines between each number.
4. Put an "X" by number 1.
5. Count the number of pages in Chapter Four of this book. Write the answer by number 2.
6. Write today's date by number 3.
7. Say your name out loud.
8. Count the number of persons in the room. Write the answer by number 4.
9. Say, "I have reached number 9. I am following directions carefully."
10. Now that you have finished reading, do only what is said in numbers 1 and 2.

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INDEPENDENT LIVING SKILLS FINAL PROJECT

GOALS:

1. Integrates and reinforces all skills learned.
2. Is an incentive to learning various skills.

ACTIVITY:

Students brainstorm trip destination - top choice identified. Budgeting and finances - cost and feasibility discussed. Students must figure out how much it would cost (call travel agent or camping store, if appropriate), how they would get there and where they would get the funds. Even if money or transportation is received from school, students must figure out who they would ask, and put in a request.

WHEN THEY WILL GO:

Students must take into account availability of location, transportation, amount of time able to spend, special events happening either at school or in someone's personal life, special arrangements that may be necessary (i.e. supervisor, interpreter, attendant, etc.).

Committees may be formed.

Students must budget money - set up a travel account. How much money for the place, transportation, food, extras? How might they save on money? How might they earn money to go? Shopping skills - students shop for any supplies. Students figure out what they need to pack, make a list and pack.

SKILLS USED:

Self-esteem, socialization, money management, shopping, transportation, communication, personal care and hygiene, nutrition, housekeeping, clothing, using community resources.

Discover the World of Independent Living
Final Project

"Let's Take A Vacation" Worksheet

1. Have group brainstorm trip destination.
2. Find out the travel costs for each choice.
3. Group discusses choices.
4. Group decides on their trip destination.

Trip Ideas

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.

Travel Mode and Cost

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.

Trip Destination _____

Trip Destination _____

A. Group Members

1. Who is going on your trip? List all names. _____

2. Are there any special needs No Yes. If yes, please list them.

B. Travel

1. How will you get there? (ie. bus, train, car, air) _____

2. How much will that cost? _____

C. Dates of Travel

1. When will you leave? _____

2. When will you return? _____

3. Total Number of Days? _____

D. Meals

1. Where do you plan on eating your meals? _____

2. How much will that cost? _____

**E. Other—What other expenses might you encounter? _____
_____**

Add your costs

Travel _____

Accommodations _____

Meals _____

Other Costs _____

Total Cost _____

How might you save on some of these costs? _____

How can you pay for this trip? _____

Who will be in charge of:

Travel Budget? _____

Transportation Arrangements? _____

Accommodations? _____

Meals? _____

Other _____

Let's Go!

STUDENT SKILL CHECKLIST

UNIT: _____		OBJECTIVES EVALUATED																					
GOAL: _____																							

1 - completes objective with physical assistance																							
2 - completes objective with verbal prompting																							
3 - completes objective independently																							
DATE	STUDENT NAME																						

STUDENT SKILL CHECKLIST

UNIT: _____ GOAL: _____ _____		OBJECTIVES EVALUATED												
DATE	STUDENT NAME													

STUDENT SKILL CHECKLIST

UNIT: _____ GOAL: _____ _____ _____ 1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently		OBJECTIVES EVALUATED											
DATE	STUDENT NAME												

STUDENT SKILL CHECKLIST

		OBJECTIVES EVALUATED											
UNIT: _____													
GOAL: _____													

1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently													
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STUDENT SKILL CHECKLIST

		OBJECTIVES EVALUATED									
UNIT: _____											
GOAL: _____											

1 - completes objective with physical assistance 2 - completes objective with verbal prompting 3 - completes objective independently											
DATE	STUDENT NAME										

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**A GUIDE TO
IMPLEMENTATION OF THE CURRICULUM
DISCOVER THE WORLD OF INDEPENDENT LIVING**

**Education for Independent Living
Model Program
U.S. Dept. of Ed. Contract #300-81-0364**

**Services for Independent Living
25100 Euclid Avenue, Suite 105
Euclid, Ohio 44117**

**A GUIDE TO
IMPLEMENTATION OF THE CURRICULUM
DISCOVER THE WORLD OF INDEPENDENT LIVING ©**

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Government Contract #300-81-0364
December 1984**

Education for Independent Living
Model Program
Services for Independent Living,
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Department of Education Contract #300-81-0364
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FOREWORD

In October 1981, Services for Independent Living (SIL) was awarded a contract by the United States Department of Education, to create and pilot test a model program to assist young disabled people in making the transition from school to other life pursuits. The goal of the project was to develop a methodology and a curriculum which would foster the development of independent living skills.

SIL defines the concept of independent living as follows:

- . Controlling and directing your own life.
- . Making decisions and taking responsibility for your actions.
- . Having opportunities to participate in all aspects of community life.
- . Exercising the greatest degree of choice about
 - where you live,
 - with whom you live, and
 - how you live.
- . Taking risks and being allowed to fail.
- . Asserting your rights and responsibilities as first class citizens.

The Education for Independent Living Model Program was developed through interaction with three school systems. One system, at the high school and middle school levels, had developmentally handicapped teens, thirteen to nineteen years of age. Some students in this system also had physical disabilities and/or behavioral handicaps. Another school system, middle school level, brought together three classrooms of multi-handicapped students, nine to twelve years of age, to form one class. During the second year, the program was implemented in a third school system with orthopedically handicapped students at the high school level.

A curriculum was developed and tested through this process. It is the major product produced by the project. Entitled Discover the World of Independent Living, and provided under separate cover, this curriculum is intended for use by any organization planning to present classroom instruction in one or more of the following areas:

1. Social skills
2. Health
3. Home management
4. Clothing care
5. Cooking
6. Travel
7. Money management
8. Leisure time activities
9. Career development

Many disabled adults have not had the opportunity to fully develop their skills in each of these areas. The curriculum is, therefore, applicable to all ages. It may be implemented in whole or in part, to complement and enhance existing services for disabled persons.

The curriculum is also easily adaptable to use by any of a wide range of organizations, such as:

- public and parochial school systems
- public and private schools serving disabled students exclusively
- rehabilitation hospitals and centers
- vocational training centers
- independent living centers
- other community service agencies such as the following:
 - . parent organizations
 - . residential facilities for disabled persons
 - . colleges and universities
 - . mental health centers
 - . hospitals
 - . senior citizen associations
 - . Easter Seals Society
 - . Association for Retarded Citizens
 - . Goodwill Industries
 - . United Cerebral Palsy
 - . transitional living programs for disabled persons
 - . sheltered workshops

This handbook is intended to serve as a planning guide for implementation of the curriculum Discover the World of Independent Living. The basic philosophy of independent living is emphasized for the benefit of those readers with little or no experience with this concept. References and sources of further information and assistance are provided in the appendices.

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Centers by State
- Appendix B - Parent References and Resources
- Appendix C - Independent Living Bibliography
- Appendix D - National Resources

PHILOSOPHY AND RATIONALE

The Education for Independent Living Model Program was developed to provide a framework for organizations to enhance their services to better meet the needs of disabled persons making the transition from secondary education to other pursuits in life. It was intended that the model program would lead to increased opportunities for disabled people to maximize their potential for independent living. The curriculum Discover the World of Independent Living documents strategies, activities and resources for providing instruction and experiences designed to develop and enhance specific independent living skills.

The philosophy of independent living can be stated briefly as having control over one's life. It is a broad concept, encompassing all aspects of daily living--personal care, housing, finances, transportation, education, employment, recreation, etc. Expressed in terms to which we can all relate as human beings, living independently means:

- . Controlling and directing your own life.
- . Making decisions and taking responsibility for your actions.
- . Having opportunities to participate in all aspects of community life.
- . Exercising the greatest degree of choice about
 - where you live,
 - with whom you live, and
 - how you live.
- . Taking risks and being allowed to fail.
- . Asserting your rights and responsibilities as first class citizens.

The existence of a disabling condition does not automatically preclude a person from exercising control over his or her own life. Assistance may be required for certain activities, but there is no reason that a disabled person, provided with appropriate support services, cannot function in the life of the community and have the same choices and opportunities that are available to the general population. This may be achieved through a variety of options that can minimize reliance on others for making decisions and provide for self-maintenance in the least restrictive manner. For example, some disabled persons may

wish to pursue their independent lives in their own apartments with hired attendants to help with daily needs. Others may elect to receive support services while living with their families, while some will find group homes most to their liking.

Services for Independent Living is one of a network of independent living centers (ILCs) established throughout the United States to provide services and resources not commonly available through other types of organizations. These centers are largely developed and operated by disabled people. They provide a wide range of services including peer support, attendant care referral, housing referral, and information about resources and issues. They also serve as advocates for positive change.

Independent living centers are relatively new entities. To date, they have mainly served adults out of school. The need to begin preparing disabled persons at an earlier age to function independently became evident to Services for Independent Living through the following patterns observed in the people applying for assistance:

1. A large percentage of disabled young adults were
 - . underemployed or working at jobs in which they were unhappy;
 - . living in unsatisfactory situations;
 - . spending most of their time watching television at home;
 - . socially immature; and
 - . in general, not actively participating in home, work, or community life.
2. By the time they sought assistance from community agencies, many
 - . no longer had the motivation required for self improvement;
 - . did not possess the self-confidence and self-awareness necessary to set life goals and work toward their fulfillment;
 - . lacked many of the basic skills normally acquired during the early developmental years (for example, helping parents around the house, going places on their own, etc.); and
 - . were unaware of opportunities available to them to establish their own chosen lifestyles.

The following points illustrate what Services for Independent Living sees as gaps in services contributing to these patterns:

1. School counseling for disabled students is generally academically oriented and does not address living and working in the community after completion of high school.
2. Disabled youths and their families are often not informed about available resources and information relevant to the various aspects of independent living.
3. Many disabled youths and their families are not made aware of the existing community and government agencies which offer relevant services and resources.
4. Disabled youths and their families often have not learned to advocate effectively for their rights.
5. In many communities, there are no well established linkages among the various organizations serving disabled people.
6. The general population is not aware of the needs, abilities and desires of disabled people.
7. Many mentally retarded young people receive training in daily living skills, but usually not within an independent living framework. Young people with other types of disabilities often receive no formal instruction in daily living skills.
8. Educators are often not aware of the resources available for adapting activities to the diverse needs of students found within a typical classroom - particularly those with orthopedic and/or multiple handicaps.

Services for Independent Living believes that the most appropriate and effective way to bring independent living skills training to disabled young people is through the educational system. The curriculum Discover the World of Independent Living was, therefore, developed primarily to enhance the current formal education of disabled students. It can also be used easily by any other type of organization providing services to disabled persons of any age. And it is flexible enough that selected techniques and exercises can be incorporated into an existing curriculum. This design was based on the premise that any level of independent living instruction is better than none. Accordingly, it is hoped that the curriculum will be embraced by all types of organizations in contact with disabled persons, and adapted to fit into their own programs.

OVERVIEW OF THE CURRICULUM

The curriculum, Discover the World of Independent Living, is divided into the following nine self-contained instructional units. Individual units contain ideas for modifying methods and equipment to compensate for various physical and/or mental limitations. Emphasis is placed on planning, preparing for, and following through on each activity performed.

1. Social Skills - Persons with disabilities are frequently less mobile than their peers, and often lack experience in many social spheres and activities that are commonplace to nondisabled persons. The resulting poor development of appropriate social skills can impede their progress in social, recreational, and vocational endeavors outside of school, as well as contribute to low self-esteem and poor self-identity. The curriculum addresses the need for social skill development in the following areas:

- A. Self-esteem and self-identity
- B. Social communication and interaction
- C. Goal development and problem solving
- D. Sexual identity

The other side of this concern is the need for nondisabled persons to develop a better awareness and understanding of what it means to be disabled. Only by so doing will they be able to offer the support and social ease on their own part, which are necessary to good social interactions among disabled and nondisabled persons. The Social Skills area of the curriculum, therefore, includes suggested activities for families of disabled students, nondisabled fellow students, and disabled students themselves to acquire a better "disability awareness."

2. Health - This unit deals with teaching students to perform basic hygiene, grooming, and first aid functions. While most young people have some sound ideas about these aspects of personal health and appearance, many disabled persons have not learned to perform them as well as they could. There may have been no one who could show them special techniques or devices to use to overcome physical barriers, or they may have been sheltered by others doing everything for them. The curriculum provides instructional activities to develop skills in:

- A. Personal hygiene
 - . Bathing
 - . Hair care
 - . Dental care
 - . Skin care
 - . Nail care

- B. Health care
- C. Safety and first aid

3. Home Management - This unit contains four areas of instruction:

- A. Housecleaning
- B. Identification and use of hand tools
- C. Using the telephone
- D. Housing options

As with the Health area, many disabled persons never really learn to do housecleaning or house maintenance tasks as well as they might with some instruction and experience. Their particular disabilities may require adaptations to the equipment, supplies and techniques used by nondisabled persons to perform these everyday tasks. Proper instruction can enable them to develop the skills necessary to care for their own living space. Without these skills, their lifestyle alternatives as adults can be seriously limited. They also need to know what housing options exist.

4. Clothing Care - This section of the curriculum is intended to provide learning experiences in the following aspects of living independently:

- A. Laundry
- B. Clothing maintenance
- C. Clothing use

"Clothing use" includes selecting accessories and coordinating different pieces of clothing. Students can be encouraged and taught how to develop their own "look" through the lessons on colors and styles.

5. Cooking - The purpose of this unit is to teach students how to select and prepare their own food. The following areas are covered:

- A. Kitchen safety
- B. Pre-cooking
- C. Nutrition
- D. Preparing foods
- E. Storing and serving foods
- F. Kitchen cleaning

The question of nutritious value of particular foods and meals is raised repeatedly in order to get students in the habit of evaluating what they eat and planning well balanced meals. Emphasis is placed on preparing whole meals rather than on just individual food items. Menus and recipes with step-by-step instruction are provided.

6. Travel - Many young disabled persons are given little opportunity to go places by themselves or with groups of friends. They have no chance to learn how to plan a trip - even a trip through school hallways - or how to move safely around their community. The Travel unit presents activities designed to develop awareness of and skills in the following areas:

- A. Preparation for travel
- B. Safety
- C. Using transportation
- D. Understanding your community

Field trips are an integral part of this instructional unit.

7. Money Management - This unit can fit in well with regular mathematics lessons. It offers ways of teaching students how to use money discriminately and in various modes (e.g., cash, checks, and savings accounts). The areas included are:

- A. Handling money
- B. Budgeting
- C. Banking

8. Leisure Time Activities - Many disabled persons need assistance in learning to plan and carry out leisure activities. Most of their time and activities have been directed by other people since the onset of their disability. The purpose of this unit is to present ways of encouraging and teaching students to plan, organize, and enjoy their own leisure time. Instructional areas are:

- A. Time
- B. Leisure activities

9. Career Development - Disabled young persons often have difficulty securing their first job, due to limited knowledge and social skills important in the job-hunting process. Vocational education programs frequently present limited career choices, so that they are not aware of the full range of possibilities open to them. Once they find a job, their lack of experience can hamper their relationships with employers and co-workers.

This unit aims to overcome such barriers to career development. Instructional activities are offered for providing information, simulated experiences, and discussion in the following areas:

- A. Career planning
- B. Preparation for employment
- C. Working

THE MODEL PROGRAM

The curriculum Discover the World of Independent Living was developed as part of a model program which encompassed needs assessment, participation by community organizations, and parent involvement--as well as the classroom program. The curriculum can be implemented without these other aspects of the model program. It is recommended, however, that each of these ancillary activities be at least considered, as they will significantly enhance any independent living program for disabled young persons. The following paragraphs briefly describe some suggested approaches.

Needs Assessment

It is important to define the needs of the students to be served, and to identify relevant resources already available to them, prior to initiating a new program. A needs assessment can range anywhere from an informal survey of students and community organizations, to the collection and statistical analysis of data from a community-wide survey. The methods used will depend upon the resources available and the objectives of the organization implementing the curriculum.

Published information about disabled persons, independent living programs, and community resources can provide an understanding of the general needs of the target population. Many good references are contained in the appendices to this guide.

Independent living centers (ILCs) can provide valuable insight and information specific to the regions they serve. Appendix A provides a current list of ILCs throughout the United States. An ILC or university might be interested in participating in a needs assessment. It will be worthwhile to contact those whose service areas encompass the local area from which students will be drawn.

At a minimum, the skill levels of the individual students to be taught should be assessed in order to select the most appropriate curriculum units and activities. A pre-test can be performed using the "Student Skill Checklists" provided in each section of the curriculum.

Participation by Community Organizations

Linkages should be established among all schools, independent living centers, and other community and government organizations serving disabled persons. Each will have its own perspective and information base to share. By maintaining an ongoing exchange of ideas and resources, all services can be enhanced and duplication avoided.

Some of the ways of establishing contacts include:

- . Attending meetings of targeted groups
- . Getting on mailing lists of relevant organizations
- . Encouraging the involvement of those people and organizations who show an active interest in the program; perhaps setting up an advisory council
- . Speaking at community group meetings
- . Holding an "open house" or inviting individuals to observe the classroom activities

Parent Involvement

Parent acceptance and involvement are key to the successful implementation of the curriculum. Parents who understand and support the classroom program are most likely to interact with their children in a way which will further the development of their independent living skills. Parents who are well informed and invited to participate in the school program will be more willing to offer their support.

Direct contact with parents should be initiated by the school. Independent living center staff working with a school can be introduced at orientation sessions and invited to make presentations at evening meetings.

Suggested ways to inform and encourage participation by parents include:

- . Informal orientation sessions to discuss the classroom approach and activities
- . Special presentations at PTA meetings to build awareness and acceptance among all school parents and teachers
- . Open house in the classroom
- . Individual parent conferences to discuss their children's goals and progress
- . Reports about school activities and student progress
- . An informal newsletter, with input by the students
- . A library of resource materials meaningful to parents
- . Suggested activities parents can plan with their children

Emotional support is also important for parents of children with disabilities. Some of the ways this can be provided in conjunction with the model program include:

- . Parent discussion groups
- . Individual counseling
- . Information about resources outside of the school system
- . Presentations by adults with disabilities (i.e., "role models")
- . Reports on their children's strengths and development

A local independent living center might be able to provide group training and orientation programs for parents.

Appendix B lists references and resources relevant to parent needs.

RESOURCE REQUIREMENTS FOR IMPLEMENTATION OF THE CURRICULUM

The curriculum Discover the World of Independent Living is intended to supplement the regular school program. The suggested teaching activities were designed for easy adaptation into an existing curriculum and classroom structure. It is recommended that donations of needed equipment and supplies be sought from local groups and companies. This will lower the overall cost of the program as well as lead to some beneficial continuing relationships within the community.

As an aid to planning, the following outline of recommended resources is presented for implementation at two levels:

- . minimal - the minimal time and resources considered necessary to achieve worthwhile results
- . optimal - the time and resources considered necessary to the implementation of the model program in its entirety

Startup Costs

1. Curriculum guide - Each teacher participating in the program should have a copy of Discover the World of Independent Living prepared by Services for Independent Living.
2. Classroom equipment - Whether any one or all of the curriculum areas are implemented, a classroom will be necessary, equipped with the following:
 - . teacher's desk and chair
 - . chair for each classroom aide (and desk if possible)
 - . chair for each student
 - . table for each four to eight students
 - . blackboard
 - . bulletin board
 - . mirror
 - . sink
 - . storage locker or closet

Table 1 provides a list of items recommended for a program encompassing the clothing care, cooking, and home management sections of the curriculum. Those items considered as minimum basic requirements are indicated by an asterisk.

The curriculum discusses special adaptive and assistive aids for use by students who have orthopedic, visual, and/or hearing impairments.

3. Reference materials - Suggested reading and reference materials for program staff are listed by area in the curriculum.

TABLE 1

RECOMMENDED EQUIPMENT FOR GROOMING,
COOKING, AND GENERAL HOUSEKEEPING CURRICULUM AREAS

(* indicates minimum basic requirements)

1. A kitchen equipped with:

- * sink
- * stove or microwave oven (with appropriate cooking equipment)
- * refrigerator
- * cupboards
- * table
- * chairs
- dish drainer and tray
- dishwasher
- garbage disposal
- coffee maker
- toaster
- blender
- mixer
- * manual or electric can opener
- * dishes - one set per student
- * flatware - one set per student
- * cups - one per student
- * glasses - one set per student
- * assorted knives
- * serving utensils
- * pots - small, medium and large
- saucepans - small, medium and large
- tea kettle
- frying pans
- pie and cake pans
- loaf pan
- cookie sheets
- muffin pan
- pizza pan
- plastic spatula
- metal spatula
- * measuring cups
- * measuring spoons
- * cutting board
- * bowls - small, medium and large
- whisk
- grater
- * peeler
- colander or strainer
- food storage containers

TABLE 1 (Cont'd)

RECOMMENDED EQUIPMENT FOR GROOMING,
COOKING, AND GENERAL HOUSEKEEPING CURRICULUM AREAS

2. A living room with:

- | | |
|---------------------------|------------------|
| • couch/sofa | • cocktail table |
| • chairs | • end tables |
| • lamps | • television |
| • stereo | • records/tapes |
| • rugs | • telephone |
| • video cassette recorder | • closet |
| • plant stand | • magazine rack |
| • rocking chair | |

3. A bedroom with:

- | | |
|---------------|---------------|
| • bed or cot | • night stand |
| • desk | • dresser |
| • mirror | • closet |
| • bookshelves | • chair |
| • lamp | |

4. A bathroom with

- | | |
|------------------------|-----------------------|
| • toilet | • medicine cabinet |
| • bathtub/shower | • cupboard |
| • sink | • nail clippers |
| • paper cups/dispenser | • emery boards |
| • mirror | • nail files |
| • washcloths | • toothpaste |
| • towels | • toothbrushes |
| • soap | • dental floss |
| • shampoo | • electric toothbrush |
| • conditioner | • makeup |
| • blow dryer | • skin cream |
| • curlers | • makeup brushes |
| • curling iron | • razor and blades |

5. A utility room with:

- | | |
|-----------------------|-------------------------------|
| • washer | • wastebasket |
| • dryer | • toolbox |
| • iron | • screwdrivers, various sizes |
| • ironing board | • philips head screwdrivers |
| • baskets for clothes | • pliers |
| • laundry tub | • hammer |
| • buckets/pails | • adjustable wrench |
| • broom | • wrenches |
| • mop | • vice grips |
| • dustpan | • socket wrench & sockets |
| • detergent | • spare lightbulbs |
| • cleaning solvents | |

Appendix C provides references pertaining to the general concepts and philosophies of the model program.

4. Inservice training for education personnel - Understanding the independent living concept and knowing where to go for information and guidance are crucial to the success of this program. Administrators and teachers should receive at least one half day of inservice training by an independent living professional. This can be arranged through an independent living center or appropriate state or national organization. Attendance at an independent living conference can also contribute significantly to an understanding of the philosophy and state of the art on which the model program has been developed.

Ideally, some independent living organization or professional will be involved in the ongoing program, to provide training and consultation. The cost will depend on who is involved and how they are funded. Some organizations receive state or federal funding to provide such technical assistance.

Appendix D provides a list of local, state, and national organizations to contact for information and assistance. Most independent living centers can help in identifying the best source for a local program. A list of these centers is presented in Appendix A.

5. Startup work with community based resources - Any level program will benefit from the cooperation and involvement of community organizations and groups. It will be advantageous to reach out to community resources from the beginning stages of program development - both for the knowledge to be gained from them and to assure a high level of commitment through their involvement in planning.

The following methods for working with community resources are suggested:

- . Have your program included on their mailing lists.
- . Attend meetings held by targeted groups.
- . Put them on your mailing list to receive periodic updates about your program.
- . Encourage ongoing contacts between your program staff and people in community organizations who show an active interest in your program. A more formal advisory committee might eventually develop.

The costs of establishing these relationships will depend upon the types and numbers of organizations, and the method and frequency of contact.

Ongoing Costs

1. Classroom materials - The curriculum lists recommended materials for each curriculum area. Optimally, all curriculum areas will be implemented, employing most or all of the suggested materials and activities. Some benefits will be derived, however, from the adaptation of any part of the curriculum to an existing program. The costs will depend upon what activities and techniques are selected.

A fund-raiser could be planned and held by the students in support of a curriculum area. As a special class project, this would have the added benefit of a useful learning experience. Organization, planning, and budgeting are some of the skills that could be enhanced through such an activity.

Assessment forms for tracking student progress will need to be copied from the curriculum guide. The number of copies needed will depend upon the number of students in the program, the curriculum areas implemented, and the planned frequency of assessment. It is recommended that general student progress be charted at least each quarter year. Optimally, specific skill performance would be measured on a daily basis with weekly averaging, as explained in the curriculum guide.

2. Staff Requirements

- a. Classroom instruction - Each curriculum area, for the most part, can be implemented in two ways: either as a separate independent living class, or as activities and exercises incorporated into regular scheduled school classes. In the latter case, no additional personnel or special scheduling will be necessary. For example, many "Money Management" exercises can be used in teaching mathematics.

Whichever method is selected, a minimum of one hour of independent living instruction per day, three days per week, is considered necessary to achieve any significant results. Optimally, three hours of instruction will be provided on five days each week.

For the experiential components of the curriculum, a ratio of two to four students per teacher or aide is believed necessary.

- b. Parent involvement activities - When working with young students, the teaching staff should meet with parents as a group at least once each school year, and prepare individual student progress reports for parents at the end of each semester. Optimally, parents and teachers would meet as a group three times each year (at the

beginning, middle, and end of the school year), and maintain weekly progress records to review with parents on a regular basis.

- c. Field trips - Suggested field trips are described in the curriculum. At least three should be planned for each school year. An average of one field trip every two weeks would be optimal.

The following field trip activities are considered most important to the achievement of everyday independence:

- . a public bus ride
- . washing and drying clothing in a coin-operated laundromat
- . shopping in a grocery store
- . completing a transaction at a bank
- . shopping in a mall

Two or more activities could be combined in one trip.

Field trips are meant to serve as learning experiences, not merely fun activities. It is recommended, therefore, that all instructional staff accompany the children. Untrained adults may not understand the objectives of each activity or may try to help the students in ways which will inhibit their experience.

3. Program evaluation - The progress of each student in the program will be measured by the use of the assessment forms provided in the curriculum. A third party evaluation of the overall program would be useful, but might not fall within the scope and finances of the program.
4. Publications and reference materials - It is important for professionals working with disabled persons to keep abreast of current information about disability issues in their community, state, and nation. One way of accomplishing this is to subscribe to newsletters distributed by relevant organizations.

Three national publications highly recommended are:

- . "The Exceptional Parent Magazine", 605 Commonwealth Avenue, Boston, Mass. 02215
- . "The Disability Rag", P. O. Box 145, Louisville, Kentucky 40201
- . "Disabled U.S.A", The President's Committee on Employment of the Handicapped, Washington, D.C. 20210

Many local and state organizations also publish newsletters and journals. Appendix D provides the names and addresses of those most relevant to the model program. These organizations are also a good source of inservice training and orientation.

CLASSROOM STRUCTURE

The facilities, equipment and supplies to be used in the classroom will depend upon the curriculum areas to be implemented and available resources. The "Resource Requirements" section of this guide indicates specific recommended items under "Startup Costs".

How the classroom is to be structured will depend upon a number of factors such as number and ages of students, number of staff, size and layout of classroom facilities, equipment and supplies to be used, and curriculum areas to be presented. In any case, the structure selected should:

- . facilitate active learning,
- . simplify instruction,
- . contribute to creating interest and maintaining attention, and
- . foster positive interactions among students.

Services for Independent Living found small groups (two to four students with one teacher or aide) to be the most effective. In general, the students worked closely with one another and were each able to perform a variety of tasks in a learning period. The instructors were able to monitor individual students' performance and to provide information or assistance when required.

If space or staff limitations preclude small group activities, large group instruction in a traditional classroom setting can also be effective. The "Teaching Strategies" section addresses specific methods and techniques that can be used to successfully implement the curriculum within a wide range of classroom environments.

TEACHING STRATEGIES

The teaching methods to be employed will depend primarily upon the organization implementing the curriculum, the preferences of the teaching staff, and the numbers and age levels of the students. There are, however, certain approaches and techniques that worked well in the pilot test of the curriculum and which, in themselves, foster the development of independent living skills and attitudes in persons with disabilities. These are listed below as recommendations to be built into the classroom program.

1. Do not assume that the students have much, if any, knowledge or experience in a given skill area.

Many disabled young persons are sheltered from activities and responsibilities which are very basic to the upbringing of most nondisabled persons. For example, the kitchen is often off limits to disabled persons living at home--regardless of their age--because parents do not think they are capable of doing any food preparation, or because it is easier to do for them than to help them learn for themselves. Teaching cooking must, therefore, begin with familiarizing the students with the basic equipment and supplies found in the kitchen, and how to handle them safely.

In general, the following guidelines should be observed when teaching a new skill:

- . Begin with an orientation to the subject matter and the supplies and equipment that might be encountered. In a beginning cooking lesson, a scavenger hunt or creating a kitchen map can be fun ways of familiarizing students with cooking items.
- . Demonstrate the correct use of equipment, emphasizing rules and safety precautions. Students will need to be taught respect for equipment which could be dangerous or breakable if used improperly.
- . Try to discover any fears or reservations students might have about using certain items. Employ a non-threatening and non-embarrassing approach to overcome such barriers to learning. For example, first demonstrate use of the item to the students, then have a volunteer demonstrate to the other students. Then closely observe and offer assistance to those who seem hesitant to try themselves.
- . Consider the special needs of individual students. A visually impaired person will need to have equipment demonstrated through touch and verbal description; a hearing impaired student may need to be close to the instructor or to have an interpreter.

- . Define and discuss abstract concepts that might not be clearly understood by someone without practical experience in their application. Terms such as "boiling water" or "measuring ingredients" might not be clear to someone who has never even observed cooking.

2. Use a holistic approach to developing skill areas.

Do not teach isolated tasks, but place every activity within an appropriate context. For example, first present the concept of clothing care as involving selection of clothing, dressing, laundering, and storing--and then teach the specific skills within each of these areas. Create exercises requiring students to think through each step of some process such as planning a party. If possible, go one step further by giving students the responsibility for carrying out their plan. Have them consider nutrition, menu planning, food preparation, food presentation, serving, cleaning up, food storage, and equipment maintenance in their party plan. Such continuity and practical experience will reinforce their learning.

3. Employ a "try and learn" and "ask when you need help" approach.

Encourage students to try activities which they may have been told all their lives they cannot or should not do. Give them opportunities to make decisions as to what they want to do and how to go about it. While providing encouragement, always let them know that they can request help if they need it. This approach will contribute to their self confidence and lessen the passivity that so many disabled persons fall into by being discouraged from trying new activities.

4. Create a strong "disability awareness" in students.

It is important that disabled persons understand their disabilities and develop realistic expectations for themselves. There are many ways to foster "disability awareness". The following will be effective when working with young people:

- . Using adults with disabilities as role models - Confident and competent disabled adults can serve as examples to fulfill an important need to relate to persons who have experienced and learned to function well with similar difficulties. Disabled adults might serve as instructors, classroom aides, or guest speakers; or they might be introduced to students through field trips. Some cities offer a Big Brother/Big Sister program which pairs adults and children with similar characteristics.

- Assigning relevant reading materials - There are many books geared to people within specific age groups, which deal with the issue of disability. Newspaper and magazine articles about people with disabilities are also becoming more frequent.
- Using puppet characters with disabilities to portray real life situations - The "Kids on the Block" are a popular puppet group that is available in many communities. They are just one example of an entertaining and non-threatening way of providing role models to share feelings and experiences.

5. Provide practical experience for each skill area addressed.

Every concept and skill presented in the curriculum can be reinforced through concrete tasks. Demonstration, followed by practice and guided discussion is the recommended general process for teaching independent living skills. Many disabled persons lack hands on, real world experience. Following are some of the methods to employ:

- Planning real and simulation activities - Have students work in small groups to develop their own plans. Give them responsibility for documenting step-by-step what is to be done, by whom, and when. This will provide practical experience in social interaction, cooperation, time management, and breaking down complex activities into manageable parts. Whenever possible, have the students carry out their own plans, then discuss and evaluate the process with them.
- Taking field trips - These will provide invaluable travel experience, as well as expose students to new situations and people. Many disabled young people have never gone anywhere alone or with just their peers. They need to learn how to move about purposefully and safely--to decide where they are going, how to get there and back, and how much time a trip will take. They should learn to travel by foot and by public transportation. Each step of the way should be planned and discussed by them, with guidance from the instructors.
- Shopping - A myriad of skills are required for purchasing goods and services. Whether done in person, by mail, or by telephone, shopping can be an insurmountable task for anyone who does not know how to do it. It involves mathematics, time management, knowledge of products and prices, decision making, discrimination among alternative goods and services, and social and communications skills. Even when an actual shopping trip is not possible, students can benefit from developing shopping lists, working with a budget, analyzing advertisements, clipping coupons, selecting stores, and specifying what to look for in the product or service to be purchased.

6. Use games and focused discussions to teach skills that can not be directly experienced by the class.

The important thing is to create an active learning environment. Many activities can be simulated through game playing that requires the same planning, decision making, and information required for the actual activity. Group discussions will motivate students to voice their own ideas and compare them with their fellow students.

STRATEGIES FOR INDEPENDENT LIVING CENTERS WORKING WITH SCHOOLS

Because independent living is a developing concept, unfamiliar to many educators, and because consumer-operated independent living centers are the "new kids on the block," establishing contact with the schools can be difficult. The schools, after all, have been trying to deal with the needs of their disabled students for a good number of years. Changes brought about by Public Law 94-142 have created a broad spectrum of responses ranging from resistance and resentment to enlightenment and acceptance. Coming in "like gangbusters" with the "solutions to all of their problems" certainly is the WRONG approach.

What is needed is a working partnership with the schools in order to provide the optimum opportunities for the mutual constituency--people with disabilities. It is, therefore, incumbent upon independent living centers to approach the schools in the most positive, non-threatening way.

The following strategies are offered from SIL's experience in developing the model program.

1. Determine how broad your outreach efforts will be.

Know the parameters of your outreach and the limits of your program and its attendant resources. Schools are interested in new and innovative programs which are cost-effective. They are also looking for people to help implement such programs.

2. Develop an information base about your local educational services.

Know who is doing what, where. Be aware that most school districts differentiate between disabled students in special education and those in regular education.

3. Make contact with your Special Educational Regional Resource Center (SERRC).

The SERRCs are an invaluable resource. They can help you to access their information network and can provide an appropriate contact person in the schools. They can also provide important child find statistics to add to your database. Additionally, they can open the doors to speak & engagements which will help you to reach educators, parents, and other relevant people in the community.

4. Talk with special education and vocational education teachers.

These educational specialists can provide insights about their schools' programming, prevailing attitudes and goals for their disabled students. They can also provide a sense of parent involvement and attitudes.

5. Reach out to parent groups.

Parents are important partners in any independent living program. Draw them into your initial planning to share your objectives and to learn about their concerns. Once you have selected the schools you will be working with, use whatever methods and resources are available through the schools for keeping parents involved and informed.

6. Be well-prepared before contacting school personnel.

Be prepared to explain your program clearly and to leave descriptive literature about your organization and what you are proposing to do with the schools. Carry this information with you at all times; you never know when you will meet people who are interested.

7. Attend workshops, conferences, meetings related to your field.

Approach all relevant groups and disciplines. Contact with them will enhance your outreach, your knowledge base, and your visibility in the community.

8. Know your public school calendar and teaching schedule.

Should you opt to work in or with the schools, you will have to adapt to their schedules.

9. Prepare a contract based on negotiations.

When preparing working agreements, mutual roles and responsibilities must be clearly defined. Once you have identified a school system to work with, and they have agreed to your proposal, prepare a contract. Both parties should have in writing what their responsibilities are, what they propose to accomplish, and the time frame in which the contract is to take place. Be sure to include all of the services you plan to provide. For example, an agreement might specify an independent living curriculum and the materials for

instruction, one staff person to assist the teacher, five inservice programs to all school personnel, and four parent inservice programs. The school district's responsibilities may include providing you with students, a classroom, and a teacher.

Establish the contact person from your center and one from the school district. Arrange to get to know the school principal and classroom teacher at the site of your program. It is important to have a good rapport with them. It would be wise to set up meetings during the negotiation period with these individuals to ensure that there is a clear understanding of what you propose to do in their school. Establish completion dates for your goals with school representatives. (School schedules are planned well in advance and are tightly packed so it becomes difficult to add anything to them as the year progresses.)

10. Implement your program promptly.

Plan to meet with all relevant school representatives. Be sure to keep tabs on the progress of the program. Keep communications channels open among school staff, project staff, and project coordinator. This ensures a smooth flow of activity and provides for timely modifications if needed.

11. Plan regularly scheduled meetings with school personnel and project staff.

Plan to meet with all significant school representatives (teachers and administrators) periodically to ensure that all activities are proceeding as planned. Arrange to have your program coordinator or another staff person who knows your curriculum and goals observe the classroom activities periodically. An objective observer who is familiar with the program's goals can provide useful feedback to the staff implementing the curriculum.

It is also very important that time be set aside on a weekly basis for staff to meet as a unit to discuss problems, how goals are being met, and whether there are changes that need to be made to the curriculum. These meetings should take place with program staff alone. With busy schedules, it is important to touch base and make sure everyone is moving in the same direction.

12. Prepare and implement the use of appropriate evaluation forms.

As with any project, evaluation forms and procedures provide tools for teaching and documenting progress. Ideally, a third party evaluator would perform this function. This is not always financially feasible, however, and may not even be considered necessary by the school or the independent living center. In any case, do use some type of evaluation forms, such as checklists or surveys, to obtain feedback from participants and to document the process and outcomes.

13. Conclude the school year with a wrap-up meeting.

Plan to meet with school personnel at the end of the school year, to review the activities that have taken place during the past year. Discuss the pros and cons for the program. Be willing to listen to criticism as well as praise. Discuss the next year's goals. Do they want you to return and to provide them with technical assistance? Develop a plan for future meetings, to discuss how they want to work with you, what you want to do, and what changes you would make in your relationship with them, if any.

In every endeavor, there are bound to be problems. This is especially true when the endeavor is breaking new ground and espousing new concepts. The following points will help you to anticipate and be prepared for potential troublesome areas:

- . The schools may not agree with you about the handicapped student population most in need of independent living skills training. You will need to work closely with them to identify which students will derive the greatest benefit from training.
- . Do not expect your concept to be fully and immediately embraced. The schools have been around a long time; they have a steady "diet" of new concepts and approaches which promise to "revolutionize" teaching. Expect skepticism.
- . Do not bite off more than you can chew. Take stock of your program, its human and financial resources, and keep within your limits.
- . Prepare your outreach materials early in your program. There is nothing worse than receiving inquiries and having no standard, concise information packet to share.

- . Be aware that older students may present a challenge which may lead to frustration.
- . Provide your staff with strong support. Enthusiasm countered with frustration and its resulting stress can lead to burnout.
- . Keep in close contact with the classroom teachers. Formal and informal meetings provide mutual support and reciprocal insights.
- . You will develop a mass of references and resources during the program. Keep on top of them and be sure to organize and catalog them promptly so that they are easily retrievable and usable.
- . Remember that a layman's understanding of accessibility is not the same as that of a consumer. Even though a school is dealing with disabled students who may have mobility problems, and is interacting with independent living center staff, the people you work with may not have a real grasp of what constitutes an accessible environment. They may need assistance in planning meeting sites, classroom facilities, etc.
- . Parents will be difficult to access. You will have to work hard to get them involved. Excessive demands have already been made on their time, energy, and emotions through rearing a child with a disability and struggling through the maze of bureaucracies which they begin facing from "day one" of their child's disability.

Services for Independent Living experienced positive and productive relationships with the schools where the model education program was developed. This should be possible for other independent living centers working with school systems. Maintaining good communications and heeding the suggestions presented above should go far toward establishing mutually beneficial working relationships.

APPENDIX A
LISTING OF INDEPENDENT LIVING
CENTERS BY STATE

ALABAMA

Independent Living Center, 3421 Fifth Avenue, South Birmingham, AL 35222, (205) 251-2223

ALASKA

Access Alaska, 841 Dowling Road, Anchorage, AK. 99502, (907) 563-4060

ARIZONA

Arizona Congress for Action-IIC, 1016 North 32nd Street, Phoenix, AZ 85008, (602) 244-2766

Metropolitan IL Center, 3333 E. Grant Road, Tucson, AZ 85716, (602) 244-2766

ARKANSAS

Independent Living Services Center, 5800 Asher Avenue, Little Rock, AR 72204, (501) 568-7588, TTY 568-7881

CALIFORNIA

C.A.P.H. IL Center, 605 W. Home Avenue, Fresno, CA 93728, (209) 237-2055

IL Resource Center, 423 W. Victoria, Santa Barbara, CA 93101, (805) 963-1359, TTD 963-0595

The Center for IL of San Gabriel Valley, 2231 E. Garvey Avenue, West Covina, CA 91790, (213) 339-1278

Resources Blvd. for IL, 1230 H. Street, Sacramento, CA 95814, (916) 446-3074

Dayle McIntosh Center for the Disabled, 8100 Garden Grove Blvd., Suite 1, Garden Grove, CA 92644, (714) 898-9571, TTY 892-7070

Center for the Independence of the Disabled, 875 O'Neil Avenue, Belmont, CA 94002, (415) 595-0783

Darry/McDaniel ILC, Inc. 14354 Haynes, Van Nuys, CA 91401, (213) 988-9525

Northern CA IL Center, 360 East First Street, Chico, CA 95926, (916) 893 8527

COLORADO

HAIL, 1249 East Colfax Avenue, Suite 107, Denver, CO 80218, (303) 831-6381

Pueblo Goodwill Industries, Inc., 230 N. Union Avenue, Pueblo, CO 81003, (303) 544-9336

Center for People with Disabilities, 1450 15th Street, Boulder, CO 80302, (303) 442 8662

Hilltop Rehabilitation Center, 1100 Patterson Road, Grand Junction, CO 81501, (303) 242-8980, TTY 242-6171

Atlantis Community, Inc., 2200 W. Alameda, Space #18, Denver, CO 80219, (303) 893-8040

The Center on Deafness, 4128 S. Knox Court, Denver, CO 80236, (303) 758-1123

CONNECTICUT

New Horizons, Inc., 410 Asylum Street, Hartford, CT 06103, (203) 249-6275

Center for Independent Living of Greater Bridgeport, Goodwill Industries of Western CT, 165 Ocean Terrace, P.O. Box 3366, Bridgeport, CT 06605, (203) 336-0183 (TTY)

DELAWARE

Independent Living, Inc., Route 273, Liberty Knoll Apartments, Apt. B-1, New Castle, DE 19720, (302) 328-1306

Easter Seal Soc. of Del-Mar, Adult Development Center Landis Lodge, 2915 Newport Gap Pike, Wilmington, DE 19808, (302) 995-6681

FLORIDA

Disability Awareness Now, Inc., 102 NE 10th Avenue, Suite 2, Gainesville, FL 32601, (904) 377-5141, TTY 377-5152

Self-Reliance, Inc., 2002 G East Fletcher Avenue, Tampa, FL 33612, (813) 977-6368, TTY 977-6338

Space Coast Association of the Physically Handicapped, 1127 South Patrick Dr., Suite 7, Satellite Beach, FL 32957, (305) 777-2964 (TDD)

Leon Center for IL, 1380 Ocala Road H-4, Tallahassee, FL 32304, (904) 575-9621 (TDD)

Rehabilitation Institute of West Florida, 908 West Lakeview Avenue, Pensacola, FL 32501 (904) 438-3540 TTY 438-3542

Center for Independent Living, 130 West Central Blvd., Orlando, FL 32801, (305) 843-2253, TTY 843-2297

Center for Survival and Independent Living (C-SAIL), 1310 Northwest 16th Street, Room 101, Miami, FL 33125, (305) 547-5444, TTY 547-5446

Rural Center for IL, P.O. Box 818, Quincy, FL 32351, (904) 875-3235

GEORGIA

Atlanta Center for Independent Living, 1201 Glenwood Avenue, Atlanta, GA 30316, (404) 656-2952, TTY 656-5011

HAWAII

Hawaii Center for IL, 677 Ala Moana Blvd., #402, Honolulu, HI 96813, (808) 537-1941 (Island of Oahu), TTY 521-4400

Maui Center for IL, 1446 D Lower Main Street, Room 105, Wailuku, HI 96793, (808) 242-4966 (Island of Maui), TTY 242-4968

Big Island Center for IL, 851 Leilani Street, Hilo, HI 96720, (808) 935-3777 (Island of Hawaii)

Independent Living Center, P.O. Box 3529, Lihue, HI 96799, (808) 245-4034 (Island of Kauai)

IDAHO

Dawn Enterprises, Inc., P.O. Box 388, Blackfoot, ID 83221 (208) 785-5890

Stepping Stone, Inc., 408 South Main, Moscow, ID 83843, (208) 883-0543 (TTY)

Center of Resources for Independent People, 156 S. Third, Pocatello, ID 83201, (208) 232-2747

ILLINOIS

Access Living, 505 N. La Salle Street, Chicago, IL 60610, (312) 649-7404, TDD 649-8593

Rockford Access and Mobilization Project, Inc., 1329 N. Main Street, Rockford, IL 61103 (815) 968-7467 (V/TTY)

INDIANA

Allen County League for the Blind, 5800 Fairfield, Suite 210, Fort Wayne, IN 46807 (219) 745-5491

IOWA

Iowa Commission for the Blind, 4th & Keosauqua Way, Des Moines, IA 50309 (515) 283-2601

KANSAS

Topeka Resource Center for the Handicapped, 421 SE Winfield, Topeka, KS 66607, (913) 233-6323, TTY 233-6788

Operation LINK, P.O. Box 1016, Hays, KS 67601, (913) 625-2521

Independence, Inc., 1910 Haskell, Lawrence, KS 66044, (913) 841-0333

KENTUCKY

Center for IL for the Blind, 1900 Brownsboro Road, Louisville, KY 40206, (502) 897-6439

Center for Accessible Living, 835 W. Jefferson, Louisville, KY 40402, (502) 589-6620, TTY 752-6064

LOUISIANA

New Orleans Center for IL, 3308 Tulane Avenue, Suite 220, News Orleans, LA 70119, (504) 821-4981, TTY 821-4982

Independent Living Serv. Center, 306 Ockley Drive, Shreveport, LA 71105, (318) 861-6682

MAINE

Maine IL Center, Inc., 74 Winthrop Street, Augusta, ME 04330, (207) 627-34

MARYLAND

Maryland Citizens for Housing for the Disabled, Inc., 406 West Franklin Street, Baltimore, MD 21201, (301) 225-0900, TTY 243-8085

MASSACHUSETTS

Boston Center for IL, 50 New Edgerly Road, Boston, MA 02115 (617) 536-2187

The Center for Living and Working, 600 Lincoln Street, Worcester, MA 01605, (617) 853-1068

Northeast IL Center, 429 Broadway, Lawrence, MA 01840, (617) 687-4288

Independence Associates, Human Service Center, 693 Bedford Street, Elmwood, MA 02337, (617) 378-3997

Stavros, Inc., 691 S. East Street, Amherst, MA 01002, (413) 256-0473

D.E.A.F., Inc., 215 Brighton Avenue, Allston, MA 02154, (617) 254-4041

Berkshire Project, 496 Tyler Street, Pittsfield, MA 01201, (413) 447-7364

The Renaissance Club, 721 Branch Street, Lowell, MA 01851, (607) 452-3711

Massachusetts Commission for the Blind, 110 Tremont Street, Boston, MA 02108, (617) 727-5554

MICHIGAN

Rehabilitation Institute Center for IL, 4 East Alexandrine Bicentennial Towers, Suite 104, Detroit, MI 48201 (313) 494-9726

Center for Handicapper Affairs, 1026 East Michigan, Lansing, MI 48912, (517) 485-5887 (TTY)

Center for IL, Inc., 2568 Packard Road, Ann Arbor, MI 48104, (313) 971-0277

Cristo Rey Hispanic Handicapper Program, 1314 Ballard Street, Lansing, MI 48906, (517) 372-4700

Center for Independent Living, 3375 Division, South, Grand Rapids, MI 59408, (616) 243-0846,

Kalamazoo County Center for Independent Living, P.O. Box 691, Kalamazoo, MI 49005-1091, (616) 345-1516

Midland IL Center-ARC, P.O. Box 1491, Midland, MI 48640, (517) 631-4439

Oakland Patient Environment Nexus, 35 West Huron, Suite 226, Pontiac, MI 48058, (313) 335-3377

ARC/Ottawa County, 246 S. River #65, Holland, MI 49423, (616) 396-1201

Mid Michigan Urban Center for Independent Living, Commission for the Blind, 309 N. Washington, P.O. Box 30015, Lansing, MI 48909 (517) 373-9415

Northern MI Rural Center for Independent Living, 209 W. First Street, Suite 102, Gaylord, MI 49735, (517) 732-2448

Southeastern Michigan, CIL, Commission for the Blind, Plaza Bldg., Suite 1130, 1200 6th Avenue, Detroit, MI 48226 (313) 256-1524

MINNESOTA

Rochester Center for IL, Inc., 1306 Seventh St., N.W., Rochester, MN 55901, (507) 285-1815, TTY 285-1704

Rural Enterprises for Acceptable Living, Inc., 244 W. Main Street, Marshall, MN 56258, (507) 532-2221

METRO Center for IL, 1728 University Avenue, St. Paul, MN 55104 (612) 646-8342
TTY 646-6048

Minnesota State Services for the Blind, Department of Public Welfare, 1745 University Avenue, St. Paul, MN 55104, (612) 297-2467

MISSISSIPPI

Center for Independent Living, P.O. Box 1698, Jackson, MS 39205, (601) 961-4140

MISSOURI

Disabled Citizens Alliance for Independence, Box 675, Viburnum, MO 65566, (314) 244-3315

The Whole Person, Inc., 7546 Troost Avenue, Suite 105, Kansas City, MO 64131, (816) 361-0304

Missouri Div. of Vocational Rehab., 2401 East McCarty, Jefferson City, MO 65101

Paraquad, Inc., 4397 Laclede Avenue, St. Louis, MO 63108, (314) 531-3050

MONTANA

Montana Independent Living, Inc., 1215 8th Avenue, Helena, MT 59601, (406) 449-4684

Summit-IL Center, 3115 Clark Street, Missoula, MT 59801, (406) 728-1630

NEBRASKA

Central Nebraska Goodwill Industry, 1804 S. Eddy, Grand Island, NE 68801 (308) 384-7896

League of Human Dignity, Independent Living Center, 1423 O Street, Lincoln, NE 68508

League of Human Dignity, 700-1/2 W. Benjamin, Norfolk, NE 68701, (402) 371-4475

League of Human Dignity, Handicap Reach Out, Inc., 300 W. Second Street, Chadron, NE 69337, (308) 432-3393

NEVADA

CIL, Southern Chapter, 2401 W. Bonanza Road, Suite T, Las Vegas, NV 89106, (702) 646-0377

Northern Nevada CIL, Inc., 790 Sutro Street, Reno, NV 89512, (702) 322-6046

NEW HAMPSHIRE

Granite State IL Foundation, P.O. Box 410, Goffstown, NH 03045, (603) 669-7242

NEW JERSEY

Disabled Information Awareness and Living, 234 Parker Avenue, Clifton, NJ 07011 (201) 472-5540, TTY 472-6329

Handicapped Independence Program Social Service Federation, 44 Armory Avenue, Englewood, NJ 07631, (201) 568-0817

NEW MEXICO

New Vistas IL Center, College of Santa Fe, St. Michaels Drive, Santa Fe, NM 87501 (505) 473-0550

NEW YORK

Allied Resources Center for the Handicapped, 1506 Whitesboro Street, Utica, NY 13502, (315) 797-4642

Center for Independence of the Disabled in New York, 853 Broadway, Room 611, New York, NY 10003, (212) 674-2300

Arise, Inc., 501 East Fayette Street, Syracuse, NY 13202, (315) 472-3171

Westchester County IL Center, Office of the Disabled, 148 Martine Avenue, White Plains, NY 10601, (914) 682-7709 TTY 682-3408

Western NY IL Project, 3108 Main Street, Buffalo, NY 14214 (716) 836-0822

RCIL, 464 South Clinton Avenue, Rochester, NY 14620, (716) 546-6990 (TTY)

Capital District Center for Independence, Inc., 10 Colvin Avenue, Albany, NY 12206 (518) 459-6422, TTY 459-7847

NORTH CAROLINA

Metrolina IL Center, 909 S. College Street, Charlotte, NC 28202, (704) 375-3977 (TTY)

NORTH DAKOTA

Center for Independent Living, 1007 18th Street, N.W., Mandan, ND 58554, (701) 63-0376

OHIO

Services for Independent Living, Inc., 25100 Euclid Ave., #105, Euclid, OH 44117, (216) 731-1529

Total Living Concepts, 3333 Vine Street, Suite 101, Cincinnati, OH 45220 (513) 751-1795

OKLAHOMA

United Cerebral Palsy of Cleveland County, 601 North Porter, Normand, OK 73071, (405) 321-3203 (TTY)

Physically Limited, Inc., 1724 East 8th Street, Tulsa, OK 74104, (918) 592-1235 (TTY)

OREGON

Tri-County IL Program, Inc., 8213 S.E. 17th Ave., Portland, OR 97212, (503) 249-1225

Community Services of Lane County, 2621 Augusta Street, Eugene, OR 97403 (503) 485-6340

Neurological Services Center, Good Samaritan Hospital, 1015 S.W. 33rd Avenue, Portland, OR 97210 (503) 229-7348

Volunteer Braille Service, Inc., 1105 S.E. Morrison, Portland, OR 97214, (503) 239-5522 (TD)

PENNSYLVANIA

Resources for Living Independent, 4721 Pine Street, Philadelphia, PA 19143, (215) 476-2217 TTY 476-2291

Harmarville Rehab. Center. Inc., Center for Independent Living, P.O. Box 11460, Guys Run Road, Pittsburgh, PA 15238 (412) 781-5700

Erie Independence House, Inc., Center for Independent Living, 956 W. Second Street, Erie, PA 16507, (814) 459-6161

Nevil Institute for Rehab. Serv., 919 Walnut Street, Room 400, Philadelphia, PA 19107, (215) 627-3501

RHODE ISLAND

Paraplegic Association of RI IL Program, 40 Fountain Street, Providence, RI 02903, (401) 331-4447

Blackstone Valley Center for Retarded Citizens, 115 Manton Street, Pawtucket, RI 02861, (401) 727-0510

The Providence Center, 520 Hope Street, Providence, RI 02906, (401) 274-7111

SOUTH CAROLINA

Life Exploration and Alternatives Program, 1400 Boston Avenue, West Columbia, SC 29169, (803) 758-8731

SOUTH DAKOTA

Prairie Freedom Center for Disabled Independence, 800 West Avenue, N., Sioux Falls, SD 57104, (605) 339-6581

TENNESSEE

Easter Seal Center for IL, 1177 Poplar Avenue, Memphis, TN 38105, (901) 726-6404

TEXAS

Houston Center for IL, 6910 Fannin Street, Suite #120, Houston, TX 77030, (713) 795-4252 TTY 473-2688

Austin Resource Center for IL, 2818 San Gabriel, Austin, TX 78705, (512) 473-2684 TTY 473-2688

El Paso Opportunity Center for the Handicapped, 8929 Viscount, Suite 101, El Paso, TX 79925, (915) 591-0880 (TTY)

San Antonio IL Services, 2803 E. Commerce, The Barbara Jordan Center, San Antonio, TX 78203, (512) 226-0054 (TTY)

Independent Living Program, 2201 Sherwood Way, Suite 118, San Angelo, TX 76901, (915) 949-4601

IL Rehabilitation Program, State Commission for the Blind, 8100 Washington, Suite 119, Houston, TX 77007

UTAH

Utah Independent Living Center, Inc., 764 South 200 West, Salt Lake City, UT 84101, (801) 359-2457

VERMONT

Vermont Association for the Blind, 37 Elmwood Avenue, Burlington, VT 05401, (802) 863-1358

Vermont Center for Independent Living, 174 River Street, Montpelier, VT 05602, (802) 229-0501

VIRGINIA

Richmond Center for IL, 6118 Jahnke Road, Richmond, VA 23225, (804) 233-2033

Woodrow Wilson Center for Independent Living, Fishersville, VA 22939, (703) 885-9851

Endependence Center Tidewater, 855 W. Brambleton Ave., Norfolk, VA 23510 (804) 623-8069

Endependence Center of N. Va., 4214 9th Street, North, Arlington, VA 22203, (703) 535-ECNV

VA Dept. of Visually Handicapped Independent Living Center, 1809 Staples Mill Road, Suite 101, Richmond, VA 23230, (804) 257-0030

ILC for Multi Handicapped Blind, 2300 9th Street, S. #203, Arlington, VA 22204, (703) 979-3415

Department for the Visually Handicapped, Independent Living Center, 1030 S. Jefferson Street, Suite 200, Roanoke, VA 24016, (703) 982-7122

WASHINGTON

Community Home Health Center, 200 W. Thomas, Seattle, WA 98109, (206) 282-5048

Community Service Center for Deaf & Hard of Hearing, 914 E. Jefferson, Room 329, Seattle, WA 98122 (206) 322-4996 (V/TTY)

Good Samaritan Hospital & Rehabilitation Center, 408 14th Avenue, S.E., Puyallup, WA 98371, (206) 845-1759

Spokane County of Comm. Serv. Dept., Broadway Center Building, N. 721 Jefferson, Suite 403, Spokane, WA 99260 (509) 456-5722

Kittitas Community Action Council, Inc., 115 W. 3rd Street, Ellensburg, WA 98926, (509) 925-1448

University of Puget Sound Law School, Morton Clapp Center, 949 Market St., Suite 366, Tacoma, WA 98402, (206) 756-3480

Greater Lake Community Health Center, 9108 Lakewood Drive, SW, Tacoma, WA 98499
(206) 594-8933

Coalition of Handicapped Organizations, 3127 E. Evergreen Blvd., Vancouver, WA
98661, (206) 696-6068, TTY 696-6070

Legal Advocacy Center, 914 E. Jefferson, Room 326, Seattle, WA 98122, (206)
324-5782

WEST VIRGINIA

Huntington Center for IL, Inc., 914 1/2 Fifth Avenue, Huntington, WV 25701,
(304) 525-324

Coordinating Council for IL, Inc., Box 677, Morgantown, WV 26507, (304)
599-3636, TTY 598-2424

Appalachian CIL, Inc., 1427 Lee Street, Charleston, WV 25301, (304) 342-6328
(TTY)

WISCONSIN

Access to Independence, Inc., 1954 E. Washington Ave., Madison, WI 53704 (608)
251-7575

Southeastern Wisconsin Center for IL, Inc., 1545 S. Layton Blvd., Room 524,
Milwaukee, WI 53215, (414) 643-0910

Stout Program for IL-Voc. Development Center, University of Wisc-Stout,
Menomonie, WI 54751, (715) 232-2293 (V/TTY)

WYOMING

Independent Living Rehab., 550 Rancho Road, Casper, WY 82601, (307) 577-11016

AMERICAN SAMOA

Office of Vocational Rehab.; Manpower Resources, American Samoa Government,
Pago Pago, AS 96799 (684) 633-1805

DISTRICT OF COLUMBIA

D.C. Services for IL, 1400 Florida Avenue, N.E. #3, Washington, D.C. 20002,
(202) 397-8510 (TTY)

PUERTO RICO

Rio Piedras Rehabilitation Center, P.O. Box 1118, Hato Rey, PR 00919 (809)
725-1792

VIRGIN ISLANDS

Virgin Islands Association for Independent Living, Inc., P.O. Box 3305,
Charlotte Amalie, St. Thomas, VI 00891, (809) 774-2740

*This is a list of Titles VII funded programs. For a complete list of all centers,
contact the Independent Living Research Utilization Project, 1333 Moursund Ave.,
Houston, TX 77030, (713) 797-1440, Ext. 504

APPENDIX B

PARENT REFERENCES AND RESOURCES

REFERENCES FOR PARENTS OF CHILDREN WITH DISABILITIES

Apolloni, Tony and Thomas P. Cooke. A New Look at Guardianship - Protective Services that Support Personalized Living. Baltimore: Paul H. Brookes Publishing Co., 1984.

Brinson, Cynthia L. The Helping Hand: A Manual Describing Methods for Handling the Young Child with Cerebral Palsy. Special Education Programs, U.S. Department of Education.

Buscaglia, Leo, Ph.D. The Disabled and their Parents: A Counseling Challenge. N.J. SLACK, Inc., 1975.

The Exceptional Parent Magazine, 605 Commonwealth Ave., Boston, Mass. 02215.

Gnagey, Thomas. How to Put Up with Parents: A Guide for Teenagers. Illinois: Facilitation House, 1975.

Harmon, Suzanne and Marjorie Kramer. The Life Skills Training: A Program for Parents and their Learning Disabled Teenager. Washington: Closer Look - Parent's Campaign for Handicapped Children, 1983. 80 pp.

Kelly, Edward J. Ed.D. Parent-Teacher Interaction: A Special Educational Perspective. Seattle, Washington: Special Child Publications, 1974.

Leanna, Fran and Victor Leanza. "Parent-Child Homework Program". Cleveland, Ohio.

Mollan, Renee, M.A. Yes, They Can! A Handbook for Effectively Parenting the Handicapped. 1981.

"Mom and Dad Can Help: Parent's Role in Career Education for the Handicapped Child". Barkley Memorial Center - Department of Special Education and Center for Vocational Education, University of Nebraska - Lincoln, 1980.

Murphy, Judy, Ed.D. Home Care of Handicapped Children: A Guide. Lyons, Co.: Carol L. Lutey Publishing, 1982.

Book 1: Epilepsy	Book 6: Asthma
Book 2: Visual Impairment	Book 7: Cleft Palate & Cleft Lip
Book 3: Hearing Impairment	Book 8: Diabetes
Book 4: Autism	Book 9: Hemophilia
Book 5: Cystic Fibrosis	

A Reader's Guide for Parents of Children with Mental, Physical or Emotional Disabilities. Washington, D.C.: U.S. Government Printing Office.

Unlocking Doors: A Guide to Effective Communications. Pacer Center. Minneapolis, MN: Parent Advocacy Coalition for Educational Rights, 1982.

RESOURCES FOR PARENTS

Closer Look
Box 1492
Washington, D.C. 20013

Easter Seals Society
"Respite Care" or "Time Out" Programs
(Check Yellow Pages Directory for
local offices)

Ohio Coalition Parent/Educator Team Training Project
933 High Street Suite 200
Worthington, Ohio 43085

The Sibling Information Network
Department of Educational Psychology
The University of Connecticut
Storrs, CT 06268

Pacer Center (Parent Advocacy Coalition for Educational Rights)
4826 Chicago Ave.
Minneapolis, MN 55417

Parentele (317) 926-4142
1301 East 38th Street
Indianapolis, IN 46205

APPENDIX C
INDEPENDENT LIVING BIBLIOGRAPHY

GENERAL REFERENCES

- Baker, B., Brightman, A., and Hinshaw, S.P. Toward Independent Living. Research Press, 1980.
- Bowe, F.G. Handicapping America: Barriers to Disabled People. New York: Harper and Row, 1978.
- Bowe, F.G. Rehabilitating America. New York: Harper and Row, 1980.
- Brightman, A. Ordinary Moments: The Disabled Experience. Baltimore: University Park Press, 1984.
- Clark, W.P. Report from the Study Group on Implementation of Independent Living Programs in Rehabilitation. Arkansas Rehabilitation Research and Training Center, Fayetteville: University of Arkansas, 1980.
- Cole, J.A. "What's New About Independent Living?" Archives of Physical Medicine and Rehabilitation, 1979, 60, 458-462.
- Cole, J.A. and others. New Options. Houston, Texas: Institute for Rehabilitation and Research, 1979a.
- Cole, J.A. and others, New Options Training Manual. Houston, Texas: Institute for Rehabilitation and Research, 1979b.
- Crewe, M. and Zola, I.K. Independent Living for Physically Disabled People. San Francisco: Jossey-Bass Inc., Publishers, 1983.
- Curtis, B. How to Set Up and Independent Living Program Twenty-Seven Questions and Answers. Houston, Texas: Institute for Rehabilitation and Research, 1980.
- DeJong, G. "Independent Living: From Social Movement to Analytic Paradigm." Archives of Physical Medicine and Rehabilitation, 1979, 60, 435-446.
- Fraenkel, W.A. A Place of Our Own: Tips for Mentally Retarded People Living in the Community. Washington, D.C.: The Presidents Committee on Employment of the Handicapped, 1978.
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- Laurie, G. Housing and Home Services for the Disabled. New York: Harper and Row, 1977.
- Lifchez, R., and Winslow, B. Design for Independent Living: The Environment and Physically Disabled People. New York: Whitney Library of Design, 1979.
- May, E.E., Waggoner, N.R., and Hotte, E.B. Independent Living for the Handicapped and the Elderly. Boston: Houghton Mifflin Company, 1977.
- Maynard, M., and Chadderdon, L. Leisure and Lifestyle: A Cross-National Report on Issues and Models for People with Disabilities. Lansing, MI: University Center for International Rehabilitation, Michigan State University, 1984.

- Petal, M. Independent Living and Deafness: Incorporating Deaf Clients into the Independent Living Network. Houston, Texas: Institute for Rehabilitation and Research, 1980..
- Rice, B.D., and Roessler, R.T. Introduction to Independent Living Rehabilitation Services. Arkansas Rehabilitation Research and Training Center, Fayetteville: University of Arkansas, 1980.
- Rice, B.D., Roessler, R.T., Greenwood R., and Frieden, L. Independent Living Rehabilitation: Program Development, Management and Evaluation. Arkansas Rehabilitation Research and Training Center, Fayetteville: University of Arkansas, 1983.
- Roessler, R.T. The Role of the Independent Living Counselor. Arkansas Rehabilitation Research and Training Center, Fayetteville: University of Arkansas, 1982.
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- Sigelman, C.K., and Parham, J.D. Independent Living and Mentally Retarded Persons. Houston, Texas: Institute for Rehabilitation and Research, 1981.
- Tate, D., Jarvis, R., and Juhr, G. "International Efforts in Independent Living" Archives of Physical Medicine and Rehabilitation, 1979, 60, 462-465.
- Tate D., and Chadderdon, L. Independent Living: An Overview of Efforts in Five Countries: Denmark, Federal Republic of Germany, Yugoslavia, Costa Rica, and Japan. Lansing, MI: University Center for International Rehabilitation, Michigan State University, 1982.
- Tate, D., and Chadderdon, L. International Perspectives about Independent Living: Proceedings from a Conference held on April 25, 1982 in Atlanta, Georgia. Lansing, MI: University Center for International Rehabilitation, Michigan State University, 1982.

APPENDIX D
NATIONAL RESOURCES

NATIONAL ORGANIZATIONS WHICH PUBLISH
NEWSLETTERS OR JOURNALS RELEVANT TO THE MODEL PROGRAM

ALEXANDER GRAHAM BELL ASSOCIATION
FOR THE DEAF

3417 Volta Place, N.W.
Washington, D.C. 20007
(202) 337-5220 (Voice/TTY)

AMERICAN ASSOCIATION FOR HEALTH,
PHYSICAL EDUCATION AND RECREATION
PROGRAMS FOR THE HANDICAPPED

1201 16th Street, N.W.
Washington, D.C. 20036
(202) 833-5547

AMERICAN COALITION OF CITIZENS WITH
DISABILITIES (ACCD)

1200 15th Street, N.W., #201
Washington, D.C. 20005
(202) 785-4265 (Voice/TTY)

AMERICAN COUNCIL OF THE BLIND

1211 Connecticut Ave., N.W., Suite 506
Washington, D.C. 20036
(202) 833-1251

AMERICAN DIABETES ASSOCIATION

600 Fifth Avenue
New York, New York 10020
(212) 541-4310

ASSOCIATION FOR CHILDREN WITH
LEARNING DISABILITIES

4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515

ASSOCIATION OF HANDICAPPED STUDENT
SERVICES IN POSTSECONDARY
EDUCATION, INC.

c/o President: Cindy Kolb
Education Rehabilitation Services
Wayne State University
450 MacKenzie
Detroit, Michigan 48202
(313) 577-3362

COALITION ON SEXUALITY AND
DISABILITY

122 East 23rd Street
New York, New York 10010

COUNCIL FOR EXCEPTIONAL CHILDREN

1920 Association Drive
Reston, Virginia 22091
(703) 620-3660

EPILEPSY FOUNDATION OF AMERICA

4351 Garden City Drive
Suite 406
Landover, Maryland 20785
(301) 459-3700

(THE) LEAGUE OF DISABLED VOTERS

2501 Calvert Street, N.W.
Washington, D.C. 20008

MUSCULAR DYSTROPHY ASSOCIATION
OF AMERICA, INC.

810 Seventh Avenue
27th Floor
New York, New York 10010
(212) 586-0808

NATIONAL ASSOCIATION OF THE DEAF

814 Thayer Avenue
Silver Springs, Maryland 20910
(301) 587-1788 (Voice/TTY)

NATIONAL ASSOCIATION OF THE
PHYSICALLY HANDICAPPED, INC.

Administrative Office
76 Elm Street
London, Ohio 43140

NATIONAL ASSOCIATION FOR
RETARDED CITIZENS

P.O. Box 6109
2709 Avenue E, East
Arlington, Texas 76011
(817) 261-4961

NATIONAL ORGANIZATIONS (Con't.)

NATIONAL ASSOCIATION FOR THE
VISUALLY HANDICAPPED
305 East 24th Street, #17-C
New York, New York 10010
(212) 889-3141

NATIONAL EASTER SEAL SOCIETY FOR
CHILDREN & ADULTS
2023 West Ogden Avenue
Chicago, Illinois 60612
(312) 243-8400

NATIONAL FEDERATION OF THE BLIND
1800 Johnson Street
Baltimore, Maryland 21230
(301) 659-9314

NATIONAL HALL OF FAME FOR PERSONS
WITH DISABILITIES, INC.
Box 151053
Columbus, Ohio 43215
(614) 878-3390

NATIONAL MULTIPLE SCLEROSIS SOCIETY
205 East 42nd
New York, New York 10017
(212) 986-3240

NATIONAL REHABILITATION ASSOCIATION
633 South Washington Street
Alexandria, Virginia 22314
(703) 836-0850

NATIONAL SOCIETY FOR CHILDREN AND
ADULTS WITH AUTISM
1234 Massachusetts Avenue N.W.
Suite 1017
Washington, D.C. 20005
(202) 783-0125

NATIONAL WHEELCHAIR ATHLETIC
ASSOCIATION
40-24 62nd Street
Woodside, New York 11377
(212) 898-0976

PARALYZED VETERANS OF AMERICA
4350 East West Highway
Suite 900
Washington, D.C. 20014
(301) 652-2135

REGISTRY OF INTERPRETERS FOR
THE DEAF
Box 1339
Washington, D.C. 20013
(202) 544-2884

REHABILITATION ENGINEERING
SOCIETY OF NORTH AMERICA
5401 Kirkman Road
Suite 550
Orlando, Florida 32805

SPINA BIFIDA ASSOCIATION OF
AMERICA
343 South Dearborn Street
Suite 319
Chicago, Illinois 60604
(312) 663-1562

UNITED CEREBRAL PALSY
ASSOCIATION
Chester Arthur Building
Suite 141
425 "I" Street, N.W.
Washington, D.C. 20001
(202) 842-1266

NATIONAL CENTERS, INFORMATION CLEARINGHOUSES, COMMISSIONS, AND COUNCILS
Public and Private Sector

ACCENT ON INFORMATION
P.O. Box 7000
Bloomington, Illinois 61701
(309) 378-2961

ASSOCIATION ON HANDICAPPED STUDENT
SERVICE PROGRAMS IN POST-SECONDARY
EDUCATION (AHSSPPE)
P.O. Box 21192
Columbus, Ohio 43221
(614) 457-5681

CLEARINGHOUSE ON THE HANDICAPPED
OFFICE FOR HANDICAPPED INDIVIDUALS
DEPARTMENT OF EDUCATION
330 C Street, S.W.
Washington, D.C. 20201
(202) 245-1961

CLOSER LOOK
Parent's Campaign for Handicapped
Children and Youth
Box 1492
Washington, D.C. 20013
(202) 833-4160

COUNCIL FOR EXCEPTIONAL CHILDREN
INFORMATION SERVICE
1920 Association Drive
Reston, Virginia 22091
(800) 336-3728 (Except Virginia)
(703) 620-3660

DISABILITY RIGHTS CENTER
1346 Connecticut Avenue, N.W.
Suite 1124
Washington, D.C. 20036
(202) 223-3304

EDUCATIONAL RESOURCES INFORMATION
CENTER
Central ERIC
National Institute of Education, HEW
Washington, D.C. 20208
(202) 254-5500

ERIC CLEARINGHOUSE ON ADULT,
CAREER & VOCATIONAL EDUCATION
The National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

ERIC CLEARINGHOUSE ON HANDI-
CAPPED & GIFTED CHILDREN
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
(800) 336-3738 (Except Virginia)
(703) 620-3660

FEDERATION OF THE
HANDICAPPED, INC.
211 West 14th Street
New York, New York 10011
(212) 242-9050

MAINSTREAM, INC.
1200 15th Street, N.E.
Washington, D.C. 20015
Toll-free (800) 424-8089

NATIONAL CENTER FOR LAW
AND THE DEAF
7th & Florida Avenue, N.E.
Washington, D.C. 20002
(202) 447-0445

NATIONAL CENTER FOR LAW
AND THE HANDICAPPED
University of Notre Dame
P. O. Box 477
Notre Dame, Indiana 46556
(219) 283-4536

NATIONAL CENTERS. INFORMATION CLEARINGHOUSES. COMMISSIONS. AND COUNCILS
Public and Private Sector (Cont'd.)

NATIONAL CENTER FOR RESEARCH IN
VOCATIONAL EDUCATION
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(800) 848-4815 (Except Ohio)
(614) 486-3655 (Ohio)

NATIONAL INFORMATION CENTER FOR
SPECIAL EDUCATION MATERIALS
University of Southern California
University Park
Los Angeles, California 90007
(800) 421-8711 (Except California)
(213) 741-5899 (California)

NATIONAL INSTITUTE FOR
REHABILITATION ENGINEERING
97 Decker Road
Butler, New Jersey 07405
(201) 838-2500
(201) 838-2578 (TTY)

NATIONAL REHABILITATION
INFORMATION CENTER (NARIC)
4407 Eighth Street, N.E.
Catholic University of America
Washington, D.C. 20017
(202) 635-5822
(202) 635-5884 (TTY)

REHABILITATION INTERNATIONAL
USA
20 West 40th Street
New York, New York 10018
(212) 869-9907

FEDERAL AGENCIES & BOARDS

BUREAU OF DEVELOPMENTAL
DISABILITIES
Office of Human Development
Services
Room 3070
Switzer Building
Washington, D.C. 20201
(202) 245-0335

BUREAU OF EDUCATION FOR THE
HANDICAPPED
Donohoe Building
Room 4030
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 245-2709

NATIONAL COUNCIL ON THE
HANDICAPPED
c/o Education Department
Mary E. Switzer Building
Room 3106
330 C Street, S.W.
Washington, D.C. 20202
(202) 245-0170

OFFICE OF INDEPENDENT LIVING FOR
THE DISABLED
Department of Housing and Urban
Development
451 7th Street, S.W.
Room 9106
Washington, D.C. 20410
(202) 755-7366

OFFICE OF SPECIAL EDUCATION AND
REHABILITATION SERVICES
Mary E. Switzer Building
Room 306
330 C Street, S.W.
Washington, D.C. 20202
(202) 245-8492

PRESIDENT'S COMMITTEE ON
EMPLOYMENT OF THE HANDICAPPED
1111 20th Street, N.W.
Washington, D.C. 20010
(202) 653-5044

PRESIDENT'S COMMITTEE ON MENTAL
RETARDATION
Department of Health & Human
Services
Room 4025
Regional Office Building
Number 3
7th & D Streets, S.W.
Washington, D.C. 20201

PROGRAMS FOR THE HANDICAPPED
Office for Handicapped
Individuals
338 D
Hubert H. Humphrey Building
200 Independence Avenue, S.W.
Washington, D.C. 20201
(202) 245-1961

REHABILITATION SERVICES
ADMINISTRATION
Office of Special Education &
Rehabilitation SVCS/ED
Switzer Building
300 C Street, S.W.
Washington, D.C. 20202
(202) 245-8492

SOCIAL SECURITY ADMINISTRATION
6401 Security Boulevard
Baltimore, Maryland 21235
(301) 594-7700

SUPPLEMENTAL SECURITY INCOME
CENTER
31 Street James Avenue
Park Square Building
Room 250
Boston, Massachusetts 02116
(617) 423-3700