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**AUTHOR** Yoneshige, Dora  
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**ABSTRACT**

Part of a series designed to facilitate integration of severely handicapped students, the booklet presents a module on promoting the acceptance of individual differences. The instructor's information lists objectives and procedures for addressing five competencies: (1) to develop an awareness of one's own attitudes toward disabled persons to facilitate positive attitudinal changes; (2) to become aware of the social, organizational and personal influences affecting one's perceptions of disabled individuals and of the reasons for possible discomfort; (3) to understand the impact of labeling behavior; (4) to develop an understanding of effective instructional materials and techniques to facilitate the acceptance of individual differences in the school environment; and (5) to gain an understanding of the importance of age appropriate groupings of disabled and nondisabled students for promoting acceptance of individual differences and facilitating integration. Handouts include sample case histories and attitude scales. (CL)

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ED256130

Art of Being With One Another: Applied to  
Integration and Access of Special Education  
Children in Full Learning Environments

A Ho'okoho Module

Written by:

Dora Yoneshige

for

Hawaii Integration Project  
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College of Education  
University of Hawaii

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THE ART OF BEING WITH OTHERS:  
PROMOTING THE ACCEPTANCE OF INDIVIDUAL DIFFERENCES  
Teaching Procedures

- I. Introduction and greetings - prior to presentation
  - A. Instructor introduces self and occupation
  - B. Briefly explain general purposes and content of module:
    1. Use handout #1 for this activity.
    2. Discuss competencies and nature of information contained in module.
- II. COMPETENCY 1 - TO DEVELOP AN AWARENESS OF ONE'S OWN ATTITUDE TOWARD PERSONS WHO ARE DIFFERENT IN ORDER TO FACILITATE ATTITUDINAL CHANGES

NOTE: It is important to make sure that the participants are relaxed and familiar with each other to enhance creative thinking during the session. As an appropriate prelude to this module, the participants will have an opportunity to discover similarities and differences among themselves.

- A. Explain the objectives for this competency using handout #1.
- B. Objective 1
  1. Ask each participant to select a partner from the group of participants who she/he does not know or does not know well.
  2. After all participants are paired, pass out handout #2a/2b and explain the activity in the following manner:

"For about 5-10 minutes, through casual conversation, list as many similarities and differences you and your partner have. Use side #2a and include such items as physical characteristics, family background, education, etc."
  3. At the end of the activity, have each pair of participants join another pair. There should now be groups of four participants.
  4. Allowing approximately 5 minutes, have each group compile and consolidate their lists of similarities and differences.
  5. Have each group discuss the list and pose the following questions:
    - a. When you found that you had something in common with the other individual(s), how did you feel?
    - b. How did you feel when you discovered something different about certain members in your group?
    - c. How do you think children will react if they met students who had more similarities than differences than they, or vice versa?
- C. Objective 2
  1. Distribute ATHI Scale (Handout #4) and explain it in the following manner:

"This is a scale and not a test. Therefore, there are no right or wrong answers. Are there any questions about how you are to mark each statement? If not, then you will have about 5 minutes to complete it. Do not dwell on any one statement, just mark it according to your first impressions. The completed scale will be discussed after the next activity."

2. Score together by referring to instructor's materials in folder.

D. Objective 3

1. While groups are still in fours, assign to one person in each group, handout #3.
  - a. Allow approximately 15-20 minutes for this activity,
  - b. Have individual with handout introduce self by reading the description on handout.
  - c. Have other group members list similarities/differences on handout #2b between themselves and the disabled individual being described.
2. Have groups report their findings. Pose the following questions:
  - a. How did you feel when you discovered you had something in common with the disabled person? Something different?
  - b. What were your immediate reactions and feelings toward the disabled individual?

III. COMPETENCY II - TO BECOME AWARE OF THE SOCIAL, ORGANIZATIONAL AND PERSONAL INFLUENCES AFFECTING ONE'S PERCEPTIONS OF DISABLED INDIVIDUALS AND OF THE REASONS FOR THE DISCOMFORT OFTEN EXPERIENCED IN THE INTERACTIONS BETWEEN DISABLED AND NON-DISABLED PERSONS,

A. Explain the objectives for this competency using handout #1.

B. Objective 1

1. Introduce the slide show in the following manner:
 

"The slide show we are about to see is entitled Handicapism. It touches upon many of the stereotypes that we, as a society, have about disabled persons. You may have some reactions to the ideas to be presented. These will be discussed after the viewing."
2. Showtime! - 45 minutes.
3. Have a group discussion of the slide show. The following types of questions may facilitate the discussion:
  - a. What are your thoughts on the ideas presented?
  - b. Do you agree or disagree with the ideas?
  - c. Can you give a personal example of "handicapism?"
  - d. Would anyone like to comment on how it felt when there was mention

- of fear, the monsterman idea, or sympathetic charity?
- e. Can you recall witnessing "handicapism?"
- f. What do you perceive as being the difference between "being helped" and "showing pity?"
- g. What is your perception on the definition of integration?

C. Objective 2

1. Discuss the ATHI Scale in the following manner:
 

"The ATHI Scale is a measure of the degree to which an individual perceives a person with a handicap as being similar to him/herself. The lower the score, the more one perceives disabled persons as being like oneself. 70 and below would constitute the range of low scores.
2. Refer participants to their ATHI Scales to determine where they fall. Point out that sometimes we are unaware of our own attitudes. Once we see some objective evidence about the way we perceive others, we can then make the adjustments that may be necessary.

IV. COMPETENCY III - TO UNDERSTAND THE IMPACT OF LABELING BEHAVIOR

- A. Explain the objectives for this competency using handout #1.

B. Objective 1

1. Share the following experience with participants:
 

"There was an instructor who was referring to individuals as being handicapped. A man in the back of the room raised his hand. This gentleman was in a wheelchair. He said, "I'm disabled, but I'm not handicapped."

  - a. Ask participants what they thought the man meant by his statement.
  - b. Point out that a person may have a physical, mental or emotional disability, but that does not necessarily mean the individual cannot function as a non-disabled person (work, travel, have a family, enjoy leisure activities, etc.)
2. Use transparency #1 and #2 and present the definitions of disability and handicap. The definitions are:
 

DISABILITY - AN EMOTIONAL, MENTAL OR PHYSICAL LIMITATION  
 HANDICAP - AN OBSTACLE THAT MAKES PARTICIPATION IN A GROUP OR ACTIVITY UNUSUALLY DIFFICULT (TEMPORARY OR PERMANENT)

  - a. Explain the difference to the participants by using the following:
    - 1). Disabled persons are not necessarily handicapped. A person who has lost a right hand is disabled, but can learn to write with the left hand or be fitted with an artificial limb and be trained to use it adequately.

2). Being 5'2" tall may make reaching for objects on tall shelves, difficult. Thus, height is a handicap in such a situation. Ask participants how shortness could be an advantage in other situations.

b. Ask participants to give examples of what they perceive to be a personal characteristic that could be a handicap in a given situation. Also ask how they could deal with it.

c. Objective 2

1. Begin a discussion on the various detrimental effects of labeling behavior.
2. Ask participants for examples of negative labels that we tend to use frequently when describing children and adults, and how the labels can be detrimental.
3. Detrimental effects of labeling may be explained using the following mini lecture:

"Labeling produces a condition of self fulfilling prophecy and has an adverse effect on teacher's expectations of pupil performance. The self fulfilling prophecy can be described as how one person's expectations of another person's behavior can quite unwittingly become a more accurate prediction simply for its having been made. Lloyd Dunn, in discussing the relationship between the labeling process and the self-fulfilling prophecy, states that "We must expect that labeling a child handicapped reduces teacher's expectancy for the child to succeed." Theoretically, teacher expectancy concerning a given child is created through test scores, labeling and so forth. This expectancy is then transferred to the pupil, who in turn, behaves in ways consistent with the expectancy. Regarding the special education labeling process, labeling a child as handicapped would theoretically lower teacher expectancy. This lowered expectancy could be communicated to the child and to others. Even without the communication of the lowered expectancy, a deleterious effect of labeling could be expected through misinterpretations of the child's behavior due to a halo effect. This phenomenon may, in turn, affect the child in subtle or obvious ways and thus, induce behavior change. The act of labeling another person is social behavior which is learned and reinforced. A disabled individual is introduced with a deviancy label and the non-disabled person in turn, approaches the disabled individual with a mental set based on preconceived expectancies. Non-disabled students will take cues from the adults in their environment. The students may develop preconceived notions about disabled persons based upon the labels that are attached to them or upon the actions

performed toward the disabled. For example, a teacher in setting up the seating arrangements for her class, may place the disabled child right in front of her desk. She may also remark that the seat in front of her desk is reserved for 'special' students. This may indicate to the other students, one of the following:

- a. The disabled student is a behavior problem and therefore needs to be close to the teacher for more supervision.
- b. The disabled student is a slow worker and needs more help from the teacher.
- c. The disabled student is unable to work alone and therefore needs to be isolated from distractions.

Based on these conclusions, the other students in the class may begin to treat the disabled student differently than they would have if the teacher had not acted in that manner. Moreover, the disabled student may begin to exhibit problems with behavior, slowness or distractibility because of expectations. Peer relationships may become strained and the disabled student may be viewed as different from the rest of the class. A consequence of this viewpoint may be isolation, ostracism, or nonacceptance."

4. Ask participants for examples of other actions or verbal communication which may label and promote negative perceptions about disabled persons.

D. Objective 3

1. Ask participants for their ideas on how de-labeling can be accomplished.
2. Divide chalkboard into 4 sections with the following headings:
  - a. self; b. classroom; c. school; d. district.
3. Elicit responses and write under appropriate category.
4. Some ways are:

a. Self

- 1). Treat disabled as a person first, while being sensitive to individual needs and in a similar fashion as non-disabled students are treated to the maximum extent possible.
- 2). Avoid using negative words to describe students. Rather, emphasize and capitalize on an individual's strengths, as opposed to only acknowledging the disability and weaknesses.

b. Classroom

- 1). Provide consistent verbal/non-verbal positive reinforcement for the disabled, especially in front of the other students.
- 2). Allow the disabled student every possible opportunity to demonstrate his/her strengths and abilities. (Example: A deaf child may be very facile in signing. Perhaps he can teach the rest of the class some sign language.)

## c. School

- 1). Promote integration by having disabled students participate in as many activities as appropriate with their non-disabled peers.
- 2). Include disabled students when recognition for individual achievement is advertised, (parent newsletter, awards assembly).

## d. District

- 1). Lobby for integration.
- 2). Lobby for not using labels when determining eligibility for special education.

MAY BE A GOOD TIME FOR BREAK!

V. COMPETENCY IV - TO DEVELOP AN UNDERSTANDING OF EFFECTIVE INSTRUCTIONAL MATERIALS AND TECHNIQUES WHICH MAY BE USED TO FACILITATE THE ACCEPTANCE OF INDIVIDUAL DIFFERENCES OF STUDENTS IN THE SCHOOL ENVIRONMENT.

A. Explain the objectives for this competency using handout #1.

B. Objective 1

1. Explain the next activity in the following manner:  
 "To assist you with becoming familiar with the adapted regular education social studies curriculum developed by the Hawaii Integration Project, you will be implementing a lesson from the curriculum. One group will be doing Unit II (Prejudice Towards Group), Lesson 1 (Experiencing Prejudice) for upper elementary grades. The other group will be doing Unit 1 (Similarities and Differences Among Students), Lesson 2 (Observing Similarities and Differences in Disabled and Non-Disabled Children) for the lower elementary grades. You will need to select a teacher and the rest of you will be students."
2. After the participants are divided into two groups, assign handout #5 to one and handout #6 to the other group.
3. Allow 10-15 minutes for each group to prepare the lesson.
4. Have each group role play and demonstrate how the lesson will be taught.
5. After both groups have completed their demonstration, ask for reactions to the lesson and curriculum. Some questions which may be asked are:
  - a. Do you think that the lesson will be useful with the children you teach?
  - b. Was it easy to convey the concepts? Was the message clear?
  - c. How would you evaluate to determine if the students understood the concepts presented in the lesson?



C. Objective 2

1. Discuss and describe the Special Alternative Game in the following way:  
 "The main goal of the Special Alternative Game is to come up with as many unique and creative solutions to problems which may occur in the school or classroom environment. For example, a teacher encounters a problem in which the students in her class come trickling in after recess. This disrupts her lesson because certain children always miss the first part of the lesson and therefore, the teacher has to go back and repeat. Some unique and creative solutions could be:
  - a. playing word games and number games with other students in class while waiting for the late comers;
  - b. reviewing previous days lesson instead of introducing a new concept right after recess;
  - c. have children put their heads down and rest while waiting for others;
  - d. have children read library books silently.
2. Have participants list at least 3 problems which they have encountered with regular or special education students or adults in their schools.
  - a. Allow 5 minutes for this activity.
3. Have participants share their list of problem statements. List them on chalkboard.
4. Have participants break into smaller groups and assign 2 or 3 problems from list on the board to each group to solve. Explain that each problem should at least have 3 unique solutions.
  - a. Allow approximately 15-20 minutes for this activity.
5. Regroup into larger group and have each group share their solutions.
  - a. Ask for additional solutions from other participants.
6. At the end of sharing, explain that what the participants just did were "brainstorming" and engaging in "cooperative problem solving."  
 Point out that students are capable of offering unique and creative solutions to problems occurring in the school. Moreover, if problems are resolved by those directly involved, as opposed to an external source, the solutions would become more meaningful and follow-through would most likely occur.
7. Ask participants if the technique could be used with their students and what benefits could be derived from it.

D. Objective 3

1. Describe the Mystery Game (Handout #10). in the following manner:  
 "The Mystery Game is an exciting, suspenseful who-dun-it activity intended for group problem solving. The game enables students to view students with disabilities as persons capable of the same emotions

and potential mischief as their peers. Through a process of elimination, students try to solve the mystery of who put a container of toads into the school swimming pool on the day of the swim meet."

2. As the instructor of this module:
  - a. assume the role of the teacher or leader and discuss the procedures on cards 4-8 of the Mystery Game.
  - b. pass out clue cards and explanation cards to participants and explain rules of the game. Be sure to emphasize that if a clue card has a number on it, the individual holding the explanation card with a corresponding number must read the explanation on it.
  - c. start game by having each participant read clue cards and corresponding explanation cards if appropriate.
3. Allow 20-30 minutes for this activity. Answers in instructor's materials.
4. After the mystery is solved, use discussion card #10 and have participants share their viewpoints about the game.

E. Objective 4

1. Pass out bibliography list of selected books dealing with disabilities - Handout #7.
2. Provide the following mini-lecture:
 

"The appearance of disabled characters in children's fiction has its roots in mythical, biblical, classical and contemporary literary forms. Although the disabled character has long been part of the literary scene, it was not until after the passage of the Education for All Handicapped Children Act (P.L. 94-142) that educators began depending on such books as one means to facilitate an understanding and acceptance of the special education student in integrated settings. It appears that most books with disabled main characters were written for the non-disabled reader. Teachers are able to use these books with students to help them gain factual information on the disabled as well as to help them explore their feelings about disabling conditions. In order to have an effect on attitudinal changes, it appears necessary that the non-disabled are provided with vicarious experiences in which they are able to identify with the problems and aspirations of the disabled. Such vicarious experiences can be achieved through exposure to books about disabled individuals. When the disabled child is perceived as someone similar in many ways to other students, then companionship, affection and acceptance and other social-emotional interactions are distinct possibilities. For a teacher who wishes to utilize books as a means of promoting acceptance of individual differences, it is necessary to be able to review

critically those books which deal with the disabled and select those that are most appropriate.

3. Pass out handout #8 containing those questions which should be asked in reviewing books.
4. Explain that critiquing several books will be one of the non-contact hour activities.

VI. COMPETENCY - TO GAIN AN UNDERSTANDING OF THE IMPORTANCE OF AGE APPROPRIATE GROUPINGS OF DISABLED AND NON-DISABLED STUDENTS FOR PROMOTING THE ACCEPTANCE OF INDIVIDUAL DIFFERENCES AND FACILITATING INTEGRATION

- A. Explain the objectives for this competency using handout #1.
- B. Objective 1
  1. Begin a discussion on the benefits of integration. Elicit responses from the participants and write on chalkboard.
  2. Some benefits are:
    - a. people can learn from one another.
    - b. since individuals have varying points of view, problem solving may be facilitated.
    - c. Exposure to various individuals develops acceptance of individual differences, especially if myths prove to be incorrect.
- C. Objective 2
  1. Discuss reasons why age appropriate groupings are important when integrating disabled and non-disabled students. Elicit responses from the participants.
  2. Some reasons are:
    - a. disabled students will more likely benefit from age appropriate models when learning appropriate social behavior.
    - b. interactions between disabled and non-disabled students will be facilitated if both groups are aware of similarities between them, rather than differences.
    - c. parents of both groups of students may be more receptive to the idea of integration if appropriateness of age is a factor that is considered, (Exp.: A parent of a 12 year old disabled student would probably reject the idea of integrating her child with 5 year olds just because developmentally they are similar.)
    - d. regular education teachers may be more receptive to the idea of integrating disabled students into their classes for various activities if the difference in ages was not a concern.

D. Objective 3

1. Have participants provide suggestions for activities which may be provided to facilitate integration. List on chalkboard.
2. Some suggestions are:
  - a. common recess and lunch periods for both disabled and non-disabled students.
  - b. disabled students participate with their age appropriate peers in school wide functions (programs, fieldtrips, etc.)
  - c. disabled students have membership in the student council.
  - d. invitations are extended by both groups to one another when special activities are planned.

## VI. SUMMARY

- A. Review the competencies and allow participants to ask questions.
- B. Present non-contact hour assignments and explain. (Handout #9)

ALL DONE!

THANK YOU! YOU'VE BEEN A BEAUTIFUL AUDIENCE TODAY!

THE ART OF BEING WITH OTHERS:  
PROMOTING THE ACCEPTANCE OF INDIVIDUAL DIFFERENCES

An Overview

COMPETENCY I: To develop an awareness of one's own attitudes toward disabled persons so facilitate positive attitudinal changes.

- Objectives:
1. Discuss and describe similarities/differences between self and others with emphasis on feelings.
  2. Discover ones own attitudes toward disabled individuals.
  3. Discuss and describe similarities/differences between self and disabled individuals and the evoking of particular feelings.

COMPETENCY II: To become aware of the social, organizational and personal influences affecting one's perceptions of disabled individuals and of the reasons for the discomfort often experienced in the interactions between disabled and non-disabled persons.

- Objectives:
1. Discuss concepts in slide show Handicapism.
  2. Discuss results of ATHI Scale in relationship to information presented in slide show.

COMPETENCY III: To understand the impact of labeling behavior.

- Objectives:
1. Discuss and describe the differences between the terms "handicapped" and "disabled".
  2. Discuss and describe various detrimental effects of labeling behavior in the school environment.
  3. Discuss and describe various techniques which may be employed in de-labeling behavior.

BREAK TIME

COMPETENCY IV: To develop an understanding of effective instructional materials and techniques which may be used to facilitate the acceptance of individual differences in the school environment.

- Objectives:
1. To implement the adapted Social Studies Curriculum developed by HIP.
    - a. Teach a selected lesson from the curriculum.
    - b. Critique lesson for use in own classroom.
  2. To describe and engage in Special Alternatives Game.
    - a. Use technique of "Brainstorming".
    - b. Use technique of "Cooperative Problem-solving tasks".
  3. To describe the purpose and procedure of the Mystery Game developed by HIP and to engage in solving the mystery.
  4. To discuss and explain a structure for reviewing books on disabled persons.

COMPETENCY V: To gain an understanding of the importance of age appropriate groupings of disabled and non-disabled students for promoting acceptance of individual differences and facilitating integration.

- Objectives:
1. Discuss benefits of integration.
  2. Discuss reasons which promote importance of age-appropriate groupings of disabled and non-disabled students.
  3. Develop a list of activities which may facilitate integration.

	SIMILARITIES	DIFFERENCES
1. Physical		
2. Family		
3. Education		
4. Occupation		
5. Recreation		
6. Others		

## SIMILARITIES

## DIFFERENCES

1. Physical

2. Family

3. Education

4. Occupation

5. Recreation

6. Others

CHARLIE

- A. Hi! My name is Charlie. I am 28 years old and every day I go to a sheltered workshop where I make things. I don't know what I'm making because I do the same thing every day--sand wood. They tell me that the wood will be used to make furniture. I live at home now. I used to live in a hospital (institution). My neighbors at home usually just say hello when they see me, but we never talk for long. I have a hard time saying what I'm thinking and feeling. I guess that's why the children in the neighborhood call me "mental". I don't know what that word means, but I feel bad when I'm called mental. I cannot read too well, only words like "men", "stop", "pull/push" and "in/out". But I have learned to catch the bus from home to work every day. I still have a hard time though, remembering how much money I should give the bus driver. I would like to go out and meet people, see a movie sometimes, or go to the beach. But my mother is so busy working every day that she does not seem to have the time to do these things with me. My father died a while ago, and my brother and older sister have since married and left home. It gets lonely sometimes when I'm home all alone, but I have a little garden that I grow things in.

SHEILA

- B. Hi! My name is Sheila. I am 21 years old. I was born with a hearing impairment which has progressively worsened. I am now considered 90% deaf. I guess I am lucky because I have a good family and a good education. Next week, I will be graduating from college and receiving a degree in computer science. Most people I meet are very nice. But after they find out that I am deaf, they don't seem to want to talk to me very much. I wish they would because I can read lips. Maybe it's because my speech is not too good that hearing people cannot understand me and therefore, won't initiate conversations with me. I can do almost anything anyone can do for fun, but I do enjoy sewing and crafts.

JOE

- C. Hello! My name is Joe. As you can see, I'm in a wheelchair. I had an accident 3 years ago which left me a quadruplegic. I'm paralyzed from the chest down and have only minimal use of my hands. Rehabilitation engineering is wonderful, however. I am able to move about quite freely and have all kinds of gadgets to help me in my daily routines like eating, showering, and even writing. Adjustments in my personal life were fairly easy. I have a very understanding wife and 3 wonderful teenagers who have provided a lot of support and patience. My work? I am a lawyer. I'm proud to say that I was instrumental in getting the owners of the building in which I work to install an appropriate elevator. Recreation? Aside from practicing for the annual wheelchair games, I participate in a lot of water sports. Yes, I can sure count my blessings. Others may take pity on me, but I live a full and meaningful life!



17  
ATTITUDE TOWARD HANDICAPPED INDIVIDUALS - FORM K

Alfred L. Lazar & Douglas Bonett and

HANDOUT #4

Thomas R. Granoff

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_ Major: \_\_\_\_\_

Do you consider yourself as handicapped?

DIRECTIONS: There are no right or wrong answers. Mark each statement in the left margin according to how much you feel with the following scale. Thank you.

- 6 - I agree very much
- 5 - I agree pretty much
- 4 - I agree a little
- 3 - I disagree a little
- 2 - I disagree pretty much
- 1 - I disagree very much

- \_\_\_\_\_ 1. Nonhandicapped persons are more creative than the handicapped.
- \_\_\_\_\_ 2. Most handicapped persons should be placed in a sheltered workshop to earn a living.
- \_\_\_\_\_ 3. Handicapped persons are usually easier to get along with than nonhandicapped persons.
- \_\_\_\_\_ 4. Parents of the handicapped are less strict than other parents.
- \_\_\_\_\_ 5. Teachers generally expect less of the handicapped when academic work is involved.
- \_\_\_\_\_ 6. Handicapped persons have poorer health than others.
- \_\_\_\_\_ 7. It is best for the handicapped to work with the other handicapped individuals in a special work setting.
- \_\_\_\_\_ 8. It would be best for the handicapped to live in special communities with others of a similar handicap.
- \_\_\_\_\_ 9. Parents of the handicapped worry more about the future than parents of the nonhandicapped.
- \_\_\_\_\_ 10. Handicapped persons are viewed as less intelligent than nonhandicapped persons.
- \_\_\_\_\_ 11. Handicapped individuals tend to daydream more than the nonhandicapped.
- \_\_\_\_\_ 12. Handicapped persons have more difficulty in holding a job than nonhandicapped persons.
- \_\_\_\_\_ 13. It should be up to the government to take care of the handicapped.
- \_\_\_\_\_ 14. Parents of the handicapped have more marital difficulty than others.
- \_\_\_\_\_ 15. Teachers tend to give higher grades to the handicapped out of pity.
- \_\_\_\_\_ 16. Most handicapped feel sorry for themselves.

- \_\_\_\_\_ 17. Many nonhandicapped workers resent having to work with handicapped workers.
- \_\_\_\_\_ 18. Most handicapped persons worry a great deal, more so than the nonhandicapped.
- \_\_\_\_\_ 19. Parents of the handicapped expect less of their handicapped child than their normal children.
- \_\_\_\_\_ 20. Handicapped persons should have their own special classes and schools whenever possible.
- \_\_\_\_\_ 21. Handicapped persons should not expect to meet the same standards as the nonhandicapped.
- \_\_\_\_\_ 22. Handicapped individuals should not serve in the armed forces.
- \_\_\_\_\_ 23. It is almost impossible for the handicapped to lead normal social lives.
- \_\_\_\_\_ 24. Parents of the handicapped place greater demands on the normal sibs in the family.
- \_\_\_\_\_ 25. Mainstreaming is a political movement being forced on the regular educators by special educators.
- \_\_\_\_\_ 26. Handicapped persons are not as happy as others.
- \_\_\_\_\_ 27. Handicapped persons should be taken care of through social security for life.
- \_\_\_\_\_ 28. Handicapped individuals tend to keep to themselves much of the time.
- \_\_\_\_\_ 29. Parents of the handicapped want their children to be in most mainstreamed life settings.
- \_\_\_\_\_ 30. Teachers of the handicapped should be paid more than regular class teachers.

\_\_\_\_\_ TOTAL SCORE

DO NOT WRITE BELOW THIS LINE

I. Total Score: \_\_\_\_\_

II. Subscores:

A. Self	_____	(1-6-11-16-21-26)
B. Work	_____	(2-7-12-17-22-27)
C. Social	_____	(3-8-13-18-23-28)
D. Family	_____	(4-9-14-19-24-29)
E. School	_____	(5-10-15-20-25-30)

For information, write or call: Al Lazar, Professor, Educational Psychology & Administration, School of Education, California State University, Long Beach, California 90840 (213) 373-2739 or (213) 498-4526 or (213) 498-4517 MSG.



## UNIT II: PREJUDICE TOWARDS GROUPS

## Lesson 1: Experiencing Prejudice

Goal for Students:

1. To experience the effects of prejudice on one's sense of dignity and worth by simulating a situation in which prejudice is present.
2. To understand the concept of prejudice by defining the word and giving personal examples of its occurrences.

Definition:

Prejudice - Preconceived judgment or opinion; an opinion or leaning adverse to anything without just grounds or before sufficient knowledge; an irrational attitude of hostility directed against an individual, a group, a race, or their supposed characteristics.

Materials Needed:

Colored cards at least  $1\frac{1}{2}$ " x 3" in size, one for each student. Select two colors (the activity was developed for red and black) and use the ratio 1/3:2/3 (i.e., if the class consists of 30 students, have 10 red and 20 black cards).

Safety pins, straight pins or masking tape, one for each student

Blackboard and chalk

Paper and pencils

Procedures:

## A. Preparing for the Activity

1. Because of the potentially powerful impact of this activity, some orientation prior to the introduction is advised. Students should be told that they will participate in a unique activity in which they may actually experience prejudice in the classroom. By briefing the students a day before the actual activity, any adverse, surprising or confusing effects may be avoided.
2. By following the procedures, you will be able to create an uncomfortable situation. Discomfort because of prejudice is precisely what the lesson is designed to simulate. The activity requires that the teacher respond to the students in an unnatural manner which may be difficult for some teachers. However, if you

keep in mind the ultimate goal of this lesson, developing empathy in your students for anyone who is discriminated against, then this discomfort may be easier for you to promote.

#### B. Introducing the Activity

1. Introduce the activity with such words as: "Yesterday, I told you that you would be participating in a unique activity. Rather than simply reading or talking about the idea of prejudice, I think you will be able to understand it better if you experience it firsthand. It may not feel good to you, but that is part of what we are trying to learn about. The entire class will learn about prejudice if you play the role you will be called upon to play. This activity will take about \_\_\_\_\_ minutes, and it will be over at \_\_\_\_\_. (Write the time the activity will end on the blackboard.) At that time you can stop pretending."
2. Ask each student to choose a colored card and to pin it to his/her clothing in a conspicuous place.

#### C. Role-Playing Prejudice

1. Have the preferred majority group (those with the color black) cluster in one part of the classroom arranged in a manner to facilitate group interaction. The excluded minority (those with the color red) are to be scattered around the periphery of the room. The majority group should be seated in a way that gives them freedom to relate to each other and that excludes the minority group.
2. For the length of this activity, the majority group should do things that are more desirable than those done by the minority group. There are many ways to create an "insider/outsider" impact, and these ways depend upon the nature of your students. The following are some suggestions:

##### Preferential treatment activities

- a. Talking about the significance of choosing the color black, including ideas about how that color choice makes them superior to other people, why the color black is important, etc.
- b. Discussing party plans which would include the majority group only. Elaborations about a totally imaginary setting, entertainment, etc. in the mood of "the sky's the limit" should be encouraged.
- c. Participating in an exciting group art or recreational activity.
- d. Receiving special treats of food or other prizes.

Non-preferential treatment activities

- a. Copying a list of spelling words, 10 times each.
- b. Filling in worksheet forms.
- c. Writing a 100-word paragraph on why they chose red.

Further, your attitude should be one of preference and excitement for those who chose black, and one of exclusion and indifference for those who chose red. In order for this activity to succeed, it is important to minimize the attention you pay to the red-tagged students; interactions with them should be business-like and comments should be related to the task at hand. On the other hand, your interactions with black-tagged students should be warm, friendly, and easy-going. Do not let the black-tagged students interact with the red-tagged students.

3. When the activity's time period is over, have the students continue to wear their color tags, but have them intermingle and form a circle for a large group discussion.
4. Have a group discussion and encourage all the students to share something about the experience. Possible questions:
  - a. If you were part of the minority red group, how did you feel about the way you were treated by the teacher and by the majority black group? Did you feel that you deserved such treatment? Did the treatment make you feel that maybe you were inferior? Did you resent the work you were told to do?
  - b. If you were part of the majority black group, how did you feel about the way you were treated by the teacher and by the minority red group? Did you feel that you deserved such treatment? Did you feel uncomfortable? Did you ever feel superior?

D. Defining Prejudice

1. Write the word "prejudice" on the blackboard in large letters. Explain that you had created a situation in which everyone experienced prejudice--either being treated favorably like the majority black group or being treated unfavorably like the minority red group.
2. Tell the students, "Now that you have all experienced prejudice, please write your own definition of the word, using this experience or another personal experience as an example."

3. Have all or some of the students share their definitions and examples with the rest of the class. Possible questions for discussion: Have you seen this happen in the school or community? Why do you think that many people focus on this group of people to be prejudiced toward? (If disabled people are not mentioned as a group, then bring up examples of prejudice for or against disabled people.) Do you think that it is fair to be prejudiced for or against certain people? Can you make people "un"prejudiced? How do you become prejudiced?

## UNIT I: SIMILARITIES AND DIFFERENCES AMONG STUDENTS

### Lesson 2: Observing Similarities and Differences in Disabled and Non-Disabled Children

#### Goals for Students:

- A. To continue to practice making observations by listing the observable characteristics of disabled and non-disabled children.
- B. To become more aware of the similarities between themselves and disabled children by stating how they are similar.

#### Materials Needed:

- 4 pictures of disabled and non-disabled children (Appendix A)
- Paper and pencils
- Blackboard and chalk

#### Procedure:

- A. Preparing for the Activity
  1. Re-read the introduction to this curriculum which states our attitude towards the words like "handicap" and "disabled." We suggest that you try to avoid using such labels, especially "handicapped," and provide a model for students to use descriptive terms rather than labels. It is not necessary, however, to correct students if they use these labels, but encourage them to describe what they see and the differences they see. Example: one child is standing strapped to a board, while the other child is standing by her/himself, rather than one child is handicapped and one is not.
  2. Duplicate enough sets of the four pictures so that the class can be divided into small groups (4-5 students in each group) with a set of pictures for each group.
- B. Introducing the Activity
  1. Review the previous lesson with the class, emphasizing the difference between an observation and an assumption.
  2. Explain that the class will now make some observations about children in some pictures.

3. Divide the class into small groups, with 4-5 students in each group, and have each group elect a recorder. If it is too difficult to divide the class into small groups and/or if it is too difficult for the students to write down their observations, this activity could be conducted orally with the entire class, or sections of the entire class. You would then write the students' answers on the blackboard.

d. Observing Similarities and Differences

1. Ask each group's recorder to make the following chart for his/her group:

Same	Different

2. Direct the groups to look at picture #1 and ask to list how the two boys look the same and how they look different. Ask each group to share one similarity and one difference with the rest of the class.
3. Have the groups look at the other three pictures and determine some similarities and differences between and among the children in the pictures. Have the recorder write the similarities and differences on the group's chart, with a note about the which picture is being examined. You should be able to give help, but allow the groups to be as independent as possible.
4. When all the groups are finished with their lists, have each group read the similarities and differences it has listed for each picture. The teacher and the rest of the class should note whether there are any (1) variable characteristics or (2) assumptions, and ask that particular group to cross these off its list.
5. Write the remaining stable, observable characteristics on the blackboard, and discuss the similarities and differences between the disabled and non-disabled children in the pictures. Possible questions: Which parts of the body do people usually use to play basketball or swim? If a person cannot use his legs, would he still be able to play basketball or swim?



6. Have the students hold their pencils with body parts other than their dominant hands and ask them to write on their papers. Discuss whether it is possible to write with pencils in their teeth, between their toes, etc.
7. Then ask each student to complete a sentence that begins, "I'm the same as someone who can't (name of some specific disability) because..."

#### D. Meeting Children with Special Needs

1. Explain to the class that there are children in the school or community who use wheelchairs or crutches, who do things differently or more slowly than people usually do.
2. Ask the class to suggest ways to find out what these special children do. Write all their suggestions on the blackboard. The suggestions may include visiting a special education class, or viewing a film or reading a book if such a class visit is not possible.
3. Make arrangements to have the class observe special education students.

#### E. Discussing Activities of Special Education Students

1. Ask the class to list the activities engaged in by the children they have observed and write the activities mentioned on the blackboard.
2. Ask the class whether or not they also do each activity listed, and mark those that they do.
3. Explain to the class that there are many similar activities that both disabled and non-disabled children can do.

#### References and Resources

From Barnes, Berrigan and Biklen, What's the Difference? Teaching Positive Attitudes Toward People with Disabilities, Syracuse, N. Y.: Human Policy Press, 1978:

##### Introduction

The students take a Disabilities Quiz and discuss their attitudes and conceptions about people with disabilities.

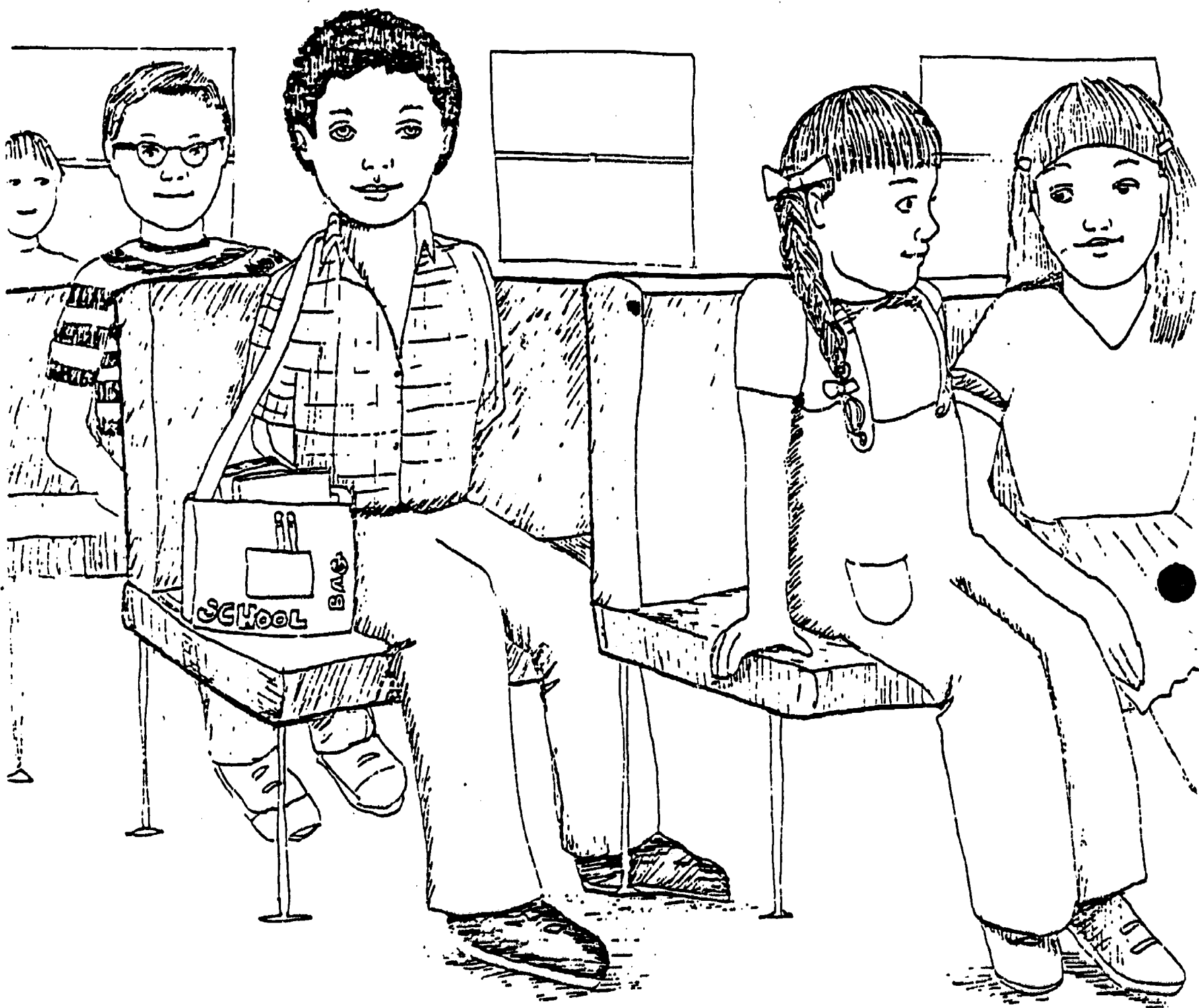
##### Lesson 15 - I'm the Same

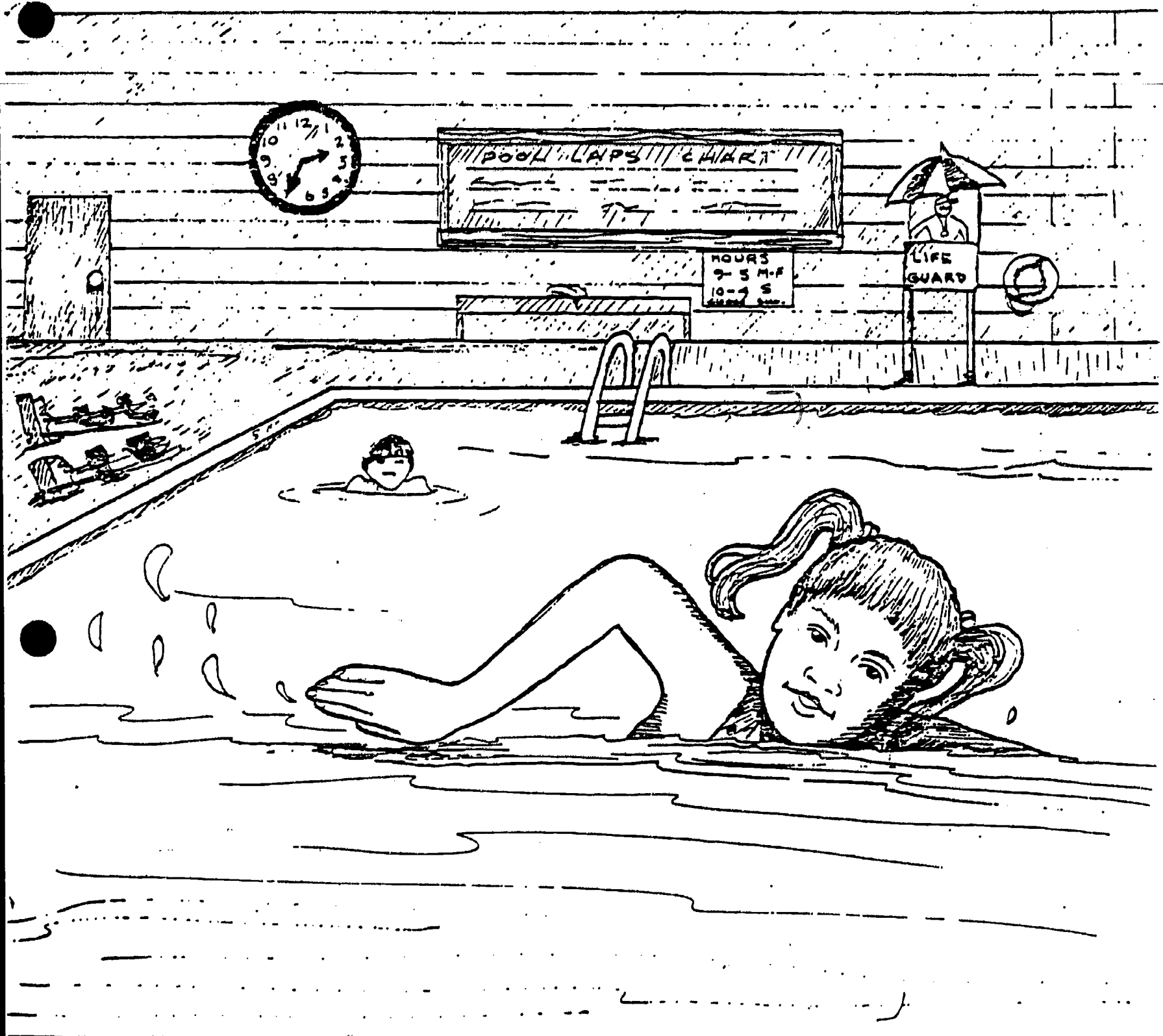
The students write a sentence that begins "I'm the same as someone who (can't see, can't talk, etc.) because...."



*S. Paulsen* ③







S. Paula ©

## ANNOTATED BIBLIOGRAPHY: CHILDREN'S BOOKS LOCALLY AVAILABLE

Books are coded in the following manner:

- I - Interaction involved
- R - Realistic
- C - Fosters attitude change
- F - Fiction
- NF- Non-fiction

- C,F 1. Allen, M. and Allen, G. The Marble Cake Cat. New York: Coward, McCaven, and Geoghegan, 1977.
- A cat unique for its markings tries to find someone who will regard and care for him as an ordinary cat.
- I,R,C,F 2. Baldwin, Anne Norris. A Little Time. The Viking Press, 1978.
- A girl comes face to face with her feelings about her younger brother who has Down's Syndrome. The story explores interaction of parents, children, friends and community and the emotions involved in raising a child with Down's Syndrome.
- Disability: Mental Retardation  
Grade: 4 - 6
- I,R,C,F 3. Brancato, Robin. Winning. A. Knopf, 1977.
- Alone and paralyzed from a football injury, a boy struggles to find the courage to face the terror and anguish of his condition.
- Disability: Orthopedic disability  
Grade: 11 - 12
- I,R,C,F 4. Byars, Betsy. The Summer of the Swans. New York: Viking Press, 1970.
- A teenage girl experiences puberty. One night her mentally retarded brother disappears. Frantic in searching for him, she forgets her own problems. The incident changes her values.
- Disability: Mental Retardation  
Grade: 7+
- I,R,C,F 5. Bridgers, Sue Ellen. All Together Now. Alfred A. Knopf, 1979.
- A touching story of an unusual friendship between a twelve year old and a mentally retarded man whose vulnerability leads to a disaster. The crisis pulls the young girl and her family, along with the community, together in an effort to keep the man from institutionalization.
- Disability: Mental Retardation  
Grade: 11 - 12

- I, R, C, F 6. Brochmann, Elizabeth. What's The Matter Girl? Harper and Row, 1980.
- An unusual love story centering on the vigil of a romantic teenager who waits for her favorite uncle to return from the war. She is unaware of the mental disability her uncle incurred.
- Disability: Mental dysfunction  
Grade: 7+
- N F 7. Charlip, Remy. Handtalk; an ABC of finger spelling and sign language. New York: Parents Magazine Press, 1974.
- An introduction to two kinds of sign language: finger spelling, or forming words letter-by-letter with the fingers and signing, or making signs with one or two hands for each word or idea.
- Disability: Deafness  
Grade: 4+
- N F 8. Children's Television Workshop. Sesame Street Sign Language Fun. New York: Random House, 1980.
- Presents sign language words grouped into categories such as family, school, colors, seasons, utensils, food and transportation. Feelings are included.
- Disability: Deafness  
Grade: Preschool - 1
- I, R, F 9. Dana, Barbara. Crazy Eights. Harper and Row, 1978.
- A fourteen-year-old girl, victim of a hollow middle-class up-bringing, pours out a stream-of-consciousness type account of events leading to her mental collapse.
- Disability: Mental dysfunction  
Grade: 7+
- N F 10. Dunbar, Robert E. Mental Retardation. New York: F. Watts, 1978.
- A discussion of mental retardation: causes, identifying traits, related problems, educational and employment programs for the mentally disabled.
- Disability: Mental Retardation  
Grade: 9+

- I,R,C,F 11. Fassler, Joan. Howie Helps Himself. Chicago: A. Whitman, 1975.  
A child with cerebral palsy wants to be able to move his wheelchair by himself.  
Disability: Cerebral Palsy  
Grade: K - 3
- I,R,C,F 12. Fassler, Joan. One Little Girl. New York: Human Sciences, 1969.  
A story about a mildly retarded girl labelled "slow child". The girl discovers she is only slow in doing some things and that there are interesting things she can do quite well.  
Disability: Mild Mental Retardation  
Grade: 7 - 9
- N F 13. Forrai, Maria S. A Look at Mental Retardation. Minneapolis: Lerner Publications Co., 1976.  
Text and photos describe problems faced by the mentally disabled.  
Disability: Mental Retardation  
Grade: Preschool - 3
- N F 14. Forrai, Maria S. A Look at Physical Handicaps. Minneapolis: Lerner Publications Co., 1976.  
Text and photos describe problems faced by people with physical disabilities such as blindness and paralysis.  
Disability: Physical disabilities  
Grade: Preschool - 3
- N F 15. Haskins, James. The Quiet Revolution: The Struggle for the Rights of Disabled Americans. Thomas Y. Crowell, 1979.  
Principal legislative efforts to ensure just and equal treatment for the handicapped.  
Disability: All  
Grade: 7+
- N F 16. Howitz, Elinor Lander. Madness, Magic, and Medicine: The Treatment and Mistreatment of the Mentally Ill. J. B. Lippincott, 1977.  
The history of mental health care, following its evolution from brutal primitive practices and radical organic treatments to contemporary psychopharmacology and non-organic therapies.



Disability: Mental dysfunction  
Grade: 7+

- C,NF 17. Keller, Helen Adams. The Story of My Life. Doubleday, 1954.  
An account of Helen Keller's life through her letters with a supplementary account of her education.  
Disability: Blindness/deafness  
Grade: 4 - 6
- NF 18. Larsen, Hanne. Don't Forget Tom. New York: Crowell, 1978.  
Text and photos of the daily struggles, accomplishments and pleasures of a six-year-old mentally disabled boy.  
Disability: Mental retardation  
Grade: Preschool - 3
- I,R,C,F 19. Lasker, Joe. Nick Joins In. Chicago: Albert Whitman Co., 1980.  
A young boy, confined to a wheelchair, enters a regular school with apprehensions about mainstreaming.  
Disability: Physical disability  
Grade: K - 3
- NF 20. Levine, Edna Simon. Lisa and Her Soundless World. New York; Human Sciences Press, 1974.  
A young girl with impaired hearing learns through various methods to use and understand speech.  
Disability: Auditory impairment  
Grade: K - 3
- I,F 21. Litchfield, Ada Bassett. A Button in Her Ear. Chicago: A. Whitman, 1976.  
A little girl relates how her hearing deficiency is detected and corrected with the use of a hearing aid.  
Disability: Deafness  
Grade: K-3

- I,R,C,NF 22. Little, Jean. Mine for Keeps. Boston: Little, Brown and Co., 1962  
A girl with cerebral palsy faces her fears of returning home and attending a regular school.  
Disability: Cerebral palsy  
Grade: K - 3
- F,C 23. MacIntyre, Elizabeth. The Purple Mouse. T. Nelson, 1975.  
A purple mouse helps a girl overcome her fear and shyness associated with her deafness.  
Disability: Deafness  
Grade: 4 - 6
- R,C,F 24. MacLachlan, Patricia. Through Grandpa's Eyes. Harper and Row, 1980.  
A boy visits his blind grandfather who shares with him a special way of seeing and moving in the world.  
Disability: Blindness  
Grade: 3 - 4
- I,R,C,NF 25. Mack, Nancy. Tracy. Milwaukee: Raintree Editions, Chicago: Children's Press, 1976.  
Examines various aspects of the life of a disabled person such as: equipment, therapy, limited activity and self-concept.  
Disability: Physical disabilities  
Grade: Preschool - 3
- NF 26. Massie, Robert and Suzanne. Journey. A. Knopf, 1975.  
Parents tell of their eighteen year struggle against hemophilia, a disease which afflicted their son.  
Disability: Hemophilia  
Grade: 11 - 12
- I,R,C,NF 27. Ominsky, Elaine. Jon O: A Special Boy. Englewood Cliffs, N.J.: Prentice-Hall, 1977.  
Text and photos describe the life of a young boy with Down's Syndrome who is able to adjust to his disability.  
Disability: Mental retardation  
Grade: K - 3

- F 28. Pearer, Catherine Owens. The Helen Keller Story. Thomas Y. Crowell, 1959.

The life of Helen Keller. Suggestions are provided on how to behave when interacting with persons who are blind, deaf or blind-deaf. A chart is included to show finger positions in the one-hand alphabet used by deaf-blind people..

Disability: Deafness/blindness  
Grade: 4 - 8

- I,R,C,NF 29. Peter, Diana. Claire and Emma. Thomas Y. Crowell/John Day Books, 1977.

Two sisters are both deaf and wear hearing aids. In all other ways the girls are indistinguishable from their nondisabled peers. They are shown participating vigorously in outdoor and family activities.

Disability: Deafness  
Grade: 2 - 4

- NF 30. Petersen, Palle. Sally Can't See. Thomas Y. Crowell/John Day Books, 1977.

A twelve-year-old blind girl enjoys swimming, horseback riding, and school work and reading in Braille.

Disability: Blindness  
Grade: 2 - 4

- I,R,C,F 31. Peterson, Jeanne Whitehouse. I Have a Sister - My Sister is Deaf. New York: Harper and Row, 1977.

A young girl describes how her deaf sister experiences everyday life.

Disability: Deafness  
Grade: K - 3

- NF 32. Putnam, Peter. The Triumph of the Seeing Eye. New York: Harper and Row, 1963.

The story of a famous training school for the blind at Morristown, New Jersey and its founder, Dorothy Eustis.

Disability: Blindness  
Grade: 4 - 8

- I,F, 33. Quigley, Lillian. The Blind Men and the Elephant. New York: Scribner, 1959.
- An old Indian fable about six blind men who heard about elephants but never saw them. When they experienced feeling one with their hands at the palace of the Rajah, each was sure he knew what an elephant was like.
- Disability: Blindness  
Grade: K - 3
- I,R,C,F 34. Ray, Errol Fox. Angela Ambrosia. Alfred A. Knopf, 1979.
- A teenage girl battles leukemia in the hospital and makes friends with other cancer patients. She leaves the hospital despite the odds.
- Disability: Chronic health disability  
Grade: 11 - 12
- I,C,F 35. Rinaldo, C. L. Dark Dreams. Harper and Row, 1974.
- Haunted by nightmares and fear of a neighborhood boy, Carol is befriended by "brain-damaged" Joey J. Through Joey J., Carol becomes aware of the hidden fears as well as the courage of others.
- Disability: Mental retardation  
Grade: 7+
- R,I,C,F 36. Robinson, Veronica. David in Silence. J. B. Lippincott, 1966.
- When a twelve-year-old boy, deaf since birth, moves to a new town, only one neighbor child tries to understand and help him.
- Disability: Deafness  
Grade: 4 - 6
- NF 37. Savitz, Harriet May. The Lionhearted. Thomas Y. Crowell, 1975.
- Two years after an accident which left a teenage girl permanently paralyzed, she succeeds in entering a high school. She and two new friends learn to deal with problems together and mature toward goals.
- Disability: Physical disabilities  
Grade: 7+

38. Savitz, Harriet May. Wheelchair Champions: A History of Wheelchair Sports. Tomas Y. Crowell, 1978.

A variety of possibilities for disabled sports enthusiasts to participate in amateur competitive sports at local, national and international levels. Includes biographies, sources of additional information.

Disability: Physical disabilities  
Grade: 7 - 10

- F,I 39. Shreve, Susan. Loveletters. A. Knopf, 1978.

Portrayal of a girl grappling with growing up and an oblique, moving view of a mentally and emotionally disturbed boy.

Disability: Mental dysfunction/Mental retardation  
Grade: 7 - 9

- I,R,C,NF 40. Siegel, Dorothy Schainman. Winners: Eight Special Young People. New York: J. Messner, 1978.

Descriptions of the experiences of eight young people who are disabled are included: leukemia, hemophilia, blindness, deafness, drug addiction, arthritis, paralysis and birth defects.

Disability: Various disabilities  
Grade: 6+

- I,R,C 41. Slote, Alfred. Hang Tough, Paul Mather. J. B. Lippincott, 1973.

A leukemia stricken twelve-year-old, who equates life with pitching, manages to fulfill his goal of helping his team to victory.

Disability: Physical disability  
Grade: 4 - 8

- R 42. Sobol, Harriet Langsam. My Brother Steven is Retarded. New York: Macmillan, 1977.

An eleven-year-old girl discusses her mixed feelings toward her older, mentally retarded brother.

Disability: Mental retardation  
Grade: K - 6

- I,R,C,F 43. Spence, Eleanor. The Nothing Place. Harper and Row, 1973.

A twelve-year-old boy tries to hide his partial deafness from his new friends, until he discovers they can help him adjust to his disability.

Disability: Deafness  
Grade: 4 - 8

- I,R,C,NF 44. White, Paul. Janet at School. Thomas Y. Crowell/John Day Books, 1978.

A five-year-old girl with spina bifida spends much of her time in a wheelchair, but attends school with her friends.

Disability: Physical disability  
Grade: 2 - 4

- I,R,C,NF 45. Wolf, Bernard. Anna's Silent World. Philadelphia: Lippincott, 1977.

Special training and equipment used in teaching deaf youngsters to talk, read and write is described.

Disability: Deafness  
Grade: 3 - 4

- R,C,NF 46. Wolf, Bernard. Connie's New Eyes. Philadelphia: Lippincott, 1976.

A photographic essay about a blind girl and her guide dog.

Disability: Blindness  
Grade: 4 - 8

- I,R,C,NF 47. Wolf, Bernard. Don't Feel Sorry for Paul. J. 3. Lippincott, 1974.

A documentary about a boy born with malformed limbs. During a two week period he takes riding lessons, attends school, has a birthday party, visits a clinic, and competes successfully in a horse show.

Disability: Physical disability  
Grade: 4 - 6

- C,F 48. Yolen, Jane H. The Mermaid's Three Wisdoms. Collins World, 1978.

A mermaid who cannot speak is banished from her undersea home and sent to live on land as a human. She is found by a twelve-year-old, hearing-impaired girl.

Disability: Deafness  
Grade: 4 - 6

49. Yolen, Jane. The Seeing Stick. Thomas Y. Crowell, 1977.

A modern legend about a Chinese emperor's blind daughter and a wise old man. The old man teaches the girl to "see" by means of the "seeing stick".

Disability: Blindness

Grade: 2 - 4

50. Zorsa, Victor and Rosemary. A Way To Die. A. Knopf, 1980.

A deeply moving story about a twenty-five-year-old girl who died of cancer. Her parents tell how her final days were made serene in a hospice, a care center devoted to easing the pain of terminally ill persons.

Disability: Cancer

Grade: 11 - 12

SUGGESTED QUESTIONS WHEN REVIEWING BOOKS OF  
DISABLED INDIVIDUALS

1. Is the disabled character depicted as a whole person with basic needs, aspirations, strengths and weaknesses and not merely portrayed as an individual with a handicap?
2. Is there a degree of emotionalism reflected in the person's feelings about his disability? Are these feelings portrayed realistically?
3. Is the disabled character seen:
  - a. in a variety of settings and participating in a variety of activities?
  - b. interacting with non-disabled peers and adults?
  - c. in realistic conditions that are accurate, factual and informative in nature?
4. Does the story reflect positive attitudes of acceptance and respect for disabled individuals: Or does the story encourage pity and sentimentality?
5. Do the descriptions of the characters emphasize differences rather than similarities to others?
6. Are the illustrations realistic and conform to the foregoing conditions?



NON-CONTACT TIME ASSIGNMENTS

- I. Select 3 books from the bibliography list. Using the questions presented, review the books individually and record your reactions. Read at least one of the books to your students and report on their reactions.

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possible 40 points

- II. Select a lesson from the Adapted Social Studies Curriculum (other than the one used for this module) and implement it with your class.
  - a. You may use the lesson as written.
  - b. Explain any modifications or changes you needed to implement.
  - c. Evaluate the lesson in terms of accomplishing the goals, teachability, content and impact on the students.

and

- III. Conduct a lesson on the Special Alternative Game using the technique of brainstorming and cooperative problem solving.

Suggestions: Have students come up with a situation they perceive to be a problem concerning disabled students.

- a. Document the problem(s) which were identified.
- b. List the solutions which were suggested.
- c. Indicate which solution was selected as the final solution and report the results of its effectiveness.

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possible 60 points

THE MYSTERY GAME

PURPOSE: The objectives of game are:

- 1). To present children who have disabilities (as subject matter) initially within an integrated experience/setting.
- 2). To present children who have disabilities as children with the same human emotions and childhood traits (as mischievousness) as their age peers.
- 3). To introduce the conceptual differences of "nonhandicapped" and "disabled."
- 4). To demonstrate the idea of getting beyond a disability
- 5). To introduce a short unit on the similarities of children's emotional make-up, whether they be disabled or not, to a group of "non-disabled" regular education 7th grade Health class students.

MATERIALS: Chalkboard, chalk  
 clue cards (one card for each child, some children may use two cards if there are extras)  
 classroom chairs should be arranged in a circular fashion to facilitate group interaction

DIRECTIONS: (Note: Directions should include information from the group learning experience book.)

PROCEDURE:

Information to be presented before playing the game:

- 1). The characters (name) of the game are listed on the chalkboard, and they are described briefly (i.e., as a 7th grader, etc.)

NOTE: This is a pre-game activity which may be optional for older groups, but is found to be helpful when presenting the game to average 7th graders.

- 2). The questions to ask in solving a mystery are reviewed:
  - a. "How is a mystery solved?"
  - b. "What do we need to ask?"
  - c. Answer - Who, what, when, where, why, how

If possible, draw out the class by asking them to determine this. Write these words on the board.

- 3). The rules of the game are as follows:

- a). No getting out of seats (an exception to this is that the group may elect a monitor or leader who is free to move around)

- b). Some clues you will use:  
 Some clues are merely extra information and are not directly used to solve the mystery, but are indirectly important

- c). No passing cards

- d). You may talk to each other (according to the time schedule)
- e). Answer the questions and solve the mystery.

TIME SCHEDULE:

- 1). First 5 minutes - read clues and talk
- 2). Plus 8 minutes - Each person takes a turn to read aloud the clues.

NOTE: Each teacher has their own desires as to structure and control within the classroom when group learning experiences are taking place. If the group is having difficulty, beginning with, "What...?" The basic time schedule suggested here works well for an average (structured) 7th grade group. Another possibility is to not structure the time at all, but tell the students to solve the mystery, maintaining the other rules listed. It is preferable to let a group leader emerge.

SOLUTION: The solution to the mystery is as follows:

- 1). Who: Christy/Vee
- 2). What: Toads
- 3). When: Friday at lunchtime
- 4). Where: The pool
- 5). Why: Why not?
- 6). How: Container in wheelchair up to the pool

DISCUSSION:

After the group has solved the mystery, collect the cards and present the following points for discussion:

- 1). What did you learn?  
(It has proved valuable to ask this numerous times, because just after the excitement of solving the mystery, this question offers a directive for that energy, and it is revealing to hear what the children experienced.)
- 2). What about the characters and their feelings?
- 3). What is a \_\_\_\_\_? handicap; disability; SMH classroom; prosthetic devices (tools); wheelchair, prone stander; hearing aid; mobility training.

Procedure:

3. Teacher or leader reads each of the five suspect cards, puts the name of each suspect on the board and emphasizes that there may be more than one guilty person.

Procedure:

4. Teacher or leader explains the rules of the game which are:

a. Each participant will be given one clue card. If there are extras some people may have two cards. The teacher or leader retains the answer card.

b. The participants may have up to 5 minutes to silently read their clues. That is, how the different clues will be communicated, electing a leader or coordinator, if desired, the order in which the participants will share their clues, etc. Any strategy is appropriate unless prohibited in this game procedure. After 5 minutes play must begin.

Procedure:

2. The teacher or leader then announces the "mystery"--- a number of toads from the biology class were put in the school swimming pool forcing officials to move a scheduled swim meet to the nearby recreation center. The teacher or leader announces that answers to questions What? and Where? have now been answered.

2

Procedure:

1. The teacher or leader begins the activity by asking the participants some warm up questions. For example: What is a who-done-it mystery? How is this kind of mystery solved? What questions have to be answered? (Who?, What?, When?, Where?, How?, Why?)

The teacher or leader then writes these words on the board and tells the participants that these questions must be answered to complete the Mystery Game. S/he emphasizes that there is only one correct answer for each question except for "Why?" Whenever participant tries to suggest a solution to the mystery by answering each question, s/he must make up a motive or reason to answer Why?

3

Materials Needed:

1. chalkboard
2. chalk
3. one answer card
4. 36 clue cards
5. 5 suspect cards
6. 10 explanation cards
7. classroom desks or chairs arranged, if possible in a circle

1

Introduction

THE MYSTERY GAME

The Mystery Game is a cooperative activity that enables students through the process of elimination, to solve the mystery of who put a container of toads in the school swimming pool on the day of a school swim meet. There are also clues to suggest when and how it was done. The action takes place in an integrated school setting and enables the players to view children with disabilities as persons capable of some of the same emotions and potential for mischief as their peers of the same age.

Procedure: Con't

4. f. get an explanation card with a corresponding number. Each and every time that a person reads his clue card, s/he must read the explanation card as well. For example, if a person has the clue card that reads: "David was seen visiting the SMH room", whenever he reads it he must also read explanation card #3 that begins "an SMH classroom is a ...."

Winning the Game

When a person (may be more than one person) thinks s/he can answer the questions Who?, When?, How?, Why?, s/he signals the fact by raising his/her hand and standing up. All the other participants must stop talking. The person standing answers the questions and the leader or teacher records them on the chalk board. If s/he has answered all the questions correctly, the game is won.

If any of the questions are answered incorrectly, the leader or teacher only says that the mystery is still unsolved and leaves the suggested solution on the board. The exchange of clues continues until the correct solution is suggested by answering the form question correctly.

i.e. When a person has suggested a solution that is incorrect, s/he may not suggest a solution again. S/he may, however, continue to share the clue(s) from the Clue Cards s/he holds.

Procedure: Con't

4. c. No participant may leave his/her seat, but must remain seated until ready to suggest a solution. The only exception is that, if the participants choose to elect a coordinator, that person may then move about the room and coordinate the presentation of clues, especially if the class has 20 or more members.
- d. Participants may not pass their clue cards to other persons.
- e. Clues can only be communicated by word of mouth. Each participant must remember the clues communicated without writing them down.
- f. If a clue card has a number on it, this means it contains a special word the group must learn. Participants who have such cards must go to the teacher or leader to

Con't

Discussion:

After the mystery has been solved, collect all the cards and discuss the activity.

1. What did you learn? (Focus on both the content of the activity as well as the process itself--the strategy for solving the mystery, cooperative effort, etc.)
2. What about the different "suspects", their feelings?, the motives attributed to each during the game?, etc.
3. Review the words on the explanation cards. Distinguish between "disability" and "handicap". Discuss related terms such as prosthetic devise, Braille, etc.

SUSPECT CARDS

13

Vee enjoys meeting people and making new friends.  
She loves her modern dance class and plans to pursue  
a career in dance choreography.

50

Joey likes to bowl and is on a bowling team. He has a huge t-shirt collection and buys one for each place he visits. He likes to lift weights and can bench press 60 pounds.

Ned likes to hang around the boy's bathroom and has been warned about smoking on the school campus. He works part-time at a fast food restaurant and he is saving up his salary in order to buy a 10 speed bicycle.

David is in 7th grade and rides the bus to school. He is the 7th grade student body secretary. He is interested in politics and volunteers his time to help his candidates run for office.



Christy helps take care of her younger brothers and sisters at home after school since her parents work. She enjoys playing basketball and on the weekends practices with her friends.

EXPLANATION CARDS

#1 Blind. A blind person is someone who cannot see very well or who cannot see at all.

#3 SMH Classroom. An SMH classroom is a classroom where students, because of their physical and educational needs, receive special help that is not usually offered in a regular education classroom.

#4 Sign Language. Sign Language is any form of communication using gestures, especially with persons who are deaf and cannot hear speech.

#2 Mobility Training. Mobility training is special instruction for blind persons so that they can move safely and effectively from one place to another. It involves a wide variety of specific techniques related to the needs of the particular person.

#6 Prone Stander. A prone stander is a prosthetic device used to help a person increase his/her ability to stand and to help the user to better bear pressure on his/her hips and legs.

#7 Cane. A cane when used by blind persons is a mobility aid to help them move safely about.

#5 Wheelchair. A wheelchair is a prosthetic device for helping a person to sit better and to move from place to place. It may be modified in a variety of ways according to an individual's special needs.

#9 Disability. A disability is a medical condition. An emotional, intellectual, or physical limitation. It may or may not be a handicap that puts a person at a disadvantage when s/he is trying to do something.

#10 Severely Multiply Handicapped. A severely multiply handicapped person is a person whose physical and educational needs require special services other than those usually offered in a regular or special education program.

#8 Hearing aid. A hearing aid amplifies sound waves and is used to increase a person's hearing ability.

Two of Joey's friends had permission to take his wheelchair to their classroom to demonstrate its use. They returned it to a place outside the SMH classroom door before lunch.

Vee was seen near the recreation center trying to catch a toad.

CLUE CARDS

The Friday evening swim meet was held at the town recreation center pool due to toads in the school pool.

On Monday, Mr. Onishi, the biology teacher, had an excess of 30 toads and wanted to give them away. He put them into a large grey container.

David is blind.

See Explanation Card #1)

Vee is in the 8th grade.

Cement dries in a day.

Joey was in the SMH classroom all day on Friday.

David received mobility training on Friday during lunch time.

(See Explanation Card #2)

Ned is in the 9th grade.

The grey container for holding the toads was found empty near the SMH classroom.



David was seen visiting the SMH classroom.

(See Explanation Card #3)

Christy says, "Sign language is neat. It's like a secret code."

(See Explanation Card #4)

At 1:00 p.m. when the principal came to close the gate at the West entrance to the pool, thin tire tracks were found in the fresh cement.

Joey got a new t-shirt for his birthday. He wears it all the time now.

Ned was missing from biology class on Friday.

Christy is in the 7th grade.

Vee was in school on Friday.

Ned thinks it's fun to push Joey in his wheelchair.

(See Explanation Card #5)

Christy and Ned were both missing from biology class.

Vee likes to listen to music. She hears it in a different way.

Early Friday morning cement was laid at the entrance of the pool.

The grey container full of toads weighed 30 pounds.

Joey ate his lunch Friday in his prone stander.

(See Explanation Card #6)

On Wednesday the Atlas Cement Company said they would lay cement Friday morning at the West entrance to the school's outdoor swimming pool.

The supervisor for the Cement Company said the job would be done by 9:00 a.m. Friday.

David says that he'll be able to get around so well with his cane, that he'll be able to go anywhere.

(See Explanation Card #7)

Ned has a medical excuse to get out of swimming because he can't stand being in or near the water. He never goes near the swimming pool.

Joey wheels himself in his wheel chair.

Christy is learning sign language from Vee during lunch time.

Joey's got a pet toad.

Vee uses a hearing aid.

(See Explanation Card #8)

The toads were reported missing after lunch time on Friday.

The East entrance to the school swimming pool was not opened until Friday evening right before the swim meet was scheduled to begin.

Ned has a disability.

(See Explanation Card #9)



THE MYSTERY GAME  
A Group Problem Solving "Whodunit" Activity  
For Regular Education Students

by  
Royal Fruehling & Sheri Sunabe

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This document was produced under Contract #300-80-0746 from the U.S.  
Department of Education, Office of Special Education. The opinions  
expressed in The Mystery Game do not necessarily reflect the position  
or policy of the U.S. Department of Education and no official endorse-  
ment by the U.S. Department of Education should be inferred.

Joey is severely multiply handicapped.

(See Explanation Card #10)

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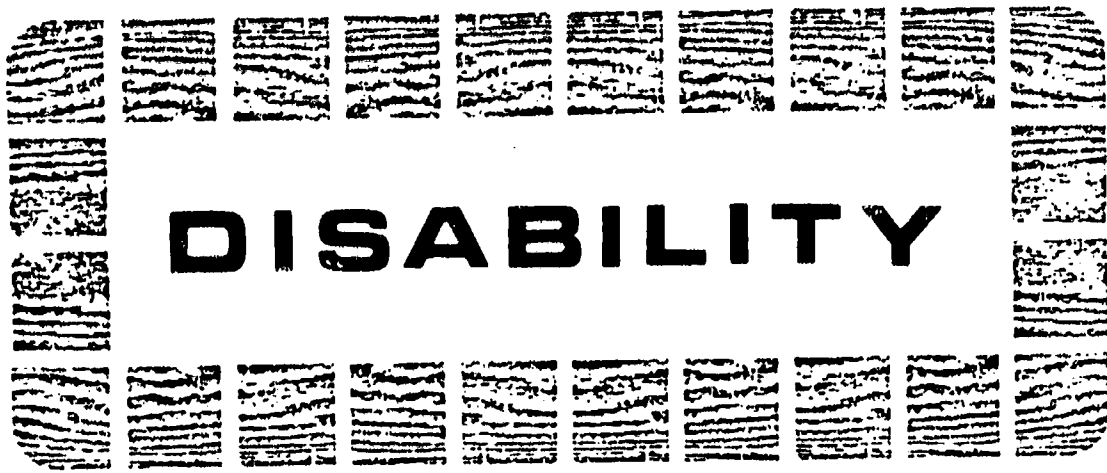
ANSWER CARD  
(Remove Before Play Begins)

Who: Christy and Vee

When: Friday at lunch time

How: Container of toads moved to the pool using Joey's  
wheelchair

Why: Your own reason



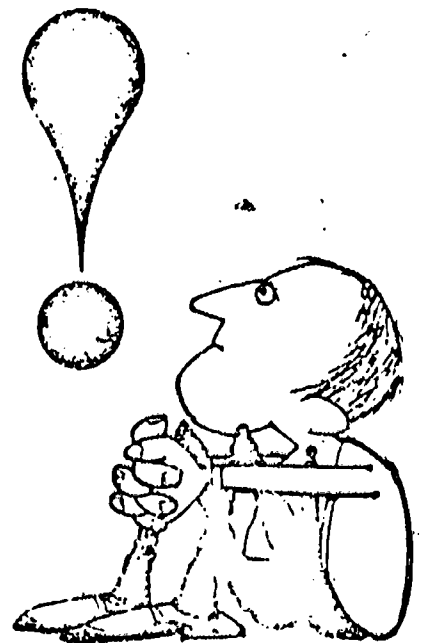
**An**

**Emotional ,**

**Mental or**

**Physical**

**Limitation**





**An Obstacle  
That Makes  
Participation  
In A Group  
Or Activity  
Unusually  
Difficult**