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ABSTRACT

Performance objectives related to occupational, social, communication, and daily living skills are specified for trainable mentally handicapped students in kindergarten through twelfth grade. Each skill area is broken down into four to seven component units (number of objectives for each unit is noted in parentheses): manual activities (10), work attitudes (six), career awareness (two), specific job skills (17), applying-retaining employment (eight), and financial dealings (four); self control (six), manners (seven), group participation (10), and self image (seven); oral language (18), and functional writing (13), reading (15), and mathematics (20); health and safety (14), mobility (11), care of clothes (four), cleanliness (eight), table habits (10), home assistance (five), and leisure (four). Objectives of the instructional units include such activities as storing tools safely, questioning a job supervisor, using functional job-related vocabulary, cashing paychecks, depositing money, retaining receipts, accepting and applying constructive criticism, accepting changes, playing cooperatively in a group setting, establishing eye contact, responding when spoken to, associating phonetic sounds with letters, using the telephone, understanding traffic signals, and zipping, hanging, or choosing clothes. Performance objectives are presented in a checklist format. (MC)

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TMH OBJECTIVES

ED 077156

PERFORMANCE
OBJECTIVES

for

TRAINABLE

MENTALLY HANDICAPPED
(K-12)

by

SPECIAL EDUCATION STAFF

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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F O R E W O R D

The objective of this project was to provide a set of objectives useful to teachers. The group developed the overall framework design for the curriculum for TRAINABLE Mentally Handicapped students K-12. This is the map of the terminal student behaviors toward which we will work in subsequent diagnosis, prescription, treatment, and evaluation.

Objectives have been stated as simply as possible. The key question asked was, "Does this objective convey meaning to the teacher?" "Super-specificity" was avoided to keep from wallowing in a multitude of objectives. Teachers may wish to establish enroute objectives for a particular student depending upon diagnosis and teaching strategy.

To eliminate redundancy, objectives do not include a statement of the given conditions nor the performance standard. The conditions are typically implied, i.e. "given appropriate instructions, etc." Unless otherwise stated, performance standards require competency at the 75% level.

This work represents the cooperative efforts of four school districts and the State Department of Education and reflects great credit upon the participants.

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CURRICULUM - TRAINABLE MENTALLY HANDICAPPED
 FRAMEWORK DESIGN
 For
 PERFORMANCE OBJECTIVES

CONTINUING LIFE FUNCTIONS			
OCCUPATION	SOCIAL SKILLS	COMMUNICATION	ACTIVITIES FOR DAILY LIVING
1. Manual Activities	1. Self Control	1. Oral Language	1. Health and Safety
2. Work Attitudes	2. Manners	2. Functional Writing	2. Mobility
3. Career Awareness	3. Group Participation	3. Functional Reading	3. Care of Clothes
4. Specific Job Skills	4. Self-Image	4. Functional Math	4. Cleanliness
5. Applying, Retaining Employment			5. Table Habits
6. Financial Dealings			6. Home Assistance
			7. Leisure

1 April 1973

TMH - Objective Outline

CURRICULUM - TRAINABLE MENTALLY HANDICAPPED

CONTINUING LIFE FUNCTIONS

OCCUPATION:

I. MANUAL ACTIVITIES

Goal: To develop coordination of physical skills necessary to perform work

<u>Objectives:</u> The student will demonstrate ability to	A	B	C	D
1. Fold				
2. Sort				
3. Match				
4. Stuff				
5. Sand				
6. Paint				
7. Collate				
8. Staple				
9. Cut				
10. Use, handle and store tools safely				

II. WORK ATTITUDES

Goal: To demonstrate a positive attitude toward work

<u>Objectives:</u> The student will	A	B	C	D
1. relate to supervisor				
2. question supervisor about job and related situations				
3. respond favorably to changes in work assignments				
4. accept correction				
5. follow rules and regulations on the job willingly				
6. express satisfaction in work accomplished to specifications				

III. CAREER AWARENESS

Goal: To be aware of careers

<u>Objectives:</u>	A	B	C	D
1. The student knows general categories of jobs as they relate to the community.				
2. The student can name jobs he can hold related to his own skills.				

OCCUPATION (con't.)

IV. SPECIFIC JOB SKILLS

Goal: To demonstrate skills essential to the performance of a specific job

<u>Objectives:</u>	A	B	C	D
1. The student will demonstrate specific entry level requirements as follows:				
a. uses functional vocabulary related to specific job				
b. follows directions related to specific job				
c. dresses appropriately for specific job				
d. applies practical techniques appropriate to specific job				
2. The student will demonstrate specific entry level requirements for at least one of the following job clusters:				
a. Homemaking Skills				
1. Cooking				
2. Bed making				
3. Washing, ironing				
4. Cleaning, maintenance				
b. Housekeeping Skills				
1. Janitorial				
2. Maid				
c. Food Service Skills				
1. Cook's helper				
2. Bus boy				
3. Dishwasher				
d. Building Trades Helper				
e. Auto Service Helpers				
f. Gardening and Nursery Helpers				
g. Sheltered Workshop Setting				

OCCUPATION (con't..)

V. APPLYING-RETAINING EMPLOYMENT

Goal: To apply for and hold a job

<u>Objectives:</u>	A	B	C	D
1. The student can apply for a job by:				
a. completing job application in a legible manner				
b. conducting self appropriately in an interview				
c. following through on decision of interview				
2. The student can maintain a job by:				
a. adjusting to new work situations and emergencies				
b. producing the quantity and quality of work that meets specifications				
c. working at a rate consistent with his current capacity				
d. demonstrating ability to be punctual when time variable is within his control				
e. contacting employer to indicate reason for absence, late arrival, leaving early				

VI. FINANCIAL DEALINGS

Goal: To demonstrate ability to budget, save, and expend realistic amounts of money essential to community living

<u>Objectives:</u> The student will	A	B	C	D
1. cash paycheck, deposit money, and retain receipts				
2. develop a simple budgeting system reflecting his financial needs				
3. be able to spend money in accordance with his budgetary system				
4. recognize deductions from gross earnings				

CONTINUING LIFE FUNCTIONS

SOCIAL SKILLS

I. SELF CONTROL

Goal: To maintain self-control under stresses of daily living

Objectives: The student will	A	B	C	D
1. inhibit inappropriate body functions				
2. express aggressive feelings in acceptable verbal and physical means, under stress				
3. identify and respond to different authority figures				
4. listen to, accept, and apply constructive criticism				
5. elect to follow prescribed rules and stay within defined limits				
6. accept changes in routine				

II. MANNERS

Goal: To use commonly accepted manners appropriate to the social setting

Objectives:	A	B	C	D
1. The student applies the rules of courtesy (please, thank you, excuse me, etc.)				
2. The student demonstrates the ability to show different ways of expressing affection appropriate to family, school and public situations.				
3. The student responds suitably to greetings and makes acceptable introductions.				
4. The student will share:				
a. work materials				
b. duties, chores and responsibility				
c. toys and personal property				
5. The student will care for personal belongings and return borrowed items.				

SOCIAL SKILLS (con't.)

III. <u>GROUP PARTICIPATION</u>				
<u>Goal:</u> To independently interact appropriately in social settings				
Objectives:	A	B	C	D
1. The student will initiate, listen and respond in conversation.				
2. The student will take turns in formal and informal activities.				
3. The student will play and work cooperatively in a group setting.				
4. The student will ask for assistance when needed and selectively accept help from others.				
5. The student will help group make decisions:				
a. provide information				
b. give his opinion				
c. abide by the group decision				
6. The student will demonstrate 'good sportsmanship':				
a. participate and take responsibility in activity				
b. follow the rules				
c. accept the outcome				
IV. <u>SELF-IMAGE</u>				
<u>Goal:</u> To express feelings and behaviors which reveal realistic value of self				
Objectives:	A	B	C	D
1. The student will distinguish self:				
a. describe self in physical terms				
b. recite facts about his environment				
c. express feelings				
d. state assets and limitations				
2. The student will distinguish between reality and fantasy.				
3. The student describes roles in family, school, and community.				
4. The student will develop a repertoire of personal preferences (food, friends, leisure activities)				

CONTINUING LIFE FUNCTIONS

COMMUNICATION

I. ORAL LANGUAGE

Goal: To use and understand oral language

<u>Objectives:</u>	A	B	C	D
1. The student will:				
a. establish eye contact and respond when spoken to				
b. use gestures to communicate				
c. imitate sounds				
2. The student responds with:				
a. single words				
b. phrases				
c. sentences				
3. The student will use voice control and speech appropriate to the situation.				
4. The student will converse.				
5. The student will sequence and relate an experience or event.				
6. The student understands and uses most frequently used words.				
7. The student continuously increases vocabulary.				
8. The student will:				
a. identify and discriminate sounds				
b. respond to music, stories and conversation				
c. follow directions				
9. The student will use the telephone.				
a. dial correctly				
b. call for help (operator) doctor, etc.				
c. accurately give and receive a telephone message				
d. answer phone with "phone courtesy"				

COMMUNICATION (con't.)

II. FUNCTIONAL WRITING

Goal: To write legibly

<u>Objectives:</u>	A	B	C	D
1. The student will use pre-writing skills:				
a. hold and use crayon, paint brush, pencil				
b. draw or paint human form				
c. draw or paint objects				
d. finger paint				
e. model with clay				
2. The student will use writing mechanics:				
a. make straight lines, curves, circles, etc. with pencil				
b. control pencil within the confines of lines; connects dots with pencil				
c. reproduce upper and lower case letters of alphabet				
d. reproduce digits 0 - 9				
e. write first and last name, address and telephone number				
f. write on lines				
g. copy written material with accuracy				
h. fill out main items of job application forms accurately				

COMMUNICATION (con't.)

III. FUNCTIONAL READING

Goal: To obtain meaning from symbols

<u>Objectives:</u>	A	B	C	D
1. The student will demonstrate ability to discriminate				
a. color				
b. size				
c. shape				
d. sounds				
2. The student will demonstrate reading readiness skills.				
a. recognizes own name (first and last)				
b. recognizes upper and lower case alphabet letters				
c. associate phonetic sound with the letter				
d. basic sight word vocabulary				
e. discriminates left from right				
3. The student will use the relation of sounds and symbols in decoding words.				
4. The student will select and use appropriate word attack skills in securing meaning from sentences.				
5. The student will continually increase his vocabulary.				
6. The student will extract meaning from printed material and pictures (news ads, TV, menus, etc.)				
7. The student will identify and respond to survival words.				
8. The student will "read" the variety of non-print clues and objects in his daily environment.				

COMMUNICATION (con't.)

IV. FUNCTIONAL MATH

Goal: To develop and apply math concepts and skills according to ability and needs

Objectives:	A	B	C	D
1. The student will demonstrate number skills.				
a. differentiate one thing - many things				
b. count objects				
c. recognize and name numbers				
2. The student will demonstrate ability to use money.				
a. understand use and purpose of money				
b. identify coins and their values				
c. add coins				
d. compute fares and purchase simple items				
e. aware when he is to receive change from transaction				
f. knows the importance of receipts				
g. makes proper deposits and withdrawals from personal bank account				
3. The student will use time concept appropriately.				
a. discriminate between time variables (short-long, before-after, morning-noon-night, night-day, today-tomorrow-yesterday, AM-PM, early-late)				
b. identify days of the week, months of the year, seasons of the year, holidays, year number, number of days of the week, number of months in the year				
c. state birthdate and age				
d. associate times on clock with various actions and events				
e. correct time by hours, half-hours, quarters and 5 minute intervals				
4. The student will state use of measuring tools.				
a. ruler and tape				
b. cups and spoons				
c. scale				
d. pints and quarts				
e. thermometers				

CONTINUING LIFE FUNCTIONS
 ACTIVITIES FOR DAILY LIVING

I. HEALTH AND SAFETY

Goal: To develop and maintain health habits
 and safety precautions

Objectives:	A	B	C	D
1. The student will:				
a. get proper rest				
b. eat at least two balanced meals a day				
c. exercise daily				
d. cover mouth and nose when coughing and sneezing				
e. go regularly to doctor and dentist				
2. The student will:				
a. leave dangerous objects alone (matches, pins, knives)				
b. follow fire drill rules				
c. stay out of street and traffic				
d. understand and follow traffic signals				
e. not accept rides and gifts from strangers				
f. not pet stray dogs and cats				
g. take only his prescribed medicine				
h. follow safety precautions for getting on and off vehicles				
i. follow safety rules for bus, hall, classroom and playground				

ACTIVITIES FOR DAILY LIVING (con't.)

II. MOBILITY

Goal: To demonstrate ability to move appropriately within student's environment

Objectives:	A	B	C	D
1. The student will				
a. bend over, pick things up, straighten up				
b. use good posture and walk with acceptable gait				
c. run appropriately and control direction				
d. jump, hop, skip				
e. throw with accuracy, catch and roll balls				
f. run and kick ball with balance				
g. stand on tiptoe				
h. climb up and down stairs and climbing apparatus				
i. travel immediate environment without supervision				
j. use public transportation for short journeys				
k. obey traffic signals and cross street				

III. CARE OF CLOTHES

Goal: To take care of student's clothes

Objectives: The student will	A	B	C	D
1. choose appropriate clothing according to weather				
2. take off, put on clothing				
3. zip and unzip, hook and unhook, button and unbutton, tie and untie				
4. hang up coat, sweater, etc. on hanger				

ACTIVITIES FOR DAILY LIVING (con't.)

IV. CLEANLINESS

Goal: To develop and maintain personal hygiene

Objectives: The student will	A	B	C	D
1. use bathroom independently when necessary				
2. brush teeth				
3. wash hands and face independently				
4. wipe and blow own nose				
5. brush and comb hair independently				
6. shampoo hair				
7. shave regularly				
8. take care of feminine hygiene procedures				

V. TABLE HABITS

Goal: To use acceptable table manners

Objectives:	A	B	C	D
1. The student will use table tools:				
a. drink from glass or cup				
b. use knife, fork or spoon				
c. pour into a container				
2. The student will demonstrate acceptable table manners:				
a. chew with mouth closed				
b. talk in normal conversational tones - not while eating				
c. practice rules of courtesy: "please", "thank-you", "excuse me"				
d. eat food from own plate				
e. pass food to others without spilling				
f. use proper tableware and napkin				
g. clean up after eating				

ACTIVITIES FOR DAILY LIVING

(con't.)

VI. <u>HOME ASSISTANCE</u> <u>Goal:</u> To help with family tasks				
Objectives: The student will	A	B	C	D
1. assist in routine household duties (cleaning, dishwashing, washing)				
2. assist in yard care				
3. carry and return messages				
4. run errands				
5. assist in shopping				
VII. <u>LEISURE</u> <u>Goal:</u> To develop a wise and satisfying use of leisure time				
Objectives: The student will	A	B	C	D
1. identify and develop skills in a variety of leisure time activities				
2. organize leisure time adequately				
3. develop personal satisfaction in constructive activity				
4. know how to entertain himself				