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AUTHOR Ball, Thomas, Ed.


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ABSTRACT The guide is intended for teachers of profoundly retarded and severely multiply handicapped children in California. It suggests relevant methodologies and media for such children as well as sample curricula for use in Development Centers for Handicapped Minors and state and private institutions. The major portion of the document consists of instructional plans which provide examples of activities and programs in specific curriculum areas and which are intended as guides to curriculum planning. Major areas covered are ambulation, stimulation, communication, self help skills, imitation, and behavior problems (self destructive behavior, aggression, and blindism). Each instructional plan states objectives, prerequisites, instructional methods, and learning activities, and is followed by a critical commentary identifying strong points and difficulties perceived in the plan. A final section discusses theoretical considerations involved in a philosophy of curriculum planning for Development Centers. (KW)
A GUIDE FOR THE INSTRUCTION AND
TRAINING OF THE PROFOUNDLY RETARDED
AND SEVERELY MULTI-HANICAPPED CHILD

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THE SANTA CRUZ COUNTY
OFFICE OF EDUCATION

IN COOPERATION WITH
THE STATE DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
BUREAU OF EDUCATIONAL IMPROVEMENT
FOR THE HANDICAPPED
STATE OF CALIFORNIA

UNIVERSITY OF CALIFORNIA EXTENSION
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Mrs. Marilyn Liddicoat
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Dr. Douglas A. Person

Dr. Richard R. Fickel, Superintendent
Office of Education
Santa Cruz County
Santa Cruz County Governmental Center
701 Ocean Street, Room 200
Santa Cruz, California 95060

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This document is not to be copied
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of the County Superintendent of Schools."
The Santa Cruz County Board of Education recognizes the opportunity to provide an educational and training program for profoundly retarded children in the county who teach profoundly retarded students. The Santa Cruz Development Center program is an example of the county's commitment to meeting the needs of exceptional children. The establishment of this community for meeting the needs of this strong commitment that the county has provided the education for ESEA Title VI funds to conduct the institutes.
FOREWORD

Santa Cruz County Board of Education and I take pride in having an
opportunity to provide an educational and training program for teachers throughout
the county to teach profoundly retarded and severely multi-handicapped children.
The Development Center program is an important addition to our services
for educable handicapped children. The establishment of this program reflects the deep
commitment of our community for meeting the needs of the handicapped. It was because
of this commitment that the county Board of Education approved our application
for Title VI funds to conduct three training and curriculum development

RICHARD R. FICKEL, Superintendent
Santa Cruz County Office of Education
Santa Cruz, California
The preparation and publication commitment of hundreds of people. As a 1,600 profoundly retarded and severely multi-handicapped population. They toil a very hard day and endure a long night for a select child--for they serve the most handicapped.

While the Development Centers function as an interim placement for children who were awaiting placement in one of the State Hospitals of the public school system in the State. This success has led to several major developments in the profoundly retarded and the severely multi-handicapped population of children.

Last year (1970), the D.C.H.M. program of Education’s Bureau of Mentally Exceptional Children, in recognition of the function as they do because of a physical or mental disorder as they do because of a physical disorder” child. What is most significant role of Development Centers as being best for the population of children.

The State Advisory Board for D.C.H.M. in cooperation of the State Department of Mental Education in conducting a cooperative research project, behavioral characteristics which identify development in D.C.H.M. programs. This research is for the children enrolled in D.C.H.M. programs.
preparation and publication of this Guide represents the dedication and
of hundreds of people. As a professional group, those who serve the some
undly retarded and severely multi-handicapped children in our Development
well as in state hospitals and private institutions, are very unique.
very hard day and endure a long year. By their own admission, they serve
ld--for they serve the most severely mentally, behaviorally, and physically
le the Development Centers for Handicapped Minors were initiated as an
cement for children who were not eligible for existing programs or were
acement in one of the State Hospitals, they have become a viable component
school system in the State. In ten short years, (since 1961), we have
he growth and development of children enrolled in the D.C.H.M. programs.
has led to several major developments in the area of service to the
retarded and the severely multi-handicapped.

year (1970), the D.C.H.M. program was shifted from the State Department
's Bureau of Mentally Exceptional Children to the Bureau of Physically
Children, in recognition of the fact that some D.C.H.M. children may
they do because of a physical impairment rather than a mental deficiency.
dy of the needs of the severely emotionally disturbed children in one of
ospitals, Assemblyman Frank Lanterman introduced legislation calling for
ishment of four pilot programs to serve what he referred to as the "mentally
child. What is most significant is that he identified in his bill the
elopment Centers as being best suited to serve this potentially large
of children.

State Advisory Board for D.C.H.M. programs requested, and received the
of the State Department of Mental Hygiene and the State Department of
conducting a cooperative research project aimed at identifying those
characteristics which identify a potential for each child's growth and
in a D.C.H.M. program. This study, when completed in 1971, will include
in State Hospitals for the profoundly retarded, as well as over 350
rolled in D.C.H.M. programs.
In September 1970, the Santa Cruz County Of
Title VI-B Federal grant to develop a system of organ

tional children. This will be a three-year project

tional characteristics of all handicapped children, del-
delivery a system for accountability and organiza-

tudy by the prime contractor for this project, the

the profoundly retarded and the severely multi-hand

which relates to this population will be published

Looking ahead, one can expect to see an im-

of those behavioral characteristics which best des-

profit by enrollment in D.C.H.M. programs. We can

diagnostic instruments and techniques. Instruction

will be more clearly defined and individualized. This

for the most effective distribution of funds, for ad-

trative accountability. Finally, we can look for-

of funding priorities based upon a prescribed as-
sturing of the Education Code and California Adminis-

the appropriate goals and objectives for the D.C.H.

RICHARD I
Programs
and Adult

1 V.O.R.T. stands for Values, Objectives, Resources
September 1970, the Santa Cruz County Office of Education was awarded a federal grant to develop a system of organization and service for exceptional. This will be a three-year project aimed at identifying the behavioristics of all handicapped children, and then developing for service system for accountability and organization. The population now under prime contractor for this project, the V.O.R.T. Corporation1, includes mildly retarded and the severely multi-handicapped. The project document to this population will be published in October of this year (1971).

Looking ahead, one can expect to see an improvement in the identification of behavioral characteristics which best describe children who need and can rollment in D.C.H.M. programs. We can also expect to discover improved instruments and techniques. Instructional methodologies or strategies are clearly defined and individualized. There will be established systems for effective distribution of funds, for staff performance and administration. Finally, we can look forward to a comprehensive reordering of priorities based upon a prescribed assessment of needs and the restructuring of Education Code and California Administrative Code, Title 5, to effectuate goals and objectives for the D.C.H.M. child.

RICHARD D. STRUCK, Director
Programs for Exceptional Children
and Adults and Pupil Personnel Services

stands for Values, Objectives, Resources, Time
CO-DIRECTORS: Dr. Thomas Ball
Research Specialist
Pacific State Hospital
Pomona, CA

STATE CONSULTANT: Ron Rulofson, Consultant
Development Centers for Handicap
Division of Special Schools and
California State Department of E
Sacramento, CA

CONSULTANT: Eve Pecchenino, Educational Cons
Manresa Diagnostic and Counselin
Santa Cruz County Office of Edu
Santa Cruz, CA

COORDINATORS: Robert H. Mathew, Coordinator
Programs for Exceptional
Children and Adults and
Pupil Personnel Services
Santa Cruz County Office of
Education
Santa Cruz, CA

PROGRAM EVALUATORS: Dr. Ralph Richardson, Director
Special Education
San Juan Unified
Sacramento County
Carmichael, CA
INSTITUTE STAFF

Dr. Thomas Ball
Research Specialist
Pacific State Hospital
Pamona, CA

Richard Struck, Director
Programs for Exceptional Children
and Adults and Pupil Personnel Services
Santa Cruz County Office of Education
Santa Cruz, CA

Ron Rulofson, Consultant
Development Centers for Handicapped Children
Division of Special Schools and Services
California State Department of Education
Sacramento, CA

Eve Pecchenino, Educational Consultant
Manresa Diagnostic and Counseling Center
Santa Cruz County Office of Education
Santa Cruz, CA

Robert H. Mathew, Coordinator
Programs for Exceptional Children and Adults and Pupil Personnel Services
Santa Cruz County Office of Education
Santa Cruz, CA

Mary Lou O'Donnell, Coordinator
University of California Extension
University of California at Santa Cruz, CA

Dr. Ralph Richardson, Director
Special Education
San Juan Unified
Sacramento County
Carmichael, CA

Alan D. Toedter
Program Administrator
State Department of Mental Hygiene
Sacramento County
Sacramento, CA
ACKNOWLEDGEMENTS

EDITOR

Thomas Ball, Ph. D.
Research Specialist
Pacific State Hosp.
Pomona, California

VORT Corporation for the guidance and training of...
ACKNOWLEDGEMENTS

EDITOR

Thomas Ball, Ph. D.
Research Specialist
Pacific State Hospital
Pomona, California

VORT Corporation for the guide's compilation:

Holt
Coordinator
Behavioral Objectives for Handicapped Children

Marvin S. Ziegler
Project Analyst
Behavioral Objectives for Handicapped Children

Laurie A. Duckham
Research Analyst
Behavioral Objectives for Handicapped Children

phy by:

Alan Donaldson, Senior Photographer, University of California at Santa Cruz
Chuck Blair, Blair House of Photography, Aptos, CA

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AREA

BEHAVIOR
Dr. David Loberg
Psychologist
Napa State Hospital
Imola, CA

AMBULATION
Mary Ann Newcomb
Head Teacher
Seal Bluff D. C.,
Contra Costa County
Office of Education
Concord, CA

SELF HELP
Chuck Koontz, Principal
School for the Physically Handicapped
Los Angeles County
Downey, CA

COMMUNICATION
Dr. Ilah Wilstach, Consultant
Special Education for Physically Handicapped
Los Angeles County
Office of Education
Los Angeles, CA
FIRST SESSION

Dr. David Loberg
Psychologist
Napa State Hospital
Imola, CA

Mary Ann Newcomb
Head Teacher
Seal Bluff D. C.
Contra Costa County
Office of Education
Concord, CA

Chuck Koontz, Principal
School for the Physically Handicapped
Los Angeles County
Downey, CA

Dr. Ilah Wilstach, Consultant
Special Education for the Physically Handicapped
Los Angeles County
Office of Education
Los Angeles, CA

SECOND SESSION

Georgia Thomas
Supervising Head Teacher
Contra Costa County
Richmond, CA

Herb Loebell
Executive Director
Oak Hill School and Language Rehabilitation Services
Los Angeles County
Pacoima, CA

Carol Dickson, Supervising Teacher
Laurel Ruff Development Center
Sacramento County
Carmichael, CA

Becky Winner, Head Teacher
Porterville Development Center
Porterville State Hospital
Porterville, CA
PARTICIPANTS: Summer 1970 Institute for P
Handicapped Minors

Clara Abbot
Judith Adair
Vida Arnold

Don Bach
Dorothy Bailey
Edward Ballinger
Marguerite Bambauer
Elana Barach
Clifford Bartholomew
Kay Bartlett
James Bays
Patricia Bertilacchi
Linda Bidabe
Dorothy Biddy
Glennie Billings
Carol Bitcon
Myrtle Boerstler
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Donna Boyum
Veneda Brown
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Jean Coulter

Patricia Di
Dorothy Di
Lummus I
Carol Di
Susan Di
Viola Di
Eileen Di
Andrew Di

James Ec
Linda Ec
Sue Evans
Lawrence Ec

Fleata F
Joseph F
Colleen F

Mary Gi
Martha Gi
Frankie Gi

Dennis H
Yvonne H
Esther H
Georgia H
Muriel H
Betty H
Evelyn H
David H
Summer 1970 Institute for Profoundly Retarded and Severely Multi-
dicapped Minors

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Dorothy Dennewitz
Lummus Dickerson
Carol Dickson
Susan Dietrich
Viola Douglas
Eileen Durante
Andrew Dykstra

James Edwards
Linda Egner
Sue Evans
Lawrence Everingham

Fleata Foster
Joseph Franklin
Collen Freey

Mary Giacalone
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Frankie Goodson

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Elizabeth Lambeth
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Lois Larson
Betty Lawless
Vida Leege
Wanda Lembke
Marguerite Lemon
Dr. Dave Loberg
Herb Loebell
Betty Love
PARTICIPANTS (Continued)

Dorothy Mattos
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Carolu McGagin
Hermie Medley
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Vernon Milliken
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Vilma Nelson
Ray Neptune
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John Paizis
Gertrude Pierce
Maria Pino
Gloria Prado
Mildred Prees
Thelma Quintana
Rilma Rader
Donna Range
Shirley Rawls
Rose Reeder
Roseanne Rennick
R. Roberts
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Conception Ramirez
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Mildred Ryckman

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Becky Winner
Rose Marie Wisdom
Beatrice Woof
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SECTION I.

INTRODUCTION
A CURRICULUM FRAMEWORK FOR D.C.H.M.

The third Santa Cruz Curriculum Development Institute for Handicapped Minors (D.C.H.M.) Programs was held in 1969 to provide an opportunity for the participants of the 1968 and the 1969 Curriculum Development Institute to revise the profoundly retarded and severely multi-handicapped to the California State Department of Education, Bureau for the Handicapped. This document is the product of that relevant methodologies and media for the profoundly retarded, as well as sample curricula for use in development centers and private institutions.

Responsibilities of the Participants

Most of the institute participants were enrolled for five days contributed to the production of a conference. On the basis of questionnaire data, participants were assigned to one of four task forces of curriculum development. (Each group contained approximately five people.) At least one of these people had experience in applying a program. The Peabody Language Development Kit to a Development Center explained the program to the group and demonstrated it. Most members of the group had experience or even prior knowledge of the Peabody Language Development Kit and to programs, though unstandardized training need not be covered by an available standardized program. Preference was given to unstandardized programs of special interest.

Within each week four task forces covered at least one additional program. Preference was given to standardized Language Development Kit and to programs, though unstandardized training need not be covered by an available standardized program. Preference was given to unstandardized programs of special interest.

1 A fifth task force area dealing with operant conditions "tailored" behavioral programs operated over the full length of the institute.
2 A few individuals were invited to make video taped demonstrations of techniques not covered in Task Forces.
A CURRICULUM FRAMEWORK FOR D.C.H.M. PROGRAMS

Santa Cruz Curriculum Development Institute for Development Centers for Handicapped Minorors (D.C.H.M.) Programs was held in July, 1970. Its purpose was to provide an opportunity for the participants of the 1968 Behavior Modification Institute Curriculum Development Institute to revise the 1969 Course of Study for retarded and severely multi-handicapped and to present a final document. This document is the product of that 1970 conference. It includes curricula for use in development centers as well as in state hospitals.

Of the Participants

The institute participants were enrolled for one week and within these weeks the participants were assigned to one of four task forces oriented to areas of development. (Each group contained approximately 15 participants.) At least one person had experience in applying a specific program, for example, the Development Kit to a Development Center (D.C.) class. This teacher demonstrated the program to the group and demonstrated it for video taping. Not all members had experience or even prior knowledge of the specific program. But all registered interest in that area of curriculum development.

Each week four task forces covered at least one and, as time permitted, two more. Preference was given to standardized programs such as the Peabody Development Kit and to programs, though unstandardized, which met a critical need and covered by an available standardized program. Consideration was also given to programs of special interest.

The task force area dealing with operant conditioning and the development of behavioral programs operated over the full two weeks. Participants were invited to make video taped demonstrations of special programs covered in Task Forces.
The conference drew unique information available in no other "curriculum guide," coupled with their personal experiences in applying practical experience and wisdom were sought. Information was sought from those having practical and meaningful contributions at the instructional level, even though the technique in terms of its theoretical frame of Considerations - "A Philosophy of Curriculum"

Contributions at the classroom level:

1. A brief description of the program's requirements and purchase price.

2. Training and educational background e.g., could a volunteer house apply it with little or no forward written instructions?

3. Answers to the questions:

a. Has the program proven of value in populations?

b. How has it proven of value (Descriptions of characteristics level and physical handicap)

c. By what standards has this form of objective index of improvement measured with are preferred, subjective useful.)

4. Any adaptations of a standard extended its applicability to a level for the intellectual be provided with preparatory adaptations may have been developed e.g., materials with increasing sighted.
conference drew unique information from participants--information no other "curriculum guide," catalog, or text. This information dealt with personal experiences in applying curricula to D.C.H.M. populations. Practice and wisdom were sought. In so doing, useful information was gained through practical and meaningful experience. They were able to contribute at the functional level, even though they could not meaningfully discuss the technical aspects of its theoretical frame of reference (see Section IV - Theoretical Foundations - "A Philosophy of Curriculum Planning").

Contributions at the classroom level included the following:

- A brief description of the program, including materials, time requirements and purchase price.
- Training and educational background requisite to using the program, e.g., could a volunteer housewife with only a grade school education apply it with little or no help other than that provided by straightforward written instructions?
- Answers to the questions:
  a. Has the program proven of educational value with what D.C.H.M. populations?
  b. How has it proven of value and with what specific groups? (Descriptions of characteristics of students including IQ level and physical handicaps)
  c. By what standards has this value been appraised? (While some form of objective index such as standardized tests or behavioral improvement measured within an operant conditioning framework are preferred, subjective or quasi-objective evidence can be useful.)

Any adaptations of a standard program, e.g., the Peabody, that have extended its applicability to D.C.s. A program that starts at too high a level for the intellectual level of a D. C.'s general population, may be provided with preparatory steps that make it eventually useful. Or adaptations may have been developed for specific handicapping conditions, e.g., materials with increased vividness and contrast for the partially sighted.
5. Descriptions of how the program revised on the basis of
   For example, the Peabody
   with the ITPA as an "indiv
   
   6. Of necessity, an individual
   two training programs in
   curriculum area, the task
   standardized and unstandar
   group's discussions. Such
   programs to permit a person
   make a judgment regarding
   D.C. group. For example,
   regarding Lovaas' speech
   
   a. It is applicable to y
   who have never spoke
   
   b. Training beyond that
   
   c. Training films are a
   
   d. It is an operant cond
   typically utilized for
   
   e. Training is on a one
   
   7. Revision of the program,
   in "A Philosophy of Curr

   Following the conference each par
   especially the volunteer demoa
   on their final presentation. The lead
   part of the discussions for later refe
   continuous access to Dr. Thomas Ball,
   consultation and advice.

   The curriculum units in Section
   reports of these task forces.
5. Descriptions of how the program was developed and evaluated. For example, the Peabody Language Development Kit underwent revisions on the basis of field tests. Its validity was tested with the ITPA as an "independent" criterion of improvement.

6. Of necessity, an individual task force could cover only one or two training programs in depth. To fill in the gaps for its curriculum area, the task force provided references to other standardized and unstandardized programs not covered during the group's discussions. Sufficient details were provided on these programs to permit a person completely unfamiliar with them to make a judgment regarding their potential usefulness for his own D.C. group. For example, the following points could be made regarding Lovaas' speech program:

a. It is applicable to young, school-age autistic children who have never spoken;

b. Training beyond that provided in a manual is required;

c. Training films are available;

d. It is an operant conditioning type program which typically utilized food reinforcement;

e. Training is on a one to one basis, etc.

7. Revision of the program, in terms of the eight questions outlined in "A Philosophy of Curriculum Planning." (See Section IV.)

Following the conference each Task Force leader and the task force participants, especially the volunteer demonstrating the technique, prepared a report based on the discussions for later reference in developing these reports and had access to Dr. Thomas Ball, Mrs. Eve Pecchenino and Mr. Robert Mathew for their advice.

The curriculum units in Section II are the product of the efforts and of these task forces.

Thomas S. Ball
SECTION II.

INSTRUCTIONAL PLANS
Since the goal of the institute was for profoundly retarded and severely multiply impaired Centers as well as in state hospitals, should provide an entry point for anyone and developing educational activities. Therefore, providing examples of activities and "ambulation" may be defined as one relevant to the curriculum guide should provide information regarding tasks within programs according to the pupil's impairment and an appraisal of the program in all the major content areas, the teacher's needs of his pupils. And he is probably frequently developed on this basis.

In this section will be reproduced plans developed by conference participants, all of which have been edited only minimally to remove errors of interpretation relative to the particular week, and in this brief period were required to program, provide a demonstration of the report, the results are remarkably good.

Leaving the participants with a unique opportunity to look at what evolves into the thought processes and judgments. This kind of "clinical" document is much more consistent by subsequent editing. For various programs overlapped or nearly duplicated.

In the comments that follow each of the strong points and also some of the criticism occurs, it is performed in the for the creative work to be found in each unique story.

Although many teachers confine their efforts and provide a useful service, they should
since the goal of the institute was to produce a guide to curriculum planning
bundly retarded and severely multi-handicapped children enrolled in Develop-
ters as well as in state hospitals and private institutions, this section
provide an entry point for anyone faced with the responsibility of planning
ting educational activities. This guide should serve as a practical refer-
viding examples of activities and programs within specific areas. For example,
ion" may be defined as one relevant area that must be "covered." This curric-
should provide information regarding the appropriateness of programs and
thin programs according to the pupil's degree of intellectual and physical
rt and an appraisal of the program's effectiveness. Once he has "covered"
ajor content areas, the teacher may feel prepared to meet the educational
his pupils. And he is probably correct. Reasonably good programs are
ly developed on this basis.

n this section will be reproduced several of the instructional plans
y by conference participants, all of whom worked in small task forces.
s have been edited only minimally. For this reason, they contain some
interpretation relative to the application of the classification system.
view of the fact that the participants attended the conference for only a
in this brief period were required to attend lectures, develop a teaching
provide a demonstration of the program for video taping, and then produce the
results are remarkably good and a real credit to everyone involved.

Leaving the participants contributions in their original form provides an
portunity to look at what evolves when teachers take some guidelines and
r own material. By reviewing these documents, some important insights
ought processes and judgments of the teachers themselves can be gained.
d of "clinical" document is much to be preferred to a version made perfectly
nt by subsequent editing. For various reasons, especially the fact that some
overlapped or nearly duplicated others, not all of them are reproduced.

In the comments that follow each plan, an attempt is made to highlight some
rong points and also some of the difficulties perceived in each. Where
m occurs, it is performed in the service of understanding and with due respect
creative work to be found in each contribution, whether published or unpublished.
Although many teachers confine themselves to a step by step method of teaching
ide a useful service, they should be prepared to think beyond it. Therefore,
a second purpose of this institute was to provide expanding the classroom point of entry. An expansion for the profoundly retarded and severely multi-handicapped Development Centers is thus discussed in Section...
this institute was to provide a series of perspectives tran-
son point of entry. An expanded philosophy of curriculum planning 
retarded and severely multi-handicapped students in California's 
is thus discussed in Section IV.

Thomas S. Ball
UNIT 1

AMBULATION
OBJECTIVE: Stimulate ambulation through the use of reflexive responses.

INSTRUCTIONAL METHODS

1. To establish a base line of development. (See Evaluative Tools listed)

2. Place child face down on Bobath ball. Hold firmly by legs just above the knee (not ankles).

3. Roll child forward until head is about seven inches from floor or child reaches out and touches floor.

4. Place child on floor mat in prone position (on tummy). Trainer on floor keeping near child level to establish near eye contact for interpersonal action. Trainer uses toy to attract child's attention and talks to the child.
Stimulate ambulation through the use of reflexive responses.

**INSTRUCTIONAL METHODS**

1. Establish a base line of development.
2. Evaluative Tools listed:
   - Child face down on Bobath Hold firmly by legs just the knee (not ankles).
   - Child forward until head is seven inches from floor or reaches out and touches floor.
   - Child on floor mat in prone position (on tummy). Trainer on keeping near child level to establish near eye contact for personal action. Trainer uses talk to attract child's attention alks to the child.

**PREREQUISITE(S):**
Medical clearance for physical activity.

**LEARNING ACTIVITIES**

1. Not applicable.
2. Child is lying comfortably.
3. Sudden arm and head extension. Protective reflex elicited.
4. Child will lift head up to watch toy and to watch trainee's face while he talks. Also, child will reach for toy, thus the child is raising head and shoulders off mat and strengthening neck and trunk muscles. Also the child reaches and grasps objects.
1.

Giving the Denver Development Test. Thirty-month old, unable to sit up or hold head up.

3.

Smiles and talking reinforce the movements to reach for toy and hold up head.
Development Test. Thirty to sit up or hold head up.

Using Bobath ball to elicit protective reflexes--"getting purposeful movement."

"Come on sweetheart, reach for the bells."
NOTE: What follows are responses to the first sections of this guide.

NARRATIVE

1. A program of ambulation through stimulation in an otherwise passive child. a child usually responds actively to a multi who is sensitive to the child's needs and re sphere. As shown here, the program includes following:
   a. Forward protective reflex
   b. Lateral protective reflex
   c. Head extension
   d. Range of motion
   e. Self-initiated movement

These abilities are basic to a child's further affective development. (See page 114 and fo Materials essential to this unit are listed

2. This program could be used by anyone, a para vision of either a physical therapist or an

3. The children that could benefit the most from most profoundly affected in the area of motor developmental lag and/or severe motor involve. Thus, they do not experience the sensory-mot By what evaluative instruments has this been
   a. Cattell Infant Intelligence Scale
   b. Denver Developmental Screening Test
   c. Gross Developmental and Child Care, D
   d. Preschool Attainment Record, Edgar A.
   e. Seal Bluff Evaluation Scale

This strategy motivates the staff member to growth in an objective and exciting way.
AMBULATION

are responses to the first six questions listed on pages 2 and 3.

Ambulation through stimulation and active arousal elicits a protective reflex in an otherwise passive child. Motorically, at about a 4 months level, a child responds actively to a multisensory approach if used by a teacher sensitive to the child's needs and responses in an exciting, spirited atmosphere. Here, the program includes activities which will elicit the protective reflex such as initiated movement.

Protection reflexes are basic to a child's further psychomotor, cognitive, and emotional development. (See page 114 and following.)

Activities to this unit are listed in the appendix.

Notes: One-half hour limit per session, three times daily.

Activities could be used by anyone, a paraprofessional or parent, with the supervision of a physical therapist or an occupational therapist.

Those that could benefit the most from this program are those who are primarily affected in the area of motor development and who, because of lag and/or severe motor involvement, are without motor control. They do not experience the sensory-motor process of learning.

The following instruments has this been appraised:
- Infant Intelligence Scale
- Developmental Screening Test
- Developmental and Child Care, Dr. Margaret Jones
- Attainment Record, Edgar A. Doll
- Evaluation Scale

These instruments motivate the staff member to measure even very small increments of objective and exciting way.

40
4. Adaptations of programs such as Kephart developed to meet the individual needs of the program to be used, measurements are level. The adaptations used include task smooth, etc.; balance activities on a body passive manipulation.

5. This strategy is excellent for "passive in the arousal and stimulation to "turn They thus emerge from the present development sensory motor level in the eliciting of sensation or fright trauma interception. Arousal and positive stimulation develop personal-social relationships for the young humanizing toward total integration. The muscle tone in the "flabby child" and the

6. Programs are continually being developed by occupational therapists working with children and evaluating. The programs were then in his state of severe developmental la
gists include the DENVER DST, Seal Bluf
gence Scale, Edgar A. Doll's Preschool Developmental and Child Care Evaluation.
of programs such as Kephart, Bobath, Rood, and Ayres have been to meet the individual needs of children. In order to determine what to use, measurements are taken of each child's developmental adaptations used include tactile stimulations: hot-cold, rough-touch; balance activities on a big ball or bolster; brushing; and manipulation.

The strategy is excellent for "passive" helpless children as it can result in the usual and stimulation to "turn on" and "tune in" these youngsters. They emerge from the present developmental level to the next sequential motor level in the eliciting of prehensile grasp through the startling or fright trauma interception moving away from their placid immobility. Positive stimulation develops trust in the therapist and positive social relationships for the youngsters as well as organizing and guiding toward total integration. This program is also excellent in developing the "flabby child" and the severely withdrawn child.

These are continually being developed and evaluated. Initially, physical and occupational therapists working with cerebral palsied children did the developing. The programs were then adopted for the mentally retarded child with severe developmental lag. Adaptations by educators and psychologists include the DENVER DST, Seal Bluff Evaluation Scale, Cattel Infant Intelligence Scale, Edgar A. Doll's Preschool Attainment Record (PAR), and the Gross Motor and Child Care Evaluation Scale – Dr. Margaret Jones.
INSTRUCTIONAL PLAN -

INSTRUCTIONAL PLAN

1. Describe how this unit will be useful in developing...

It leads to an increased repertoire of behavioral trust, use of fear-avoidance behavior to elicit reflexes, and establishing reflexive activity, a precursor to an increased repertoire of behavior.

2. Describe how this unit will be useful in stimulation...

Through passive movement, reflexive movements can be elicited, with positive reinforcement including exciting situations and the use of incentives. The passive, no movement situation where reflexes are elicited creates a new manipulation but generalized reflexively by the child. The mobilized, reflexes are generalized by the child, and in so doing, postural tone is improved.

3. Describe how this unit will contribute to mobilization...

Does not directly relate to this unit.

4. Is this unit's theoretical orientation direct?

Direct, because we are seeking a reflexive movement. The moment the child "loves" the activity, bounces through his own movements to generate the movement.

5. Is the unit's theoretical orientation (1) eclectic? Explain.

Activation and arousal techniques in a stimulating internal coping with a passive child. The entire process certainly falls within the eclectic orientation, as per Piaget.
INSTRUCTIONAL PLAN - AMBULATION

INSTRUCTIONAL LEVELS

How this unit will be useful in dealing with behavioral change.

So an increased repertoire of behaviors, such as establishment of basic
of fear-avoidance behavior to elicit purposeful use of the body. It's reflexive activity, a precursor to self-initiated movement.

How this unit will be useful in stimulating action and arousal.

Passive movement, reflexive movement, the multisensory approach, and
reinforcement including exciting social stimulation, tactile stimulation
of incentives. The passive, non-ambulatory child is placed in a
where reflexes are elicited, creating movement that is not passive
on but generalized reflexively by the child. The child becomes
", and in so doing, postural tone is developed as well as a range of

How this unit will contribute to modeling and imitation.

Directly relate to this unit.

It's theoretical orientation direct or indirect? Explain.

Because we are seeking a reflexive action. It becomes indirect the
child "loves" the activity, bounces on the ball or the bolster, begins,
his own movements to generate the movement of the ball or bolster.

It's theoretical orientation (1) behavioristic, (2) cognitive, or
specific? Explain.

In and arousal techniques in a stimulating environment are used to elicit
 coping with a passive child. The sensory-motor training brought into the
process certainly falls within the framework of a cognitive theoretical
position. As per Piaget.
6. Describe how the unit provides for the development of the skills learned in this unit.

The skills learned in this unit are fundamental. In addition, once the child has made self-initiated movement, he experiences an increasing curiosity and initiative as he gains a sense of control of his physical actions.

7. Describe how this unit relates to other curricular areas.

It relates to and is basic to any further development of the skills learned in this unit and self-help areas and is the basis for the foundation for later gross movements etc., and moving towards a desired goal.

8. Describe how this unit might be affected by the child's sensitivity to the child.

This unit would be affected greatly by the child's sensitivity to his own body. The instructor may engage the child in prescribed exercises, using rewards and praise to encourage action by the child. The instructor also may provide effortless and motivating motivation for movement. In addition, the instructor may encourage other staff members to take turns and participate with her in the treatment of fear-avoidance behavior initially, helping the child to develop and then encourages the child to engage in prescribed exercises.

NOTE: These evaluative questions are designed to help the instructor assess the child's progress.
The unit provides for the transfer of training. Processes learned in this unit are transferred to the next developmental level. Once the child has made the trip from pure reflexive movement to reflexive movement, he experiences a desire to move, to see—in short, he experiences curiosity and initiative and a way to explore the world.

This unit relates to other training areas. And is basic to any further development of the child's motoric functions, it is a necessary development for progress in communication areas and is the basis for later development. This method is necessary for later gross movement, such as creeping, crawling, sitting, rolling toward a desired object.

This unit might be affected by the instructor's teaching technique. It would be affected greatly by the instructor's enthusiasm and style. The instructor, rather than passively manipulating prescribed exercises, uses the ball and bolster to elicit reflexive movement. The instructor furnishes a more efficient method of movement. In addition, the child learns to trust the instructor with her in the treatment. Also, although the child experiences a behavior initially, he gradually loses this as his protective reflex drops and he learns to protect himself from falls. The instructor helps the child to engage in self-motivated movement.

Related questions are discussed in detail in Section IV.
36" ball - Montgomery Wards and Abercrombie

Toys for auditory and visual stimulation - Lakeshore Educational Supplies, O

Bolster - must be made with small, thin mat made of heavy plastic material wh

Hot and cold wash cloths
Rough and soft toweling
Plastic "toughy" (scouring pad)
2-3 ice cubes wrapped in cloth or directly
Furs
Brush (2 inches) - soft hair, e.g. sable br
Small blanket
8" semi-hard ball for pressure (pressing ag
Flashlight - lens can be various colors
Mobiles
Carpeting strips of different textures, sh
Therapy mats - Preston Catalog, Trenton, Ne
or
Therapy tables (optional)
Standing, nonbreakable mirrors - Creative
Compressed air - tire pump, hair dryer, to
Ambulation

Equipment

Romery Wards and Abercrombie & Fitch - Price $5 to $10

Stimulation and visual stimulation - Creative Playthings, Palo Alto -

More Educational Supplies, Oakland (rattle, bells, etc.)

Made with small, thin mattress that is rolled. The cover is

Heavy plastic material which is sewn over the rolled mattress.

Soft cloths

Toweling

(scouring pad)

Wrapped in cloth or directly on skirt

- Soft hair, e.g. sable brush

- Stach for pressure (pressing against child)

- Can be various colors

- Of different textures, shapes and materials

Preston Catalog, Trenton, New Jersey

(optimal)

Makable mirrors - Creative Playthings

- Tire pump, hair dryer, tooth cleaner
BIBLIOGRAPHY


Kephart, Newell C. Workshop Training Session.


Rood, Margaret. (See Stockmeyer for Rood's "Brain and Behavior").


- Workshop Training Session. Lafayette, Indiana: Purdue University.


(See Stockmeyer for Rood's "Brushing and Icing Techniques.")


AMBULATORY

SUGGESTED EVALUATION TOOLS

Denver Developmental Screening Test

Seal Bluff Evaluation Scale

Cattell Infants' Intelligence Scale -
Psyche Cattell

Preschool Attainment Record, (PAR) -
Edgar A. Doll

Gross Developmental and Child Care
Evaluation Scale
(Also: Reflex Maturation Chart
State Postural Control &
Locomotion)

NOTE: Evaluative tools are to assist therapists but should not be considered definitive devices of results.
AMBLULATION

SUGGESTED EVALUATION TOOLS

- Mental Screening Test
  - LADOCA Project
  - Publishing Foundation, Inc.
  - E. 51st Avenue & Lancaster Street
  - Denver, Colorado 80216
  - Also available through any Meade & Johnson's Pharmaceutical Distributor

- Maturation Scale
  - Seal Bluff Developmental Center
  - 3020 Grant Street
  - Concord, California 94520

- Intelligence Scale
  - Psychological Corporation
  - 304 E. 45th Street
  - New York, N. Y. 10017

- Development Record, (PAR)
  - American Guidance Service
  - Minneapolis, Minnesota

- Mental and Child Care Scale
  - Dr. Margaret Jones
  - University of California, Los Angeles
  - Rehabilitation Building
  - 1000 Veteran's Building
  - 760 Westwood Plaza
  - Los Angeles, California 90024

These tools are to assist therapists only and are ordinarily not to be considered definitive devices of measurement.
<table>
<thead>
<tr>
<th>FILMS:</th>
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<tbody>
<tr>
<td><strong>Title</strong></td>
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<tr>
<td>How Babies Learn</td>
</tr>
<tr>
<td>Life With Baby</td>
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<tr>
<td>Learning in Infancy - Lipsett</td>
</tr>
<tr>
<td>The Bobath Approach to Cerebral Palsy Habilitation</td>
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Source

New York University Film Library,
New York City, N. Y. 10001
University of Wisconsin Film Library,
Madison, Wisconsin 53706

Detroit Public Library, 5201 Woodward Avenue,
Detroit, Michigan 48202

Brown University, Department of Psychology,
Providence, Rhode Island 02912

Inter Church Audio Visual, 832 Silas Deane Hiway, Wetherfield, Connecticut 06109
(This film includes the Athetoid and the Spastic Child)
Baer, Lovaas and other operant conditionists circumvented the laborious procedures of shaping by successively reinforcing the target behaviors. They have rediscovered procedures developed in the past, but not identified it as such. Miss Newcomb demonstrates a more dramatic alternative to shaping than the laborious procedures of shaping by successive reinforcement. She has rediscovered procedures developed long ago, but not identified it as such, Miss Newcomb demonstrates a more dramatic alternative to shaping than the laborious procedures of shaping by successive reinforcement.

Photograph #1 reveals that prior to being placed in a sitting angle. In the course of the fall her arms were vigorously extended when placed on the ball and rolled forward (a mildly fearful situation related to the hazards of the forward protective reflex and head extension). The procedure involved no shaping by successive approximations. All responses were vigorous, appropriate, and full-blown when observed. Photograph #3 shows that the elicited adaptive reaction was triggered by touch and social stimulation. In photo 4, the forward protective reflex is converted to a grasping response through the use of an appropriate mand. Marjorie Ann Newcomb's "clinically brilliant" techniques closely parallels, and may have been used in the development of prehension techniques by Seguin in his development of prehension techniques for the mentally retarded (Seguin, 1907 and Ball, 1971). For this writer, intervention within the context of the Escape-Avoidance behavior paradigm may be able to contribute a great deal to enhancing collaboration. Especially in terms of the relationship between an elicited reflex and its conversational partner, may be able to contribute a great deal to the enhancement of reinforcement procedures, they may be able to contribute a great deal to the enhancement of reinforcement procedures, they may be able to contribute a great deal to the enhancement of reinforcement procedures, they may be able to contribute a great deal to the enhancement of reinforcement procedures, they may be able to contribute a great deal to the enhancement of reinforcement procedures, they may be able to contribute a great deal to the enhancement of reinforcement procedures, they may be able to contribute a great deal to the enhancement of reinforcement procedures, they may be able to contribute a great deal to the enhancement of reinforcement procedures, they may be able to contribute a great deal to the enhancement of reinforcement procedures, they may be able to contribute a great deal to the enhancement of 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procedures, they may be able to contribute a great deal to the enhancement of reinforcement procedures.
other operant conditioners have discovered the fact that of shaping by successive approximations can sometimes be training in generalized imitation. Stated more accurately, procedures developed by Itard and Seguin. Although she does Miss Newcomb demonstrated what, for certain behaviors, is live to shaping than is generalized imitation. Though the limited, she nonetheless provided an exciting revelation of early adaptive behavior through what this writer sub-

avoidance conditioning reveals that prior to training this 30 month-old child would placed in a sitting position with legs extended at a 45° the fall her arms would hang uselessly at her sides. However, and rolled forward (photograph #2), the child experienced a related to the hazard of injury through falling. As a result, reflex and head extension were suddenly elicited. While this shaping by successive approximations, the postural adjustments to, and full-blown on the first attempt at elicitation.

the elicited adaptive responses were immediately reinforced imulation. In photograph #4 we see that the by now condi-

e reflex is converted into purposive, voluntary reaching and the use of an attractive incentive which the child can only

is clinically brilliant application of the Bobath "facili-

ly parallels, and makes use of the same principles employed ment of prehension through the ladder technique (see Seguin, for this writer, interpreting Miss Newcomb's demonstration the Escape-Avoidance conditioning model, is much more than a It could serve as the point of departure for a mutually Especially in terms of engineering transitional stages ex and its conversion to voluntary movement, operant condi-
contribute a great deal. Through the appropriate application ures, they may be able to accelerate the rate of learning
On the other hand, detailed information regarding behaviorally elicited adaptive responses resides within the field especially in the work of the Bobaths. Cognitive theorists could contribute insights regarding the development of such generalizations; generalizations that would permit a more effective response to the environment.

While it is productive to view this demonstration of Escape-Avoidance conditioning, other significant concomitants must be ignored. It is obvious, for example, that in the course of the child's learning, the child becomes increasingly responsive to, and "turned on" around her. In other words, the procedure is a highly effective means of activating and arousal. It is quite possible that a sound that fail to even "register," would now be sufficient to make the source of the stimulation. Such responses can form the basis of learning. However, if they do not register, many learning tasks becomes ineffective.

The reaching and grasping behaviors elicited and recorded by Newcomb were directly obtained and are important, practical, and own right. Beyond this, they have obvious potential for paper training to such areas as self-help skill training. As noted earlier, the variable of modeling and imitation does not directly apply to the child's pre-training state, though somewhat indirectly.

Even to the casual observer, viewing the video tape of the demonstration would reveal the obvious fact that in terms related to the teacher, the therapeutic success was no less.

For further discussion refer to Section IV.
and, detailed information regarding a broad range of reflex-
responses resides within the field of physical therapy,
of the Bobaths. Cognitive theorists such as Kephart (1960)
hts regarding the development of such responses into motor
alizations that would permit a more flexible adaptive response
ductive to view this demonstration within the perspective
ditioning, other significant concomitant phenomena cannot
ious, for example, that in the course of this training the
ngly responsive to, and "turned on" by what is going on
words, the procedure is a highly effective approach to
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would now be sufficient to make the child turn toward
ulation. Such responses can form the basis of, or cue new
they do not register, many learning opportunities are lost.
nd grasping behaviors elicited and reinforced by Miss
obtained and are important, practical attainments in their
s, they have obvious potential for positive transfer of
as self-help skill training. As noted in the instructional
modeling and imitation does not directly relate to this
sense, the category of crisis problems might have been
pre-training state, though somewhat tangentially.
ual observer, viewing the video tape produced during this
veal the obvious fact that in terms of subjective factors
, the therapeutic success was no less than inspiring.
iscussion refer to Section IV.

Thomas S. Ball
UNIT 2

STIMULATION

Orff-Schulwerk
OBJECTIVE: To provide an opportunity to participate in a social process using the Orff-Schulwerk method providing an opportunity to creatively participate in a learning situation.

INSTRUCTIONAL METHODS

1. Leader chants, "Follow the drum," and a circle (rondo form) is formed.

2. Leader chants, "Names, names, what's your name?" to initiate the "A" development of the rondo form. She uses eye contact while chanting to encourage participation by all members of the group, and she accents and enunciates the chant.

3. Leader states, "My name is ....," to indicate it is her "turn" in the "B" section of the rondo form. After name is given and mimicked by group, leader returns to "A" of rondo form.

4. Leader repeats "A" and "B" of rondo form until each member has an opportunity for a turn. If member is unable to respond, his period of time (possession), is still given to the individual in silence.
ide an opportunity to participate in a social situation using the Orff-Schulwerk method providing an opportunity to creatively participate in a learning environment.

IONAL METHODS

"Follow the drum," (rondo form) is formed.

"Names, names, what's new?" initiate the "A" (rondo form). She uses eye contact to encourage all members of the group to participate.

"My name is ....," to initiate the "B" (rondo form). After name is announced by group, leader initiates the"A" and "B" of rondo form.

"A" and "B" of rondo form. Each member has an opportunity to innovate. If member is not active, his period of time is still given to the silence.

LEARNING ACTIVITIES

1. Members follow the leader, with assistance if needed.

2. Members participate by chanting and/or physical movement, mimicking the leader.

3. Group repeats teacher's name accompanied by physical movement.

4. Each member has a turn which is his personal possession and is respected by other members of the group.

PREREQUISITE(S): Training in: Orff-Schulwerk method; needs of the handicapped; group dynamics; behavior modification; growth and development.
Orff-Schulwerk (Cont'd.)

INSTRUCTIONAL METHODS

5. Leader states chant, "Make a Fire, Light it, Watch it Grow!" She dramatizes the making of a fire, using a tambour as a symbol of fire, and places the fire in the center of the circle.

6. Leader initiates second phase of fire theme with chant, "When you Touch the Fire, it's Very, Very Hot! When you Touch the Fire, it Burns!" Leader approaches fire dramatically and carefully touches fire, and reacts as if burned. Spontaneous comments about fear, excitement, concern, pain are reinforced when offered by members.

7. Leader chants, "When the fire is very, very hot, you blow the fire out!" She encourages each member to join together and blow the fire out. Chanting, "The fire's out, the fire is out, we've all blown it out!" The tambour is removed from the circle.

8. Leader claps and chants, "Stand up! Stand up! Stand up in a circle!"

9. Leader explains the sounds of the body by asking, "What sounds does your body make? What sounds do your toes, feet, etc. make?" Spontaneously encouraging participants to explore and pointing out interesting sounds.

10. Leader begins nonverbal foot stamping and hand clapping in a pattern to establish "A" of the rondo.
k (Cont'd.)

STRUCTURAL METHODS

ates chant, "Make a Fire, Watch it Grow!" She drama-
making of a fire, using a s a symbol of fire, and places in the center of the circle.

iates second phase of fire chant, "When you Touch the s Very, Very Hot! When you Fire, it Burns!" Leader s fire dramatically and care-
ches fire, and reacts as if Spontaneous comments about itement, concern, pain are d when offered by members.

ants, "When the fire is very, you blow the fire out!" She s each member to join together the fire out. Chanting, "The t, the fire is out, we've all out!" The tambour is removed circle.

aps and chants, "Stand up! Stand up in a circle!"

plains the sounds of the sking, "What sounds does make? What sounds do your t, etc. make?" Spontaneously ng participants to explore ing out interesting sounds.

gins nonverbal foot stamp- and clapping in a pattern ish "A" of the rondo.

LEARNING ACTIVITIES

5. Each member innovates while lighting the fire in the tambour placed in the center of the circle.

6. Rondo form continues with continuous development of dramatic approach to the fire, imitating the leader.

7. All members chant and come to the center of circle and blow out the fire (tambour).

8. Members stand up and form a circle.

9. Members express individual body sounds without taking turns in rondo form.

10. Members take turns developing body sound "B" development.
11. Leader chants and motions as she slowly lowers body to floor, "Let's all sit down," (while lowering her voice).

12. Leader places a bass xylophone, an alto metalophone, and a regular xylophone in the center of the circle. Leader chants, "There are many sounds you hear, play your sounds for us." "Who will play?" The leader encourages voluntary participation rather than having the children take turns in the order of the circle.

13. Leader chants, "Choose a friend to play with you, choose a friend by name."

14. Leader chants, "Choose another friend to play with you, choose a friend by name." Leader encourages listening to each other and the composition in three parts is developed.

15. Rondo continues until there are no volunteers. If member seems interested but does not seem to understand the format, the leader encourages participants and provides needed assistance. The leader sometimes asks another member to assist. When group does not draw composition to closure, she says "thank you" in a firm and final tone of voice.

16. Leader chants, "The time has come to go, the time has come to go," and leads the members from the room.
11. Members sit down, forming a circle.

12. One member volunteers to play and enters the center of the circle, selecting one of the three instruments.

13. The member in the circle chooses another person to play with him, using his name if able, and the second person chooses an instrument.

14. A third member joins the group and together they develop a composition.

15. All members have an opportunity to participate.

16. Members leave room with spontaneous good-byes, so long - bye-bye, singing and chanting... and aroused.
1. The leader develops chant for leading group into the room. Group forms circle. Group performs rondo in chant, "Names, names, what's your name?"
PLAN: Orff-Schulwerk

ops chant for to the room.
le. Group per-
hant, "Names, ur name?"

2. Leader develops theme on fire. Leader places tambour in center of circle and chants, "Make a fire, light it, watch it grow." After participation, leader chants, "When the fire is very, very hot, you blow the fire out." All blow the fire out together.

children entering room Schulwerk session.

The children are encouraged to innovate and use imagery in making the fire in the tambour.
PLAN: Orff-Schulwerk (Cont'd.)

3. Leader has group stand and participate in exploring the sound of the body. After exploration a nonverbal clap and stamp "A" of rondo is developed, and the members innovate with body sound in response for development of "B" of rondo.

4. Group participants "There are many sounds you can make. Your sounds can have the choice making. Leader chants 'play with you'. A friend is selected by the chants, "Choo, play with you, choo! third friend play with you, choo!". The teacher encourages the group to listen to various sounds made with their body.
hulwerk (Cont'd.)

The group stand and participate in exploring the sound of the instrument and stamp "A" of rondo being played, and the members innovate the sound in response for the third of "B" of rondo.

4. Group participating in rondo chant, "There are many sounds you hear, play your sounds for us." The participant has the choice of three instruments. Leader chants, "Choose a friend to play with you, choose a friend by name." A friend is chosen and an instrument selected by the friend. The leader chants, "Choose another friend to play with you, choose a friend by name. The third friend plays with the other two.

The children are encouraged to listen to each other and to develop a composition together.
PLAN: Orff-Schulwerk (Cont'd.)
Orff Activities
Orff-Schulwerk is a creative process which concerns itself with the complexities of the body, to man. It is concerned with calling out communication.

Orff-Schulwerk is improvisation. Individ becomes a self motivating power in performance. success in self-expression. Orff-Schulwerk is a first an activity of the mind with subsequent man Orff-Schulwerk, in dealing always with total expr taking speech patterns and gesture for basic mate words of meaning, but can be nonsense sounds or s finger snapping, stamping, and patschen (clapping) serve as an extension of sound made by the body a patterns more than melodic. Melody grows out of children's play and children's calls.

A principle of Orff-Schulwerk is to start stimulating the child's total pre-disposition to other specialization can be built upon this broad

Feedback is immediate through acceptance contribution and participation in Orff-Schulwerk level of inner job will vary according to his ins participation with the group including self-expression. belief in himself and his expression cannot be do "right" or "wrong." His unique contribution show and the criteria, by which it is accepted, or moceive, such as through listening, looking, and en

---

1 This material describing Orff-Schulwerk is taken "Creativity," a report to the U. S. Office of Bellflower Unified School District, Bellflower
The creative process which involves every child through the process is more than a musical method, it concerns the body, the spirit, and deepest feelings with calling out all possible forms of fruitful improvisation. Individual awareness to active procedure in performance. Orff-Schulwerk is a step-wise Orff-Schulwerk is a rhythmic education. Rhythm's with subsequent manifestation in sound and movement. ways with total expression, is natural and alert in esture for basic material. Ideas are not necessarily nonsensical sounds or sounds of gesture like clapping, and patschen (clapping of hands on thighs). Instruments made by the body and continue first as rhythmic Melody grows out of natural sounds commonly heard in 's calls.

Schulwerk is to start education by utilizing and 1 pre-disposition to express himself so that any built upon this broad and solid basis.

through acceptance or modification of each person's on in Orff-Schulwerk group design. The individual's according to his inner feelings of success in partici-pating self-expression. The reinforcement of the child's expression cannot be done in terms of telling him he was que contribution should receive consideration each time, it is accepted, or modified, be within terms he can per-ceiving, looking, and empathy for a particular feeling.

Orff-Schulwerk is taken from "Orff-Schulwerk Design for the U. S. Office of Education of ESEA Title III Project, l District, Bellflower, California, 1968."
1. **Describe how this unit will be useful in dealing with unacceptable behaviors.**
   It allows channeling of unacceptable behavior, respect for self and others is inherent in the unit, can be non-verbal and adapted to the level.

2. **Describe how this unit will be useful in stimulating the learning process.**
   Multi-stimuli are used. The teacher and students involve and stimulate each other through involvement and mutual stimulation.

3. **Describe how this unit will contribute to modeling.**
   Development of a theme in rondo form is imitated with responses demonstrating modeling. The social model to which the individual can relate in a social process is reinforced. Orff-Schulwerk modeling of other experiences (i.e., school, life experiences).

4. **Is this unit's theoretical orientation direct?**
   In planning an Orff-Schulwerk session a plan is made, indirectly, but once the situation becomes direct in response to the observation.

5. **Is the unit's theoretical orientation eclectic? Explain.**
   Eclectic. The process includes learning through techniques, group dynamics, and cognitive learning.
**STIMULATION: ORFF-SCHULWERK**

**INSTRUCTIONAL LEVELS**

this unit will be useful in dealing with behavioral change.

Tunneling of unacceptable behavior and rewards for appropriate behavior. Self and others is inherent in the structure of Orff-Schulwerk. This non-verbal and adapted to the level of behavior.

this unit will be useful in stimulating action and arousal.

are used. The teacher and student(s) are co-authors of the unit and mutual stimulation, arousal and action is accomplished.

this unit will contribute to modeling and imitation.

of a theme in rondo form is imitative and the individual's innovative demonstrate modeling. The social process in Orff-Schulwerk provides an individual can relate in any group situation. Contributing to process is reinforced. Orff-Schulwerk provides an opportunity to test other experiences (i.e., school, home, play yard, church, etc.).

's theoretical orientation direct or indirect?

an Orff-Schulwerk session a plan of action in handling anticipated made, indirectly, but once the session begins the theoretical orientation direct in response to the observable behavior.

's theoretical orientation (1) behavioristic, (2) cognitive, or (3) explain.

the process includes learning theory, behavior theory, encounter group dynamics and cognitive learning.
6. **Describe how the unit provides for the transfer of the situation:**

The following transferable areas are reinforced to the situation: developing use of descriptive respect for equipment; sensitivity to sounds and properties of instruments; increased attention attitudes; knowledge of basic concepts; and most enjoyment while learning.

7. **Describe how this unit relates to other training:**

The adaptation of this unit is only limited by (i.e., grooming, self-care, motor coordination, etc.). The structure of Orff-Schulwerk is applied...

8. **Describe how this unit might be affected by the instructor’s or personality.**

The instructor should have the following qualities involved and must enjoy the activity. She must each individual’s innovative response. She must and exhibit spontaneity. She should lack inhibition and to provide a model. She should be resourceful tools for theme development, be knowledgeable and capable of structuring a functional activity.
The unit provides for the transfer of training. Transferable areas are reinforced: independent responses appropriate on; developing use of descriptive resources (verbal/non-verbal); equipment; sensitivity to sounds and the knowledge of the physical instruments; increased attention span and retention; appropriate knowledge of basic concepts; and most of all experiencing fun and e learning.

This unit relates to other training areas.

Of this unit is only limited by the imagination of the teacher g, self-care, motor coordination, verbal skills, arts and crafts, ofcture of Orff-Schulwerk is applicable in any learning situation.

This unit might be affected by the instructor's teaching technique.

She should have the following qualities: She/he must be capable of being must enjoy the activity. She must respect and be capable of developing l's innovative response. She must be sensitive to the group process ontaneity. She should lack inhibition so as to facilitate interaction e a model. She should be resourceful in developing germ statements and e development, be knowledgeable of the needs of individuals, and be structuring a functional activity.
For information on training for Orff:

Mrs. Carol H. B:
Program Director
Social Development
Fairview State
2501 Harbor Bou
Costa Mesa, Cal

and she will assist you in locating trainers

The University of California at River
Pepperdine College in Los Angeles, San Fernand
have offered courses on Orff-Schulwerk at var

The Department of Mental Hygiene, Bur
has provided training of clinicians across the
providing training in Orff-Schulwerk to inte

MATERIAL

- Glockenspiels
- Xylophones
- Metallophones

Sources for Orff-Schulwerk instruments include:

- Magnamusic-Baton, Inc.
  6390 Delmar Boulevard
  St. Louis, Missouri 931

- Peripole, Inc.
  51-17 Rockaway Boulevard
  Far Rock Away, New York

- Children's Music Center
  5373 W. Pico Boulevard
  Los Angeles, California
Information on training for Orff-Schulwerk, contact:

Mrs. Carol H. Bitcon RMT
Program Director
Social Development Program
Fairview State Hospital
2501 Harbor Boulevard
Costa Mesa, California 92626

Assist you in locating trainers by geographical areas.

University of California at Riverside, Los Angeles, Irvine, San Diego,
ge in Los Angeles, San Fernando State College, Long Beach State College,
ourses on Orff-Schulwerk at various times.

Department of Mental Hygiene, Bureau of Training, Sacramento, California,
aining of clinicians across the state, and various state hospitals are
ning in Orff-Schulwerk to interested clinicians.

MATERIALS

Glockenspiels
Xylophones
Metallophones

Drums and timpani
Small percussion instruments

Orff-Schulwerk instruments include:

Magnamusic-Baton, Inc.
6390 Delmar Boulevard
St. Louis, Missouri 93130

Peripole, Inc.
51-17 Rockaway Boulevard
Far Rock Away, New York 11691

Children's Music Center
5373 W. Pico Boulevard
Los Angeles, California 90019
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...And a time to Dance, Norma Canner (a sensitive movement with retarded children), Bacon Press.

A Primer for Choreographers, Lois Ellfeldt, USC, NA California, 1967.

Creative Dance in the Primary School, Joan Russell, 1968.

GERM RESOURCES


The Sound of Poetry, Mary C. Austin and Queenie B.

Something Special, Beatrice Schenk De Regniers, Irene 757 Third Avenue, New York.

I Spy, Lucille Ogle and Tina Thoburn, American Heritage

A Book of Sun, Joseph Pintauro, Harper and Row, New

A Shufflebook, Richard Hefter and Moskop, Western
ORFF-SCHULWERK

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In the Primary School, Joan Russell, Frederick A. Praeger, New York, 1967.


Pebble Poetry, Mary C. Austin and Queenie B. Mills, Allyn and Bacon, Inc., 1967.


Richard Hefter and Moskop, Western Publishing Golden Books.
RECORDINGS

Music for Children, Carl Orff and Gunild Keetman, A.

Musica Poetica, Carl Orff and Gunild Keetman, HM 30

Carmina Burana, LPM 18303 Hi-Fi.

Call and Response, rhythmic group singing, Ella Jen

The Sesame Street Learning Kit.

MOVIES

"Music for Children." An infectious exposition of the latent musical inclinations of children in Salzburg, the film demonstrates how easily it can lead to master of complicated harmony. Produced in Canada. (Code 407022 - 13 minutes - Black & White)

Additional resource information available from Car
en, Carl Orff and Gunild Keetman, Angel 3582 B(7).

Carl Orff and Gunild Keetman, HM 30652/HM, 53, 54 & 55.

LPM 18303 Hi-Fi.

In, rhythmic group singing, Ella Jenkins, Folkways Record FC7308.

nt Learning Kit.

ren." An infectious exposition of the Carl Orff System of developing musical inclinations of children. Filmed at famed Mozarteum School, the film demonstrates how easily the natural rhythms of childhood master of complicated harmony. Produced by the National Film Board of Canada (Code 407022 - 13 minutes - Black & White, rental $6.00)

ource information available from Carol Bitcon (see page 27).
Just as the interpretation of Miss Newcomb of escape-avoidance yielded new insights into that technique, so also is the significance of that technique, so also is the significance of that technique, so also is the significance of ORFF-SI within the framework of generalized imitation.

Frequent references to imitation were made in the field of operant conditioning, and there is a vast difference between imitation, a concept rediscovered, developed and others in the field of operant conditioning, and generalized imitation will be clarified and a procedure will be provided.

Generalized Imitation: It is important to distinguish technical from the popular meaning of imitation. And Sherman (1964) pointed out that a mere observation of a model does not guarantee that the two behaviors was functional in producing a response in the observer. This is a subtle but critical distinction. For example, if a little boy sees his father pressing a lever on a vending machine and say that he learned that pressing a lever has a reward, the presence of the father, necessary. The child might have witnessed the demonstration automatically, as by an invisible operant patter. On the other hand, if the child imitates the father's idiosyncratic gestures, his absence of any overt attempt to encourage duplications, we see generalized imitation, because it has become intrinsically rewarded. Stated more formally, imitation occurs because responses of a model are copied in diverse contexts in the absence of extrinsic reinforcement (Shiffrin, 1968, p. 375).
the interpretation of Miss Newcomb's facilitation programs in terms ce yielded new insights into the significance and potentialities of o also is the significance of Orff-Schulwerk more fully appreciatedork of generalized imitation.

references to imitation were made in the instructional plan. Yet difference between imitation, as casually understood, and generalized ept rediscovered, developed and conceptually refined by Baer, Lovaas feld of operant conditioning. In what follows, the concept of tion will be clarified and a practical example of a training proce-

ed Imitation: It is important to differentiate the from the popular meaning of imitation. Thus, Baer an (1964) pointed out that a mere repetition of the of a model does not guarantee that the similarity of behaviors was functional in producing the behavior in ver. This is a subtle but critical distinction. For if a little boy sees his father obtain candy by pres- ver on a vending machine and does likewise, we can only he learned that pressing a lever led to a tangible The presence of the father, per se, was perhaps unnec-

The child might have witnessed the sequence carried out ally, as by an invisible operator, and learned the. On the other hand, if the child begins to duplicate er's idiosyncratic gestures, his gait, etc., in the of any overt attempt to encourage or reward these ions, we see generalized imitation. The child imitates it has become intrinsically rewarding to "be like dad." re formally, imitation occurs "when many different s of a model are copied in diverse situations, often in nce of extrinsic reinforcement" (Gewirtz and Stingle, 375).
The effectiveness of imitation training was clearly revealed in a study by Ball (1967), who worked with profoundly retarded imitative behavior, either vocal or food as reinforcement, they taught the child, e.g., raising the left arm, putting on a prior demonstration by an experimenter. Through successive approximations and matching of the experimenter’s responses subjects began spontaneously imitating not first having to be trained. While most actions were reinforced, some were not. Referred to as "probes," persisted as long as something new was reinforced. Verbal imitations were patterns of motor imitations, e.g., in the experimenter said, "Do this," rose from his chair, turned toward the subject, sat down on his seat. The result was that a generalized imitation was partially achieved on a motoric-gestural level after subsequent verbal learning, i.e., children imitated the sounds prior to training, imitated the equivalent, "Ah." (Ball, 1967.)

In contrast to the laborious and relatively ineffective techniques developed by Baer, Carol Bitcon's adaptation of what appears to be a series of generalized imitations. In addition to the uniform, unlike the Baer technique, the Orff methodology for training activation and the promotion of activation and articulation, it recaptures the subtleties of imitation. Seguin (1907). Thus,

Imitation is first induced by the concentration from the teacher to the child...

1 A research investigation, currently in progress, technique for training generalized imitation.
iveness of imitation training in facilitating other learn-
early revealed in a study by Baer, Peterson and Sherman
p worked with profoundly retarded children without sponta-
ne behavior, either vocal or motor. Selectively using
forcement, they taught the children a series of responses
ng the left arm, putting on a hat, etc., identical to a
tration by an experimenter. Initially, intensive shaping
cessive approximations and fading was required to induce a
f the experimenter's responses. Gradually, however, the
egan spontaneously imitating new responses without their
ng to be trained. While most of these spontaneous imita-
reinforced, some were not. Responding to the latter items
bes," persisted as long as some other imitative responses
eced. Verbal imitations were then incorporated into the
otor imitations, e.g., in one demonstration the experi-
d, "Do this," rose from his chair, walked to the center of
turned toward the subject, said "Ah," and returned to his
result was that a generalized tendency to imitate, ini-
ved on a motoric-gestural level, markedly facilitated
verbal learning, i.e., children who would not imitate
br to training, imitated the entire sequence, including
11, 1967.)

Carrol Bitton's adaptation of the Orff-Schulwerk method has intu-
ed what appears to be a series of powerful techniques for developing
ion. In addition to the uniquely facilitating effect of the rondo
aer technique, the Orff method exploits the possibilities of group
motion of activation and arousal. In its extensions beyond Baer's
captures the subtleties of imitation training incorporated by
us,
is first induced by the concentrated operation of atten-
the teacher to the child... But after any practical

stigation, currently in progress, will formally evaluate Orff as a
aining generalized imitation.
extension of the imitative faculty is acquired must be carried from the quiet closet pre-
imitation to the open room where group im-
contagious power...(pp. 90-91).

He adds,

If the exercise is already quite familiar, not so much the learning of new gestures, more rapid performance of old ones, the cur-
on a slightly curved line, the more exper-
extremities of the concavity, each of the and the teacher; thus doubly impelled and

The Baer technique was the method of choi-
atic research on generalized imitation. He demon-
eralizability of imitation in a more precise and possible in the Orff context. Yet once such init-
is no reason to remain encumbered by a narrow gaun

It is important to interpret Orff within a tioning approach to generalized imitation. Speci-
to develop a generalized imitation that could sub-
type speech training program. Such programs are fashion. However, the identification of Orff-Sch-
imitation might be the first step toward developi

Viewed in terms of the variable, subjecti
very effective. Although, as Mrs. Bitcon has ob-
ticipant to analyze or be accountable for feeling

1 In comparison with the Baer procedure, a disac-
items such as hand clapping (see item 10 of In-
context of a specific ongoing activity. The cua-
by the introduction of the activity. In other-
routine, the start of the routine signals the 
hand clapping. Using this kind of cue, he could 
without ever paying attention to the leader. 
this fashion would not constitute generalized
the imitative faculty is acquired, this acquisition is led from the quiet closet prepared for individual the open room where group imitation displays its power... (pp. 90-91).

use is already quite familiar, and has for an object, the learning of new gestures, as the correction and performance of old ones, the children will be arranged y curved line, the more expert at the center and of the concavity, each of them seeing all the rest her; thus doubly impelled and doubly taught.

nique was the method of choice in the initial stages of system-eralized imitation. He demonstrated the trainability and gen-eration in a more precise and controlled fashion than would be j context. Yet once such initial studies are completed, there in encumbered by a narrow gauge training technique.

ant to interpret Orff within the Baer and Lovaas operant condi-gneralized imitation. Specifically, Orff training might serve imitated imitation that could subsequently be exploited in a Lovaas program.¹ Such programs are not ordinarily linked in this he identification of Orff-Schulwerk as training in generalized he first step toward developing novel program configurations.

ms of the variable, subjective factors, Orff may prove to be hough, as Mrs. Bitcon has observed, it does not force the par-or be accountable for feelings engendered in the group situation,

h the Baer procedure, a disadvantage to Orff is that imitation d clapping (see item 10 of Instructional Plan) occur within the specific ongoing activity. The child’s behavior may be cued merely ion of the activity. In other words, because he has learned the f of the routine signals the fact that the time has arrived for using this kind of cue, he could carry out the appropriate response attention to the leader. But hand clapping brought about in d not constitute generalized imitation.
like the Esalen-type encounter group it can "turn on" all par
test student alike. In fact, it is the virtue of Orff that the te
dissolves during the Orff process. This means that the stude
at least potentially, can become part of what is an existenti
for the teacher. The retardate's naive yet joyful spontaneity
therapeutic sense, help an "uptight," intellectually oriented
own spontaneity. In practical terms, this means that the reta
become reinforcing to the therapist as a human being, thereby
possible motivation for working with the retarded. It appear
in the field of mental retardation never bridge this interper
selves and their students.

For additional discussion, refer to Section IV.
inter group it can "turn on" all participants, teacher and it is the virtue of Orff that the teacher-student distinction process. This means that the student participates in and, become part of what is an existentially enhancing experience andate's naive yet joyful spontaneity may actually, in a "uptight," intellectually oriented adult to express his cal terms, this means that the retarded individual may therapist as a human being, thereby establishing the best pairing with the retarded. It appears that many professionals tardation never bridge this interpersonal gap between them-

cussion, refer to Section IV.
UNIT 3
COMMUNICATION

A. Word Association P. 34
B. Auditory Discrimination P. 42
C. Receptive Understanding P. 51
References P. 56
INSTRUCTIONAL METHODS

7. "____, Do you see a picture of a bunny?" etc. (Give each child a chance to select picture.)

8. "Let's put the bunny in his box." (Place bunny in box. Invite student's help.)

9. "____, What else is in the box? What is it?" etc. (Follow the same procedure as with rabbit.)

10. "Can you show me the picture of a bunny?"

11. "____, Would you like to put the turtle in the box?" "Let's close the box."
you see a picture of a t. (Give each child a select picture.)

the bunny in his box." ny in box. Invite help.)

t else is in the box? What t. (Follow the same proce-th rabbit.)

now me the picture of a
ld you like to put the the box?" "Let's close

7. To draw individual's attention to the learning activity. Child looks at pictures and selects appropriate picture by pointing or picking it up.

8. To conclude one learning process. Eliminate distraction during succeeding lesson.


11. Conclusion of object lesson.
1. Gaining attention of children

2. Gaining recognition of object

"Who knows what is in the box?"

3. Children look at pictures and select appropriate picture

4. Association of object and picture

"Maybe we will see a picture of a bunny."

"Who knows what is in the box?"
2.
Gaining recognition of object

what is in the box?"  "What is this?"

4.
Association of object and picture

picture of a bunny."
NARRATIVE

In working with retarded children, it is important that their activities be concrete, motivating, stimulating, and rewarding. The objective of this presentation was to use story (e.g., turtle and rabbit) to arouse the children's visual awareness. It was hoped to have them identify animals, naming them and, in imitation of their teacher, to select the pets presented to them from the Peabody Kit.

Finally, the children were to select the...
ith retarded children, it is essential to provide experiences motivating, stimulating, and meaningful—experiences that will transfer of learning in a situation that is both enjoyable and

ve of this presentation was to present concrete objects (the to arouse the children's visual, auditory and kinesthetic hoped to have them identify and name the animals while manipu- imitation of their teacher, repeatedly naming them.

e children were to select the appropriate picture likeness of to them from the Peabody Kit.
1. Describe how this unit will be useful in development.

This unit hopes to help the child associate a word or symbol (picture). Next step, is associating a picture or object with a spoken word, and then identifying the object by name.

2. Describe how this unit will be useful in EFL.

The use of live animals is effective in a classroom setting, although there is the possibility that some students may not be able to touch and feed the animals. This unit provides an opportunity to repeat the name. They are also given the opportunity to say "Good-bye" to the animals.

3. Describe how this unit will contribute to language development.

The teacher says the name of the animals. The students are given the opportunity to repeat the name. They are also given the opportunity to say "Good-bye" to the animals.

4. Is this unit's theoretical orientation direct? Explain.

Direct. The objects as well as pictures are used to teach the children. The intent is to learn the words for these objects.

5. Is the unit's theoretical orientation eclectic? Explain.

Eclectic. Although the language is basic, the animals, is used as a means of teaching.
COMMUNICATION: WORD ASSOCIATION

INSTRUCTIONAL LEVELS

This unit will be useful in dealing with behavioral change. It is to help the child associate a real or live (rabbit) object with a symbol (picture). Next step, the child would develop the concept of a picture or object with a spoken word demonstrating this by identifying by name.

This unit will be useful in stimulating action and arousal. Live animals is effective in arousing interest in young children. Here is the possibility that some may be fearful. Permitting them to feed the animals uses additional senses and involves the child further.

This unit will contribute to modeling and imitation. The teacher says the name of the animals. The children are then given the opportunity to repeat the name. They are also encouraged to imitate the teacher in "hello" to the animals.

What is theoretical orientation direct or indirect? Explain.

The objects as well as pictures of the objects to be identified are used. This is to learn the words for these objects.

What is theoretical orientation (1) behavioristic, (2) cognitive, or c? Explain.

Although the language is basically cognitive, action, such as handling, is used as a means of teaching words.
6. Describe how the unit provides for the transfer of learning.

The children will learn that there is a word for the animal. This will help them in applying their knowledge to other situations.

7. Describe how this unit relates to other training.

This unit is related to socialization, such as learning to get along with others. It would be a step toward further language development.

8. Describe how this unit might be affected by the teacher's or children's personality.

The teacher would need to be interested in animals and enjoy working with children. It would also require the children to be interested in bringing children and animals together. This would require a good amount of equanimity.
ow the unit provides for the transfer of training.

en will learn that there is a word or name for objects.

ow this unit relates to other training areas.

is related to socialization, such as taking turns and care of animals. e a step toward further language development.

ow this unit might be affected by the instructor's teaching technique lity.

r would need to be interested in animals and to be gentle and patient g children and animals together. The process may require a certain equanimity.
Word Association (Cont'd.)

Equipment List

1 table
4 chairs
1 standing mirror
1 Peabody Kit #P
Pictures of Ball, Bunny, Turtle

Supplies List

Ball
Turtle (live)
Rabbit (live) and food
Boxes
Signs

Bibliog
See con

Evaluation
1. Pre
2. Der
3. Enc
EXI
4. Ten
Bibliography

See combined list for COMMUNICATIONS.

Evaluative Tools

2. Denver Development Scale.
3. Engel's Book on LANGUAGE MOTIVATING EXPERIENCES - Evaluative Scale.
4. Tentative Guide (Last Years).
This instructional plan is extremely elegantly interpreted in terms of the eight question Levels. It is important to note that this procedure, the Peabody Kit. There appears to be a real need for profound retardation and severely multi-handicap children.

More than anything else, activation and child to the outside world. If this can be done with a sense of the dramatic and of sheer disc customers, experiences of this kind can be included. Here the emphasis is on spontaneity.

A highpoint of the demonstration occurred to some of the children enrolled in the participated in the demonstration. Mr. Fitch, patience, aroused interest and delight, while resist that these responses could give way to fear if furtively. Where empathy can sometimes lead to served the function of a sensitive detector gun. There is a kind of artistry in this process amount of intellectual understanding of behavior uninspired teaching experience. It reflects the ins in those processes of nature so aptly described Platt as a form of chain reaction:

Chain-processes seem, and are, so much the universe. A waterfall. A thunders feel their changes of form, their setba though we were part of them, as though our very own. And are they not? Chain of nature which is least mechanical, who identify with ongoing and universal pro (1966, p. 56).

Although he did not set out to do so, Mr. into what might be described as an "intrinsic r the world anew through the eyes of a child.

Refer to Section IV for additional disc...
COMMENTS: Word Association

Instructional plan is extremely clear and straightforward. It is intel-
ted in terms of the eight questions on evaluation (Instructional
portant to note that this program provides a transitional step to
here appears to be a real need for such a step in the training of
and severely multi-handicapped children with the Peabody materials.

anything else, activation and arousal implies a "turning on" of the
le world. If this can be done with a sense of wonderment and joy,
dramatic and of sheer discovery, so much the better. As noted in
periences of this kind can enhance everyone present, teacher
emphasis is on spontaneity and innovation.

of the demonstration occurred when Mr. Fitch presented a live
the children enrolled in the Santa Cruz Development Center who
ow demonstration. Mr. Fitch, with sensitivity, gentleness and
interest and delight, while remaining acutely aware of the fact
s could give way to fear if the live specimen was presented pre-
empathy can sometimes lead to distortion, in this instance, it
of a sensitive detector guiding the entire process of presenta-
kind of artistry in this process that cannot be gained through any
ual understanding of behavior modification, cognitive theory, or
xperience. It reflects the teacher's sensitivity to and delight
of nature so aptly described by the renowned biophysicist John R.
chain reaction:

esses seem, and are, so much more alive than the rest of
se. A waterfall. A thunderstorm. Newborn puppies. We
changes of form, their setbacks and advances,.... as
were part of them, as though their reaction systems were
wn. And are they not? Chain-reactions represent the side
which is least mechanical, where we can empathize and
with ongoing and universal processes that we, too, represent
56).

we did not set out to do so, Mr. Fitch provides us with a glimpse
s described as an "intrinsic reinforcement" for teaching--discovering
ough the eyes of a child.

ction IV for additional discussion.

Thomas S. Ball 41
COMMUNICATION

B. AUDITORY DISCRIMINATION

OBJECTIVE: Response of any kind by the children to a given sound.

INSTRUCTIONAL METHODS

1. Children sit on chairs at table, beside the teacher and teacher's aide.
2. Teacher begins to present items to stimulate sound.
3. Teacher says, "listen, I have a surprise for you!"
4. Teacher takes out "cow-sound" toy and lets each child listen to it, touch it, and manipulate it.
5. Teacher takes out Rattle... etc.
6. Teacher takes out Squeak toy... etc.
7. Teacher takes out Bell... etc.
8. Teacher places all toys under a large cloth.
9. Teacher places her hand under the cloth and makes one of the toys "sound-act."
COMMUNICATION

B. AUDITORY DISCRIMINATION OF GROSS SOUNDS

PREREQUISITE(S): Ability of children to show, physically or verbally, any type of response to sound.

LEARNING ACTIVITIES

1. to 2. Children should begin to show some kind of awareness of the teacher's presence.

2. to 7. Children should show some response to sound, verbally or physically.

8. Children watch procedure of toys being covered.

9. to 10. Children are encouraged to listen.
INSTRUCTIONAL METHODS

10. Teacher says, "What was that?" "Listen, listen!"

11. Teacher uncovers objects and asks one of the children to pick the toy which made the sound.

12. Teacher says, "Which one made that sound?" "Can you pick the right one?"

13. Teacher repeats the same procedure for the next 3 objects.
NAL METHODS

LEARNING ACTIVITIES

11. The children pick up or point to appropriate object.
"Listen, listen"—each child listens to "moo" sound.

"Let's play a game..."—each child listens.
Each child manipulates the sound maker (rattle).

"Good girl; that's the right one."
Child picks out another sound maker.
NARRATIVE

The ability to listen with an appropriate foundation for the more complex skills of communication.

The objective of this presentation was to in some way to the gross sounds presented by the

It was hoped to first capture their attention and elicit correct responses to the individual sound.

During the presentation, a baseline was his responses were tabulated.
ability to listen with an appropriate sense of discrimination is the 
or the more complex skills of encoding and decoding--the bases of com-

objective of this presentation was to motivate the children to respond 
to the gross sounds presented by the attractive noise-makers. 
was hoped to first capture their attention; then allow them to kines-

xamine the noise-makers and manipulate them at will; and finally, to 
cct responses to the individual sounds presented. 
ng the presentation, a baseline was established on a selected child and 
is were tabulated.
1. Describe how this unit will be useful in development.

   This unit is intended to change behavior by changing sounds by the use of attractive, bright, simple objects. Effort is to gain the child's attention. The toy makes the sound at a time, and asking the child to identify it is to involve the child.

2. Describe how this unit will be useful in stimulating development.

   The colorful toys used and the distinctive sound of each child with the social age of these children makes the activity stimulating. Handling the objects involves other senses besides hearing, thus involving the children.

3. Describe how this unit will contribute to the child's development.

   The teacher demonstrates the use of each toy, explaining how the sound is produced. Each child is told to listen to the teacher's action to produce the sound.

4. Is this unit's theoretical orientation direct?

   It is direct. The purpose is to teach the child how sounds and these sounds are used directly in the environment.

5. Is the unit's theoretical orientation (1) behaviorist? (2) humanistic? (3) eclectic? Explain.

   Eclectic. It is action oriented, but involves the child's understanding and interpretation of sound as well.
COMMUNICATION: GROSS AUDITORY DISCRIMINATION

INSTRUCTIONAL LEVELS

how this unit will be useful in dealing with behavioral change.

is intended to change behavior by teaching the child to attend to gross
the use of attractive, bright, sound-making objects. The initial ef-
o gain the child's attention. Then by covering the objects, using one
time, and asking the child to identify the object making the sound.

how this unit will be useful in stimulating action and arousal.
ful toys used and the distinctive sound made by each is appealing to the
h the social age of these children. The actual handling and using of
its involves other senses besides hearing, thus further stimulating and
the children.

how this unit will contribute to modeling and imitation.
er demonstrates the use of each toy, such as shaking the rattle, to show
ound is produced. Each child is then given the opportunity to copy the
ction to produce the sound.

it's theoretical orientation direct or indirect? Explain.
rect. The purpose is to teach the child to discriminate among gross
d these sounds are used directly for that express purpose.
it's theoretical orientation (1) behavioristic, (2) cognitive, or
ictic? Explain.

It is action oriented, but involves the internal process of hearing
pretation of sound as well.
6. Describe how the unit provides for the transfer of discrimination.
   It is hoped that by learning to listen and discriminate, the child will be able to progress to discrimination of words and parts of words.

7. Describe how this unit relates to other training.
   It relates to almost every other area of training with the hearing child, since the hearing of directions, etc., is a part of the child's ability to listen.

8. Describe how this unit might be affected by the instructor's or personality.
   This unit demands patience and the willingness to be patient on the part of the teacher. The teacher needs to have the ability to be patient, and they could become distracting and confusing to the child.
The unit provides for the transfer of training. By learning to listen and discriminate among gross sounds, the child is able to progress to discrimination among finer sounds such as those found in the parts of words.

This unit relates to other training areas. Most every other area of training that would be used with a child would involve the hearing of directions, explanations, etc. depends upon the ability to listen.

This unit might be affected by the instructor's teaching technique. This is patience and the willingness to devote a great deal of time on the part of the teacher. The teacher needs to handle the objects carefully or else the distractions and confusing to the child.
Gross Auditory Discrimination (Cont'd.)

Equipment List
Plastic squeeze toy
Rattle
Bell
Cow-sound
Table
Chairs
Large cloth
Sack for toys

Supplies List
Identification card (Title)
Bibliography

See combined list for COMMUNICATIONS.

Evaluative Tools

1. Tentative Guide (last year's)
2. Preschool PAR, Edgar A. Doll
3. Denver Development Scale
This excellent instructional plan complements and extends initiated in the Word Association unit of Communication. On and Arousal is an extremely important variable. The training time-honored tradition in the field of sensory education, a historically through Montessori, Seguin, and Itard.

Piaget has shown that for young children, the old saying of mind" is quite applicable. Normal young children and older an object which later disappears behind a screen lose interest disappeared in thin air. They fail to look for it behind the ample opportunity to do so.

One way to combat the "out of sight, out of mind" tendency is a powerful orienting response (Activation and Arousal).ration and Arousal was developed in this artistically conceive you have experienced as an adult in the course of witnessing For example, as the lady was being sawed in half, didn't you her body and noticeably wince? You visualized and vicarious scene. It was probably so compelling, in fact, that you con encing it in your mind's eye. And this image remained with act.

This program, in the service of Activation and Arousal the best features of a skillfully executed magic act. As if "victim" of the magician's saw, the objects, rendered all the reinforcing through carefully guided auditory, tactual and visual the objects of a sustained orienting reaction during the in covered with the cloth. The subjects, therefore, neither f visual and auditory properties.

The program, then, entails the most basic and funda and memory. This is a form of readiness training that will of subsequent instruction, whether cognitive or behaviorist

For further discussion refer to Section IV.
Auditory Discrimination of Gross Sounds

The present instructional plan complements and extends the process of Association unit of Communication. Once again, Activation is an extremely important variable. The training activities follow a tradition in the field of sensory education, a tradition readily traced to Montessori, Seguin, and Itard.

shown that for young children, the old saying "out of sight, out of mind" is applicable. Normal young children and older retardates when viewing an object disappear behind a screen lose interest in it and act as if it were air. They fail to look for it behind the screen, even when given to do so.

combat the "out of sight, out of mind" tendency is through developing response (Activation and Arousal). To understand how Activation and Arousal developed in this artistically conceived sequence, consider what I as an adult in the course of witnessing a top-flight magic show, saw a lady being sawed in half, didn't you imagine the blade severing her body? You visualized and vicariously experienced this hiddenly so compelling, in fact, that you could hardly resist experiencing it's eye. And this image remained with you until the end of the show, in the service of Activation and Arousal, incorporated some of a skillfully executed magic act. As in the case of the female magician's saw, the objects, rendered all the more interesting and carefully guided auditory, tactual and visual experiences, were stained orienting reaction during the interval in which they were both. The subjects, therefore, neither forgot the objects or their properties.

then, entails the most basic and fundamental lessons in attention as a form of readiness training that will pay off in almost any form of action, whether cognitive or behavioristic.

discussion refer to Section IV.

Thomas S. Ball
COMMUNICATION

C. RECEPTIVE UNDER

OBJECTIVE: Comprehension of instructions given on record.
Development of imitative behavior.

INSTRUCTIONAL METHODS

1. Children and teacher are seated at table.
2. Teacher says, "you're tired, you've been sitting so long--let's stand up and exercise."
3. Teacher and children stand up and exercise.
4. Put record on "Nothing to Do."
5. As record goes through marching, jumping, reaching up and down, etc., teacher models activities and children imitate.
6. If child is unable to do activity, teacher assists child to complete.
COMMUNICATION

C. RECEPTIVE UNDERSTANDING

PREREQUISITE(S): The ability to listen and to have some mobility.

LEARNING ACTIVITIES

1. Not applicable.

2. For children who do not respond to verbal command to stand, the teacher takes their hands and assists them in standing.

3. Learning receptive understanding of command "stand up."

4. Not applicable.

5. Some children start marching with teacher to record, but assistance is given to those who need it by taking their hands to begin them marching. When jumping direction is played on record, teacher models jumping which children start imitating. Some may watch without jumping.

6. Teacher holds non-jumper under armpits and jumps up and down with him.
1. One child responds to verbal command and one is assisted.

2. "Let's stand up and exercise."

3. Children follow directions of record. Teacher provides assistance.

4. "So he marched and he marched."
And up and exercise."

Exercise continues.

Marching continues.

Marched and he marched."
This instructional plan, along with the Orff-Schulwerk development and utilization of imitation for instructional point of similarity is that it exploits the possibilities of for the stimulation of imitation. Also, it employs music and that are both activating and reinforcing for the child.

Even in the brief account of the demonstration there procedure can produce the desired results. In step #5 of In Learning Activities, we see how some children begin to learn teacher's actions. Even though a child may not overtly resp activity and may learn something from it.

Unlike Orff, this plan utilizes a record rather than This could constitute an advantage in that the teacher is pr structure. The lively story and musical background provided elicit the children's active participation. It seems quite thing would help "carry" the activity--would require much less teacher than does Orff. It is also likely that the record without loss of interest and for some, with even an enhancement.

RECORD: "NOTHING TO DO"

Once there was a little boy who had nothing to do. want to play with his toys, or look at his books or out to play. He sat thinking for a long time, swing feet. As he watched them going back and forth, back he got an idea! How many things could he do with hi

1. Marching -
So he marched and he marched, he paraded all around. down, in and out, up and down, turn-a-bout. He marc from room to room. He marched everywhere. He parad in the kitchen, in the parlor, in the bedrooms, in the said "That's enough. It's time to stop." So he mar marched, he paraded all around, in the kitchen, in the bedrooms, in the hall and said "That's enough. stop." But he didn't stop for long....
I plan, along with the Orff-Schulwerk unit, emphasizes the role of imitation for instructional purposes. An additional feature is that it exploits the possibilities of the group experience in imitation. Also, it employs music and rhythm, activities and reinforcing for the child.

In account of the demonstration there is evidence that the desired results. In step #5 of Instructional Methods and see how some children begin to learn through imitation of the though a child may not overtly respond, he watches the something from it.

The plan utilizes a record rather than musical instruments. The advantage in that the teacher is provided with much more foritory and musical background provided by the record may help participate. It seems quite possible that the recordable activity—would require much less improvisation from the child. It is also likely that the record could be played repeatedly and for some, with even an enhancement of interest.

6 TO DO"

Little boy who had nothing to do. He didn't in his toys, or look at his books or even to go sat thinking for a long time, swinging his chased them going back and forth, back and forth, How many things could he do with his feet.

And he marched, he paraded all around. Up and, up and down, turn-a-bout. He marched everywhere. He marched everywhere. He paraded all around, in the parlor, in the bedrooms, in the hall and him. "It's time to stop." So he marched and he ded all around, in the kitchen, in the parlor, in the hall and said "That's enough. It's time to didn't stop for long....
2. Jumping -

....and then he jumped and jumped so very high, so very high. He jumped and jumped and jumped jumped and stopped for a breath. Then he went jumping until he could jump no more.

3. Tip-toe

....Then he tip-toed here and he tip-toed there and fro, not too fast, not too slow. He tip-toe a sound. Tip-toe here and tip-toe there, in the parlor, in the bedrooms, in the hall. He said, it's time to stop.

4. Skating -

....and he pretended there was ice all over the skating, skating on the ice. Round and round, and round, smoothly glide. He skated everywhere on the ice. Round and round, gently slide. Round and round, smoothly glide. Until he said, "I'll have to stop. The

"Now let me see. How many things can I do with

So he reached to the sky and he touched toes and sky and he touched toes. Up and down. Up and too much for me. Stop! Stop! Stop!"

While minimization of structure and the demand advantageous, these factors can also function as limit those seeking to develop variability and spontaneity i
He jumped and jumped so very high, jumped and jumped high. He jumped and jumped and jumped so high, jumped and stopped for a breath. Then he went right on jumping, til he could jump no more.

He tip-toed here and he tip-toed there, up and down, toot too fast, not too slow. He tip-toed around without Tip-toe here and tip-toe there, in the kitchen, in the bedrooms, in the hall. He said, "That's enough, to stop."

He pretended there was ice all over the floor, and he went skating on the ice. Round and round, gently slide. Round smoothly glide. He skated everywhere, skating, skating. Round and round, gently slide. Round and round, smoothly til he said, "I'll have to stop. There's no more ice."

He see. How many things can I do with my arms and hands." Thed to the sky and he touched toes and he reached to the touched toes. Up and down. Up and down. "And this is for me. Stop! Stop! Stop!"

mization of structure and the demand for improvisation can be factors can also function as limitations and constraints for develop variability and spontaneity in behavior. This is not to
say that such traits cannot be fostered with the present plans, however, that they are given relatively greater emphasis in Spontaneity, variability, and inventiveness represent values at the heart of Orff as an aesthetic and philosophical system. It is recognized that these values may be powerful determinants of approaches and interprets her own work.

Viewed specifically as classroom activities, this works better than Orff under various circumstances and with certain objective emphasis on Subjective Factors is to bring out the point that oneself to Orff, he does not simply incorporate an instruction and "buys" a philosophy with a powerfully ingrained own. As with any other philosophic position, this could be an advantage or disadvantage depending upon how it is reacted to and changes that becomes formalized and codified carries with it the danger that must eventually defend it as a form of quasi-religious system to criticism and revision. The flexibility built into Orff does permit this to happen. In any event, the present unit should be submitted to mental retardation and as a form of revision and improvement dictated by practical and mentally retarded children.

For further discussion refer to Section IV.

Thomas S.
t be fostered with the present plan. It would appear, then relatively greater emphasis in Orff-Schulwerk, and inventiveness represent values that lie at the heart and philosophical system. It is important to note that these may be powerful determinants of how the teacher may apply her own work.

As classroom activities, this unit may function better in various circumstances and with certain objectives in mind. The import is to bring out the point that when one commits to simply incorporate an instructional plan, he identifies a philosophy with a powerfully ingrained value system of its own. This could constitute an advantage upon how it is reacted to and channeled. Any approach that is codified carries with it the danger that its disciples may lose sight of its fundamental principles as a form of quasi-religious system that does not admit of any event, the present unit should readily be subject to improvement dictated by practical experience in applying it to children.

This section refer to Section IV.

Thomas S. Ball


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COMMUNICATION

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<th>1031 S. E. Los Angeles</th>
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<tr>
<td>Films for the Deaf: Film Series - International Education of the Hearing Impaired. State Department of Health, Education &amp; Welfare</td>
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<td>Catalog - Bureau of Education for the Handicapped - Office of Education (12 films from Belgium, Sweden, England, Denmark, Germany, and the Netherlands.)</td>
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<td>Catalog - Audio - Visual Aids for Counselor Training in Mental Retardation and Emotional Disability.</td>
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Source

Instructional Materials Center -
Special Education
1031 S. Broadway
Los Angeles, California 90015

(Available through IMC to members only.)

Devereux Foundation
Devon, Pennsylvania 19333

Visual Aids for Training in
Tardation and Disability.
FILMS and FILMSTRIPS: (Cont'd.)

Title
Catalog - Filmstrips, Records, Tapes & Books of the United States.

RECORDS:

EVALUATIVE TOOLS:
1. Preschool Attainment Record, (PAR) - Edgar A. Doll
2. Denver Developmental Screening Test
3. Engel's Evaluative Scale
Title


International Film Bureau, Inc.
332 S. Michigan Avenue
Chicago, Illinois 60604

(They are the exclusive distributor of films of U. S. Health, Education, & Welfare.)

Best Records, Books, Rhythm Instruments for Exceptional Children.

Children's Music Center, Inc.
5373 W. Pico Boulevard
Los Angeles, California 90019

Tools:

1. Attainment Record, (PAR) - Doll

American Guidance Service
Minneapolis, Minnesota

(See Evaluative Tools - AMBULATION GROUP)

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(See Engel, Bibliography)

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Guide - Development Center 969
UNIT 4

SELF-HELP SKILLS

A. Self-Help Training
   Various Behaviors

B. Nose Blowing

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1 From: A Tentative Guide for the Instruction and Training of Retarded and Multi-Handicapped Children, Santa Cruz
UNIT 4

SELF-HELP SKILLS

1. Self-Help Training
   Various Behaviors   P. 59

2. Nose Blowing       P. 67

Guide for the Instruction and Training of the Profoundly Handicapped Children, Santa Cruz, California, August 1969.
The following are important rules of teaching.

Teach one skill at a time.

It is best to teach one task at a time. Children can be confused and be unable to determine what they need to do.

Teach new skills only when he has mastered the old one task to another. However, in order to progress to the next skill, the child should be able to do what is required. Teach new skills only after he has mastered the old one.

Make your directions as simple and clear as possible.

Use simple language and exaggerate the desired behavior. Make your directions clear and precise so that he knows what is expected of him.

Reinforce (reward) the desired behavior.

As soon as the child has done what you wish, and require more skill as the

Work gradually.

Fit your demands to the learning ability of the child. Teach part of the skill at a time, as soon as he has mastered what you wish.
SELF-HELP SKILLS

A. SELF-HELP TRAINING

are important rules of thumb to follow in training children.

kill at a time.

is best to teach one task at a time so that the child will not become

kills only when he has mastered what he has.

child may learn rapidly and you will be tempted to quickly change from

another. However, in order to avoid the child's becoming confused and

progress to the next skill only when he has mastered what you are teaching

ould be able to do what is requested at least 4 out of 5 times before you

ing the next task.

irections as simple and clear-cut as possible.

simple language and exaggerated gestures to help the child know what he

reward) the desired behavior as it is being completed.

soon as the child has done what you are requesting, give him his reinforce-

t delay--help him know what he is getting the reward for.

lly.

your demands to the learning ability of the child. It is often necessary

rt of the skill at a time. At first reward even poor attempts to do what

nd require more skill as the child gains confidence and ability.
Try to give a great deal of practice.

It is best to allow the child as much of the day, as possible, so don't make such demand.

Give social reinforcement along with food reinforcement at first, and then reduce this less often, but continue social reinforcement. If responses for your approval only, he has become of the aims of this program. It may be necessary for your approval.

NOTE: It is important that the child master education of next skill.

ATTENTION

BEHAVIOR TASK

I. Looks at you when name is called

COMING TO YOU

I. At least one step toward you:
   a. with a tug on shoulder plus
   b. light touch on shoulder plus
   c. gesture plus spoken direction
   d. spoken direction only
of practice.

To allow the child as much practice during the session, and during so don't make such demands that he cannot practice what he knows.

ent along with food rewards.

et can be a powerful motivator for the child. Give both social and first, and then reduce the food given. That is, begin giving food ue social reinforcement. When the child will make the desired roval only, he has become a more socialized person, which is one ogram. It may be necessary to reintroduce food rewards when new t, but again reduce this as the child shows that he will work

that the child master each of these before progressing to the

BEHAVIOR TAUGHT

you when name is called.

one step toward you:

a tug on shoulder plus spoken direction
ht touch on shoulder plus spoken direction
ature plus spoken direction
ken direction only
COMING TO YOU (Cont'd.)

II. At least 5 feet toward you:
   a. with gesture plus spoken direction
   b. spoken direction only

SITTING DOWN

I. Will sit down when standing in front of a child:
   a. with a gentle push on top of shoulder
   b. with a light touch on top of shoulder
   c. with a downward gesture plus spoken direction
   d. with spoken direction only

II. Moves at least 5 feet to chair and sits down:
   a. with a sweeping downward gesture plus spoken direction
   b. with spoken direction only

III. With teacher at least 5 feet from child and behind chair, will sit down:
   a. with downward gesture plus spoken direction
   b. with spoken direction only

REMAINING SEATED

I. Child will remain seated for 10 seconds, with teacher in front of him, using:
   a. gesture for "stay" plus spoken direction
   b. gesture plus spoken direction
   c. spoken direction only
feet toward you:
gesture plus spoken direction

direction only

down when standing in front of a chair:

a gentle push on top of shoulder plus spoken direction

a light touch on top of shoulder plus spoken direction

downward gesture plus spoken direction

spoken direction only

least 5 feet to chair and sits down:

a sweeping downward gesture plus spoken direction

spoken direction only

her at least 5 feet from child and child at least 5 feet from

sit down:

downward gesture plus spoken direction

spoken direction only

remain seated for 10 seconds, with teacher standing in

him, using:

e for "stay" plus spoken direction, plus restraining touch

e plus spoken direction

a direction only
REMAINING SEATED (Continued)

II. Child will remain seated for 10 sec away, using:
   a. gesture plus spoken direction
   b. spoken direction only

III. Child will remain seated for 1 min away, using:
   a. gesture plus spoken direction
   b. spoken direction only

STANDING UP

I. Will stand up with teacher directly:
   a. a gentle lift under arm or shoulder
   b. a light touch and gesture plus spoken direction
   c. upward gesture plus spoken direction only
   d. spoken direction only

II. Will stand up with teacher at least:
   a. with upward gesture plus spoken direction
   b. with spoken direction only

UNDRESSING: T-SHIRT

I. Shirt off the child except for one:
   a. pulling slightly at shirt, plus
   b. giving spoken direction only
continued)

ill remain seated for 10 seconds, with teacher at least 5 feet

sing:

curve plus spoken direction

ten direction only

ill remain seated for 1 minute, with teacher at least 5 feet

sing:

curve plus spoken direction

ten direction only

and up with teacher directly in front, with:

gentle lift under arm or shoulder plus spoken direction

ght touch and gesture plus spoken direction

gard gesture plus spoken direction

ten direction only

and up with teacher at least 5 feet away:

h upward gesture plus spoken direction

spoken direction only

ff the child except for one shoulder and arm. Child takes

ff the rest of the way with teacher:

ling slightly at shirt, plus spoken direction

ping spoken direction only
UNDRESSING: T-SHIRT (Cont'd.)

II. Shirt half-way off (pulled over with teacher:
   a. pulling slightly at shirt, p
   b. giving spoken direction only

III. Shirt completely on, with teacher:
   a. pulling slightly at shirt, p
   b. spoken direction only

DRESSING: T-SHIRT

I. Shirt on except for one remaining He will push it through with:
   a. a push on his arm, plus spoken
   b. spoken direction only

II. Shirt on, except for one empty
   a. push on the arm, plus spoken
   b. spoken direction only

III. Shirt over head, both sleeves entire
   a. lightly touching the arms,
   b. spoken direction only

IV. Hand shirt to child with bottom over his head and puts arms in
   a. gently guiding the direction
   b. spoken direction only

V. Shirt handed to child. He must
   a. with necessary guidance by
   b. spoken direction only
IRT (Cont'd.)

rt half-way off (pulled over head, but both arms in sleeves)
in teacher:
  pulling slightly at shirt, plus spoken direction
  giving spoken direction only
rt completely on, with teacher:
  pulling slightly at shirt, plus spoken direction
  spoken direction only

rt on except for one remaining sleeve. Child's hand in the sleeves. Will push it through with:
  a push on his arm, plus spoken direction
  spoken direction only
rt on, except for one empty sleeve:
  push on the arm, plus spoken direction
  spoken direction only
rt over head, both sleeves empty. Pulls shirt on with teacher:
  lightly touching the arms, plus spoken direction
  spoken direction only
rd shirt to child with bottom opened toward him. He then pulls shirt
r his head and puts arms in sleeves, with teacher:
  gently guiding the direction of the shirt plus spoken direction
  spoken direction only
rt handed to child. He must locate the bottom of it and put it on:
  with necessary guidance by teacher, plus spoken direction
  spoken direction only
UNDRESSING: TROUSERS

I. Begin with elastic-banded boxer shorts. Trousers nearly off; over one foot only.
   a. placing child's hands on trousers and plus spoken direction
   b. pointing to trousers, plus spoken direction
   c. spoken direction only

II. Seated, trousers at both knees. Removes
   a. pointing at trousers plus spoken direction
   b. spoken direction only

III. Either seated or standing, trousers all when teacher:
   a. points at trousers plus spoken direction
   b. spoken direction only

DRESSING: TROUSERS

I. Begin with elastic-banded boxer shorts on child's hips. Child should pull them
   a. giving the pants a small tug upward,
   b. spoken direction only

II. Pants on child, pulled up to knees. He on, with teacher:
   a. giving the pants a small tug upward,
   b. spoken direction only

III. Both legs in pants, but pulled up to and the rest of the way on, with teacher:
   a. giving small tug on pants, plus spoken direction
   b. spoken direction only
ic-banded boxer shorts. Child should be seated, with off; over one foot only. He removes pants, with teacher:
d's hands on trousers and helping him pull them off, direction trousers, plus spoken direction tion only
at both knees. Removes them with teacher:
trousers plus spoken direction tion only
standing, trousers all the way up. Takes pants off
trousers plus spoken direction tion only
ic-banded boxer shorts or jeans. Pull pants up to Child should pull them the rest of the way on, with teacher:
pants a small tug upward, plus spoken direction tion only
pulled up to knees. He pulls them the rest of the way:
pants a small tug upward, plus spoken direction tion only
pants, but pulled up to ankles only. Child pulls them way on, with teacher:
l tug on pants, plus spoken direction tion only
DRESSING: TROUSERS (Cont'd.)

IV. Child should be seated. One leg in pants. Child puts free foot in pants leg and pair of pants are:
   a. touching free foot and pointing to direction
   b. spoken direction only

V. Child seated. Hand him his pants, with feet in and pulls them up, with teacher:
   a. touching the feet and pointing to
   b. spoken direction only

VI. Child seated. Pants handed to him for them on:
   a. with teacher pointing to the top of
   b. spoken direction only

UNDRESSING: SOCKS

I. Start with sock on toe. Child removes:
   a. placing child's hands on sock and
   b. spoken direction only

II. Sock halfway on foot. Child removes:
   a. pointing to sock plus spoken direction
   b. spoken direction only

III. Sock completely on one foot. Child removes:
   a. pointing to sock, plus spoken direction
   b. spoken direction only

IV. Both socks on feet. Child removes the:
   a. pointing to socks, plus spoken direction
   b. spoken direction only
ld should be seated. One leg in pants only. Other foot free.
ld puts free foot in pants leg and pulls the pants up. Teacher's
tuctions are:
touching free foot and pointing to the pants leg, plus spoken
direction
spoken direction only
ld seated. Hand him his pants, with the top opened. He puts both
t in and pulls them up, with teacher:
touching the feet and pointing to the pants legs, plus spoken direction
spoken direction only
ld seated. Pants handed to him folded, and he locates the top and puts
on:
with teacher pointing to the top of the trousers, plus spoken direction
spoken direction only
s
rt with sock on toe. Child removes sock with teacher:
placing child's hands on sock and removing it, plus spoken direction
spoken direction only
k halfway on foot. Child removes it, with teacher:
pointing to sock plus spoken direction
spoken direction only
k completely on one foot. Child removes it, with teacher:
pointing to sock, plus spoken direction
spoken direction only
h socks or feet. Child removes them, with teacher:
pointing to socks, plus spoken direction
spoken direction only
DRESSING: SOCKS

I. Start with sock on except that it needs to be pulled up, with teacher:
   a. placing child's hands on the sock
   b. pointing to sock, plus spoken direction
   c. spoken direction only

II. Sock halfway on. Child pulls it the rest of the way:
   a. pointing to the sock, plus spoken direction
   b. spoken direction only

III. Sock hanging on toes only. Child puts it up:
   a. pointing to the sock, plus spoken direction
   b. spoken direction only

IV. Hand sock to child, with the top open:
   a. helping him to put it over the toe
   b. pointing to the top of the sock
   c. spoken direction only
h sock on except that it needs to be pulled up on the ankle.

Is it up, with teacher:

ng child's hands on the sock and pulling it up, plus spoken

ing to sock, plus spoken direction

n direction only

way on. Child pulls it the rest of the way up, with the teacher:

ing to the sock, plus spoken direction

n direction only

ng on toes only. Child pulls it on, with teacher:

ing to the sock, plus spoken direction

n direction only

ng him to put it over the toes, plus spoken direction

ng to the top of the sock, plus spoken direction

n direction only
OBJECTIVE: To expel air from the nasal passage.

INSTRUCTIONAL METHODS

1. Awareness of problem:
   a. Take child to mirror.
   b. Sneeze while looking into mirror.
   c. Demonstrate (dramatically) displeasure at own appearance.
   d. Blow nose with large handkerchief.
   e. Give help to child, saying, "You need to blow your nose too."

2. Awareness of facial parts:
   a. Show child large animal pictures of toy animals and discuss face parts.
   b. Take child's hand and touch teacher's nose, chin, and mouth while discussing these parts.
   c. Take child's hand and touch his nose, chin, and mouth while naming them at the same time.
   d. Put masking tape on nose of teacher and child. Teacher removes tape from her nose and ask child to remove his.

3. Awareness of sensation:
   a. Stand and model behavior of inhaling through the mouth and exhaling through the nose. Put child's hand on teacher's chin to experience motion of chin going up and down as mouth opens and closes and to feel the air coming from the nose.
SELF-HELP SKILLS
B. NOSE BLOWING

PREREQUISITE(S): Awareness of self and others. Some ability to attend. Existence of problem.

LEARNING ACTIVITIES

1. Awareness of problem:
   a. Child looks at self in mirror.
   b. Child looks at adult in mirror.
   c. Same as b.
   d. Same as b.
   e. Child puts handkerchief to nose. He then receives reinforcement.

2. Awareness of facial parts.
   a. Child looks.
   b. Child feels teacher's nose, chin, mouth.
   c. Child feels own nose, chin, mouth.
   d. Child pulls tape and is rewarded by praise.

3. Awareness of sensation:
   a. Child watches; child feels motion and air.
INSTRUCTIONAL METHODS

3. Awareness of sensation: (Cont'd.)
   b. Teacher helps child to hold hand against his own chin and experience the above sensations.
   c. "Now put your hand on your chin and see if you can feel the air."

4. Kleenex on card held in mouth.
   a. Teacher holds 3x5 card in mouth (between teeth), places a small piece of rolled Kleenex on card and blows it off.
   b. Teacher encourages the child to imitate the activity.
   c. Teacher provides a reinforcement.

5. Blow Kleenex -
   a. Teacher holds a Kleenex in front of own face and blows to make the Kleenex flutter.
   b. Teacher encourages the child to imitate this activity.
   c. Teacher provides the reinforcement.
LEARNING ACTIVITIES

   b. Child feels own chin.
   c. Child puts hand on own chin, feels air and is rewarded.

   b. Child imitates activity.
   c. Child receives reward.
   b. Child imitates activity.
   c. Child receives reward.
FEATHER GAME

Activities to stimulate and encourage blowing through:

INSTRUCTIONAL METHODS

1. Feather Activity
   a. Teacher holds feather under her own nose and blows.
   b. Teacher holds feather under the child's nose.
   c. Teacher provides a reinforcement (food, praise, enjoyment of activity, etc.) for successive approximations.

2. Ping-Pong Ball in Pie Plate
   a. Teacher holds the pie plate under her own nose and blows the ping-pong ball around the pie plate.
   b. Teacher encourages child to imitate the activity.
   c. Teacher provides reinforcement as in 1.c.

3. Mirror
   a. Teacher holds mirror to own nose and blows to make steam on mirror.
   b. Teacher encourages child to imitate activity.
   c. Teacher provides reinforcement as in 1.c.
**FEATHER GAME**

ulate and encourage blowing through the nose.

**TIONAL METHODS**

1. **LEARNING ACTIVITIES**
   b. Child attempts to blow feather.
   c. Child continues appropriate behavior.

2. **in Pie Plate**
   b. Child imitates activity.
   c. Child continues appropriate behavior.

3. **olds mirror to own nose**
   a. Child watches steam.
   b. Child imitates activity.
   c. Child continues appropriate behavior.
"Oh, look, you have to blow your nose too!"

"Blow into my hand."

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"Here is the bear's nose."

"Do you feel the air coming from my nose?"
"Blow the feather with your nose."

"Can you blow the ping-pong ball around the pan?"
"Blow steam on the mirror."

eather with your nose."

8.

'

4:1

blow the ping-pong ball
he pan?"

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"Can you blow the Kleenex?"

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"Can you make the Kleenex flutter?"
B. NOSE BLOW

NARRATIVE

General Program Overview

1. This is a program to stimulate an awareness of one's nose in order to be more socially accepted.

Materials: Mirror... Masking tape... Kleenex... Large animal pictures with obvious nasal features... Pie plate... Index card... Cupcake

Time Requirement: dependent upon child's interest

Purchase price: Materials are readily available

2. No special training is required; written instructions and/or sibling could engage in these activities

3. This program was developed in response to an extensive population of Development Centers and State Hospitals suggesting that this population could benefit by training in this activity.

4. As a cooperative, innovative effort to offer reinforcement in this area, therefore, no adaptive information is required.

5. This program is applicable to all children, with whose physical limitations prevent blowing air, as well as to those who can be trained to blow air in a group setting.

Types of reinforcement for accomplishment might include:

a. Primary - candy, etc.
b. Secondary - social approval from attending staff
c. Self-satisfaction through personal comfort

1 These are responses to the questions listed on the background.

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B. NOSE BLOWING

NARRATIVE 1

General Program Overview

Program to stimulate an awareness for the need for an ability to blow in order to be more socially acceptable.

For example: Masking tape... Kleenex... Flour with pie-tin... Flower... large animal pictures with obvious noses... feather... Ping-pong ball... plate... Index card... Cupcake with birthday candle...

Materials: dependent upon child’s interest span.

Materials are readily available household items.

Training is required; written instructions would be helpful. Parents could engage in these activities.

It was developed in response to an educational need; representatives at Centers and State Hospitals estimated that one-third of the pupil population could benefit by training in this area.

This, innovative effort to offer suggested programs for solving this problem, no adaptive information has been available.

It is applicable to all children, with the possible exception of those who have limitations preventing them from blowing air through the nose. Operant conditions can be effectively applied. Training should be on a one-to-one or small group.

Reinforcement for accomplishment might be:
- candy, etc.
- social approval from attending adult.
- satisfaction through personal comfort.

Responses to the questions listed on pages 2 and 3, plus additional
6. This program is yet to be evaluated. An initial charting indicates the potential for success.

7. Selection of this problem serves to illustrate a situation in which there are no known adaptable programs, a gap in the potential for success, and between the cracks of existing programs, and practical solutions need to be developed.

8. There is a frustrating problem which exists among children. That is the child who cannot blow.

Out of our group representing approximately 2,900 needed training in clearing of the nasal passages.

Our objective was to select from the intricate and complicated a segment that we felt was critical, how to help and present them to the child through modeling and physical contact as the social reinforcer. We began with an approximation of the steps of the task.

The subject chosen to demonstrate the program was a retarded child with no speech. He was able to be a happy pleasant child, he was attentive and cooperative.

9. There are many aspects in the process of blowing. The first aspect is that of blowing mucous from the nasal passages. The process of blowing mucous from the nasal passages is one of the initial steps.

10. In order for the child to blow his nose, he must close both his mouth and exhale through his nose. This step helps the child experience the sensation of air passing in the mouth and nose thereby enabling him to experience the satisfaction of successful blowing.
t to be evaluated. An initial observation through frequency
is the potential for success.

problem serves to illustrate the wide range of problems for
known adaptable programs, i.e., those problems which fall
of existing programs, and for which creative and imaginative
is need to be developed.

ating problem which exists among those who work with retarded
in the child who cannot blow his nose.
representing approximately 2700 children, it was estimated that
ing in clearing of the nasal passage.

t to select from the intricate process of blowing one's nose
that we felt was critical, break it down into sequential steps
to the child through modeling and imitation. We chose praise
ct as the social reinforcement to be used on each successive
the steps of the task.

to demonstrate the program was a ten-year old mentally
no speech. He was able to imitate single sounds. A
ld, he was attentive and cooperative.

pects in the process of blowing one's nose from the child's aware-
to the appropriate use of the handkerchief or Kleenex. Out of
of this total process we have chosen to expand the most critical,
cous from the nasal passage. Focusing attention on the nose and
he initial steps.

child to blow his nose, he must learn to inhale deeply through his
through his nose. This step is designed to create an awareness of
ir passing in the mouth and out the nose. It may be necessary to
r the child’s mouth in order to force him to exhale through his
ing him to experience the sensation.
11. We chose but a few of a wide variety of activities to child's ability to blow air through the nasal passage of these activities was unimportant. A wide variety presented in order to determine those which appeal the blowing of the nose has been satisfactorily accomplished can be used to deepen the pattern. It should be emph only a small but critical part of the total process of blow his nose appropriately into a handkerchief.
of a wide variety of activities to help shape and improve the blow air through the nasal passage. The order of presentation was unimportant. A wide variety of activities should be pre-determine those which appeal the most to the child. Once has been satisfactorily accomplished, these same activities on the pattern. It should be emphasized again that this is itical part of the total process of teaching a child how to priately into a handkerchief.
SELF-HELP SKILLS: MUCOUS

INSTRUCTIONAL OBJECTIVES

1. Describe how this unit will be useful in describing methods of mucous. If the child can learn to clear his nose to realizing and learning the goals and rewards of habits.

2. Describe how this unit will be useful in stimulating.

The purpose is to develop functional awareness, which can result with an accomplished task. It can be the media of games. Personal attention possessness of air going outward through the nose as well as of appropriate placement of mucous as a was.

3. Describe how this unit will contribute to motivation.

By personal one-to-one example and use of the

4. Is this unit's theoretical orientation directly?

This unit's theoretical orientation is directed as follows:

a. Example: blowing the nose
b. Basic behavior should be changed
c. Social acceptance

5. Is this unit's theoretical orientation (1) behavioristic, (2) eclectic, or (3) eclectic? Explain.

Because the child will respond to a command orientation would be termed behavioristic.
SELF-HELP SKILLS: NOSE BLOWING

INSTRUCTIONAL LEVELS

This unit will be useful in dealing with behavioral change.

It will be useful in describing methods to help a child clear his nose of congestion. The child can learn to clear his nose, he will be another step nearer to achieving the goals and rewards of self-grooming and better health care.

This unit will be useful in stimulating action and arousal.

It helps to develop functional awareness of his nose. Pride and satisfaction are accomplished tasks. It offers pleasurable experiences through the natural reflex of nose cleaning. Personal attention positively reinforces. It develops awareness of the outward through the nose and nasal passage. It develops awareness of the placement of mucous as a waste product.

This unit will contribute to modeling and imitation.

It provides an example and use of the mirror.

Theoretical orientation direct or indirect? Explain.

Theoretical orientation is direct, with resultant indirect overlays:

- Blowing the nose
- Mucus should be changed
- Perception

Theoretical orientation (1) behavioristic, (2) cognitive, or other? Explain.

If a child will respond to a command of "Blow," this unit's theoretical orientation could be termed behavioristic.
INSTRUCTIONAL LEVELS (Cont'd.)

6. Describe how the unit provides for the transfer of training.

This unit provides for the transfer of training. When a child learns to blow his nose on command, he may then expand his use of Kleenex. When his nasal passage needs clearing after the child learns to blow his nose, he will use the Kleenex.

7. Describe how this unit relates to other training areas.

Other training areas include:
   a. Speech
   b. Hearing
   c. Feeding and eating
   d. Control of drooling
   e. Grooming
   f. Health habits

8. Describe how this unit might be affected by teaching technique and/or personality.

Since the modality is based on a one-to-one teaching technique and/or personality is critical.
LEVELS (Cont'd.)

How the unit provides for the transfer of training.

Provides for the transfer of training because when the child is able to nose on command, he may then expand to the task of going and getting a hen his nasal passage needs clearing. Negative transfer may occur if child learns to blow his nose, he doesn't acquire the skill of using ex.

How this unit relates to other training areas.

Training areas include:

- Grooming
- Eating
- Handling
- Habits

How this unit might be affected by the instructor's teaching technique.

Modality is based on a one-to-one modeling situation, the instructor's technique and/or personality is critical to the success of this unit.
Materials

Feather  Pie Plate
Masking Tape  Tea Kettle
Mirror  Tissues
Ping-Pong Ball  Toy Animals
This program is a gem. It demonstrates what particular problem and experience in working with retarded children is both significant and experience in working with a retarded child was highly collaborative. As indicated by the accompanying short practical demonstration with a retarded child was highly indicative of what the program stresses Modeling and Imitating. Correct responses are followed immediately with some application of operant conditioning principles. The inputs are very specific and the program approaches it directly. Even if other learning never occurs, the practical results just noted are highly significant.

The subtleties of the program from the standpoint of the various ways in which the concept of awareness of facial parts and awareness of the different categories of "awareness of sensation." Here the child, through a combination of body awareness training and modeling, is put through a motor sequence which involves discrimination of the correct direction of the respiratory stream, having the child feel the stream of expelled air. In areas of feather, ping-pong ball, mirror (steam) and Kleenex provide some consequences of nasal exhalation that effectively reinforce the concept of awareness of sensation.

Although awareness of facial parts may seem a non-specific training, it should be pointed out that this constitutes a process whereby this particular learning takes place. The child that he "needs" to blow his nose. Does he really "needs" to blow his nose? Does he really "needs" to blow his nose? Or is it a redundancy that may, nonetheless, provide some specific learning. Answers to these questions must await a practical evaluation.

The question of awareness is seen at a more basic level where "awareness of sensation." Here the child, through a combination of body awareness training and modeling, is put through a motor sequence which involves discrimination of the correct direction of the respiratory stream, having the child feel the stream of expelled air. In areas of feather, ping-pong ball, mirror (steam) and Kleenex provide some consequences of nasal exhalation that effectively reinforce the concept of awareness of sensation.
Nose Blowing is a gem. It demonstrates what people with an awareness of a and experience in working with retarded children can evolve out effort. As indicated by the accompanying sequence of photographs, stration with a retarded child was highly successful.

The program stresses Modeling and Imitation as a modality for teach-

ses are followed immediately with social reinforcement, a correct ant conditioning principles. The instructional objective is highly program approaches it directly. Even if transfer of training to

occurs, the practical results justify the training effort.

es of the program from the standpoints of both theory and practice

ways in which the concept of awareness has been used. The cate-

ges of facial parts and awareness of the problem reflect a charac-

tive orientation. The use of masking tape relates closely to similar

art (1969) in body awareness training.

Awareness of facial parts may seem a natural prerequisite to such be pointed out that this constitutes an assumption regarding the particular learning takes place. So also does instructing the order to learn nose blowing? Does it even facilitate such learning?

y that may, nonetheless, provide some indirect kind of payoff? estions must await a practical evaluation of these procedures.

of awareness is seen at a more basic level in the section on

tion. Here the child, through a combination of physical prompts t through a motor sequence which insures nasal exhalation and lation, a response incompatible with successful nose blowing. e correct direction of the respiratory response is cued by al the stream of expelled air. In addition, the use of the ball, mirror (steam) and Kleenex provide novel and entertaining al exhalation that effectively reinforce the act.
Yet, even at this level an assumption is awareness as a prerequisite to learning. That is suggested in step #3 of the narrative. Thus, "I cover the child's mouth in order to force him to enabling him to experience the sensation." This involves an involuntary elicitation of the correct forms involuntarily, he does emit the correct reinforced. This procedure, which is closely related employs the timely application of positive reinfor voluntary response into a voluntary one. And in the response, the child can be made aware of the cue of escaping air. Thus, is prior training in aware to success?

An even more direct and simple method might into the external nasal cavities to induce expels the air through the nasal cavities in the involuntary induced response can then be reinforced im repeated elicitations, it could be converted into

Because it involves the use of tobacco, unacceptable. But it does suggest why may be a such training. On the other hand, what the orig it may more than make up for in terms of addit subsequent research findings indicate that ident be redundant, vis-a-vis learning nose blowing, o other grounds. Perhaps the nose blowing program out training in the identification of facial par critical conditions, such incidental benefits ma program. The appropriate direction to take could benefit evaluation of the various direct and ind alternative courses of action.
At this level an assumption is involved regarding the development of requisite to learning. That another alternative may be available is 3 of the narrative. Thus, "It may be necessary to hold your hand in order to force him to exhale through his nose, thereby experience the sensation." This technique, unlike the preceding ones, mandatory elicitation of the correct response. Although the child per-

Thus, "It may be necessary to hold your hand in order to force him to exhale through his nose, thereby experience the sensation." This technique, unlike the preceding ones, mandatory elicitation of the correct response. Although the child per-
y, he does emit the correct response which can subsequently be rein-

The sneeze reflexively through the nasal cavities in the fashion of nose blowing. This reflex-

involves the use of tobacco, the "snuff" method would probably be it does suggest what may be a rapid and efficient "short-cut" to the other hand, what the original program may lack in efficiency, take up for in terms of additional benefits. For example, even if findings indicate that identifying nose, mouth, etc., proves to a-vis learning nose blowing, such training can be justified on perhaps the nose blowing program is an ideal setting for carrying the identification of facial parts. If time and efficiency are not s, such incidental benefits may more than justify a more extensive appropriate direction to take could only be determined through a cost-

Thomas S. Ball
UNIT 5

IMITATION

1 From: A Tentative Guide for the Instruction of Retarded and Multi-Handicapped Children, Santa
UNIT 5

IMITATION
IMITATION

Sometimes training is greatly facilitated through imitation. For example, we can think of training as the use of various physical cues, such as pinching the forefinger. On successive trials, we can gradually allow the child himself to assume the correct position of the sound. The following describes shaping.

Imitation is often much more efficient than readily imitating the way the teacher shaped her own, could forego the necessary steps required to physically shape.

Some children have to be taught to imitate, simple and obvious imitations of gross physical movements, and then immediately rewarding the child when he taught him to imitate increasingly complicated sequences. In return to the more complicated problem of speech in gross motor imitation, we have established a general plan, and can then apply to training for the production of speech the specifics for such a program. What is referred to is the child's progress in the development of imitation.

In the training sessions, three children were involved. At first, the teacher did nothing more than a bit of snack for herself from a bowl. Then another teacher to do as the model teacher gave a bit of snack in their own cups.

Then the second teacher took charge of the food only when the child imitated the particular behavior that was the subject of training. In general, a given a snack whenever he imitated the model behavior—raising the arms, leaning to one side, training passed to more detailed motor imitation.
IMITATION

Training is greatly facilitated through the development of generalized examples. We can think of training a child to make the "m" sound through physical cues, such as pinching his lips together with our thumb and successive trials, we can gradually "fade out" this physical prompt so himself would assume the correct positioning of his lips for the production. The foregoing describes shaping of a speech sound.

Shaping is often much more efficient than shaping. For example, if the child the way the teacher shaped her own lips to make the "m" sound, she necessary steps required to physically prompt him.

Children have to be taught to imitate. We can start out with some very imitation of gross physical movements, e.g., slapping the top of the immediately rewarding the child when he does likewise. Once we have elaborate increasingly complicated sequences of physical movements, we can the complicated problem of speech imitation. In other words, through situation, we have established a generalized tendency to imitate which we p training for the production of speech sounds. The following describes such a program. What is referred to as a "probe" is simply a test ofress in the development of imitation.

Training sessions, three children worked with a model teacher. The teacher did nothing more than sit down on a rug and take snack for herself from a bowl. The children were prompted by teacher to do as the model teacher had done, including taking snack in their own cups.

Second teacher took charge of the snack bowl, and she provided y when the child imitated the part of the model teacher's behavior was the subject of training. In early sessions, the child was snack whenever he imitated the model teacher's gross motor --raising the arms, leaning to one side, and the like. Later, passed to more detailed motor imitations and finally to speech.

FRC
IMITATION (Cont'd.)

Periodically, the model teacher tested each child's complex performance. The tests consisted of simultaneously: a gross motor act, a fine motor act, and a verbal statement. For example: Probe I. Ari turned his hands turned back, face frowning, statement: During the test each child was reinforced if he imitated a gross motor act, whether he imitated the other or not.

As it turned out, the children imitated all the increasing accuracy. They imitated best the training at the time, but they did not lose the earlier. So, when speech finally was added to began to imitate. it reliably, and they continue to imitate gross, fine motor, and facial acts. This growing ability to observe and imitate a complex unobstructed, which was exactly the result we expected.

Once imitation of sentences is established, the teacher ability to respond to questions. The following mater-

The ultimate intent of imitation training was ability to listen to novel language performance. In one year it was possible only to develop the children consistently imitated fairly short the program would have to increase the children's longer verbal performances. Whether that can it is one subject of the current year's research the program so far suggests that the extension to complex statements is probably a practical.

Any child may have a much more elaborate verbal demonstrates in a spontaneous account of some whether we could bring that repertoire into use it as well, we chose a child who was probably in the group.
y, the model teacher tested each child's ability to imitate a performance. The tests consisted of four acts: performed simultaneously—gross motor act, a fine motor act, a facial expression, and a statement. For example: Probe I. Arms out to the side, palms of back, face frowning, statement: "This too shall pass away." test each child was reinforced if he imitated the teacher's act, whether he imitated the other components of her performance out, the children imitated all the teacher's actions with accuracy. They imitated best the act that was the subject of the time, but they did not lose the skills they had learned, when speech finally was added to the training, the children imitate reliably, and they continued at the same time to imitate motor, and facial acts. This apparently represented aility to observe and imitate a complex performance, even when d, which was exactly the result we wanted.

sentences is established, the teacher proceeds to develop the child's to questions. The following material outlines such a program:

The intent of imitation training was to give the children the listen to novel language performances and to repeat them. it was possible only to develop training to the point where n consistently imitated fairly short sentences. To be useful, would have to increase the children's skill with longer and al performances. Whether that can be done remains to be seen; subject of the current year's research. But the success of so far suggests that the extension of verbal imitative skills statements is probably a practical goal.

ay have a much more elaborate verbal repertoire than he s in a spontaneous account of some happening. To find out could bring that repertoire into use, and perhaps add to we chose a child who was probably the least articulate p.
We began by finding out just how inarticulate he was. The teacher asked, repeatedly over a period of 13 days, five questions such as, "Who do you like to play with?" In answer to these questions, the child usually answered with one word or two yielding a grand average over repeated inquiries of one and one-half words per answer.

Then the teacher began training. She asked, "What did you see on the way to school?" When she prompted the boy's answers with "What else," he simply repeated one and two-word answers, alternating between the two responses, "A doggie" and "TV," and repeating the pair over and over.

When it had become clear that this pattern was not likely to change by itself, the teacher provided a more logical prompt: "What kind of doggie?" The boy replied that it was a German shepherd, and the teacher praised him and gave him a bit of snack. Then she asked again what he saw on the way to school. He answered, "A doggie." At this point, the teacher raised her eyebrows, cocked her head, and waited. Presently the child amended his answer: "A German shepherd doggie," and was praised and fed.

When the original question was asked again, with the reply, "A German shepherd doggie," the child was given a second prompt; the teacher asked what the doggie was doing. In this way the training proceeded, with the teacher prompting each logical step, waiting for all previous steps to be chained together in reasonable sequence, and reinforcing only increasingly long and meaningfully connected sequences. The child's average answer to this first question eventually rose to about 200 words per ten-minute session, which amounted to about 50 words per session if duplications were eliminated.

Then the teacher asked a new question, "What do you do when you go home from school?" The child's answer showed that he had profited from the training on the first question; therefore the teacher reduced her logical prompts and asked simply, "what else" or "what then," while continuing to dispense praise and snacks only for more and more elaborate phrases.
UNIT 6

BEHAVIOR PROBLEMS

A. Extinguishing Self-Destructive Behavior  P. 86
B. Aggressive Behavior  P. 94
C. Blindism  P. 99
BEHAVIOR PROBLEMS

A. EXTINGUISHING SELF-DESTRUCT

OBJECTIVE: To reduce self-destructive behavior by a combination of techniques; nonreinforcement of problem behavior and positive reinforcement of appropriate behavior.

INSTRUCTIONAL METHODS

1. Observe child over a period of time long enough to obtain a stable base line indicating frequency of selected problem behavior.

2. Have available a means of controlling the time intervals between reinforcements (i.e., a universal timer).

3. If the child exhibits the problem behavior, the teacher turns attention away from the child and returns the attention immediately when appropriate behavior begins (behavior incompatible with problem behavior).

4. When the problem behavior ceases, the teacher reinforces the appropriate behavior with a primary reinforcer and timing begins.

5. Gradually extend interval of time between the primary reinforcements (e.g. reinforce at 1st second, 3rd second, 5th second, etc.).
BEHAVIOR PROBLEMS

A. EXTINGUISHING SELF-DESTRUCTIVE BEHAVIOR

To extinguish self-destructive behavior by a combination of nonreinforcement of problem behavior and reinforcement of appropriate behavior.

LEARNING ACTIVITIES

1. Not applicable.
2. Not applicable.
3. The child will learn that the self-destructive behavior will not be rewarded.
4. When appropriate behavior is exhibited, the child is rewarded.
5. The child will associate the action with the problem behavior situation.

PREREQUISITE(S): 1) Must be able to visually attend.
2) Must have voluntary control of upper extremities.

TIONAL METHODS

Over a period of time long enough to establish a stable base line frequency of selected problem behavior.

A means of controlling the interval of time between reinforcements (e.g. reinforcement timer).

Teacher turns attention to child and returns the attention only when appropriate behavior incompatible with problem behavior.

If behavior ceases, the teacher gives the appropriate primary reinforcer and reinforces it with the problem behavior situation.
INSTRUCTIONAL METHODS

6. When the child resumes the problem behavior, the teacher immediately turns away to avoid reinforcing the crisis (problem) behavior with her attention.

7. When problem behavior ceases, teacher immediately returns her attention to child but demands a longer period of nonoccurrence before beginning the primary reinforcement (i.e., 3 or 4 sec.). The reinforcement continues at lengthening intervals as nonoccurrence of problem behavior persists.

8. For evaluation purposes it is helpful if throughout the proceedings a record can be kept of the gradually extended intervals of nonoccurrence of the crisis behavior until the objective is achieved.

9. The goal is to have the teacher gradually fade herself out, thus eliminating the primary and the social reinforcement, so that the control of the crisis behavior is not dependent on the teacher's physical presence.

10. When the problem behavior is extinguished by this technique, other aspects of the teaching program can be approached.
6. -----------------

7. -----------------

8. -----------------

9. The child is not motivated to perform problem behavior.

10. Now a variety of learning activities can be carried out.
1. Observe the child over a period of time, to obtain a stable base. (Note Universal timer.)

3. Child sitting quietly with hands still -- immediate behavior objective achieved.

2. Teacher turns child, returns when the appearance of Extinction takes.

4. Teacher returns her attention to child but demands a longer period of non-occurrence before beginning the primary reinforcement.
Teacher turns her attention away from the child, returning the attention immediately when the appropriate behavior begins. Extinction technique.

Have available a means of controlling the time intervals between reinforcements.
Jill is a 5-year, 4-month old child who spends head with her hands. Her mother is attempting to elim mealtime by withholding her food until her hands are h is also working with Jill on feeding herself with a sp herself.

Our objective, then, was to get Jill to sit for her head with her hands. We hoped to accomplish this combined with positive reinforcement for nonoccurrence while the head-hitting occurred, the teacher turned aw until the incompatible behavior (nonhead-hitting) began food reward starting with a one second interval, gradu of time before giving the reinforcements.

A Universal timer was used in giving us control forment. One person operated the clock and cued the primary reinforcement.

During the procedure a chart-record was kept o minute when Jill was not hitting her head. A line dra corresponding with the chart markings showed a definit not hit her head by the final minute of the procedure.
is a 5-year, 4-month old child who spends most of her time hitting her hands. Her mother is attempting to eliminate her head-hitting during withholding her food until her hands are held quietly in her lap. She is working with Jill on feeding herself with a spoon—-getting her to reinforce her hands. We hoped to accomplish this through an extinction technique that positive reinforcement for nonoccurrence of the head-hitting. When or ad-hitting occurred, the teacher turned away—imposing a time-out period compatible behavior (nonhead-hitting) began—this was reinforced with a starting with a one second interval, gradually lengthening the intervals re giving the reinforcements.

Universal timer was used in giving us control over the timing of the rein—One person operated the clock and cued the teacher when to give the forcement.

During the procedure a chart-record was kept of the number of seconds per Jill was not hitting her head. A line drawn across the chart and g with the chart markings showed a definite rise in the time Jill did head by the final minute of the procedure.
EXTINGUISHING SELF-DESTRUCTIVE BEHAVIOR

INSTRUCTIONAL LEVELS

1. Describe how this unit will be useful in dealing with
   a. Immediate steps are necessary to reduce this type of
      the child on the road to developmental tasks.
   b. Basically the modification of behavior is essential
      and attention to the surrounding environment.
   c. To be self-controlled and socially acceptable.
   d. To begin steps toward regularity in daily personal
   e. To accept gradual steps of responsibility in the
      neighborhood.
   f. To establish rapport, communication, and useful
      and motor skills.

2. Describe how this unit will be useful in stimulating
   a. Pursuit of "Means" to learn steps involving,
      -- Rapport, happiness, and success within group of
      -- Opportunities to receive inputs through sensorial
         seeing, hearing, touch, etc.
      -- Conceptualizing intake,
      -- Responding through singing, talking, verbalizing
   b. Initial areas of orientation, contact, attention, interest
      involvement and reinforcement.

3. Describe how this unit will contribute to modeling and
   This may be considered as a practice in self-destruct
   degree of boredom within the environment. -- Areas of
   in an incidental fashion may be limited. -- Establish
   expand the use of patterns in modeling and imitation.

4. Is this unit's theoretical orientation direct or indir
   This theory is based on direct behavior modification
   Management and Skinnerian Operant Conditioning.
EXTINGUISHING SELF-DESTRUCTIVE BEHAVIOR

INSTRUCTIONAL LEVELS

This unit will be useful in dealing with behavioral change.

Steps are necessary to reduce this type of crisis behavior and get on the road to developmental tasks. The modification of behavior is essential to establish orientation to the surrounding environment.-controlled and socially acceptable.

Steps toward regularity in daily personal life.

Gradual steps of responsibility in the home, in school and in the community.

Enhance rapport, communication, and useful progress toward self-help skills.

This unit will be useful in stimulating action and arousal.

"Means" to learn steps involving, -

Happiness, and success within group or environment, opportunities to receive inputs through sensory modalities, i.e., hearing, touch, etc.

Singing through singing, talking, verbalizing, means of orientation, contact, attention, sensory-motor integration, involvement and reinforcement.

This unit will contribute to modeling and imitation.

Considered as a practice in self-destruction that indicates a basic need within the environment. - Areas of modeling and imitation may be limited. - Establishment of self-control will be a practice in self-destruction that indicates a basic need within the environment.

Theoretical orientation direct or indirect? Explain.

Based on direct behavior modification established by Crisis Operant Conditioning.
INSTRUCTIONAL LEVELS (Cont'd.)

5. Is the unit's theoretical orientation (1) Cognitive (3) Eclectic? Explain.

It is Eclectic because it encompasses both the behavioral and cognitive aspects.

<table>
<thead>
<tr>
<th>Behavioral</th>
<th>Cognitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ocular control</td>
<td>Perception (recognition)</td>
</tr>
<tr>
<td>Inhibition</td>
<td>Readiness</td>
</tr>
<tr>
<td>Imitation</td>
<td>Association</td>
</tr>
<tr>
<td>Self-destruction</td>
<td>Memory</td>
</tr>
</tbody>
</table>

6. Describe how the unit provides for the transfer of skills.

Only if technique is used in a variety of settings can it be securely established.

7. Describe how this unit relates to other training areas.

After establishing a modicum of self-control and motor control, the unit should be given precision training in directed practice or directed practice in self-control.

Particular and precise training in getting on and off the equipment is necessary. Making use of gross areas of arms and legs and hands in particular and precise training in getting on and off the equipment of a personal-need type.

8. Describe how this unit might be affected by the instructor or personality.

Items that lead to good teaching techniques in behavior include:

a. Establish a base rate of overt behavior in the student.

b. Instructor avoids any technique that may reinstate old behavior.

c. Checks for variation of base rate of behavior or "changes of environment."

d. Instructor always uses positive methods of objective measurement and rewards.
LS (Cont'd.)

Theoretical orientation (1) Cognitive, (2) Behavioral, or Explain.

because it encompasses both the behavioral and cognitive areas.

**Cognitive**
- Perception (recognition and discrimination)
- Readiness
- Association
- Memory

the unit provides for the transfer of training.

ique is used in a variety of settings may transfer of training be published.

his unit relates to other training areas.

shing a modicum of self-control and motor inhibition, the child will lision training in directed practice of a motor response nature.

precise training in getting on and off the bus independently.
gross areas of arms and legs and hand-eye manipulative skills need type.

this unit might be affected by the instructor's teaching technique y.

ad to good teaching techniques in behavior modification:
a base rate of overt behavior in the child.
 avoids any technique that may reinforce or trigger the problem
r variation of base rate of behavior at various times of the day es of environment."
always uses positive methods of objectivity, observation, nt and rewards.
This instructional plan provides a superb modification in action. The descriptive material, procedural details and requires no further clarification; however, is the bearing of this program on These Factors. The procedure violates time honored and both of these factors.

In the social context of the everyday world against the implementation of this program. This education suggests that Jill is an "emotionally troubled" problem. It assumes that this "inside the head" must be the focus of therapeutic effort. In order badly toward herself, presumably she will no longer head-hitting. The present strategy violates and bypasses the so-called internal mental problem and reinforcement practices.

The theoretical question is only part of if not more important, is the subjective impact on the teacher and other adults. This behavior is away from the child in the process of hitting but is precisely counter to those sympathetic feelings into teaching in the first place. These are deliberate. The unit successfully demonstrated was that in order to carry on one must overtly express positive feelings self-control, one must become cold and detached. Rather, it requires understanding and self-discipline required to counter for such expression. This problem is compounded for order to inaugurate the program, must gain the parents and other significant people in the child's world, aids and other students. She must understand this understanding to others. Fortunately, the procedure provides her with a means for conclusion.
Extinguishing Self-Destructive Behavior

The instructional plan provides a superb demonstration of behavior action. The descriptive material covers all of the important points and requires no further clarification. What is left unsaid, bearing of this program on Theoretical Orientation and Subjective Procedure violates time honored and cherished notions regarding factors.

Social context of the everyday world, everything would operate in the general folklore of special procedures. In other words, if she stops feeling self, presumably she will no longer need to punish herself with the present strategy violates all of these notions in that it is called internal mental problem and focuses instead upon reinforcers.

Theoretical question is only part of the problem, however. Equally important, is the subjective impact of self-destructive behavior on other adults. This behavior is bizarre and disturbing. Turning a child in the process of hitting herself is an action that goes far to those sympathetic feelings that motivate many people to go the first place. These are decent, humane impulses. Yet, what fully demonstrated was that in dealing with this kind of problem, one must develop the self-discipline required to discriminate the appropriate moment. This problem is compounded by the fact that the teacher, in the active support of her supervisor, other significant people in the environment including teaching students. She must understand what she is doing and communicating to others. Fortunately, the evaluation system built into the program is conclusively demonstrating its success.
Hostile critics cannot long ignore such evidence. They may, however, attack the program on other grounds. For example, they may claim that it works but at the cost of a presumed psychic damage or side effect. The teacher can then counter with the demand for proof that damage of this kind ever occurs.

The preceding discussion points up, once again, an important fact about instructional objectives, i.e., it is one thing to specify an objective and to delineate a successful strategy for achieving it, it is quite another thing to implement it in the real world.

For further discussion on underlying theories of treatment, refer to Section IV.

Thomas S. Ball
OBJECTIVE: To illustrate to the child that his aggressive behavior deprives him from pleasurable and rewarding classroom activities.

INSTRUCTIONAL METHODS

1. The problem behavior is charted until a stable base line is established.

2. After establishing the base line, immediately upon demonstration of aggressive behavior, the child is removed by an adult who grasps the clothing at the shoulder, takes him to the seclusion area which is located away from the classroom.

3. The child is left in seclusion for a preset time. At the end of the preset time, an adult will see if the behavior is appropriate before returning the child to classroom activity.

4. Having displayed appropriate behavior, the child is returned to the classroom by an adult without giving any physical contact to the child so that the problem behavior is not reinforced.

5. Seclusion for problem or aggressive behavior needs to be consistently practiced and must be utilized as often as necessary until objective is obtained.

6. Objective is achieved, i.e., in comparison with the base line, the rate of the aggressive behavior is significantly reduced.
BEHAVIOR PROBLEMS

B. AGGRESSIVE BEHAVIOR

illustrate to the child that his aggressive behavior privies him from pleasurable rewarding classroom activities.

PREREQUISITE: Able to hear, follow direction, control fine motor skills.

STRUCTURAL METHODS

Behavior is charted until base line is established.

Establishing the base line, upon demonstration of behavior, the child is by an adult who grasps the at the shoulder, takes him to an isolation area which is location from the classroom.

is left in isolation for time. At the end of the me, an adult will see if nor is appropriate before the child to classroom

viewed appropriate behavior, is returned to the classroom without giving any physical to the child so that the problem is not reinforced.

for problem or aggressive needs to be consistently and must be utilized as necessary until objective is achieved, i.e., in comparison to the rate of the aggressive significantly reduced.

LEARNING ACTIVITIES

1. Not applicable.

2. When a child has a problem behavior, the child is placed in the isolation area.

3. The child will learn that problem behavior means isolation.

4. When appropriate behavior is established, the child will be returned to the group.
Problem behavior is charted until a stable base line is established.

The child is left in seclusion for a preset period of time.
2. The child is grasped by the clothing at the shoulder and is impersonally removed from the classroom to the seclusion area without verbalization.

4. Having displayed appropriate behavior, the child is returned to the classroom.
1. **Describe how this unit will be useful in dealing with behavior problems:**

   Seclusion is a definite action by which aggressive behavior is controlled.

2. **Describe how this unit will be useful in stimulating behavior:**

   Rather than stimulating action and arousal, seclusion can be used to control aggressive behavior, thus allowing the child to become more appropriate in their classroom behaviors.

3. **Describe how this unit will contribute to modeling appropriate behavior:**

   Model of increasing nonaggressive behavior is rewarded by allowing the child to participate in the activity which has been denied.

4. **Is this unit's theoretical orientation direct or indirect?**

   It is direct. It is nonverbal and also an intervention.

5. **Is the unit's theoretical orientation (1) behaviorist or (3) eclectic? Explain.**

   The theoretical orientation is behavioristic. It is with seclusion being a negative reinforcer which increases aggressive behavior—also, the action is observable and

6. **Describe how the unit provides for the transfer of treatment**

   Aggressive behavior is associated with seclusion; the treatment is appropriate to avoid a negative reinforcer in other situations, and can be obtained if seclusion is used with consistency.
BEHAVIOR PROBLEMS: AGGRESSIVE BEHAVIOR

INSTRUCTIONAL LEVELS

Unit will be useful in dealing with behavioral change.

Finite action by which aggressive behavior is decreased.

Unit will be useful in stimulating action and arousal.

Limiting action and arousal, seclusion is designed to limit aggression allowing the child to become more open to action and arousal classroom behaviors.

Unit will contribute to modeling and imitation.

Nonaggressive behavior is rewarding as children can continue the activity which has been denied to the secluded child.

Theoretical orientation direct or indirect? Explain.

Is nonverbal and also an intervention disciplinary technique.

Theoretical orientation (1) behavioristic, (2) cognitive, or behavioristic. It is based on behavior theory involving a negative reinforcer which increases periods of nonoccurring or--also, the action is observable and measurable.

Unit provides for the transfer of training.

Or is associated with seclusion; therefore, the child behaves avoid a negative reinforcer in other settings. This result of seclusion is used with consistency.
INSTRUCTIONAL LEVELS (Cont'd.)

7. Describe how this unit relates to other training.

With the continued use of this seclusion technique on behavior so that the teacher can maintain her time benefit.

8. Describe how this unit might be affected by the child's or personality.

The teacher needs to be consistent, utilizing uncontrolled personality variables and inappropriate cause this method to become ineffectual. Some that they feel that this technique is liable to and create negative feelings or aloneness. In that as soon as acceptable behavior is demonstrated, the child is immediately returned to the situation. Prolonged, indefinite, or unplanned—it must be
nit relates to other training areas.

Use of this seclusion technique, we can extinguish aggressive behavior. The teacher can maintain her total program for the child's behavior.

nit might be affected by the instructor's teaching technique.

To be consistent, utilizing minimal verbalization, otherwise unwanted variables and inappropriate techniques are liable to become ineffectual. Some teachers object to seclusion in this technique. is liable to destroy the child's self-image and feelings or aloneness. In view of this, it should be stressed that acceptable behavior is demonstrated for a preset period of time, immediately returned to the situation. Seclusion should never be abrupt, or unplanned--it must be programmed.
This program was based upon a well established technique known as "time out from positive reinforcement." It was evaluated in an objective base line, the rate of aggressive behavior was collected, this kind of data is not readily subject to interpretation.

A factor with which the teachers were aware specifically in the program deals with the reinforcement of aggressive behavior. The fact is that, for some individuals, seclusion can be as time out from positive reinforcement a serious problem for the teacher since the rate of aggressive behavior increases in frequency over base line. This informal forward indication that if the program is not well executed, the program will not be devised.

The authors of the program perceptively (Iatiosion Levels) that the variable of Subjective Emotion is not easily measured. They observed, "Some teachers object to the technique is liable to destroy the child's self-esteem or loneliness." It is important to note, however, unfavorable side effects constitute ad hoc speculation, to support the notion of side effects. The problem is then the student. Yet since it is the teacher who initiates the program, such problems cannot be ignored that she attaches to the term seclusion, which, with its connotations, must be thoroughly discussed. Perhaps a way to overcome the child in a "concentration room" extraneous stimuli serving to elicit the behavior the procedure may "sell" much better.

The term seclusion may be reacted to with anxiety, on the other hand, there is no doubt that it can be seen key to its correct usage was aptly and succinctly described, "Seclusion should never be prolonged, indefinite, Guided by the data collection procedure as outlined will not occur."
COMMENTS: Aggressive Behavior

The program was based upon a well established operant conditioning procedure from positive reinforcement. The program was carefully conceived and evaluated in an objective fashion, i.e., in comparison with the baseline of aggressive behavior was significantly reduced. When honestly recorded, data is not readily subject to distortion during the process.

With which the teachers were aware but which was not brought out in the program deals with the reinforcing properties of seclusion. The program, however, can function as a rewarding experience for some individuals, seclusion can function as a rewarding experience. Yet, this need not constitute concern for the teacher since the rate measure will readily reveal an increase over baseline. This information provides a reliable, straight-line data that if the program is not working, an alternative strategy should be seriously considered.

rs of the program perceptively indicated under point #8 (Instruction). At the variable of Subjective Factors is of great relevance in this observation. "Some teachers object to seclusion in that they feel this is to destroy the child's self-image and create negative feelings. It is important to note, however, that these concerns about potential effects constitute speculation, not fact. There is really no evidence of side effects. The problem may reside in the teacher rather than the program.

Yet since it is the teacher who decides whether or not to carry such problems cannot be ignored. The feelings and value judgments held by the teacher, which, from the outset, have very negative implications, must be thoroughly discussed. Perhaps the semantic obstacle could be met by serving to elicit the behavior. With this kind of repackaging, "seclusion" can be "sold" much better.

Seclusion may be reacted to with a negative emotional bias. On the other hand, there is no doubt that it can be seriously abused as a procedure. The term usage was aptly and succinctly summarized in the statement, "Seclusion never be prolonged, indefinite, or unplanned--it must be programmed." This is not a collection procedure as outlined in this plan, abuses of seclusion...
BEHAVIOR PROBLEM

C. BLINDISM

OBJECTIVE: The student will be able to hold her head in an upright position.

PREREQUISITES:

INSTRUCTIONAL METHODS

1. Observe the student in a home situation to attain a "natural setting" base line for frequency of problem behavior (head held in a slumped position).

2. Seek information from the mother concerning types of rewards and whether there are any obstacles to resolving the problem. (Music found to be most rewarding.)

3. Set up two timers. One to run continuously for a period of two minutes, the other to measure the amount of time her head attains the upright position within the two-minute period. Have a scoring board to score the results of the timers.

4. Bring the student into the training room having a phonograph and records ready. Scorepad and timers are also to be ready.

5. Timers started. If the student's head is down, the music remains off. When she begins to bring her head up, the music begins. The music is started with any upward movement. If her head begins to go down, the music stops. No verbalization at this time.
BEHAVIOR PROBLEMS
C. BLINDISM

nt will be able to head in an upright

PREREQUISITE(S): Must not have any physical
obstacle to holding neck in upright position.

NAL METHODS

nt in a home in a "natural
for frequency
or (head held in

from the mother of rewards and
any obstacles to
blem. (Music found
ing.)

. One to run
a period of two
r to measure the
head attains the
within the two-minute
coring board to score
e timers.

into the training nograph and records
and timers are also

If the student's music remains off.
\o bring her head up,
The music is started movement. If her head,
the music stops.
at this time.

LEARNING ACTIVITIES

1. Not applicable.

2. Not applicable.

3. Not applicable.

4. Not applicable.

5. When the student lifts her head, the music will start and the child will be rewarded.
INSTRUCTIONAL METHODS

6. Amount of time the head is held up will be scored on chart. Five 2-minute sequences will be scored.

7. At this time begin to associate physical contact with music by rubbing the shoulder or holding a hand when the music starts (social approval). Association of physical contact is made in view of eventually withdrawing the primary (music) reward. Five 2-minute sequences are scored.

8. In another five 2-minute sequences (scored), the music is deleted and social praise (verbal and stroking) is associated with physical contact if the student keeps head in an upright position.

* 9. Delete all physical contact and use just social reward of conversation commenting that it is nicer to keep head up. Five 2-minute sequences are scored.

* At this time this step was deleted and we returned to step 7 as it was obvious that the student was not responding as readily without the music.
TRUCTIONAL METHODS

The head is held up on chart. Five 2-minutes will be scored.

- The student will begin to associate reward of music playing with having head in an upright position.
- The student will begin to associate physical contact and music with the head being in an upright position.
- The student will be associating social praise with physical contact as the reward to keeping her head in an upright position.
- The student should associate meaningful communication as an incentive to keeping her head in an upright position.
- Over-all result:

The scoring tabulation revealed that the student may not have had complete association of the reward to the fact of having her head in an upright position, but it was observable that the music and music-physical contact stages had more time periods of association. Had this been brought out over a longer period of time, the association and behavior change would have been much more effective. See concluding interpretation of the results under Comments.

LEARNING ACTIVITIES

5. The student will be associating social approval with rubbing or holding a hand when the (social approval). Association of physical contact is made in tactually withdrawing the (sic) reward. Five 2-minute sequences will be scored.

8. The student should associate meaningful communication as an incentive to keeping her head in an upright position.
Timers started. Any upward movement, the music starts. If head begins to go down, music stops. No verbalization at this time.

The child has her head in upright position and is receiving physical contact as means of a reward which has been associated with the primary reward of music.
upward movement, the ad begins to go down, balization at this time.

When head is down, music remains off.

Measure the amount of time her head attains upright position within the 2-minute period and record on chart.
NARRATIVE

Jenny is a 17-year old blind/cerebral palsyed. Jenny sits in a slumped, withdrawn position with her head down. Although she exhibits other blindisms—rocking, rubbing—the mother feels that Jenny's keeping her head down really is crisis behavior as it interferes with her development and in educational experiences.

In successive approximations, Jenny is rewarded in an elevated position. Using two Universal timers, measured at 2-minute intervals are conducted as: Stage I - blank, Stage II - music associated with physical contact, Stage III - associated with social praise, and Stage IV - social praise.

During the procedure a chart was kept of the 2-minute period that Jenny elevated her head. The situation is explained in the Comments that follow this unit.
-year old blind/cerebral palsied girl. As can be observed, she was in a withdrawn position with her head down on her chest. Other blindisms--rocking, rubbing her eye with her fist--are also noted. Jenny's keeping her head down rather than in an elevated position as it interferes with her relationship to the environment. This posture also limits her mobility, development of fine motor skills, availability of environmental stimuli, and participation in activities.

In approximations, Jenny is rewarded for having her head up. Using two Universal timers, four 10-minute stages are conducted: Stage I - music reinforcement, Stage II - physical contact, Stage III - physical contact and praise, and Stage IV - social reinforcements only. A chart was kept of the number of seconds per stage. The significance of the data is that it demonstrates the impact of different reinforcement methods on Jenny's behavior.

The comments that follow this unit.
BEHAVIOR PROBLEMS:  
INSTRUCTIONAL LEVEL:

1. Describe how this unit will be useful in dealing with:
   a. The mother feels this is crisis behavior associated with child.
   b. Modification of this behavior will aid in:

2. Describe how this unit will be useful in stimulating:
   a. Having the head up and correct posture will result in stimulation.
   b. She will not appear as withdrawn and she will show stimulation.
   c. Having her head up will also give her more freedom allowing for a vertical rather than a horizontal position.
   d. Increased mobility will allow for more exploratory activity.
   e. Increased mobility will allow for more educational stimulation.

3. Describe how this unit will contribute to modeling:
   a. No modeling or imitation was used.
   b. It could be done through tactile stimulation also the model's head as to position and posture.

4. Is this unit's theoretical orientation direct?
   The unit's theoretical orientation was direct and observable as well as measurable and the technique and mechanical requiring no involved interpretation. Of 2 minutes of uninterrupted music, this would not be contingent upon the desired behavior.
BEHAVIOR PROBLEMS: BLINDISM

INSTRUCTIONAL LEVELS

this unit will be useful in dealing with behavioral change.

this unit will be useful in stimulating action and arousal.

e head up and correct posture will give her more potential for

this unit will contribute to modeling and imitation.

ing or imitation was used.

's theoretical orientation direct or indirect? Explain.

theoretical orientation was direct. The behavior to be modified was

1 requiring no involved interpretation. By establishing a base line

of uninterrupted music, this would make it possible to see the dif-

s of the experiment in lieu of the "natural setting" of music which

contingent upon the desired behavior.
5. Is the unit's theoretical orientation (1) behavioristic (2) eclectic? Explain.

The theoretical orientation of this unit was behavioristic. The therapist verbally asked her to keep her head in the upright position and reward through behavioristic techniques. A behavioristic approach was attempted through rewarding desired responses, using successive approximations and no direct cognitive techniques.

6. Describe how the unit provides for the transfer of training.

This unit had built-in transfer of training since social rewards, such as touch and social reinforcements, were used as a means of eliciting the desired behavior. Once the head was kept upright, training would also take place once the head was kept upright, and the posture would be more erect and usable.

7. Describe how this unit relates to other training.

The skills and success developed through music could be reinforced with social rewards, as defined in this particular case, would take place once the head was kept upright, and the posture would be more erect and usable.

8. Describe how this unit might be affected by the child's personality.

Behavioral blindness can be very much affected by the child's personality. These are some of the ways in which it can be affected: assistance, inability to wait and reward. The type of training is dependent on the child's tolerance level and awareness of success.
al orientation: (1) behavioristic, (2) cognitive, or

tion of this unit was behavioristic. We could have
keep her head in the upright position, but we attempted
ristic techniques. A behavior change of keeping the
ted through rewarding desirable behavior through
ns and no direct cognitive approach.

provides for the transfer of training.

transfer of training since primary rewards were replaced
mixed touch and verbal to verbal praise without touch)
s of eliciting the desired behavior. The intent was
a realistic everyday reinforcement system which would
he present social standards of behavior. Transfer of
place once the head was in an upright position: body
rect and usable.

relates to other training areas.

developed through music, with physical and social praise
is particular case, would not be useful in all areas of
relationships and improvement in mobility would be the

might be affected by the teacher's teaching technique

e very much affected by the teacher and her techniques.
y in which it can be affected: by giving too much
o wait and reward. The unit can be affected by sensi-
olence level and awareness of appropriate degrees
EQUIPMENT LIST

2 Universal timers
Record player
Child's favorite record
   (Dejavu-Crosby Stills Nash and Young)
2 chairs
Scoring chart
Felt pen

SUPPLIES LIST

Tagboard
Felt pen

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Curriculum.
Santa
Santa
701 Cali.
Nothing r
with blin
papers an
modificat

FILMS, et
Sonoma St.
(Poppy Pr
P. O. Box

EVALUATION

1. Scori
2. Time
BIBLIOGRAPHY

"No Place To Go" - Pauline More, Sonoma State Hospital, HIP-Blind Project Report, P. O. Box 1400, Eldridge, California.


Nothing really in this field dealing directly with blindism. The subject is covered in papers and books dealing directly with behavior modification.

FILMS, etc.

Sonoma State Hospital Blind Project, (Poppy Project) State Dept. Education. P. O. Box 1400, Eldridge, California 95431

EVALUATIVE TOOLS

1. Scoring chart
2. Time clocks
A task force of institute participants found that music was a potent reinforcer.

This editor's suggestion of an operant conditioning normal head posture in this blind girl was inspired by Ayllon (1962) who successfully treated a patient suffering from postural problems using contingent music reinforcement.

From the standpoint of operant conditioning theory, the issue of the effectiveness of music as a reinforcer was brought to the editor's attention by the exhortation to the subject to keep her head up. The teachers' need to include verbal directives in their instructions to the patient who was treated in a mental hospital setting. Thus, "Because the child:... the nurses regarded the positive effect on the patient's behavior. The implicit value of music as an operant reinforcer is part of present practice.

Why did the conference participants involve verbal instructions to the subject that holding her head up was desirable? It is possible that the embellishments serve more to assuage the teachers' need to include verbal directives in their instructions to the patient than to enhance what was originally a visual strategy.

The editor's interpretation of the embellishments is based on impressions gained from other sources. Thus, Ayllon (1963) encountered similar objections in his attempt at getting children with autism to keep their heads up in a mental hospital setting. The reverse sequence seemed essential to desirable behavior in the patient's case, but not necessarily in the case of the subject. Ayllon argued that the basic difference regarding strategy is analogous to the one between behavior therapists and psychoanalysts. The psychoanalyst's conflicts must precede and form the basis of a psychoanalytic treatment process. In contrast, Bandura (1967) points out, there is no reason to believe that early life experiences are the foundation of behavioral change. The reverse sequence seems to be a more natural method for some individuals.
COMMENTS: Blindism

The suggestion of an operant conditioning strategy for training a blind girl was inspired by a classic study by Barrett. Fully treated a patient suffering from multiple tics through the use of music reinforcement. From a standpoint of operant conditioning methodology, the addition of physical contact, including hand holding, could only obscure the effectiveness of music as a reinforcer. The issue was further clouded by the subject to keep her head up because it was "nicer" to do so. Need to include verbal directions is reminiscent of a problem encountered in his attempt at getting nurses to carry out a program in a hospital setting. Thus, "Because the patient was not informed or warned that the nurses regarded the procedure as unlikely to have much effect on the patient's behavior. The implicit belief that verbal instructions are the key to effective learning is a part of present day psychiatric lore." The conference participants involved in this program want to arrange interactions such as holding the girl's hand and persuading her head up was desirable? It is suggested that such programmatic efforts be more to assuage the teachers' anxieties about their treatment in an attempt to enhance what was originally an extremely simple and straightforward interpretation of the embellishments of the program are supported by other sources. Thus, in discussions with both orientation and some psychologists strongly identified with cognitive theory, points were raised. One psychologist vehemently objected to the procedure it violated the "natural" developmental approach to training head held were placed on a belly board on the floor, her head would come in a fashion that would help orient her to the environment. This strategy is analogous to conflicting views expressed by behavioral analysts. The psychoanalysts would insist that insight into the precede and form the basis of meaningful behavioral change. But, points out, there is no reason why insight cannot follow upon the heels of the reverse sequence seems not to violate any immutable laws of developmental sequence idea has sometimes been invoked in support of.

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what have proven to be totally unfounded practices, and that school age children with reading disabilities show crawling patterns (see Robbins, 1967). There appears to be a preference for the child to be placed on a belly board than that a time crawling about in stereotyped movement sequences could occur.

Just as behavior change can lead to insight, conditioning this girl to develop a head posture which was most alert, could result in a more generalized attention. The procedure for producing this behavior was that it brought her to the threshold of a wider environment. Once she was brought to this threshold, highly variable and most unmechanistic world of experiencing such a strategy is that many people recoil from the specifics of the initial stages of a conditioning program toward which the behavior modifier is working. That stating a behavioral objective may be nothing more than the value issues that may surround it are unearthed in fashion.

There is a postscript to this program. It story in which the editor described and interpreted the proto-station for automated treatment. For instrumentation of a mercury switch attached to the head in such a fashion that it was held up and turned on when the head was lower, and activate a unit that would transmit corresponding on-player supplied with Jenny's favorite recordings. The reinforcement immediately contingent upon the child's posture.

Provided with nothing more than this information a psychologist responded to the suggested strategy and package incorporating both a simplification of and a change over the original plan. MacLynn Smith utilized the system directly to an inexpensive transistor radio that the A simple "bug" type earphone was connected to the radio and allowed her to wear the instrument package withoutbreak in fact, allowed to wear it at school. The total cost $2.00 exclusive of the cost of the transistor radio.
o be totally unfounded practices, as when Delacato (1959) insists children with reading disabilities should practice rigidly prescribed (see Robbins, 1967). There appears to be no more reason for insistence placed on a belly board than that a 12-year old disabled reader spend time in stereotyped movement sequences.

Behavior change can lead to insight, it seems quite possible that girl to develop a head posture which she previously assumed when result in a more generalized attentiveness to environmental stimulus for producing this behavior was mechanistic. Yet it appears to the threshold of a wider experience and contact with the she was brought to this threshold, the step beyond it was into a most unmechanistic world of experience. The problem in inter-strategy is that many people recoil emotionally and criticize the initial stages of a conditioning procedure without understanding which the behavior modifier is working. The point in all of this avioral objective may be nothing more than a hollow formality unless hat may surround it are unearthed and resolved in a constructive

postscript to this program. It stems from a video taped lecture described and interpreted the program and also discussed instrumented treatment. For instrumentation, the editor suggested the use h attached to the head in such a fashion that it would go on when up and turn off when the head was lowered. The switch would at would transmit corresponding on-off signals controlling a record with Jenny's favorite recordings. The system would provide music diately contingent upon the child's assuming the desired head

with nothing more than this information, a classroom teacher and ponded to the suggested strategy and evolved an instrumental ning both a simplification of and a highly significant improvement plan. MacLynn Smith utilized the mercury switch but connected it expensive transistor radio that the subject carried on her person. be earphone was connected to the radio, an arrangement which per- the instrument package without bothering anyone else. She was, to wear it at school. The total cost of this equipment was about cost of the transistor radio.
Informal observation indicates that when Jenny, indeed, effective in promoting normal head posture. A investigation remains to be done.
vation indicates that when Jenny wears this equipment, it is, promoting normal head posture. A full-fledged scientific is to be done.
SECTION III

A FRAMEWORK OF COMMUNICATION

FOR EDUCATION
A FRAMEWORK OF COMMUNICATION FOR
OF PROFOUNDLY RETARDED AND MULTI-

The primary goals for the development of this communication among the educators of the severely retarded with a repertoire of techniques to solve behavioral problems follows.

Curriculum is often conceptualized in terms of education. Few would suggest that curriculum and curriculum play a role in a student's progress within the school system. For in a broad sense of education that concern the student.

In this context, then, curriculum can be thought of as having numerous aspects of education interrelating with one another. The word "system" has found increased usage in the past few years, but unfortunately the use of system problems that it attacks--poor definition and the breakdown of various elements of education.

Perhaps it is easier to look upon education as having many aspects, people and procedures. But whether you call it system or program, education still consists of processes and changes all directed towards the basic goal of passing wishful thinking to imagine a large body of people working without some common language through which objectives of groups and their efforts converged towards that common goal.

Systems analysis in the most rigorous sense is the elements or aspects of an organization (or system) and efforts of these elements into a whole. The key to this is not how to make rules or methods more precise, but the interaction between different elements of the system through an
A FRAMEWORK OF COMMUNICATION FOR THE EDUCATION OF PROFOUNDLY RETARDED AND MULTI-HANDICAPPED MINORS

y goals for the development of this guide were to promote increased understanding among educators of the severely retarded and provide those educators with techniques to solve behavioral problems. Since communication is often conceptualized in terms of study or types of subject matter, it is evident that curriculum and curriculum planning are the only elements of the school system. However, curriculum is often conceptualized in terms of study or types of subject matter.

In this context, then, curriculum can be thought of as a system—that is, of education interrelating with one another towards a common goal. "System" has found increased usage within educational circles in the past, unfortunately the use of systems has suffered from the exact same poverty of definition and the breakdown in communication between the elements concerned with the student.

It is easier to look upon education as an organization, with its rules and procedures. But whether you use the words organization, system, education still consists of procedures, methods, policies and procedures towards the basic goal of passing on knowledge. It would be to imagine a large body of people working towards a common goal in language through which objectives could be defined for various efforts converged towards that common goal. Thus, the need for systems analysis.

Analysis in the most rigorous sense means nothing more than studying the elements of an organization (or system) in an attempt to converge the elements into a whole. The key to systems analysis, therefore, is to make rules or methods more precise, but how to improve the interaction of the system through an improved framework of communication.
Curriculum as a system involves many people and abilities. The student lies at the focal point is the curriculum designer to know the needs of each probable that he will never meet all these students instructional method is best suited for each student exposure to the vast numbers of lesson plans and cur How is the administrator to know which of the methods acceptable with regard to the established budget? tions have an implied answer--communication. But in realities of the educational community, this commun

In order for the educational community to utilize its full potential, it is necessary that it learn how to evaluate objective standards. At this point people often throw up the word "analysis" or something similar in denoting their concern aspects of role definition and evaluation. But if you then it would follow that it must first define its own amount of improvement achieved. To know where you have been. This is the role of the system analyst--to help people together their needs and abilities so as to lead them to work together.

This curriculum guide offers specific "cookbook" solutions that underlie these methods. While these and not been developed by a systems analyst, they were do them. The problems of proper curriculum were by task groups, solutions identified and examined, and by step with many trade-offs being made.

Curriculum must be used that is relevant to the needs of profoundly retarded children, along with the research related to development of the profoundly
d

1  A Title VI B Project, Behavioral Objectives for is attempting to provide a defined systematic a in education.
as a system involves many people with continuously changing needs.

Student lies at the focal point of curricular efforts. But how
designer to know the needs of each student when in fact it is most
all never meet all these students? How is the teacher to know which
is best suited for each student when she can't possibly obtain
numbers of lesson plans and curriculums that have been developed?
rator to know which of the methods selected by the teacher is
ard to the established budget? These and many other everyday ques-
ed answer—communication. But all too often, within the hectic
ucational community, this communication breaks down.

In the educational community to learn how to solve its ills and
tential, it is necessary that it learn from its own experience.
call for evaluation of objectives, and this evaluation will require
point people often throw up their arms and cry "paralysis by
ing similar in denoting their concern over the apparent de-humanizing
ition and evaluation. But if education seeks to improve itself,
 that it must first define itself to determine the direction and
nt achieved. To know where you are going is to know where you have
ole of the system analyst—to help those within an organization
needs and abilities so as to function as an interacting whole.

ulum guide offer specific "cookbook" methods of dealing with the
retarded children, along with considerations of the many assump-
these methods. While these analytically developed methods have
by a systems analyst, they were done exactly as an analyst would
ems of proper curriculum were broken down systematically by the
ons identified and examined, and detailed methods developed step
rade-offs being made.

must be used that is relevant to each child or student. This
eds of each student be known and understood. This would in turn
r an extensive diagnosis for each student—a diagnosis usable by
ribing instructional methods. Because of the broad base of
development of the profoundly retarded child, there is sparse

ject, Behavioral Objectives for Handicapped Children, Santa Cruz
provide a defined systematic approach to improve communication
continuity in the jargon and methods used by those interacting with parent, the teacher from last year, the clinician, and often the clinician. An approach of this guide combined with the theoretical implications partially solves these concerns and enhances necessary communication.

To isolate a general area of need is always easier than in solution, the difference being the intervening detail. We all use systems analysis in our everyday lives, all the way from selecting to deciding when to go to bed. To think of such efforts as systems important, but to learn to extend this natural habit to the educational does require some practice.

Most of us act according to some immediate or long-term objectives, usually consider different ways of pursuing these objectives. Once that appears most promising, we use it in approaching our objective. Having this objective, we continuously evaluate whether or not the path have chosen is going to be effective in attaining that objective. Right now when you read this page—is this information improving your decision making--and if not, should you pursue the alternatives of TV or talking with your neighbor?

It is this analytical framework that helps to pinpoint priorities, the use and evaluation of different (alternate) ways of attaining objectives. This refined approach permits a converging basis for communication.

By viewing education as a system which includes many different various roles working towards a basic goal (education of the child), for communication becomes mandatory. This framework, produced in a fashion based upon the needs and suggestions of those involved in the process, can become a powerful tool for improving the effectiveness of educational program. For example, envision all the people with whom you interact regarding your role in education; how is it possible to give an individual a perspective of how their efforts can constructively affect the local and global goals of education? On page 113 is a simple diagram of organizational structure of a program based upon interacting decision making.

With reference to the attached decision structure, this chart is providing the basis of operation for those decisions at levels of placement the activities of the teacher that stem from her decision, with all the decisions of others in the educational community, it to develop a program-structure or framework that relates to communication.
and methods used by those interacting with the child—the clinician, and often the child himself. The combined with the theoretical implications of each method concerns and enhances necessary communication and continuity.

ral area of need is always easier than implementing a viable being the intervening detail. We all use the methods of everyday lives, all the way from selecting food for breakfast bed. To think of such efforts as systems analysis is not to extend this natural habit to the educational community.

According to some immediate or long-term objectives, and we ways of pursuing these objectives. Once we select a way, we use it in approaching our objective. While approach-
continuously evaluate whether or not the particular way we effective in attaining that objective. You are doing that this page—is this information improving your knowledge of not, should you pursue the alternatives of going back to the neighbor?

cal framework that helps to pinpoint problems and permits different (alternate) ways of attaining those objectives. its a converging basis for communication.

on as a system which includes many different people with ards a basic goal (education of the child), a framework mandatory. This framework, produced in a systematic ds and suggestions of those involved in the education rful tool for improving the effectiveness of the entire example, envision all the people with whom you work or le in education; how is it possible to give to each of how their efforts can constructively contribute to the education? On page 113 is a simple diagram that suggests of a program based upon interacting decisions.

the attached decision structure, this curriculum guide operation for those decisions at levels 4 and 5. By the teacher that stem from her decisions in perspective others in the educational community, it is then possible ture or framework that relates to communication and not ion chart.
This framework as applied to a curricular system will help the teacher evaluate the curriculum content relative to individual student objectives, evaluate the objectives and finally aid the clinician in diagnosis of the child as objectives are attained. Such activities provide for education's learning about itself—all through a framework of communication.

For a more detailed discussion of this concept, its implications and supporting information, contact V.O.R.T. Corporation, Santa Cruz County Office of Education, Title VI B Project 44-00000-000-723, Behavioral Objectives for Handicapped Children.

Thomas D. Holt
PROGRAM STRUCTURE: DECISION HIERARCHY

1. Behavioral Characteristics Matrix (Population)
2. Profiling / Diagnostics / Evaluation
3. Population Behavioral Objectives
4. Individual Behavioral Objectives
5. Instruction
6. Teacher and Aide Requirements
7. Program Goals and Evaluation
8. Administration and Support Service
9. Administration
10. Administration
11. Administration
SECTION IV

THEORETICAL CONSIDERATIONS

BY THOMAS S. BALL, PH.D.
A PHILOSOPHY OF CURRICULUM PLANNING
FOR DEVELOPMENT CENTERS

Background of the Problem - Bloom's Taxonomy

In 1948, a group of psychologists interested in college level achievement testing met to discuss the difficulties of cooperating and communicating about work on educational evaluation. A major obstacle to such communication was the absence of a common frame of reference for discussion. To remedy this problem, they proposed to develop a taxonomy or classification system for educational objectives. They proposed to define such objectives in behavioral terms and to place them within an overall classification scheme. This scheme would have to incorporate a clear and meaningful terminology. Thus, "It was hoped that the statement of an objective in similar terms by different workers would make possible a definite classification of that objective and would also permit exact inferences about the kinds of behaviors expected of students." They added, "An even more important value we hoped to secure from the classification scheme was that of comparing and studying educational programs." (Krathwahl, et al, 1964, p. 5)

The next major step in the development of a taxonomy was that of establishing a three-fold division of educational objectives: cognitive, affective, and psychomotor. The following table (page 115) summarizes these three educational domains and the sequentially arranged objectives used to define them.

It was intended that this new taxonomy would represent more than a static classification. Rather, the ordering of educational outcomes should reflect a natural learning sequence. Implied in this is a kind of developmental sequence in which some outcomes function as the basis for later ones. For example, in the reference which follows, "orientation" is depicted as the third step in a skill continuum beginning with perception. This sequence suggests that training should begin at the level of perception and work up to the level or orientation.
Bloom, et al., suggests sixteen terms that may be used in clearly and thus improve communication. They are:

<table>
<thead>
<tr>
<th>Cognitive Domain (i.e., intellectual processes of the learner)</th>
<th>Affective Domain (i.e., emphasis on emotional processes involving values, and adjustments)</th>
<th>Psychomotor Domain (i.e., emphasis on motor behaviors involving responses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge recognition and recall of information, theories, and structures.</td>
<td>Receiving passive attention to stimuli (i.e., sensing, etc.).</td>
<td>Perception sensitivity to stimulus normally learned (sensing, etc.).</td>
</tr>
<tr>
<td>Comprehension interpretation of what has been learned.</td>
<td>Responding reacting to stimuli (complying, volitional, or reflexive).</td>
<td>Preparation involves readiness to perform (e.g., bodily stance, willingness).</td>
</tr>
<tr>
<td>Application use of knowledge in new situations.</td>
<td>Valuing actions consistent with a belief or commitment to a set of values (discipline).</td>
<td>Orientation knowing and/or deciding an appropriate response that is habitual.</td>
</tr>
<tr>
<td>Synthesis combining elements into new wholes.</td>
<td>Valuing commitment to a set of values (discipline).</td>
<td>Pattern a skill pattern or low error response.</td>
</tr>
<tr>
<td>Evaluation judging materials and methods using intellectual processes.</td>
<td>Organization total behavior conforming to internal discipline.</td>
<td>Performance a complex motor act skill (e.g., polished behavior, composure and control).</td>
</tr>
</tbody>
</table>

* This Table reproduced by permission of Dr. Robert A. Le, Special Education, California State College, Fullerton.
QUICK REFERENCE* FOR BLOOM'S THREE DOMAINS

suggests sixteen terms that may be used in describing behavior more
us improve communication. They are:

in (i.e., intellectual processes of the learner)

- recognition and recall of information, terms, classes, procedures,
- theories, and structures.
- interpretation of what has been learned.
- use of knowledge in new situations.
- combining elements into new wholes (induction).
- judging materials and methods using standards or criteria.

in (i.e., emphasis on emotional processes such as feelings, interests,
- values, and adjustments)

- passive attention to stimuli (i.e., sensory inputs).
- reacting to stimuli (complying, volunteering, etc.).
- actions consistent with a belief or value.
- commitment to a set of values (discussion, formulating values).
- total behavior conforming to internalized values (e.g., philosophy).

on (i.e., emphasis on motor behaviors involving neuromuscular coordination)

- sensitivity to stimulus normally leading to action (e.g., cue,
- sensing, etc.).
- involves readiness to perform (e.g., possesses knowledge,
- bodily stance, willingness).
- knowing and/or deciding an appropriate response to be made.
- a learned response that is habitual, smooth, and confident (e.g.,
- a skill pattern or low error response).
- response that is a complex motor action involving high degree of
- skill (e.g., polished behavior, complicated responses, made with
- ease and control).

produced by permission of Dr. Robert A. Lemmon, Associate Professor,
- lion, California State College, Fullerton.
The authors of the taxonomy point out that their educational objectives has historical antecedents external to philosophy. They also concede that "Modern research often raises serious questions about the value of these simpl
et al, 1964, p. 7). However, they proceed to justify their effort that they reflect the distinctions that teachers and curricula make in the course of classifying educational objectives. It is in line with common practice, it is assumed that it reflects the efforts of educators to develop curricula. They further argue that a natural reconciliation between classification of educational objectives will occur in the context of teacher-student interaction. This system will ultimately lead to a greater power for organizing the learning process.

Many professionals applaud the classification of educational objectives as a pioneering effort to inject a degree of objectivity and conceptualizing and ordering information in what has been a subjective field of endeavor. The system set forth as guidelines by the Development Institute for the Multi-Handicapped at the Santa Cruz campus reflects many of the same concerns that underpin the taxonomy, often referred to as Bloom's Taxonomy, in some important respects. A critical difference arises in that Bloom's Taxonomy is "educational-logical-psychological," in that it developed in deference to accepted usage for teachers and educators. Thus, "Insofar as possible, the boundaries between categories are related to the distinctions teachers make in planning and organizing learning situations. It is possible that teachers make distinctions they would not make in classifying or studying human personality. Such distinctions are functional. Yet it can be argued that:"
ors of the taxonomy point out that their threefold division of objectives has historical antecedents extending back to ancient Greek also concede that "Modern research on personality and learning suggests about the value of these simple distinctions." (Krathwohl, ). However, they proceed to justify their domains on the grounds of the distinctions that teachers and curriculum workers typically be of classifying educational objectives. Therefore, because it common practice, it is assumed that it will facilitate the ongoing tors to develop curricula. They further voiced the expectation conciliation between classification of objectives and theories of occur in the context of teacher-student interaction and that the nately lead to a greater power for organizing and controlling the professionals applaud the classification of educational objectives as part to inject a degree of objectivity and provide a basis for con-ordering information in what has been a confusing and contradictory the system set forth as guidelines for the 1970 Curriculum Institute for the Multi-Handicapped at the University of California/ reflects many of the same concerns that motivated the development often referred to as Bloom's Taxonomy. It does, however, differ in aspects. A critical difference arises from the fact that Bloom's rational-logical-psychological," in that order of priority. It wasference to accepted usage for teachers and curriculum specialists. possible, the boundaries between categories should be closely distinctions teachers make in planning curricula or in choosing ons. It is possible that teachers make distinctions which psychol-make in classifying or studying human behavior." They assume that s are functional. Yet it can be argued that they are not. tion (cognitive vs. behavioristic) - lown in Bloom's Taxonomy of classification can provide order and continuity where only chaos ly. But there is an infrequently acknowledged accompanying hazard, lead to premature and unwarranted interpretations and value judgments. ht, consider this writer's category of "theoretical framework" in the theorists's use of hypothetical constructs such as "body image" is contrasted with the behaviorist's emphasis on observable events. e of the practical implications of such distinctions can be seen in
THEORETICAL CONSIDERATIONS (Cont'd.)

the divergent positions taken by psychoanalysts and behaviorists. So pervasive are their differences that two groups cannot find a common ground for measuring the basic nature of the disorder, and, of course, what constitutes the disorder is like expecting a meaningful result from two completely different sets of rules. An evaluation of this suggests that theory is an important determinant of how behavior guides and directs the development of curriculum content.

Although in a rather vague fashion, teachers of language, basic assumptions and concomitant biases of cognitive and social psychology, most do so without being explicitly aware of it. They are, what are, after all, the theoretical biases of their formal theoretical games without knowing the rules or, for that matter, that it is a game.

To illustrate the practical implications of differentiation, consider the case of an autistic or retarded child engaged in self-injurious behavior, such as headbanging. The influence of theoretical games play at the very moment at which one attempts to explain what is at play. The theorist seeks to explain it in terms of what he guesses is going on inside of the child's head. If he is a psychoanalyst, he may speculate that this activity is an outward expression of the child's distress in a disturbed homeostatic balance between excitation and inhibition in the nervous system. Just as a furnace is automatically turned on when the thermostat set to react at a particular room temperature breaks down due to the operation of some kind of thermostat within the nervous system, the idea of a thermostat set to react at a particular room temperature makes sense out of an excess of some kind of thermostat within the nervous system.

We may embrace the idea with a sense of relief.

* This is admittedly an over-simplification of Ayres' concept.
RATIONS (Cont'd.)

ions taken by psychoanalysts and behaviorists regarding the treat-
ments are their differences that they even disagree about the
s, and, of course, what constitutes a cure. Obviously, the
find a common ground for measuring the results of their treatment
for a practical resolution of the differences between the two
acting a meaningful result from two teams playing a game with com-
sets of rules. An evaluation of this dispute points up the fact
important determinant of how behavior is viewed. Consequently, it
the development of curriculum content and how results are measured.

a rather vague fashion, teachers of the retarded do adopt the
and concomitant biases of cognitive and behavioristic theory, yet
being explicitly aware of it. They accept as concrete realities
the theoretical biases of their former teachers. They are playing
without knowing the rules or, for that matter, without even knowing

ate the practical implications of differences in theoretical orien-
the case of an autistic or retarded child who consistently engages
headbanging. The influence of theoretical orientation comes into
ment at which one attempts to explain the behavior. The cognitive
explain it in terms of what he guesses or hypothesizes may be going
child’s head. If he is a psychoanalyst he may make sense of this
suggesting that the child is not really hurting himself, he is
else whose identity he has taken within himself (introjected).
heorist with a different background may come up with still another
Ayres (1968), for example, may look at the same child and suggest
is an outward expression of the child’s attempt to restore equilib-
homeostatic balance between excitation and inhibition within the
furnace is automatically turned on by the action of a
react at a particular room temperature, Ayres postulates the exist-
 thermostat within the nervous system.* Since we understand the
stats in heating systems, the idea of a neurological thermostat
 appeal. It makes sense out of an exceedingly bizarre phenomenon.
 idea with a sense of relief.

an over-simplification of Ayres’ concepts.
The behaviorist, and most specifically the avoids from the very outset the temptation to expl what is going on inside the head, that is, in term such explanations pseudo-scientific "will-o'-the-w needing for an explanation. But as guiding principle tive behavioral technology, he believes them to be c considered the cognitive theorist's measurement tec indirect measurement of a fictional process can be which it was based. It is like using an elaborate. The fact that the map provides exact designations te them does not enhance its ultimate usefulness. Un of authenticity, it may inspire treasure seekers t also, say the behaviorists, may a satisfying cogni phenomenon.

The behaviorist-operant conditioner analyzes observable, objectively measurable events. In per behavior, he records in detail the environmental o occurs (Antecedents), he carefully records the chi what happens to the child once the behavior starts exa, that the child headbangs in a certain room one day and in the presence of a particular person; th his head against the wall without drawing blood on it occurs, his mother rushes up, completely immobi says, "Please don't hurt yourself." For the behav behavior resides in the analysis of such sequences matter of manipulating the contingencies which, in banging, would probably entail the removal of the of comforting the child. He may also reward behav as would be provided by many kinds of play activit

In terms of evaluating his success, the be first get a base line, a measure of the rate of he on the average of one hundred times per hour o

1 Although behaviorism encompasses several related that brand of behaviorism developed by B. F. Sk
iorist, and most specifically the proponent of operant conditioning, may resist the temptation to explain the child's behavior in terms of mental phenomena. He considers pseudo-scientific "will-o'-the-wisps" that satisfy the observer's nation. But as guiding principles for the development of an effective technology, he believes them to be counterproductive. Further, he criticizes the behaviorist's measurement techniques as spurious in that the use of a fictional process can be no more valid than the fiction on d. It is like using an elaborate map to locate mythical lost treasure. The map provides exact designations of locations and distances between once its ultimate usefulness. Unfortunately, if the map has the look it may inspire treasure seekers to years of fruitless activity. So viorists, may a satisfying cognitive explanation of a behavioral

iorist-operant conditioner analyzes the child's behavior in terms of events. In performing a functional analysis of the roducts in detail the environmental context in which the head banging ts), he carefully records the child's exact behavior (Behavior) and he child once the behavior starts (Consequences). He may find, for child headbangs in a certain room of the house, at a certain time of a particular person; that he lightly hits the right side of the wall without drawing blood or causing a bruise; that as soon as ther rushes up, completely immobilizes him and in a pleading voice "I hurt yourself." For the behaviorist, the explanation of the in the analysis of such sequences and contingencies. Control is a ting the contingencies which, in this case of noninjurious head-papbably entail the removal of the reinforcing (rewarding) consequence child. He may also reward behavior incompatible with headbanging--led by many kinds of play activity.

of evaluating his success, the behaviorist-operant conditioner would line, a measure of the rate of headbanging, e.g., the child may bang one hundred times per hour over a 24-hour period. He would then

iorism encompasses several related approaches, the writer emphasizes behaviorism developed by B. F. Skinner and known as operant conditioning.
THEORETICAL CONSIDERATIONS (Cont'd.)

carry out the behavioral program and recheck the if not significantly decrease, he would adjudge the further into the influence of environmental event course of the initial functional analysis and would

What if Ayres, guided by her belief in the thermostat, located a mass of neural tissue that a control mechanism? Further, let us suppose that tissue could be detected by means of an extremely believed that peaks of electrical activity indica. Because such "inside" activity could be measured theorist could then incorporate it into his function were shown to be reliably related to such peaks of this kind of data as contributing to the underst. Ayres could then argue that the bias developing vated and guided the continuing search for an act. be right. A bias that may lead into a blind alle operant conditioner, however, believes that hypot. blind alleys--to the development of elaborate the approaches that are closed, self-validating syste rather than corrected.

The cognitive theorist concedes that the with a high degree of efficiency. But the cogni. orist accomplishes such performances without re. which learning takes place, he violates these pr. a short-term goal at the expense of the long-ter. structures. The cognitivist considers such perf. Kephart's (1960) terms, "splinter skills," that he would remind the behaviorist that animals can performances such as "reading" which suggests a lev. illusory--such is the nature of "splinter skills that the "splinter skill" argument must be backed is generally lacking. And he would aver that si behavors happen to follow the sequences incorp. does not necessarily mean that they need be taug. would add that a slavish adherence to such sequ. nary and unproductive training activities.
avioral program and recheck the rate of the behavior. If the rate did decrease, he would adjudge the program a failure. He would then look influence of environmental events that he may have overlooked in the tial functional analysis and would then seek to control these events.

Ayres, guided by her belief in the physical existence of a neurological ed a mass of neural tissue that she believed actually contained such sm? Further, let us suppose that electrical activity coming from this ected by means of an extremely sensitive apparatus and that Ayres ks of electrical activity indicated that the thermostat was "on." ide" activity could be measured in an objective fashion, the behav incorporating it into his functional analysis. If then, the headbanging reliably related to such peaks of electrical activity, he would consider a as contributing to the understanding of the phenomenon of headbanging. argue that the bias developing out of her hypothetical construct moti the continuing search for an actual physical structure. And she would, that may lead into a blind alley may also lead to discovery. The her, however, believes that hypothetical constructs more often lead to the development of elaborate theoretical structures and therapeutic are closed, self-validating systems in which errors are perpetuated ected.

ative theorist concedes that the behaviorist can train many behaviors e of efficiency. But the cognitivist argues that because the behav- es such performances without regard for the underlying processes by akes place, he violates these processes. The behaviorist may achiev e at the expense of the long-term development of more mature cognitive cognitivist considers such performances isolated "tricks" or, in terms, "splinter skills," that lack generalized significance. And the behaviorist that animals can be taught to carry out complex pers "reading" which suggests a level of understanding that is only e the nature of "splinter skills." The behaviorist would counter r skill" argument must be backed by experimental proof, proof that king. And he would aver that simply because childrens' emerging to follow the sequences incorporated into developmental tests, this rily mean that they need be taught in such sequences. The behaviorist slavish adherence to such sequences may, in fact, involve many unnec- ductive training activities.
The objections of the cognitive theorist extended far beyond those of the behaviorists. On esthetic, philosophical and ethical grounds he considered operant conditioning techniques as crassly manipulative, as mechanistic and crassly 'manipulative, as mechanistic and 'washing' that renders a subject less human and more subject to manipulation. Further, he may believe that behavioral conditioning, however, he may believe that behaviorism views development of voluntary behavior, spontaneity, individuality and free will. Therefore, it can be seen that the cognitivists' objection to behaviorism is much more than on a scientific level. He believes that issues" regarding his basic value system and his conviction that meaningful in human existence, in short, his philosophy is "meaningless and contrived.

This writer believes that the mutual hostility of the cognitive groups is counterproductive to scientific progress. He argues that every effort to synthesize and integrate the two approaches would probably disagree, he believes that every effort to synthesize and integrate the two approaches will only result in an unproductive and ineffective learning strategy. He quotes in his book Itard, Seguin and Kephart: Sensory Interpretation.

As an example of how theoretical considerations may influence curriculum productions of the third Santa Cruz Conference, on pages 67 to 80. As noted in the Editor's comments, the program involves a number of features that are based on a cognitive interpretation of the learning situations. Assumptions of this kind have become so engrained in our thinking that they implicitly assume the status of facts. The result is that these "facts" are incorporated as seemingly necessary components of the training approach based on a behavioristic strategy. A shortcut that could greatly curtail the time and expenses involved in skill training is often utilized in the course of taking such a shortcut. Unfortunately, the teacher may remain unaware of the very possibilities. Nor does it seem likely that Bloom's accepted usage, would lead to the detection and correction of these drawbacks.

1 Published by Charles E. Merrill, 1971.
of the cognitive theorist extend to other considerations, how-
philosophical and ethical grounds he rejects the behaviorist's
manipulative, as mechanistic and detached, as a form of "brain-
a subject less human and more susceptible to authoritarian
er, he may believe that behavioristic techniques subvert the
ary behavior, spontaneity, individual choice, and, ultimately,
e, it can be seen that the cognitive theorist's rejection of
is much more than on a scientific basis. It involves "gut
basic value system and his convictions regarding what is
existence, in short, his philosophy of life.
believes that the mutual hostility between the behavioristic and
counterproductive to scientific progress. Further, although both
y disagree, he believes that everyone stands to benefit from an
and integrate the two approaches. This he has attempted to
kard, Seguin and Kephart: Sensory Education - A Learning

of how theoretical considerations are reflected in the curric-
the third Santa Cruz Conference, review the "nose blowing" program
As noted in the Editor's comments, this seemingly straightforward
umber of features that are based on theoretical assumptions
interpretation of the learning process. The problem is that
kind have become so engrained in educational folklore that they
re status of facts. The result is that procedures reflecting
orporated as seemingly necessary aspects of a program. Yet a
sed on a behavioristic strategy may result in a programmatic
greatly curtail the time and expense involved in teaching this
hand, certain incidental benefits of importance may be sacri-
of taking such a shortcut. Unfortunately, lacking a theoretical
her may remain unaware of the very existence of such alternative
does it seem likely that Bloom's Taxonomy, which caters to
lead to the detection and clarification of such possibilities.

les E. Merrill, 1971.
Bloom's Taxonomy and Educational Objectives for Mentally Retarded

Bloom's Taxonomy is, after all, a classification meant to meet the needs of testing specialists dealing with the mentally retarded. That explains the immediate concern of the cognitive domain and the misgivings and resultant construction of the affective and psychomotor domains. It might be argued that the taxonomy began at the wrong end of the cognitive domain under "receiving" which is in the affective domain and is in the psychomotor domain. Both are related and arousal mentioned in the affective domain is in the psychomotor domain. The writers cite the example of an art teacher who becomes aware of the effect of color, form, design, and color in his evolving sensitivity to such variables, that a series of paintings and describe them. Since the student's reports, he cannot directly suggest measures that would enable the student to mention such characteristics. It is entirely possible that he was aware of them without verbalizing them. He even may have been aware of them.

Happily, at the level of profound mental retardation, measurement of awareness (activation and arousal) without venting the problems noted above. Not only that, the additional advantage of being "program free"—of any and every program irrespective of content—of directly comparing the result of say, music therapy, creative dance. One such measure is based on repetitive behavior such as body rocking (Kaufman). The program fails to reduce the frequency of repetitive behavior. It is of extremely limited value, whatever its content. Proposed by the authors of the Taxonomy even after this simple and objective measure for the profound mentally retarded cannot be met.

1 Activation and arousal can also be measured by psychophysiological techniques.
and Educational Objectives for the Mentally Retarded

The Taxonomy is, after all, a classification system designed originally for testing specialists dealing with college students, not the mentally retarded. That explains the immediate emphasis placed on developing the intellectual and the misgivings and resultant delays in developing systems for psychomotor domains. It might even be argued that efforts to develop the Taxonomy began at the wrong end of the continuum of intelligence. It becomes clear in reference to the objectives of "awareness," a sub-receiving which is in the affective domain, and "orientation" which is in the motor domain. Both are related to the present category of "activation and arousal." Yet where measurement of awareness is concerned, the authors of the Taxonomy began at the wrong end of the continuum of intelligence.

To evaluate sensitivity to such variables, the teacher may have the student look at paintings and describe them. Since he must carefully avoid biasing the student, he cannot directly suggest what to look for. But what if the teacher were aware of such characteristics? As the authors point out, "It is possible that he was aware of them when looking at the paintings but did not mention them in his report. He even may have been aware of them at a subconscious level."

At the level of profound mental retardation, it is possible to use (activation and arousal) with techniques that completely circumvent the need for "program free"--they can be applied to the measurement of psychomotor regardless of content. This extends to the possibility of comparing the result of say, music therapy with finger painting or story telling. One such measure is based on the occurrence of objectively recordable behavior such as body rocking (Kaufman and Levitt, 1965). If a therapist fails to reduce the frequency of this behavior, it can be considered a limited value, whatever its content. None of the measurement procedures of the authors of the Taxonomy even approach the generalized significance of an objective measure for the profoundly retarded.

And arousal can also be measured by means of simple, objective, logical techniques.
In the present classification system a series of educational objectives that are, in some respects, analogous to the behaviors specified by Bloom's Taxonomy. But unlike the objectives of the heterogeneous and reflect an inferred developmental extent. Crisis problems, for example, reflect the considerations while "theoretical framework" reflects. No claim is made for comprehensiveness of the only tentative. The rationale for some of these can be more comprehensive and developmentally relevant fast and Kephart: Sensory Education — A Learning Interpretation.

Santa Cruz System for Evaluating Educational Objectives for the Severely Retarded

To illustrate the application of the present evaluation of behavior objectives for the severely impaired. The editor has applied the series of eight questions to the boy described as A. Lying on his back, learns to move his legs and arms specified by the teacher. For younger, more impaired, to rub the child's limbs to help him identify them, increasingly aware of their being a part of him and the voluntary effort.

The first question or criterion by means of the item is in terms of Crisis Problems. Thus, prior to a new child enters a class we must be able to contain the educational potential is of absolutely no importance intolerable, if he cannot be brought under verbal control to attend. We assert that if these goals are not met, the program should probably be judged a failure.

A.S. was not designed as a direct approach. Yet it does, incidentally, influence them. Clearly, movement patterns specified by the teacher in response to the great deal of control is being exerted over his behavior, some control over his own behavior. Also, he is apparently responding to verbal instructions. From a behavioral point of view, it is apparent that the child is receiving much social re
sent classification system a series of questions were developed
respects, analogous to the behavioral objectives set forth in
But unlike the objectives of the Taxonomy, they are much more
reflect an inferred developmental sequence to only a very limited
problems, for example, reflect the most practical and pragmatic of
the "theoretical framework" reflects relatively abstract considera-
hs made for comprehensiveness of coverage and they are set forth as
The rationale for some of these categories is explained in a much
and developmentally relevant fashion in the book Itard, Sequin
gory Education - A Learning Interpretation.

for Evaluating Educational Objectives
Retarded
rate the application of the present classification system to the
avior objectives for the severely and profoundly retarded, the
the series of eight questions to Kephart's training activity, A.S.
(hereinafter referred to as A.S.). In this activity the child,
learns to move his legs and arms through various movement patterns
teacher. For younger, more impaired children, the teacher may need
limbs to help him identify them. In this manner he becomes in-
their being a part of him and that they can be moved through

question or criterion by means of which we evaluate this training
of Crisis Problems. Thus, prior to all other considerations, when
a class we must be able to contain him within the facility.
tial is of absolutely no importance if his behavior is socially
not be brought under verbal control or he cannot be taught
t that if these goals are not met within four months, then the
obably be judged a failure.
not designed as a direct approach to dealing with crisis problems.
dentially, influence them. Clearly, if a child learns to carry out
specified by the teacher in response to her verbal commands, a
rol is being exerted over his behavior. He, in turn, acquires
his own behavior. Also, he is attending to the teacher and
al instructions. From a behavioristic point of view, it is
child is receiving much social reinforcement for activities
THEORETICAL CONSIDERATIONS (Cont'd.)

incompatible with problem behavior. The technique one directly attacking the problem behavior. Patterson have written a programmed text for parents. It out from operant conditioning, for dealing with their or in terms of the question of crisis problems, the this approach is much less important than its efficacy in control within a reasonable period of time.

It is essential to provide an objective measure for success in achieving behavioral control. The evalu recordable, measurable events rather than inferred techniques need not be complicated. For example, a developed by observing the child for a minute at the banging occurs during the minute interval, it is some good observation over a period of several days can provide measurement at the end of four months will indicate been made.

A second question deals with the problem of severely impaired individuals "turned on" to the very children become "turned off" to anything but self-sat that of the blind child who sits rocking back and in attempt to disrupt this activity and establish creatures warding us off. He provides his own sources of st than what we offer in the course of limited interaction.

With the concept of activation and arousal, free approach to evaluating the relative effectiveness evolved. It would entail simply recording the number behavior on one occasion and returning a few months still rocking, the educational program, irrespective a failure. At this level, whatever gets the child good. Once he is "hooked," the program may remain depending upon its evolving functional significance.

Once again, A.S. was not designed to deal with it has been found highly effective in activating y
CONSIDERATIONS (Cont'd.)

...with problem behavior. The technique may not be as rapid or efficient as attacking the problem behavior. Patterson and Gullion (1968), for example, a programmed text for parents. It outlines a direct approach, derived conditioning, for dealing with their children's behavior problems. Yet, the question of crisis problems, the theoretical basis of a successful much less important than its efficacy for obtaining the necessary behavioral in a reasonable period of time.

It's essential to provide an objective means of evaluating the extent of one's achieving behavioral control. The evaluation should be based on observable, measurable events rather than inferred psychological states. Yet the need not be complicated. For example, a base line for headbanging may be observing the child for a minute at the beginning of each hour. If head-bangs during the minute interval, it is scored. An accumulation of such over a period of several days can provide an adequate base line. Repeated at the end of four months will indicate whether significant progress has...
require much tactile stimulation to learn the necessary withdrawal, self-stimulating children may become more rest in the world of people and things as the result of such incidental payoff of this item in Kephart's training.

A third variable is that of Modeling and Imitation behavior modification group has emphasized the tremendous of imitation training (see Baer, et al, 1967 and Lovaas, child becomes generally imitative, it is no longer neces separately. He learns through imitation, a process that sically) reinforcing. Were it not for the generalized i speech as we know it would be prohibitively difficult to the necessary individual speech sounds would be a ponder is such an important variable, one should assess the extent in a training activity and how much the activity, in turn

Kephart did not mention imitation training in con observation of the teaching process reveals that the te a movement, e.g., raising the arm, in the course do so. While the amount of such imitation occurring during instruction has not been formally assessed, it seems mos And to the extent that it does occur and the learned pro generalized, it may lend itself to facilitating the acq when the child learns to shape his lips to make the 5 sound, teacher.

A fourth question deals with assessing a technique Framework. Though many people spurn theoretical consider or impractical, theory does, in fact, importantly contri interpret behavior and, further, how we train or modify theories generate highly contradictory and incompatible example, the motor training program of the Doman-Delacat requires the child to pass through a sequence equivalent location of the motor patterns through which human anteced of evolution. A case in point is that of a child with lationing who would not be permitted to practice walking or crawling until he passed through the amphibian stage of stands in marked contrast with Kephart's training for mization. Rather than rigidly prescribed "patterning," n changing series of activities that require novel adaptat
to learn the necessary movements. Even passive, 
en may become more responsive to and interested 
as the result of such experience—another 
Kephart’s training.

of Modeling and Imitation. In recent years the 
emphasized the tremendously facilitating effect 
, it is no longer necessary to teach each new skill 
ituation, a process that he finds naturally (intrin-
s for the generalized imitiveness of the infant, 
habitually difficult to train. To “shape” each of 
ounds would be a ponderous task. Since imitation 
should assess the extent to which it is involved 
the activity, in turn, develops it.

imitation training in connection with A.S. However, 
s reveals that the teacher may frequently demon-
the arm, in the course of instructing the child to 
ituation occurring during the course of A.S. 
assessed, it seems most likely that it does occur.
cur and the learned propensity to imitate becomes 
facilitating the acquisition of other skills, as 
ips to make the ð sound in imitation of his 
ith assessing a technique within a Theoretical 
urn theoretical considerations as “Ivory tower” 
act, importantly contribute to how we view and 
how we train or modify it. Sometimes different 
tory and incompatible courses of action. For 
am of the Doman-Delacato program (Delacato, 1959) 
h a sequence equivalent to a Darwinian recapitu-
ugh which human antecedents passed in the process 
that of a child with highly impaired motor func-
to practice walking or even cross-pattern 
the amphibian stage of crawling. This program 
phart’s training for motor variability and general-
dscribes “patterning.” Kephart provides a continuously 
require novel adaptations and adjustments on the
THEORETICAL CONSIDERATIONS (Cont'd.)

part of the child. As Bateman perceptively noted, "All both Delacato and Kephart contain a large motor expres-
this superficial resemblance reflects quite different this superficial resemblance reflects quite different
rationale," (1964). Unfortunately, many teachers are "resemblance" and feel that in selecting one or the other between approximately equivalent alternatives. This is

The theoretical basis of A.S. is related to the body image. Both are inferred internal processes or hypo-
difficult to assess directly in terms of observable, substi-
tute mental phenomena of a kind that people in operant measuring them often involve extraneous factors that of the element of artistic ability in figure drawing as a follows that theoretical orientation influences what on-
cessful training. Fallacies in this area are numerous and sim-
lar to test items, (Frostig and Horne, 1964). After
is readministered, and the child attains a higher score as evidence of strengthened figure-ground perception.
another demonstration of the fact that children can be another demonstration of the fact that children can be a test? And if a child who has taken the Frostig pro-
recessful training than previously, does the improvement have ground perception or is it, more simply, a function of increased frustration tolerance? On the other hand, if the child's willingness to remain seated, it might be very restricted purpose, one markedly different from that for a person to do the right thing despite a weak or qu-
doing it." On the other hand, theory can also place one of a kind expressed in Delacato's strictures against ex-
with a reading disability.

In Kephart's framework, A.S. is said to promote turn, is the basis of directionality, an awareness of om-
ment. Therefore, laterality training is believed to directionality. Yet at this point, we lack solid sci-
in fact, occur. We must, therefore, accept on faith Ke-
ental changes are taking place as the result of trai-
onal payoff will eventually appear. Research evidence Shotwell, 1969) is available to support the claim that But, that it occurs as a function of the developmental Kephart, remains to be demonstrated.
As Bateman perceptively noted, "Although the remedial programs of
bhart contain a large motor expression or motor activity component,
embleasure reflects quite different theoretical formulations and
Unfortunately, many teachers are deceived by the "superficial
that in selecting one or the other program they are choosing
y equivalent alternatives. This is not the case.

cal basis of A.S. is related to the notions of "laterality" and
inferred internal processes or hypothetical constructs that are
directly in terms of observable, measurable events. They consti-
ta of a kind that people in operant conditioning totally reject.
laterality or body image and the traditional techniques for
involve extraneous factors that obscure interpretation such as
istic ability in figure drawing as a test of body image. It also
ical orientation influences what one accepts as evidence of suc-
callacies in this area are numerous, e.g., a teacher evaluates a
nd" perception on the Frostig test and then trains with material
s. (Frostig and Horne, 1964). After a course of training the test
nd the child attains a higher score which the teacher interprets
sthened figure-ground perception. Or is it anything more than just
n of the fact that children can be trained to take a particular
who has taken the Frostig program responds better to reading
iously, does the improvement have anything to do with figure-
is it, more simply, a function of a gross attention factor or
n tolerance? On the other hand, if the Frostig program enhances
less to remain seated, it might be worth retaining, albeit for a
ose, one markedly different from that "advertised." It is possible
he right thing despite a weak or questionable theoretical basis for
her hand, theory can also place one in a procedural straight-jacket
Delacato's strictures against exposure to music for the child
ility.

framework, A.S. is said to promote laterality. Laterality, in
of directionality, an awareness of direction in the external envi-
laterality training is believed to facilitate the acquisition of
at this point, we lack solid scientific evidence that this does,
must, therefore, accept on faith Kephart's inference that certain
e taking place as the result of training and that a direct behav-
eventually appear. Research evidence (Edgar, Ball, McIntyre &
available to support the claim that a practical payoff accrues.
as a function of the developmental processes conceptualized by
constrasted.
A fifth question deals with the time-honored problem of negative transfer. Training a child in one task or at one level may facilitate learning on another task or another level. For example, mastery of a bicycle greatly facilitates learning to maintain equilibrium. Negative transfer can also occur, e.g., a skilled automobile driver experiences a temporary loss of competence in the course of a change in side of driving on the right side of the road in the United States to driving on the left side. Training has a negative carry-over to driving on American roads.

Although the adherents of operant conditioning reject and confine themselves to an objective level of observation and often show a curious lack of concern for transfer effects, an impressive accomplishment. Yet he did this without consciously of Montessori instruction for later learning. However, it (Ball & Campbell, 1970) that Montessori cylinder block instruction greatly facilitated Montessori training through his Pre-Montessori accomplishments. Yet he did this without conscious instruction of the concept of conservation of liquid transfer problem.

A sixth variable relates Subjective Factors, i.e., esthetic preferences, ethical orientation and personality variables and ability to utilize a particular technique. While behavior most readily to give rise to conflicts on this level, subjective approach. With A.S. the teacher must directly exert control over the child's movements. She must be actively willing to overcome from rigidity or negativism. Tender Loving Care must be tender with children who are often quite physically handicapped, people. Quite often it goes against the grain of many teachers to demand that children with sufficient firmness to work through such initial resistance, there are those so habitually authoritarian that they cannot respond to the child according to the changing circumstances.

Values also enter the picture in terms of the end product efforts, i.e., the kind of person one hopes to develop through the curriculum. For example, is behavioral control established at all? A recent review of Ayllon and Azrin's already classic work on the issue that nowhere was provision made for reinforcing spontaneous behavior with emphasis on spontaneity reflects a value judgment. Is it a "adjustment?" Should we attempt to attain it in retarded p
uestion deals with the time-honored problem of Transfer of Training. In one task or at one level may facilitate the acquisition of skill at another level. For example, mastery of the problem of balance on a bicycle facilitates learning to maintain equilibrium on a motorcycle. But can also occur, e.g., a skilled automobile driver from England experience loss of competence in the course of adjusting to the demands for the right side of the road in the United States. His experience in left a negative carry-over to driving on American roads.

The adherents of operant conditioning reject hypothetical constructs and go to an objective level of observation and assessment, they lack of concern for transfer effects. Lindsley, for example, stated Montessori training through his Precision Teaching approach--a plementment. Yet he did this without considering the implications for later learning. However, it has recently been shown (1970) that Montessori cylinder block instruction may actually impede the acquisition of the concept of conservation as measured by Piaget's problem.

riable relates Subjective Factors, i.e., the teacher's value system, ies, ethical orientation and personality style, to her willingness to use a particular technique. While behavioristic approaches seem to rise to conflicts on this level, subjective factors can affect the A.S. the teacher must directly exert considerable control over nts. She must be actively willing to overcome resistance arising egativism. Tender Loving Care must be tempered with a firm approach are often quite physically handicapped, passive and "helpless." is against the grain of many teachers to deal with handicapped child firmness to work through such initial rigidity. On the other ose so habitually authoritarian that they cannot temper or modify the child according to the changing circumstances of the training.

o enter the picture in terms of the end product of one's training kind of person one hopes to develop through a particular curricul, is behavioral control established at the expense of spontaneity? Ayllon and Azrin's already classic work on token economy raised here was provision made for reinforcing spontaneous behavior. Yet neity reflects a value judgment. Is it an ingredient of optimaluld we attempt to attain it in retarded persons?
THEORETICAL CONSIDERATIONS (Cont'd.)

A seventh variable relates to the development of diverse training approaches could be related and interpreted as a common denominator. It represents an attempt to identify through highly diverse and seemingly contradictory techniques (Itard, Seguin, and Kephart) drawing on the Model of direct relationship between techniques developed by 1850 and recent developments in the field of operant conditioning. Also, with the model of escape-avoidance departure, direct relationships between historic (Itard) and operant conditioning (exemplified by Lovaas) by Kephart) approaches have been shown. The field of theory by exaggerated theoretical differences and neologism in need of parsimonious organizing principles highlights the need rather than difference.

An awareness of the multiple implications of in more sophisticated programming. For example, in a creative communication (understanding speech) through a single objective, why not teach Colwell (1965) self-help skill program? In so doing one stone and come out ahead in regard to cost-benefit analysis.

Descriptive categories such as self-help skills, sensory-motor skills, and communication are complete is justifiable on the grounds of convenience and utility as sensory-motor, but it is also personal-social, receptive communication is also involved. A specific fact can be found in the results of a study by young, moderately retarded children were trained with Sensory-Motor Training program. As expected, the explicated on the Motor Skill Schedule of the Gesell. It is noted on the Language and Personal-Social Schedules of training.

The eighth question deals with the possibility or activity within the framework of behavioristic (When applied to A.S., this might involve the utilization of force from Kephart customarily employs. For example,
The variable relates to the development of Models whereby extremely
approaches could be related and interpreted in terms of some lowest-
runghly diverse and seemingly contradictory training systems. In the
Itard and Kephart, drawing on the Model of Generalized Imitation, a
relationship between techniques developed by Itard and Seguin prior to
developments in the field of operant conditioning has been demon-
strated, with the model of escape-avoidance conditioning as a point of
 progression between historic (Itard's and Seguin's) and contem-
porary (and Kephart's) training techniques and between the seemingly irrec-
tant conditioning (exemplified by Lovaas) and cognitive (exemplified
proaches have been shown. The field of special education, handicapped
theoretical differences and neologistic terminologies, is desperately
simonious organizing principles highlighting areas of commonality
ference.
ness of the multiple implications of any one technique can result
in complicated programming. For example, instead of directly training recep-
tion (understanding speech) through a program specifically designed
to this single objective, why not teach it incidental to the Bensberg-
self-help skill program? In so doing one might kill two birds with
come out ahead in regard to cost-benefit analysis.
ptive categories such as self-help skills, personal-social behavior,
skills and communication are completely arbitrary although their use
on the grounds of convenience and utility. A.S. might be classifiedor, but it is also personal-social, and it could hardly be denied that
ication is also involved. A specific experimental demonstration of
be found in the results of a study by Edgar, et al (1969) in which
 retard children were trained with an adaptation of Kephart's
aining program. As expected, the experimental group gained signif-
Motor Skill Schedule of the Gesell. But significant gains were also
language and Personal-Social Schedules, areas that were not the focus
ghth question deals with the possibilities of restructuring a program
thin the framework of behavioristic (operant conditioning) methodology. A.S., this might involve the utilization of a wider range of rein-
sephart customarily employs. For example, learning might be accelerated
in an unresponsive child by introducing food reinforcement by successive approximations. On the other hand, objection to the utility and advisability of such adaptations. Kephart believes such behaviors to be taught within an operant conditioning framework but argues that his approach may be probably just as efficient. Also, he feels his own approach offers a more natural approach to the development of voluntary control in the child. These issues have not been settled by empirical studies. Yet they merit careful consideration.
d by introducing food reinforcement and teaching the activity

tions. On the other hand, objections might be raised regarding
ility of such adaptations. Kephart agrees that such tasks can
rant conditioning framework but argues that his own method is
ent. Also, he feels his own approach lends itself more readily
oluntary control in the child. These questions can only be
udies. Yet they merit careful consideration.
A Format for Reviewing Criterion Variables

"Communication" is a term commonly used as an objective. In this conference, participants defined it as a term, e.g., Communication (Word Association Task). They then proceeded to develop relevant programs to approach the practical need delineated by each subcategory. Given the limited amount of time, money and effort, it is important to develop programs that simultaneously address communication. And to the extent that education and training in communication skills, they should be carefully labeled and tease out the practical implications.

In the following table, some programs approaches to the training of receptive communication are presented. One example is an example of direct, behavioristic approaches to the training of receptive communication. The Bensberg-Colwell program primarily devised for another purpose, i.e., an important incidental payoff for one phase (The Bensberg-Colwell program). This fact takes on great significance in planning to deal with the profound level of retardation priority in the educational program. Since the capacity for symbolization to talk is less critical than for the mildly retarded who are under verbal control, he urgently needs to be taught to dress, feed and toileting. And since the task of dressing, feeding and toileting is an important incidental payoff for one phase (The Bensberg-Colwell program). This fact takes on great significance in planning to deal with the profound level of retardation priority in the educational program.
Criterion Variables in Curriculum Development

"On" is a term commonly used by teachers to define an instructional conference, participants defined various subcategories of this conference (Word Association) and Communication (Receptive Understanding), to develop relevant programs dealing directly with the instruction by each subcategory. However, from the standpoint of economy, it is important to note that many programs indirectly deal And to the extent that they can be used effectively to promote, they should be carefully evaluated. We must look beyond the practical implications of what is actually taught to the child.

Table, some programs that constitute both direct and indirect training of receptive communication are classified. Lovaas’ program is an excellent example of a program for another purpose, that is, self-help skill training, but with great payoff for one phase of communication, i.e., receptive speech. Great significance in planning for children below IQ 20. Thus, at a retardation priority should be given to developing comprehension the child can be brought under verbal control (follow verbal instruction) for symbolization is limited, the development of the ability is more critical than for the mildly retarded. Along with the need to bring him up, he urgently needs to acquire basic self-help skills, especially toileting. And since the Bensberg-Colwell program places the child while focusing on self-help skills, it achieves both objectives of considerable economy of time, effort and money.
Table

Training Approaches

<table>
<thead>
<tr>
<th>Direct</th>
<th>Indirect (Incidental Result)</th>
</tr>
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<tbody>
<tr>
<td>Theoretical Orientation</td>
<td>Theoretical Orientation</td>
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<tr>
<td>Behavioristic</td>
<td>Behavioristic</td>
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<tr>
<td>Lovaas</td>
<td>Bensberg-Colwell (Self-Help Skills)</td>
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<td>Burl Gray</td>
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<td>Cognitive</td>
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<td>Peabody</td>
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