The guide for teachers of trainable mentally handicapped children describes behavioral objectives, activities, and instructional materials (primary, intermediate, and prevocational levels) for the following curriculum areas: self-help skills, social skills, perceptual motor skills, communication skills, functional academic skills, economic usefulness skills, and vocational preparation. Behavioral objectives concern such activities as brushing teeth, using a knife to cut soft meat, learning to take turns, using telephones, using elevators and escalators, making change, and recognizing neighborhood signs. Listed at the end of each curriculum area are additional materials, including books, pamphlets, games, filmstrips, music, and records. Introductory sections deal with professional and personal qualifications for teachers and aides, responsibilities of the director of special education, program evaluation, recreational planning, and community responsibility for post school planning. Appendixes discuss a procedure for integrating special education classes into regular school programs, a body image unit, daily schedules, and parent communication; and list guidelines for school aides, materials and equipment needed in classrooms for the trainable mentally retarded, instructional materials centers, annotated bibliographies for professional libraries and parents, sources of free and inexpensive materials, and companies with listings relevant to special educators. (GW)
A GUIDE FOR THE TEACHER OF THE TRAINABLE MENTALLY HANDICAPPED

PREPARED BY
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Santa Fe, New Mexico
1970

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NEW MEXICO STATE DEPARTMENT OF EDUCATION  
DIVISION OF SPECIAL EDUCATION

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FOREWORD

In keeping with the democratic philosophy of our country, all children should be given the opportunity to learn and to develop to their maximum potential, whether they are average, bright, limited, or deviant in their capacities to learn. Among these young people are those who deviate from what is considered "mentally normal" in our society to such an extent that modifications of regular school programs have been necessary in order to provide specially-adapted educational programs for them.

Historically speaking, children whose I.Q.'s fall between approximately 50-75 have been more likely to be accepted into public school classes since the beginning of the twentieth century. During the last twenty years, however, more provision has been made for equal opportunities for those whose mental deviations are more serious--the individual known as the trainable mentally handicapped (TMH) child. Before 1950, these individuals were most often cared for and educated in residential facilities.

Although many practices and processes have been utilized in educating the trainable child, the educational programs in classes for the trainable are often in such early stages that there is little general agreement as to what should be taught or how it should be taught. Since the trainable child has the same basic needs as all children--love, a sense of belonging, a sense of worth, an opportunity to express himself and to realize his capacities--this child, probably more than most, needs the help of the teacher to find ways of meeting these needs.

This Curriculum Guide has been based on the experiences of professional personnel in the State of New Mexico who have been directly concerned with teaching these children and devoted explicitly to the recognition of the needs of the trainable child. It is the sincere hope of the Division of Special Education that this Guide will serve as an excellent resource for teachers whose primary responsibility is to provide experiences which will help the trainable child in his emotional, social, physical, and mental development so that he can better adjust to society and the pattern of life around him.

Darrell A. Hindman, Director
Special Education Division
INTRODUCTION

In preparing this Guide for publication, a questionnaire was sent to each Special Education teacher in New Mexico from the State Department of Education, Division of Special Education. This questionnaire requested information about the areas of exceptionality in which the teacher was employed and/or showed special interest.

From this list, all teachers who indicated an interest and willingness to help in the development of a Curriculum Guide for TMH children were sent a second questionnaire asking for general objectives, methods, techniques, or activities. A third questionnaire was mailed to all teachers of TMH children in the state so that each might have an opportunity to contribute to the Guide. This last questionnaire requested activities for the development of skills on primary, intermediate, prevocational and vocational preparatory levels. The material received was reviewed by the committee and added to the Guide where applicable.

Requests for copies of local TMH guides were sent to State Departments of Education in all fifty states and to some cities. Many of these were received and reviewed by the authors.

A preliminary draft of the Guide was presented to the Steering Committee in May, 1969. During the summer of 1969, a two day workshop was held in Fort Bayard for members of the Steering Committee and other interested Special Educators. Several other meetings of the Steering Committee were held in the ensuing months.

It is the authors' hope that TMH teachers will use this Guide in a loose-leaf notebook so that they can add their own units and ideas to make the Guide more applicable to their local needs.

March, 1970

Jane Blumenfeld
Pearl E. Thompson
ACKNOWLEDGEMENTS

The authors wish to thank Dr. Darrell A. Hindman and Dr. Jane Howard for their leadership in initiating the development of curriculum guides for Special Education classes in New Mexico. Through their efforts, the Curriculum Guide Steering Committee was appointed and funding for the development of this Guide was approved. Long-range plans call for guides in other areas of Special Education to be written.

This Guide could not have been completed without the cooperation of the other members of the Steering Committee:

Claire S. Bossuet
Barbara Gray
Shirley Jones
Henrietta Mitchell
Gallup, New Mexico
Fort Bayard, New Mexico
Las Vegas, New Mexico
Lovington, New Mexico

They have given freely of their time and have offered many suggestions which have been incorporated into the Guide. The contribution of Beverly Vogel as artist and educator added significantly to the development of the Guide. Special thanks are due to Dr. Louis A. Bransford, Associate Professor, Department of Guidance and Special Education, University of New Mexico, who served as consultant.

Acknowledgement and thanks are due to the many teachers who responded to the questionnaires and to others who offered suggestions and materials which have been included in the Guide. A number of suggestions, such as some from Las Cruces and Santa Fe, were anonymous. Those who can be credited are listed below:

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March, 1970

Jane Blumenfeld
Pearl E. Thompson
Definition

"Mental Retardation refers to subaverage general intellectual functioning which originates during the developmental period and is associated with impairment in adaptive behavior in the areas of maturation, learning, and social adjustment." ¹

<table>
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<th>Terms in current usage</th>
<th>I.Q. Range</th>
<th>M.A. Range</th>
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<tr>
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<td>Mild Educable</td>
<td>50–75</td>
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<tr>
<td>Moderate Trainable</td>
<td>25–49</td>
<td>3–8</td>
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<tr>
<td>Severe Severe, Profound, Custodial</td>
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<td>0–2</td>
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<td>Generic usage</td>
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The Trainable Mentally Handicapped (TMH) are defined as persons "whose disabilities are such that they are incapable of meaningful achievement in traditional academic subjects but who, nevertheless, are capable of profiting from programs of training in self-care, social and simple job or vocational skills." ²

Careful differential diagnosis may reveal that:
- the individual has suffered damage to the central nervous system resulting in physical, sensory motor, and neurological handicaps.
- the individual is developing at one-fourth to one-half the normal rate with an I.Q. ranging between 25-50.

In observing individual characteristics in the classroom, a teacher of TMH may notice the following:
- TMH need constant supervision.
- TMH show poor judgment in solving everyday problems.
- TMH show lack of initiative, little independent behavior.
- TMH have limited speech and language.
- TMH appear unable to profit from academic learning.

The teacher may also notice that with special training:
- TMH appear capable of learning self-help skills.
- TMH appear to develop social skills through work in a group.
- TMH appear able to develop good work habits and simple vocational skills.
- TMH appear able to learn some functional academic skills.


² Ibid., p. 96.
Rationale

The American educator is devoted to the principle that every child has a right to an educational program that will meet his individual needs and abilities and will challenge him to develop to his full potential. Because of the limited abilities of the TMH, they are sometimes omitted from the general school program. Educators, administrators, and other professionals may question the worth of developing programs for the TMH because they feel that the amount of effort expended does not yield sufficient returns. It is often up to Special Educators to remind others that the principles of American Education apply to all children.

Special Educators should do everything possible to make other professionals and the lay public aware that:

- educational programs for the TMH enable them to become partially independent and self-supporting.
- the cost for the care of the TMH who remain at home or in a community center is substantially less than for those placed in custodial institutions.¹ ²

Since the TMH usually cannot benefit from regular classroom experience, or even from EMH classroom experience, a special curriculum must be designed to meet their needs. This Guide is an attempt to aid school personnel in developing a program for the TMH, with maximum independence and economic usefulness as goals. The Guide outlines the desired skills and describes activities which will provide the TMH with opportunities to:

- learn to care for personal needs.
- develop social skills.
- learn to control behavior in social situations.
- develop motor skills.
- develop independence through communication.
- develop some functional academic skills.
- participate in recreational and leisure time activities.
- develop useful vocational skills.

Recently, permissive legislation has been enacted which enables school districts to develop TMH programs. Several districts have already developed programs; others are seeking help from the State Department of Education, Division of Special Education, in setting up their programs. For these reasons, the need for a TMH Curriculum Guide has become apparent. It is hoped that this volume will bring to school personnel an understanding of the TMH and provide specific information for setting up a school program for the Trainable Mentally Handicapped.

Any Special Education program which a school system establishes must have as its foundation thorough differential diagnosis. This should be set up by educators in cooperation with psychologists, speech therapists, counselors, and other appropriate personnel. In the Southwest, children from non-English-speaking homes may be referred for diagnosis. Professional staff must be on the alert so that suitable evaluation and placement of these children is made. Diagnosis should be open-ended and continuous so that appropriate transfers may be effected.


Professional and Personal Qualifications for Teachers and Aides

**Teachers**

The State of New Mexico has developed guidelines for the training and certification of Special Education teachers and aides. To these guidelines, the authors would like to add the following:

A teacher of TMH children:

- must realize that her pupils are more like than different from normal children.
- must search for ways to minimize the differences in social groups.
- must have a knowledge of child growth and development.
- must be skilled in the use of many methods by which she can teach to the learning patterns of each child.
- must keep an open mind about diagnosis so that it does not limit the avenues of learning which she opens to the pupil.
- must keep learnings at successive levels of pupils.
- must be able to measure pupil progress through the use of rating scales and other techniques.
- must continue her professional training.
- must keep abreast of current developments in the field.
- must be able to talk with other professionals, such as social workers, psychologists, speech therapists, physical and occupational therapists, and counselors.
- must be able to work with parents.
- must be emotionally stable, patient, and willing to measure success by small gains.
Aides

"The School Aide is a school employee who is qualified by education, experience, and character to relieve one or more teachers of time-consuming, noninstructional tasks so that teachers may devote more time to instruction." (Guidelines for School Aides, State Board of Education. See Appendix)

The qualifications listed in the Guidelines are as follows:

- high school diploma or equivalency
- health certificate
- knowledge of duties to which assigned
- good command of the English language
- attendance at School Aide Workshop
- demonstration of highest ethical and moral standards
- School Aide Permit issued by Division of Certification, State Department of Education

Aides should be:

- able to work with children.
- of an accepting and pleasant disposition.
- emotionally stable.
- able to retain a belief in the need for training of TMH children.
- willing to work with, and interested in learning from, the teacher or any other professional working with the children.

Aide should be able to shine and adjust teacher's halo as well as her own.
The Community must understand mental retardation and accept its responsibilities to the retarded.
ENABLING FUNDING

LEGISLATURE

Understanding & Acceptance for Program Development

SUPERINTENDE

DIRECTOR OF SPECIAL EDUCATION

TEACHERS (AND OTHER ANCILLARY PERSONNEL)

CUSTOMIANS & CAFETERIA WORKERS & BUS DRIVERS
Responsibilities of the Director of Special Education

"A director of special education is one who directs, guides, and integrates a well-organized and highly-complex program of special education."1 In line with this definition, a director of Special Education would have the responsibility to:

- establish a complete program of differential diagnosis for placement of exceptional children. This would be set up with the help of all appropriate professional staff.
- guide and assist supervisors in carrying out a constructive program of growth and adjustment for all exceptional children and youth.
- organize an integrated program of Special Education and see that it is put into action.
- be a community leader who is willing and able to interpret the problems and needs of exceptional children to various groups and enlist their support in community education and acceptance.
- be aware of and be cooperative with the community agencies, organizations, and institutions which may help with the development of programs for exceptional children.
- have an understanding of the objectives of general education so he can cooperate in school planning for effective Special Education programs on all three levels.
- cooperate with school principals in developing a better understanding of exceptional children and their needs through in-service training or workshops.
- encourage local school systems to include programs of Special Education orientation in all schools in order to develop understanding and acceptance of exceptional children.
- keep the Special Education staff aware of the current trends in areas of Special Education through in-service programs, professional books, and current journals.
- be aware of all sources of monies available for establishing special classes and to be ready and willing to set up these classes as soon as such money becomes available.
- be willing to cooperate with all parent groups concerned with exceptional children.

The Director of Special Education must work closely with the school principal to make special education an integral part of the school program.
INTEGRATING SPECIAL EDUCATION INTO THE REGULAR CLASSROOM
IS YOUR SPECIAL EDUCATION PROGRAM "INTEGRATED" LIKE THIS?
COMMUNITY AGENCIES INVOLVED

- INSTITUTIONS
- SCHOOLS
- SOCIAL SERVICES (COMMUNITY COUNCIL VOLUNTEERS)
- LOCAL PARENT GROUPS
- VOCATIONAL REHABILITATION
- LOCAL SERVICE CLUBS
- MEDICAL ASSOCIATION
- UNIVERSITIES
- MENTAL HEALTH
- INSTITUTIONS
- LOCAL P. H. DEPT.

(DIAGNOSTIC & CLINICAL)

MEDICAL

DOCTORS

MHMR

(COMMUNITY COUNCIL VOLUNTEERS)
Review and Evaluation of Program

For an adequate appraisal of the program for the trainable mentally handicapped, the following suggestions are made:

- set up a program rating scale or behavioral checklist to see that curriculum and general program are being carried out as legislated.
- hire a Special Education consultant who is familiar with trainable programs to help in evaluation as requested. He may be from out of state.
- solicit parent evaluations of the program. Are children receiving the help they need? Are parents receiving the help they need?
- set up a TMH committee made up of school personnel and other community specialists interested in developing a comprehensive program.
- keep an account of the number of graduates who are participating in a planned community program. How many are at home? How many have not been able to attend any program?

Recreational Planning

Recreational planning for exceptional children, as for all children, should involve the total community. Among the groups that might be expected to cooperate in developing recreational programs for the trainable mentally handicapped are:

parent groups — state and local volunteer organizations such as:
- Boy Scouts
- Girl Scouts
- Campfire Girls
- YMCA
- YMCA

community service organizations such as:
- Junior League
- Assistance League
- Civitan
- Elks

churches, state and local welfare agencies (HEW).

More than most children, TMH children need practice in order to develop skill at games and related activities. Along with the regular school, home, and vocational programs, opportunities should be provided for the children and adults to participate in recreational programs.
GROUPS THAT MIGHT COOPERATE IN DEVELOPING LEISURE TIME PROGRAMS FOR THE TRAINABLE MENTALLY RETARDED ARE:

- RELIGIOUS ORGANIZATIONS
- STATE & LOCAL WELFARE AGENCIES
- STATE & LOCAL VOLUNTEER ORGANIZATIONS SUCH AS: BOY SCOUTS GIRL SCOUTS CAMPFIRE GIRLS YMCA YWCA
- PARENT GROUPS
- COMMUNITY SERVICE ORGANIZATIONS SUCH AS: JUNIOR LEAGUE ASSISTANCE LEAGUE CIVITAN ELKS
While a controversy still exists over the 'responsibility for such programs,' community planning agencies are beginning to coordinate efforts to offer the most effective and comprehensive recreation program. A good recreation program for the TMH should provide opportunities for:

1. Creative and constructive use of leisure time.
2. Continued social development.
3. Development of motor skills.
4. Development of vocational preparatory skills.

The institution should continue the training program for the TMH. If skills are developed, placement in a sheltered home or institution is made. In both homes, all aspects of home and school training help the child make an adjustment to the institution. The institution must be part of a community effort to provide gainful employment in a sheltered environment. Ideally, it would be combined with an activity center for severely handicapped persons living at home who are unable to participate in competitive employment, but who need an opportunity to participate in recreational activities. Some TMH will, of course, remain institutionalized.

A sheltered workshop is a nonprofit organization set up to provide gainful employment for severely handicapped persons who are unable to participate in competitive employment. For the use of workers during leisure and school time, the TMH sheltered workshop center is an activity center for severely handicapped persons. It should provide opportunities for the TMH
to offer the most effective and comprehensive recreation program. A good recreation program for the TMH

B. Institutional and Boarding Homes

Sheltered workshops and Activity Centers

Community Responsibility for Post-School Planning

The cooperation of many community agencies is needed in the successful development of a sheltered workshop and activity center for severely handicapped persons. The sheltered workshop would provide work and training for severely handicapped individuals who are unable to participate in competitive employment. The activity center would provide an opportunity for severely handicapped individuals to participate in recreational activities.
ALL THESE AGENCIES WORK TO FORM . . .
SHELTERED WORKSHOPS & ACTIVITY CENTERS.

COMMUNITY RESPONSIBILITY FOR POST SCHOOL PLANNING
PRELIMINARY STATEMENT TO CURRICULUM SECTION OF GUIDE

The teacher of the Trainable Mentally Handicapped should be familiar with all methods, new and old, which have been shown to be useful in developing learnings. These methods include:

- Diagnostic and Clinical Teaching 1,2
- Life Experience – Persistent Problems Approach 3
- Contingency Management 4
- Developmental Approach 5,6
- Perceptual Motor Training including Auditory and Visual Skills 7,8
- Responsive Environment 9
- Programmed Learning – Auto Education 10
- Limitations on Stimulation, Space, etc., in Environment 11
- Problem Solving 12,13

All teachers should be familiar with behavioral theory, neurological theory, and attention theory, and should keep abreast of new developments in the field of teaching exceptional children.14

3. Bransford, Louis & Dettre, Judith The Persistent Problems Approach University of New Mexico: mimeographed
8. Kephart, Newell C. The Slow Learner in the Classroom (Columbus, Ohio: Charles E. Merrill Books, Inc., 1960)
12. Mosston, Musk Teaching Physical Education From Command to Discovery (Columbus, Ohio: Charles E. Merrill Books, Inc., 1966)
The Persistent Problems Approach to the education of TMH children is one which helps the child meet and solve the kinds of problem situations he will encounter throughout his lifetime. The TMH child needs more opportunity to practice and to overlearn than does his more quick-witted peer. The nursery story of *Lazy Jack* depicts the problem of the child who would profit from a program based on the Persistent Problems Approach. Lazy Jack shown in the accompanying cartoon needed more practice in problem-solving. Educators sometimes place the TMH child in this position, expecting him to learn from one experience, when in truth he needs a variety of experiences with similar problems before he can arrive at a solution himself. Of course, there are many problems which the TMH child will not be able to solve without help. Research has shown, however, that the TMH child can develop problem-solving learning sets with repeated practice.

Learning how to learn is a goal the teacher must set for these children. From primary through vocational levels, the teacher must consciously set up problem situations in all skill areas so that problem-solving skills may be developed. It is harder for the TMH to unlearn bad habits than for the normal child; so, it is important that learnings be established early and continued throughout the school program. Muska Mosston has said that true education can occur only when the child is presented with alternatives and must deal with them. Other educators have expressed similar views. The authors agree and believe that this is as true for TMH as for normal children.

To use this problem-solving approach, the teacher must know on what skills each child in her class needs to practice and on what level he or she is working. There are several ways for the teacher to discover what experiences each child has had, what gaps need to be filled, and where to begin the school program. Essentially, the teacher must employ the techniques of Diagnostic or Clinical Teaching to complement the Persistent Problems Approach. Home visits during which the Cain-Levine or Vineland Scales are filled out with the parent as informant are helpful. Teacher-developed diagnostic tests, one of the several perceptual-motor development tests (see Cratty in Appendix), and other devices may be used to help diagnose each child’s learning level and learning problems. Consultation with other professionals, careful reading of medical reports and reading of all available information about the child, help the teacher lay a firm foundation for the curriculum.

Curriculum must include the development of cognitive, affective and motoric (or psychomotor) skills. It must be developmental, sequential, and measurable.

To be effective, teachers must find out as much about the child’s developmental level as possible. This can be done by observing the child, talking with him (using such tools as the Life Experience Interview adapted to TMH), the Vineland Social Maturity Scale, or the Cain-Levine Social Competency Scale, talking to parents, talking with other professionals, reviewing reports, and requesting medical and other evaluations when necessary.

The sequencing of activities relates directly to the information which the teacher has about the child. She takes the student where he is and plans careful, sequenced steps for him to follow.

Teachers can use published rating scales or develop their own evaluation forms if they wish to show that their techniques are effective with their pupils.

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The TMH Performance Profile is one way to do this; the Cain-Levine Scale (see Bibliography) and the Vineland Social Maturity Scale are others. A teacher may take her behavioral objectives by skill area and develop rating scales on which she can measure each child on each objective on a one to five scale, one being minimal performance and five optimal performance. She should have a clear idea of the kind of performance she expects on each level of the scale. Each time she rates a child, she should do it without checking the child's previous performance, so that she will not be influenced by the previous record. Progress, or lack of it, can be documented at the end of the year by comparing ratings at first and last of the school year. If no progress is indicated during interim ratings, the teacher may wish to change her method of approach or go back to previous steps to help the child achieve.

An example of this type of rating scale for Primary Self-Help Dressing is illustrated below:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Birthdate:</th>
<th>School Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Behavior</td>
<td>September</td>
<td>December</td>
</tr>
<tr>
<td>remove outer garment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hang clothes in proper place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>find own garment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>help teacher with dressing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>put on cap or scarf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>remove and put on socks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rating Scale 1-5

1. indicate child only completes behavior when reminded and with help
2. child completes behavior without reminding, but with help
3. child completes behavior without help sometimes
4. child completes behavior most of the time
5. child able to complete behavior all the time

It is the opinion of the authors that a Special Education program is only as good as its service to parents. Home-school communication and cooperation is of vital importance in all learning areas. Letters outlining desired learnings should be sent at the beginning of each new unit with suggestions as to how parents can implement learnings. (See example in Appendix.) Parents should understand that the need for accomplishment and a feeling of success are as important to the TMH as to the normal child. Verbal explanations of desired learnings, made by the teacher at short parents’ meetings, help parents understand the program and relieve pressures at home. The strains may be present because the child does not have an opportunity to meet his needs and assist others in the home. Little progress can be expected if there is no carry-over from school to home. Make your activities so interesting that the child will go home talking about them and the parents will want to come to school to learn more about them.

Because of the unique quality of the TMH program, it often needs to be explained to other school personnel and the Special Education teacher is in the best position to do this. (See one explanation to regular classes in Appendix.) The school population is vitally interested in the “hows and whys” of mental retardation. A few answers to simple questions and an opportunity to see and know TMH youngsters can do much to bring about a better understanding within each individual school. It is only when school children realize that the TMH child is more like than different from them, that they will carry some understanding and knowledge of mental retardation to their parents for the beginning of better community understanding and acceptance.
## PERSISTENT LIFE PROBLEMS SCOPE AND SEQUENCE CHART

**A LIFETIME PROGRAM LEADING TO MAXIMUM INDEPENDENCE AND ECONOMIC USEFULNESS**

<table>
<thead>
<tr>
<th></th>
<th>SELF-HELP</th>
<th>SOCIAL COMPETENCY</th>
<th>PERCEPTUAL MOTOR</th>
<th>COMMUNICATION</th>
<th>FUNCTIONAL ACADEMIC KNOWLEDGE</th>
<th>ECONOMIC USEFULNESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRE-SCHOOL PLANNING</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>DIAGNOSIS</strong></td>
<td></td>
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<td></td>
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<tr>
<td><strong>PARENT COUNSELING</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>PRE-SCHOOL PROGRAMS</strong></td>
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<td></td>
</tr>
</tbody>
</table>

### PRIMARY

**C.A. 5.0 to 8.11**

**M.A. 2.0 to 3.6**

- **PERSONAL HEALTH AND HYGIENE**
  - Toilet
  - Teeth
  - Cleanliness
  - Rest
  - Grooming
  - Feeding
  - Dressing

- **GROUP RELATIONS**
  - *Taking directions*
  - *Awareness of self in relation to others*
  - *Getting along in home, school, neighborhood, community*

- **SAFETY**
  - Home, school, neighborhood, community

- **MANNERS**
  - Home, school, neighborhood, community

- **USE OF LEISURE TIME**
  - Play, art, music, hobbies

### INTERMEDIATE

**C.A. 9.0 to 12.11**

**M.A. 3.7 to 5.11**

- **SAME AS PRIMARY**

### PRIMARY

- **PERCEPTUAL MOTOR TRAINING**

### COMMUNICATION

- **GESTURE**

### FUNCTIONAL ACADEMIC KNOWLEDGE

- **RECEPTIVE AND EXPRESSIVE LANGUAGE**
  - Vocabulary Development
  - Naming
  - Following Commands
  - Action Words
  - Safety
  - Attention

### ECONOMIC USEFULNESS

- **FOLLOWING DIRECTIONS**
  - At school and at home

- **ESTABLISHING SCHOOL ROUTINE**

- **PROBLEM SOLVING**

- **DEVELOPING WORK HABITS**

- **DEVELOPING ABILITY TO WORK WITH OTHERS**

- **ATTENTION SKILLS**

- **SOCIAL STUDIES AND SCIENCE**

- **VISUAL SEQUENCING VISUAL MEMORY**

- **AUDITORY SEQUENCING AUDITORY MEMORY**

- **TRACE LETTERS**

- **WRITE NAME**

- **AUDITORY SEQUENTIAL MEMORY**

- **COPY DESIGNS**

- **SOCIAL STUDIES AND SCIENCE**

- **PROBLEM SOLVING**
### Pre-Vocational

**C.A. 13.0 to 16.11**

- **Personal Health and Hygiene**
  - Complete grooming and health care
- **Eating Skills**
- **Table Manners**
- **Dressing**
  - Good grooming habits
  - Selection and care of clothes

**Gross Motor**
- Same as above

**Perceptual Motor Development**
- Dynamic balance

**Fine Motor**

**Oral Language Development**
- Role Playing
- Problem Solving
- Telephone Manners

**Reading** (See Functional Academic Knowledge)

### Vocational

**C.A. 17-0-21-0**

- **Total Community Responsibility**
  - After 21-0

**Community Living Programs**

**Public Responsibility**
- C.A. 17-0-21-0
- M.A. thru 8-0

**Total Community Responsibility After 21-0**

### At the Vocational Level All Core Areas are Fused into a Program Dealing with Skill

**Each Student at this Level Should be Tested and Screened by Vocational Rehabilitation to Determine Suitable Placement for the Remainder of His Career. The Possible Placements Below Are Not Mutually Exclusive and Reevaluations May Be Made Periodically.**

- **Institutionalization**
- **Activity Center**
- **Boarding House**
- **Home Living**
- **Sheltered Workshop**
- **Further Training**
- **Recreation & Leisure Time Activities**
SELF-HELP SKILLS

The Self-Help Skill Area represents all the competencies which a TMH can acquire to help himself to live a happier and more productive life. Educational research has shown that TMH youngsters do not learn through incidental learnings, but must have special training for the development of each skill. These children have usually had very few experiences with peer groups and may have been isolated much of their lives. Too often family members have done all things for them because it was easier than to take the time and effort to teach the children to do things for themselves.

To make the child aware that he is an unique individual, the classroom should be happy and informal, yet structured to meet the needs of the individual students. The need for accomplishment and success is just as great for the TMH as for the normal person; and the absence of activities to satisfy these needs often accounts for many disciplinary problems or lack of student participation in classroom projects. Even the most withdrawn student will participate in some activities when developed on his interest, understanding, and ability levels.

When a child learns to do simple things for himself, he acquires a feeling of accomplishment and becomes a happier individual. Once he has learned to take care of some of his personal needs, it is easier to guide him into play and work activities with a group. As his confidence increases, he will learn to cooperate, share with others, and accept responsibility. When he accepts his role as a member of the group, it is not unusual to see him helping another member who has not mastered all the self-help skills.

The area of self-help may be the one in which the parents receive the most assistance from the school. Frequent home-school communication enlisting parental cooperation is necessary if the child is to develop personal competencies necessary for happier daily living at home and school. Invite the parents to school to observe the routines taught in the establishment of self-help skills. Parents are usually very interested in these routines, but have been reluctant to teach them at home because they did not know where to begin. A list of desired learnings sent home when a new skill is introduced will indicate to parents that you are aware of their interest and appreciate their cooperation. (For example see Appendix.) Remind the parents that a self-help routine at school is of little value if it is not practiced each day in the home and community. If the teacher can gain the complete confidence and cooperation of the parents, she can often help eliminate an unpleasant home atmosphere, relieve pressures and strains on all family members, and develop a much happier and more useful TMH individual.
Skill Area – Self-Help
Level – Primary

Behavioral Objectives

Personal Health and Hygiene

The child will be able to:

help make his own Grooming Box.

learn the names of the articles in his box.

C. A. 5.0-8.11  
M. A. 2.0-3.11

Activities

Help each child make a personal Grooming Box from a cigar box or other small box. Paste a small mirror in the top of each box. Decorate the outside of the box with wallpaper, construction paper, or tempera paint. Put the following articles in the box: lotion, comb, toothbrush, toothpaste, nail file. Put the child's name on his box. (The teacher should also make a Good Grooming Box for demonstrations. Never ask the students to do anything the teacher is not willing to do.)

Vocabulary Development for Oral Language:

<table>
<thead>
<tr>
<th>comb</th>
<th>toothbrush</th>
<th>grooming box</th>
<th>mirror</th>
</tr>
</thead>
<tbody>
<tr>
<td>lotion</td>
<td>toothpaste</td>
<td>nail file</td>
<td>soap</td>
</tr>
</tbody>
</table>

Hold up each article in Grooming Box. Demonstrate its use. Pupils imitate teacher's demonstration.

Guessing Game: Describe one of the objects in Grooming Box. Example: "You brush your teeth with it." Let the students guess which object the teacher is describing. As the student's vocabulary increases, let him describe one object.

Match pictures with articles in Grooming Box.

Place object from Grooming Box in paper bag. Let each student feel the object and guess what it is.

Instructional Aids and Materials

Note: Teacher writes a "Dear Parents" letter explaining the grooming program and enlists their cooperation in providing needed articles for Grooming Box.

Cigar box or other small, sturdy box
Construction paper
Wall paper
Tempera paints
Small plastic bottle for lotion (pill bottles are very good)
Small mirror, comb, nail file, lotion, toothbrush, toothpaste, soap (if not available in restrooms)

Good Grooming Box
Articles found in box
Pictures of articles

Good Grooming Box
Articles in Grooming Box.
Pictures of each article in Grooming Box.

Note: Campfire Girls and Girl Scouts will help you find pictures.

Paper bag
Article from Grooming Box.
Behavioral Objectives

- find his own Grooming Box
- use the articles in his Grooming Box when reminded

Activities

- Make a Good Grooming Book showing pictures of the objects in Grooming Box. Paste the pictures on plain paper (cut to size of sheets wanted). Cover with brown or white butcher paper. Staple cover on book or make holes along one edge with paper punch. Let each child lace holes with colored yarn. Make a design on cover of book.

- Have a special place to keep Good Grooming Box. Practice finding Grooming Box as a group. Say, "Find your Grooming Box and come back to your table." Give individual instruction for finding Grooming Box. Say, "John, find your Grooming Box."

- Have a designated time for use of Grooming Box every day.

- Make a Helper Chart for checking teeth, hair, hands, face, and ears. Let each help check the students.

Instructional Aids and Materials

Magazines
Supply of pictures for students unable to find their own
Plain paper, glue, white butcher paper, paper punch, colored yarn, yarn needle, paints or crayolas

Shelf or cabinet for Grooming Boxes

Grooming Boxes
(See attached chart)
Behavioral Objectives

Activities

Have a Good Grooming Chart. Let each student find his own name and put a star by the activity he performed before coming to school.

Go to the restroom for grooming period. If you have a room restroom, go in groups of two or three. If not, divide group into boys and girls. Enlist the help of the principal, coach, secretary, aide, custodian or older students in the school.

Give a demonstration on brushing teeth. Sing "This is the Way We Brush Our Teeth". Pupils take toothbrush and toothpaste from Grooming Box and brush teeth, watching themselves in restroom mirror or small mirror in top of Grooming Box. Put away toothbrush and toothpaste and get comb.

Demonstrate combing hair and sing "This is the Way We Comb our Hair." (Teacher may comb own hair or doll's hair) Pupils comb hair watching themselves in restroom mirror or small mirror in top of Grooming Box.

Put away comb and get soap from Grooming Box if there is no soap in restroom. Demonstrate washing hands, face and ears using doll. Sing "This is the Way We Wash Our Hands, etc."

Students wash hands, face and ears watching themselves in restroom mirror or small mirror in top of Grooming Box.

Instructional Aids and Materials

Tune: "Here We Go Round the Mulberry Bush"

Articles from Grooming Box

Doll with real hair
Restroom mirror
Comb
Soap
Doll

<table>
<thead>
<tr>
<th>Name</th>
<th>Brush Teeth</th>
<th>Comb Hair</th>
<th>Wash Face</th>
<th>Wash Hands</th>
<th>Wash Ears</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pedro</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anabelle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joseph</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thomas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anna</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Behavioral Objectives

The child will be able to:

1. Use proper names for restroom facilities
2. Demonstrate drying face, ears, and hands with paper towel. Sing "This is the Way We Dry Our Face, etc."
3. Put away soap and get lotion.
4. Demonstrate use of lotion. Sing "This is the Way We Rub in Lotion."
5. Students rub in lotion. Return lotion to Grooming Box. Return to room and sit at table.
6. Take all articles from Grooming Box and place them on table. Call out name of one article and ask child to hold it up. Then instruct student to put article in his Grooming Box. (This check will make sure that all articles are returned to box.) Close Good Grooming Box.
7. Put away boxes in an orderly fashion. Check to see that the boxes were replaced in proper place.
8. Later on, appoint a leader to see that the boxes are put in proper place.
9. Variation: Play "Follow the Leader" for putting away boxes.

Activities

- Place the child in a grooming center.
- Put the child's box on the table.
- Demonstrate drying face, ears, and hands with paper towel. Sing "This is the Way We Dry Our Face, etc."
- Put away soap and get lotion.
- Demonstrate use of lotion. Sing "This is the Way We Rub in Lotion."
- Students rub in lotion. Return lotion to Grooming Box. Return to room and sit at table.
- Take all articles from Grooming Box and place them on table. Call out name of one article and ask child to hold it up. Then instruct student to put article in his Grooming Box. (This check will make sure that all articles are returned to box.) Close Good Grooming Box.
- Put away boxes in an orderly fashion. Check to see that the boxes were replaced in proper place.
- Later on, appoint a leader to see that the boxes are put in proper place.
- Variation: Play "Follow the Leader" for putting away boxes.

Instructional Aids and Materials

- Paper towels
- Lotion
- Grooming Box

Note: Vaseline is very good for students who have chapped or cracked hands and lips.

- Jar of vaseline for room use

Vocabulary Development for Oral Language:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>toilet</td>
<td>lavatory</td>
</tr>
<tr>
<td>toilet paper</td>
<td>soap</td>
</tr>
<tr>
<td>flush</td>
<td>paper towel</td>
</tr>
<tr>
<td>girls</td>
<td>boys</td>
</tr>
</tbody>
</table>

Take small groups of students to restroom to see actual school restroom. If teacher is a woman, enlist help of principal or coach. If teacher is a man, the school secretary, aide, or nurse will help. Point to each article or fixture in restroom and give its name. Ask students to repeat name.

Take large, life-size doll to restroom to demonstrate the fixtures. As you demonstrate the use of each fixture, repeat its name. Let each student repeat the demonstration with the doll.

Make arrangements with the school principal for older students to take small groups of TMH youngsters to the restroom for practice in naming fixtures and supplies. (Have a short training session for these volunteers so they will understand what they are expected to do and say. This provides an opportunity for better school understanding and acceptance of TMH.)
Behavioral Objectives

Use doll house bathroom furniture for guessing game in room.

Match pictures with real fixtures in bathroom. Name the fixtures.

Match pictures with doll house furniture. Name each fixture matched.

Demonstrate the correct vocabulary for permission to go to the toilet. Correct child when he uses terms which are not acceptable.

Have a regular routine to follow for restroom procedure. Supervise at all times.

Daily practice with constant supervision at all times.

Use doll to simulate procedure. Show each actual step. Let each student practice with doll.

Set off one corner of room for restroom. Use boxes for fixtures or ask a father to make fixtures from wood, etc. Stress the need for privacy in restroom. When girls are playing, put a sign reading "Girls" over the door. Change sign when boys are playing.

Use buttoning and zipping boards for practice. Rearrange doll's clothes — boys use boy's clothing and girls use girl's clothing.

See cleanliness activities. Make chart for bulletin board or wall. Let each student put a star by his name when he remembers to wash after toileting.

Matching Game: Match such articles as soap—towel, toothbrush—toothpaste. Name matched articles.

Matching Game: Have several pictures of each restroom fixture. Put pictures of each fixture in separate box. Name the fixture placed in each box.

Vocabulary Development for Oral Language

tooth
dentist
brush
nurse
toothbrush
toothpaste
rinse

Instructional Aids and Materials

Doll house bathroom furniture
Pictures to match bathroom fixtures
Doll house furniture
Pictures of fixtures

Note: Be sure that an adult accompanies a student to a strange restroom so he will not become frightened

Non-verbal child - see Primary Communication

Restroom, and an adult to supervise

Large rubber doll
Real restroom or mock restroom

Creative Playthings has rubberoid doll which stands, sits

Montessori boards
Large doll: boy's and girl's clothing

Chart with each child's name, days of the week and place for stars

Articles needed for matching

Pictures of fixtures

Hosiery box for each fixture

Concrete objects and pictures of:
toothbrush, tooth, toothpaste, nurse, dentist
Behavioral Objectives

**Find own toothbrush**
- Put toothpaste on brush with help.
- Wet toothbrush with help.
- Choose toothbrush with help.
- Brush teeth with help.
- Rinse mouth, spit and wipe mouth.
- Rinse toothbrush.
- Shake water from toothbrush.
- Replace toothbrush.
- Cap toothpaste with help.

**Actively**
- Guessing Game: Ask, "What has a long handle?" or "What is in a tube?"
  Place the models or pictures on table before beginning. When a child guesses the correct answer, instruct him to find the model or picture. As vocabulary develops, allow students to ask questions.

- What is Missing? Place objects or pictures on table in front of students (not more than 3 objects at first). Point to each and let children identify them. Take one away. Guess which one is missing.

- Give each student a picture of teeth, toothbrush and toothpaste. Say, "Hold up the toothbrush." Practice in smaller groups if some students are not recognizing the objects.

- Ask school nurse to give demonstration using large set of teeth and toothbrush.

- Let each student practice brushing large teeth. Then brush own teeth.

- Invite dentist to come to room or go to dental clinic for demonstration. Be sure that the students become acquainted with his nurse. (Many school nurses wear street clothes at school.)

- Show how it is done - by each student.

- Stimulate gag reflex for proper spitting.

- Daily practice with constant supervision will be needed for each step.

- Name-Card Game: Make a rack with each child's name on it. Put a nail under each name. Let each student find his own name and hang his brush to dry.

- If toothpaste is not available, make your own:
  - 4 teaspoons baking soda
  - 1 teaspoon salt
  - Few drops of essence of peppermint.
  - Store in baby food jar with child's name on cover.

Instructional Aids and Materials

- Models or pictures

- Picture of teeth, toothpaste and toothbrush for each student

- Dentist or field trip to dentist's office

- Restroom or lavatory or washstand in room

- Seek help of physical therapist for spitting, sucking and swallowing procedure when necessary

- If restroom or washstand are not available, be sure mother understands procedure for caring for teeth

- Rack with child's name

- Nail

- Baby food jars with screw-on top

- Measuring spoon

- Baking soda, salt, essence of peppermint, felt pen
Behavioral Objectives

Cleanliness
The child will be able to:
use correct words for cleanliness activities

Activities

Play “Visit to Dentist.” Encourage each child to open mouth so “dentist” can see inside.

Movies - Contact school nurse and local dentist for suggestions.

Vocabulary Development for Oral Language

cold
towel (paper)
cough
facial tissue
hot
towel (cloth)
sneeze
drool
soap

Bring hot plate into room. Heat a pan of water. Let the students feel the heat and steam coming from the water.

Fill a hot water bottle with the boiling water. Feel the bottle.

Take some of remaining water and put ice cubes in it. Touch the ice cubes before putting them into the water. Watch them melt. Put in more ice cubes until water gets cold. Put hand into water.

Demonstrate cough and sneeze and proper procedure for caring for each.

Have a box of facial tissue on teacher’s desk or other available place for use by students. Encourage them to use the facial tissue.

Paint hot water faucet with red paint or red finger nail polish so students can distinguish between hot and cold water. Explain why this is done to the rest of the school so the students will not try to scrape off red paint. Constantly remind a drooler to close and wipe his mouth. Have a small mirror readily available to show him how he looks when drooling.

These activities must be practiced daily under supervision. Call attention to red paint on hot water faucet. Show students how to mix water. Practice every day.

Instructional Aids and Materials

Mock dentist office

Toothbrushes with child’s name in gold
Rich Personals
157 Sherman Ave.
New York, New York

Actual Objects
Pictu res

Hot plate, pan, water

Hot water bottle
Boiling water

Ice cubes
Pan of hot water

Box of facial tissue

Note: Ask each student to bring in box of facial tissue on first day of school and you will have enough for year.

Red paint or finger nail polish

Small mirror

Note: Make some provision to heat water if none is available. It is important that the students learn that hot water is needed for cleanliness.
**Behavioral Objectives**

- Use bar soap to wash face and hands with help.
- Dry with towel with help.
- Dispose of towel when reminded.
- Apply lotion under supervision.
- Control drooling with help.
- Use of facial tissue with help.
- Cover mouth when coughing or sneezing when reminded.
- Comb hair with help.
- Clean fingernails with help.

**Activities**

- Demonstrate use of right amount of soap from soap dispenser. You may need to practice using liquid soap from a bottle before using soap dispenser.
- Demonstrate washing of face and hands. Students wash face and hands. This should be a fun activity, but the students should not be allowed to get wet.
- Demonstrate proper way to dry hands with paper towels. Also use cloth towel so students will understand its use and replacement in the home.
- Always have a waste basket available for disposal of paper. Have a helper to stand by basket and remind student to pick up paper if it does not go into basket.
- Use lotion to demonstrate drying hands. Use lotion to practice rubbing hands as in the application of bar soap or soap from dispenser.
- Bring small washpan into room. Practice washing and drying the doll's hands and face, using small wash cloth.
- Use mirror to show child what is meant by drooling. Make child aware of tongue with fingerplays, stressing the need to keep the mouth closed. Show students how to lick substances from lips. Give child popsicles made from clear soup. Show him how to lick.
- Demonstrate use of facial tissue. If child cannot blow his nose, the teacher may manually press his lips together and instruct him to blow. Let child practice on doll and self.
- Visit by school nurse to talk about being ill and when to stay at home. Filmstrips (talk with your school nurse regarding available ones.) Movies – (See school nurse for suggestions)
- Demonstrate combing hair in front of full-length mirror. Let each student “show how it is done.” Have pictures of messy and well-groomed hair for discussion.
- Demonstrate cleaning fingernails. Let each child “show how it is done.” Have before and after pictures of fingernails. Decide which fingernails look nicer.

**Instructional Aids and Materials**

- Liquid soap with dispenser
- Bar soap
- Wash basin or lavatory: Soap, paper towel, cloth towel, towel rack
- Waste basket
- Helper
- Lotion
- Doll, wash cloth, wash basin, soap
- Small mirror
- Talking Time, pp. 37-39, 42-43
- Peanut butter, jelly, popsicles made from clear soup
- Note: Contact your physical therapist for other ideas
- Facial tissue
- Doll
- Note: Ask school nurse to talk to group of parents about illnesses and encourage them to keep child at home when ill
- Full-length mirror, comb for each child
- Pictures of well-groomed hair
- Pictures of messy, dirty hair
- Fingernail file
- Picture of fingernails, dirty and clean
Behavioral Objectives

Rest
The child will be able to:
- use suitable words for rest activities
- rest quietly after meals or activities as directed by teacher or aide
- tell what time he goes to bed

Activities

Vocabulary Development for Oral Language

- rest
- sleep
- still
- quiet
- limp

Read poems and let students play the parts. Act Fingerplays.
Sing songs (See suggested materials at end of skill area.)
Pretend you are asleep. Pretend you are resting.
Show before and after pictures. Play games with pictures such as: “Find the picture of the boy who is sleepy,” or “Find the picture of the girl who is happy.”

Play “rest music” so the child will be quiet (See suggested materials at end of skill area or use your favorite records.)
Play story records. Read a story your students enjoy.

Talk about things you do before going to bed: eat dinner, watch favorite television program, take a bath, etc. (The student will not be able to tell the actual hour, but he will become aware of the things he does before going to bed each night.)

Vocabulary Development for Oral Language

- tray
- fork
- milk
- spoon
- table napkin
- garbage can
- foods served in school cafeteria

Take children to cafeteria to meet cooks and see food preparation area.
Borrow tray, spoon, fork, and napkin from cafeteria for name identification.

See Cleanliness Activity

Vocabulary Development for Oral Language

- get in line
- get behind
- walk to the table
- get in front of
- pick up your tray
- say “thank you” to cooks

Instructional Aids and Materials

- Pictures showing happy, strong, weak, sick children
- Talking Time pp. 22 and 25
- Rhymes for Fingers and Flannel Boards pp. 114-117
- Pictures illustrating the words in vocabulary development
- Record player
- Records
- Story records

Note: Make the parents aware of the need for sleep. If the child is sleepy or irritable at school, talk with the parents.
Behavioral Objectives

- **carry tray with a minimum of spilling**
- **sit at table with a minimum of unnecessary movement**
- **open milk carton**
- **suck liquids through straw**
- **swallow without drooling**
- **take small bites of food**
- **chew until able to swallow easily when reminded**

Activities

- Line up and march around room. Play “Follow the Leader” with one child leading the group to a specified place in the room or on the playground.
- Line up for walking races in classroom. At first this will be one line with each child carrying an object to the teacher or another child. Later two lines can be formed with each carrying an object to a designated place and back. (The lessons to be taught are walking and staying in line.)
- Borrow tray from cafeteria so each child can practice carrying a tray before going to lunch. Place fork, spoon and milk carton on each tray.
- Have snack time so child will be able to sit at table, hands in lap, and wait until all have been served before eating. Use small tables and chairs for “Tea Time.”
- Let students line up and march to tables.
- Play room games with silverware – Name, hide, visual memory, etc.
- Play with dollhouse and family of people. Serve a meal and have family seated. Have a party and have family attend.
- Bring milk carton from cafeteria. Teach the word “open” when showing the child how to open carton. Students practice opening milk carton.
- Serve juice in room. Use plastic straws. If child is unable to comprehend the sucking process, place straw in child’s mouth and gently hold nostrils closed for a second. The child will automatically breathe, drawing the liquid through the straw.
- See drooling under Cleanliness Activities.
- Have tea parties and serve crackers. Demonstrate taking small bites. Later use something harder than crackers so they must really bite.
- Use small mirror in Grooming Box to watch self take bites.
- Show child how to bite, chew, suck, and swallow in front of full length mirror. Let him return to his seat and practice with small mirror. Have constant supervision so child will not get strangled or develop bad habits.

Instructional Aids and Materials

- Record player and any good march record
- Objects which children can easily carry
- Tray from cafeteria
- Silverware, milk carton filled with sand or water
- Napkins, juice and crackers
- Small tables, chairs and doll dishes
- Record player and march music
- Silverware
- Wooden family
- Rubber family, tea set
- Dollhouse furniture
- Empty milk carton
- Plastic straws
- Juice
- Crackers, cookies or hard candies
- Small mirror
- Finger foods such as celery, carrots; crisp foods such as chips and apples
Behavioral Objectives

- eat finger foods
- drink milk from a cup
- use spoon with a minimum of spilling
- use fork sometimes
- bring food to mouth rather than lowering head to tray
- use napkin with help
- able to clean tray with help
- identify foods with help

Activities

Pretend you are a rabbit eating carrots. Use small mirror to show child how to take small bites and chew with mouth closed. Stress “a talking time” and “a quiet time” so child will understand that he does not talk with food in mouth.

Read a story, stumbling over words so child cannot understand what is said. Explain that this is the way you sound when talking with food in mouth.

Serve juice in paper cup without straw.

Go on field trip to dairy where milk can be served in paper cups.

Set up mock cafeteria. Have a pretend lunch. Have a luncheon in classroom. Ask cooks to prepare an extra portion of food children are having difficulty eating. Eat this food in room, demonstrating way to eat without spilling.

Arrange for special eating time when no one else will be in the school cafeteria.

Give demonstrations on proper ways to eat without spilling too much.

Practice holding up head and smiling when eating. Talk about the foods we are eating. Mention why some foods must be eaten slowly (to keep from spilling).

Demonstrate correct use of napkin.

Borrow trays from cafeteria to practice cleaning. Invite cafeteria supervisor to room for a demonstration on proper cleaning. Practice putting the silverware on tray so it will not fall from tray. Stress working with tray to minimize spills.

Ask school secretary to type a copy of the school menu (week or month) for each student. Send the menu home and encourage parents to question child about foods he ate at school.

Talk about school menu each day. Have pictures of foods for easy identification.

Have actual foods in classroom for identification whenever possible.

Play picture identification game with teacher reading menu and children finding pictures of food.

Play cafeteria and ask for food by name.

Instructional Aids and Materials

- Carrots (cut in small 2 inch strips)
- Finger foods
- Story children know
- Paper cup and juice
- Trip to dairy
- Mock cafeteria

Note: This will only be on one or two occasions to prevent students from making fun of TMH youngsters

- Regular cafeteria foods
- Napkin
- Trays
- Cafeteria supervisor

School menu for each child

- Supermarkets will give you display pictures
- Contact your local dairy council for pictures and stories

- Actual fruits and vegetables
- Pictures of food from daily menu

- Cafeteria set up with pictures of foods in containers
Behavioral Objectives

- maintain eating skills at home
- Dressing
  The child will be able to:
  - give the correct word for dressing skills
  - give the correct word for fasteners used in dressing
  - remove outer garments with help

Activities

Put food on tray and carry it to the table.
Play store and ask for food by name.
Go on a field trip to a vegetable and fruit stand. Bring fruits and vegetables back to room for tasting.
Show the raw fruit or vegetable before cutting it. Identify it.
Let each child smell and taste the food.

Guessing Game: Smell or taste the food without looking at it. Identify it.
Use artificial fruits and vegetables after child recognizes the real ones.
(Be sure your artificial foods look and feel like the real ones.)
Have a mystery box and let the students identify the food by feeling.
Develop more vocabulary as needed by school menu or local foods:
Practice sitting at smaller table such as you would find at home.
Pass make-believe foods.

Vocabulary Development for Oral Language

- button
- zip
- put on
- tie
- lace
- take off
- lace

These words can be learned by daily practice under constant supervision.

Vocabulary Development for Oral Language

- zipper
- snaps
- hook and eyes
- buttons
- buckles
- bows
- laces

These words can be learned by using dressing frames and Eta Best vests with constant supervision.

Instructional Aids and Materials

- Tray, silverware
- Store with empty cans in store-like setting
- Field trip
- Real fruits and vegetables
- Fruits and vegetables from Peabody Kit Level P are excellent; artificial foods in box; real food in box
- School menu
- Table for 6 or 8 persons
- Doll dishes and silverware
- Note: Send home suggestions for home cooperation
- Dressing Frames
  Educational Teaching Aids
  Division of A. Daigger and Company, Inc.
- Eta Best Vests
  Educational Teaching Aids
  Division of A. Daigger and Company, Inc.
- Note: TMH do not learn by observation, they must have daily practice
- Dolls, doll clothing
- Montessori Dressing Frames
- Oversized trousers
Behavioral Objectives

hang clothing in proper place with supervision
find own garment with supervision
help teacher with dressing
put on cap, scarf, or coat
remove and put on socks
put on shoes, but does not always get them on right feet
put on boots with help
put on mittens
identify articles of clothing
identify articles of clothing

Activities

Have picture of coat over child's name on rack. Practice putting garment on coat hanger and hang under name.

**Play Game:** Take off coat, hang coat on coat hanger, go back to room, go back to clothing rack and find coat, put on coat, button or zip coat, take off coat, etc.

Fingerplays for dressing up.
As you put on and take off clothing, name the clothing.

**Play Pretend Games:** The wind is blowing. What shall I put on my head? How do I put it on my head? It is raining. What shall I wear? How do I put it on?

Have spare socks at school for practice.

Take off shoes. Put them on again.
Help a friend put on his shoes.
Tie shoes for a friend.
Lace and tie the lacing shoe.
Lace and tie the Lacing Frame.
Tie old shoes.

Put on own boots.
Put on own mittens.

Vocabulary Development for Oral Language

cap shoes boots dress pants
scarf mittens coat shirt sweater
socks jacket scarf

Hold up article of clothing. Let students guess what it is.

**Play Visual Memory Game:** Have three articles of clothing. Ask students to close eyes. Take away one and ask: "What is missing?" Play same game with pictures of clothing. Play weather game: Teacher says, "It is raining today. What will you wear?" Child selects clothing from pictures.

Talk about cold weather clothes.
Talk about warm weather clothes.

Instructional Aids and Materials

Picture of coat for each name card
Coat hanger and rack for hanging

Caps
Scarfes
Coats
Socks
Own shoes
Lacing shoe
Dressing Frame for lacing and tying

Note: Encourage parents to teach the child to identify right shoe with right foot by special markings on shoe. Carry over to school activities

Boots
Mittens

Actual articles of clothing
Pictures of clothing

Various articles of clothing

Good clothing pictures
Clothing pictures
Real articles of clothing when possible
Behavioral Objectives

Talk about what we wear when it snows.
Talk about what we wear when the wind blows.
Dress and undress mannequin naming articles of clothing and telling when you would wear each article of clothing.
(This is another good opportunity to reinforce “Take off” and “Put on.”)

Activities

Continue practice at school.
Encourage children to dress and undress at home.

Instructional Aids and Materials

Good clothing pictures for each season
Peabody Learning
Development Kit Level P

Note: Have frequent parental conferences or send home notes for dressing at home. Suggest suitable clothing which child can manipulate.

Stress the importance of getting the child up early enough to dress self and become independent. Encourage parents to name articles of clothing as they help the child dress and undress.
Skill Area: Self-Help
Level: Intermediate

Behavioral Objectives

**Personal Health and Hygiene**
The child will be able to:
- use correct names for articles in Grooming Box
- help make his own Grooming Box
- care for own Grooming Box with help
- learn the names of all articles in his box
- learn the use of each article in his box
- put away box when grooming time is over

**Activities**

**Vocabulary Development for Oral Language**

<table>
<thead>
<tr>
<th>comb</th>
<th>toothbrush</th>
<th>nail file</th>
<th>hair brush</th>
</tr>
</thead>
<tbody>
<tr>
<td>lotion</td>
<td>toothpaste</td>
<td>nail brush</td>
<td>grooming box</td>
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<tr>
<td>mirror</td>
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</tbody>
</table>

Let each student decorate his box with wallpaper, construction paper, paints, crayolas or any other materials requested by student. Put each child's name on his box.

Practice getting Grooming Box from shelf or cabinet where it is kept — count the articles in the box to see if all are there.

Take all the articles from box. Hold them up as teacher calls out name. Put articles in Grooming Box. Be sure each article is clean.

**Play Name Game:** Teacher calls out name of article and child holds it up.

**Variation:** Teacher calls out name of article and child finds picture of it.

Demonstrate the use of articles in Grooming Box. Let student demonstrate in front of full-length mirror.

Let child use article, watching self in little mirror on inside of Grooming Box.

Find pictures showing uses of Grooming Box articles.

Make a Good Grooming Book using the pictures.

Cover with butcher paper. Staple cover to book or lace holes (made with paper punch) with colored yarn.

**Identification Game:** Teacher says, "I am going to comb my hair. What do I need?" Student finds comb or picture of comb, etc.

**Matching Game:** Have several pictures of each Grooming Box article. Let students put matching objects into boxes.

Have a specific place for boxes to be kept. Practice putting them away.

C. A. 9.0-12.11
M. A. thru 5.11

Instructional Aids and Materials

- Articles in Grooming Box
- Pictures of articles in Grooming Box
- Write a "Dear Parents" letter explaining the purpose of the Good Grooming Box and ask for the following: Cigar or other sturdy box, comb, lotion, toothbrush, toothpaste, hair brush, nail file, small mirror
- Grooming Box with articles
- Real grooming articles
- Picture of articles
- Articles in Grooming Box
- Full-length mirror
- Magazines
- Plain paper, paste, pictures
- Paper punch
- Colored yarn and yarn needle
- Grooming Articles
- Picture of articles
- Pictures
- Boxes
- Shelf or cabinet for Grooming Box
Behavioral Objectives

Toilet
The child will be able to:
- use proper vocabulary
- take down clothing
- use toilet paper with reminding
- flush toilet
- rearrange clothing with help
- wash hands
- dispose of paper towels

Activities

(See suggested activities on Primary Level.)

Vocabulary Development for Oral Language

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>toilet</td>
<td>flush</td>
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<tr>
<td>toilet paper</td>
<td>ladies</td>
</tr>
<tr>
<td>lavatory</td>
<td>soap dispenser</td>
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<tr>
<td>gentlemen</td>
<td>waste basket</td>
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<td>urinal</td>
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</table>

Use rubberoid doll to demonstrate proper use of toilet, taking down clothing and use of toilet paper.

Let students show proper restroom procedure using doll.

Talk about restroom procedure and why it is important to flush toilet.

Make trips to restroom (girls to Girls' Restroom and boys to Boy's Restroom). Demonstrate flushing the toilet. Call attention to the automatic flusher on urinal in Boys' Restroom.

The school principal, coach, school nurse, secretary, aide and custodian will be willing to help with the demonstrations.

Take a field trip to an area which will require the use of a restroom different from the one at home or school.

Practice with dolls, again pulling up, taking down, etc., of clothing

See Primary Cleanliness Activities. Also chart on washing hands in Primary Toilet Activities.

Have role-playing in room showing correct way to wash hands and dispose of paper towel.

Suggested classification games for use with Toilet Activities:

- Cut bathroom pictures from magazines and make a booklet.
- Have cardboard boxes to represent bathroom and kitchen. Place correct doll furniture in each room.
- Have cardboard boxes to represent bathroom and bedroom. Place correct doll furniture in each room.
- Play above games using pictures of furniture instead of doll furniture.

Instructional Aids and Materials

Concrete models
Doll house furniture
Pictures of bathrooms
Pictures of fixtures

Rubberoid doll available from Childcraft

Toilet paper
girls' Restroom boys' Restroom

 Helpers

Field trip where community restroom will have to be used.

Dolls and doll clothing

Note: Talk with parents concerning the boys' use of zippers in public restrooms instead of dropping clothing to floor.

Chart with each child's name, day of week, and place for stars

Lavatory or wash basin
Water, soap, paper towel, waste basket

Magazines, paste
Paper for booklet, cardboard boxes
Doll furniture

Pictures of furniture
Behavioral Objectives

Teeth
The child will be able to:
- develop a vocabulary for the care of teeth
- find his own toothbrush
- prepare his toothbrush for brushing with supervision
- brush teeth with supervision
- give proper care to toothbrush after brushing
- put away toothbrush and toothpaste

Activities

Have many pictures of bathroom fixtures. Match ones that are alike. Cut out pictures of all items that have to do with bathroom. Put on one page.

Instructo Classification Games with pictures for naming and speech development.

Vocabulary Development for Oral Language

toothbrush
dentist
decay
hurt
toothache
toothpaste
dentist's office
nurse (office)
nurse (school)

Have a specific place to keep toothbrush. Have child’s name on brush.

Ask the school nurse to demonstrate brushing teeth using large set of teeth and large toothbrush.

Plan a trip to the dentist’s office to acquaint the children with a dentist and his office. Let dentist demonstrate proper care of teeth and discuss what happens when you don’t take care of teeth.

Frequent demonstrations by teacher using large set of teeth and large toothbrush. Play “This is the Way I Do It” with students using large teeth and toothbrush.

Use full-length mirror or small Grooming Box mirror for reinforcement of proper technique.

Make mixture for brushing teeth if toothpaste is not available (4 teaspoons baking soda, 1 teaspoon salt, a few drops of essence of peppermint mixed together and stored in baby food jar with child’s name on top of jar.)

Review all activities on primary level for children who still have difficulty brushing teeth.

Draw pictures showing proper care of teeth.
This may be in booklet form or large pictures for bulletin boards.

Occasional demonstrations by teacher.

Frequent “This is the Way I Do It” by students.

These activities are learned if there is a regular routine each day and the students are supervised to see that they follow directions.

Instructional Aids and Materials

Pictures of bathroom fixtures
Pictures, paper, scissors, paste
Instructo Classification Games.

Real objects
Pictures related to vocabulary development

Toothbrush with name on it
School nurse
Large teeth and toothbrush
Visit to dentist’s office

Large teeth
Large toothbrush
Mirror

Baking soda, salt, essence of peppermint
Baby food jar with lid

Crayolas and paints
Behavioral Objectives

Cleanliness
The child will be able to:
- develop a cleanliness vocabulary
- combine hot and cold water
- use care with hot water
- wash hands and face alone

Activities
Other activities for care of teeth: Make booklet of foods which cause tooth decay. This may be made with pictures from magazines or student drawings. Paste on manila paper and cover with construction paper. Let child make an original drawing for cover.

Visit a dentist's office for old teeth. Put a tooth in closed baby food jar and add one substance which causes decay. Leave for several months and note decay. Keep a teacher-made record so students can remember which food caused the most and the fastest kinds of decay.

Draw a picture of visit to dentist's office for bulletin board. Make a booklet to send home to parents showing foods which cause decay.

The teacher can type a short story for students showing what happened when the tooth was placed in this food substance. Make a booklet showing foods we can eat which build strong and healthy teeth.

Vocabulary Development for Oral Language
- cold
- hot
- toilet
- shoes
- sneeze
- facial tissue
- soap
- drooling
- tub
- ice cubes
- hot water bottle
- lavatory
- paper towel
- cloth towel
- washcloth
- nail file
- wash basin
- stove
- hot plate
- tongue depressor
- nail brush
- tea kettle
- dust pan
- cough

Instructional Aids and Materials
- Manila paper
- Construction paper
- Crayolas or paints
- Old teeth
- Baby food jars with lids
- Any substance which causes tooth decay
- Paper and crayolas
- Paper and pictures of food which cause decay
- Short, typed story about each food used in tooth decay tests
- Pictures from magazine, paper and paste
- Actual objects whenever possible
- Colored tape which does not come off when damp or finger nail polish
- Hot plate
- Pan or tea kettle and water
- Hot water bottle
- Pan of ice cubes
- Hot water, ice cubes
- Hot and cold water faucets
- Lavatory or sink in room
- Soap dispenser or bar soap

Mark the water faucets with colors: red for hot, blue for cold. Put tea kettle or pan on hot plate to heat water. Show the child how to put hand near the steam to feel heat (supervise carefully to prevent burning). When the water is boiling, pour some of the hot water into a pan to feel the heat coming from it.

Pour some of the boiling water into hot water bottle. Feel the bottle. Bring a pan of ice cubes into the room. Let each student feel the ice cubes. Mix hot water and ice cubes to cool off water. Show how to turn on hot and cold water to get the right temperature for washing hands and face.

Washing: Instruct students to push up sleeves, if long sleeves are worn. Insert a set stopper in lavatory and run hot and cold water to desired temperature. Moisten hands. If soap dispenser is available, tell the students how many times it should be released. Bar soap may be used with instructions to soap palm first and then back of hands.
Behavioral Objectives

- Wash neck and ears with reminder and supervision
- Clean lavatory with reminder and supervision
- Bathe body with help

Activities

Sing “This is the Way We Wash Our Hands” during the washing process.

Wet wash cloth and wring out. Demonstrate use of small amount of liquid or bar soap. Rub face, neck and ears with soapy wash cloth. Show how to rinse wash cloth and carefully rinse face, neck, and ears to prevent itching from excess soap.

Demonstrate proper way to dry face, neck and ears and hands. Use both paper and cloth towels.

Sing “This is the way we wash our______” as other washing activities are carried out. Show how to use lotion on face, hands, and neck to prevent chapping. Have a jar of vaseline available for students who do not have lotion or who have badly chapped and cracked hands and lips.

Have a chart to record student’s cleanliness when he arrives at school. If he always comes to school dirty, and parent conferences do not improve the condition, give him an opportunity to “freshen up” in the restroom before room check. Select a “nurse” to check each child for cleanliness. If he gets a check mark for each day of the week, give him a star on Friday. Let the student find his own name and paste on the star. This chart may be monthly or weekly.

Show students the correct way to clean lavatory with paper towel.

Sing “This is the Way We Clean the Lavatory.” Students practice correct way to clean lavatory.

Bathe rubberoid doll in small, plastic tub or wash basin.

Show how to soap, wash, rinse, and dry doll.

Give each child an opportunity to bathe doll.

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Instructional Aids and Materials

- Tune: “Here We Go Round the Mulberry Bush"
- Wash cloth
- Bar of soap
- Paper towels
- Cloth towels
- Hand lotion
- Jar of vaseline

Note: Discuss washing activities with parents and suggest they encourage similar home activities. Suggest the use of vaseline to prevent chapped and cracked hands, feet and lips.

See chart below

- Paper towels
- Rubberoid doll
- Plastic tub or washbasin
- Towel, soap, water, washcloth
Behavioral Objectives

Activities

If you have a bathtub at school, let each student who does not have bathtub at home, take a bath at school. The aides can assist with the bathing. Coaches will supervise boys in tub or shower.

Find pictures of persons taking a bath.
Find pictures of clean and dirty persons.
Decide which one looks nicer.

Cleanliness movies (contact your school nurse for local or county movies available)

Care for fingernails

Demonstrate cleaning nails with fingernail file. Demonstrate scrubbing of nails with small brush.
Sing “This is the way we_______” as each activity is carried on. Have “This is the way I do it” demonstration by each child.

Clean shoes

Demonstrate the use of a mat by the door. Line up students and march outside. Return to room, cleaning shoes on mat.
Demonstrate use of tongue depressor, broom and paper towel in cleaning mud from shoes. Give opportunity for lots of individual practice on muddy days.
Encourage students to help friends clean shoes. Praise students for clean shoes and clean floor.
Have a room helper who will sweep up any mud brought in on shoes.

Use full-length mirror to be sure child understands the meaning of drooling.
Encourage all students to help others care for themselves when drooling.

Control drooling

Ask each student to bring in box of facial tissue with supplies at beginning of school year. Place a box on teacher’s desk or other designated place for use by all students.

Demonstrate the uses of facial tissue (coughing, sneezing, drooling).
Have “This is the way I do it” demonstrations by students.

Dispose of facial tissue

Demonstration by teacher.
“This is the way I do it” demonstrations by students.

Other suggested activities related to Cleanliness: Play matching games suggested in Primary Cleanliness Area.
Find pictures of bathroom furniture and fixtures found in home and school.
Paste them in a booklet. Name the furniture or fixtures found.
Find pictures of articles found in bathroom. Sort according to color.

Instructional Aids and Materials

Note: Contact parents who do not have bathtubs and invite them to have a bath at school. Ask them to supervise their child while bathing at school. If parents refuse to come to school, make home calls and send home notes describing bathing techniques.

Pictures of people taking baths
Pictures of clean and dirty people

Fingernail file
Nail brush

Mat for cleaning shoes

Tongue depressor
Paper towel
Broom

Dust pan and broom

Full-length mirror
Facial tissue, and helpers

Facial tissue

Facial tissue

Facial tissue

Waste basket

Magazines
Paper for booklet
Pictures of articles found in bathroom
Behavioral Objectives

Rest
The child will be able to:
- respond to simple rest directions
- rest quietly after meals or activities without direction from teacher
- tell what time he goes to bed

Feeding
The child will be able to:
- identify many of the foods served in school cafeteria

Activities

Vocabulary Development for Oral Language

<table>
<thead>
<tr>
<th>rest</th>
<th>quiet</th>
<th>close your eyes</th>
<th>pretend</th>
</tr>
</thead>
<tbody>
<tr>
<td>sleep</td>
<td>limp</td>
<td>put your head on your desk</td>
<td></td>
</tr>
</tbody>
</table>

Use fingerplays to teach vocabulary.

Set up a regular routine for students to follow: After recess, come into the room and put your head on desk; or, after lunch, come into room, get your mat (or go to your cot), rest quietly on floor.

Play soft music or music students especially enjoy so they will listen. Play story records or read stories students enjoy.

Talk about things you do before going to bed (eating dinner, watching television, taking a bath, etc.) Encourage students to get plenty of sleep. Show pictures of happy and sleepy children.

Instructional Aids and Materials

Pictures to illustrate rest concepts (actual participation best for development of these concepts)

Talking Time pp. 21, 25

Record player
Quiet records
(See Suggested Materials at end of Skill Area)
Story records, stories

Pictures to illustrate sleep

Note: Encourage parents to get child to bed for needed rest.

Vocabulary Development for Oral Language

<table>
<thead>
<tr>
<th>fruits</th>
<th>apples</th>
<th>oranges</th>
<th>peaches</th>
<th>pears</th>
<th>grapes</th>
<th>lemons</th>
<th>grapefruit</th>
<th>lunches</th>
<th>hams</th>
<th>hot dogs</th>
<th>fishes</th>
<th>hot rolls</th>
<th>vegetables</th>
<th>beans</th>
</tr>
</thead>
<tbody>
<tr>
<td>cookies</td>
<td>vegetable salad</td>
<td>fruit salad</td>
<td>breakfast</td>
<td>meat</td>
<td>hamburger</td>
<td>turkey</td>
<td>mayonnaise</td>
<td>buns</td>
<td>chile</td>
<td>tortilla</td>
<td>tamale</td>
<td>posole</td>
<td>spanish rice</td>
<td></td>
</tr>
</tbody>
</table>

Actual foods whenever possible
Good colored pictures of food (before and after cooking)
Artificial foods
Peabody Kit Level P has some good artificial food
### Behavioral Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wash hands before lunch with reminding</td>
<td>See Cleanliness Activities for washing hands.</td>
</tr>
<tr>
<td>Carry tray with no spilling</td>
<td>Set up a mock cafeteria to practice carrying tray. Borrow tray and silverware from cafeteria. Carry tray from one end of room to another.</td>
</tr>
<tr>
<td>Take small bites with reminding</td>
<td>Using a large sheet of brown butcher paper, draw a tray and the outline of silverware and milk. Let each student place the milk and silverware on the proper outline. Explain that these articles may be placed in the right position to prevent spilling.</td>
</tr>
<tr>
<td>Eat with mouth closed with reminding</td>
<td>Demonstrate proper biting and chewing. Let students demonstrate for rest of class.</td>
</tr>
<tr>
<td>Use spoon</td>
<td>Use small mirror to watch self biting and chewing with mouth closed. Show and discuss pictures illustrating right and wrong way to eat.</td>
</tr>
<tr>
<td>Use fork</td>
<td>Have tea parties to practice good eating habits. Demonstrate right and wrong ways to eat foods (Perhaps a class in the school would send students down for demonstrations).</td>
</tr>
<tr>
<td>Use knife to cut soft meat</td>
<td>Have a “This is the way they did it” demonstration by TMH students showing how regular students performed.</td>
</tr>
<tr>
<td>Use napkin when reminded</td>
<td>Stress the three finger position for holding the spoon and fork. Name the kinds of food we eat with a spoon, with a fork; or cut with a knife. Demonstrate use of silverware using food they have difficulty eating whenever possible. Have lots of play periods to practice holding silverware properly.</td>
</tr>
<tr>
<td>Scrape tray and return to proper place with reminding</td>
<td>Have tea party for dolls. Show proper use of napkin. Have a snack period, stressing proper use of napkin.</td>
</tr>
<tr>
<td>Report spills and ask for help to clean up</td>
<td>Set up a mock cafeteria. Tell one student to spill his tray. Ask another child to demonstrate what he should do. Select another child for “custodian”. Send for custodian to clean up spill.</td>
</tr>
</tbody>
</table>

### Instructional Aids and Materials

<table>
<thead>
<tr>
<th>Aids and Materials</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mock cafeteria</td>
<td></td>
</tr>
<tr>
<td>Trays and silverware from cafeteria</td>
<td></td>
</tr>
<tr>
<td>Butcher paper with outline of tray, silverware and milk</td>
<td></td>
</tr>
<tr>
<td>Crackers, cookies</td>
<td></td>
</tr>
<tr>
<td>Finger foods</td>
<td></td>
</tr>
<tr>
<td>Small mirror</td>
<td></td>
</tr>
<tr>
<td>Pictures showing good and poor eating habits</td>
<td></td>
</tr>
<tr>
<td>Small tables and chairs</td>
<td></td>
</tr>
<tr>
<td>Finger foods</td>
<td></td>
</tr>
<tr>
<td>Regular student demonstrations of good and bad eating habits</td>
<td></td>
</tr>
<tr>
<td>Spoon, Fork, Knife</td>
<td></td>
</tr>
<tr>
<td>Child-size table, tea set, dolls, napkin, juice, crackers</td>
<td></td>
</tr>
<tr>
<td>Trays, garbage can, empty milk carton, silverware</td>
<td></td>
</tr>
<tr>
<td>Field trip to local cafeteria</td>
<td></td>
</tr>
<tr>
<td>Mock cafeteria, Broom, Mop and dust pan</td>
<td></td>
</tr>
</tbody>
</table>
Behavioral Objectives

- clean table when eating at home or at room party when reminded
- eat from own plate at home and school
- sit at the table with good posture
- determine edible and inedible substances
- choose some needed foods

Activities

Have a "pretend party." Show students how to brush crumbs from table (with napkin) into a waste basket. Pretend you are a "mother" or "father." Show your "child" how to take his napkin and brush food from the table onto his plate. Pretend you are a waitress in a cafeteria. Show how to brush food from table onto tray, using napkin. Encourage good eating habits so that food is not scattered or spilled on the table. Then only a little cleaning of the table will be necessary.

Talk about eating all the food on your plate so you won't get hungry. Ask for a second helping if you are still hungry, rather than take food from another's plate. He might not have enough to eat if you take his food.

Ask other students in your school to demonstrate right and wrong posture. Let TMH students demonstrate correct posture. Show right and wrong pictures. Praise students who sit properly.

Play "Do we eat this?" Use pictures of foods. Variation: Use pictures of foods and toys. Decide which ones are eaten.

Make chart of edible foods — name each food.
Make chart of inedible things — name each and tell why we don't eat it.

Picture or Object Game: Leader holds up picture or object and asks: "Do we eat it?" If the student answers correctly, he holds up next card. Learn the names of foods we eat. The teacher will name one food and the child will find it. Have a store set up. Separate the cans into foods and cleaning products, etc. Let each student get one box and one can from the store. Decide whether the things are edible or inedible. Buy something from the store. Have two or three clerks. The clerk who finds the can or box for the student will sell it to him. The student may buy the can or box if he can tell whether it is edible or inedible.

Make health posters or booklets showing foods you would eat for each meal. Make a booklet showing the foods you ate in the cafeteria for a week. Have pictures of six or eight foods. Select the foods you will need for one meal. Tell why you selected the foods.

Visit a fruit and vegetable store. Ask the manager if he sells anything that cannot be eaten.

Instructional Aids and Materials

Napkin
Waste basket
Plate
Napkin
Tray
Note: Encourage parents to supervise eating, so good eating habits will not be broken.

Demonstrations by regular students

Pictures showing good and bad posture.

Many pictures of foods
Pictures of toys
Chart of foods
Chart of inedible substances
Picture or objects

Models of food
Pictures of food
Store with many empty cans and boxes
Note: Suggest that parents send cans and boxes for store so you will get foods common to each home

Magazines
Paper or tagboard
Paste, scissors
Cafeteria menu
Pictures of foods
Field trip
Behavioral Objectives

transfer all learned skills to classroom parties and home

Activities

Make a booklet showing foods you saw on field trip (these may be pictures of drawings by students).

Other activities related to eating: Talk about foods we ate (or will eat) at lunch. Have pictures of food for identification. The teacher will read the food from the menu and the child will find the picture. Decide which foods are meat, vegetables, or fruits.

Talk about the silverware we use to eat each food. Find food pictures. Paste them on charts for later identification. (It may be necessary for the teacher to do some of the cutting and pasting if charts are to be preserved for later use.)

Take shoe or cigar boxes and make a separate box for each of the following: fruits, vegetables, meats, beverages, and desserts. Paste several pictures on the top of each box so the students can easily recognize the category. Give each student pictures of fifteen foods to place in the proper box. After he has sorted the pictures, let him name them for you as you check to see that the pictures were placed in right category. Collect two or three identical pictures of foods. Give each student ten pictures and ask him to match the ones which are alike.

Play “Soup Stone” — a beggar has a soup stone. The students are holding vegetables needed for the soup. He goes to each student and asks if he can make soup. If the student answers “yes” the beggar asks him for one of the vegetables. If he is holding the vegetable, he gives it to the beggar. If he is not holding the vegetable, the beggar must go to the next student and continue begging until he receives all the vegetables he needs. When the necessary ingredients have been obtained, take turns preparing the vegetables for soup. After the vegetables are cooked, eat the soup with crackers. Practice good eating habits and use napkin. Clean table after eating.

Have classroom parties on special occasions. Encourage proper eating habits. Have “Open House” and invite parents to school cafeteria with own child to observe his eating habits.

Instructional Aids and Materials

Paper
Pictures

Note: Ask secretary to prepare cafeteria menu for each child to take home. Encourage parents to question child regarding lunch

Silverware
Food Pictures
Tagboard

Cigar or shoe boxes
Good pictures of fruits, vegetables, meats, beverages and desserts
Fifteen foods which can be easily stored in the above categories

Identical food pictures for matching

Salt, water, carrot, potato, celery, milk, bouillon cube
Food paper
Knife
Spoon

Crackers
Hot drink cups or bowls
Plastic spoons, napkins

Classroom table
Refreshments for party

Note: Talk to parents regarding eating skills practiced at school. Encourage home cooperation
**Behavioral Objectives**

**Dressing**
The child will be able to:
- give correct name for articles of clothing and dressing skills
- remove outer garments with help
- hang outer garments in proper place
- find own outer garment
- put on outer garment and work zipper if started
- put on mittens with supervision

**Activities**

**Vocabulary Development for Oral Language**

- boots
- shoes
- coat
- cap
- zip
- scarf
- lost and found box
- lace
- tie
- button
- mitten
- gloves
- jacket
- right
- left
- socks
- blouse
- shirt
- jeans
- coat hanger
- coat rack
- sweater
- garment
- pants
- dress

Remove outer garment with supervision. Make certain the garment is right side out so it will be ready when needed.

Hang the garment on coat hanger.

Button or zip garment so it will not fall off.

Hang coat hanger under name card.

Pretend you are going outside. Find your coat, bring it into the room, put it on, etc. Practice with button and zipper dressing frames. Practice buttoning and zipping own garments.

**Fingerplays – “Dressing up”**

The following procedure may prove helpful in putting on or taking off mittens.

1. Take off right mitten
2. Put right mitten in right pocket of coat or jacket
3. Take off left mitten
4. Put left mitten in left pocket of coat or jacket
5. Take off coat
6. Hang up coat

When ready to put on mittens

1. Put on coat
2. Put left hand in left pocket and get left mitten
3. Put left mitten on left hand
4. Put right hand in right pocket and get right mitten
5. Put right mitten on right hand

**Instructional Aids and Materials**

**Articles of clothing**

- Boots
- Shoes
- Coat
- Cap
- Zip
- Scarf
- Lost and found box
- Lace
- Tie
- Button
- Mitten
- Gloves
- Jacket
- Right
- Left
- Socks
- Blouse
- Shirt
- Jeans
- Coat hanger
- Coat rack
- Sweater
- Garment
- Pants
- Dress

**Pictures of clothing**

**Outer garments**

- Coat hanger
- Coat rack
- Student name cards placed above rack.

**Own coat**

- Button Dressing Frames
- Zipper Dressing Frames, own outer garments

**Let’s Do Fingerplays** pp. 16-20

**Mittens**

- Coats

**Note:** This procedure may be used with gloves when child learns to put on gloves.
Behavioral Objectives

- put on boots
- put on shoes, but may not be able to tie them

Activities

- Practice taking off and putting on own boots.
- Practice taking off and putting on shoes.
- If shoes lace, take out laces and put in again. Make a game of following, developing rhythmic movements. Stress that the lace on the right side is always the leader.

1. Thread lace through both bottom holes
2. Put ends together and pull to make both sides the same length
3. Put right string across and thread
4. Pick up left string and thread across
5. Put right string across and thread
6. Tie bow. Practice tying bow around body using terry cloth belt.

- Tie scarf with help

(Activities with instructions)

Instructional Aids and Materials

- Boots
- Own shoes
- Lacing shoe

- Terry cloth belt
- Montessori Dressing Frame
- Board with 2 ribbons of contrasting color attached to it
- Large plastic bottle
- Scarf
- Doll, doll clothing
- Own clothing
- Button Dressing Frames
- Vests with large buttons
- Student’s outer garments
- Lost and found box
- Student’s coat
- Old clothing from home
- Several students’ coats
Skill Area — Self-Help
Level — Prevocational

Behavioral Objectives

Physical Health and Hygiene

The learner will be able to:
- use correct names for grooming aids
- make own grooming box with minimum of help
- keep his own locker neat and clean

C.A. 13.0-16.11
M.A. thru 6.11

Activities

Vocabulary Development for Oral Language

<table>
<thead>
<tr>
<th>comb</th>
<th>grooming</th>
<th>napkins (girls)</th>
<th>toothpaste</th>
</tr>
</thead>
<tbody>
<tr>
<td>brush</td>
<td>nail brush</td>
<td>clothes brush</td>
<td>deodorant</td>
</tr>
<tr>
<td>facial tissue</td>
<td>fingernail file</td>
<td>toothbrush</td>
<td></td>
</tr>
</tbody>
</table>

make-up as needed by individual young ladies

Review activities in Primary and Intermediate area for learning articles in Good Grooming Box.

Put several articles from Grooming Box into paper bag. Let students feel them and guess what is in the bag.

Make a "Good Grooming Book." Cut pictures from magazines. Paste all the combs on one page, toothbrushes on another, etc. Copy the word for each page from the board. Cover with construction paper and an original drawing of a well-groomed person.

Show your book to the class and tell them the name of each article pasted in book.

Find a Good Grooming Box large enough to store all the following articles:

- comb
- mouthwash
- nail brush
- clothes brush
- deodorant
- fingernail file
- toothbrush

Let each student decorate his box as he wishes. Have various materials available for his selection. Be certain each box is well marked for easy identification.

(Locker space is needed at this age level to store additional grooming supplies and clothing which may be needed. If regular school lockers are not available, search your school or second hand store for old cabinets, file or wooden, or drawers used for sorting or storing equipment. Put name on his space.)

Stress importance of clean and neat lockers. Have a certain place to store things in your locker. Have locker check and give some kind of recognition

Instructional Aids and Materials

Note: Encourage teachers to contact Child Development Center, Santa Fe for professional aid in health care. Actual grooming aids Pictures illustrating good grooming

Paper bag
Articles from Good Grooming Box
Pictures of grooming aids
Paper, paste, construction paper

Large sturdy box
Articles to fill box

Wall paper, scissors, construction paper
paste, miscellaneous materials

Regular school lockers with locks (Use key locks; combination locks are too confusing)

Bulletin board showing pictures of "good housekeeper."
Behavioral Objectives

- shine own shoes with supervision
- shave with supervision
- manicure own-nails with supervision

Activities

to the person or persons having the neatest and cleanest lockers. (This might be a bulletin board display showing a picture of child.)

- Set up Shoe Shine Corner for use during specified grooming periods. Practice shining own shoes. Practice shining friend's shoes.
- Have shaving equipment in the room for demonstration and use (with supervision) by few who may need it. Have a screen so girls can be separated from boys for underarm and leg shaving.
- Have manicure set in room for demonstration and use during specified grooming periods. If students have difficulty manicuring own nails, manicure a friend's nails for practice.

Personal Cleanliness

The learner will be able to:

- bathe with minimal supervision

(Review vocabulary from Primary and Intermediate areas. Vocabulary for this level will be taught as the need arises.)

- Make a bulletin board showing equipment needed for a bath. Demonstrate giving a doll a bath (at this age level, you may want to divide the boys and girls for specific cleanliness instructions). Discuss the importance of taking a daily bath or shower.
- Give lots of time for students to bathe doll. Talk about the different kinds of baths (shower, tub, sponge).
- Take a trip to the Boys and Girls P. E. locker rooms to see the showers. Ask the P. E. instructors to assist you in giving the students a shower on a very hot day.

- Use deodorant with supervision

Ask school nurse to discuss importance of frequent baths and use of deodorant to prevent body odor. Encourage the use of deodorants before coming to school. (If there is an unpleasant odor about a student, give him an opportunity to go to the restroom.

Instructional Aids and Materials

Note:  An instant type camera for making needed pictures is a must.

- Shoe shining kit, shoe polish
Note:  Don't forget to ask for shoe polish when an organization offers supplies

- Shaving equipment
- Screen

- Manicure set
Note:  In starting Grooming Book show well groomed people. As each grooming area is studied, add to book, pictures illustrating that area

- Pictures of things needed to bathe
- Plastic tub, soap, towel, doll, wash cloth

- Girls and Boys P. E. showers
Note:  If there are no bathroom facilities in the home, invite the parents to school for showers. Enlist help of parents in supervising showers in P. E. dept.

- School nurse
Behavioral Objectives

- Select clean clothing (with some supervision) to wear after bathing
- Clean up restroom after self with supervision
- Use public restrooms

Activities

- Discuss cleanliness of clothing. Show pictures of persons wearing clean and dirty clothing. Decide which persons you would want for friends.
- Get a pair of dirty socks. Put in a jar and keep tightly closed for several days. Take off lid and let each student smell. Explain that dirt cannot always be seen, but can be smelled. Talk about the need for frequent change and airing of clothes.
- Smell the socks again. Explain that all clothing worn next to the body should be laundered every time it is worn.
- Make a booklet showing clothing worn next to skin. Give reasons why these clothes should be changed every time you wear them.
- Demonstrate washing clothes by hand.
- Let students bring some of their underwear and socks from home to wash.
- Show proper use of water softener or fabric softener and detergent.
- Explain that it is easier to wash clothes that haven't been worn too long and become filthy. Wash some drip-dry clothes if you have a washer and dryer.
- Show movies for boys. (See your school nurse for suggestions.)
- Show movies for girls. (See your school nurse for suggestions.)
- Take turns cleaning restroom.
- Talk about dirty restrooms you have seen.
- Ask school nurse to come in for discussion of diseases caused by filthy restrooms.
- Find pictures of clean restrooms. Mention how pretty they are.
- Discuss community responsibility in use of public restrooms.
- Take a field trip to a nearby public restroom. Compare public restroom with school restroom. Find out who cleans public restrooms.
- Discuss ways to keep all restrooms clean.
- Enlist cooperation of school nurse, coach and principal in periodic checks on students in restrooms without supervision.
- (Make certain that the students understand that restrooms are not places to play. This will help older students understand that they do not linger in public restrooms to make new friends.)

Instructional Aids and Materials

- Pictures of persons wearing clean and dirty clothing
- Old pair of dirty socks
- Jar with lid
- Construction paper
- Catalogs, paper and paste
- Socks, underclothes for washing
- Fabric softener
- Detergent
- Washer and dryer
- Movies
- Movies
- Cleanser
- Toilet bowl cleanser
- Brush
- School nurse
- Pictures of pretty restrooms
- Public restroom
- Field trip
- School nurse
- Coach, principal
- Note: Caution parents to train boys to use zipper instead of dropping pants to floor in public restroom. There are still many misunderstandings of mentally retarded adults and immature behavior may be misinterpreted.
Behavioral Objectives

The learner will be able to:
- recognize some of the written words and use the others in oral language
- care for teeth at home and school with some reminding and supervision

Activities

School Restroom:
- take small groups of students into the stall with the door. Stress closing the restroom door when using.

Vocabulary Development for Self-Care and Oral Language

Instructional Aids and Materials

- Flash cards of words the students are learning to recognize
- Play word games
- Hold up cards and give clues to what the word is
- Let the child who guesses correctly hold the card
- Say "Who goes through this door? Why?" and find pictures on dental care to be used on bulletin board pictures
- Pictures of dental care chart with child's name days of week
- Old teeth
- Substance which will cause tooth decay
- School nurse to discuss foods that cause tooth decay
- Ask school nurse to demonstrate brushing teeth
- Ask school nurse to demonstrate brushing teeth
- Substances which may be obtained from:
  - Dentist
  - Dentist's office
  - Dental Association

Subsistence:
- Old teeth
- Baby food jar
- Substance which will cause tooth decay
- Chart with child's name days of week
- Old teeth
- Substance which will cause tooth decay
- School nurse to discuss foods that cause tooth decay
- Ask school nurse to demonstrate brushing teeth
- School nurse to demonstrate brushing teeth
- Substances which may be obtained from:
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  - Dentist's office
  - Dental Association

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Vocabulary Development for Self-Care and Oral Language

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- School nurse to discuss foods that cause tooth decay
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- Substances which may be obtained from:
  - Dentist
  - Dentist's office
  - Dental Association

Take field trip, if possible, to local dairy council for bulletin board pictures and stories.

Ask someone from the Dental Association to visit your room and talk with the students so they can be friends with several dentists.

Excellent teacher, Mr. Davis, is obtained from:
- Dentist
- Dentist's office
- Dental Association
Behavioral Objectives

- Use correct word for vocabulary related to ears, nose, mouth, eyes.
- Give acceptable care to mouth with reminding and supervision.

Activities

Filmstrips about dentists. (Ask your school nurse for suggestions.)
Filmstrips and Films (talk with your dentist and school nurse for suggestions)

Vocabulary Development for Oral Language

- nose
- doctor
- lips
- eyelashes
- ears
- sneeze
- office
- well
- blind
- hearing aid
- cough
- mouth
- nurse
- see
- deaf
- facial tissue
- tongue
- eyes
- dentist
- audiometer
- smell
- teeth
- eyelid
- sick
- hospital

Make flash cards for doctor's office, nurse, dentist's office, and hospital. Tell how the doctor, nurse, and dentist help them, holding up these words as you talk.

Make a bulletin board using pictures of hospital, doctor, nurse, and dentist. Put the written word under each picture.
Match flash cards with words under pictures.

Have a mystery box for each of four senses. Paste a flannel nose on first box, flannel mouth on the second box, a flannel eye on the third box and a flannel ear on the fourth. Collect a supply of objects and foods to represent the concepts of smell, see, taste, and hear.

Divide class into two small groups. Give two mystery boxes to each group. Mix the objects in the boxes. Sort into correct mystery box. (This project will need supervision.) Name the sense organ used with each object.

Work with facial puzzles to learn the proper position of nose, eyes, mouth, and ears on each person. (Suggested puzzles are baby, sister, brother, mother, father, grandmother, and grandfather.)

Find large faces of individuals. Cut out face and paste on cardboard. Cut into puzzle of eight or ten pieces. Work the puzzle. Identify the parts of the face and tell the use of each part.

Make a felt face for use on flannel board. Have removable eyes, ears, mouth.

Talk about uses of mouth and reasons why it should be kept clean.
Remind students to brush teeth at home to prevent bad breath.
Introduce mouthwash. Demonstrate gargling and spitting.
Ask school nurse to review cleanliness activities for mouth.
Films and filmstrips suggested by school nurse.
Practice "This is the way I do it" when sneezing and coughing.

Instructional Aids and Materials

- Movies and filmstrips
- Models which can be taken apart (often available from Health and Science teachers)
- Good pictures of eyes, nose, mouth and ears
- Pictures of doctor, nurse, dentist, hospital
- Flash cards: above words
- Four mystery boxes
- Sense organs made from flannel
- Objects and food
- Small groups
- Two mystery boxes
- Puzzles available from Developmental Learning Materials
- Faces in color from magazines
- Cardboard
- Paste
- Flannel face with removable features
- Mouthwash for each student
- School nurse
- Films and filmstrips
- Facial tissue
Behavioral Objectives

- give acceptable care to eyes with supervision and reminding
- give acceptable care to ears with reminding and supervision
- give acceptable care to nose with reminding and supervision

Activities

- Examine model of eye. Teach the parts of the eye according to the abilities of your students.
- Discuss reasons why we must take care of our eyes.
- Show how to remove matter from eye before coming to school.
- Ask a person who wears glasses to come to room and demonstrate proper care of glasses.
- Ask a blind person to come to school and bring his “Seeing Eye Dog.”
- Use eye chart and test vision of students.
- Play “Blindman’s Bluff” – try to find someone in the classroom while you are blindfolded.
- Blindfold each student and let him try to guess what something is by feeling it.
- Borrow Braille books from regional Braille society to demonstrate how blind people read. Borrow large print books to show how partially seeing persons read.
- Bring all resource persons and materials to classroom to help explain that some of these conditions might exist for us if we do not take good care of our eyes while we are young.
- Films and filmstrips suggested by school nurse.

- Examine model of an ear.
- Demonstrate proper cleaning of ear.

- Ask school nurse to discuss the dangers of putting things into your ears.
- Pretend you do not hear well. Ask students to close eyes and whisper a command very softly. See if students respond to command. Explain that hard of hearing or deaf persons cannot always hear sounds.
- Ask a hard of hearing person to come to school and talk with the students.

- Invite someone who wears a hearing aid to talk with the students.
- Use audiometer to test hearing of all students.
- Have a short clean up time for students who do not clean ears before coming to school.
- Films and filmstrips suggested by school nurse.
- Make posters showing games we should not play near someone’s ear.

- Make a mystery box. Place a number of objects with different odors in the box. Ask student to close eyes. Hold up one of the objects under his nose for identification.
- Ask nurse to show how to blow nose when you have a cold.
- Demonstrate use of facial tissue when coughing and sneezing.

Instructional Aids and Materials

- Model of eye
- Wash cloth, warm water
- Person who wears glasses
- Blind person
- Eye Chart
- Blindfold cloth
- Blindfold cloth
- Object a child recognizes
- Braille book
- Large print books
- Films and filmstrips
- Model of ear
- Wash cloth, warm water
- School nurse
- Hard of hearing, resource person
- Resource person who wears hearing aid
- Audiometer
- Restroom
- Films and filmstrips
- Posters, pictures
- Mystery box
- Articles or foods to smell
- Demonstration by school nurse
- Facial tissue
Behavioral Objectives

Activities

Discourage unsightly nose picking. (Suggest child keep his hands in his lap if he is not working.)
Show what can happen if you get facial make-up into nostril (sneezing, burning, swelling, etc.)
Discourage use of make-up until proper techniques are learned.
Films and filmstrips suggested by school nurse.

Vocabulary Development for Oral Language

hands rough dirty lotion vaseline
soft clean chapped cream
Show pictures and identify the conditions of the hands.
Then ask, “Which picture shows rough hands?” etc.
Find pictures of rough or chapped hands.
(Roughness may be illustrated by cutting a hand out of sandpaper.)
Discuss causes of roughness and mention that it can be prevented by use of lotion or cream. (If unable to afford lotions or creams, ask parents to provide vaseline.)

Discuss reasons for having clean hands when eating or handling food.

Review washing techniques and application of lotion.
Show pictures of nice, clean hands and dirty, rough hands.
Describe the care each set of hands received.
Show pictures of beautiful hands with manicured fingernails.
Review care of fingernails.
See that each student has necessary equipment to care for his fingernails. (These may be articles in own Grooming Box or articles available from room manicure set.)
Demonstrate what rough hands will do to delicate clothing.

Films and filmstrips suggested by school nurse.

Vocabulary Development for Oral Language

feet toe trim cut bunion
foot toenail corn file
Find pictures of feet.
Demonstrate the washing of feet using a doll. Give students time to wash doll’s feet.

Show how to trim toenails.

Instructional Aids and Materials

Films and filmstrips

Pictures showing various conditions of hands
Bottle of lotion, jar of cream and jar of vaseline

Magazines
Hand cut from sandpaper
Lotions
Creams

Pictures of clean hands, pictures of rough, dirty hands
Pictures of hands with manicured nails

Materials needed for nail care

Sandpaper hand, pair of hose or other delicate clothing
Films and filmstrips

Pictures of feet
Flannel board foot with removable parts
Plastic pan, doll, wash cloth, soap, water
Scissors
Behavioral Objectives

use correct words for conditions of skin and its care

care for skin with supervision

use correct vocabulary when discussing menstrual care

care for self during menstrual period with reminding and help

Activities

Caution against buying shoes too small.
Ask nurse to discuss diseases of the feet and how to prevent them.

Vocabulary Development for Oral Language

<table>
<thead>
<tr>
<th></th>
<th>skin</th>
<th>smooth</th>
<th>soap</th>
<th>bath / tub</th>
<th>facial tissue</th>
<th>clean</th>
<th>rough</th>
<th>towel</th>
<th>lotion</th>
<th>cream</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Look for pictures of materials used in skin care. Identify each material. Make a booklet from pictures, save them for future identification or use them for bulletin board display.

Review correct way to wash hands and face, then show how to dry hands and apply lotion to prevent chapping.
Review correct procedure in taking bath. (Stress that bathing is a private matter and should be done with the bathroom door closed.
Demonstrate cleansing of skin using cream and facial tissue or cream and soft cloth.
Ask your public health officer to visit the room. Ask him to bring individual containers for germ growth. (Let students touch inside of box, breathe into the box, etc. Close tightly and watch bacteria form.)
Mention the need for own towel and wash cloth to prevent spread of germs.
Ask nurse to discuss common skin disorders and how they can be prevented.

Vocabulary Development for Oral Language and Understanding

<table>
<thead>
<tr>
<th>belt — put on belt</th>
<th>deodorant — put deodorant on napkin</th>
<th>napkin — place napkin properly, change napkin regularly</th>
<th>bathing — wash or bathe carefully during this time</th>
<th>Wrap napkin carefully and put in waste basket. Period cramps</th>
</tr>
</thead>
</table>

Instructional Aids and Materials

Clippers
School nurse

Real articles whenever possible
Pictures to illustrate conditions of skin

Wash basin, soap, towel, lotion
Facial tissue, cream, cloth
Public health officer
Containers for germ growth

School nurse

Actual articles
Note: Talk with mother regarding procedures practiced at home. Ask mother to report to teacher when period starts

Slides, Clausen and Roach

Napkin and belt
Change of underclothes
School Nurse

Large doll, napkins, belt, water, washcloth
Behavioral Objectives

- Activities
  - Correct care of self during period, using a large doll.
  - Encourage participation in school activities except when she has cramps.
  - Show films shown to Sixth Grade Girls.
  - Show other movies suggested by coach or school nurse for boys.
  - Check all unpleasant odors. Take individual girl to restroom and supervise while she washes properly, deodorizes pad, changes napkin and disposes of it. Explain the odor to her. Mention that people do not like to smell this odor. Repeat this procedure with each student until the odor is not present.

- Vocabulary Development for Oral Language

<table>
<thead>
<tr>
<th>Concept</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hair</td>
<td>trim</td>
<td>detergent</td>
<td>beauty school</td>
</tr>
<tr>
<td>Comb</td>
<td>clean</td>
<td>cut</td>
<td>curlers</td>
</tr>
<tr>
<td>Brush</td>
<td>healthy</td>
<td>bobby pins</td>
<td>dandruff</td>
</tr>
<tr>
<td>Set</td>
<td>tease hair</td>
<td>dryer</td>
<td></td>
</tr>
<tr>
<td>Shampoo</td>
<td>rollers</td>
<td></td>
<td>For Girls Only</td>
</tr>
</tbody>
</table>

- Rest when reminded

- Instructional Aids and Materials

- Soap, wash basin
- Movies
- Movies
- As many actual objects as possible
- Pictures of the other objects

- Instructional Aids and Materials

- Pictures of well-groomed hair
- Pictures of hair styles suitable for teenagers
- Pictures of articles used in hair care
- Mirror, comb
- Students from beauty school
- Pictures of well-groomed hair, hair in curlers
- Pictures illustrating dandruff
- Screen
- Sign, “For Girls Only”

- Note: If students seem unusually tired for periods of time, talk with parents concerning sleep habits.
Eating and Table Manners

The learner will be able to:

- use the right vocabulary for eating
- get ready for lunch when reminded
- eat all food on tray

Activities

- Bring clock to room. Set the clock at the time teenagers should go to bed and get up. Show pictures of happy and grouchy people. Decide which ones we would want for friends. Ask school nurse to talk about need for sleep. Show movies and filmstrips suggested by school nurse.

- Review reasons for having clean hands when eating. Review correct procedure for washing hands. Practice lining up and staying in line while washing hands and waiting for others to finish. Give lots of opportunities for washing hands so students will form habit of washing when hands become dirty. Stress quiet talking in line and in cafeteria.

- Make posters showing a well-balanced breakfast, lunch, and dinner. Collect pictures of foods eaten for lunch and sort according to fruits, vegetables, meat or main dish, salads, desserts, drinks.

Instructional Aids and Materials

- Clock
- Pictures of happy and grouchy people
- School nurse
- Movie
- Filmstrip

Note: It is time to start developing an understanding the need for medical care and hospitals. Visit a doctor's office or ask someone from the Medical Association to tell the class how doctors make us well and to stress that medicine is taken under doctor's orders only. Visit a hospital, if possible. Ask a nurse in a white uniform to come visit and talk about hospitals and how they care for us.

Vocabulary Development for Oral Language

<table>
<thead>
<tr>
<th>Meal</th>
<th>Drive-in</th>
<th>Vegetables (names as needed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch</td>
<td>Fork</td>
<td>Fruits (names as needed)</td>
</tr>
<tr>
<td>Dinner</td>
<td>Spoon</td>
<td>Meats (names as needed)</td>
</tr>
<tr>
<td>Breakfast</td>
<td>Knife</td>
<td>Salads (names as needed)</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>Custodian</td>
<td>Desserts (names as needed)</td>
</tr>
<tr>
<td>Restaurant</td>
<td>Cook</td>
<td></td>
</tr>
</tbody>
</table>

- Actual foods before cooking
- Pictures of choked food
- Pictures of places to eat

- Lavatory or wash basin
- Soap, paper towels

- Box labeled for each category (shoe boxes cut down or hosiery boxes make excellent storage units.)
- Paste a picture and the word for each category on top of box
Behavioral Objectives

Invite the cafeteria supervisor to speak to your class and explain how she plans meals.
Visit your local dairy association for excellent pictures showing the different foods we should eat each day.
Talk about the foods we will have for lunch. See if foods from each food group are being served. Explain that well-balanced meals keep us well. Encourage students to eat all food on tray.
Make a monthly school lunch booklet. Find pictures of the foods you ate for lunch. At the end of the week, check your booklet against the school menu to see if you have eaten properly.
Visit the cafeteria for short tours, meeting the cooks to learn how they plan and prepare the meals.

Activities

Demonstrate correct use of knife.
Take turns showing your friends how to cut with a knife.
Borrow a churn and get carton of cream from local dairy association (Most will donate it.) to make butter. If churn is not available a quart jar may be used. Put the cream in a jar, screw lid on tightly and shake. When butter is made, drain off milk and work out excess milk using butter paddle or spatula. Add salt to taste and refrigerate. (Sometimes grandmothers are happy to visit school and show the students how to make butter.)
Next day, let girls make pancakes from pancake mix. (This can be cooked in electric skillet or hot plate and skillet, if stove is not available.)
Serve the pancakes to the boys to be eaten with butter and syrup.
Demonstrate correct way to cut butter and the pancakes.

Matching Games: Have set of plastic spoons, forks and knives.
Find pictures of foods we enjoy. Match the food with the correct eating utensil.

Speech Improvement Game: Teacher: "What silverware do you use when eating ice cream?" Student: "I eat ice cream with a spoon, etc."
Make posters showing foods we eat with fork, spoon and knife.
Identify foods and silverware.

Instructional Aids and Materials

Cafeteria supervisor
Field trip to local dairy association
Paper, paste
Magazines
Lunch menu
Tour of school cafeteria
Churn
Cream
Spatula or butter paddle
Salt
Stove or electric skillet
Or hot plate and skillet
Butter, syrup
Note: Don't forget to brush teeth after eating
Plastic set of silverware
Food pictures
Food pictures
Tagboard
Trays drawn on butcher paper or cardboard
Pictures of foods served in cafeteria
Behavioral Objectives

- wipe mouth when necessary with occasional reminding
- scrape and return eating utensil
- clean up table after eating
- report and clean up spills
- set table

Activities

- Select two persons for cooks. Let them put the pictures of the foods on the trays. Let each student get his tray and march to the table. Talk about the foods on tray and which ones we eat first. Identify the dessert and leave it until all other food on tray is eaten.

- (Note the students who need practice in cleaning mouth, chewing, etc.) Discuss ways to keep mouth clean.
- Let students eat finger foods, watching self in mirror, so he will be aware of dirty mouth. Demonstrate eating slowly, with mouth closed pointing out that the food cannot get on the mouth and face if we chew with mouth closed.
- Remind students to use napkin frequently in dining area. In room look at pictures of persons with dirty faces and clean faces.
- Decide which ones we would want for friends.
- Have a room check to see how many students have clean mouths when they return to room. Give students time to wash face when brushing teeth.

- Observe students in cafeteria, noting area in which they need practice.
- Set up mock cafeteria in room with area for scraping trays.
- Demonstrate correct way to scrape tray for those having difficulty.
- Demonstrate cleaning table by brushing spilled food onto tray with napkin before leaving table. Put paper on table in room for student practice.
- (This will be an excellent opportunity to involve your school custodian.) Invite custodian to tell how he keeps the cafeteria clean.
- Get a broom, mop, and dustpan for room use. Practice sweeping floor each day and mopping floor at least once per week.
- Learn where mop is kept in school cafeteria.
- Assign a helper to clean up any spills at our table during lunch. Encourage the custodian to allow students to help him clean up spills in the cafeteria (especially good for boys).

Instructional Aids and Materials

- Finger foods
- Mirror
- Pictures of clean and dirty faces
- Helper to check faces'
- Mock cafeteria with area for scraping trays
- Napkin
- Tray, small pieces of paper
- School custodian
- Broom
- Mop
- Dustpan

Note: Call custodian by name and be respectful to him and his job

Note: Custodian may consent to allowing TMH boys to mop school cafeteria. If the students do a good job, they may be allowed to clean up halls and playground. If they are noisy in halls, suggest that teachers close classroom doors for short times while halls are being cleaned
Behavioral Objectives

- Practice setting table using inexpensive stainless steel silverware and plastic or melmac dishes. (Visit home to see how formal the evening meal will be. Encourage parents to consider this a daily chore for their child.)
- Practice setting the table without the drawn place setting.

Activities

- Make a bulletin board using articles needed for measuring ingredients.
- Practice the use of measuring cups and spoons many times before trying to cook any food. Use individual measuring cups to begin. Select a recipe to make and measure ingredients many times before mixing: measure sugar, put back into container, measure sugar again, put back into container, etc.
- Plan simple lunch to prepare and eat in the room one day per month. (Students pay lunch money to room fund to buy foods. See Simple Meal Recipes in Suggested Materials following skill area.)
- Make a simple recipe book to take home so parents will know what students have been cooking at school. Use pictures and illustrations so students can understand it. Contact your school cafeteria supervisor for supplies she can share with you.
- Take a field trip to a grocery store to buy needed foods for the meal.
- Cook the foods using stove, electric skillet or hot plate.
- Have a room party and prepare chocolate milk with instant mix or cold drink mix. Invite another room to attend.
- Prepare sandwiches and gelatin dessert for special holiday party. (Be sure the foods you prepare are simple and will be good to eat.)
- Practice proper procedures for serving cookies and punch at party.
- Practice serving a meal cooked in room.
- Practice passing food at the table.
- Have open house and invite parents. Prepare and serve refreshments to the visitors.

Care of Clothes

The learner is able to:

- Select seasonal clothing with supervision
- Review Vocabulary Development for Oral Language on Intermediate Level with any student who is having difficulty remembering the names of his clothing.
- Make posters showing hot, cold, rainy, and windy weather clothing.
- Make clothing booklets for each season.
- Talk about clothing we wear for different weather conditions.

Instructional Aids and Materials

- Stainless steel silverware, plastic or melmac dishes
- Various measuring cups and spoons
- Measuring cups and spoons
- Ingredients to measure
- Note: Boys may help if they wish. This is a good opportunity to show that meals must be paid for when you eat out.
- Chocolate milk mix or cold drink mix
- Bread, sandwich meat, mayonnaise
- Gelatin
- Dishes for serving
- Napkins
- Refreshments
- Note: Encourage parents to allow students to prepare and serve simple foods at home
- Posters illustrating various kinds of clothing
- Paper, paste, catalogs
Behavioral Objectives

- care for own clothes with supervision
- do simple washing and ironing with supervision
- do simple sewing with supervision

Activities

- Review hanging up garments when arriving at school.
- Discuss ways of caring for all clothing.
- Do simple laundry in lavatory (bring few clothes from home).
- Do simple washing in washing machine. (Develop a vocabulary as needed for washing. You may want to teach the names of some of the new materials which can be washed and dried in dryer.)
- Keep an iron and ironing board set up at all times. Separate from rest of room with screen so it can be used in case of accident.
- Iron flat materials (pillow cases, dish towels, etc.)
- Set up a sewing corner with sewing machine for simple stitching.
- Encourage students to sew on buttons and sew up ripped seams.
- Do simple embroidery.
- Have sewing cards for students who have difficulty working with small needle and thread.

Instructional Aids and Materials

- Coat racks, garment
- Garments from home
- Fabric softener, detergent
- Washing machine
- Ironing board
- Steam iron
- Sewing corner with sewing machine
- Needles, thimble, assorted colors of thread

Note: Make parents aware of dressing skills practiced at school and ask for cooperation at home.

Note: Encourage parents to allow students to wash and iron simple pieces.

Note: Make parents aware of sewing skills taught and encourage them to provide similar activities at home.
Self-Help
Suggested Sources for Materials and Equipment

A. Dager and Company, Inc.
Educational Teaching Aids Division
159 West Kenzie Street
Chicago, Illinois 60610

Etu Best Vests for Dressing Skills
Dressing Frames (lacing, hooks and eye, large button, small button, zipper, compression snap, bow tying, buckling)
Doll House
Doll Furniture

R. H. Stone Products
18279 Levernois
Detroit, Michigan 48221

Solid Maple and Birch doll house furniture — very sturdy available in living room, bedroom, dining room, kitchen and bathroom
Helpmates, buckle, button, zip with tie-on hood

Creative Playthings Inc.
P. O. Box 330
Princeton, New Jersey

Dress-Me Doll (for older children)
Bendi Baby (molded foam rubber)
Doll Clothes
Sew So Boards (Masonite) with laces

Childcraft Equipment Co.
155 East 23rd Street
New York, New York 10010

Rubberoid doll
Wooden family
Aluminum Luncheon Set
Housecleaning set
Kitchen utensils
Open top doll house
Childcraft stove
Childcraft refrigerator
Childcraft sink
Childcraft cabinet
Table Top Ironing set (ironing board with hardwood iron)
Peabody Developmental Kit, Level P

Developmental Learning Materials
3505 N. Ashland Avenue
Chicago, Illinois 60657

Cuddly Kit: y (put together pet -- snaps, buckles, etc.)
Superboard Lacing Cards with laces

Community Playthings
Rifton, New York 12471

Doll House (3 styles)
Doll House furniture (6 rooms)
Vinyl dolls with clothes
Chase dolls (for bathing)
Flagg Flexible Doll Family (5 members)
Aluminum Kitchen Set
Child-size tea set for four

Books and Pamphlets

Jones, Marion, How To Tell the Retarded Girl About Menstruation.
Neenah, Wisconsin: Kimberly-Clark Corp.

Grayson, Marion F., Let's Do Fingerplays.
Washington: Robert B. Luce Inc., 1962

Scott, Louise Bender and Thompson, J. J., Talking Time
St. Louis: Webster Division, McGraw-Hill Book Company, 1951

Scott, Louise Bender and Thompson, J. J., Rhymes for Fingers and Flannelboards.
St. Louis: Webster Division, McGraw-Hill Book Company, 1960

Carlson, Bernice Wells, and Gingle, David R., Play Activities for the Retarded.
Nashville: Abingdon Press, 1961
Cline, Kathy, "A Symbol Cookbook Program," *Teaching Exceptional Children.*
Summer, 1969, pp. 101-105

Bare, Claire, Boettke, Eleanor and Waggoner, Neva, *Self-Help Clothing for Handicapped Children and Adults.*
The National Society for Crippled Children and Adults, Inc. 1962, 84 pp.

**Books for Students in School Library**
Doorly, Ruth K., *Our Jimmy*
Westwood, Massachusetts: Services Associates (Box 224, 02090) $3.95 and 35¢ postage
Two parents tell their children about their retarded brother. Illustrated by retarded boy.

"Hello, Know Who I Am?"
Interesting, illustrated pamphlet of little retarded boy telling about retarded people. 5¢ per copy
Lee County Association for Retarded Children
2570 Hanson Street
Fort Meyers, Florida

**Music (Quiet and Action) Books and Records**
New York: Abingdon Press

Ginn and Company
The Kindergarten Book
The First Grade Book (enlarged edition)

Silver Burdett Company
Making Music Your Own K
Making Music Your Own (First Grade)

May's Music Company
514 Central Avenue S.W.
Albuquerque, New Mexico 87103
Bowmar Records and many others available. (Write for catalog)

**Manners Can Be Fun**
Summit Industries
P. O. Box 415
Highland Park, Illinois
Films and Filmstrips

International Communication Films
A Division of Doubleday and Company, Inc.
1371 Reynolds Avenue
Santa Ana, California 92705

Sleepy Heads (shows that animals and children need plenty of sleep)

A Thousand Eyes (shows proper care and protection of eyes)

Society for Visual Education Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

Personal Cleanliness Record Films
1. Washing Your Hands and Face
2. Brushing Your Teeth
3. Washing Your Hair
4. Trimming Your Nails

San Mateo Public Schools
San Mateo, California

Slides and Teacher's Guide - "Time to Grow Up"
Sara Clausen and Antoinette Roach

Simple Recipes

National Dairy Council
Chicago, Illinois

Write for "Cooking Is Fun" (pictorial cookbook with simple recipes)

In setting up recipes for cooking with TMH, read the directions to them or set up recipe using picture of each step and ingredient used. Constant supervision is necessary.
**Peanut Butter Kisses**

Mix 1 cup Peanut Butter, 1 cup jam and 2 cups powdered milk.
Roll into a log.
Cut into rounds or squares, or roll into balls.
Chill and eat.

**Butter Cookies**

(Dough can be rolled in wax paper and kept in refrigerator to slice and bake as desired.)
Cream ½ lb. butter and 4 tbsp. powdered sugar.
Add 1 tbsp. vanilla, 1 cup flour, ½ teaspoon salt and mix well.
Add another cup flour and mix well. Put dough in refrigerator for 10 minutes to set.
Make small balls of dough around nuts if desired. Cook in slow oven 325°, until golden brown. When cool, put in plastic bag with powdered sugar and shake.

**Peanut Butter Cookies** (makes 4 doz.)

Blend ½ cup shortening and ¼ cup peanut butter.
Slowly add ½ cup white sugar and ½ cup brown sugar. Cream well.
Sift 1 cup all-purpose flour, ½ teaspoon soda and ⅛ teaspoon salt.
Add 1 egg to the shortening and sugar mixture.
Slowly add dry mixture.
Roll into balls and place on baking sheet.
Press each cookie with fork to flatten.
Bake at 350° F.

**Oatmeal Cookies**

Sift ⅔ cup flour, 1 teaspoon baking powder, ½ teaspoon salt, ⅛ teaspoon cinnamon together.
Cream ¼ cup shortening and ½ cup sugar until smooth. Add 1 egg to shortening mixture.
Alternate adding dry mixture and 3 tbsp. milk to shortening mixture.
Add ¼ cup raisins.
Stir in ¼ cup oatmeal. Drop by teaspoon on greased cookie sheet.
Cook about 12 minutes (until brown) in 375° oven.
Cool on rack and store in closed container.

**Sandwich Suggestions**

1. Mix peanut butter and jelly.
2. Cream cheese and pineapple
3. Lunch meat with mayonnaise
4. Lunch meat with mustard
5. Mix peanut butter and strawberry jam

**Breakfast**

**Tasty Oatmeal**

Combine 1 cup milk, 1 cup water and ½ teaspoon salt in saucepan. Bring to a boil. Slowly add 1 cup quick cooking oatmeal and cook for 1 minute. Remove pan from stove and cover with lid. Let stand for a few minutes and add ¼ cup of raisins.

**French Toast**

Break one egg in shallow bowl and beat lightly. Add ¼ teaspoon salt, ½ tbsp. sugar, ½ cup milk and stir. Heat butter or margarine in skillet. Dip a slice of bread in egg mixture and brown on both sides in hot butter or margarine. Eat with apple sauce, jelly or syrup.

**Salads**

(Get ice cream cups from cafeteria and make individual salads.)

1. Lime gelatin and carrots
2. Orange gelatin and carrots
3. Red gelatin and fruit cocktail
4. Red gelatin and miniature marshmallows
5. Lime gelatin with colored miniature marshmallows
6. Cream cheese and gelatin, beat until frothy. Add fruit cocktail.
7. Cabbage and apple (finely chopped) mixed with mayonnaise
8. Put mayonnaise in hollow of pear or peach halves. Top with grated yellow cheese.
9. On lettuce leaf, put pineapple slice with cottage cheese and cherry in center.

**Instant Desserts**

1. Fruit cocktail with whipped cream
2. Instant puddings made with milk
3. Frozen cookies to be sliced and baked
4. Cake mix to which water is added (mix and pour in cupcake fillers and bake)
A Meal in One

1. Hot Meal
   Grease skillet and put in 1 1/2 pounds ground beef, 3 medium potatoes (sliced), and 2 onions sliced. Add salt and pepper and cover. Cook slowly for 2 hours. Serve with catsup.

2. Quick Meal
   Heat one can of mushroom soup. Slowly add 1/4 cup milk. Cut cooked ham in small pieces and add 1 cup of ham to mixture. Season with salt and pepper. Serve over buttered toast.
SOCIAL SKILLS

The importance of helping the TMH pupil build a foundation for skills of social competence cannot be overemphasized. In reviewing the reasons for failure of many TMH to make satisfactory life adjustments, research indicates that inability to make suitable adjustments to group situations at work and at play heads the list.

The teacher must keep in mind the ultimate goals of the TMH program, namely, achievement of maximum independence and economic usefulness. Even on a primary level the teacher must initiate skills, such as taking directions and completing work, which will eventually enable the child to get along on the job no matter how remote the latter possibility appears. The teacher must develop in the student a desire to be a cooperating member of a group or community; develop an understanding for the rights and property of others; develop skills necessary to give the student a feeling of security and belonging in group situations; and develop attitudes and relationships regarding boy-girl behavior.
Skill Area: Social
Level: Primary

Behavioral Objectives

C. A. 5.0 thru 8.11
M. A. 2.0 thru 3.11

Activities

Group Relations

Awareness of Self

The child will be able to develop an acceptable self-image.

Vocabulary for Oral Language Development

<table>
<thead>
<tr>
<th>head</th>
<th>mouth</th>
<th>teeth</th>
<th>arm</th>
<th>foot</th>
</tr>
</thead>
<tbody>
<tr>
<td>eyes</td>
<td>nose</td>
<td>lips</td>
<td>hand</td>
<td>knee</td>
</tr>
<tr>
<td>ears</td>
<td>tongue</td>
<td>hair</td>
<td>leg</td>
<td>shoulder</td>
</tr>
</tbody>
</table>

Child may or may not be able to say these words on command; will be able to point to body part named.

"If you're happy and you know it." Song

Divide class - count boys and girls.
Separate photographs into boys and girls.

Draw entire body on brown paper; fill in parts, color.
Separate boys and girls, and place around room.
Draw self portrait.
Chalkboard drawings.
Talk about boy's clothes, girl's clothes.
Look through magazines for girls and boys.
Find girl's clothes and boy's clothes; make bulletin boards of these; make card games to classify and sort pictures.

Instructional Aids and Materials

Note: Children learn from concrete experiences. Actual objects and experiences should be used when possible. These objects and experiences should be a part of the daily plan. (See Suggested Materials at end of skill area.)

Children learn when presented with alternatives. Problem-solving situations should be presented regularly. Social Skill is very important on the job.

- Flannel board, flannel head with separate eyes, ears, nose, mouth, hair to put on and take off.
- (See pattern end of skill area)
- Full-length mirror of good quality
- Mannequin parts
- Instant-type photographs of each child
- Mannequin-Peabody Language Development Kit, Level P
- (For construction see Body Image Unit-Appendix)

- Brown paper, crayons, scissors
- Drawing paper, crayons
- Chalk, chalkboard
- Oaktag for chart or for card games
Behavioral Objectives

- recognize name when called
- recognize name on card
- recognize family members
- know he is a member of a family
- tells names of his/her own family
- point to community helpers when named

Getting Along With Others

The child will be able to:
- play with one other child in parallel play
- share with responsibility and supervision

Activities

Greet child by name.

Play games requesting child to do something when his/her name is called or later when name card is held up.

Make name cards; place around room for children to find.
Label Grooming Box, hanger, chair and other appropriate objects with child's name.
Match name cards.

Play "Do What I Do."

Discuss members of family, be sure you know names of family members.

Role playing: playing in doll corner with rubberoid models.

Vocabulary for Oral Language Development

<table>
<thead>
<tr>
<th>mother</th>
<th>sister</th>
<th>driver</th>
<th>grandpa</th>
</tr>
</thead>
<tbody>
<tr>
<td>father</td>
<td>teacher</td>
<td>cook</td>
<td>doctor</td>
</tr>
<tr>
<td>brother</td>
<td>custodian</td>
<td>grandma</td>
<td>principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>baby policeman firefighter</td>
</tr>
</tbody>
</table>

Have children point to pictures when named.
Put on hats of different helpers.

Help two children to select a toy and to play together.

Set up play areas - doll corner, kitchen, sand box, etc.

Instructional Aids and Materials

Name cards for each child

- Oaktag name cards
- Magic marker

"Do What I Do" name cards
Do what name on card held up does

Note: Every two or three weeks a note should go home to parents indicating desired learnings being taught in the classroom and ways in which these may be reinforced at home. (See Appendix)

Set up doll corner with children and teacher-made furniture; painted cardboard; or furniture "scrounged" from parents or other sources.

Doll family from Creative Playthings (negro and white)

Instructo family kits

Hats of different helpers

Large pictures of community helpers - David Cook Company

Language Master cards with pictures of community helpers

Have toy shelves where children can help themselves and replace in proper position on shelf.

Preston Corp. - Sand and water table, toys for playing, furniture, rug, dishes
Behavioral Objectives

participate in Show and Tell

help other children with reminding

learn to take turns

learn "yours" and "mine" with help

recognize own property with help

Taking Simple Directions

Child will be able to:

follow teacher's directions

respond to teacher command

accept reprimand

accept some change in routine

Activities

Let children know that you will mediate disputes.

Bring something to talk about with group.

Encourage children to report needs and accidents. Respond to attempt to communicate.

Sharing toys, tricycles, wagons, etc.
Rhythm Band. Take turns using different instruments. Try to get across the idea that things in school are for everyone to use.

Role-playing with objects belonging to individual children and teacher.

Find own seat, Grooming Box. Beginning of respect for others' property

Vocabulary for Oral Language Development

Please pick up

put away

get me

give me

March
Run

Hop
Jump

Move over

Get out of the way

Teacher will have to demonstrate various actions required and go over them carefully with each child.

Have child respond to taped directions.

Instructional Aids and Materials

Seek help from parents, P.T.A., and other sources for classroom equipment.

Toy cars, several of each type

Large blocks – Creative Playthings

Toys, tricycles, wagons

Rhythm instruments

Note: These are important learnings for child's safety.

Note: This is particularly important on the job. Child should be subjected to some criticism situations so he learns to take it without "falling apart."

Make bulletin board of all these directions. Have pictures illustrating them.

Make a tape recording

Tape recorder
Behavioral Objectives

Safety - Home and School

The child will be able to:

- go up and down steps (two feet per step if necessary)
- open and close doors carefully
- walk in school
- respond to fire drill
- use scissors carefully with supervision
- keep pencils and other sharp objects away from eyes and other body parts of self and others with supervision
- walk carefully on slippery floor or steps

Activities

- Have child follow directions on record
- Modified nursery games
- The Farmer in the Dell
- Recognize teacher or other adult as source of help

Vocabulary for Oral Language Development

<table>
<thead>
<tr>
<th>STOP</th>
<th>BE</th>
<th>BE CAREFUL</th>
<th>DON'T TOUCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOVE</td>
<td>FUF</td>
<td>GET OUT OF THE WAY</td>
<td></td>
</tr>
</tbody>
</table>

Activities

- Practice going up and down stairs
- Plan "Doorman," take turns
- Discuss walk in school so will not slip and hurt self or others
- Regular school fire drill: demonstration, practice
- Know EXIT, where to go when to return
- Role-play proper way to carry scissors - hand them to others first
- Demonstration and practice
- Role-playing
- Demonstrate, practice wiping feet. May have to fall once or twice to realize danger

Instructional Aids and Materials

Record Listening and Moving

Educational Activities

- Try to simplify as much as possible: don't expect children to remember words but may get sequence of game

- Preston Corp.  - Steps
- Practice with door handle
- Screwing little caps on and off might help with this

- EXIT sign with illustration
- Left-handed scissors are available from Preston Corp.
- Make Teacher helper: scissors (available from DMD)

Safety film

See Perceptual Motor Development Skill Area, walking exercises would be helpful, mat for wiping feet
Behavioral Objectives

- Walk properly in hallway.
- Walk to and from classroom to bus.
- Stay away from hot surfaces such as stoves, heaters, etc.
- Put trash, fruit peels in waste basket.
- Get on bus one by one with reminding.
- Remain seated in bus with reminding.
- Keep hands in bus with reminding.
- Wait for bus to stop before starting to get off with reminding.
- Cross street with supervision.

Activities

- Practice in room, simulate street crossing.
- Police visit.
- Safety patrol visit, demonstration.
- Outside, practice crossing street.
- Visit police station, have police help.
- Fingerplays.
- Take box, ask card at "Drive" around room, fire crossing the street.

Manners

- The child will be able to:
  - Greet teacher with "Hi" or other simple greeting, smile.
- Demonstrate, demonstration.
- Role-playing.

Instructional Aids and Materials

- Rhymes for Fingers and Flannelboard (See suggested materials at end of skill area).
- Hot plate, pan.
- Banana peel.
- Waste basket.
- Folding chairs.
- Resource person - policeman.
- Members of safety patrol.
- Field trip to police station.
- Fingerplays and Action Rhymes (See suggested materials at end of skill area).
- Boxes, make stop sign, street light, tempera.
Behavioral Objectives

Activities

Listen for period up to 10 minutes to story, play, etc.

- Dramatization with puppets and dolls

Learn names of classmates with help

- Start with very short (15 minute) story; increase length as year progresses

Get materials with help

- "Simon Says" and directional games

Instructional Aids and Materials

Table Manners

Leisure Activities

The child will be able to:

- Play with at least one other person with supervision
- Find toy and play with it
- Replace toy when reminded
- Use playground equipment with help
- Paint and do other creative activities with help
- Model clay with help
- Use crayons
- Participate in teacher-directed games where each child does same thing

- Finger puppets
- Hand puppets (make from socks or paper bags)
- Doll Family
- Puppets in Peabody
- Language Development Kit 1 (See Suggested Materials)
- Materials for surprise fun project
- Flannel board
- Magnetic board story figures
- Instant-type film and camera
- Be sure room is set up so that toys and equipment are accessible to child
- Swings, slides, climbing bars
- Tempera, easel, brushes
- Large newsprint
- Potato
- Construction paper, paste, scissors
- Clay
- Crayons and drawing paper
- Tape recorded directions
- "Hop like a rabbit; "Fly like an airplane"
Behavioral Objectives

- Care for classroom pet with supervision
- Able to sing simple songs
- Able to participate in rhythm band

Activities

- Have chart of children's responsibilities:
  - Use picture of child beside picture of what he/she is responsible for
- Make up simple songs about classroom

Instructional Aids and Materials

- Guinea pig, fish, child's picture, tagboard
- See records listed previously
- Rhythm instruments
Skill Area - Social
Level - Intermediate

Behavioral Objectives

Group Relations
Awareness of Self

The child will be able to:

- recognize body parts
- develop good self-image
- tell full name
- recognize name card
- recognize acceptable behavior
- recognize that he is part of family
- name members of family

Vocabulary for Oral Language Development

to primary list of body parts add these words:
torso, hand, foot, ear, mouth, nose, eye, arm, leg, mouth, nose, eye, arm, leg

Activities

Take pictures, make bulletin board

Instructional Aids and Materials

Photographs

Mirror
Grooming Box (see Self-Help Primary)

Mirror
Records

Note: Use of positive reinforcement is extremely important. The book, *Living With Children*, is recommended. (See Suggested Materials at end of skill area)

Name cards (first, last, duplicate)
Records, record player

See Robert Smith, *Clinical Teaching for the Mentally Retarded* (Suggested Materials at end of skill area)

Drawing paper, crayons, magic markers

Creative Playthings
Rubberoid Doll Family
Behavioral Objectives

- Able to greet parents at school
- Show acceptable behavior while parents are at school
- Try to learn the Pledge of Allegiance
- Form a close relationship with teacher to form a bridge between security of home and school
- Call bus driver, volunteers, custodian by recognizable names
- Recognize own desk and return to it
- Use school materials and equipment cooperatively
- Name community helpers outside of school
- Make gifts for parents

Taking Directions

The child will be able to:

- Follow simple directions

Activities

Tell story of things that happen at home.

What activities we all do.

Write experience chart and post with drawings making family bulletin board.

Invite family to school activity

Play games showing how to greet teacher and how to say her name.

Play games illustrating job of these school personnel so child understands how school personnel help him.

Start and stop all activities on command, return to desk.

Put away carefully; cover; don't waste.

Unit on community helpers. Invite them to class; bulletin boards, field trips.

Instructional Aids and Materials

Filmstrips

Filmstrip on flag

Record

Filmstrip on group behavior

Pictures of school personnel, types of clothing worn by each

Paste, paper, books, records

Language Master and cards

Increase to two or three tasks to carry out. Make up games such as “Alan, put the green book on my desk. Bring me the red pencil.”

Have children direct you and each other to do simple tasks.
Behavioral Objectives

- Follow teacher instructions
- Accept reprimand

Activities

- Tape directions for children to follow
- Circle ball: Children sit in a circle, teacher calls child's name and rolls ball. Child catches ball and rolls it back to teacher. More complicated version involves child calling another child's name and rolling ball to him/her.
- Set up classroom situations so that children must do as teacher commands.
- Counseling with individuals and groups so that they begin to understand when they are sometimes reprimanded.

Instructional Aids and Materials

- Tape recorder, tape
- Large rubber ball
- Filmstrips on interaction

Note: Involve counselor in helping plan a program to help children accept criticism without withdrawing or exploding. This is very important on the job.

Safety

The child will be able to
- stay with group
- answer to questions if he becomes lost

Turn STOP
- keep green means go, red means stop, yellow means be careful
- ask all ways before crossing street

Note: Enlist the help of the coach to show children how to use playground equipment.
Behavioral Objectives

- follow the drill procedure when called
- recognize that certain equipment may be dangerous
- take medicine only from adult
- take food, candy only from known adult
- know some rules about riding on or near bus

Manners

The child will be able to:
- greet teacher and classmates
- greet guests
- find chair for guest
- hand up glass with a nodding
- turn a page, know he must take it
- want to eat until all served seated when reminded
- answer telephone

Activities

- Review procedure regularly, so that when drill starts, children know what to do.
- Learn "FIRE."
- Learn "Don't Touch."
- Demonstration and practice
- Reinforce "Don't Touch," "Danger," and "Poison" signs.
- Demonstration and practice.
- Demonstration, practice.
- Role-playing.
- Pooh, etc., fixed trip on city bus,

Instructional Aids and Materials

Bell
- Safety signs
- Medicine chest

Teacher should work with bus driver on safe driving behavior, including procedures on bus is reason for exclusion from program.

Car

Pictures showing proper behavior
- Photos of class members, possible

Extra chairs

Hangers

Filmstrips on manners - single concept films and projector

Napkins, etc., drinks, cups

Instruct parents in this learning, let them know how they can help.
Behavioral Objectives

- Learn to introduce classmates and guests

Table Manners

Leisure Time
The child will be able to share with playmate when reminded.

- Play simple games with all participating

- Play simple matching games

- Use play ground equipment with help

- Learn to ride tricycle, bicycle

- Learn simple dance

- Mold with clay

- Work simple puzzles

- Do simple weaving

Activities

- Role play
- Actual situation with principal, parents and other guests.

(See Self-Help)

- Play area up in room

- Place to each toy

- Go out and out the window

- Drop the Handkerchief

- Loopy Loo

- Hoke, Pokey

- Musical Chairs

- Round Dances

- Cards made by teacher with one item in each, two or four matching of each item. Let children deal cards and try to match two or four of a kind.

- Make and fly a kite

- Swimming

- Opportunities to pedal bicycle

- Face and other molding activities

- Have puzzles available

- Make potholder

- Arrange for parents to come to school so they may be introduced to class

- Shelves, manipulative toys (Creative Playthings, Preston Corp.)

- Records: follow directions with record (See Suggested Materials at end of skill area)

- Oaktag, gummed pictures or other duplicated pictures, one item to a card. Keep simple.

- Swing, slides, barrels, mats

- Try to arrange for some swimming activity if possible, after school if necessary

- Tricycle mounted on board, bicycle

- Square Dance Records (See Suggested Materials at end of skill area)

- (See Suggested Materials at the end of skill area)

- Sifo Puzzles

- Wonderweave Loom (Karberettaft Co.)

- Cardboard looms
### Behavioral Objectives
- do simple lacing and sewing
- care for pet with reminding
- simple drawing with paint, finger paint.
- make simple designs

### Activities
- Have these available for practice.
- Chart showing how to care for pet, pet needs. Who is responsible.
- Animal stories.
- And song, "Old Mac Donald"
- Finger painting.
- Painting on easel.
- Collage painting, potato prints.
- Ironing on scraps, leaves, etc. between pieces of waxed paper.

### Instructional Aids and Materials
- Lacing boards (Preston Corp.)
- Sewing pictures
- Fish, guinea pig, rabbit or other gentle animal easy to care for.
- Food, newspaper
- Cage or fish bowl
- "Who's My Mother"
- "Millions of Cats"
- Finger paints, butcher paper (slick surface on one side)
- Finger painting can be done by moistening paper and sprinkling tempera on it.
- Easel, tempera, crayons, paper
- Collage materials
- Potatoes, knives, tempera
Skill Area – Social
Level – Prevocational
Behavioral Objectives

Awareness of Self in Relation
to Home, School, Community

The student will be able to:
express own identity
recognize name and address
and telephone number

Vocabulary for Oral Language Development

My name is __________________________
I live at ______________________________
My phone number is _________________

Answer questions:
What is your name?
Where do you live?
What school do you go to?
Where do you work?
What is your phone number?

Make I.D. cards.

Many role-playing situations may be set up helping student to show how
he/she would act in different situations, i.e. helping mother at home, taking
messages for teacher, reporting accidents, telling policeman address if lost
opportunity to develop roles in creative dramatics.
Visits to regular classroom. Role-play.
Give many opportunities for student to introduce self. Invite guests to room.

Play "Guess Who"* Give address and/or phone number, see if child recognizes it.
Photograph pupils at candid actions, post, discuss.

Make silhouette, color, identity.

Chart showing each student's name, address, phone number.
Make chart of first and last names.

Instructional Aids and Materials

Notes to parents
Language Master cards with name and address

I.D. cards
Have on hand many props to be used with role-playing and dramatics, i.e. policeman's hat,
traffic signals, old clothes, dishes, teletrainer
Creative Dramatics
Stanwix House

Oaktag, magic markers
Construction paper, film, instant-type camera
Brown paper, crayons, paint
Charts
Name cards
Behavioral Objectives

relate to community helpers

Take Directions

The student will be able to:

- listen to direction and accept direction
- take direction in interaction with one other child (teacher directed)
- follow schedule set up by teacher and class
- participate in election of officers for class (teacher directed)

Set up blackboard so that many activities can be matching activities – name with address, etc.

Visits to classroom by doctor, nurse, etc.
Talk to pupils in class and on field trips.

Teacher designs situations where child must listen carefully to direction and carry it out, such as making monthly calendar design.

- "Put this blue circle on the red square."
- "Put the nest in the tree."

Teacher sets up situation where two students work together to put up a decoration, set tables for party, clean up or other activity.

Make chart of schedule as set up by class.
Try to correlate with time telling for those who have some idea of time.

Vocabulary for Oral Language Development

election nominate candidate ballot vote

Discuss role of officers.
Nominate.
Make ballots.
Hold election.
Count ballots.

Post results on chalkboard.
Post names and photographs of officers on chart.

Post rules on chalkboard.
Role-play rules.
Copy on bulletin board.
Make or find pictures of what rules mean (or photograph if possible)

Role-play.
Peer reprimand.

Instructional Aids and Materials

- Filmstrips, bulletin boards, other materials related to helpers
- Construction paper plus other materials for making bulletin boards
- Have necessary props on hand
- Chart of schedule
- Clock, oaktag, magic marker, pictures or photographs of student doing job listed on schedule
- Chart
- Magic markers
- Chart
- Magazines
- Photographs

Note: Teacher should attempt to desensitize students to criticism. This makes it easier to take criticism on the job.
**Behavioral Objectives**

- follow directions of adult supervision
- able to control self in group; i.e., temper, hyperactivity, inappropriate laughter
- handle property carefully
- participate in money-making project to help others or to buy something class needs

**Activities**

- In-school work experience: cafeteria, custodian, messenger, helper, gardener
- Act out examples of appropriate and inappropriate behavior.
  - Have pupils choose right one — photographs or pictures.
- Review care of own property and that of others:
  - Play "Whose is This?"
  1. Help others — Christmas candy sale
  2. Class needs — decide what is needed, develop project to make money for it.

**Vocabulary for Oral Language Development**

- should include utensils, equipment and other things that come up in problem situations
- Review activities under Safety-Intermediate

**Vocabulary for Oral Language Development**

- STOP
- WALK
- DON'T WALK
- Bulletin board with pictures of safety rules.
- If in some school with younger TMH, have them help younger ones learn about crossing street.
- Take photographs of student crossing street correctly.
- Use ladder to put up decorations, make bulletin boards, reach high items.

**Safety**

- The student will be able to:
  - learn simple rules for crossing street
  - learn safe use of step ladder
  - learn proper storage of mops

**Instructional Aids and Materials**

- Note: With cooperation of administration, teacher should make every effort to enlist the aid of para-professionals in the school to help with these projects. Some kind of reinforcement should be given to them.

- Palomares and Bessell Human Development Training Program.
- Magic Circle
  - seek help of counselor for group techniques

- Children's coats, hats, books, etc.

- Teacher directed!

- Note: Teacher should be on the alert to create problem-solving situations for students to resolve; several each day

- Traffic light
- Traffic signs
- Safety Workbook (Stanwix House)

- Safety filmstrips
- Photographs
- Step ladder

- Mops, broom, other cleaning tools
Behavioral Objectives

- recognize danger from broken objects on floor
- use elevator, escalator, electric doors
- recognize danger of spilled food and water
- recognize some poisons
- identify some poisonous plants
- avoid tampering with electrical outlets
- learn to plug appliances in carefully
- observe rules for riding in car and bus
- recognize how community workers help him

Activities

- Create problem-solving situations.
- Role-play - slipping on glass.
- Filmstrip on how glass cuts, injuries from falling.
- Clean-up procedures.
- Field trips to practice.
- Create problem-solving situations.
- Role-play.
- Clean-up procedures.
- Role-play - help to understand.
- Cleansers, ammonia, iodine, medicines.
- Films, filmstrips, bulletin board.
- Film
- Discussion
- Avoid mixing water and electricity.
- Practice:
  - iron
  - toaster
  - clock
  - washing machine
- Review Intermediate Objectives
- Ride city bus many times.
- Bulletin board on rules of riding in bus and car.
- "Who Am I?" Have visitors from different professions visit class.
- policeman
- nurse
- fireman
- librarian
- teacher
- bus driver
- others as indicated
- Write letters of invitation.
- Role-play.
- Invite guests, parents and resource people.

Instructional Aids and Materials

- Glasses, plates, record that may be broken
- Filmstrips
- Broom, dustpan, waste basket
- Arrange with store to allow you to bring class before opening so can learn about these things
- Items to set up problem-solving situations
- Mops, rags, other equipment.
- Pictures, films, filmstrips
- Have items available for teaching
- Note: Work with parents obtain money for bus trips
- Note paper
Behavioral Objectives

invite guests into room
take wraps and find chair
plan a party
call guests on telephone
plan refreshments
prepare refreshments
serve refreshments
clean up
remain seated until excused
bid guests goodbye
boy holds door for girls
help younger children
call friends who are home sick
cooperate and share with others

Activities

Role-play. Invite guests.
Have a party for class.
Invite guests for a party.
Do this first for class; then for invited guests
Wash cups, clean off tables.
Clean up trash, sweep.

Instructional Aids and Materials

Teletrainer to invite classmates by phone
Plan with parents to have students call home to invite parents to party
Introduce to telephone directory
Magnifying glass
Large dial

Leisure Time

Recreation, Games, and Activities

The student will be able to:
play games
take turn as leader

Square dances
Round dances
Card games
Horseshoes
Beanbag games
Dramatics

Square dance records (Educational Activities)
Recreation for Retarded Teens
"Show Me"
### Behavioral Objectives
- act properly at library, museum, airport, etc.
- participate in simple relays
- participate in recreational athletics
- observe proper behavior at movies

### Activities
- Field Trips.
  - Role-play proper behavior before going on trip.
- Swimming, hiking, bowling, playground activities.
- Trip to movies.

### Instructional Aids and Materials

#### Note:
Parents should be asked to contribute if possible to these activities. These are important learning experiences for these children. Parents should be aware of desired behaviors so they can be reinforced in family activities.

- Paint, paper, crayons, wax paper, bottles
- Tissue paper, glazes, yarn, clay, thread, leather, wood, tools, small kiln
- Simple loom (Preston Corporation)

#### Note:
Teacher should acquire a book on art activities for children. She may have to adapt these to abilities of TMH. There are many guides, some of which are listed in the Suggested Materials at end of skill area.

- Woodburning set with cards for burned designs
- Tool rack (Preston Co.)

### Arts and Crafts
The student will be able to:
- do some creative drawing
- painting
- make objects of clay, glaze and fire
- weave on simple loom
- woodburning
- able to choose activity, find materials, seek help when needed
- clean up and care for

<table>
<thead>
<tr>
<th>Bulletin board with procedures for clean up and care of tools.</th>
</tr>
</thead>
</table>
Behavioral Objectives

Music

The student will be able to:
- do simple dancing
- listen to music, react to it
- participate in rhythm band
- sing simple songs
- participate in planned recreation program outside of school

Activities

Music appreciation
Rhythm dancing, dramatics.

Instructional Aids and Materials

Concept Records (Educational Activities)

Instruments

Xylophone

Local A.R.C. or other group school be sponsoring

Matching cards
Student's name — kind of pet — pet's name

Oaktag, photos or magazine pictures, foods of pets

Wood, hammer, nails, paints
Social Skills
Suggested Sources for Materials and Equipment

**American Guidance Services, Inc.**
Publishers Building
Circle Pines, Minnesota 55014

Peabody Language Developmental Kit, Levels P, 1

**Bell and Howell**
7100 McCormick Road
Chicago, Illinois 60645

Language Master

**Bowmar Records**
available through May's Music Co.
514 Central Avenue, S.W.
Albuquerque, New Mexico 87103

**Creative Playthings**
Princeton, New Jersey

**Educational Activities, Inc.**
Freeport, New York

Records: Creative Music for Exceptional Children
Simplified Folk Dance Favorites
Honor Your Partner Albums No. 1, 2, 10, 11, 14, 26, 30
Listening With Mr. Bunny Big Ears
Listening and Moving
Melody Midgets' Music for Rhythm Bands and Instruments

**Fern Tripp**
2035 East Sierra Way
Dinuba, California 93618

**Instructo Products Co.**
Paoli, Pennsylvania
or through University Book Store
2122 Central S.E.
Albuquerque, New Mexico

Negro Family Kit
White Family Kit
Dramatic Character
Karbercraft Co.
P. O. Box 123
Northport, New York

Preston Corporation
71 Fifth Avenue
New York, New York 10003

Perceptual Motor Skill Materials and Games

Society for Visual Education (SVE)
1345 Diversey Parkway
Chicago, Illinois 60614

Filmstrips

Stanwix House
3020 Charters Avenue
Pittsburgh, Pennsylvania 15204

Safety Workbooks

Books and Articles

Black, Dolores and Motter, Bonnie Show Me. (film and book)
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McIntyre, Barbara M., *Inform Dramactis: A Language Arts Activity for the Special Pupil*
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Champaign, Illinois: Research Press, 1960

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Smith, Robert M., *Clinical Teaching: Methods of Instruction for the Retarded*

*Train My Hands That I May Work*
Johnstown, Pennsylvania: Mafex Associates

**Filmstrips and Filmloops**
**Picture-Story Study Prints**

*Society for Visual Education*
1345 Diversity Parkway
Chicago, Illinois 60614

Getting To Know Me
The Child and His World
Sights and Sounds of the Home
Personal Cleanliness
Community Helpers
Familiar Animals and Their Families
Getting Along With Others
WHERE IS THUMBKIN?
(tune: "Frere Jacques")
Where is thumbkin? (Put hands behind back)
Where is thumbkin?
Here I am; (Bring fists forward — wiggle thumbs)
Here I am: (Wiggle thumbs)
How are you today, sir?
Very well, I thank you. (Wiggle thumbs)
Run away. Run away. (Put hands behind back)

2. Where is Pointer? (index finger)
3. Where is Tall Man? (middle finger)
4. Where is Ringman? (ring finger)
5. Where is Pinkie? (little finger)

IF YOU’RE HAPPY
(tune “She’ll Be Coming Round the Mountain When She Comes”)
If you’re happy and you know it, clap your hands (clap, clap)
If you’re happy and you know it, clap your hands (clap, clap)
If you’re happy and you know it,
Then you really ought to show it.
If you’re happy and you know it clap your hands. (clap, clap)

2. Stamp your feet
3. Wink your eye
4. Bounce your seat
5. Snap your fingers
6. Bow your head
7. Wave good-by (say “good-bye”)
8. Turn around
9. Touch your toes
10. Touch your head
11. Touch your ears
12. Touch your nose
13. Touch your chin

THIS OLD MAN
This old man, he played one;
Nick, nick, just for fun.
This old man played everywhere.

This old man, he played two;
Nick, nick, on my shoe (point to shoe)
This old man played everywhere.
**Suggested Games**

**HIDE THE BASKET**
1. Use any small article such as a little basket.
2. Half of the class hide their eyes.
3. The other half of the class watch where the object is put.
4. The object must be put in sight. No one must tell where it is.
5. The child who hides the object says, "ready."
6. The children hunt with their hands behind their backs.
7. When they see it, they take their seats and must not tell.
8. When all have had time to find it, the first to take his seat goes and gets the object.
9. The other half of the class hid their eyes and the one that found the object hides it.

**DOG CHASES KITTY**
1. The children form a circle.
2. Give two children each a small soft object such as a board eraser.
3. They use two hands to hold the object.
4. Call one object the dog; the other the kitty.
5. When the teacher says "Go," each child passes the object to the next child.
6. They have to take the object with both hands.
7. The object is to see how fast the dog can catch the kitty.

**DO WHAT I DO**
1. Print on a card — "Do what (name of child) does."
2. The child whose name is on the card comes up and does something.
3. All the children do what he does (skip, clap, jump).
4. This is a good game to help the child recognize his name.

**I SAW**
1. Have children sit in a circle with one child in the center.
2. The child in the center says "On my way to school this morning I saw ___________" and imitates what he saw.
3. The children guess what he is imitating. The first to guess correctly goes into the circle.
4. If no one guesses, the one in the center tells what was imitated and chooses someone to replace him.

**DO THIS-DO THAT**
(more mature children).
1. The leader says "Do this," all imitate him.
2. If leader says "Do that" those who imitate him miss.
3. Three misses and the player is out of the game.
Arts and Crafts Pointers

* Always break down projects into simple steps.
* Move each child at his own rate rather than moving the class together from step to step.
* Use as little (or no) formal presentation as possible. Explain steps as you get to them; but explain simply why you do each step so they can try to see the progression and logic of the process. Use examples for presentation.
* Always work to see the child is satisfied with what he does.
* Praise sensibly, or you devalue praise.
* Permit the child to attempt to do things for himself.
  - assume that he can do things, but lend assistance if needed.
  - decide from the things he can't do, what can be taught.
  - assign priorities and sequence to what you want to teach; if you hop from one task to another, none may be accomplished.
* Keep in mind that the change, the growth of the child's mind and muscular control are of more importance than the art objects produced. It is the child's growth and satisfaction you seek, not a present you are satisfied to have him show his parents.

Constructions

* Paper
* Paper Mache
* Clay
* Pipe cleaner animals, dolls
* Stuffed animals, cloth or paper
* Cardboard box construction boxes, toilet paper or paper towel rolls, shirt cardboard, cereal boxes, etc.)
  horses, animals
  houses
  people
  airplanes
  boats
  trains
  drums (oatmeal boxes)
- Wood constructions
- Sock puppets
- Pot holders
- Peep Box scenes, table top scenes
- Mobiles, stabiles
- Salt and flour constructions (beads, pins, etc.)
- Yarn dolls
- Ojo de Dios
- Yarn pictures
- Stitchery
- Cardboard purse weaving
- Painted stones for paper weights

**Paint, Chalk, and Crayon**

- Crayon Resist
- Draw around self
- Stuffed paper drawing of self
- Paint on crumpled wet paper
- Chalk on wet paper
- Painted Mural (best: background painted, then each separate figure or object painted and pasted on background)
- Sponge painted mural
- Wax paper mats
- Melted crayon designs between wax
- Collage pictures
- Pictures assembled from magazines
* Work with color, Take one, What things are of this color? How does this color make you feel?
* Finger Painting
* Scribble to music
* Paint or crayon to tell about experience, person or place.

Clay

* Pots (pinch, coil, slab)
* Tiles
* Sculpture — from a model (turtle, kitten) make self, with eyes closed, kinesthetically feeling clay
* Beads
* Candlestick holders
* Pins
* To finish, paint with tempera, and shellac
Best clay is powder form as there is no storage problem
Can sometimes obtain from local brick company

Print Making

* Plasticene Prints
* Monoprints
* Tempera on folded paper (Rorschach) prints
* String prints
* Glue drop prints
* Potato prints
* Rubbing over leaves, coins, screen
* Inner tube prints
* Spatter prints
* Finger paint prints
* Stick, spool, etc. prints

\[ \text{Paper Work} \]
* Woven paper mats
* Paper flowers
* Paper bag mask
* Paper village
* Cut paper mural
* Paper lanterns
* Snowflakes
* Kites
* Mobiles
* Christmas, Valentine, and other holiday cards and decorations
* Paper plate animals or wall pockets
* Paper sculpture animals (simple)
* Paper dolls
* Magazine cut out pictures
* Torn paper pictures
* Cut magazine picture, mount on wood block and shellac
* Paper chains

\[ \text{Paper Mache} \]
* Animals (imaginary or real)
* Masks over paper bags
* Jewelry
Puppet heads over balloons

To make paper mache, mix flour and water to thick cream consistency. Dip small strips of newspaper into it, remove excess and apply to balloon, wire hanger or other model. When dry, paint and decorate.

Don't expect perfect results, but don't settle for disinterested sloppiness.

Some children object to the mess.

Planning is everything - have to visualize results, so there should be a model for every stage of the game. Results are very satisfying.
PERCEPTUAL MOTOR SKILLS

The authors believe that much emphasis should be given to the development of sensorimotor and perceptual motor skills in the education of the trainable mentally handicapped. Almost without exception the TMH exhibit poor coordination, poor posture, clumsiness, lack of awareness of self in relation to objects in the environment, and other similar problems. A program that is directed, at an early age, toward the development of sensorimotor and perceptual motor skills should help the TMH develop more normal perceptions and enable them to deal with their environment in such a way as to make their deviancy less obvious. For example, carefully-programmed teaching of the use of playground equipment enhances likeness rather than difference to the normal child.

The authors are not trying to promote any particular neurological learning theory. They feel that the curriculum should be well-rounded, involving cognitive, affective, and psychomotor functions; each playing equally important roles in the full development of the individual. While research has not proved that sensorimotor and perceptual motor training are directly related to the acquisition of cognitive skills, there is evidence that success in one area enhances the possibility of success in another. Research indicated that the motor and intellectual abilities of the TMH are more closely related than in other groups. The TMH are inferior motorically to other groups of retarded children. Cratty does not include Down’s syndrome children with TMH motorically, as the former appear to exhibit more severe motor problems, requiring special programming, than do the latter.

In recent years, there has been an upsurge of interest in physical activity programs for the mentally handicapped. Historically, programs of this kind can be found in the work of Séguin, Montessori, and Doll. Many professionals have devoted their time to step-by-step analyses of the kinds of abilities needed in the development of such skills as locomotion, agility, balance, rhythms, and games, to name a few. This research has made a significant contribution to planning programs for the TMH. Universities and other institutions have developed therapeutic Physical Education programs. Physical therapists and physical educators are combining knowledge and skills to improve these programs. The work of Newell Kephart, Bryant Cratty, and Evelyn Loewandahl should be mentioned along with others whose names and works appear in the bibliography.

The following pages list a number of suggestions to help the classroom teacher develop a perceptual motor training program.Caution is always in order when a child with serious physical problems is placed in your class. Be sure that he is under the supervision of a qualified physical therapist and neurologist or orthopedic surgeon. When possible, work closely with other professionals to establish a good perceptual motor training program. Make a checklist for each child so you can see his progress and follow his development.

1 Cratty; Bryant Developmental Sequences of Perceptual Motor Tasks (Freeport, New York: Educational Activities, Inc.) p. 2
2 Ibid.
General Program Planning

- Obtain at least one of the activity books listed in the bibliography.
- Plan activities with energy level of students in mind. The program is not meant to exhaust the students.
- Be sure that the activity is at the success level of the group. If it is not, simplify the steps.
- Use simple verbal instructions.
- Demonstrate each step as many times as is necessary. (Quality of performance, not speed, is the aim.)
- Have pictures of each step if possible, photographs may be used.
- Develop a checklist of desired behaviors and rating scale at each level.
- Cratty's developmental steps are listed at the end of the skill area.
Skill Area — Perceptual Motor
Level — Primary

Behavioral Objectives

Perceptual Motor Level Primary.

The child will be able to:
- use toys provided for manipulation
- learn from interaction with environment that eyes, ears, tongue, nose, hands help him
- manipulate various objects

Body Image

The child will be able to:
- identify body parts listed in vocabulary

Activities

Manipulative toys should be available for use each day — plastic bottles with different kinds of caps.
Opportunities for exploring the environment: walks, feeling objects in room, holding and manipulating objects.
Engage various senses with different smells, tastes, noises, sights, feelings. Use teacher-made smelling, tasting, noise, etc., sets.
Give child as many experiences as possible, with objects he can manipulate, take apart and put back together. N. C. Kephart believes that one reason children develop learning problems is lack of practice with objects encountered in everyday life. (N. C. Kephart, The Slow Learner in the Classroom, Daily Sensorimotor Training Activities — See bibliography)

Vocabulary for Oral Language Development

<table>
<thead>
<tr>
<th>head</th>
<th>hands</th>
<th>legs</th>
<th>eyes</th>
</tr>
</thead>
<tbody>
<tr>
<td>arms</td>
<td>fingers</td>
<td>feet</td>
<td></td>
</tr>
</tbody>
</table>

Instructional Aids and Materials

Note: Many sensorimotor activities need to be included at this age.

Creative Playthings — manipulative toys
Some of the suggested programs may need to be adapted to the needs of the TMH — such as SRA's Detect Tactile. The material is useful but the programs of use will have to be adapted.

Sand box
Water play
Single Concept Projector
Eyegate Sensory Film
Loops

Screw on bottle caps
Take apart percolator
Push-in cup
Egg poacher
Nesting bowls and blocks
Open and close drawers and doors on cupboards
Mystery boxes

Peabody Language Development K Level P
Mannequin

Cratty, Loewendahl, Getman, Black see references in Suggested Materials at end of skill area.
Sensory Kit — reading development Unit (See Mershon in Suggested Materials at end of skill area)
Detect Visual, Detect Tactile
Behavioral Objectives

- Respond to question by pointing
- Identify parts in mirror
- Complete flannel or other simple figure of man
- Color in outline of body made by teacher
- Play Simon Says
- Respond to directions on record or tape
- Fit parts of head on flannel board correctly
- Draw face with help
- Act out finger-plays concerned with body parts
- On command (with help) clap hands, close eyes

Activities

- Ears, nose, mouth, tongue, teeth — "Where is your _____?"
- Have child point to parts on self and others. Teacher-Made games
- Take-a-part Mannequin, Peabody, flannel or other. Have child put on missing part.
- Puzzles — cut up magazine picture of person or photographs of class members mounted on cardboard and made into puzzles.
- Have child lie down on paper, draw around him, have him color clothes, put in eyes, ears, etc. Post around room with name card.
- Simon Says touch your head, eyes, etc.
- Review directions on record or tape carefully; have child respond to one at a time.
- Have each child put pieces in proper place.
- Have child make circle for face; put on eyes, ears, nose, mouth, hair in right place.
- "I have two eyes to see with"
- Have child relate one body part to another. Make up game, children can direct.

Instructional Needs and Materials

See SRA’s Inquisitive Games in Suggest Materials at end of skill area
Gymnastic mat 4 x 6 at least

Full-length, good quality mirror

Flannel board and figures
Note: Evaluate learnings by keeping a checklist for each child (clipboard or chart).
Rating Scale may be developed also (See Suggested Materials at end of skill area)
(See Body Image Unit in Appendix)

Brown paper
Magic markers
Paint or crayons

Many activities listed in P. A. S. S.
Getman, The Physiology of Readiness (see suggested materials)

If can’t find a slow enough record, make own tape giving instructions.

Flannel board
Flannel head with separate eyes, ears, nose, mouth hair

Use hand mirror to examine own face, where eyes are, etc.
Drawing paper, crayons, magic marker

Fingerplays and Action Rhymes (See Suggested Materials at end of skill area)

Observe closely to see who needs more practice
Behavioral Objectives

- with eyes open and closed, touch hand to nose, ear, foot, finger to head, leg, etc.
- use fingers to complete puzzles, pegboard designs
- dance to songs directing use of body parts (teacher directed with help)
- complete simple sentences relating to function of body parts learned (teacher directed)
- lie supine on mat and move body parts on direction (teacher may have to touch parts she wishes child to move for some time before he will be able to do it on command) i.e. passive movements
- roll across floor with help crawl walk run
- make paper footprints
- cut out footprints

Activities

- Looby Loo
- Hokey Pokey
- I see with my______
- I hear with my______
- I eat with my______
- I clap with my______
- "Lift legs"
- "Sit up"
- "Lift head"
- "Lift arms"
- "Wave hands"

Teacher may have to activate child's perceptual motor involvement through passive and assistive movement as he develops his own abilities.

Instructional Aids and Materials

- Pegboards
- Puzzles
- Records (See Suggested Materials at end of skill area) or teacher-made tapes may have to be made so directions will be given slowly enough
- Listening and Moving (Educational Activities, Inc.)

Child may bring shorts especially girls who can put them on under their dresses to use with this type of activity.

Any professional assistance available from a physical educator trained in therapeutic P. E. or a physical therapist should be welcomed. School systems would benefit from having physical therapist as a consultant.

- Mat
- Rope, hoop
- Use cloth to tie ankles together
- Ladder
- Masking tape, colored construction paper
- Brown paper
- Magic markers, crayons
- Scissors
Behavioral Objectives

- follow footprint patterns on floor

Position in Space

The child will be able to:
- touch body parts to other objects with help
- tell front, back, top of head, sides of self with help

Activities

Place footprints around on floor so child can follow pattern.

Help child touch hand to chair, head to wall, foot to door, etc.

Simon says:
- touch
  - side to table
  - front to table
  - top of head
  - top of head to wall
  - front to floor, etc.
- on mat
  - side on mat
  - back on mat, etc.

Bend to the front.
Touch side of foot.
Point to side - move sideways, forward, backward, jump, etc.

Put colored tape on hands.
One color for each hand.
On mat, roll to left side with help, right side with help.

Instructional Aids and Materials

Note: Keep a record of desired behaviors and child's accomplishments. (See Suggested Materials at end of skill area)

Record
Teacher-made tape

Teacher-made tapes are useful after directions from teacher are understood

Colored tape

Teacher-designed testing situation and checklist.
Flannel board and figures
Behavioral Objectives

Balance

The child will be able to:
- walk forward
- walk backward
- walk sideways
- walk in pattern set by others
- kneel
- tiptoe
- use equipment with help
- walk up and down stairs, one at a time or alternating feet
- walk on rope, hoop
- use walking beam with help
- roll across mat
- roll across segment of floor to object or roll across floor to object
- roll across floor in barrel with help
- do exercises as directed by teacher

Activities

Plan activities either teacher-directed in person or on tape, and/or record directed.

Walk on patterns taped or chalked on floor.
Play follow the leader.

Play exaggerated tiptoe walking games.

Introduce equipment. Lead children through use of equipment — engage help of aide and/or fifth and sixth graders in the school or university students.

Child should be encouraged to use alternating feet on steps. Lead through activity.

Walk on different patterns of rope.
Walk on hoop.
Play “look out for the alligators, don’t fall in.”

Place object at increasing distance from the child. See if he can orient his body to object.

Teacher will probably have to help the children through this activity.

Stand, bend with arms down, etc.

Instructional Aids and Materials

Note: Make checklist of desired activities; keep record for each child. Supervision will have to be given at all times at this age. An aide is very valuable to teacher with these activities.

Equipment needed:
- walking beam, wibble, tape and paper, mat, twist board, dollie or scooter board, bouncing tube, trampoline, stairsteps, barrel, rack board
  (most available from Preston Corporation)

- Rope
- Hoop
- Balance beam

Barrel may be purchased or possibly obtained from janitorial supply house.

Loewendahl, Cratty, Black, Getman, Frostig — See references in the bibliography; each one has many suggested activities.
Behavioral Objectives

copy poses that teacher acts out
play statue

imitate fairy, elephant
use playground equipment with help
move legs in bicycle movement with help
operate mounted tricycle with help

Visual Motor Coordination

The child will be able to:
roll ball to another child in circle
roll ball to certain spot on wall
throw ball
throw ball to another child
develop coordination by playing many games and doing many activities involving visual-motor coordination

Activities

Hands in air, hands to floor, one hand up, one hand down, etc.

March in circle to music, stop music, freeze in position when music stopped.

Have children imitate different kinds of walk — light, heavy.

Outdoor activities, teacher helps.
On mat, have child practice.
Moving legs alternately. Aide or older child move legs in desired movement.

Let child use mounted tricycle. Have aide or older child move child’s legs through movement.

Circle, roll ball games.
May need help from teacher or aide.

Catching is not necessarily involved at this level; depends on child.

Plan for a great deal of practice with these kinds of games. Overlearning may enable some TMH children to play these games with more able children.

Instructional Aids and Materials

Have pictures of action as well; see if child can follow

Record or tape Educational Activities Marches AL No. 11
Radio Corporation of America — Dance a Story Series, Dance Records

Record or tape

Playground equipment
Mat

Tricycle mounted on board

Note: Enlist counselor in administering Frostig Visual Perception Test.
See Suggested Materials at end of skill area.

Basketball or Soccerball

Soft volleyball

Ring Toss game
Horseshoe game
Bean bag game
Pegboards, large pegs
Behavioral Objectives

eye-hand

Activities

Fifth and sixth graders may be enlisted to help with some of these learnings as it will be necessary to supply continuous help and supervision at this level.

Draw line. Stay between two lines drawn on board.
Follow dots.

\[
\begin{array}{c}
green & \ldots & \ldots & \ldots & \ldots & \ldots & red \\
go \text{start} & & & & & \text{stop}
\end{array}
\]

Copy patterns.

Matching

Be sure to enforce left to right motion of eyes and hands.

Teacher-made worksheets

Kick ball back and forth - two children.
Follow lines with feet.
Follow footsteps.

Walking beam.
Straddle walk tape on floor.
Push bean bag to numbers on floor.

Instructional Aids and Materials

Cylinder blocks
Square pegboard
Geometric Inserts
Lacing Boards and other Montessori type equipment may be made or purchased
Parquetry (DLM and Preston Corporation)

Chalk
Colored masking tape
Construction paper

Objects purchased in dime store - two of each

Worksheets
Paper and crayon
Paper and pencil

Ball

Walking beam
Tape
Bean bag
Behavioral Objectives

Auditory Motor

Activities

Go over rope held by two children, initiating step to jumping rope.
Swing rope around, children jump over it.
Circle, kick ball – five or six children sitting in circle.
Hopping.

Buzzing response, drumming or xylophone.
Clapping hands, stamping feet in response to sounds teacher makes imitating rhythms.

Teacher-made or manufactured cards for children to observe and respond to, with clapping or pointing to right card after teacher makes sounds on drum or xylophone or other.

Instructional Aids and Materials

Buzzer board
Drum, xylophone
Melody bells
Auditory Dynamic Research Perceptual Motor Development Cards (See Suggested Materials at end of skill area)
Skill Area — Perceptual Motor
Level — Intermediate

Behavioral Objectives

Body Image

The child will be able to:

name body parts

place parts of mannequin puzzle, flannel or other correctly

model face in clay

complete simple drawing of man on chalkboard

follow directions on records

become aware of body surfaces

move body parts on command

exhibit poise in walking into room, across room, and through door

Review Primary Oral Vocabulary

elbow shoulder

wrist ankle

neck hips

waist

Review flannel or PLDK mannequin. Review flannel face, photograph puzzles.

Help child place features in clay face.

Draw man without various parts — have child fill in.

Looby Loo
Hokey Pokey
Square Dances

Trampoline jumping. (See also Primary)

Activities directing child to move: legs, arms, “Angels in the Snow” (Kephart)

Practice.
Role play.
Discuss each other’s performance.

Instructional Aids and Materials

Note: Checklist — be sure to keep record of children’s accomplishments.
Review activities under Primary as indicated by children’s needs.
Evaluate level by teacher-made test or other perceptual motor development test. (Kephart, Cratty, or other)

Mannequin puzzle
Detect Visual, Detect Tactile
Face with separate features
Instant type camera
Cardboard for mounting
White glue

Clay
Paint

can dot in first then leave off completely

Cratty Records

Trampoline

Mat

Full-length mirror
Behavioral Objectives

- Sit correctly
- Greet guests
- Take pride in self
- Move sideways
  - Backward
  - Forward
  - Jump up
  - Bend down
- Copy gestures of teacher
- Copy gestures in picture
- Walk through hoop

Activities

- These activities should be done slowly so child knows exactly what is expected of him.

Position in Space

The child will be able to:

- Relate body parts to objects in the environment
- Relate objects to body
- Move through obstacle course
- Move body with trunk fixed

Activities

- Teacher stands/sits in various positions, children imitate.
- Hold up pictures of people in various positions, children imitate.
- Walk over and under objects.
- Walk around objects.
- Make obstacle course, running around objects.
- Touch various parts of body to objects:
  - Side to table
  - Arm to chair
  - Side to mat
- Where is the chair? In front, back, beside?
- Lifting and moving objects.
- Obstacle course. Go through hoop, under table, etc.
- Forward, sideways, back.

Instructional Aids and Materials

- Tie in with grooming, self-help, and social skills units
- Tape of teacher's voice (also other voice would be good)
- Pictures of activities

Hoop

- Bryant Cratty
- Frostig Program for the Development of Visual Perception
- Robert Valett, The Remediation of Learning Disabilities
- Barrel, chairs, tables, etc., for obstacles
- Tape of directions as well as teacher-directed
- Trampoline
- Mat
- Preposition cards with pictures representing meaning of "in front of," etc., would be useful
- Hoop
Behavioral Objectives

move limbs

move left and right body parts with help

Balance

Walking

The child will be able to:
walk forward
walk backward
walk sideways (on and off beam)
walk fast
walk slow
walk around objects
walk with partner
walk single file
walk up and down stairs with alternate feet

use equipment, some with help, some alone
do exercises; teacher-directed or record-directed

Follow simple rhythms

Activities

Bend and straighten arms, (elbows).
Bend and straighten legs, (knees).

Lift left arm.
Lift right leg.
Touch left hand, right hand, left foot, right foot.
Throw ball with left hand.

Have children participate in a number of individual and group walking games and activities.

“Did You Ever See a Lassie?”
(See Suggested Materials at end of skill area.)

Encourage child to use equipment on his own; give help when necessary.

“Head, Shoulders, Knees and Toes”
“Simon Says”

Arms outstretched, palms up, bend elbows and touch fingers to top of shoulder. Bring elbows forward and touch together, raise, move to sides and back as far as possible.

Round dances to record or tape.

March under bridge made by two children.
Walk, run, hop (skip if can).

Instructional Aids and Materials

Color cue left side – red dot, band around wrist and ankle or other cue meaning left

Walking beam

Tape
Rope
Hoop
Stair steps
Tape of directions:
walk fast
walk slow
Add music to tape after children can do this to taped directions.

See Primary-Balance

(See Suggested Materials at end of skill area.)

Teacher may have to slow record down – retai
Listening and Moving Record, and others
Educational Activities Drum
Behavioral Objectives

- follow creative rhythms
- ride tricycle
- operate mechanical exerciser
- use playground equipment

Visual Motor Coordination

The child will be able to:
- roll ball in circle game
- kick ball in circle game
- throw and catch ball
- visual tracking

Visual Discrimination Skills

The child will be able to:
- play games
- visual motor coordination

Activities

- Play elephant, butterfly, train, ball, floating, sad, happy, skating, etc.
- Active movement.
- Passive movement, teacher helping those for whom it is necessary.
- Outside activities — children may need some help but independent activity is goal.

Instructional Aids and Materials

- Allow these to develop slowly so child really gets the idea. Having one rhythm well done is better than many poorly done
- Tricycle
- Mechanical exerciser
- Playground equipment
- Tape
- Soft volleyball
- Softball
- Medium sized rubber ball
- Suspendable ball
- Picture cards
- Nimble-Childcraft
- Bean bag
- Quoit Games
- Rope
- Ball
- Dubnoff School Program
- 1/Level 1
- Sequential Perceptual Motor Teaching Resources
- Exercises
Behavioral Objectives

Auditory Motor Skills

Auditory Sequencing

follow simple
directions

Activities

Follow drum beat sequence by jumping or other activity.
Follow xylophone sequences with another xylophone.
Student respond to teacher buzz on another board.
Pick out buzzer card after teacher has buzzed.
Buzz correct sounds from buzzer card.

Instructional Aids and Materials

Drums
Xylophones
Buzzer boards
Skill Area – Perceptual Motor
Level – Pre-Vocational

Behavioral Objectives

Body Image and Self Concept
Position in Space
The student will be able to:
- name body parts
- tell function of body parts
- know that heart, lungs, stomach, kidneys are vital organs
- exhibit poise in walking into room, greeting guests, sitting, standing

Activities

Teacher-devised evaluation activity to review learnings from previous levels. Review work should be undertaken as needed for individual children.

Show what to do with feet. Make up sentences about it.
walk – I walk with my feet.
kick – I kick with my feet.

These learnings should be tied in with self-help skills on proper diet.

Learning about menstruation – See Self Help Skill Area.

Visit other classrooms in building. Give students opportunity to walk, sit, stand in various situations.
Demonstrate proper way to stand in line, in back of room, etc.
Tie in with Social Skills Activities.

Exercises for improving posture.

Balance
The student will be able to:
- stand on one foot – eyes open, closed, and with arms at side

Balance is important to other tasks such as throwing and catching.
Plan many activities for child to develop balance.

Instructional Aids and Materials

Note: At this level these activities should begin to fuse with those in other skill areas. For example, self-concept should relate to grooming, social skills at play and on the job. Games and Dances combine several skill areas. Equipment listed on other levels should be available to teacher either in classroom or gym. Appropriate dress, i.e. shorts for girls if necessary.

Balls and other objects for students to demonstrate functions
Pictures of various body movements

Stethoscope
Be sure to enlist parents in these learnings
Slides, booklet, on menstruation

Drawings or other illustrations on desired behaviors
Bulletin board
Obstacle course

Mirror
Note: The aim here is to emphasize likenesses to normal students
Help TMH to appear as normal as possible in a group

Frostig Program
Move, Grow, Learn – Frostig
Fifty Vigorous Physical Activities – Cratty
<table>
<thead>
<tr>
<th>Behavioral Objectives</th>
<th>Activities</th>
<th>Instructional Aids and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>stand on one foot with arms folded</td>
<td>Put masking tape on floor.</td>
<td>Masking tape</td>
</tr>
<tr>
<td>hop on right foot</td>
<td>Walking activities.</td>
<td>Walking beam</td>
</tr>
<tr>
<td>hop on left foot in pattern across tape</td>
<td>Cross legs; walk around rope; walk over stick while watching object across room.</td>
<td>Rope, stick</td>
</tr>
<tr>
<td>walk on beam</td>
<td>Have student practice getting up and down from sitting position on mat.</td>
<td>Mat</td>
</tr>
<tr>
<td>walk around rope or a stick</td>
<td>Rope climb.</td>
<td>Rope from ceiling</td>
</tr>
<tr>
<td>get up and down on mat</td>
<td>Wall push.</td>
<td>Towel</td>
</tr>
<tr>
<td>jump ahead, back, laterally (half turn)</td>
<td>Towel pull.</td>
<td></td>
</tr>
<tr>
<td>play endurance games</td>
<td>Stretching. Feet together, hold each other’s wrists, pull and rotate.</td>
<td></td>
</tr>
<tr>
<td>do Rhythms and Dances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Motor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student will be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>catch and throw ball</td>
<td>Throw ball into 2’ x 2’ square from 15’ away.</td>
<td>Ball, 3” diameter</td>
</tr>
<tr>
<td></td>
<td>Should be able to hit 3/5 times.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bounce ball to student, should be able to catch 3/5 times — sometimes 5/5. (Cratty p. 61)</td>
<td>Ball, 8” diameter</td>
</tr>
<tr>
<td></td>
<td>If student can do above, practice throwing with small ball directly to student.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Catch swinging ball.</td>
<td>Suspendable ball activities</td>
</tr>
<tr>
<td></td>
<td>Nimble.</td>
<td>Nimble – Creative Playthings</td>
</tr>
</tbody>
</table>
Behavioral Objectives

play games involving eye-hand, eye-foot coordination

Activities

Dodge ball.
Kick ball.
Catch.
Quoit Games.

Make pegboard patterns.
Place dots evenly on paper with paint and paint brush.

model in clay

fingerpaint

hand-eye tracking

connecting dots

Auditory-Motor

The student will be able to:
follow instructions by teacher, on tape, on record

Activities

Have students plan own games, dances.
Listen to records, follow instructions.

Instructional Aids and Materials

Dodge ball
Kick ball

Dubnoff Program
Visual Motor
DLM cards-pegboard pattern
Pegboard—DLM lighted pegboard

Clay (Coordinate with art activities — Social Skills)
Fingerpaints
Paint and paint brush

Chalkboard

Frostig (See bibliography)

Pathway School Program
Eye-hand Coordination
Exercises — Teaching Resources

Songs, dances, games on records
Teacher-made tapes of directions
Perceptual-Motor
Suggested Materials and Equipment

American Guidance Services
Publishers Building
Circle Pines, Minnesota 55014

Peabody Language Developmental Kit, Levels P, 1

Childcraft
155 East 23rd Street
New York, New York 10010

Silly Cycle
Nimble
Twist Board

Developmental Learning Materials
3505 N. Ashland Avenue
Chicago, Illinois 60657

Educational Activities
P.O. Box 392
Freeport, New York

Fifty Vigorous Physical Activities (cards)
by Bryant Cratty

Follett Educational Corporation
1010 West Washington Blvd.
Chicago, Illinois 60607

Move, Grow, Learn (activity cards)
by Marianne Frostig

Instructo Products Co.
1635 North 55 Street
Philadelphia, Pennsylvania

Perception Research Associates
LaPorte, Texas

Suspendable Ball Activities
**Programs to Accelerate School Success**
Minneapolis, Minnesota 55440

Plastic geometric forms

**Preston Corporation**
71 Fifth Avenue
New York, New York 10003
pedometer
automatic timer
velco tape
mat
balance board
walk on number kit
balance beam set
barrel, rack and board
bouncing tube
coaster sled and seat
parquetry blocks
cylinder blocks
square pegboard
trampoline
wibler
tricycle mounted on board
Montessori materials; lacing boards, etc.

**Science Research Associates**
259 East Erie Street
Chicago, Illinois 60657

Detect Tactile by Leonard N. Gould
*Inquisitive Games: Discovering How to Learn*, by Herbert A. Sprigle

**Teaching Resources**
100 Boylston Street
Boston, Massachusetts 02116
Dubnoff Program
Fairbanks
Cheves
Chronological Age, 14-21

Equipment needed for games:

**Boys**
- softball
- Indian ball
- basketball
- soccer (use soft volleyball)
- relays
- softball hockey
- bowling
- kickball
- tennis with ping-pong paddles
- and tennis ball
- wrestling
- follow the leader
- punching bag -- boxing
- croquet
- horseshoes
- tumbling
- golf practice hole, club, ball
- checkers
- dominoes
- bingo

**Girls**
- bowling
- badminton
- softball
- basketball
- dodgeball
- soccer
- kickball
- shuffleboard
- ring toss
- horseshoes
- checkers
- dominoes
- bingo
- bean bag games
- red light
- stoop tag
- puzzles

**Bibliography — Perceptual Motor Books and Pamphlets**

Belgan, Frank A. *A Motor Perceptual Developmental Handbook of Activities for Schools and Parents.*

Black, Dolores and Motter, Bonnie *Show Me* (film and booklet)
Bowling Green, Ohio: Bowling Green State University.

Braley, William T., Konichi, G. and Leedy, Catherine *Daily Sensorimotor Training Activities.*
New York, New York: Educational Activities, Inc. 1968

Carlson, Bernice Wells and Gingland, D. R. *Play Activities for the Retarded Child.*
New York, New York: Abingdon Press, 1961


Thorne Films Inc.
1229, University Avenue
Boulder, Colorado 80302

Aids for Teaching the Mentally Retarded (especially for teachers)
Phase A — Motor Training
Phase B — Initial Perceptual Training
Phase C — Advanced Perceptual Training
Phase D — Integrated Motor Perceptual Training
Phase E — Sheltered Workshop
Educational Activities, Inc.
Freeport, New York

Visual Perception Filmstrips
March Records
Rope Skipping Records
Social Perceptual Training Kit for Community Living

Mafex Associates
111 Baron Avenue
Johnstown, Pennsylvania 15907

Tooties
SIXTEEN DEVELOPMENTAL STEPS IN THE FORMATION OF THE BODY IMAGE AND THE BODY'S POSITION IN SPACE

1. IDENTIFICATION OF BODY PLACES (FRONT, BACK, SIDES, TOP, BOTTOM)
   a. Touch the front of your body.
   b. Touch the top of your head.
   c. Touch your side.

2. BODY PLANES IN RELATION TO OBJECTS:
   a. Touch the wall with your back.
   b. Lie on the mat on your side.

3. OBJECTS IN RELATION TO BODY PLANES.
   a. Where is the ball — in front of you, behind you, or by your side?
   b. Is the ball by your feet or by your head?
   c. Is the chair to your side, to your back, or to your front?

4. BODY PART IDENTIFICATION (LIMBS, ETC.)
   a. Where are your feet? Touch your feet.
   b. Where is your arm? Touch your shoulder.
   c. Where is your leg? Touch your knee.

5. MOVEMENTS OF THE BODY.
   A. TRUNK MOVEMENT WHILE FIXED
      a. Bend forward toward the front.
      b. Bend to the side; bend to the other side.
      c. Bend slowly backwards.

   B. GROSS MOVEMENTS IN RELATION TO BODY PLANES.
      a. Where is your side? Can you move sideways?
      b. Let's try forward backward and sideways movements.
      c. How can you jump up?

   C. LIMB MOVEMENTS.
      a. What can you do with your arms? Straighten arms, bend arms, lift arms at your shoulder, turn your arms (rotate them both ways).
      b. What can you do with your legs? Straighten legs, bend one leg at your knee.
      c. Lift one leg at your hip.

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6. **LATERALITY OF BODY**
   a. Touch your left leg.
   b. Touch your right arm.
   c. Climb this ladder using your left leg and left arm first.
   d. Touch your right ear.

7. **LATERALITY IN RELATION TO OBJECTS.**
   a. Place your left side nearest the chair.
   b. Put your left foot on the box.
   c. Go up to the wall and put your right side nearest the wall. Now move and touch the wall with your left side.

8. **STATIC OBJECTS RELATED TO LATERALITY.**
   a. Is that box by your right side?
   b. Is that stick touching your right or left foot?
   c. Which arm is nearest the ball?

9. **LATERALITY AND MOVING OBJECTS.**
   a. You stand still and I'll move around you. You tell me where I am. When am I nearest your back, nearest your left, and nearest your right?
   b. Now I'll move a little faster. You tell me where I am now.
   c. Stand still and tell me where the rolling ball is.
   Is it to your left, your right, your back, or your front?

10. **MOVING BODY'S LATERALITY IN RELATION TO OBJECTS.**
    a. You walk around this chair and tell me where the chair is in relation to you.
    b. Using two chairs around which to walk a figure-eight, walk around the chairs and tell me where you are. When are your left and right sides of your body near the nearest chair?

11. **THE LEFT AND RIGHT OF OBJECTS (PERSONAL REFERENCE SYSTEM).**
    a. Point to the left side of the table.
    b. Point to the right side of the chair.
    c. Show me the right and left sides of the paper.

In steps 12-16, the child is not moving, but is asked to make judgments of objects, another's body parts, or movements.
12. STATIC DIRECTIONALITY WITH OTHER PEOPLE (PROJECTION INTO ANOTHER'S REFERENCE SYSTEM).
   a. (Person opposite child) Show me my left arm.
   b. Touch my right elbow.
   c. Touch my left ear with your left hand.

13. LATERALITY OF OTHER PEOPLE IN RELATION TO STATIC OBJECTS.
   a. Which side of my body is nearest the chair?
   b. As I walk around the figure eight (the two chairs) tell me which side of the object is nearest to me?

14. RELATION OF STATIC OBJECTS TO LATERALITY OF OTHER PEOPLE.
   a. (Teacher moves chair to a static position)
      Where is this chair in relation to me?
      Is it at my left or at my right?
   b. Where is the ladder in relation to me?

15. MOVING OBJECTS IN RELATION TO OTHERS' LATERALITY.
   a. Tell me where the ball is as it moves around my body.
      Is it to my right, my left, my front, or my back?
   b. Where is the moving rope? Is it to my front, my back, my left, or my right?

16. LATERALITY OF OTHERS' MOVEMENTS.
   a. Tell me, am I walking to my left or my right?
   b. Which way am I moving?
COMMUNICATION SKILLS

Speech is a form of communication but communication need not be speech. The teacher of the trainable mentally handicapped child must keep this in mind as she attempts to help the child deal with his environment in a meaningful way.

There are many modes of communication. Gesture and facial expression are important ones to be encouraged in the young TMH whose speech will be slow in developing. If a child understands language spoken to him, he may be able to respond with a correct motor response. Therefore, listening skills must be encouraged and a receptive language vocabulary developed. This can be done even when speech production is improbable. The child then learns to listen to and to follow directions. He may learn to use a communication board if necessary. He learns to follow directions which helps at home and on the job.

Speech production should continue to be encouraged, even in the older child, since limited verbal expression may develop. Shaping of speech sounds and words through use of behavior modification principles is encouraged. The teacher accepts any approximation of a sound or word and with positive reinforcement (extrinsic or intrinsic rewards) she shapes it into intelligible speech. This may be a very long process and she should not become discouraged.

There is nothing more frustrating to a child than not being able to make his needs known, not being understood, and not being able to communicate. The TMH child encounters such frustration more often than other children not only because of his level of intelligence but also the physical anomalies which so often beset him. It is often necessary to work with these physical abnormalities before or in conjunction with the language program. Consultation and help from a physician or physical therapist is encouraged when the child appears to have physical problems. Teachers in New Mexico must keep in mind that the child may come from a Spanish speaking home. The child may have some receptive language in Spanish. If the parents speak English, they should be encouraged to speak both languages to the child.

Teachers are encouraged to work closely with speech therapists in the development of their communication program. There are many different techniques for approaching a child's problems. Speech therapists can give the teacher professional advice and encouragement; when one method does not appear to be achieving desired results another may be tried.
COMMUNICATION - GOALS OF THE PROGRAM

The goal of communication program for the TMH is to assist him in developing everyday communication skills. For the nonverbal child this would include a well developed listening program so that the child understands what is said to him and can respond with appropriate gestures or other motor response. For the child who will learn to speak, the listening program should be extended to include encouragement of approximations of sounds and words and a well structured program of functional language learnings; emphasizing oral language and some reading and writing related to projective vocabulary. This program should include learning to:

a. Identify self (start with first name and on Vocational Prep level know name, address, phone — carry ID cards as well)
b. Make needs known
c. Listen to others; listen to follow instructions for games and activities
d. Learn to use Yes, No, Hello, Goodbye, Thank You, Please, Excuse Me, You're Welcome
e. Greet guests — say goodbye
f. Respond to safety directions: Don't touch. Wait. Sit down. Come here

g. Make safety phone calls to police, doctor, fire station
h. Participate in Role Playing or Creative Drama in classroom
i. Help younger children without bullying
j. Engage in conversation with supervisor and fellow workers
k. Use appropriate tone of voice in group situations
l. Ask directions
Skill Area – Communication
Level – Primary

Behavioral Objectives

Language for Listening

The child will be able to:
understand what teacher says
as listed below and respond
with suitable gesture

Gesture
The child will be able to:
point to people, objects
or pictures to make needs
known

shake head or use other
signal for yes and no

Activities

Teach child to use teacher-made individual communications board to which child may point to make needs known or to give yes-no answers. Should include picture of water, food, toilet, apparel, and other necessary items.

Shape child’s behavior, i.e., accept any approximation of desired behavior and reinforce it positively. If you wish child to shake head back and forth for “No” accept generalized shaking and reinforce it with “good girl”; continue this each day until desired behavior is achieved.

Teach child to use buzzer for yes-no answers; ring buzzer once for yes, twice for no, or work out own system. Teach child to shake or nod head for yes-no answers. Play “Do you want (a) ________” (dog, bread, candy, etc.)

Instructional Aids and Materials

Communication Board

Knowledge of behavior shaping techniques used in operant conditioning.

DLM buzzer board
Other buzzer or bell

Note: The atmosphere in the classroom should be conducive to communication. Teacher should be prepared to accept whatever attempts the children make to communicate by gesture or other means. She should be familiar with behavior shaping techniques so that attempts to speak are encouraged and may develop. Prise each effort.

The teacher should work closely with a speech therapist and counselor. An examination of the child’s speech mechanism is made and some measure of psycholinguistic level is taken through administration of such tests as the Peabody Picture Vocabulary Test and The Illinois Test of Psycholinguistic Ability.

If the child is not speaking teacher should know at what level child is receiving language so she can program accordingly.

C. A. 5.0 – 8.11
M. A. 2.0 – 3.6

Homme, Lloyd Contingency Management in the Classroom.

Patterson, Gerald and Gullion, M. Elizabeth Living With Children.
Behavioral Objectives

- take adult by hand to show what he needs
- identify at least five objects and pictures of the objects using the above methods
- to wave goodbye
- smile in greeting
- follow directions as shown by teacher
- follow directions with picture
- imitate teacher’s gesture
- imitate teacher action

Activities

Teach child to take teacher or other adult by hand to show adult what he needs. Use such simple activities with directions such as “take me to the table.” Have child take teacher’s hand and lead her to table.

Teach child to look at adult or other helper — maintain eye contact.

Use pictures on the communication board of the words which will help child and teacher communicate. Have the child show you by pointing, respond to yes-no questions, and in other ways indicate that the objects and pictures of the objects mean something to him.

Set up game whereby a child leaves the room with the teacher; all wave goodbye. As they come back in, smile in greeting. May say “hi” if they have learned this.

Teacher indicates by doing what she expects of the child such as hanging up coat, putting away toys. Child responds by doing task; accept approximations and shape behavior.

Teacher may use picture instead of actions.

Teacher recites and acts out her own finger plays from a variety of books some of which are listed at the end of this section. Children respond with gestures used by teacher.

Teacher-made action games to teach such words as:

- sit run stand bend clap shake
- walk jump hop touch turn put

Use Spanish words if appropriate.

Instructional Aids and Materials

Note:

Remember that the child is just as frustrated by not being able to make his needs known as teacher is in not understanding him. Be alert to meaningful gestures and requests for help. OBSERVE LISTEN

Objects such as small toilet, small table, food, drink, clothing, toys
Pictures of same objects

Note:

Make constant use of positive reinforcement of all attempts to communicate.

Keep language SIMPLE, SLOW, and DIRECT. Use the same words and maintain eye contact. For example, don’t say water one day and drink the next. Decide on one word and stick to it until child has mastered it and can accept another word for similar concept. As child matures, substitute words may be used.

Teacher should continue talking (modeling) for child. Even though the child cannot speak, he is listening. Parents should be helped to develop simple speech models for their child. Also, they should know that receptive language must be present before child will be able to say words.

Pictures of activity

- Flannelboard and felt objects
- Finger Plays and Action Rhymes
- Rhymes for Finger Plays and Flannelboard

Tape and recorder to make same directions as teacher gives in classroom, on tape for children to follow
Pictures of action
Allow child time to absorb what is said. Be sure he is listening.
**Behavioral Objectives**

- play imitative games

**Activities**

- Teacher says or sings directions. Children imitate them.

**Instructional Aids and Materials**

Photographs of the children doing all these speech activities will help comprehension and encourage language development. Failure to develop receptive language may indicate aphasia; further diagnostic studies should be requested by the teacher.

Note: Teachers' facial expressions give meaning to sounds in speech development.

**Expression-Facial**

The child will be able to:

- recognize smile
- know that it means happy
- recognize frown
- recognize crying
- know that they mean not happy
- follow simple directions

Teacher-demonstrations of happy face; not happy face.

Filmstrips — pick out happy expression; not happy expression.

Pictures with various expressions.

Identify photographs as happy; not happy.

**Vocabulary for following directions:**

- sit down
- close the door
- come here
- clap your hands
- stand up
- open the door
- turn around
- stamp your feet

Use Spanish words if appropriate

**Speech for Safety**

The child will be able to:

- understand and respond to **no**
- show I.D. card

**Vocabulary for Safety:**

**NO**  **DON'T**  **Don't touch**  **Wait**  **Come here**

Make I.D. card. Show child that it tells his name, address, and phone number. Be sure he carries it with him.

When teacher asks "What is your name?", child pulls out I.D. card. If child can say part of name have him attempt to do so.

Children hide eyes. Teacher makes sound, child picks what made sound from objects on table as bell, drum, clapping, rhythm instruments, talking.

**Instructional Aids and Materials**

- Teacher-made tape of sounds
- Pictures of instruments, door, hands clapping, etc.
**Behavioral Objectives**

- clap hands, clap in pattern
- stamp feet, stamp in pattern
- do simple finger plays and action rhymes

**Activities**

Making noises of animals or other things shown in a filmstrip.

Teacher demonstrates. Children imitate.

“'I have two eyes to see with.'
(See Body Image Unit in Appendix.)

"Here's a Ball for Baby."
"Where is Thumkin?"

"Open Them, Shut Them (hands)
Open Them, Shut Them
Give a Little Clap
Open Them, Shut Them
Open Them, Shut Them
Lay Them in your Lap
Creep Them, Creep Them
Creep Them, Creep Them
Right up to your chin
Open up your little mouth
But do not let them in.'"

"Open Them, etc."

**Speech Readiness**

The child will be able to:

- show progress in:
  - breath control

Have children participate in breathing activities:

- in – out, stop on signal

Blowing activities:

- blow ping pong ball or other light object across water or table; lips only – or with straw later
- blow soap bubbles
- blow up balloons

**Instructional Aids and Materials**

- Filmstrips
- Peabody Language Development Kit Level P auditory sections
- Teacher-made auditory perception cards
- Audio Dynamic Research – Auditory Perception Cards

- Golden Book of Finger Plays and Action Rhymes
- Flannel board and figures

- Large bowl or pan of water to blow objects across
- Straws
- Soap bubble pipes
- Bowl
- Paper
- Ping pong balls
- Cotton
- Candles
- Facial tissue
- Feathers
**Behavioral Objectives**

- **lip control**
  - blow out candles
  - Have a party with these activities.
  - Help child examine his lips and yours in mirror.
  - Puckering to blow a kiss.
  - Stretch lips in smile.
  - Form lips into "O."
    - "Jonathan Joe has a mouth like an ‘0.’"
  - Humming.
  - Sounds (animal) m-m-m-moo
    - b-b-b-bah
  - Application of cold around lips.
  - Play Simon Says "tongue in" – "tongue out."
  - Place peanut butter on lips in various places (corners, upper, lower). Have child lick it off.
  - Licking — play kitty drinking milk.
  - Eat ice cream cones.

- **tongue control**
  - Play "Hokey-Pokey" with body parts that are known.

**Recognition of Body Parts**

The child will be able to:
- Point to parts of body when named
- Name some parts of body when pointed to

**Oral Language Development**

The child will be able to:
- Name familiar objects (if unable to say full name of object, will attempt initial sound or syllable)

**Activities**

- Vocabulary for Oral Language Development
  - water
doll
doll
hat
teacher’s name
car
daddy
shirt

- milk
attempt
coat
peg
school
bathroom
pants

- ball
puzzle
mittens
trike

- mamma
dress

**Instructional Aids and Materials**

- Balloons
- Paper bags
- Harmonicas
- Hand mirror

- A. A. Milne – "When We Were Very Young"

- Models of animals
- Pictures of animals
- Films, filmstrips
- Popsicles — regular or made of consomme
- Hand mirror
- Peanut butter, jelly, honey, or other substance which child will want to lick off.
- Lollipops
- Dish of milk
- Ice cream cones

- Mannequin-Peabody Language Development Kit, Level P
- Large picture dictionary with one picture to page can be made up as chart rack.

**Note:** Teacher should check children on understanding of words so that more emphasis can be placed on vocabulary development if necessary.

**Note:** Teacher should remember that the goal...
Behavioral Objectives

- Manipulate objects and name them
- Use Language Master with supervision
- Recognize action words

Activities

Use Spanish words if appropriate
These words can be added to the words, need or want:

need _______ want _______

All concepts should be learned by actual experience with objects, then go to models and pictures.

Language Master with cards using pictures with instructor tape ready to go, so that all child needs to learn is how to run card through.

Sensory stimulation - feeling objects.
Have a mystery box with objects for child to name or feel: doll, ball, etc.

Body Image Vocabulary and activities in Perceptual Motor Section will relate well to vocabulary building and speech activities.

Make word boxes for each child with card with picture of each word child has in receptive and/or expressive vocabulary. Take photograph of each child; put on box with his name so child can easily identify his box by picture. Each time child learns word, put picture on card and place in word box.

Run Jump Hop Walk
Teacher demonstration of pictures of activity.

Present triangle, circle, square form board.
Have child put right shape in forms. Match circles, squares, triangles by shape and color.
Classify by shape, size, color; not necessary to name

Red, blue, green, yellow, white.
Rojo, azul, verde, amarillo, blanco

Instructional Aids and Materials

of the TMH communication program is to help the child achieve functional language. His articulation may never be normal due to physical limitations. Encourage attempts at language.

Note: Behavior modification techniques such as those used at the Monterrey Institute can be adapted to encourage speech.

Language Master and cards

Ball, pegs, etc.

Felt and Flannelboard
Full length mirror

Word boxes
Cards and pictures (catalogs)
Photographs

Jean Utley - "What's Its Name?"

8x10 cards with person doing activity

Seguin formboard
P.A.S.S. plastic stencils
D.L.M. stencils
Color board - Judy Co.

Matching games
Language master cards with color words on the tape, color on card
Behavioral Objectives

use up to four prepositions in following directions

respond to first name

say his first name

Tactile Discrimination

The child will be able to:
recognize objects by feeling them

Activities

In out up down

Go up the stairs.
Come down the stairs.
Go in the room.
Go out the door.

Use large boxes, steps and other props to help child develop understanding of the concept.

Come when called; do what he is supposed to do. Roll ball and call name. Child catches and rolls back to teacher.

Play Train Game: Have train go slowly as student passes mirror, ask, “Who Do I See?” Child answers simply, “John.”

Feeling objects — identifying objects by sight and feeling; identifying objects by feeling only.

Have duplicate objects to match with Mystery box, with one item child knows. Have him feel it and guess what it is.

Instructional Aids and Materials

Special Education
Materials Center prepared cards for preposition; blocks; Language Lessons (See Suggested Materials at end of skill area)
Preston Co.

Ball

Full length mirror

Mystery box with hole in top for hand, or mystery bag

Note: Use of taken reinforcement to stimulate speech should not be overlooked.

First Grade Song Book
Ginn and Company
Skill Area – Communication
Level – Intermediate

Behavioral Objectives

Listening
The child will be able to:
- follow simple rhythms
- imitate simple rhythm
- follow simple directions on record
- show part of room where activities occur
- point to correct pictures when activity is named
- follow lesson as set up in language development kit
- name sounds or point to pictures of sound heard on tape

Teacher plays simple rhythm on drum; child repeats on drum or by clapping. Child is able to walk to simple rhythm.

Pattern directions on body image sequences. (Cratty – See Appendix)

Review gesture activities from Primary Level if they are still necessary.

Have room set up so that there are areas such as store, dress up, science that will stimulate speech. Play “Show me where you play store, where the balls are” etc.

Have pictures of children doing things. Nothing encourages conversation as much as this. Play “Show me the picture where Larry is jumping, Jean is throwing ball” etc.

If she wishes, teacher can use lessons as indicated in Peabody Language Kit. These may need adapting to the group.

Make sounds of:
cat duck horse bell
dog cow pig drum
Teacher may make tape or use one already developed.
Play game to listen for sounds. Close eyes and tell what is heard.

C.A. 9.10-12.11
M.A. thru 5.11

Activities

Instructional Aids and Materials

Note: Review and add to control of articulators as outlined under Primary Communications. Work with speech therapist on this and on language development program. Try to have Illinois Test of Psycholinguistic Abilities administered.

Drum
Melody bells
Buzzer board

Listening and Moving Records

Communications board
Buzzer board

Materials to make sections of room realistic and conducive to speech

Instant-type camera

Peabody Language Development Kits, Level P, Level 1
Language Lessons (See Suggested Materials at end of skill area)
Tape, tape recorder
Records, Record player
Rhythm band instruments
“Who Said It”
Teacher-made tapes
“Listening With Mr. Bunny Big Ears” (Bowmar)
Behavioral Objectives

name classmates talking in class or on tape or record
listen to action word and do it
obey simple commands
act like certain animals
guess what animal other child is pretending to be
listen to nursery rhymes
repeat rhymes with teacher
fill in word to complete rhyme
follow finger plays and action rhymes
follow directions in simple games

Activities

Blindfold child; have another child stand behind him and whisper. Blindfolded child identifies whisperer.

Vocabulary for Receptive Language

jump
stand
walk
walk backward
hop
sit
run
walk sideways
gross motor activities

Blindfold child: have another child stand behind him and whisper. Blindfolded child identifies whisperer.

Teacher demonstrates; acting out animal behaviors: dog, cat, elephant, etc.

Play: "Guess Who I Am."
Use pictures of animal that child can point to if he cannot say name.

Pick up the book.
Bring it to me.
Open the door.
Get your coat.
Turn on the light.
Close the windows.

Teacher demonstrates; acting out animal behaviors: dog, cat, elephant, etc.

Pick two or three nursery rhymes child should know; read them aloud; play tape or record of them; show pictures that describe rhyme. These must be reviewed many times.

Have children who are able to repeat rhymes with teacher and on tape recorder.

Give incomplete line as:
Mary Had a Little ________
Child will give or show teacher correct words.

Pick two or three of these for children who learn well. These can be interspersed with other activities which are not so difficult.

Note:
Teacher should acquaint parents with goals of communication program. In many homes, the child does not have to speak because his needs are anticipated. Help parents to understand that they are helping their child by making him ask by gesture or words for his wants.
Behavioral Objectives

answer simple questions about story
exchange greeting

follow simple directions like:
clap hands
clap hands in pattern
stamp feet
stamp feet in pattern
open the door
close the door

listen to short nursery rhymes and stories
sequence up to 4 pictures of nursery rhyme or story

fingerplays

trole play very simple story or rhyme with help of pictures (with or without verbalising)

exhibit expressive behavior appropriate to the story

Activities

Tell short story and then ask question that can be answered with one word: or point to picture that answers question.

Say “Hi” or “Hello” on entering classroom.

Listen to each child say something, then play “Who Said It?” by blindfolding child and having him guess who is talking.

Make noise of something shown in filmstrip; have child identify by naming or pointing to object or picture.

Teacher demonstrates. Children imitate.

Teacher should pick certain rhymes and have children repeat and act out often.

The Three Bears as above.

Instructional Aids and Materials

Filmstrip on greeting
Blindfold
Children talking
Filmstrips

Audio Dynamic Research
Auditory Perception Cards
Buzz board – DLM

Listening Time Records (Bowmar)
Songs for Children with Special Needs Records and book (Bowmar)
Story pictures for sequencing, 8x10 or larger
We Read Pictures
We Read More Pictures
Scott, Foresman and Co
Judy Co.-See-Queen
Finger Plays and Action Rhymes
Talking Time

Flannel board and figures (see Body Unit and face pattern-Appendix)
Instructo body masks for dramatics

Basic Concepts Through Dance-Body Image
(Carr and Jervy Records for Special Education – Bowmar)
<table>
<thead>
<tr>
<th>Behavioral Objectives</th>
<th>Activities</th>
<th>Instructional Aids and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>play house</td>
<td>Encourage playing house by having a corner of the room set up for this purpose; have old clothes and other props handy.</td>
<td>Listening with Mr. Bunny Big Ears Record -- Bowmar</td>
</tr>
<tr>
<td>tell life experience</td>
<td>Tell something that happened to family.</td>
<td>Old clothes, rugs, table setting and other props which may be brought into dramatic play</td>
</tr>
<tr>
<td>participate in a party at school</td>
<td>Have a party; have children greet each other when they come to the party.</td>
<td>Dolls, clothing for dolls</td>
</tr>
<tr>
<td></td>
<td>Greet guests who come to the room.</td>
<td>Instant type camera and film -- nothing stimulates interest and speech more than pictures of themselves in action.</td>
</tr>
<tr>
<td></td>
<td>Take pictures.</td>
<td>Cold-mix drink, cookies, napkins</td>
</tr>
<tr>
<td></td>
<td>Have puppets talk to each other.</td>
<td>Instant type camera and film</td>
</tr>
<tr>
<td></td>
<td>Call friends on toy telephone, on teletrainer.</td>
<td>Hand puppets</td>
</tr>
<tr>
<td>use first and last names of friends</td>
<td></td>
<td>Toy telephone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Try to get &quot;teletrainer&quot; from telephone company.</td>
</tr>
<tr>
<td>name members of family</td>
<td>Arrange with parents for child to call them from school to invite to class party or for other reason.</td>
<td>They will demonstrate proper use of phone and show movie.</td>
</tr>
<tr>
<td>tell simple family experience</td>
<td>Tell about family. Draw pictures of family. Name them.</td>
<td>Drawing paper</td>
</tr>
<tr>
<td>describe party or other activity at home</td>
<td>Make a booklet about things family does together. Draw pictures, tell class about them.</td>
<td>Teacher must have correct family information.</td>
</tr>
<tr>
<td>role play school events</td>
<td>After having the party, ask the children to pretend they are having a party and act it out; role play other school events. Take pictures, and act out event.</td>
<td>If possible, have photographs of families.</td>
</tr>
<tr>
<td>role play family events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>role play simple story</td>
<td>Act out simple story told by teacher.</td>
<td></td>
</tr>
<tr>
<td>create simple play</td>
<td>Encourage children to make up own story.</td>
<td></td>
</tr>
</tbody>
</table>

*Note:* The document contains behavioral objectives, activities, and instructional aids and materials related to different classroom activities and learning experiences.
Behavioral Objectives

Safety Words

The child will be able to: recognize words and be able to give proper response

Oral Language Development

The child will be able to: learn 20 words or more use words in simple sentences

Visual Discrimination

The child will be able to: match by shapes, color, size matching patterns on pegboards and from card to pegboard

Activities

Vocabulary for Oral and Reading Development

| hot | don't walk | poison | boys | keep off |
| stop | wait | exit | girls | police |
| go | telephone | women | push | doctor, M.D. |
| walk | danger | men | pull |

Match pictures with cards; have children draw pictures to illustrate words; develop card file for each child with pictures and words on Language Master cards. (cards made with tagboard and surplus tape)

Have children act out what they would do as teacher pulls out card.

Vocabulary for Oral Language Development

| hat | shirt | milk | spoon | chair | driver |
| coat | shoes | water | knife | school | pencil |
| dress | socks | meat | fork | bus | crayon |
| pants | underwear | tray | table | teacher | paper |

I need coat.
I need water.

Have children match objects according to shape, color, size.
Review color words.
Try Frostig Program on those needing it.

Make patterns on one pegboard. Have child copy on another. Start with very simple pattern. Have child copy pattern from card on pegboard.

Instructional Aids and Materials

Note: Development of vocabulary for self protection in TMH is important aspect of communications program.

Pictures of words
Flash cards
8x10 Language Master cards with protective word and picture of word. Teacher tapes word on L. M. tape.

Note: Check other skill areas for words for oral language development.
Language Master cards with picture of word and recorded word on the tape. Child need only learn to put card into slot.

Individual word boxes with child's photograph on front. Tagboard with pictures of words child knows filed in individual box.

SRA
Detect Visual
Frostig Program
Forms in varying shapes, sizes and colors.

Pegboard, pegs

DLM pegboard cards to match patterns to pegboard — SRA Lesson Plan (Appendix)
<table>
<thead>
<tr>
<th>Behavioral Objectives</th>
<th>Activities</th>
<th>Instructional Aids and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>play matching game</td>
<td>Identify object by name. Match with similar object. Example: hat, coat.</td>
<td></td>
</tr>
<tr>
<td>simple association game</td>
<td>Hat and coat. Shirt and pants.</td>
<td>DLM association cards</td>
</tr>
<tr>
<td>Tactile Discrimination</td>
<td>Know hard-soft, wet-dry, hot-cold, etc. Adapt some of Detect Tactile Program to class. Have children guess by feeling it, what you have in mystery bag or box.</td>
<td>Detect Tactile</td>
</tr>
<tr>
<td>The child will be able to: recognize common objects by touch</td>
<td>Tracing activities. Set up word cards (protective or other). Clip tracing paper over it and have child trace word.</td>
<td></td>
</tr>
</tbody>
</table>
Skill Area – Communication
Level – Pre-vocational
Behavioral Objectives

Listening
The child will be able to:
- follow two simple directions
- identify pupils' voices from tape recorder
- follow rhythms and directions on records
- participate in simple folk dancing
- participate in rhythm band
- learn to record on Language Master
- listen to question and answer by using Language Master
- use sentence up to six words
- color to music

Directions Game – Call child's name; give him two directions. Have other children monitor his behavior and tell if they think he followed the directions. If not, see if another child is able to do it.
- "Put the book on the chair."
- "Bring me the pencil."
- "Put a green paper ball on this chair."
- "Give Bobby the book."

Identify sounds with eyes closed.
Identify voices on tape.

Have children listen to tape and later records. Teacher demonstrates actions then does with individual children; then with group.

Make simple costumes when folk dances have been learned; put on program for other classrooms.

Teacher shows child how to listen for question on tape; then how to tape his response.

Make up game using picture cards. Have child hold up card and name it. Later have him name it by using a sentence, "This is a dress." To increase sentence length, add adjective to describe picture. "This is a red dress."

Listen to music and using paint brush, crayons, or magic markers make drawing to music.

Activities

Instructional Aids and Materials

Masking Tape, construction paper, books, pencils, and other objects for teacher to use to set up directions.

Tape recorder
Teacher-made tapes at children's level to get them used to idea

Basic Concepts Through Dance
Position in Space – Bowmar

Simplified Folk Dance Favorites – Bowmar

Rhythm, melody bells, rhythm band

Language Master

Taped cards

Pack of picture cards – one picture to a card
Peabody Language Development Kit, Level 1, 2
Economy Pictures Cards

Record, record player, paintbrush, paints, crayons, magic markers
Behavioral Objectives

- listen to story (teacher-taped on tape recorder with headset)
- sequence story pictures
- identify familiar sounds by pointing to picture and/or naming

Activities

- Have children listen to story. (From picture book if desired)
- Have children sequence pictures about the story.
- Teacher-made tapes of familiar classroom sounds can be used to play “What’s my name?”
  - Children are asked to identify sounds.
  - Same can be done with manufactured tapes and picture cards.

Visual Discrimination

The student will be able to:

- tell same and different items
- tell alike items

Activity

- Do pencil and paper activities, involving shape, color and size discrimination.
- Match all items that are alike; chairs, trees, etc.

Speaking

The student will be able to:

- say word or sign from picture
- read word
- match word to picture
- act out word

Vocabulary for Oral Language and Reading

<table>
<thead>
<tr>
<th>Exit</th>
<th>Pull</th>
<th>Keep Out</th>
<th>Information</th>
<th>Up</th>
<th>No Trespassing</th>
<th>Gentlemen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danger</td>
<td>Open</td>
<td>Walk</td>
<td>Stairs</td>
<td>Down</td>
<td>Entrance</td>
<td>Women</td>
</tr>
<tr>
<td>Push</td>
<td>Close</td>
<td>Don’t Walk</td>
<td>Elevator</td>
<td>One Way</td>
<td>Men</td>
<td>Ladies</td>
</tr>
</tbody>
</table>

(See also Functional Academics)

- Put picture on bulletin board; have students tell you what action the picture shows; match word to picture.
- Reverse procedure: put word on bulletin board, read it, match with picture.
- Give each child picture or word; have him act it out.

Instructional Aids and Materials

- Headset
- Tapes (teacher-made and others), tape recorder

- Sequence pictures (teacher-made)
- DLM – Sequential Pictures I and II

- Association Picture Cards I, II, III
- Buzzer Board Pattern Cards
- Auditory Familiar Sounds
- Picture card and record
- Auditory Training Rhythm Band
- Fern Tripp
  - 2035 East Sierra Way
  - Dinuba, California 93618

- DLM – Same and Different Language Expression Cards
- Mafex – Developing Shape Discrimination
- Developing Color Recognition and Safety Awareness

- DLM Association Cards

Note: Be sure to work with speech therapist on speech improvement for those who still cannot be understood.

- DLM – Functional Signs
- SEMC – words and pictures
- Teacher-made signs
- Fern Tripp – Community Signs

- Put tape on word cards and picture cards; use with Language Master
Behavioral Objectives

role play with words

make up simple play

learn parts

record on tape recorder

give play for class

participate in a telephone conversation

take simple messages

request information on phone

make an emergency phone call

role play interviews in person

tell how to look on job

tell how to act on job

name familiar items in store

ask for item he can’t locate

Activities

What happens if you do not do what a sign tells you?
No Trespassing
Walk
etc.

Have students make up a story about some activity they are interested in or some story they have read.
Make up short parts for each player.

Have students go through play on tape; replay it for practice.

Put the play on for rest of class.

Have student call friend and ask him to visit; be sure to stress coming to the point and not dragging out the conversation.

Teach students how to write phone numbers so the parent or other person may return call.
Find out what time the movie starts; when an appointment is, etc.
Call fire department, police, doctor to report an emergency.

Teacher or other student should be interviewer; simple information should be given such as name, address, phone number, are you in school?
Can you do ________? (activity that job requires)
Practice maintaining eye contact.
Call for appointment.

Discuss good grooming and its relationship to success on the job.
Discuss pleasant disposition, value of a smile.

Doing what the boss tells you.
Have students interact in mock workshop situation.
Learning to take criticism. Help student learn from mistakes.
Visit sheltered workshop.
Have boss come to talk to class.

Take a field trip to local supermarket.
Learn names; see how many items students can name on shelves.

Have child ask store employee for item he can’t find.

Instructional Aids and Materials

Word cards

Put on Language Master Cards to reinforce learning; play with tape recorder and tape

Clothes: T-shirts, names if needed.

If there is a phone in the room, arrange with parents and other; so students make real calls Teletrainer — Phone Co.

Note pad

Note: If parents wish students to take messages, a special pad should be set up showing information parents wish to have taken such as name and phone number.

Props — desk, chair, etc.
Telephone
Teletrainer

Avid Filmstrips and Records on Jobs, Job Attitudes

Set up mock workshop
Table with sorting, counting or counting job set-up

Social Perceptual Training Kit for Community Living (Educational Activities)
<table>
<thead>
<tr>
<th>Behavioral Objectives</th>
<th>Activities</th>
<th>Instructional Aids and Materials</th>
</tr>
</thead>
</table>
| ask bus driver for directions         | Arrange with bus company for class to meet bus driver, ask for directions to get on right bus. | Spin It  
Speech and Language Materials, Inc.  
P. O. Box 721  
Tulsa, Oklahoma 74101 |
| ask policeman for help                | Have policeman visit room; have students talk to him. |                                                  |
COMMUNICATION
SUGGESTED MATERIALS AND EQUIPMENT

American Guidance Services, Inc.
Publishers Building
Circle Pines, Minnesota 55014

Peabody Language Developmental Kit, Levels P. 1

Bell and Howell
7100 McCormick Road
Chicago, Illinois 60645

Language Master

Educational Activities
P. O. Box 392
Freeport, New York

Who Said It – Ernest Siegel, et al. (records)
Social Perceptual Training Kit – Barbara Edmonson, et al.
Record – Rhythms and Songs for Exceptional Children
Record – Happy Time Listening
Record – Listening to Mr. Bunny Big Ears
Social Perceptual Training Kit for Community Living

Instructo Products Co.
1635 North 55th Street
Philadelphia, Pennsylvania

Cut outs for acting

May's Music Company
314 Central S. W.
Albuquerque, New Mexico

Melody bells
Drum

Stanwix House
3020 Charters Avenue
Pittsburgh, Pennsylvania 15204

Informal Dramatics: A Language Activity for the Special Pupil – Barbara McIntyre, Ph. D.
Revised Word Making Card Set

Communication Boards (if necessary)
Flannel Board and figures (group and individual - purchased or teacher-made)
Polaroid camera and film
Graflex Study Mate - individual filmstrip viewer
Objects purchased in local stores or brought from home

Books and Articles

Circle Pines, Minnesota: American Guidance Services, 1953

Dunn, Lloyd *Peabody Picture Vocabulary Test*
Circle Pines, Minnesota: American Guidance Services

Golden Book of Fingerplays and Action Rhymes

Homme, Lloyd *Contingency Management in the Classroom.*

Kirk, Samuel and Kirk, Winifred *The Illinois Test of Psycholinguistic Abilities*
Urbana, Illinois: University of Illinois Press

Palomares, Uvaldo and Bessell, Henry *Methods in Human Development*
San Diego, California: Human Development Training Institute, 1960

Patterson, Gerald and Gullion, M. Elizabeth *Living With Children.*

Scott, Louise Bender and Thompson, J. J. *Rhymes for Fingers and Flannelboards.*

Molloy, Julia *Trainable Children*

Educational Record Sales
157 Chambers Street
New York, New York 10007

Classroom Rhythms - Animal Rhythms
Machine Rhythms
Today we hear a great deal about communication. Are we listening when someone tells us something? Are we able to respond in a meaningful way to what has been said? Communication involves sensitivity between participants, and it also involves understanding of what is being said so that proper response may be given. Misunderstandings often occur because concepts are being used in different ways with different meanings given to them. For this reason, language development plays an important role in the art of communication.

There are three general aspects of language development which are usually considered: namely, articulation or the ability to form the phonemes of a language correctly; concept development or the building of a vocabulary in the language; and structure of language or the knowledge of how to use the words in a meaningful way.

The Special Education Materials Center is concerned with each one of these aspects of language development and hopes to produce several booklets which will be helpful to the classroom teacher in planning the language program. The present publication is the first in the SEMC's Language Development Series. It relates specifically to concept development and the structure of language in the somewhat ambiguous area of prepositions. It grew out of need in the Special Education classroom for greater understanding of prepositions and how to use them.

1. Prepositions

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>for</td>
<td>para</td>
<td>between</td>
<td>entre</td>
</tr>
<tr>
<td>in</td>
<td>en</td>
<td>behind</td>
<td>detrás</td>
</tr>
<tr>
<td>on</td>
<td>sobre, en</td>
<td>before</td>
<td>delante</td>
</tr>
<tr>
<td>in front of</td>
<td>en frente</td>
<td>among</td>
<td>entre</td>
</tr>
<tr>
<td>beside</td>
<td>al lado</td>
<td>with</td>
<td>con</td>
</tr>
<tr>
<td>up</td>
<td>arriba</td>
<td>to</td>
<td>a</td>
</tr>
<tr>
<td>down</td>
<td>abajo</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SUGGESTED WAYS TO MAKE THE PREPOSITION CARDS MORE USEFUL

For easier handling and storage, the preposition cards come to you with holes punched in them. They may be taken out of the envelope in which they arrived and placed in a looseleaf notebook. Hopefully, future Language Development Series will come in the same form, ready for inclusion in your notebook.

You may wish to mount the series on cardboard for further durability. Any kind of cardboard will do, but shirt cardboard may be the cheapest and most readily available. If you like, you can punch holes in the cardboard and use both cardboard and notebook. Cards may then be laminated.

Experience has shown that the cards work better if the dog in the picture cards and the letters in the word cards are in color. Perhaps you can find time to add the color yourself since printing costs prevented our adding it. A marking pen is useful for this purpose, although crayon will do. The dog might be orange or brown. The words may be any bright color.

II. Suggested Lessons

First lessons with the use of prepositions should be with actual objects. A plan for teaching concepts In and On is presented below. It should be remembered that in Spanish the word En may mean either in or on and the clues to the speaker and listener are contextual. There are two words which they must learn to use properly for the single concept En.
SAMPLE LESSONS

In – On

In

Materials needed
- refrigerator carton large enough for child to get into; stool or large block
- small box with several small toys in it; piggy bank pictures, preferably humorous, demonstrating concepts

Procedure
- Have a child get in the box. While he is in the box the teacher is saying “Alan is in the box.” “Where is Alan?” “He is in the box.” The teacher describes each child’s actions, sometimes she will get an answer to her question, if not, she should answer it herself without insisting that the children do so. The child feels what in means.

From the gross involvement in the concept, the child proceeds to a generalizing of the concept to anything that is in something else. This is done through the use of the small box with toys and with any other objects that are readily available in the classroom. The teacher should always be on the alert to use objects in the child’s experience. Imagination and creative thought are requirements here as in all teaching. From actual objects the teacher proceeds to pictures. If she is an artist, she is in! If not, she should try to find interesting and humorous pictures if possible. Again there is much discussion of in in terms of self talk or parallel talk on the part of the teacher. That is, she first describes the picture herself, asks questions and receive some answers.

A good deal of variety is needed because repetition is important and variety keeps the repetition from becoming boring. The teacher can make an “IN BOOK” of pictures containing pictures of the concept.

Conversation – in playing and working with the children, teacher and aide should be on the alert to use concepts during normal classroom conversation.

Games – 1. Set up a number of in situations. One person is “it” and places himself or something in something. The person who describes what he is doing gets to do something. 2. “What is in my hand?” “Which hand is it in?”

Activities – A booklet can be made on all concepts so that child can take this home to reinforce memory of them. Parents should be alerted as to what the book is about and how to use it.

ON

Have each child get on the stool or block. Describe his actions. Do the same with other objects around the room. Be sure that you describe what each child is doing and ask what he is doing. Whoever answers the question and in whatever way as long as he indicates some idea of the concept on should be positively reinforced with “Good boy”; or whatever other comment the teacher wishes to use. In general, these children are so eager to learn about new things that there should be no need for extrinsic reinforcement.
such as Mr. and Ms. Imaginative and interesting presentations will increase the child's attention to the task. After gross involvement with the concept, have a number of small items that the child can place on a box or other object. A number of interesting pictures can be presented for the child to describe as he wishes. If the teacher does not get good response she should make one herself without comment. Continual positive reinforcement of whatever response the children do make seems to pay off better than trying to force a response.

Conversation — teacher and aide should be on the alert to use the concept in the classroom and watch for opportunities to support the child's natural use of the concept.

Games — teacher-made games such as “I see something big on the table.” (block or other object having been placed there.) “What is it?” answers should be expanded as “I see a block on the table.”

Activities — “On Book” individual books, children can make bulletin board with pictures of concept IN and ON.

Five or Other Number Concept

Materials needed
- Actually anything that enables teacher to present the concept concretely is all right. The materials used in this presentation were “five” little chickens placed in a small glass container.
- Tape recorder
- Pictures
- Material to make “five” pictures
- Clay

Procedure
- Ask the children to guess what is in the jar. They can see something colored but cannot see any form. Take chickens out one by one and line them up. Count the chickens, have the children count with you in unison. Do the same with any number of other items. Let children hold five things and count them.

If you have a tape recorder, any of the sessions can be recorded for instant playback. The children like to hear themselves and this is one way to encourage individual counting and general response.

Pictures with five things in them, as much variety as possible should be available to the teacher. Children can make their own picture to put in their books.

Conversation — many in this group are five years old which can be discussed. Chairs, toys and other things around the room can be put in groups of five. Teacher can use this at meal and snack times also.

Games — musical chairs with five chairs and five children to start with. “How many do you see?” alternate one and two things with five things; ask children to tell how many they see.

Activities — make picture as noted above. Make things with play dough or clay for children to take home to count.
Hard and Soft

Hard

Materials needed - metal truck, marbles, any hard toys, small rocks, etc. Poster made of hard and soft things - the one used in this program was a “Hard and Soft Bird” made of pins, nails, buttons, cotton, feathers and soft material. Pictures of cards, planes, and other things that feel hard. Rocks, buttons, cotton and cloth to make a hard and soft picture.

Procedure - review what fingers do from body image program. If children do not have this background, develop a short lesson on how our fingers can tell us things. How do we know what objects feel like? One way to do this is to play “Seeing with our fingers.” In this game several objects are shown to the child, then he is blindfolded and handed one of the objects to guess what it is by feeling it. After the children become proficient at this, they can be given an unknown object and asked to guess what it is. When the teacher is sure that the children remember or have developed an understanding of the concept of feel, she presents the objects representing the concept hard. She makes up simple sentences such as “The rock feels hard.” “How does the rock feel?” Again she should answer herself until the children start answering spontaneously. By this time spontaneous responses should be coming regularly but not necessarily from all the children. The latter may need more individual help in internalising the concept and should be noted by the teacher and aide.

Use all concrete examples that can be found. Present pictures of animals, cars, blocks, etc. Ask children to tell you the ones that will feel hard.

Soft

Materials needed - cotton, soft material, feathers, pillows, anything that feels soft

Procedure - same as for hard, elicit responses where possible, after word is learned, compare hard and soft. Look at hard and soft items, feel them, tell what they feel like. These items should be left on table for children to work with themselves later on. The teacher reports that a good deal of handling of objects left by the instructor has occurred and that conversations go on about them.

Poster concerned with hard and soft also makes good group or individual conversation piece. If pretty feathers and other interesting hard and soft items are placed on it, it can be presented to the group and have children tell which part is hard, which soft.

Games - blindfold and give some item to child which is hard or soft, have him guess which it is. See who can name the most hard things in the room, same for soft things.

Activities - using rocks, buttons, cotton, material and any other items the teacher has been able to acquire, let children make collage with crayons, paints, etc., and hard and soft items.
Teachers, as always, will adapt this lesson plan to their own classroom rather than using it in a rigid manner. Similar plans may be developed for each concept; activities may be changed as the age and ability level of classes change.

Research on learning patterns of the slow or retarded student indicates that pictures do reinforce the learning of concepts for these children even more than for the child with normal intelligence. The teacher is urged to supplement the pictures presented in this booklet with others which she makes herself or finds in magazines.

If you wish further help with language development in your classroom, please come to the SEMC to browse through the materials which we have available. They are there for you to borrow. Our consultants are available for discussions on curriculum development or for construction of materials for classroom use.
between
in front of
behind
among
The Functional Academic Knowledge Skill Area is a controversial one in the training of the TMH. It has long been the opinion of many educators that the TMH Training Program must be limited to one of survival learnings necessary for future institutional placement or sheltered living. However, some TMH persons have shown the ability to acquire limited academic skills which have been useful and satisfying to them. The authors feel that this skill area should be a part of any TMH program.

In this Curriculum Guide, the Functional Academic Knowledge Area includes reading, penmanship and number experiences as needed by the individual to participate in a happier and safer home and community and to work in a sheltered workshop or activity center. While the area of reading cannot be considered the most important, it is probably the area most used and most abused. Since it is generally accepted that children with an I.Q. below 55 will not read readily, the authors believe that reading activities should be limited to names, directions, and labels which have meaning and practical value to the students. Numerous opportunities must be provided so an individual can achieve the degree of “reading” of which he is capable. In some rare instances, older trainables, who have reached their optimum mental maturity and have been trained in an exceptional program for many years, may read a few words or sentences. It is common for some students to memorize words or stories and recite them with very little understanding. However, if a child begins to read words or sentences with comprehension, a complete re-evaluation should be requested to determine if the student has been placed in the wrong program.

Although writing and many number skills may be beyond the capability limits of most of these students, learning opportunities must be provided to develop some limited skills which may be helpful to them. The authors agree that writing words other than name, address and pertinent information needed for employment has very limited value. At the same time, we believe that any number learning the TMH can achieve is valuable, but they do not advocate the teaching of numbers which the child cannot understand or use. The school environment, which is the ideal place to teach skills for daily living, must not become a “Writing and Number Factory” merely to satisfy a few parents who insist on traditional academic training for their children.

Such activities as these described in the Guide, must be taught in a relaxed, but structural, classroom atmosphere in which the student feels free to participate. The teacher must bear in mind that many discipline problems are caused by activities in which the TMH children cannot succeed or cannot understand. Rather than force a child to participate in something that has no meaning for him, it is better to forget the “academics” and concentrate on personal skills or social competencies needed to make him a more adequate individual in his post-school environment.
Skill Area - Functional Academic Knowledge  
Level - Primary  

Behavioral Objectives  
Receptive and Expressive Language  
Naming  
The child will be able to:  
- use correct names for persons and objects in school and home environment  
- give his first and last name  

Vocabulary Development for Oral Language  
| father | home | school | principal |  
| mother | family | crayons | cigar box |  
| sister | pencil | crayolas | school nurse |  
| brother | paper | teacher | custodian |  
| baby | desk | table | secretary |  
| paste | cook | chair | paint brushes |  
| paints | scissors | first and last name |  
(Review Communication Skill Area for suggestions in speech development.)

Activities  
Circle games for all students.  
Make first name cards for each child. Hold up card and ask, "Whose name is this?"  
When child responds, let him hold card.  
Put all student name cards in card pockets. Call each child and let him find and hold his name card.  
Put child's name card at desk or table where you want him to sit. (Tape the card to the table) Let him find his name. When child has learned to recognize his first name, play some games with flash cards with first and last names.  
(See Social Skills Activities)

Use wooden family for identification. Use simple command: "John, please find the father, etc."  
Collect colorful pictures showing family fun.  
Say, "Who is throwing the ball?" etc.

Locate a family set which can sit, stand, etc. Set up the doll house with furniture and encourage the students to play with the family. Listen to the child's play vocabulary to learn his vocabulary needs.  
Learn the Family Fingerplays.

Instructional Aids and Materials  
Actual objects and persons whenever possible

First name card for each child.

Card pockets

Name card
Tape
First and last names flash cards

Wooden Family
Judy Company
Colorful pictures of family fun

Doll house with furniture
Family which can sit, stand, etc.

Rhymes for Fingers and Flannelboard pp.78-86
**Behavioral Objectives**

1. Identify objects and persons in home environment
   - Associate names with people. Ask parents to supply pictures of all family members or make a home call and take instant-type pictures of each family member.
   - Make "Family Book," pasting pictures of one family on each page. Cover the pages with clear plastic and library tape so the books can be handled by student to find his family in the book. Let him identify each person by name.
   - Make another family book using pictures from magazines or drawings by students. Have one page for each family member showing what he does each day. Show your book to the class identifying each family member and telling what he does.
   - Identify objects in room that are found at home by Guessing Games.
   - Find pictures of objects you have at home.

2. Identify own street sign with help
   - Make some city streets with black or brown construction paper on a large table. Make small street signs for each student's home address. Attach street signs to small stick which has been stuck in modeling clay. Let each child take a toy car or truck and drive to his street sign. Repeat the name of the street sign.

3. Identify persons and objects in school
   - Make bulletin board with pictures of principal, secretary, aide, nurse, custodian, cooks and any teachers the students may contact.
   - Play "Find the _____" on the bulletin board. Identify the person with his job. Ask persons (whose pictures are on bulletin board) to visit classroom so students can become acquainted with them.
   - Read stories about school personnel. Ask, "What is his_____name?"
   - Pretend you are one of the school personnel. Show what you would do. Tell what your name is (same as person you are pretending to be). Tour the school plant and see where each person (on bulletin board) works.
   - Draw pictures of persons and things you saw on the tour.
   - Make a school book. Draw a picture of each person (from bulletin board) working.
   - Staple book together to take home to show parents. Teacher may write person's name at top of page so parents can encourage use of names at home.
   - Play identification game with objects. Say, "Find the table " or, "What has four legs?"
   - Find pictures of objects in classroom.
   - Make charts showing objects which you may wish to use in teaching.

**Activities**

**Instructional Aids and Materials**

- Instant-type camera
- Picture of each family member
- Paper, clear plastic, library tape, pictures of each family member
- Pictures
- Drawings
- Paper
- Objects found in home
- Pictures of home objects
- Streets from black or brown paper
- Street signs for student's home address
- Popsicle or ice cream sticks
- Modeling clay
- Small car or truck

**Note:** Make pictures with instant type camera

- Pictures of school personnel
- Stories of school Personnel
- Tour of school plant
- Paper, crayolas
- School book
- Student's drawings

- Objects in classroom
- Pictures of classroom objects
- Charts with real objects or pictures of classroom objects
**Behavioral Objectives**

Find two identical pictures of objects. Paste one in a box along with several other objects. Give the child the box and identical objects to match. (Real objects may be used with one object being stapled to the box.)

Sort pictures into categories (toys, people). Name the objects after sorting.

Sort toys and play people into categories (toys, people). Name the objects after sorting. Sort objects (balls or balloons) according to color. Name the object and the color.

Same activity with pictures.

Put several objects on table. Ask students to close eyes. Take away one object. Guess which one is gone.

Same activity with pictures.

Draw pictures of things you see at school.

draw pictures of things you play with at school.

Give simple commands such as, “Close the door,” etc.

Play Action Games: “Put your hand on your head,” “Put your hand under the chair,” etc.

Play Identification Games. Give simple command such as, “Bring the big ball to me” or, “Bring the red ball to me.”

Play records which give directions for marching, walking, clapping, etc.

Play “Exercise Game.” Appoint a leader and instruct everyone to follow the leader.

Instruct the leader to run around the room, hop around the room, etc.

Action songs (also see Suggested Materials at end of skill area).

Learn Fingerplays.

**Activities**

**Following Commands**

The child will be able to:

- listen to and respond to simple commands

**Respond to Action Words**

The child will be able to:

- respond to and use some action words

**Vocabulary Development for Oral Language**

- jump
- skip
- work
- stand
- go
- bring
- run
- hop
- sit
- come
- put

Review action fingerplays. (pp. 108-113)

Play “Follow the Leader.” Instruct the leader to hop, skip, etc.

Follow directions. “Run to the door.” “Stand up.” “Sit down.”

**Instructional Aids and Materials**

- Box, two identical pencils, two identical scissors, etc.
- Pictures of toys, people
- Play people
- Small toys
- Real objects or toys in a variety of colors
- Colored pictures of objects in room
- Small objects on table
- Pictures of objects
- Child’s drawing
- Child’s drawing

**Toys for identification**

Records (See Suggested Materials at end of skill area)

Leader

*Music Activities for Retarded Children* pp. 62, 90


Pictures illustrating action concepts you wish to teach
**Behavioral Objectives**

**Safety**

The child will be able to:
- use simple safety vocabulary for own protection
- observe simple safety rules

**Attention Skills**

The child will be able to:
- sit quietly and listen during short library periods

### Activities

Sing and act out creative activity with records.
Play Pretend Games. "Pretend you are a rabbit. Hop around the room." "Pretend you are a dog. Walk around the room."
Look at action pictures showing fun at school. Discuss the pictures and tell what each person is doing.
Talk about fun things you do at home.
Draw pictures of fun things you do at home.
Tell the class about your picture.

### Safety Vocabulary for Oral Language

STOP  WALK  fire  burn  BEWARE of DOG
GO  fun  hot  KEEP OUT
any other safety words pertinent to own area. Play action games. Put on good marching or other fast record. Hold up stop sign. Later hold up stop sign. Play this often using stop, go, run, walk.
Sing Safety Songs (What Do YOU Do?)

Play Guessing Games. Find the picture of something that will burn or "What word tells what we do with our feet?"

Practice using "STOP" and "GO" signs.
Set up streets with small cars and trucks. Have a policeman to hold up "STOP" and "GO" signs. Take students out of game who do not obey rules.

Practice walking up and down stairs.
Use wooden room steps many times each day by giving simple commands.
Discuss reasons we do not run up and down stairs.
Talk about the times we run (playing games).
Talk about the times we walk (fire drills).

### Instructional Aids and Materials

Records to *The Kindergarten Book* pp. 8-32
Paper sack puppets make this game more realistic
School fun pictures
Home fun pictures
Paper for drawing

STOP and GO signs
Flash card with BEWARE of DOG on it
Other pictures to develop safety concepts

Making Music Your Own
Silver Burdett Company

Note: Talk with parents regarding hazards in community. Build your vocabulary and words around these hazards.

STOP and GO signs
Streets made from paper
Small cars and trucks
Policeman
STOP and GO signs

Note: Ask parent to make some wooden steps for room practice.

Pictures to illustrate simple safety rules

Contact school librarian for a regular weekly library period.
 Pretend you are in the library. They sit quietly with hands in laps or on top of desks while teacher reads a story or plays story record.
Behavioral Objectives

Penmanship

The child will be able to:
- develop a vocabulary for penmanship

Activities

Vocabulary Development for Oral Language

<table>
<thead>
<tr>
<th>chalk</th>
<th>chalkboard</th>
<th>mask</th>
<th>dot</th>
<th>paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>pencil</td>
<td>line</td>
<td>circle</td>
<td>design</td>
<td>write</td>
</tr>
</tbody>
</table>

Identification Game: Give each student a pencil and chalk. Say, "Hold up your pencil." Then ask, "What do we use to write on paper?" etc. Hide a pencil. Say "Find the red pencil." When pencil is found, ask, "What did you find?"

Play painting songs on record player. Put the paint brush in the proper hand before he begins painting.

Play games that require the use of one hand. Give individual instruction for play, being certain that each child uses his dominant hand.

Many individual chalkboard exercises with constant supervision. Hold chalk in place until he learns to hold it alone. Never let child work alone until he can hold chalk properly.

Individual scribbling on large newsprint with crayolas or beginner's pencil with constant supervision.

Make chalk marks on board with and without help.

Make lines on board with and without help.

Make circular movements on board with and without help.

Instructional Aids and Materials

Note: Hold frequent conferences with the school librarian and make her aware of your needs and the students' abilities. Give her a list of your units and skill areas so that she can order suitable books, films and filmstrips. Suggest the names of interesting and well-written books on mental retardation for professional library. (See Suggested Materials at end of skill area.) Suggest books or pamphlets to read to students or for them to read. (See Suggested Materials at end of skill area.)

Actual objects and drawings

- Pencil
- Chalk

Note: Observe students in everyday situations. Make note of the child's hand dominance.

- Paper, paints
- Record player, music
- Individual instruction

- Chalkboard
- Chalk

- Large newsprint
- Pencil or crayolas
- Chalkboard
- Chalk
Behavioral Objectives

Number Concepts

- The child may be able to:
  - use the correct word in developing number concepts
  - learn the concepts of numbers 1 to 5
  - recognize and write the numbers 1 to 5

Activities

- Using large pieces of newsprint, let the child scribble with large crayolas.
- Practice staying on the paper.
- Practice drawing lines between dots. (This should be practiced on chalkboard and later transferred to large pieces of newsprint.)
- Trace over large, simple design with teacher's help. Cover design with clear plastic so it can be kept clean.
- Trace over sandpaper name with finger.
- Trace over name (covered with clear plastic) with beginner's pencil.

Vocabulary Development for Oral Language

| Numbers 1 to 5 follow the leader | count big small first many |
| blocks little down last |
| beads up numbers more |
| behind pegs calendar before |
| short tall one after |
| in front of large days of week few |

Count the boys.
Count the girls.
Count the chairs in the circle.
Count the chairs around one table.
Count your crayolas.
Count the scissors at your table.
Count flannel board objects.

Instructional Aids and Materials

- Newsprint
- Large crayolas
- Chalkboard, chalk
- Large crayolas
- Large design
- Clear plastic
- Sandpaper name
- Name covered with clear plastic
- Beginner's pencil

- Pictures illustrating number concepts
- Aids for counting
- Room calendar

Note: Count from left to right and touch each thing you count for concrete stimulation.

- Box of crayolas
- Scissors
- Flannel cut outs

Note: These can be any kinds of objects you are teaching.

- Flannel board
- Felt numbers 1 to 5
- Charts with different objects, 1-5, posted on them
- Felt numbers
- Paper, pencil, crayolas

- Sandpaper numbers
- Numbers covered with clear plastic

- Flannel Board numbers
Behavioral Objectives

Correctly use some of the following words:

- big and little
- large and small
- tall and short
- first and last
- before and after

Activities

Make charts representing numbers 1 to 5. Use objects which you are trying to teach. Hold up one of the charts. Ask the child to find the felt number that tells how many objects are on the chart.

Use pegs and peg board for counting. Say, "Find 4 red pegs. Put them on your peg board. Count them."

Use concrete objects and written number symbols together. "Show me four beads. Now show me the number 4."

Place large numbers in correct sequence.

Learn counting Fingerplays.

Play Numberite for teaching sequence, symbol, counting, and grouping. This game has 10 wooden pieces with numbers on each. Also holes for colored pegs to show numbers and groupings. The pieces fit together when sequence is correct.

Correctly use some of the following words:

- big and little
- large and small
- tall and short
- first and last
- before and after

Instructional Aids and Materials

Charts made with 1 to 5 objects
Felt numbers
Pegs and peg board
Magnetic board
Magnetic numbers
Colored beads
Large three dimension numbers
Let's Do Fingerplays pp. 60-74
Rhymes for Fingers and Flannelboards pp. 48-57
Numberite available from Judy Company

Tape measure
Cardboard markers with each child's name on it

Large and small objects
Doll house furniture, real furniture
Large and small blocks
Montessori Graded cylinders decreasing in diameter and height
Montessori wooden cubes
Large and small construction paper circle squares and triangles

Rhymes for Fingers and Flannelboards p. 98

Montessori Cylinders decreasing in height
Behavioral Objectives

in front of and behind
up and down
one and more
few and many

Money
The child may be able to:
- buy things at Play Store with money

Time
The child will be able to:
- identify a clock and know it tells time
- identify a calendar and find the numbers and days of the week on it

Problem Solving
The child will be able to:
- solve simple number problems

Activities

Get in line. Command students to walk in front of ___ or behind ___.
Give simple commands like, "Walk behind the chair," or, "Stand behind the chair."
Have a set of wooden steps made, of three or four steps with a handrail.
Learn fingerplays.

Go down the steps.
Walk up the steps.
Give simple commands: "Hold your hand up high," and, "Put your hand down."
Give similar commands using the names of objects you are teaching.
Use colored blocks or beads. Place one block in front of the child, point to it and say, "One block." Then add several more blocks and say, "More blocks."
Put two blocks on one side of table. Say "Few blocks." Put three or four blocks on the other side of the table. Say, "Many blocks."
Have daily practice with a variety of objects.

Set up store with storekeeper. Have cans of food with pictures on them.
Find can of food. Tell storekeeper what it is. He will sell it to student for a piece of money. Use real money.

Have students play with toy clocks. Point to numbers on clock and count time.
Have large Judy clock to set for play time, lunch time, etc.

Have flash cards with days of the week. Students may not learn the written word, but will be aware of the names of the days of the week.
Put up a card showing the day of the week at the beginning of the school day. Find it on the calendar.

Send a child to a play store to buy something without money. Note how he gets the needed money.

Instructional Aids and Materials

Wooden steps with handrail
Let's Do Fingerplays pp. 76, 78, 79

Objects in room
Blocks or beads
Note: Do not put the same number of blocks in front of the child each time or he will get the idea that more is a number.
Note: These concepts are very hard to teach.

Variety of objects

Store
Cans with pictures
Nickel, dime, penny

Toy clocks
Large clock, Judy Company

This may be teacher-made or obtained from Milton Bradley or other educational materials company.
Flash cards for the days of the week

Play store
Behavioral Objectives

Activities

Ask a child to count balls when there are no balls in the room. Note if he looks for balls, asks for them or just stands.

Tell child to write numbers, but do not give him a pencil. See if he will ask for one or will just sit at table.

Shapes and Sizes

The child may be able to:

use correct words for some shapes

Vocabulary Development for Oral Language

circle square round shape color words as needed pattern

Hold up shape. Identify the shape.

Feel the shape: Find something in the room which is shaped like that.

Manipulate form boards. (See Suggested Materials at end of skill area.)

Show child a shape. Ask him to find one like it in a box by feeling.

Paste pre-cut shapes on paper. Identify the shapes.

Individual activities with geometric insets. Use egg cartons for sorting shapes.

Sort large and small objects according to shape.

Sort round and square objects using boxes.

Make raised figures and shapes on cardboard cards with sand, felt, and sandpaper. Blindfold a child and let him feel the shape and identify it. Then find another shape on the table like it. Trace over geometric patterns made by teacher.

Color Discrimination

The child may be able to:

recognize and identify colors by name

Vocabulary Development for Oral Language

red green blue purple yellow orange black brown

Identify colors of clothing.

Tell what colors you are wearing each morning.

Check to see who else is wearing the same colors.

Instructional Aids and Materials

Available balls (out of sight)

Writing paper

Pencils (out of sight)

The teacher will decide what Science and Social Studies Activities are needed to meet the individual needs of her students.

Various shapes in many sizes and colors

Note: Introduce only one shape at a time. Do not introduce another until child can remember the name of the shape.

Box identical shapes to see and feel

Montessori cabinet with drawers to hold insets.

Educational Teaching Aids Division of A. Daigger and Co. Inc.

Large and small objects of several shapes

Round and square objects

Boxes for sorting

Shapes and figures made of sand, felt, sandpaper,

Geometric designs

Many colored objects

Crayolas

Clothing
### Behavioral Objectives

- Match different colored objects

### Activities

- Fill pegboard with one color pegs. Identify the color.
- Finger paint with one color. When picture is dry, press with warm iron. Draw a large square or circle on the paper with felt pen. Student will cut around line of felt pen.
- Make large color wheel. Give each child several circles of colored paper. Point to a color on the wheel and ask student to identify color. Then find a circle of the same color. Count circles if he has more than one of his color.
- Make a large clown for bulletin board. Give each child a sheet or construction paper with two balloons drawn with black felt pen. Help students cut out the balloons and identify color.
- Put one balloon on bulletin board. Attach a string to the balloon and anchor it to the clown's hand. Save the other balloon for matching games with the clown's balloons. Give each student a white sheet of construction paper. Help him draw 2 round circles on his paper. Let him choose a color for his balloons. Color and cut out balloons. Attach on long string to balloon and hang from ceiling. Take the remaining balloons and put in a box. Let each child choose a balloon and find the matching balloon hanging from ceiling.

#### Fish Matching Game
- Cut out fish from construction paper. Put one fish of each color on a table. Attach paper clips to the backs of the rest of the fish. Put the fish in a pond (box or waste basket) and fish out with pole, string and magnet.
- Name the color of the fish caught. Match it with a fish on the table.
- Match crayolas (save old crayolas).

#### Talking Time
- Place three objects on the table. Ask students to close their eyes. Take away one object.
- Guess which one is missing.
- Seat all students in a circle. Ask students to close their eyes. Ask one student to go out of the room. Ask the other students to guess who is missing.
- Seat all children in a circle. Blindfold one child. Ask another child to go outside.
- Remove the blindfold and let him guess who is not there.

### Instructional Aids and Materials

- Pegboard, colored pegs
- Finger paints
- Warm iron
- Felt pen
- Large color wheel
- Smaller colored circles made from construction paper
- Large clown
- Balloons drawn from construction paper
- Scissors
- String
- White construction paper
- Lid from coffee can
- Crayolas
- Scissors
- Fish made from construction paper
- Box, pole, string, magnet, paper clips
- Miscellaneous crayolas

*Talking Time* p. 109
- Felt balloons
- String
- Flannel board

*Three objects*
- Table
- Students in circle
- Blindfold
Behavioral Objectives

Visual Sequencing
The child will be able to:
- arrange story pictures in sequence
- arrange objects in sequence

Senory Training
The child will be able to:
- develop a vocabulary for sensory training
- identify the function of the sensory organs

Activities

Read a story to the students.
Read the same story using sequential pictures.
Ask a student to find the correct picture as you read the story.
Arrange three story pictures in sequence.
Take picture stories from old workbooks. Paste on cardboard. Arrange the pictures in sequence.

Make balls from colored construction paper.
Make squares from colored construction paper.
Using egg cartons, put all the balls in the top row and all the squares in the bottom row.
Make four circles of several different colored construction paper. Make a row for each color.

Use large round and square beads for stringing.
Using egg cartons put all the round beads on the top row. Put all the square beads on the bottom row.
Draw a square on the chalkboard. Let two students work on the chalkboard with you. As you draw one line, instruct them to draw a line until a square is formed.

Vocabulary Development for Oral Language
- nose
- smell
- eye
- see
- mouth
- taste
- hand
- feel
- ear
- hear

Fingerplays — "The Child from Top-to-Toe."
Learn as needed.
Make up own action games. Touch "Your nose," "Close your eyes," etc.
Make a mystery box for each Sensory Area. Put articles found in the room which can be used in each box. Let the students find the articles and decide into which box they belong.

Using five cigar boxes, paste an eye, ear, nose, mouth or hand on the top of each box. Fill the boxes with articles which will demonstrate the function of each body part.

Instructional Aids and Materials

Story
- Story with sequential pictures
- Three picture story
- Old workbooks
- Cardboard, paste
- Colored paper balls
- Colored paper squares
- Egg cartons
- Four circles of red paper
- Four circles of blue paper
- Four circles of green paper
- Round beads
- Square beads
- Egg carton
- Chalk
- Chalkboard

Models
- Pictures

Let's Do Fingerplays pp. 3-14

Mystery boxes
- Articles appropriate for each box

Five cigar boxes
- Felt eye, ear, nose, mouth, hand
- Articles for boxes
Behavioral Objectives

Mix the articles from two boxes. Put the right articles in the right box. Use boxes for identification, sorting and guessing games as needed by individual students.

Auditory Discrimination

The child will be able to:

- listen and respond to name and simple sounds
- recognize some sounds
- discriminate between some sounds
- imitate some sounds

Auditory Discrimination Activities

Call child's name. Repeat until he responds either by speech, glance or smile. Repeat name and give simple verbal command like “Stop” or “Walk.” Teacher-made tape calling one child’s name and giving simple command. Instruct students to follow directions given on tape. Instruct students to follow sounds made by teacher. (Close eyes and turn head towards sound)

Listening Game. Instruct students to close eyes or blindfold one child. Bounce a ball or ring a bell. Ask students to identify sound.

Teacher and one child say, “Good Morning.” Decide which voice was the child’s. Record several voices with tape recorder. Identify voices.

Listen to records or tapes of different sounds. Imitate the sounds along with the record or tape. Teacher-made sounds: crying and laughing; yelling and whispering; singing and whistling; common school noises, common home noises, common community noises. Students imitate sounds made by teacher.

Play Scott Foresman Records and imitate and identify sounds. Take field trip to a farm and imitate noise made by farm animals. Take field trip to a zoo and imitate sounds made by zoo animals. Play “Sounds of Our Environment” records. Imitate sounds.

Hold up animal cards. Imitate sound made by animal.

Play “Listening Game.” Ask students to close eyes. Say, “What do I hear?” Play music, ring bells, etc. Ask students to identify sounds. Make auditory box. Put articles for listening inside. Ask students to close eyes. Select one student to choose noise maker and operate it. Let students guess what noise maker was chosen. Unit fingerplays for participation. Unit stories for listening. Unit music for listening.

Instructional Aids and Materials

Sensory training boxes

Tape recorder
tape

Objects to make noise
blindfold

Tape recorder
tape

Records or tapes of common sounds
Scott Foresman and Co.
Common Home Sounds
Common School Sounds
Common Community Sounds
Field trip to farm
Field trip to zoo
Peabody Language Development Kit Level P
Records 6-10
Animal pictures
Animal cards from Peabody Language Development Kit Level P

Cigar box with felt ear pasted to lid of box

Unit fingerplays
Unit stories
Unit music
Behavioral Objectives

Visual Discrimination
The child will be able to:
- use his eyes to locate objects in his environment
- match colors and shapes according to size.

Activities
Play, "Follow the Light." Have the room darkened. Flash a beam around the room and ask the students to follow with eyes.
Attach a round object to a string. Instruct child to follow the object with eyes without moving head. It may be necessary to hold child's head between hands until he understands what you mean.

(See activities under Shapes and Colors.)
- Draw cardboard circles using coffee can lids. Help students cut out circles. Paint circles; one of each of the several colors.
- Match cardboard circle with articles of clothing the students wear.
- Have objects (one big and one little) in room.
- Ask students to "Find the big ___" or, "Find the little ___." Identify object and size.
- Use shape inset boards.
- Use inset puzzles.
- Fill peg board with one color.
- Make chart with different shapes and colors pasted on it.
- Have duplicate shapes of same color to match.
- Find identical pictures of the same article you wish to identify. Paste one article in lid of box. (Along with pictures of other articles.) Use second picture for matching.

Vocabulary Development for Oral Language
(This will be a list of shapes and colors you wish to teach. It may include some commands needed for playing games.)
- Review vocabulary for colors, shapes, and signs.
- Ask student to close eyes. Take a feather or pencil and tickle his hands and face to make him aware of the touch sensation.
- Play, "Guess What It Is." Put one object in a paper bag. Let each child feel the object without looking at it. Guess what is in the bag.

Tactile Discrimination
The child will be able to:
- use correct words for some shapes and colors
- identify some common objects by touch

Instructional Aids and Materials
- Flash light
- Darkened room
- Round object attached to string and mounted on board or ceiling
- Cardboard, coffee can lid, scissors, tempera paints
- Many big and little objects of the same kind
- Shape inset boards
- Inset puzzles
- Pegs, peg board
- Chart with construction paper shapes in variety of colors
- Duplicate shapes
- Boxes
- Identical pictures
- Actual shapes and colors
- Feather or pencil
- Paper bag
- Assorted objects you want student to learn to identify
### Behavioral Objectives

- Identify some common objects by texture.

### Activities

- Put big and little objects in paper bag. Ask student to feel both objects and get the small one for you.
- Take a walk around the schoolground and touch things like dirt, trees, sidewalk, etc. Talk about these things and decide whether they are rough, smooth, etc.
- Collect a number of substances which are hard, soft, sharp, sticky, etc. (Tin pie pans and baby food jars make excellent containers.)
- Place number of different textures on floor (carpet samples, sandpaper, etc.). Blindfold child and let him walk on one of them. Remove blindfold and ask student to find texture he walked on.

### Instructional Aids and Materials

- Bag
- Large and small objects
- Walk around schoolground
- Substances to illustrate touch sensations
- Baby food jars
- Tin pie pans
- Materials of different texture suitable to walk on blindfold
Skill Area: Functional Academic Knowledge
Level: Intermediate

Behavioral Objectives:

Receptive and Expressive Language

Vocabulary Development

The child will be able to:
- use correct names for persons and objects in school and home environment
- identify self with full name
- associate family members with name (father - John Martinez)
- identify objects (by use) and persons in home and school environment

Activities

Vocabulary Development for Oral Language

<table>
<thead>
<tr>
<th>first and last names</th>
<th>name of school</th>
</tr>
</thead>
<tbody>
<tr>
<td>father's name</td>
<td>name of street (school location)</td>
</tr>
<tr>
<td>mother's name</td>
<td>name of street (home location)</td>
</tr>
<tr>
<td>sister's name</td>
<td>chairs</td>
</tr>
<tr>
<td>brother's name</td>
<td>desk</td>
</tr>
<tr>
<td>principal's name</td>
<td>table</td>
</tr>
<tr>
<td>custodian's name</td>
<td>scissors</td>
</tr>
<tr>
<td>secretary's name</td>
<td>paste</td>
</tr>
<tr>
<td>various furniture (as needed)</td>
<td>pencil</td>
</tr>
<tr>
<td>school nurse's name</td>
<td>trees</td>
</tr>
<tr>
<td>school aide's name</td>
<td>grass</td>
</tr>
</tbody>
</table>

- Make flash cards for identification of first and last names.
- Make school building for bulletin board.
- Write students' names on small cards. When student identifies own name, place name card in school building.
- Put all students' name cards on chart holder. Ask student to close eyes. Take away one card. Guess whose name is missing.
- Play Name Game: "Who is the father at your house?" Student replies, "My father is John Martinez.
- Variation: "Who washes dishes at your house?" "My sister, Mary, washes dishes at my house." Ask parents to send pictures of family members or make home calls and make pictures of family members. Use photos for vocabulary development.
- Make life experience charts related to family.
- Encourage students to tell about family activities using names of family members.
- Associate names with persons:
- Talk about the people who work at school and tell how they help us.
- Identify objects using real objects.

Instructional Aids and Materials

- Instant type pictures of persons
- Actual objects
- Pictures of furniture and objects
- Flash cards with first and last names
- Construction paper
- School building
- Small name cards
- Name cards
- Chart holder
- Family pictures
- Chart rack and primary paper
- Instant type pictures of people employed by school. Real objects you want to teach
Behavioral Objectives

Identify objects using pictures of objects.
Identify objects from charts (may be real objects or pictures).
Take a walk around the school ground to identify homes, streets, schoolground, trees, flowers, etc.
Draw pictures of things you saw on walk around school ground. Tell class about your picture.
Draw pictures of people who live at home. Identify them by name and tell what they do each day.
Draw pictures of people who work at the school. Identify them by name and tell what they do.

Following Commands

The child will be able to:
listen and respond to commands

Activities

Give simple command using child's name.
(Vary the game by calling the child's name and giving the command. Then give another command and call the child's name last.)
Play records which give simple directions to be followed.
Play exercise records with students following directions. A record player with slow speed is essential until child learns to pay attention and follow directions.
Play musical chairs (using seasonal objects in all chairs except one).
Students march to music. When music stops all students sit down. The student who is sitting in chair without an object goes to the center of the circle and draws a paper from the box. The teacher reads the direction and the child must follow it.

Instructional Aids and Materials

Pictures of objects you want to teach
Real objects and pictures
Walk around school ground
Paper, crayolas
Newspaper, crayolas or paints
Newsprint, crayolas or paints
Bus trip to go by every student's home
Mural
Street signs
Brown and black construction paper streets
Butcher paper homes
Street signs
Black or brown construction paper streets
Buildings drawn on butcher paper
See Suggested Materials at end of skill area
Exercise records
Seasonal objects to place in chairs
Box with simple directions written on pieces of paper
Behavioral Objectives

**Action Words**
The child will be able to:
- use the correct word for some body movement
- respond to many action words

**Safety**
The child will be able to:
- recognize and use some protective words
- participate in and understand simple protection games

Activities

**Vocabulary Development for Oral Language**

- jump, sit, skip, dance
- walk, stand, hop, twist

Play frequent identification games. Hold up picture and ask student to identify movement.

Ask individual student to find picture of someone jumping, etc.
Look in magazines for pictures showing various movements. Identify the movement.

Collect a good supply of action pictures for sorting. Make a box for each action word, pasting an action picture to represent the word on the top of the box. Give the student 5 pictures to put in the correct box. Play “Follow the Leader” to learn difficult action movements.
Use records giving directions for various actions. Play “Pretend you are a rabbit,” etc. and hop around the room.

**Vocabulary Development for Oral Language and Recognition**

- STOP, WALK, Danger, Keep Out
- GO, WAIT, Poison, Bombs Shelter

Pretend you are going on a walk. Hold up “protection words” for identification. Place various words around the room with clues (Make streets and put the word “STOP” on a street corner or put “Keep Out” over a door.) Let the pupils guess what the word means.

Let one student be the mother or father. Give him a tagboard word (you may have to identify the word for him). Ask him to explain it to another child.

Pretend you are a policeman. Show the boys and girls how to cross the street, etc.
Adapt stories for flannel board.
Let students act out stories you have read.

Instructional Aids and Materials

- Pictures or drawings illustrating body movements
- Pictures or drawings illustrating vocabulary
- Magazines
- Good action pictures
- Boxes for each action word you are teaching
- Action records
- Flash cards
- Tagboard words
- Protection stories adapted to flannel board
Behavioral Objectives

Attention Span

The child will be able to:
- sit quietly during a library period.

Penmanship

The child may be able to:
- copy simple designs and some complicated designs.
- copy simple letters or name.
- write his name on smaller paper using two lines.

Activities

Have a regular weekly library period.
Attend some of the library functions for other students.
Read stories to students so they will learn to listen.
Tell stories using the flannel board so students will learn to sit quietly and listen.

Instructional Aids and Materials

Library period

Stories to read
Flannel board stories

Note: Talk with librarian before your library period so she will be aware of the abilities of your students, and can have material available when they arrive. Discuss your units of study so she can include books, films, etc. for your group. Give her a list of books on mental retardation for professional library. (See Suggested Materials at end of skill area). Give her a good list of books for parents and students to read. (See Suggested Materials at end of skill area).

Molloy, Julia S. Trainable Children New York: The John Day Co., 1963

Chalk
Chalkboard
Simple designs
Complicated designs
Sandpaper letters
Sandpaper name
Newsprint, black crayola
Dotted lines covered with plastic
Child's name on lined paper, using heavy black lines

Small copy of child's name on beginner's paper
Copy paper with space for him to write

Review exercises for Penmanship found in Julia Molloy's Trainable Children.

Review the exercises presented on the Primary level using large chalk movements.
For some of your students, this type of exercise may be what he still needs.
Copy simple designs by tracing and then by memory.
Copy more complicated designs by tracing and by memory.
Use sandpaper letters for tracing with finger.
Use sandpaper name for tracing with finger.
Make large copy of name on newsprint using heavy black lines. Trace over name.
Make name on paper with lines. Show the child the big letters which stand tall and touch two lines. Call his attention to the small letters that sit on the line and hang their feet below. Show the child how to hold his finger between the letters so they will be spaced evenly.

Make a copy of the child's name on beginner's paper for child to trace. If lines on paper are not distinct, add a red line for the base line.
When he can trace this paper, make another one leaving a space below his name for writing exercise.
Behavioral Objectives

Number Concepts

- The child will be able to:
  - Use correct names for some words and number concepts
  - Learn the concepts of numbers 1 to 10
  - Recognize and write numbers 1 to 10
  - Solve some simple money problems

Vocabulary Development for Oral Language

Numbers 1 to 10: time, count, clock, hands, week
Numbers 1 to 10: number names
Numbers 1 to 10: concepts

Activities

- When he is ready, take away the copy and let him write his name by memory.
- Supervise and quickly correct mistakes in spelling or letter formation.
- Available copy card in case he forgets
- Supervise and quickly correct mistakes in spelling or letter formation.
- Review number vocabulary on Primary level.
- Count from left to right. Touch each object counted for concrete stimulation.
- Count students in room.
- Count boys.
- Count girls.
- Count pencils.
- Count desks.
- Take number cards 1 to 10 and put in sequential order.
- Take one card away and students guess which card is gone.
- Buy, or make, object cards using numbers 1 to 10. Arrange object cards in proper sequence. Take turns beating drum or other instrument.
- Count the beats.
- Clap hands according to number direction.
- Learn fingerplays for counting.
- Play-Numberite for teaching counting, grouping, etc. Each piece contains a number and holes for colored pegs.
- Ask a child to count the pieces of money on a table (do not put any money on the table). See if he will ask for money or at least tell you there is no money on the table.
- Put nickels and dimes (no pennies) on a table. Tell the child to count the pennies. See if he will notice that there are no pennies and ask for some.
- Send child to play store with billfold (without any money in it). See if he will check to see if there is money in the billfold before he goes to the store.

Instructional Aids and Materials

- Actual objects
- Pictures of objects
- Illustrations or pictures showing concepts
- Anything in the room which can be counted and touched
- Number cards
- Make a object card for each number from 1 to 10
- Drum
- Rhymes for Fingers and Flannel boards pp. 48-57
- Let's Do Fingerplays pp. 60-74, Judy Company
- Pieces of money
- Nickel and dimes
- Billfold without money
### Behavioral Objectives

- **tell where he lives**
  - Make arrangements with your neighborhood grocer to take students in to buy pop or candy. Give them some money but not enough to buy what they want. See if they can tell you how much more money they need or if they will at least ask you for more money.
  - Take some gum, cookies, and penny candy to the room and set up a store. Sell each item for one penny. Have the students count out their money and as they do so, take part of it before they finish counting. See if they can figure out that someone has taken part of their money and that it is not wise to leave money on desks and tables when playing or working.
  - Help each child make his home from construction paper. Write his house number on it with felt pen. Take turns showing where you live and finding the house number.
  - Teacher will make a plain house for each child. Put house number on house. Put all houses on bulletin board. Play “Find Your House” Game until every child can recognize his own house number. (Move houses around to reinforce numbers.)
  - Give each student his home number on a small card. Let him match it with the correct house number on the bulletin board.
  - Make flash cards with street address of each student. Put the cards in card pockets. Play “Find Your Street Address.”

- **learn his age**
  - Write a short story about a student giving his age. Read the story to the students. Let them guess who the story is about.
  - Play “How old are you?” Students say, “I am ___ years old.” Hold up a number. Say, “Who is ___ years old?” Student raises hand. If he is correct, he gets to hold number card.
  - When students can recognize all the numbers to 10, make numbers up to 12 so older children can recognize their age number.

- **learn his telephone number**
  - Make a telephone dial using only numbers (letters and numbers are too confusing).
  - Write the student’s telephone number on a piece of paper. Help him read the numbers and dial them.
  - Read his telephone number for roll call.

- **develop simple time concepts**
  - Work the clock puzzle.
  - Make a large clock with moveable hands. Set the clock at hour we come to school, eat lunch, go home, etc. Tell the students the time the clock shows.

### Activities

- **tell where he lives**

- **learn his age**

- **learn his telephone number**

- **develop simple time concepts**

### Instructional Aids and Materials

- **Behavioral Objectives**
  - Make arrangements with your neighborhood grocer to take students in to buy pop or candy. Give them some money but not enough to buy what they want. See if they can tell you how much more money they need or if they will at least ask you for more money.
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  - Give each student his home number on a small card. Let him match it with the correct house number on the bulletin board.
  - Make flash cards with street address of each student. Put the cards in card pockets. Play “Find Your Street Address.”

- **Activities**
  - Write a short story about a student giving his age. Read the story to the students. Let them guess who the story is about.
  - Play “How old are you?” Students say, “I am ___ years old.” Hold up a number. Say, “Who is ___ years old?” Student raises hand. If he is correct, he gets to hold number card.
  - When students can recognize all the numbers to 10, make numbers up to 12 so older children can recognize their age number.
  - Make a telephone dial using only numbers (letters and numbers are too confusing).
  - Write the student’s telephone number on a piece of paper. Help him read the numbers and dial them.
  - Read his telephone number for roll call.

- **Instructional Aids and Materials**
  - Money
  - Gum, cookies, penny candy
  - Pennies
  - Houses from construction paper
  - Felt pen
  - Plain paper house with house numbers
  - Small card with house number
  - Street address flash cards
  - Short stories about students
  - Number cards to 10
  - Number cards to 12
  - Telephone dial using only numbers
  - Telephone number cards
  - Note: Do not be too concerned if a child cannot learn his telephone number by memory.
  - Clock puzzle
  - Large clock with moveable hands
Behavioral Objectives

Have small clock for practice by each child. Make paper plate clocks with long hand red and short hand blue.
Show students different kinds of clocks: alarm, striking, watch, etc.

sometimes recognize penny, nickel, dime, quarter and paper dollar without sense of value

correctly use some of the following words:
- large and small
- first and last
- in and out
- top and bottom
- above and below

Play games with real money, "Find the penny," etc.
Hold up a piece of money. Ask, "What is this piece of money?" Ask the student who identified it to find another piece just like it. Put two or three coins of different denomination on the desk. Ask students to close their eyes. Take away one piece of money. Guess which coin is missing.
Play Store. Sell food for money.
Pay for lunches in school cafeteria.
Take a field trip to a store. Buy something and pay for it.
Take a field trip to a drive-in. Buy a drink and pay for your own.

Activities

Measure each child in room. Put cardboard marker with child's name to record height.
- Compare teacher and child.
- Compare two students.
- Use graduated sets of Judy Stick O'Mats for flannel board.

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- Compare teacher and child.
- Compare two students.
- Use graduated sets of Judy Stick O'Mats for flannel board.

Instructional Aids and Materials

Small clocks
Paper plates
Red and blue hands

Real money
Penny
Nickel
Dime
Quarter, paper dollar
Play Store

Field trip to store
Field trip to drive-in

Cardboard markers for each child's name
Tape measure or yard stick

Stick O'Mats (available in circles, squares, triangles and rectangles) The Judy Company
Card with first name
Card with last name

Small objects
Table or desk

Small objects
Box
Bus
Large cardboard box

Supply box
Baby food jars with lids
Behavioral Objectives

Activities

over and under
Have two students hold a rope. Let the other students get in line and throw a ball above the rope or below the rope.
Name cards placed above coat rack may be used to teach, "Hang your coat below your name."

Use a rope or volley ball net. Instruct the pupils to throw the ball over the net, then under. When activities are reinforced in classroom suggest that pupil throw ball over table, over chair, etc. Then practice rolling ball under various objects.

Refer to height marks. Talk about the big students and the little students in room. Decide whether these students are short or tall.
Suggest that the short students stand on one side of the room and the tall students on the other.
Talk about families. "Are they short or tall?"

Use record player with several speeds. Make record go slow, then fast.
March to music being certain to say, "This is slow music," etc.

Walk fast and then slow.
Run slow and then fast.

Take food cans from store and fill them with dirt. Show that can is full.
Pour out dirt and show that can is empty.
Fill can with water. Note that the can is full. Keep pouring water and show that the water runs over because it is full.
Take empty can and pour a little water in it. Note that it did not run over because it was not full.

short and tall

slow and fast

full and empty

Social Studies

The child will be able to:
name the days of the week with help

count the days in the week

count the weeks in a month

name the months of the year as they apply to school activities

Make a calendar for each child. Show them the correct day on the calendar. Give the name of the day. Write the correct number for this day when they arrive at school.
Talk about what we do on the different days of the week.
Talk about how we know when it is another day (after we sleep at night, etc.).
Repeat the days of the week.

Count the days of a week on the big room calendar.
Count the days of the week on little individual calendars.
Talk about how we know it is another week, as we did not go to school for two days, or, yesterday was Sunday.

Count the week moving hand from left to right to show whole week on large room calendar.

Name the month on the calendar each day. Talk about school holidays and the month in which they fall.
Talk about student's birthday and in which month it is.

Instructional Aids and Materials

Rope.
Ball
Name cards
Coat rack
Rope or volley ball net
Ball

Yardstick or tape measure for recording height

Record player with three speeds

Empty food cans
Dirt
Empty food can
Water
Empty can and water

Small calendar for each child

Large room calendar
Small calendars

Large room calendar
Note: This may be difficult for many students.

Large room calendar
Behavioral Objectives

Learn Fingerplays for Holidays and Special Occasions. Mention the month of these holidays.

Show seasonal movies calling attention to the month.

Make seasonal art activities. Put on bulletin board with name of month above it.

Activities

Visual Discrimination

Shape and Size

The child may be able to:
- use correct names for some shapes and sizes
- discriminate between different shapes and sizes

Vocabulary Development for Oral Language

circle triangle shape pattern big sort
square diamond size round little match

Play identification game. "Find the circle," "Find the small circle," etc.

Guessing Game: "Which shape is round?" "Which shape has three sides?" Child may answer by pointing until he learns the real name of each shape.

Fingerpaint with two colors. When dry press with warm iron. Select and identify shape to draw on fingerpaint design. Help student draw shape. Cut out and take home.

Individual activities with Geometric Insets.

String beads according to shape; round, square, etc.
String beads according to size; large, small.
Sort cardboard circles according to size.
Sort cardboard squares by size.
Make raised shapes on cardboard squares using sand or felt. Blindfold the child and let him feel and identify the shape.

Draw shapes in wet sand.
Go around shapes with yarn.

Instructional Aids and Materials

Let's Do Fingerplays pp. 92-101
Rhymes for Finger's and Flannel Boards pp. 58-76
Seasonal movies
Art bulletin board
Note: The teacher will decide what Science and Social Studies Activities are needed to meet the individual needs and abilities of her students.

Real shapes in several sizes

Shapes made from cardboard

Large cardboard shapes

Large cardboard shapes
Iron
Fingerpaint paper and paints
Pencil, scissors
Montessori Cabinet with drawers to hold insets
Beads
String
Cardboard circles
Large and small cardboard squares
Cardboard squares with raised shapes made from sand or felt
Box of wet sand
Shapes with holes around it, yarn, yarn needle
Behavioral Objectives

**Color Discrimination**
The child may be able to:
- identify some color words
- identify likeness and differences in colors

**Visual Sequence**
The child will be able to:
- develop visual sequence

**Visual Memory**
The child will be able to:
- develop visual memory

---

### Vocabulary Development for Oral Language

<table>
<thead>
<tr>
<th>red</th>
<th>yellow</th>
<th>orange</th>
<th>black</th>
</tr>
</thead>
<tbody>
<tr>
<td>green</td>
<td>blue</td>
<td>purple</td>
<td>brown</td>
</tr>
</tbody>
</table>

other color words as needed

Play color games. Hold up object: Say, “What color is this?” or, “Find something red,” etc. First use color cards with objects, then regular flash cards.

- Match clothing colors and room colors.
- Use one or two colors on pegboards.
- Sort cardboard squares according to color.
- Have a box for each color with a colored square pasted on bottom of box.
- Match color with color word.
- Have a “Color Detective” who finds everything he can of one color. Choose different color for next “detective.”

### Activities

**Read a story.** Let students retell story with pictures.
**Let students tell story with flannel board figures.**
**Put pictures in right sequence to tell story.**
**String beads according to pattern: round bead, square bead, round bead, square bead, etc.**
**String beads according to color: red bead, blue bead, red bead, etc.**

**Take a tour of the school building.** Return to the room and tell what you saw.
**Read a story to the students.** Let them retell the story with pictures.
**Have two pictures of some object, except that one picture has something missing – cat with no tail, etc.** Find what is missing.
**Place two or three objects on a table.** Look at objects. Cover with cloth. Let students recall what is under cloth.
**Look at a picture of one object.** Take picture away. Ask questions about colors in picture.

### Instructional Aids and Materials

- Color words with colored objects
- Flash cards
- Color cards
- Flash cards
- Pegs and pegboard
- Cardboard squares in various colors
- Box for each color
- Story with pictures to retell story
- Flannel board figures
- Picture story
- Round and square beads
- Colored beads
- Laces or cords
- Tour of school building
- Story
- Pictures of story
- Visual Closure Cards
- Two or three objects
- Cloth
- Picture of colored object
**Behavioral Objectives**

**Auditory Discrimination**

This child will be able to:
- recognize own name when given with simple command
- discriminate between sounds


Make tape giving child’s name and simple command. Vary the tape to use first names, first and last names and “all students.”

Use music to illustrate soft and loud; fast and slow; high and low; etc.

Singing with record player may also be used. Play “Gossip.” Use normal voice at first. When students have learned to listen, play same game with whispering instead of normal voice.

Use tape recorder to tape voices of students in room. Discriminate between voices.

Ask principal and another teacher to record voices on tape. Ask coach and school secretary or nurse to record voices. Decide which voices belong to men and which belong to women.

**Auditory Sequencing**

The child may be able to:
- recognize and imitate sound sequences
- respond to different sounds

Using a drum, tap it once softly, once loudly, once softly, etc. Instruct the student to play what he heard.

Ask students to close eyes. Play another drum rhythm. Ask the student to play what he heard. Play soft and loud number rhythms, two soft and one loud, as needed.

Play “Do as I Say.” Teacher calls student’s name and says, “Hop around the room.” When students learn to play the game, a student may be the leader.

Play record. Instruct the students to walk to the music and stop when they cannot hear music. Play record. Instruct the students to keep their eyes closed when the music is playing. Open their eyes.

Contact telephone company for “Tel-a-Trainer Sets.”

Teach students to dial phones so they will ring. Encourage them to listen, answer the phone and respond to the conversation of their friends.

**Auditory Sequential Memory**

The child may be able to:
- repeat sounds from memory

Learn many fingerplays. After students have learned them, choose one student for leader or have individual students say fingerplays.

Flannel board stories which have lots of repetition in them.

**Activities**

**Instructional Aids and Materials**

- Make tape giving child’s name and simple command. Vary the tape to use first names, first and last names and “all students.”
- Use music to illustrate soft and loud; fast and slow; high and low; etc.
- Singing with record player may also be used. Play “Gossip.” Use normal voice at first. When students have learned to listen, play same game with whispering instead of normal voice.
- Use tape recorder to tape voices of students in room. Discriminate between voices.
- Ask principal and another teacher to record voices on tape. Ask coach and school secretary or nurse to record voices. Decide which voices belong to men and which belong to women.
- Using a drum, tap it once softly, once loudly, once softly, etc. Instruct the student to play what he heard.
- Ask students to close eyes. Play another drum rhythm. Ask the student to play what he heard. Play soft and loud number rhythms, two soft and one loud, as needed.
- Play “Do as I Say.” Teacher calls student’s name and says, “Hop around the room.” When students learn to play the game, a student may be the leader.
- Play record. Instruct the students to walk to the music and stop when they cannot hear music. Play record. Instruct the students to keep their eyes closed when the music is playing. Open their eyes.
- Contact telephone company for “Tel-a-Trainer Sets.”
- Teach students to dial phones so they will ring. Encourage them to listen, answer the phone and respond to the conversation of their friends.

- Tape recorder
- Tape
- Piano
- Record player
- Tape recorder
- Tape recorder
- Men and women to record voices
- Drum
- Drum
- Drum
- Record player
- March records
- Record player
- Soft, quiet records
- Tel-a-Trainer Sets
- Seasonal or unit fingerplays
- Flannel board stories
### Behavioral Objectives

**Recognize sounds for protection**

### Visual Discrimination Skills

The child will be able to:

- See likeness and differences in some colors, shapes, and sizes

### Activities

- Play "Little Echo." Teacher holds up picture or object and makes the proper sound. "Little Echo" repeats what she said. After students understand the game and recognize the sounds needed for all cards, appoint a student leader and a "Little Echo" to play alone.

- Practice marching in and out of the building for fire drill. Instruct the students to go out of the building when they hear the fire bell. Listen for the sounds of police, fire, and ambulance sirens. Talk about the different sirens and how each helps us.

- Make a tape of police, fire, and ambulance sirens. Identify the sounds.

- Listen for car horns and policeman's whistle. Explain that they can keep us from being hurt if we listen for them.

- Take students to fire station to hear fire siren.

- Ask Ambulance Company to send an ambulance by the school when they are in the neighborhood. Show the students the inside of the ambulance and let them hear the siren.

- Invite a policeman to school to talk with the children.

(See activities and vocabulary for color, shapes, and sizes.)

- Sort colors according to shape.

- Sort colors according to size.

- Play "Fit a Space" games with several children. See which child can fit all the spaces first. Fit color barrels according to size.

- Color a picture according to teacher direction. Make many shapes of primary and secondary colors. Sort into colors or shapes, using egg cartons or small boxes.

- Beads—string according to teacher direction.

- Pegboards—complete board as directed.

### Instructional Aids and Materials

- Pictures of animals and objects with common sounds

- Tape of police, fire, and ambulance sirens

- Field trip to fire station

- Ambulance

- Policeman

- Duplicate colors and shapes

- Many colors in a variety of sizes

- Fit a Space Games

- Color barrels

- Picture to color

- Many shapes in a variety of color

- Beads and cord

- Pegs and pegboard

- Objects suitable for touching

- Assorted textures placed on floor

- Assorted shapes

- Duplicate shapes

- Teacher-made shapes or designs

- Felt pen

- Pan of wet sand

- Pencil or finger
**Behavioral Objectives**

**Problem Solving Situations**

The child may be able to:
- solve some simple problems

**Activities**

Write each child's name on piece of tagboard. Turn the cards over so the students cannot see their names. Ask each student to sit in front of his name card. Note how long it takes the students to turn cards over and locate name.

Ask students to sit in a circle. Hold up child's name card (name side to you — blank side to child). Note how long it takes student to turn card over so he can see his name.

**Variation:** Flash cards rapidly. Note length of time it takes student to determine you are flashing cards too rapidly.

Start daily activities without lights with blinds closed. Note length of time it takes students to turn on lights or ask you to open blinds.

**Instructional Aids and Materials**

Name card for each student

Name cards

Flash cards
Skill Area: Functional Academic Knowledge

Level – Pre-vocational

C. A. 13.0-16.11
M. A. thru 6.11

Behavioral Objectives

Functional Reading

The learner will be able to:

- recognize some words from protective vocabulary
- recognize some neighborhood signs

Activities

Suggested protective vocabulary for Flash Cards

<table>
<thead>
<tr>
<th>STOP</th>
<th>BUS STOP</th>
<th>ENTRANCE</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GO</td>
<td>IN</td>
<td>LADIES</td>
<td>MEN</td>
</tr>
<tr>
<td>WALK</td>
<td>OUT.</td>
<td>GENTLEMEN</td>
<td>WOMEN</td>
</tr>
<tr>
<td>WAIT</td>
<td>EXIT</td>
<td>BOYS</td>
<td>STEP DOWN</td>
</tr>
</tbody>
</table>

(Buy or make flash cards needed for own community.)

Circle Game. Show flash cards with pictures or illustrations. Tell what the word is.

Variation: Say, “Find the card which says Girls.”

Hold up card. Let students guess the word. The student who guesses correctly may hold card. Count the cards at the end of the game.

Play “Follow the Leader.” Hold up a card. Do what the leader does. If he is correct, he holds the card. If not, he goes to the end of the line.

Set up a mock cafeteria with a waitress, etc. Select two couples to go out to eat. Place words over the restroom doors. See if the couples can find the correct restroom sign. Later send couples out in the hall. Change the words and see if they recognize the new words.

Set up a mock store. Use Entrance and Exit cards over door. Practice marching in and out of the room with a leader deciding which door to use.

Match words and pictures.

Let one student pretend he is a mother or father. Tell “your child” what a protection word means and why he must learn it.

Take a walk in the community. Look for street and building signs. Discuss reasons why these signs are needed.

Tour the communities where each student lives. Note the street intersections near the student’s home.

Set up mock city streets on top of a large table. Ask each student to make his home from colored construction paper. Write the house number on each house. Place the homes on the correct streets. Make street intersections near the homes.

Talk about the street signs so students will become more familiar with their community.

Set up a street intersection on the floor. Use some of the street names near students’ homes. Practice crossing the streets using STOP signs, lights or WALK and WAIT signals.

Instructional Aids and Materials

Flash cards with pictures or illustrations

Mock cafeteria with waitress, etc.

Mock store

Houses made from construction paper

Street intersection with familiar street names

Stop signs, walk and wait signals, traffic lights
Behavioral Objectives

- read directions on work chart

Activities

Pretend you are a policeman, fireman or some other person working in the community. Make your clothing from crepe paper. Act out your job using flash cards. A policeman may hold up the cards, "GO" or "WAIT." A fireman may hold up the card, "STOP" until the fire truck goes by.

Visit a sheltered workshop or factory. Look for building signs. As guide to explain signs and tell why they are needed.

Invite someone who has been injured in a car accident to talk with your students and stress obeying signs and signals.

Invite someone who has been bitten by dog to talk with your students and stress, "Beware of Dog" sign.

Make a large work chart showing room jobs and days of the week. Place the child's name under the job he is assigned for the day.

<table>
<thead>
<tr>
<th>Date</th>
<th>water flowers</th>
<th>sweep floor</th>
<th>dust furn.</th>
<th>clean chalkboard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
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Read chart together until students are able to read work assignments, without help.

A small work sheet may be made for each student so he can record his daily job assignment. Send chart home at end of week so parents will be aware of school jobs.

Write work activities and names of students on blackboard for further reading.

Make work activity word cards and student name cards. Match according to daily work chart.

<table>
<thead>
<tr>
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<th>sweep floor</th>
<th>dust furn.</th>
<th>clean chalkboard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Mary</td>
<td>John</td>
<td>Anna</td>
<td>Fidel</td>
</tr>
<tr>
<td>Tuesday</td>
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Instructional Aids and Materials

- Crepe paper
- Flash cards
- Field trip to sheltered workshop or factory
- Resource person
- See chart below

Student name cards
Work activity words cards
Behavioral Objectives

role play job and follow directions
visit a library and make his needs known

Activities

Make students aware of the many jobs in the community.
Find pictures of different jobs. Identify the job.
Invite resource persons to talk about their job when there is a need for such people.
Show movies and filmstrips about jobs students show interest in.
Stress the importance of following directions so you will be a good worker.
Use any vocabulary you have seen in movies, filmstrips or on field trips.

Set up a regularly scheduled library period each week.
Talk about your interests before going to the library.
Take your students to activities scheduled for regular students.
Set up a mock library. Choose one student for librarian. Visit the “library” and tell the librarian what you wish to “read.” Be certain to observe library rules.
Ask librarian to schedule “occupational programs” for your students so they may talk with her and she can become aware of their abilities and needs.
Take a field trip to a neighborhood library. Note how it is different from a school library.

Penmanship

The learner may be able to:
write isolated words needed for job application or employment in manuscript or cursive writing

Practice writing complete name. For some students, this may still be large manuscript writing, using two or more lines.
Use the following exercises for students who will benefit from them:
- Using paper with 1 inch squares and heavy lines drawn by teacher, trace over prepared copy of name.
- Large sandpaper letters for feeling.
- Sandpaper letters for spelling complete name. After feeling sandpaper name, print name on two lines on paper.
- Make smaller manuscript letters when student is able to do so.

Use the following exercises for students able to use manuscript writing on one line:
- Trace over name on prepared copy.
- Spell name with small sandpaper letters.
- Give student paper with name, address, and telephone number.
- Instruct him to copy each on the line below it.
- Use a model until it is no longer needed.

Instructional Aids and Materials

Pictures of jobs
Resource persons to describe jobs
Movies and filmstrips

Library period
Mock library
Occupational programs set up by librarian
Field trip to neighborhood library

Note: Talk to school and public librarians. Give them lists of books on Mental Retardation suitable for children and adults to read for better understanding of TMH children.

Heavy lined paper with 1 inch squares
Large sandpaper letters
Beginner’s paper
Pencil
Regular tablet paper
Prepared copy of each name
Small sandpaper letters
Prepared copy of students name, address and telephone numbers with lines between each for copying
Behavioral Objectives

Some students may be using cursive writing.
Practice feeling sandpaper or raised alphabet letters in cursive writing. (Encourage the student to make letters correctly but do not force him.)

Play “Write a Word Game.” Make word cards for a number of words learner will need in sheltered workshop situation. Hold up a card and say, “Let’s see who can write Exit first.” The child who writes the correct word first gets to hold the card. Count cards when the game is completed. Some students may be able to spell the word while looking at it.

Use simple form to fill in giving name, age, address and telephone number. (Make a card with this information for each child so he will have it available when he needs it.)

Provide many dot pictures for practice in drawing lines. (These may be covered with plastic if necessary.)

Practice signing name like you will to endorse payroll check. Manuscript or cursive. Practice cursive writing of name. Learn to write this neatly. Remember that signature must be legible.

Copy the work schedule and names of persons assigned to each task from the chart. Make a chart for each student. Record the colors of clothing worn for a week.

<table>
<thead>
<tr>
<th>Date</th>
<th>shirt</th>
<th>dress</th>
<th>pants</th>
<th>shoes</th>
<th>coat</th>
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<tbody>
<tr>
<td>Monday</td>
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</table>

Make a daily page for a clothing book, showing clothes you wore to school for a week. Find articles in catalogs, cut out and paste on paper. Write blue shoes, etc. under each article of clothing.

Activities

Instructional Aids and Materials

Sandpaper cursive letters
Raised alphabet letters in cursive

Note: TMH should be allowed to write anything that is useful or pleasurable to them. They should not be forced just for the sake of writing.

Word cards of words needed in sheltered workshops

Paper, pencil
Simple form with place for name, age, address and telephone number

Dot pictures

Note: If student cannot master name with cursive writing, teach him to do his name in manuscript neatly.

Chart, paper, pencil
See chart below

Paper for booklet
Catalog, scissors, paste
Behavioral Objectives

will be able to read some foods on a menu.

Functional Arithmetic

The learner may be able to:

use correct words for some numbers and number concepts

learn number concepts to twenty

Activities

Keep a weather chart for a week.

<table>
<thead>
<tr>
<th>Day of Week</th>
<th>rainy</th>
<th>fair</th>
<th>windy</th>
<th>cloudy</th>
<th>snow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
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</table>

Ask a local restaurant for menu. Learn the names of some foods on the menu.

Set up mock restaurant. Order foods from menu.

Take a field trip to a restaurant. Each lunch there.

Write stories about the field trip. Read to students letting them supply key words which they have learned.

Vocabulary Development for Oral Language

clock    time    month    in
hands    age     year     out
hours    telephone number penny full
minutes  day     empty    pounds
nickel   calendar top    bottom
dime     half dollar short feet
quarter  dollar tall
cents    inches large
numbers one to twenty week small
any other number words as needed
(Review the vocabularies on the Primary and Intermediate levels.)

Play number games.

Find the number symbol which tells how many boys are in the class.

Find the number symbol which shows the number of persons in room.

Match objects with number symbols.

Match number symbols with number words.

Instructional Aids and Materials

See chart below

- Restaurant menu
- Mock restaurant
- Field trip to restaurant for lunch
- Stories of trip

Actual objects

Pictures or illustrations of number concepts

- Cards with number symbols
- Small objects
- Number symbol cards
- Symbol cards
- Cards with number words
Behavioral Objectives

Time

The child will be able to:
- recognize some dates on the calendar
- may be able to tell time according to the clock, by hour of time school starts, etc.
- tell time in terms of how long

Activities

Make individual calendars to keep in supply boxes. Let each student draw his own calendar using pencil and ruler. Some students may need broken lines made on paper for tracing.

Help any student who cannot work alone.

Find the date on large room calendar. Write it on small calendar.

Have a certain time each day to discuss the day, month and year.

Keep a weather chart recording the temperature and date.

Have a large clock with moveable hands in the classroom. Paint the minute hand red.

Set the clock at the time you come to school. Teach what time that is. Give each student a small clock and practice setting it like the big clock.

Practice setting the clock at hours you do certain activities:
- 2:00 eat lunch
- 2:30 recess
- 3:30 go home
- 9:00 come to school

Time Game: Divide the class into two groups. Give each child a small clock. Set the big clock at any hour. The person who first sets his clock and identifies the correct time wins a point for his team.

Time Game: Divide class into two groups. Say, “Who can show me where the hands of your clock will be at 2:00?” The student who sets his clock correctly wins a point for his side.

Play “Tell Time Quixo.”

Talk about favorite TV programs. Mention the time this program is seen. Show correct time on big clock. Set the little clocks and repeat the time.

Discuss things you will do today, tomorrow and next week.

Talk about how long we stay at school.

Talk about how long it takes to eat lunch.

Talk about how long it takes us to get home.

Talk about how long we stay home and what we do while we are there.

Note: Don’t force telling time on a student if you see he doesn’t enjoy it. Another activity would be better at this time.

Instructional Aids and Materials

- Paper
- Pencil
- Ruler
- Room calendar
- Thermometer
- Weather chart
- Large clock with moveable hands
- Small clock for each student
- Large and small clocks
- Large clock
- Small clocks for each student
- Large clock
- Small clock for each student
- Tell Time Quizmo
- Milton Bradley Co.
- Large clocks
- Small clocks

Note: Don’t force telling time on a student if you see he doesn’t enjoy it. Another activity would be better at this time.
Behavioral Objectives

Money

The child will be able to:

- recognize some pieces of money
- play simple money games
- make very simple change with help

Activities

(Review money vocabulary at beginning of Functional Money Area.)

Set up a play store. Using real money, buy a can of food. Locate the price stamped on the can. Tell the student what pieces of money he will need to buy the can. Help him find the correct pieces of money.

Cut pictures of articles you would like for Christmas or birthday presents. Decide which one would cost more and why. Find pieces of money needed to pay for it. Bring price tags from home showing cost of some article. Help the students find the right pieces of money to pay for the article. Place several pieces of money on the table. Ask one student to find a penny or all the pennies.

Identify pieces of money by name.

Discuss cost of school lunch. Put several coins out. Help the child find the right ones to pay for his lunch.

Money Game: Put five pennies and a nickel on the table. Make flash cards for numbers 1-5. Hold up the card with one on it and ask him to find that many pennies. When the number 5 is used, explain that a nickel is the same as five pennies.

Sort coins.

Match coins.

Match real coins with pictures of coins.

Set up a mock bus. Go for a ride and pay the driver the fare. Take a bus trip around the city. Bring the correct fare and pay the driver.

Number Game: Who can find the quarter, biggest piece of money, the green piece of money, the smallest piece, etc.

Introduce the $ mark and the ¢ sign. Find price tags and food cans with either on them.

Visit a grocery store. Ask the manager to show how prices are put on cans and why they are necessary.

Schedule a movie. Ask each student to bring a dime to pay for popcorn and cold drink mix. Let the girls make the cold drink mix and the boys the popcorn. Set up a concession stand. Give each child 6¢. Sell the popcorn for 2¢ per sack and

Note:

Make the student aware that everything in a store costs money

Play store with stamped food cans

Catalogs

Magazines

Scissors

Price tags

Real money

Real money

Five pennies

Nickel

Flash cards for numbers 1-5

Real coins

Pictures of coins

Mock bus

Bus fare

Bus trip around city

Real money

Price tags

Food cans

Field trip to grocery store

Movie

Cold drink mix

Popcorn
Behavioral Objectives

- Make inexpensive objects and sell in playstore with supervision
- Operate some machines with money
- Solve some simple everyday money problems

Activities

- The cold drink mix for 1¢ per glass. Help the students make their own change.
- Make simple inexpensive objects, pot holders on looms, painted rocks, etc. Set up a store and invite parents and other school children to your room to buy the articles. (Teacher will supervise the money.) When the sale is over, count the money and put in a savings bank. If over $5 is collected, take a field trip to a local bank and open a savings account.
- Make a field trip to a shopping center which has a laundromat, post office and store with pop machine. Let each student put in correct change to buy pop. Show him how to operate the machine.
- Pretend he has lost his bus money and cannot get home. Decide what to do.
- Pretend he has lost the address where he is going to work and he has no money for a telephone call. Decide what to do.
- Someone has taken his sack lunch or lunch money and he does not have anything to eat. Decide what to do.
- Go to the store to buy candy. Select candy for the students which will cost more money than they have. Decide what to do, whether to buy cheaper candy or something else to eat.
- The place where you work has a coffee break and you do not have money to spend every day. Decide what you can bring from home so you will have something to drink, buy soft drink and bring it in a vacuum bottle or buy pop by the case, etc.

Instructional Aids and Materials

- Butter
- Hot plate and skillet
- Sacks
- Glasses or cups
- Pot holders, painted rocks, other articles to sell
- Piggy bank
- Field trip to local bank
- Field trip to shopping center with a laundromat, stamp machine, pop machine
- Trip to store
FUNCTIONAL ACADEMICS
SUGGESTED MATERIALS AND EQUIPMENT

Developmental Learning Materials
3505 North Ashland Avenue
Chicago, Illinois 60657

Clear plastic stencils
Superboard lacing cards with laces
Three sided pencils
Color cued control paper
Auditory tape of familiar sounds
Parquetry Inset boards (shapes)
Dot to Dot pattern sheets
Tracing designs
Tracing paper
Pre-writing design cards
Parquetry designs (large and small in six primary colors)

Ideal School Supply
Oak Lawn, Illinois 60453

Colored inch cubes (six primary colors)
Stencil boards (animals, seasonal, shapes, farm and transportation)
Sequential picture cards II and III
Association picture cards
Counting picture cards
Animal, job, people shapes puzzles (with trays)
Association picture cards II and III
(regrouping individual items in basic categories)
Color association picture cards
Body concept ditto masters

Milton Bradley
Springfield, Massachusetts 01101

Stencils for tracing (Geometric shapes, Transportation, Seasons, Animals)
Form boards (shapes, size, animals)
Building bead patterns
Jumbo pegboard and pegs
Large colored beads and laces

Community Playthings
Rifton, New York 12471

Large dominoes (pictures on one side, numbers on the other)
Educational thermometer
Individual thermometers

Giant size dominoes (through double 6's)
Judy Company
310 North 2nd Street
Minneapolis, Minnesota  55401

- Puzzles (3 to 24 pieces)
- See-Queen Story Boards
- Community Helpers (life-size figures)
- The Family
- Calendar
- Primary clock
- Mini clock

Matchettes (color)
Number-ite
Fit a Shape
Fit a Space
Feel Match (texture)
Feel Match Thickness

Stanwix House
3020 Charters Avenue
Pittsburgh, Pennsylvania  15204

- Safety Workbooks I and II

American Guidance Services, Inc.
Publishers Building
Circle Pines, Minnesota  55014

- Peabody Developmental Kit, Level P

Teaching Resources Inc.
334 Boylston Street
Boston, Massachusetts  02116

- Geometric Shapes in color
- Association cards
- Concept clock in color

Instructo Corporation
Paoli, Pennsylvania  19301

- Kinesthetic numeral cards and counting discs

R. H. Stone Products
18279 Livernois
Detroit, Michigan  48221

- Lace-up boat
Creative Playthings
P. O. Box 330
Princeton, New Jersey

Nesting wood blocks (size)

A. Daigger and Company, Inc.
Educational Teaching Aids Division
159 West Kinzie Street
Chicago, Illinois 60610

Geometric Inserts with frames
Montessori cylinders to develop spatial concept
(diameter and height varies).
Cabinets to hold cylinders

Bell and Howell Company
7100-McCormick Road
Chicago, Illinois 60645

Language Master

Childcraft Equipment Co.
155 East 23rd Street
New York, New York 10010

Peg grading board (colors)
Shape sorting box
Giant bead stair (color)
Let’s play safe signs
Hippity Hopsotch (number recognition)
Pepo Ring Toss (colors)

Tupperware International Headquarters
Orlando, Florida
(usually a Tupperware representative in your area)

Snapies (colored plastic teles which snap together)
Educational Activities, Inc.
P. O. Box 392
Freeport, New York

- Record and Guide – Album 605, The Development of Body Awareness and Position in Space $5.95
- Records and Guide – Album 606-7, Developing Perceptual Motor Needs of Primary Level Children $11.90
- Record – EALP No.603, Basic Concepts Through Dance (Position in Space – following directions) $5.95
- Record – EALP No.601, Basic Concepts Through Dance (Body Image – following directions) $5.95

FILMSTRIPS

Oaktree 7

four filmstrips – spring, summer, winter, fall – with accompanying records
Available from: Eye Gate House Inc.
Jamaica, New York 11435

The Feel of Things

Shapes
Available from: Encyclopedia Britannica

Music Books and Records

New York, New York: Abingdon Press

Ginn and Company (for quiet and action music)
The Kindergarten Book with records
The First Grade Book (enlarged edition) with records

Silver Burdett Company
Making Music Your Own – K
Making Music Your Own – First Grade

Maico Company Inc.
Record – What’s Its Name (sound effect record)

BOOKS AND PAMPHLETS

Carlson, Bernice Wells and Gingland, David R. *Play Activities for the Retarded.*
Nashville, Tennessee: Abingdon Press
Grayson, Marion F. *Let's Do Fingerplays.*

Scott, Louise Bender and Thompson, J. J. *Talking Time.*
   St. Louis, Missouri: Webster Division, McGraw-Hill, 1960

Scott, Louise Bender and Thompson, J. J. *Rhymes for Fingers and Flannelboards.*
   St. Louis, Missouri: Webster Division, McGraw-Hill, 1960

**BOOKS FOR PROFESSIONAL SCHOOL LIBRARY**

Egg, Dr. Maria *When A Child Is Different: A Basic Guide for Parents and Friends of Mentally Retarded Children.*
   New York, New York: The Juniper Hill Co., 155 pp, $3.75
   Practical ways parents can help their retarded child develop. Excellent.

Williams, Harold M. *Education of the Severely Retarded Child*
   U. S. Office of Education Bulletin No. 20
   Describes characteristics of TMH children and suggests curriculum for them.

**BOOKS FOR STUDENTS IN SCHOOL LIBRARY**

Doorly, Ruth K. *Our Jimmy.* Westwood, Massachusetts (Box 224): Services Associates, $3.95 and 35¢ postage.
   Parents tell their children about their retarded brother. Illustrated by retarded boy.

"Hello, Know Who I Am?"
   Interesting illustrated pamphlet of a little retarded boy telling about retarded people. 5¢ per copy
   Lee County Association for Retarded Children
   2570 Hanson Street
   Fort Myers, Florida

**FILMS AND FILMSTRIPS**

*International Communication Films*
   1371 Reynolds Avenue
   Santa Ana, California 92705

Qual Disney Nature Library

University Book Store
   2122 Central S. E.
   Albuquerque, New Mexico
   The Walt Disney Nature Library (Silent Film Loop)
Educational Record Sales
157 Chambers Street
New York, New York 10007

EBF Filmstrips
Safety Stories

Educational Activities Inc.
Freeport, Long Island, New York

Developing Cognitive Skills in Young Learners (filmstrips)
1. Grouping and Categorizing
2. Contrasts and Opposites
3. Relative Space and Size Relationships
4. Concept Ordering and Discrimination
5. Sequence of Ideas

RECORDS

Society for Visual Education Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

The Child and His World (6 albums — 12 records)

May's Music Co. Inc.
514 Central Avenue S.W.
Albuquerque, New Mexico 87103

Primary Reading Child Size Books
Bowmar Manipulative Books
ECONOMIC USEFULNESS SKILLS

Developing programs which will train the individual toward a degree of independence through employment is one of the major goals of the total curriculum for the TMH. The Economic Usefulness Skill Area should be considered along with all other curriculum areas. At an early age the child must establish good work habits, learn to follow directions, and develop motor skills which will help him at the Pre-vocational and Vocational levels. As the teacher plans her program, she must keep this goal firmly in mind.

The program must be simple, purposeful, and realistic to develop skills necessary for day by day learning whether the TMH must remain at home all day, work in a workshop-activity center or live in an institution. It must be remembered that all things cannot be learned at once and that one task must be well learned before moving on to another area. The ultimate goal of this training program is not total economic independence but a degree of independence which will give the TMH self confidence and a feeling of accomplishment in the few skills he may develop.

Parents may refuse to cooperate with the teachers because they do not understand the program for their TMH child. Frequent Parent-Teacher conferences must be scheduled, both at school and in the home, to make the parents aware of the necessary skills needed by the student and the work programs available for him. As the teacher gains the parents' confidence, she should invite them to school to watch the training program in progress. The school program offers an excellent opportunity for them to observe their child in a job training situation, carried on in a business like manner, under constant supervision to correct or limit the number of undesirable traits or habits the trainee may have. Since it is very difficult for some parents to recognize the limitations of their child and accept the jobs in which he can succeed, invite the parents to help you evaluate their child's functioning level before you move on to the next area of learning. Explain that each evaluation must include specific tasks repeated many times in a sequential order which will convince the teacher that the task has been thoroughly learned before introducing a different skill approach.

Lists of expected learnings and suggested home tasks for each student should be sent home periodically whether or not the parents cooperate initially in the home visitation program. As parents observe their child's progress and see that he is able to care for his own needs and make some contribution to the family group, they may become more cooperative with the school. The school, teacher, and family can work together to establish progressively higher goals and prepare the TMH youngsters for a less dependent life.

1. See Suggested Activities at end of skill area and Appendix.
Behavioral Objectives

Following Directions at School

The child will be able to:

- follow a simple individual direction
  - Work with peg boards according to directions.
  - String beads according to direction.
  - Take a note to a teacher in the next room.
  - Being an article to the teacher as directed.
  - Pretend you are a mother or father. Help your baby take a bath. (See Self Help activities for bathing.)
  - Pretend you have just reached home and must put away your wrap. Show the teacher what you would be.
  - Invite parents to school for a “Show You Time.”
  - Give individual demonstration for following directions at school.
  - Using an egg carton, sort buttons according to color.
  - Using food cans, sort nails according to size. Have only two sizes, large and small.
  - Sort food cans according to size. Have only large and small cans.
  - Set a table using plastic dishes and silverware on a place setting drawn on butcher paper.
  - Empty waste basket into large box or another basket in the hall.
  - Pick up papers from floor and hall near room.
  - Group activities for simple direction games.

- follow simple group directions
  - Group activities for simple direction games.
  - Stand up, sit down, walk around, etc.
  - Play “Follow the Leader.” Teacher may or may not instruct leader as to activity.
  - Find name on work chart. Identify job. Show the other students how to perform your individual job.
  - Pick up papers from a small area of the schoolground as directed by the teacher and custodian.

Instructional Aids and Materials

Note:
- Through parent conferences or notes, make parents aware of desired learnings.
- Suggest activities to continue learnings at home.

- Pegs, pegboard
- Beads with laces
- Various room articles
- Doll, plastic tub, wash cloth, soap, towel, lotion
- Wrap, clothing rack
- Egg carton
- Colored buttons
- Food cans, large and small nails
- Plastic dishes and silverware
- Waste basket
- Waste basket

Make charts showing all room activities. Include every job to be done, even if it means making different charts for different days. Have a picture or illustration for each duty. Have a regular routine for each job. Demonstrate to students until they learn correct procedures. Supervise clean up activities at all times to prevent the formation of sloppy habits.
**Behavioral Objectives**

Follow directions in song and records

Complete an assigned task

**Activities**

- Put away supplies after work is finished.
- Put away toys after play period is over.
- Set up a "quiet time" when students come to circle and sit on floor mats to listen to flannelboard stories or records.
- Set up a "talking time" when students come to the circle for "Show and Tell" or just a "talking time" to practice taking turns.
- Learn Fingerplays. "Rhymes for Active Time" and "Rhymes for Quiet Time."
- Sing Songs (with or without records) and follow the simple directions. "Singing While We Play" and "About Singing Games."
- Make up your own songs and follow directions. Use tunes to familiar songs.
- Color paper according to direction (see color routine in this skill area).
- Simple cutting and pasting activities (see cutting and pasting routine in this skill area). Work puzzles; start with simple puzzle having 4 or 5 pieces and advance to harder ones as child masters each level.
- Sew cards. These can be obtained from most school supply companies. However, students will enjoy making seasonal cards. Make a pattern from heavy cardboard and help students draw around it on tagboard. Outline the design with paper punch; sew with colored yarn and yarn needle. The design may be colored or painted before sewing if so desired.
- Lace Boards. These may also be obtained from most school supply companies. However, students will enjoy making seasonal cards. Draw designs on heavy cardboard and help students draw around it on tagboard. Outline the design with paper punch; sew with colored yarn and yarn needle. The design may be colored or painted before sewing if so desired.

**Instructional Aids and Materials**

**Supplies**

- Toys

**Records and flannelboard stories students enjoy**

**Note:** Explain that there are times to sit quietly and listen and other times to take turns talking.

Rhymes for Fingers and Flannelboard pp. 108-117

The Kindergarten Book (with records) pp. 8-32, 38-42
The First Grade Book (with records) pp. 10-41, 45-52
Music Activities for Retarded Children pp. 27, 28, 29, 32, 67, 89

**Paper, crayolas**

**Paper, scissors, paste**

**Simple puzzles**

**More difficult puzzles**

**Note:** Anything a child does at school can be considered a work activity. Keep all activities on the child's level and make certain he finishes them.

Sewing cards

**Yarn needles, colored yarn, tagboard, paper punch**

**Toy for free play period**
Behavioral Objectives

Establishing School Routine

The child may be able to:
follow simple directions for school routine

arrival at school

Set up a regular routine for arrival at school: hang up wrap, go to your table and sit down, start work immediately.
If teacher must talk with bus driver or parents, place a simple task: puzzle, pegboard or sewing card by each child's name so he will understand that he is to start work immediately.

coming to circle

Set up a regular routine for coming to the circle. Stop work, pick up chair, carry it to the circle, put your chair on the circle line, sit quietly and listen until everyone is seated.

coloring

Set up a regular routine for coloring. Open supply box, select a crayola, close supply box, hold up crayola, start coloring when directed by teacher, put crayola back in box when finished, close supply box and sit quietly until everyone is finished.

restrooms

Set up a regular routine for restrooms. Girls get wraps and stand in Girl's Line; boys get wraps and stand in Boy's Line. March in line to restroom with the leader in each group holding open all doors; the leader may be changed daily or weekly on work chart. After using restroom, wash hands and return to line. March quietly out of the building for recess or return to classroom for indoor recess on cold days.

lunch period

Set up a regular routine for lunch period: wash hands, put on wraps, get in line, keep mouth "locked" while in school halls so as not to disturb other classes. Public relations with other teachers can be very important here; also a good opportunity to show any visitor who might be in the building that TMH students can conduct themselves properly in halls. Walk in line on the right side of the hall, leader open and hold all doors, take off wraps and put them in a designated place in cafeteria, get in lunch line, thank cooks for tray, walk to the table and sit quietly with a minimum of talking while eating. Discourage loud talking or frequent trips to restroom or water fountain during meal. When all students have completed their meals, remind them to place fork and spoon on tray so they will not fall off, take trays to proper place for washing, put on wraps, get in line, and return to classroom or go out for play period.

Instructional Aids and Materials

Note: These routines are only one of many ways to teach school routine. Regardless of the routine you follow, make certain it is the same each day and the vocabulary is the same so the child will not become confused.

Simple puzzle, sewing card or pegboard by each student's name card

Chairs

Circle line

Supply box

Picture to color

Restrooms

Work chart

School cafeteria

Note: Always provide lunchroom supervision for the development of good eating habits. It is a good idea to eat with the children some of the time. It is easier to develop a good habit than it is to break a bad one.
### Behavioral Objectives

- cutting and pasting
  - The child may be able to:
    - identify some home and school articles used to work

### Activities

- **cutting and pasting**
  - Set up a regular routine for cutting and pasting: prepare a simple activity, lacing card, puzzle, etc. for each student at his own desk. Call two students to a table for individual help. Show them how to cut, pick up the paper, put paper in waste basket, and return scissors to supply box.
  - No, show the child how to apply a small amount of paste or glue to the picture, how to paste it and how to remove excess paste with tissue.
  - Return paste to supply box, wash hands when necessary, write name on paper, put paper on designated table to take home, return to desk and complete assigned activity.

- **clean-up time**
  - Set up a regular routine for clean-up time: stop work when directed by teacher, put away supplies, (teacher checking each supply box to be sure all supplies are in it), clean off tables, pick up papers, put away all materials or games used during the day.

- **going home time**
  - Set up a regular routine for getting ready to go home: stand up and push chairs under tables, put on wraps, get in line by door while note to parents or papers are passed out, march quietly out of building and get in school bus.

### Vocabulary Development for Oral Language

<table>
<thead>
<tr>
<th>pencil</th>
<th>mop</th>
<th>pencil sharpener</th>
<th>felt pen</th>
</tr>
</thead>
<tbody>
<tr>
<td>paper</td>
<td>broom</td>
<td>vacuum cleaner</td>
<td></td>
</tr>
<tr>
<td>scissors</td>
<td>dustpan</td>
<td>lawn mower</td>
<td></td>
</tr>
<tr>
<td>paste</td>
<td>dryer</td>
<td>washing machine</td>
<td></td>
</tr>
</tbody>
</table>

**Play Identification Game:** "Find the Pencil," or, "What do we write with?"
- Place several articles on table. Name the articles. Ask students to close eyes.
- Take away one article. Guess which one is missing. Place several articles on table. Name all the articles. Cover articles with cloth. Recall the names of articles on table.
- Identify pictures of school articles. Tell what each is used for.
- Identify pictures of home articles. Tell what each is used for.
- Match articles: big pencils, little pencils, red pencils, brown pencils, etc.
- Sort pictures of school articles. Have a box for pencils, one for scissors, etc.

**Invite parents to school for "Identification Period."** Divide the students into small groups (with parent in different group from his child). Identify pictures of home and school articles and tell what each is used for.

### Instructional Aids and Materials

- Paper, scissors, paste supply box
- Tissue
- Individual activity for each student at his desk

**Note:** The teacher should always make a project so that the child will not get the idea that the teacher feels the project is too messy, etc.

**Note:** Give plenty of time for this activity. Sloppy habits will be formed if the child is hurried too much.

- Actual articles when possible
- Good pictures of articles

- Articles on table for identification
- Cloth

- Pictures of school and home articles
- Articles to match
- Boxes for sorting

**Note:** Make the parents aware of sources for pictures: catalogs, magazines, store advertisements.
Behavioral Objectives

- identify simple tools by name
- solve some simple problems

Activities

- Take a field trip to a laundromat and observe someone using a washer and dryer.
- Invite a parent to bring a vacuum cleaner to school for a demonstration.
- Let each child take a turn in vacuuming the floor.
- Take the students to the school cafeteria to watch the custodian mop the floor.
- Find pictures of articles used at home.
- Paste them on construction paper to take home.
- Find pictures of articles used at school.
- Paste them on construction paper to take home.

Vocabulary Development for Oral Language

- hammer
- saw
- screw driver
- nails
- board

- Visit a lumber yard to get scraps of lumber.
- Go to your school shop to ask the shop teacher to cut the boards and show how simple tools are used.
- Invite a friend or parent to school to demonstrate the use of simple tools in the room. Hammer nails into boards. Pull them out. Use Playskool Workbench for hammering and screwing wooden pegs.
- Put all the tools on the table. Identify them. Ask students to close eyes. Take one tool away. Guess which one is missing. Put all the tools on the table. Identify them. Ask students to close eyes. Cover tools with cloth. Recall what tools are under the cloth.
- Put one tool in a paper bag. Let each child feel the tool without looking at it. Guess which tool is in the bag.
- Find pictures of simple tools. Identify them.

- Set up some simple problems related to school routine.
- When students arrive at school, do not have a work activity by their names. Teacher may go to her desk and appear to be working on something. Note if students will ask for work activity.
- Go to the circle and sit down and start telling a flannelboard story. See if the students will come to the circle.
- Begin a coloring, cutting or pasting activity without supply boxes. Give usual instructions and see if students will tell you they do not have supply boxes.

Instructional Aids and Materials

- Field trip to laundromat
- Vacuum cleaner
- Parent
- Custodian
- Mop
- Magazines, scissors, catalogs, paste, construction paper, school supply catalogs

- Actual tools
- Pictures of tools

- Visit to lumber yard and school shop
- Resource person
- Some simple tools
- Playskool Workbench
- Tools you wish to identify
- Tools
- Cloth

- Paper bag
- Assorted tools
- Pictures of tools

- Arrival at school without work activity by names
- Teacher reading a story in circle without students
- Activities without supply box
### Behavioral Objectives

Start outside for recess on a cold day without coats and mittens. See if students will ask for coats or if they mention that they are cold.

Teacher put on coat before going to restroom but start the students without coats. See if they will ask for own wrap.

### Activities

- Start outside for cold outdoor recess without coats or mittens
- Teacher with coat
- Students without wraps

### Instructional Aids and Materials

- Start out for cold outdoor recess without coats or mittens
- Teacher with coat
- Students without wraps
Skill Area – Economic Usefulness
Level – Intermediate

Behavioral Objectives

Developing Work Habits

The child will be able to:

- follow simple directions
- follow group directions
- complete a work paper as directed by the teacher
- follow directions from records
- set up room duties for “Quiet Time” and “Talking Time”
- make charts showing room duties
- run an errand for the teacher
- pick up papers from the playground as directed by the custodian, and teacher
- make charts showing room duties
- follow simple directions from records

C. A. 9.0-12.11
M. A. thru 5.11

Activities

Sew a button on a piece of tagboard. This will be easier than cloth for most students to handle.

String beads according to direction: round bead, square bead, red bead, blue bead, etc.

Sort beads according to color.

Sort beads according to shape or size.

Sort buttons according to color.

Sort buttons according to size.

Sort nails and bolts.

Put lids on various types of bottles and jars.

Put lids on food cans.

Sew cards according to teacher direction: by number, with red yarn, etc.

Run an errand for the teacher.

Complete a work paper as directed by the teacher.

Make charts showing room duties. Ask the children to look for pictures showing various duties. Let them help decide what duties are needed on Monday, Tuesday, etc.

Let each child find his room duty for the day and demonstrate it for the rest of the class. Play “Follow the Leader” acting out room duties.

Pick up papers from the playground as directed by the custodian, and teacher.

Follow simple directions from records.

Set up a “Quiet Time” and a “Talking Time.”

You now want to make the child aware that he can color a picture and listen to a record at the same time, or he can talk with his friends while he works a puzzle.

Instructional Aids and Materials

Tagboard, button, needle, thread

Assorted colors and shapes of beads, laces

Egg cartons

Colored beads

Egg cartons, beads of assorted shapes, and sizes

Egg cartons, colored buttons

Egg carton, large and small buttons

Coffee cans or muffin tins, nails, bolts

Bottles and jars with lids

Coffee and shortening cans, etc., with lids

Sewing cards with laces or colored yarn

Paper, pencil, crayolas

Magazine, scissors, tagboard

Note: Include every possible duty: feed fish, water plants, dust furniture, clean blackboard, even if it means making many charts.

Paper bags, boxes, waste baskets

Note: Carefully supervise all work activities so that sloppy habits will not be established.

See records in Suggested Activities at end of skill area.

Note: Explain that many jobs permit some conversation, but no job permits loud talking or screaming.
### Behavioral Objectives

- **complete an assigned task**

### Activities

Set up an activity by each child's name at his table. The activities must vary according to the abilities of the child; some students may be able to water plants or feed animals while others may only be expected to color a picture or string beads. Your main concern is to give a child something he can complete, see that he does finish it and praise him for good work.

Ring a bell or blow a whistle when work period starts. Let the work period last five to ten minutes, depending upon the activities for that particular day. At the end of the period, blow whistle again. All students who have completed tasks may have a short free play period while teacher gives individual help and encouragement to those who haven't done their work.

### Instructional Aids and Materials

**Activity for each child on own level**  
*Note:* Many of the activities for this skill area may seem to repeat themselves. However, when you are teaching a child to follow individual or group instructions, he may not have a task that you expect him to master alone. But with this objective: complete an assigned task, you are giving him things to accomplish before he can participate in another group activity or free play.

- **Bell or whistle**
- **Toys for free play**

**Note:** These examples of school routine are only one way of setting up such procedures. Whatever you use, keep in mind that a routine should be the same every day and the vocabulary you use in teaching it must be the same so that the students will not become confused.

**Simple project by each child's name**  
*Note:* Provide some interruption during a work period so that students will learn that their work must sometimes be interrupted. Always return to uncompleted job so they will learn that it must always be completed.

**Note:** This activity will make the child aware that he must be punctual, if you will provide some recognition or reward to those who comply.
Behavioral Objectives

**coloring**

Set up a regular routine for coloring. Get supply box from the floor under chair, put it on the table by right side (or left side if left handed), open supply box and select color needed, close supply box and color. When finished put crayolas back in the box, close the box and sit quietly while other students finish.

**restrooms**

Set up a regular routine for restrooms: girls get wraps and get in Girls' Line; boys get wraps and get in Boys' Line, march to restroom, without talking if other classes are in session, use restroom, wash hands and return to line. March quietly out of the building for outdoor recess; or return to classroom for indoor recess.

**lunch period**

Set up a regular routine for lunch periods: wash hands, put on wraps, get in line, march quietly down halls without disturbing other classrooms, get in line for lunch, thank cooks for trays, walk to the table and eat quietly with a minimum of noise. Usually the group must eat together at this age level. In order that more students may be aware of TMH students, ask your leader to select a table anywhere in cafeteria, to eat there for the day. When all students have eaten, take trays to proper place, get in line and return to classroom or go out for play periods.

**cutting and pasting**

Set up a regular routine for cutting and pasting. Work as a group except for individuals who cannot work alone. Show students how to cut, put paper in the waste basket and return scissors to supply box. Now show how to apply a small amount of paste or glue to the picture, how to paste it and how to remove any excess paste with tissue. Return paste to supply box, wash hands when necessary, write name on paper and put paper on designated table to take home. There will be students who work slowly and will need a lot of individual help. Have a simple activity table set up and allow students to select a new activity as the cutting and pasting is completed.

**clean up time**

Set up a regular routine for clean up time. To make the students aware of clean up time, ring a bell or blow a whistle when you are ready for work to stop. Stop work, check supply boxes, take all the articles out of supply box, hold up each as teacher names it, return it to supply box, put away supply boxes, pick up paper, (some sweeping may be done if needed), push chairs under tables, and put away any materials or games used during the day.

Activities

**Instructional Aids and Materials**

**Supply boxes**

Note: The TMH will always need some supervision in the restroom. You might allow them to go there unsupervised several times per month but ask principal, custodian, nurse, or secretary to look in on them and note habits that should be reinforced.

Note: Supervise the students so they will develop good eating habits. They will have to be encouraged to eat some of the foods served in the cafeteria.

Note: See Perceptual Motor Skill Area for use of scissors.

Paper, supply box, tissue

Note: Always do a project with the students so they will not get the idea that you think the project is too messy.

Note: Teach a child to be independent. He may need help if he has never done anything for himself at home.

Whistle or bell

Broom, dustpan

Note: Be sure to give enough time for completion of this activity. Failure to do so may result in sloppy work habits.
Behavioral Objectives

- going home
- Developing Ability To Work With Others:
  - The child will be able to:
    - play games in small groups
    - work in small groups to complete school jobs
    - dust furniture
    - sweep floors
    - set the table

Activities

Set up a regular routine for going home. Stand up, push chairs under tables, check room to see that everything has been put away, put on wraps, stand in line by door to receive papers or notes to parents, march quietly out of building and get on school bus.

Set up card tables with puzzles of 100 pieces. Seat one person at each side of the table to work on puzzle for short periods each day until it is completed. A large piece of cardboard may be used to keep the puzzle intact if the card table cannot be left set up with the puzzle.

Give each child a box of beads and a lace. Have the same number of beads in a box. Ring a bell to start. See which child can string his beads first. Divide your students into groups so that all students will have a chance to win at some time.

Bolt and nail game, group of two students: put bolts and nails on the table. Give each child an egg carton or box. Instruct one child to put the bolts in his box and the other child to take the nails. See which child finishes first.

Play number or picture dominoes. Stress not being unhappy if he is the last to finish. Play circle games where one child will be in the middle.

Dust desks and other room furniture, group of two students: teach one person to remove all articles from furniture, the other person dusts the furniture and the first person returns the articles to their original positions.

Sweep floors in classroom, group of two students: teach one person to sweep the floor and the other person to move chairs and hold dust pan.

This will be a good time to rearrange the furniture but the students will need help in deciding where to place the furniture. TMI children are not very creative and they will want to put everything back where it was.

Set the table for a room luncheon or party, group of two students: teach one student to place the dishes and the other one to place the silverware and napkins. For parties, paper plates and plastic silverware will probably be used.

Instructional Aids and Materials

- Wraps
- Note: The purpose of this activity is to work on the same activity without tearing up other student's work or holding puzzle pieces.
- Note: This game is good for two or four students.
- Boxes of beads, laces
- Boxes or egg cartons
- Nails and bolts
- Number dominoes
- Picture dominoes, musical chairs or similar game
- Note: You will want to set up a regular routine for each school job.
- Dust cloth
- Broom, dustpan,
- For practice, make place settings of butcher paper
- Plastic dishes and silverware
Behavioral Objectives

- wash dishes
- dry dishes
- clean shoes
- water plants
- make sewing cards

The child will be able to:
- identify some home and school objects and identify their use

Activities

**Wash dishes**, group of two students: teach one student to scrape dishes (or pans) and stack them for washing. Show the other student how to mix hot and cold water, measure the detergent and put dishes in dishpan or sink for washing. Demonstrate cleansing pads and supervise to see that dishes are clean.

**Dry dishes**, group of two students: teach one student to rinse the dishes in hot water. (This may be in a dishpan or the sink.) Demonstrate placing in a dish drainer. Show the other student how to remove excess water with dish towel and put dishes away.

**Clean shoes**, group of two students: have a mat by the door for scraping mud from shoes. Let the students take turns cleaning each others' shoes with broom, paper towel or brush. This activity can be changed to have a daily leader who stands by the door to check shoes and assist each child in removing the dirt from his shoes.

**Water the plants**, group of two students: show one student how to fill a pail or plastic bottle with water without it running over. Teach another child how to water plants from the plastic bottle or dip water from a pail. Show how to use newspapers to remove any water spilled on the floor.

**Make sewing cards**, group of two students: teach one student to place the simple pattern on tagboard and fasten it securely with paper clips. Show the second student how to draw around the outline with a pencil or felt pen. Help the first person cut out the design and the second person outline it with a paper punch.

Work in small groups to make a seasonal mural. (Beware of others in use of materials and space for working.)

**Vocabulary Development for Oral Language**

- pencil
- paper
- paste
- scissors
- stove
- dryer
- crayolas
- felt pen
- dishes
- knives
- blender
- dish cloth
- forks
- spoons
- pans
- toaster
- washer
- coffee pot
- dishwasher
- dish drainer
- garbage disposal
- dish towel

Instructional Aids and Materials

- Note: This activity will probably be needed after simple cooking lessons.
- Dishpan or sink, dish cloth, detergent, dish scraper, cleansing pad
- Dishpan or sink
- Dish drainer, dish towel
- Mat
- Broom, paper towel
- Brush
- Leader
- Plants
- Plastic bottle or pail
- Small can for dipping
- Tagboard, scissors
- Pencil, patterns
- White butcher paper
- Paints or crayolas
- Real objects
- Pictures of objects
- Chart showing pictures of objects and words
- Word Cards
- Note: The intermediate group can make many simple patterns for the primary group to use. It is never too early to stress doing things for others.
- You are not really trying to teach words, but some students may learn a few of them.
Behavioral Objectives

Activities

Divide class into two groups. Hold up a picture of common object and identify by name and use. (Take turns.) The child who identifies the object correctly holds the card. Count the cards at the end of the game to determine the winning team. Listen to Common Home and School Sounds. (Record 7—Side B)

Make a School Booklet showing articles used at school.

Make a Home Booklet showing articles used at home.

Describe articles used in home and school. Teacher describes until students understand the game. Divide into two sides and give one point for each correct answer. The student who guesses correctly also gets to describe the next article. Count points at end of game to determine winning team.

Vocabulary Development for Oral Language

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>saw</td>
<td>boards or rough lumber</td>
</tr>
<tr>
<td>lumber</td>
<td>claw hammer</td>
</tr>
<tr>
<td>file</td>
<td>nails (large heads)</td>
</tr>
<tr>
<td>pliers</td>
<td>screws (large heads)</td>
</tr>
<tr>
<td>sandpaper</td>
<td>screws driver (standard)</td>
</tr>
</tbody>
</table>

Make a board for storage of tools. It may be necessary to keep this board locked in a cabinet at night, but it should be available for circle activities.

Talk with your shop teacher regarding the kind of board which will meet your own needs.

Outline each tool on the board with a hook for hanging the tool over the outline.

Using the board play the following Identification Games:

Point to hammer and ask, “What tool is this?”

“What do we do with it?” The child who answers correctly may replace the hammer.

Take all tools from the board and place on table. Ask, “What tool is this? What do we do with it?” Child who identifies correct tool, finds tool and tells its use may replace the tool on the board.

Hold up a nail and board. Ask, “What tool do we use with these?” Child who identifies proper tool may drive nail into board.

Drive nails into boards. Remove nails. Using screwdriver, put large headed screws into board. Remove screws with screwdriver. Work with knock out peg board or work bench for those students who are not able to manipulate nails and screws.

Instructional Aids and Materials

Pictures of common home and school objects

Peabody Language Development Kit Level P

Construction paper, school supply catalogs, magazines, paste, scissors

Construction paper, paste, magazines, scissors

Pictures of articles

Note: If students have difficulty describing an article, teacher may describe and hold up picture pointing out things.

Actual tools

Pictures of tools

Note: Any activity with tools should be simple with emphasis on safety precautions in use of tools.

Large piece of board

Hooks

Tools

Board with outline of each tool

Actual tools

Nail, board, tools

Board with outline of each tool

Actual tools

Nail, board, hammer

Available from Creative Plaything and Judy Companies
**Behavioral Objectives**

Make a "Tool Booklet." Find pictures of tools, two pages for each tool. Then look for pictures of persons using those tools. (Some students may be able to copy the name of the tool from the board.)

**Activities**

Read a short story; decide how long you want them to sit quietly and select a story and discussion for this length of time.

Tell flannel board stories, making your stories longer as the attention span develops.

Set up a "Show and Tell Period" restricting each person to one minute or time. At first, it may be adviseable to have two short Show and Tell periods instead of one longer one, if the students do not remain interested.

Play Guessing Games when the teacher whispers or plays records very low. (Students may or may not close eyes.) Guess what the teacher said or what record is being played.

Play games students especially enjoy. Increase the length of time played each week until students are able to concentrate on the game for a period of time designated by teacher.

Work simple activity sheets with which teacher gives frequent direction. Keep repeating the activity sheet until students are able to work quietly and follow directions.

The child will be able to:

- solve some simple everyday problems
- ask a student to sweep the floor without a broom. Note if he will ask you for a broom or if he will stand and wait for you to get one for him.

**Instructional Aids and Materials**

- Tool catalog, magazine, construction paper, paste scissors, stapler or paper punch
- Yarn, yarn needle
  
  Note: Students only pay attention if they are doing something they understand and enjoy.

- Short stories
- Flannel board stories

**Show and Tell period**

- Have frequent music or rhythm activities so students will not be tired of sitting before attention activities start.
- Record, record player
- Teacher whispers

**Group games**

- Work activity sheets
- Pencil, crayolas
  
  Note: Observe the attention span of student at the beginning of year. Set your goals for a year and increase length of activity, weekly or monthly, until you have reached your goal.

- a for sweeping
  
  Note: These activities are set up to make a child aware of the things he needs for work and teach him to ask or locate the materials needed to complete the job.
<table>
<thead>
<tr>
<th>Behavioral Objectives</th>
<th>Activities</th>
<th>Instructional Aids and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask a student to wash dishes without any dishes; without a dish cloth; without detergent; without water.</td>
<td>Area for washing dishes</td>
<td></td>
</tr>
<tr>
<td>Ask a student to dust the furniture without a dust cloth.</td>
<td>Area to dust without dust cloth</td>
<td></td>
</tr>
<tr>
<td>Ask a student to set the table without the place setting drawn on butcher paper; without dishes; without silverware.</td>
<td>Area for setting table without one article needed for the task</td>
<td></td>
</tr>
</tbody>
</table>

Note: Include any problem solving situation related to your own classroom.
Skill Area – Economic Usefulness
Level – Pre-vocational

Behavioral Objectives

Taking Responsibility for Completing Work Assignment

One-half of your day should consist of activities similar to those observed in a workshop or on other jobs visited on field trips. The best time for these activities may be at the beginning of the school day since the teacher will be stressing so many points connected with punctuality and routine. The remainder of the day can be spent with functional academics and other skill areas needed by individual students.

Review all skills learned in the Primary and Intermediate Economic Usefulness Skill Areas.

The student may be able to: arrive at school (work) on time
accept discipline when he is late

C. A. 13.0-16.11
M.A. thru 6.11

Activities

Make a large tagboard time chart so each student can sign in each morning. If a student is late, without an excuse, circle his name with a red pencil. This chart may be set up by the week or month using days of the week or number dates according to the abilities of students, and the places they will be engaged.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary</td>
<td>Mary</td>
<td>Mary</td>
<td>Mary</td>
<td>Mary</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>John</td>
<td>John</td>
<td>John</td>
<td>John</td>
<td>John</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Anna</td>
<td>Anna</td>
<td>Anna</td>
<td>Anna</td>
<td>Anna</td>
<td>1</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Bob</td>
<td>Bob</td>
<td>Bob</td>
<td>Bob</td>
<td>Bob</td>
<td>3</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

Sex
Boys
Girls

Set up a contest between the boys and girls. Count the girls who get to work on time and record it on the wall chart. Do the same with the boys. Check at end of week to determine winners.

Take a field trip to a nearby workshop or business. Arrange to be there when employees arrive. Ask the manager or supervisor to discuss what happens when employees are late for work.

Set up a mock workshop. (Teacher will act as employer.) Pretend that several students are late for work. Be very stern with them using anger and disappointment.

Instructional Aids and Materials

Note: A classroom for this group should include a small kitchen, shop corner equipped with simple tools and an area for functional academics. A room with at least two teachers so that students could be divided into groups according to interests and abilities would be ideal. If such a center is not available an aide should be hired to supervise some students while the teacher works with others.

See chart below

Field trip to sheltered workshop or business

Mock workshop

Angry employer

Note: Students must learn to expect displeasure if they are late
Behavioral Objectives

- Start working on arrival at school with a minimum of reminding
- Finish a task
- Be neat in most work activities
- Have confidence in work ability

Activities

- Invite upper grade classes to your room for little skits related to good work habits and getting to work on time. Act out the "pretend games" the upper grade students demonstrated.
- Train each child to check the work chart on arrival at school, find his work activity and be ready to start work. The teacher should be available to answer questions and give help if students do not understand work schedules. Constant supervision will prevent poor work habits. Ring a bell when you are ready for activities to start.
- Set up regular school activities which the child already understands and sometimes accomplishes. Suggested lists of tasks for home and school are included in this skill area.
- Simple tasks on level of each child, clean or messy activities according to the ability of the student.
- Set up a mock workshop. Invite parents and Special Education Personnel for open house. Give each student a work activity which he can do well. Instruct him to explain the procedure to each visitor.

Jobs and Activities

The student may be able to:

- Learn some simple work assignments
- School activities

Dust furniture
Sweep floors
Mop floors
Empty waste baskets
Water plants
Clean and shine shoes
Follow pattern in simple sewing
Take apart irons, coffee pots, etc. try to put them together again
Hang up clothing
Keep locker clean and neat
Sweep or mop halls with supervision

Instructional Aids and Materials

- Students from other grades for work demonstrations.
- Note: Stress the importance of a smile and greeting to each employee as you arrive, mention clothing, their neat appearance, etc.

Work chart
Bell

Note: Have frequent parent conferences and school visits to emphasize work routine

Note: Explain to parents that student must learn to finish task if he expects to hold job.

Note: He will not learn these overnight. Work closely with parents setting up simple activities with lots of praise.

Note: For a student to have confidence in his work ability he must do something he enjoys, understands and has time to complete within the allowed time schedule.

Mock workshop
Visitors

Note: This is only a suggested list of work activities. The teacher may have many additions related to her locale.

Check with your custodian and cafeteria supervisor for additional jobs.
Behavioral Objectives

home activities

- wash windows (Keep this activity very simple.)
- mop kitchen floor
- sweep floor
- run vacuum cleaner
- wash windows inside
- simple hand ironing
- clean up tables
- wash dishes
- dry dishes
- empty garbage
- clean cupboards and replace dishes
- keep closet neat and in order
- take clothes from dryer and fold
- clean bathroom
- clean table tops
- wash cars with supervision

lawn care

- rake leaves
- pick up litter, twigs, and branches
- simple watering with help
- remove dead limbs with help

school ground

- cut weeds with supervision
- pick up litter and paper
- rake leaves
- sweep sidewalks, porches, and steps
- shovel snow from sidewalks and steps with supervision

Identify most of the equipment needed to complete a work assignment

Vocabulary Development for Oral Language
(and written language as determined by teacher)

Equipment needed

- mop
- bucket
- detergent
- water
- broom
- dust mop
- dust pan

Vocabulary needed in addition to names of equipment

- measure
- squeeze
- shake
- wring
- push
- half-full
- too much
- pull
- sweep
- move furniture

Activities

- make shoe shine box
- set tables
- make bed
- prepare simple foods
- clean mirrors
- bundle newspapers
- do simple sewing
- dust furniture
- hang up clothes
- answer telephone
- arrange articles on shelves
- sort clothing according to color
- to fabric
- clean dish washing area
- clean refrigerator
- arrange drawers
- take apart old home appliances and put together again

Instructional Aids and Materials

Note: Invite parents to school to observe students at work. Discuss routine followed at school. Stress that confidence in work and pride in a job well done will help develop a happier home atmosphere.

Note: Parents should realize that some of these activities provide excellent opportunities for "Mother – Daughter" and "Father – Son" discussions.

Note: These are also good "Father – Son" activities.

Note: Make certain that your TMH room is scheduled for a "clean up the litter week" just as often as regular classes. Regular students should observe TMH students doing many jobs well.

Note: Have a special place for each tool or material used in work. A large cabinet or board with each tool outlined is ideal. Names of some tools may be written over the outline and this is excellent if you are teaching the written word.
<table>
<thead>
<tr>
<th>Behavioral Objectives</th>
<th>Equipment needed</th>
<th>Activities</th>
<th>Vocabulary needed in addition to names of equipment</th>
<th>Instructional Aids and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>clean, bathroom</td>
<td>cleaner</td>
<td>sprinkle</td>
<td>pour</td>
<td>Have real objects whenever possible. Collect many good pictures of all tools and materials for identification and matching. Collect many pictures of actual tool being used for discussion and identification.</td>
</tr>
<tr>
<td></td>
<td>brush</td>
<td>scrub</td>
<td>set</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cloth</td>
<td>rinse</td>
<td>dry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>disinfectant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>answer telephone</td>
<td>telephone</td>
<td>answer</td>
<td>talk plainly</td>
<td>Senior Citizens are often glad to come to school and demonstrate various work activities.</td>
</tr>
<tr>
<td></td>
<td>pencil</td>
<td>write</td>
<td>telephone number</td>
<td></td>
</tr>
<tr>
<td></td>
<td>paper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>clean and shine shoes</td>
<td>broom</td>
<td>shine</td>
<td>scrape</td>
<td></td>
</tr>
<tr>
<td></td>
<td>brush</td>
<td>clean</td>
<td>rub</td>
<td></td>
</tr>
<tr>
<td></td>
<td>shoe polish</td>
<td>polish</td>
<td></td>
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<tr>
<td></td>
<td>tongue depressor</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>cloth or brush</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>for shining</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rake leaves</td>
<td>rake</td>
<td>pile</td>
<td>put in box</td>
<td>Invite resource persons when it is feasible.</td>
</tr>
<tr>
<td></td>
<td>box</td>
<td>empty</td>
<td>place by curb</td>
<td></td>
</tr>
<tr>
<td></td>
<td>trash cans</td>
<td>pick up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sewing</td>
<td>needles - regular embroidery, yarn thread, cotton thimble scissors</td>
<td>sew</td>
<td>knot</td>
<td>Invite parents to school to observe your routine and the vocabulary you teach. Send home desired learnings regularly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>thread needle</td>
<td>cut</td>
<td></td>
</tr>
<tr>
<td>simple home repairs</td>
<td>hammer</td>
<td>hit</td>
<td>rub</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nails</td>
<td>hold</td>
<td>fasten</td>
<td></td>
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<tr>
<td></td>
<td>screwdriver</td>
<td>twist</td>
<td>tighten</td>
<td></td>
</tr>
<tr>
<td></td>
<td>thumb tacks</td>
<td>push</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>square saw</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>clamp</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>piers</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>screws</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sandpaper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral Objectives</td>
<td>Equipment needed</td>
<td>Activities</td>
<td>Vocabulary needed in addition to names of equipment</td>
<td>Instructional Aids and Materials</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------</td>
<td>------------</td>
<td>------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>wash and dry dishes</td>
<td>dish pan or sink</td>
<td>scrape</td>
<td>soak</td>
<td>Note: Invite the director of school maintenance (both grounds and buildings) to school to watch the TMH identify and use tools and complete work activities in a designated time. Suggest that the custodian train them and be reimbursed for his work. After the TMH has learned to complete the work activity successfully, a minimal wage should be paid to him while he is enrolled as a student. After he leaves school, he should be paid according to the kind of work he does.</td>
</tr>
<tr>
<td></td>
<td>detergent</td>
<td>stack</td>
<td>clean</td>
<td></td>
</tr>
<tr>
<td></td>
<td>dish drainer</td>
<td>drain</td>
<td>scald</td>
<td></td>
</tr>
<tr>
<td></td>
<td>dish cloth</td>
<td>put away</td>
<td>dry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>dish towel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>simple ironing</td>
<td>ironing board</td>
<td>iron</td>
<td>turn off</td>
<td></td>
</tr>
<tr>
<td></td>
<td>iron</td>
<td>press</td>
<td>fold</td>
<td></td>
</tr>
<tr>
<td></td>
<td>flatwork to iron</td>
<td>turn on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cut weeds</td>
<td>hoe</td>
<td>cut</td>
<td>pick up</td>
<td></td>
</tr>
<tr>
<td></td>
<td>rake</td>
<td>rake up</td>
<td>put in boxes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>waste can or box</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bundle newspapers or</td>
<td>newspapers</td>
<td>stack up</td>
<td>tie</td>
<td>Note: Evaluate the students at least weekly to see if desired learnings are being developed.</td>
</tr>
<tr>
<td>magazines</td>
<td>heavy cord</td>
<td>place evenly</td>
<td>fold</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>pile up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sweep sidewalk</td>
<td>broom</td>
<td>sweep</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>dustpan</td>
<td>pick up</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>box or waste can</td>
<td>put in box</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>can</td>
<td>put in waste can</td>
<td></td>
<td></td>
</tr>
<tr>
<td>take clothes</td>
<td>clothes</td>
<td>shake out</td>
<td>put away</td>
<td></td>
</tr>
<tr>
<td>from dryer</td>
<td>dryer</td>
<td>fold</td>
<td>put in basket</td>
<td></td>
</tr>
<tr>
<td></td>
<td>basket</td>
<td>sort</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>table</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>water plants</td>
<td>plants</td>
<td>pour</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>watering can</td>
<td>fill</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>water</td>
<td>mop up spilled water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wash windows inside</td>
<td>spray bottle</td>
<td>spray</td>
<td>scrub</td>
<td></td>
</tr>
<tr>
<td></td>
<td>filled with window cleaner</td>
<td>clean</td>
<td>dirty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>newspapers or cloth</td>
<td>polish</td>
<td>spots</td>
<td></td>
</tr>
</tbody>
</table>
Behavioral Objectives

find materials and complete a work assignment in a given period of time

Activities

These are two examples of a routine which a student may be expected to follow to complete a work assignment.

Work Assignment Mop the floor (Allot a certain length of time for this job.)

1. get the mop
2. get the mop bucket
3. fill bucket one-half full of water (warm or hot)
4. measure detergent or cleaner
5. add detergent to water
6. measure disinfectant
7. add disinfectant to water
8. put mop in water and get entirely wet
9. wring out mop
10. mop a small area of floor
11. rinse out mop in bucket
12. wring out mop
13. mop another small area of floor, etc.

Clean and Polish Shoes (Allot a certain length of time to polish one pair or a certain period of time to clean and polish several pairs of shoes.)

1. get shoe shine kit
2. get shoes to clean and polish
3. brush remaining mud from shoes
4. wipe off dust with cloth
5. polish one shoe and set aside to dry
6. polish other shoe and set aside to dry
7. shine shoes with cloth or brush
8. put away shoes
9. put away shoe shine kit

Instructional Aids and Materials

Note: The most important factor in work activities is a regular routine. The teacher should establish her own and follow it for best results in training TMH for future jobs.

Note: Be sure each tool or material has a specific place so the students can easily locate it.

Field Trips

The student should go on field trips to:
see people help others

Emergency Services (Ambulance, Rescue Squad)
Fire Department
Police Department
Doctor's Office
Hospital

Public Health Department
Dentist's Office
Animal Hospital

Note: Field trips are a very important part of the education and training of the TMH. They can serve as introductory materials for community service or suggestions for jobs.

Note: Set up rating scales to determine if student is really learning the names of tools, their use and the correct routine for each school job.
Behavioral Objectives:

- watch many people
- work at many kinds
- of jobs

Activities:

- beauty shop
- barber shop
- motel
- hotel
- gas station
- car wash
- dairy
- laundry
- cafeteria
- restaurant
- drive-in

- small grocery store
- large grocery store
- drug store
- hardware store
- variety store
- discount store
- clothing store
- shoe store
- Electrical appliance store
- (selling and servicing)
- disposal plant

Instructional Aids and Materials

- Careful planning should be done with the managers of various businesses. This is an excellent opportunity to show employers that TMH students are well-behaved and dependable.

- Some of the jobs you will want to observe are:
  1. busboy
  2. dishwasher
  3. steamtable attendant
  4. dishwashing machine operator
  5. waiter
  6. waitress
  7. salad maker
  8. sandwich maker
  9. cook's helper
  10. custodian
  11. car wash attendant
  12. yard boy

- Be sure to observe are:

- Note: Arrange an evening meeting for parents and ask the manager of the bus company to explain the services they can provide for TMH youngsters and the limitations that must be set on their conduct while riding the bus.

- Field trip
  - Bus schedule for all parts of city

- Note: Let your field trips include trips to areas in each child's home environment so he will be aware of bus service near his home. Teacher must always accompany children on bus trips.

Transportation Skills

The student may be able to:

- identify a specific bus stop

Films

- Filmstrips

Invite someone from the Bus Transportation Company to come to school and explain bus service and proper conduct while riding on a public bus. This will make the bus company aware of TMH students who will be riding the bus with and without supervision. He in turn, can alert the drivers to report undesirable behavior to the teacher.

Take many field trips which may be reached by public bus. Some arrangements will have to be made with the school to provide some financial help in buying bus tokens.

Decide on a specific field trip. Take the trip by bus and return to school. As you wait at bus stop and return to bus stop, notice buildings and other landmarks which will make it easier for students to locate it.

Next day appoint a leader to take the group back to the bus stop where the bus was boarded before.

- sheltered workshops
- Goodwill Industries
  (other related businesses in your community)

- Note: Decide on a specific field trip. Take the trip by bus and return to school. As you wait at bus stop and return to bus stop, notice buildings and other landmarks which will make it easier for students to locate it.

- Next day appoint a leader to take the group back to the bus stop where the bus was boarded before.
Behavioral Objectives

- Identify the right bus for a short trip
- Pay for his fare and get transfer when necessary
- Conduct himself properly while on bus
- Signal when ready to leave bus
- Recognize home bus stop

Activities

- Set up a "mock bus." Let the "bus driver" hold up a sign from the front of the bus to identify the correct bus to board. If the student identified the correct sign, he "boards the bus." If not, he must wait for another turn.

- Set up a mock bus. Use real money to pay bus fare. Buy bus tokens from "bus driver." Practice giving the correct change or learn what change you should receive.

- Go on a short bus trip and let each child pay his own fare. Go on a long bus trip where transfers are needed. Get transfers, leave bus and board another bus.

- Set up a mock bus. Practice the following behavior on the bus:
  1. Wait until bus stops before trying to board it.
  2. Smile and speak to driver as you pay your fare.
  3. Smile and greet friends as you are finding a seat.
  4. Sit on seat while bus is in motion.
  5. Do not move from one seat to another.
  8. Do not talk with strangers or accept food from them.
  9. Get off bus only at your regular stop.
 10. Go immediately to workshop or home.

- Act out skits regular students presented in classroom. Give individual opportunities for students to show correct procedure for riding public bus.

- Invite parents to school to observe bus routine set up on "mock bus" in classroom.

- Set up mock bus. Tie a card between two chairs. Attach a bell to it so it will ring when the card is moved. Have leader stand in front of "bus" and hold up street signs. Practice pulling signal cord for student's bus stop.

- Set up mock bus. Arrange a chair for each student. Make paper hats for driver, men and women. Let each student board the bus when driver holds up his street sign. After all students have boarded the bus, appoint a leader to stand in front of bus and hold up street signs.

Instructional Aids and Materials

- Mock bus with "driver"
  Note: Check with bus company to see if they have extra bus identification cards (found on front of bus) which they will give you. If not make large tagboard ones, using all the words needed for buses the students will be riding.

- Mock bus
  Real money
  Tokens

- Short bus trip
  Long bus trip using transfer

- Mock bus and "driver"
  Note: Ask students from regular classes to come to your room to demonstrate proper conduct on bus. Also ask them to show rude and disorderly conduct so that the "bus driver" must become angry and remove them from the bus.
Behavioral Objectives

Activities

A student can only get off the bus when he recognizes his street sign and is able to signal for bus to stop.

Invite parents to school to watch this activity. Encourage them to make bus trips with their student and observe that he can recognize the home and school bus stops.

Independent Travel

Review Transportation Skills several times per week.
Expect each child to come to school on public buses the last 8 weeks of school, when he has reached the age of 16 and will be going into a Sheltered Workshop-Activity Program.

Invite parents to school to observe the following routines for Independent Travel.

Practice the following steps:
1. Get to the bus stop on time. Remind parents that a TMH student may board the first bus which comes along if he has missed his bus.
2. Look at the name on the front of the bus.
3. If it is your bus, get on and pay your fare.
4. Sit down and conduct yourself properly while on bus.
5. Signal when you are ready to leave bus.

Practice the following steps:
1. Observe the traffic signals STOP, GO, WALK, DON'T WALK.
2. Never cross in the middle of the street.
3. Remember that emergency equipment always has the right of way.

Solve the following problems:
1. Someone is bothering you on the bus. Tell the driver.
2. Someone is following you. Contact police, go to someone's home, knock on the door and ask them to call the police.
3. Lose bus money or token. Knock on someone's door or go in place of business and ask them to call your parents.
4. You get off at the wrong bus stop. Knock on someone's door or go in place of business and ask them to call your parents.

Instructional Aids and Materials

This activity can prepare the student for independent travel by public bus.

Note: Many parents will be concerned over their TMH child riding a bus alone. Many parents may refuse to allow their child to ride unsupervised. Invite the parents in for conferences and make frequent home calls to discuss this problem.

Note: This must be a cooperative project between parents and teachers. Unobserved by student, mother may follow child to school bus stop until she feels he can travel independently. Then the teacher, unobserved by student, can follow student to workshop in her car.

Note: Notify the bus company when TMH students will be traveling alone and ask them to report any questionable behaviors.

Set up mock situations as needed for the various demonstrations for parents.

Mock situations as needed for demonstrations for parents.

Note: For this program to be successful teacher must:
1. Make daily calls to parents reporting success and failure.
2. Make weekly home calls or invite...
<table>
<thead>
<tr>
<th>Behavioral Objectives</th>
<th>Activities</th>
<th>Instructional Aids and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Other problems related to your own group.</td>
<td>Contact your State Vocational Rehabilitation office for evaluations of students who have reached the required age for placement in workshops and other facilities.</td>
<td>3. Contact satisfied parents and ask them to talk with parents who are not sold on your program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Be a good listener as well as an adviser</td>
</tr>
</tbody>
</table>
ECONOMIC USEFULNESS
Suggested Materials and Equipment

Community Playthings
Rifton, New York
- Tool cabinet
- Woodworking tools
- Safety Play Traffic Signs (signs and bases)

R. H. Stone Products
18279 Livernois
Detroit, Michigan 48221
- Playskool Village for Community Study
- Set of Large Community Helpers
- Life size Community Helpers
- Playskool Workbench
- Pounding Bench (mallet and pegs)

David C. Cook Publishing Company
Public and Private School Division
Elgin, Illinois 60120
- Home and Community Helpers Pictures
- My Community Pictures
- Puppet Playmate Boards (community helpers)

American Guidance Services, Inc.
Publishers Building
Circle Pines, Minnesota 55014
- Peabody-Developmental Kit, Level P

Dinuba, California Public Schools
Dinuba, California
- Fern Tripp Safety Signs Folder

Mountain Bell Telephone Company
local
- Tele-a-Trainer Sets
- Movies and Stories
Creative Playthings
Princeton, New Jersey

Junior Handyman wood tool box
Hammer and nail design kit
Wood nuts and bolts construction set
Bolt tight set (screw driver and nuts, bolts, washers)
Miniature village with streets and buildings

New Mexico Division of American Auto Association
1516 San Pedro N.E.
Albuquerque, New Mexico 87110

Excellent posters and stories on safety

MOVIES AND FILMSTRIPS

How Machines and Tools Help Us — Coronet Instructional Films

MUSIC AND RECORDS

(See music books and records listed in Suggested Materials for Functional Academics and Self Help Skill Areas.)

Record — Safety Can Be Fun
Summit Industries
P. O. Box 415
Highland Park, Illinois

Singing On Our Way — Scott Foresman Co.
1. The Lawn Mower Song
2. The Scissors Man

BOOKS AND ARTICLES

Cortazzo, Arnold D. "A Guide for Establishing An Activity Program for Mentally Retarded Adults"
New York, New York: National Association for Retarded Children, 1963

Kakoska, Charles J. and Schmidt, Alfred "Related Classroom Chores to Outside Jobs"
Teaching Exceptional Children, Fall 1969, pp. 27-28
Suggested Home Jobs for Student

1. Put away toys.
2. Hang up clothing.
3. Empty waste baskets.
5. Pick up newspapers and put in waste basket.
6. Put magazines in magazine rack.
7. Put books on bookshelf.
8. Put dirty clothes in hamper.
9. Do simple dusting.
10. Water plants.
11. Dry dishes, pots, and pans.
12. Wipe silverware.
13. Hang up pans by handles.
14. Empty ashtrays.
15. Put right cover on right pan and place in designated place.
16. Set the table.
17. Use small broom and dustpan.
18. Find food in grocery store by looking at pictures.
19. Put away canned foods from store.
20. Make bed.
22. Sweep driveway and patio.
23. Bring in wood.
24. Sort magazines according to size.
25. Fold and stack newspapers.
26. Wash windows with help.

FILMSTRIPS

Churchill Films
662 North Robertson Boulevard
Los Angeles, California 90069

Fathers Work
My Dad is a Carpenter
My Dad is a Moving Man
My Dad Works in a Shoe Store
My Dad Works in a Factory
My Dad Works in a Supermarket
My Dad Works in a Service Station.

Mothers Work Too
My Mother is a Waitress
My Mother is a Dental Assistant
My Mother Works in a Bank
My Mother Works in an Office
My Mother Works in a Drug Store
My Mother Works at Home.

FILMSTRIPS AND RECORDS

Avid Corporation
Instructional Systems Division
10 Tripps Lane
East Providence, Rhode Island 02914

Occupational Job Attitudes (especially for Mentally Retarded)
WORDS FOR DAILY LIVING

The words illustrated on the following pages are those that appear to be most needed by the TMH person as he or she begins to participate in community life at the Prevocational and Vocational Preparatory levels. These drawings may be mounted on tagboard and laminated for classroom use. They may be mounted and made into Language Master cards for additional drill by the student himself. Teachers will think of many different ways to use these cards.

One teacher of prevocational TMH students has made a wallet-sized picture dictionary using drawings and words so the student has a guide with him at all times.
At the Vocational Prep level, all students should be tested and screened by the Vocational Rehabilitation Service. Test results should be reviewed by the students' pre-vocational teachers and by the vocational rehabilitation counselor. Those students not ready for work in the Sheltered Workshop should continue with job training and a school program (see Schedule 1). Other students who appear ready to sustain a six to eight hour work day in the Sheltered Workshop should be placed on a job there (see Schedule II). Those students who are unable to do either of the above should be assigned to the Activity Center (see Schedule III).

The public school system bears the major responsibility for training the TMH student through age 21, after which time other community agencies must take on the responsibility of maintaining the TMH program. Through the combined efforts of the public schools and other community agencies, a Training Center combining Sheltered Workshop and Activity Center may be established.

Area – All Skills
Vocational Prep

C. A. 17.0 to 21.0
M. A. through 8.0

On the following pages two models of training and work facilities are shown. One is for the small community, making use of existing high school rooms which could be remodelled and used as a training center. One is for larger communities; it offers boarding facilities and is planned to accommodate post school workers as well as those for whom the public schools are still responsible.

Some students will be limited to participation in the activities program. For these students, part of the day should be spent in continuation of the program as it was set up on a pre-vocational level. This participation should continue until the vocational rehabilitation counselor and the teacher are sure that this student will be unable to participate in a workshop. Provision should then be made for him/her to enroll in the activity program on a full time basis and live at home or board at the school, whichever is most appropriate.

The students who appear able to benefit from a work training program will be placed in the work training facility for half a day; during the other half day they will partake in a program of functional academics and social and recreational skills. Individual evaluation during the work training program will determine how long the student will remain with this procedure.
TRAINING CENTER, SHELTERED WORKSHOP & ACTIVITY CENTER
SMALL TOWN FACILITY
REMODELING OF EXISTING SCHOOL FACILITIES FOR DAY USE
(WOULD REQUIRE AT LEAST THE EQUIVALENT OF 4 CLASSROOMS)

FUNCTIONAL
ACADEMIC
AREA

LIVING AREA
(Simple Cooking,
Cleaning, Parties)

OCCUPATIONAL
AREA

PHYSICAL &
SOCIAL
EDUCATION AREA

* DIVIDERS MAY OFFER A MORE FLEXIBLE USE OF SPACE, OR ACT AS A SUBSTITUTE IF 4 SEPARATE CLASSROOMS ARE NOT AVAILABLE.

SUGGESTED STAFF:
FUNCTIONAL ACADEMICS TEACHER
SHOP
PHYSICAL EDUCATION
HOME ECONOMICS
PLUS AIDES AND STUDENT AIDES.
TRAINING CENTER SHELTERED WORKSHOP & ACTIVITY CENTER
LARGE CITY FACILITY
WITH BOARDING ACCOMMODATIONS

1st FLOOR

- TRADES
- OUTDOOR GAME AREA
- CAFETERIA & CANTREEN (Boarding Facility)
- ADMINISTRATION
- ACTIVITY, ARTS & CRAFTS

2nd FLOOR (Or more)

- BEDROOM FOR 4
- BATH
- PRIVATE APARTMENT
- BEDROOM FOR 4
- PRIVATE APARTMENT
- BATH
- CL
- BATH
- BEDROOM FOR 4
- BATH

ADDITIONAL FACILITIES MIGHT INCLUDE GARDEN AREA, HYDROPONIC GREENHOUSE, CHICKEN HOUSE, ETC.

MAY BE A 2 OR 3 STORY BUILDING, OR OTHER LIVING QUARTERS MAY BE LOCATED NEARBY.
PROGRAM FOR SHELTERED WORKSHOP AND ACTIVITY CENTER

SCHEDULE I

For students learning vocational skills and continuing development in other skill areas.

SCHEDULE II

For workers who can assume responsibility for a 6 to 8 hour work day.

SCHEDULE III

For those unable to work but able to participate in activities.

SCHEDULE I

9:00 - 12:00  A. M. Program
12:00 - 1:00  Lunch
1:00 - 5:00  P. M. Program

9:00 - 9:15  Opening - discussion of plans for day
9:15 - 10:30  Functional Academics
  Reading and oral language development - relate to jobs, following directions, etc.
  Arithmetic - making change and other skills
10:30 - 10:45  Break
10:45 - 11:30  Perceptual motor skills
11:30 - 12:00  Social, self help skills
  Grooming
  Preparation for lunch, wash up, etc.
12:00 - 1:00  Lunch
  Recreation
1:00 - 1:15  Sign in or punch in at workshop
  Discuss work assignment
SCHEDULE 1 (CONT'D)

1:15 - 3:00 Work assignment under supervision
   Shoe shining
   Dishwashing
   Laundry - washing, ironing
   Cleaning
   Nursery, yard work
   Stuffing, sorting or other activities

3:00 - 3:15 Break
Some may leave at this time if can't sustain full afternoon's work - to activity center or home

3:15 - 5:00 Continue same work assignment or be reassigned
   If student is living at facility, supper would be served.

5:00 - 6:30 Later in the evening, planned recreation, TV, or other activity would be provided.

SCHEDULE

Punch in or sign in
Get job assignment

9:15 - 10:30 Work

10:30 - 10:45 Break

10:45 - 12:00 Work

12:00 - 1:00 Lunch

1:00 - 3:00 Work (those assigned 6 hours, sign out and go to Activity Center)

3:00 - 3:15 Break

3:15 - 5:00 Work
JOBS IN SHELTERED WORKSHOP AND BOARDING HOME FOR SCHEDULE II

**Boarding Home Kitchen**
- Set table
- Remove dishes from table
- Clean and scrub tables
- Prepare dishes for dish washer
- Operate dish washer
- Stack and put away dishes
- Stack trays
- Sort silverware
- Clean silverware
- Wash and put away cooking utensils
- Sort canned foods by picture

**Boarding Home Laundry**
- Sort clothes by color
- Sort clothes by type
- Load carts for washing machine
- Load washing machine
- Operate washing machine
- Unload washer into dryer
- Operate dryer
- Fold linens
- Iron flat pieces
- Put away linens
- Mend clothes

**Boarding Home Housework**
- Make beds
- Sweep floors
- Run vacuum cleaner
- Dust furniture
- Wash windows
- Mop floors
- Wash woodwork
- Clean cabinets

**Boarding Home Custodial**
- Sweep floors
- Scrub floors
- Mop floors
- Wax floors
- Sweep porches and patios
- Empty waste baskets
- Empty garbage cans
- Clean bathrooms

**Boarding House and Sheltered Workshop Yard and Nursery**
- Rake leaves
- Pick up trash
- Shovel snow from walks
- Rake lawn
- Fertilize lawn and shrubs
- Mow lawn with hand mower
- Water lawn
- Water flowers, shrubs, trees
- Maintain small garden
- Help with greenhouse work

**Sheltered Workshop Jobs**
- Contract jobs which require:
  - Stacking
  - Packaging
  - Sorting
  - Folding
  - Stapling
  - Collating
  - Matching
  - Assembling kits

---

1 See Pre-Vocational Level Economic Usefulness Skill Area
<table>
<thead>
<tr>
<th>Living Area</th>
<th>Sewing Area</th>
<th>Shoed Shine Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>chair</td>
<td>sewing machine</td>
<td>chair equipped for shining shoes</td>
</tr>
<tr>
<td>couch</td>
<td>assorted needles</td>
<td>cloths or buffers for polishing shoes</td>
</tr>
<tr>
<td>coffee table</td>
<td>assorted thread</td>
<td>shoe polish</td>
</tr>
<tr>
<td>end table</td>
<td>thimbles</td>
<td>shoe brush</td>
</tr>
<tr>
<td>lamps</td>
<td>scissors</td>
<td></td>
</tr>
<tr>
<td>television</td>
<td>ironing board</td>
<td></td>
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<td></td>
<td>steam iron</td>
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<tr>
<td>Bedroom Area</td>
<td>Dining Room Area</td>
<td>Conference Area</td>
</tr>
<tr>
<td>bed</td>
<td>table</td>
<td>desk</td>
</tr>
<tr>
<td>bedside table</td>
<td>chairs</td>
<td>chairs</td>
</tr>
<tr>
<td>dresser</td>
<td>linens or mats</td>
<td>file cabinet</td>
</tr>
<tr>
<td>chair</td>
<td>dishes</td>
<td>telephone</td>
</tr>
<tr>
<td>linens</td>
<td>silverware</td>
<td></td>
</tr>
<tr>
<td>blankets</td>
<td>storage shelves for dishes and</td>
<td></td>
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<tr>
<td>lamp</td>
<td>silverware</td>
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<tr>
<td>Kitchen Area</td>
<td>Bathroom Area</td>
<td>Shop Area</td>
</tr>
<tr>
<td>stove</td>
<td>wash basin</td>
<td>work bench</td>
</tr>
<tr>
<td>refrigerator</td>
<td>bathtub with shower</td>
<td>tool cabinet</td>
</tr>
<tr>
<td>cooking utensils</td>
<td>toilet/mirror</td>
<td>assorted tools</td>
</tr>
<tr>
<td>dish washer or sink</td>
<td>storage closet</td>
<td>individual tool boxes</td>
</tr>
<tr>
<td>for washing dishes</td>
<td>scale</td>
<td>power tools (at teacher’s discretion)</td>
</tr>
<tr>
<td>cupboards</td>
<td>full length mirror</td>
<td>painting equipment</td>
</tr>
<tr>
<td>cooking table</td>
<td></td>
<td>exhaust fan</td>
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<tr>
<td>counter space</td>
<td></td>
<td>storage cabinet</td>
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<tr>
<td>Laundry Area</td>
<td>Yard and Nursery Area</td>
<td>Other Areas</td>
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<tr>
<td>washer</td>
<td>water hose and/or sprinkler</td>
<td>time clock</td>
</tr>
<tr>
<td>dryer</td>
<td>rake</td>
<td>rack for time cards</td>
</tr>
<tr>
<td>iron</td>
<td>hoe</td>
<td>bulletin boards</td>
</tr>
<tr>
<td>ironing board</td>
<td>gardening tools</td>
<td>chalk boards</td>
</tr>
<tr>
<td>laundry carts</td>
<td>hand lawn mower</td>
<td>individual lockers</td>
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<tr>
<td></td>
<td>spade</td>
<td>storage cabinets</td>
</tr>
<tr>
<td></td>
<td>greenhouse with necessary equipment</td>
<td>storage cabinets for A. V. equipment</td>
</tr>
<tr>
<td></td>
<td>wheel barrow</td>
<td>and materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>workshop telephone</td>
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<td></td>
<td></td>
<td>public address system</td>
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<tr>
<td>ITEM</td>
<td>ACTIVITY</td>
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</tr>
<tr>
<td>1.</td>
<td>Carry solid objects</td>
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<tr>
<td>2.</td>
<td>Carry fluid in open container</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Carry as part of a team</td>
<td></td>
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<tr>
<td>4.</td>
<td>Over changing surfaces (a) stairs</td>
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<tr>
<td></td>
<td>(b) inclines</td>
<td></td>
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<tr>
<td></td>
<td>(c) rough surfaces</td>
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<tr>
<td>5.</td>
<td>Erect with comfort</td>
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<tr>
<td>6.</td>
<td>On rough surfaces</td>
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<tr>
<td>7.</td>
<td>On heights</td>
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<td>8.</td>
<td>To lift from table height (a) light objects</td>
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<td></td>
<td>(b) heavy objects</td>
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<tr>
<td>9.</td>
<td>To lift from bench height (a) light objects</td>
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<td></td>
<td>(b) heavy objects</td>
<td></td>
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<tr>
<td>10.</td>
<td>To lift from floor (a) light objects</td>
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<tr>
<td></td>
<td>(b) heavy objects</td>
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<tr>
<td>11.</td>
<td>To reach (a) forward</td>
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<td></td>
<td>(b) sideways</td>
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<td></td>
<td>(c) backwards</td>
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<td></td>
<td>(d) downwards</td>
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<td></td>
<td>(e) upwards</td>
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<td>12.</td>
<td>To grasp small objects (a) thin</td>
<td></td>
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<td></td>
<td>(b) bulky</td>
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<tr>
<td></td>
<td>(c) flat</td>
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<td></td>
<td>(d) upright</td>
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<tr>
<td>13.</td>
<td>To grasp large objects (a) thin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) bulky</td>
<td></td>
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<tr>
<td></td>
<td>(c) flat</td>
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<td></td>
<td>(d) upright</td>
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<tr>
<td>14.</td>
<td>To grasp solid objects</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>To grasp pliable objects</td>
<td></td>
</tr>
</tbody>
</table>

Behavioral Objectives

Money

The child will be able to:
- recognize some pieces of money
- (Review money vocabulary at beginning of Functional Money Area.)
- Set up a play store. Using real money, buy a can of food. Locate the price stamped on the can. Tell the student what pieces of money he will need to buy the can. Help him find the correct pieces of money.
- Cut pictures of articles you would like for Christmas or birthday presents. Decide which one would cost more and why. Find pieces of money needed to pay for it. Bring price tags from home showing cost of some article. Help the students find the right pieces of money to pay for the article. Place several pieces of money on the table. Ask one student to find a penny or all the pennies. (This may be an individual exercise or group activity with students divided into two groups.)
- Identify pieces of money by name.
- Discuss cost of school lunch. Put several coins out. Help the child find the right ones to pay for his lunch.
- **Money Game:** Put five pennies and a nickel on the table. Make flash cards for numbers 1-5. Hold up the card with one on it and ask him to find that many pennies. When the number 5 is used, explain that a nickel is the same as five pennies.
- Sort coins.
- Match coins.
- Match real coins with pictures of coins.

Activities

- Set up a mock bus. Go for a ride and pay the driver the fare. Take a bus trip about the city. Bring the correct fare and pay the driver.
- **Number Game:** Who can find the quarter, biggest piece of money, the green piece of money, the smallest piece, etc.
- Introduce the $ mark and the ¢ sign. Find price tags and food cans with either on them.
- Visit a grocery store. Ask the manager to show how prices are put on cans and why they are necessary.
- Schedule a movie. Ask each student to bring a dime to pay for popcorn and cold drink mix. Let the girls make the cold drink mix and the boys the popcorn. Set up a concession stand. Give each child 6¢. Sell the popcorn for 2¢ per sack and

Instructional Aids and Materials

- Note: Make the student aware that everything in a store costs money
- Play store with stamped food cans
- Catalogs
- Magazines
- Scissors
- Price tags
- Real money
- Real money
- Five pennies
- Nickel
- Flash cards for numbers 1-5
- Real coins
- Pictures of coins
- Mock bus
- Bus fare
- Bus trip around city
- Real money
- Price tags
- Food cans
- Field trip to grocery store
- Movie
- Cold drink mix
- Popcorn
Behavioral Objectives

- make inexpensive objects and sell in playstore with supervision
- operate some machines with money
- solve some simple everyday money problems

Activities

- Make simple inexpensive objects, pot holders on looms, painted rocks, etc. Set up a store and invite parents and other schoolchildren to your room to buy the articles. (Teacher will supervise the money.) When the sale is over, count the money and put in a savings bank. If over $5 is collected, take a field trip to a local bank and open a savings account.
- Plan a field trip to a shopping center which has a laundromat, post office and store with pop machine. Let each student put in correct change to buy pop. Show him how to operate the machine.
- Pretend he has lost his bus money and cannot get home. Decide what to do. Pretend he has lost the address where he is going to work and he has no money for a telephone call. Decide what to do. Someone has taken his sack lunch or lunch money and he does not have anything to eat. Decide what to do.
- Go to the store to buy candy. Select candy for the students which will cost more money than they have. Decide what to do, whether to buy cheaper candy or something else to eat.
- The place where you work has a coffee break and you do not have money to spend every day. Decide what you can bring from home so you will have something to drink, buy soft drink and bring it in a vacuum bottle or buy pop by the case, etc.

Instructional Aids and Materials

- Butter
- Hot plate and skillet
- Sacks
- Glasses or cups
- Pot holders, painted rocks, other articles to sell
- Piggy bank
- Field trip to local bank
- Field trip to shopping center with a laundromat, stamp machine, pop machine
- Trip to store
FUNCTIONAL ACADEMICS
SUGGESTED MATERIALS AND EQUIPMENT

Developmental Learning Materials
3505 North Ashland Avenue
Chicago, Illinois 60657

- Clear plastic stencils
- Superboard lacing cards with laces
- Three sided pencils
- Color cued control paper
- Auditory tape of familiar sounds
- Parquetry Inset boards (shapes)
- Dot to Dot pattern sheets
- Tracing designs
- Tracing paper
- Pre-writing design cards
- Parquetry designs (large and small in six primary colors)

Ideal School Supply
Oak Lawn, Illinois 60453

- Colored inch cubes (six primary colors)
- Stencil boards (animals, seasonal, shapes, farm and transportation)
- Sequential picture cards I and II
- Association picture cards
- Counting picture cards
- Animal, job, people shapes puzzles (with trays)
- Association picture cards II and III
- (regrouping individual items in basic categories)
- Color association picture cards
- Body concept ditto masters

Milton Bradley
Springfield, Massachusetts 01101

- Large dominoes (pictures on one side, numbers on the other)
- Educational thermometer
- Individual thermometers

Community Playthings
Rifton, New York 12471

- Giant size dominoes (through double 6's)
Judy Company
310 North 2nd Street
Minneapolis, Minnesota  55401

- Puzzles (3 to 24 pieces)
- See-Queen Story Boards
- Community Helpers (life-size figures)
- The Family
- Calendar
- Primary clock
- Mini clock

Matchettes (color)
Number-ite
Fit a Shape
Fit a Space
Feel Match (texture)
Feel Match Thickness

Stanwix House
3020 Charters Avenue
Pittsburgh, Pennsylvania  15204

- Safety Workbooks I and II

American Guidance Services, Inc.
Publishers Building
Circle Pines, Minnesota  55014

- Peabody Developmental Kit, Level P

Teaching Resources Inc.
334 Boylston Street
Boston, Massachusetts  02116

- Geometric Shapes in color
- Association cards
- Concept clock in color

Instructo Corporation
Paoli, Pennsylvania  19301

- Kinesthetic numeral cards and counting discs

R. H. Stone Products
18279 Livernois
Detroit, Michigan  48221

- Lace-up boat
Creative Playthings
P. O. Box 330
Princeton, New Jersey

Nesting wood blocks (size)

A. Daigger and Company, Inc.
Educational Teaching Aids Division
159 West Kinzie Street
Chicago, Illinois 60610

Geometric Inserts with frames
Montessori cylinders to develop spatial concept
(diameter and height varies)
Cabinets to hold cylinders

Bell and Howell Company
7100 McCormick Road
Chicago, Illinois 60645

Language Master

Childcraft Equipment Co.
155 East 15th Street
New York, New York 10010

Peg grading board (colors)
Shape sorting box
Giant bead stair (color)
Let's play safe signs
Hippity Hopscotch (number recognition)
Pepo Ring Toss (colors)

Tupperware International Headquarters
Orlando, Florida
(usually, a Tupperware representative in your area)

Snapies (colored plastic teles which snap together)
Educational Activities, Inc.
P. O. Box 392
Freeport, New York

Record and Guide - Album 605. The Development of Body Awareness and Position in Space $5.95
Record and Guide - Album 606-7. Developing Perceptual Motor Needs of Primary Level Children $11.90
Record - EALP No. 603. Basic Concepts Through Dance (Position in Space - following directions) $5.95
Record - EALP No. 601. Basic Concepts Through Dance (Body Image - following directions) $5.95

FILMSTRIPS

Oaktree 7
four filmstrips - spring, summer, winter, fall - with accompanying record.
Available from:
Eye Gate House Inc.
Jamaica, New York 11435

The Feel of Things
Shapes
Available from: Encyclopedia Britannica

Music Books and Records

New York, New York: Abingdon Press

Ginn and Company (for quiet and action music)
The Kindergarten Book with records
The First Grade Book (enlarged edition) with records

Silver Burdett Company
Making Music Your Own - K
Making Music Your Own - First Grade

Maico Company Inc.
Record - What's Its Name (sound effect record)

BOOKS AND PAMPHLETS

Carlson, Bernice Wells and Gingland, David R. Play Activities for the Retarded.
Nashville, Tennessee: Abingdon Press
Grayson, Marion F. *Let's Do Fingerplays.*

Scott, Louise Bender and Thompson, J. J. *Talking Time.*
St. Louis, Missouri: Webster Division, McGraw-Hill, 1960

Scott, Louise Bender and Thompson, J. J. *Rhymes for Fingers and Flannelboards.*
St. Louis, Missouri: Webster Division, McGraw-Hill, 1960

**BOOKS FOR PROFESSIONAL SCHOOL LIBRARY**

Egg, Dr. Maria *When A Child Is Different: A Basic Guide for Parents and Friends of Mentally Retarded Children.*
New York, New York: The John Day Co., 1964, 155 pp, $3.75
Practical ways parents can help their retarded child develop. Excellent.

Williams, Harold M. *Education of the Severely Retarded Child*
U. S. Office of Education Bulletin No. 20
Describes characteristics of TMH children and suggests curriculum for them.

**BOOKS FOR STUDENTS IN SCHOOL LIBRARY**

Doorly, Ruth K. *Our Jimmy* Westwood, Massachusetts (Box 224): Services Associates, $3.95 and 35¢ postage.
Parents tell their children about their retarded brother. Illustrated by retarded boy.

"Hello, Know Who I Am?"
*Interesting illustrated pamphlet of a little retarded boy telling about retarded people. 5¢ per copy*
Lee County Association for Retarded Children
2570 Hanson Street
Fort Meyers, Florida

**FILMS AND FILMSTRIPS**

International Communication Films
1371 Reynolds Avenue
Santa Ana, California 92705

Walt Disney Nature Library

University Book Store
2122 Central S. E.
Albuquerque, New Mexico

The Walt Disney Nature Library (Silent Film Loop)
Educational Record Sales
157 Chambers Street
New York, New York 10007

EBF Filmstrips
Safety Stories

Educational Activities Inc.
Freeport, Long Island, New York

Developing Cognitive Skills in Young Learners (filmstrips)
1. Grouping and Categorizing
2. Contrasts and Opposites
3. Relative Space and Size Relationships
4. Concept Ordering and Discrimination
5. Sequence of Ideas

RECORDS

Society for Visual Education Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

The Child and His World (6 albums - 12 records)

May’s Music Co. Inc.
514 Central Avenue S.W.
Albuquerque, New Mexico 87103

Primary Reading Child Size Books
Bowmar Manipulative Books
Developing programs which will train the individual toward a degree of independence through employment is one of the major goals of the total curriculum for the TMH. The Economic Usefulness Skill Area should be considered along with all other curriculum areas. At an early age the child must establish good work habits, learn to follow directions, and develop motor skills which will help him at the Pre-vocational and Vocational levels. As the teacher plans her program, she must keep this goal firmly in mind.

The program must be simple, purposeful, and realistic to develop skills necessary for day by day learning whether the TMH must remain at home all day, work in a workshop-activity center or live in an institution. It must be remembered that all things cannot be learned at once and that one task must be well learned before moving on to another area. The ultimate goal of this training program is not total economic independence but a degree of independence which will give the TMH self-confidence and a feeling of accomplishment in the few skills he may develop.

Parents may refuse to cooperate with the teachers because they do not understand the program for their TMH child. Frequent Parent-Teacher conferences must be scheduled, both at school and in the home, to make the parents aware of the necessary skills needed by the student and the work programs available for him. As the teacher gains the parents' confidence, she should invite them to school to watch the training program in progress. The school program offers an excellent opportunity for them to observe their child in a job training situation, carried on in a business-like manner, under constant supervision to correct or limit the number of undesirable traits or habits the trainee may have. Since it is very difficult for some parents to recognize the limitations of their child and accept the jobs in which he can succeed, invite the parents to help you evaluate their child's functioning level before you move on to the next area of learning. Explain that each evaluation must include specific tasks repeated many times in a sequential order which will convince the teacher that the task has been thoroughly learned before introducing a different skill approach.

Lists of expected learnings and suggested home tasks for each student should be sent home periodically whether or not the parents cooperate initially in the home visitation program. As parents observe their child's progress and see that he is able to care for his own needs and make some contribution to the family group, they may become more cooperative with the school. The school, teacher, and family can work together to establish progressively higher goals and prepare the TMH youngsters for a less dependent life.

1. See Suggested Activities at end of skill area and Appendix.
Behavioral Objectives

Following Directions at School

The child will be able to:

- follow a simple individual direction
- follow simple group directions

Activities

Work with peg boards according to directions.
String beads according to direction.
Take a note to a teacher in the next room.
Being an article to the teacher as directed.
Pretend you are a mother or father. Help your baby take a bath. (See Self Help activities for bathing.)
Pretend you have just reached home and must put away your wrap. Show the teacher what you would do.
Invite parents to school for a “Show You Time.”
Give individual demonstration for following directions at school.
Using an egg carton, sort buttons according to color.
Using food cans, sort nails according to size. Have only two sizes, large and small.
Sort food cans according to size. Have only large and small cans.
Set a table using plastic dishes and silverware on a place setting drawn on butcher paper.

Empty waste basket into large box or another basket in the hall.
Pick up papers from floor and hall near room.
Group activities for simple direction games.

Group activities for simple direction games.
Stand up, sit down, walk around, etc.
Play “Follow the Leader.” Teacher may or may not instruct leader as to activity.

Pick up papers from a small area of the school ground as directed by the teacher and custodian.

Instructional Aids and Materials

Pegs, pegboard
Beads with laces
Various toy articles
Doll, plastic tub, wash cloth, soap, towel, lotion
Wrap, clothing rack

Egg carton
Colored buttons
Food cans, large and small nails
Place setting drawn on butcher paper
Plastic dishes and silverware

Waste basket
Note: Through parent conferences or notes, make parents aware of desired learnings.
Suggest activities to continue learnings at home.

Make charts showing all room activities. Include every job to be done, even if it means making different charts for different days. Have a picture or illustration for each duty. Have a regular routine for each job. Demonstrate to students until they learn correct procedures.

Supervise clean up activities at all times to prevent the formation of sloppy habits.
Behavioral Objectives

Activities

Put away supplies after work is finished.
Put away toys after play period is over.

Set up a “quiet time” when students come to circle and sit on floor mats to listen to flannelboard stories or records.

Set up a “talking time” when students come to the circle for “Show and Tell” or just a “talking time” to practice taking turns.

Learn Fingerplays. “Rhymes for Active Time” and “Rhymes for Quiet Time.”

Sing Songs (with or without records) and follow the simple directions. “Singing While We Play” and “About Singing Games.”

“Open, Shut Them,” “Let’s Go Walking,” “Creative Play.”

“The Band,” “Before We Play,” “Come With Me,” “Chiapanes,” “Skipping Is Fun,” “Painting,” “Put Your Finger In The Air,” and many others.

Make up your own songs and follow directions. Use tunes to familiar songs.

Color paper according to direction (see color routine in this skill area). Simple cutting and pasting activities (see cutting and pasting routine in this skill area). Work puzzles; start with simple puzzle having 4 or 5 pieces and advance to harder ones as child masters each level.

Sew cards. These can be obtained from most school supply companies. However, students will enjoy making seasonal cards. Make a pattern from heavy cardboard and help students draw around it on tagboard. Outline the design with paper punch; sew with colored yarn and yarn needle. The design may be colored or painted before sewing if so desired.

Lace Boards. These may also be made from Masonite or ½” rigid plastic using shapes or designs you are teaching. Draw design on board and ask shop teacher to cut it out. Have a free play period for all students who have completed assigned tasks. Let each child select his own toy.

Instructional Aids and Materials

Supplies

Toys

Records and flannelboard stories students enjoy

Note: Explain that there are times to sit quietly and listen and other times to take turns talking.

Rhymes for Fingers and Flannelboard. pp. 108-117

The Kindergarten Book (with records) pp. 8-32, 38-42

The First Grade Book (with records) pp. 10-11, 45-52


Music Activities for Retarded Children. pp. 27, 28, 29, 32, 67, 89

Paper, crayolas

Paper, scissors, paste

Simple puzzles

More difficult puzzles

Note: Anything a child does at school can be considered a work activity. Keep all activities on the child’s level and make certain he finishes them.

Sewing cards

Yarn needles, colored yarn, tagboard, paper punch

Boards and laces

Masonite or ½” rigid plastic sheets

Toys for free play period
Behavioral Objectives

Establishing School Routine

The child may be able to:

follow simple directions for school routine.

arrival at school

Set up a regular routine for arrival at school: hang up wrap, go to your table and sit down, start work immediately.

If teacher must talk with bus driver or parents, place a simple task: puzzle, pegboard or sewing card by each child's name so he will understand that he is to start work immediately.

coming to circle

Set up a regular routine for coming to the circle. Stop work, pick up chair, carry it to the circle, put your chair on the circle line, sit quietly and listen until everyone is seated.

coloring

Set up a regular routine for coloring. Open supply box, select a crayola, close supply box, hold up crayola, start coloring when directed by teacher, put crayola back in box when finished, close supply box and sit quietly until everyone is finished.

restrooms

Set up a regular routine for restrooms. Girls get wraps and stand in Girl's Line; boys get wraps and stand in Boy's Line. March in line to restroom with the leader in each group holding open all doors; the leader may be changed daily or weekly on work chart. After using restroom, wash hands and return to line. March quietly out of the building for recess or return to classroom for indoor recess on cold days.

lunch period

Set up a regular routine for lunch period: wash hands, put on wraps, get in line, keep mouth "locked" while in school halls so as not to disturb other classes.

Public relations with other teachers can be very important here, also a good opportunity to show any visitor who might be in the building that TMH students can conduct themselves properly in halls. Walk in line on the right side of the hall, leader open and hold all doors, take off wraps and put them in a designated place in cafeteria, get in lunch line, thank cooks for tray, walk to the table and sit quietly with a minimum of talking while eating. Discourage loud talking or frequent trips to restroom or water fountain during meal. When all students have completed their meals, remind them to place fork and spoon on tray so they will not fall off, take trays to proper place for washing, put on wraps, get in line, and return to classroom or go out for play period.

Activities

Instructional Aids and Materials

Note: These routines are only one of many ways to teach school routine. Regardless of the routine you follow, make certain it is the same each day and the vocabulary is the same so the child will not become confused.

Simple puzzle, sewing card or pegboard by each student's name card

Chairs

Circle line

Supply box

Picture to color

Restrooms

Work chart

School cafeteria

Note: Always provide lunchroom supervision for the development of good eating habits. It is a good idea to eat with the children some of the time.

It is easier to develop a good habit than to break a bad one.
Behavioral Objectives

cutting and pasting

clean-up time

go home time

The child may be able to:
identify some home and school articles used to work

Activities

Set up a regular routine for cutting and pasting: prepare a simple activity, lacing card, puzzle, etc., for each student at his own desk. Call two students to a table for individual help. Show them how to cut, pick up the paper, put paper in waste basket, and return scissors to supply box.

Now show the child how to apply a small amount of paste or glue to the picture, how to paste it and how to remove excess paste with tissue. Return paste to supply box, wash hands when necessary, write name on paper, put paper on designated table to take home, return to desk and complete assigned activity.

Set up a regular routine for clean-up time: stop work when directed by teacher, put away supplies, (teacher checking each supply box to be sure all supplies are in it), clean off tables, pick up papers, put away all materials or games used during the day.

Set up a regular routine for getting ready to go home: stand up and push chairs under tables, put on wraps, get in line by door while note to parents or papers are passed out, march quietly out of building and get in school bus.

Vocabulary Development for Oral Language

<table>
<thead>
<tr>
<th>pencil</th>
<th>mop</th>
<th>pencil sharpener</th>
<th>felt pen</th>
</tr>
</thead>
<tbody>
<tr>
<td>paper</td>
<td>broom</td>
<td>vacuum cleaner</td>
<td></td>
</tr>
<tr>
<td>scissors</td>
<td>dustpan</td>
<td>lawn mower</td>
<td></td>
</tr>
<tr>
<td>paste</td>
<td>dryer</td>
<td>washing machine</td>
<td></td>
</tr>
</tbody>
</table>

Play Identification Game: “Find the Pencil,” or, “What do we write with?” Place several articles on table. Name the articles. Ask students to close eyes. Take away one article. Guess which one is missing. Place several articles on table. Name all the articles. Cover articles with cloth. Recall the names of articles on table.

Identify pictures of school articles. Tell what each is used for.

Identify pictures of home articles. Tell what each is used for.

Match articles: big pencils, little pencils, red pencils, brown pencils, etc.

Sort pictures of school articles. Have a box for pencils, one for scissors, etc.

Invite parents to school for “Identification Period.” Divide the students into small groups (with parent in different group from his child). Identify pictures of home and school articles and tell what each is used for.

Instructional Aids and Materials

Paper, scissors, paste supply box
Tissue

Individual activity for each student at his desk

Note: The teacher should always make a project so that the child will not get the idea that the teacher feels the project is too messy, etc.

Note: Give plenty of time for this activity. Sloppy habits will be formed if the child is hurried too much.

Actual articles when possible
Good pictures of articles

Articles on table for identification
Cloth

Pictures of school and home articles
Articles to match
Boxes for sorting

Note: Make the parents aware of sources for pictures: catalogs, magazines, store advertisements.
Behavioral Objectives

Activities

Take a field trip to a washeteria and observe someone using a washer and dryer.
Invite a parent to bring a vacuum cleaner to school for a demonstration.
Let each child take a turn in vacuuming the floor.
Take the students to the school cafeteria to watch the custodian mop the floor.
Find pictures of articles used at home.
Paste them on construction paper to take home.
Find pictures of articles used at school.
Paste them on construction paper to take home.

Vocabulary Development for Oral Language

hammer saw screwdriver nails board

Visit a lumber yard to get scraps of lumber.
Go to your school shop to ask the shop teacher to cut the boards and show how simple tools are used.
Invite a friend or parent to school to demonstrate the use of simple tools in the room. Hammer nails into boards. Pull them out. Use Playskool Workbench for hammering and screwing wooden pegs.
Put all the tools on the table. Identify them. Ask students to close eyes. Take one tool away. Ask which one is missing. Put all the tools on the table. Identify them. Ask students to close eyes. Cover tools with cloth. Recall what tools are under the cloth.
Put one tool in a paper bag. Let each child feel the tool without looking at it. Guess which tool is in the bag.
Find pictures of simple tools. Identify them.

Set up some simple problems related to school routine.
When students arrive at school, do not have a work activity by their names. Teacher may go to her desk and appear to be working on something. Note if students will ask for work activity.

Go to the circle and sit down and start telling a flannelboard story. See if the students will come to the circle.

Begin a coloring, cutting or pasting activity without supply boxes. Give usual instructions and see if students will tell you they do not have supply boxes.

Instructional Aids and Materials

Field trip to washeteria
Vacuum cleaner
Parent
Custodian
Mop
Magazines, scissors, catal, construction paper, school supplies

Actual tools
Pictures of tools

Visit to lumber yard and school shop

Resource person
Some simple tools
Playskool Workbench
Tools you wish to identify
Tools
Cloth

Paper bag
Assorted tools
Pictures of tools

Arrival at school without work activity by names

Teacher reading a story in circle without students

Activities without supply box
Behavioral Objectives

Activities

Start outside for recess on a cold day without coats and mittens. See if students will ask for coats or if they mention that they are cold.

Teacher put on coat before going to restroom but start the students without coats. See if they will ask for own wrap.

Instructional Aids and Materials

Start out for cold outdoor recess without coats or mittens

Teacher with coat

Students without wrap
Skill Area – Economic Usefulness
Level – Intermediate

Behavioral Objectives

Developing Work Habits

The child will be able to:

follow simple directions

- Sew a button on a piece of tagboard. This will be easier than cloth for most students to handle.
- String beads according to direction: round bead, square bead, red bead, blue bead; etc.
- Sort beads according to color.
- Sort beads according to shape or size.

follow group directions

- Make charts showing room duties. Ask the children to look for pictures showing various duties. Let them help decide what duties are needed on Monday, Tuesday, etc.
- Let each child find his room duty for the day and demonstrate it for the rest of the class. Play “Follow the Leader” acting out room duties.
- Pick up papers from the playground as directed by the custodian, and teacher.

Follow simple directions from records.

- Set up a “Quiet Time” and a “Talking Time.”
- You now want to make the child aware that he can color a picture and listen to a record at the same time, or he can talk with his friends while he works a puzzle.

Activities

Instructional Aids and Materials

- Tagboard, button, needle, thread
- Assorted colors and shapes of beads, laces
- Egg cartons
- Colored beads
- Egg cartons, beads of assorted shapes, and sizes
- Egg cartons, colored buttons
- Egg carton, large and small buttons
- Coffee cans or muffin tins, nails, bolts
- Bottles and jars with lids
- Coffee and shortening cans etc., with lids
- Sewing cards with laces or colored yarn
- Paper, pencil, crayolas
- Magazine, scissors, tagboard
- Note: Include every possible duty: feed fish, water plants, dust furniture, clean blackboard, even if it means making many charts.

- Paper, bags, boxes, waste baskets
- Note: Carefully supervise all work activities so that sloppy habits will not be established.

See records in Suggested Activities at end of skill area.

Note: Explain that many jobs permit some conversation, but no job permits loud talking or screaming.
**Behavioral Objectives**

- complete an assigned task
- follow simple direction for school routine
- arrival at school
- coming to circle

**Activities**

Set up an activity by each child's name at his table. The activities must vary according to the abilities of the child; some students may be able to water plants or feed animals while others may only be expected to color a picture or string beads. Your main concern is to give a child something he can complete, see that he does finish it and praise him for good work.

Ring a bell or blow a whistle when work period starts. Let the work period last five to ten minutes, depending upon the activities for that particular day. At the end of the period, blow whistle again. All students who have completed tasks may have a short free play period while teacher gives individual help and encouragement to those who have not done their work.

**Instructional Aids and Materials**

- Activity for each child on own level
  - Bell or whistle
  - Toys for free play

**Note:** Many of the activities for this skill area may seem to repeat themselves. However, when you are teaching a child to follow individual or group instructions, he may not have a task that you expect him to master alone. But with this objective: complete an assigned task, you are giving him things to accomplish before he can participate in another group activity or free play.

**Simple project by each child's name**

- Simple project by each child's name
  - Provide some interruption during a work period so that students will learn that their work must sometimes be interrupted. Always return to uncompleted job so they will learn that it must always be completed.

**Note:** These examples of school routine are only one way of setting up such procedure. Whatever you use, keep in mind that a routine should be the same every day and the vocabulary you use in teaching it must be the same so that the students will not become confused.

**Note:** This activity will make the child aware that he must be punctual, if you will provide some recognition or reward to those who comply.
### Behavioral Objectives

**coloring**

Set up a regular routine for coloring. Get supply box from the floor under chair, put it on the table by right side (or left side if left handed), open supply box and select color needed, close supply box and color. When finished put crayolas back in the box, close the box and sit quietly while other students finish.

**restrooms**

Set up a regular routine for restrooms: girls get wraps and get in Girls' Line; boys get wraps and get in Boys' Line, march to restroom, without talking if other classes are in session, use restroom, wash hands, and return to line. March quietly out of the building for outdoor recess, or return to classroom for indoor recess.

**lunch period**

Set up a regular routine for lunch periods: wash hands, put on wraps, get in line, march quietly down halls without disturbing other classrooms, get in line for lunch, thank cooks for trays, walk to the table and eat quietly with a minimum of noise. Usually the group must eat together at this age level. In order that more students may be aware of TMH students, ask your leader to select a table anywhere in cafeteria to eat there for the day. When all students have eaten, take trays to proper place, get in line and return to classroom or go out for play periods.

**cutting and pasting**

Set up a regular routine for cutting and pasting. Work as a group except for individuals who cannot work alone. Show students how to cut, pick up the paper, put paper in the waste basket and return scissors to supply box. Now show how to apply a small amount of paste or glue to the picture, how to paste it and how to remove any excess paste with tissue. Return paste to supply box, wash hands when necessary, write name on paper and put paper on designated table to take home. There will be students who work slowly and will need a lot of individual help. Have a simple activity table set up and allow students to select a new activity as the cutting and pasting is completed.

**clean up time**

Set up a regular routine for clean up time. To make the students aware of clean up time, ring a bell or blow a whistle when you are ready for work to stop. Stop work, check supply boxes; take all the articles out of supply box, hold up each as teacher names it, return it to supply box, put away supply boxes, pick up paper, (some sweeping may be done if needed), push chairs under tables, and put away any materials or games used during the day.

### Activities

**Instructional Aids and Materials**

**Supply boxes**

- Note: The TMH will always need some supervision in the restroom. You might allow them to go there unsupervised several times per month but ask principal, custodian, nurse, or secretary to look in on them and note habits that should be reinforced.

- Note: Supervise the students so they will develop good eating habits. They will have to be encouraged to eat some of the foods served in the cafeteria.

- Note: See Perceptual Motor Skill Area for use of scissors.

- Paper, supply box, tissue

- Note: Always do a project with the students so they will not get the idea that you think the project is too messy.

- Note: Teach a child to be independent. He may need help if he has never done anything for himself at home.

- Whistle or bell

- Broom, dustpan

- Note: Be sure to give enough time for completion of the activity. Failure to do so may result in sloppy work habits.
**Behavioral Objectives**

going home

Developing Ability To Work

With Others

The child will be able to:

- play games in small groups
- work in small groups to complete small tasks
- dust furniture
- sweep floors
- set the table

Activities

Set up a regular routine for going home. Stand up, push chairs under tables; check room to see that everything has been put away, put on wraps, stand in line by door to receive papers or notes to parents, march quietly out of building and get on school bus.

Developing Ability To Work

The child will be able to:

- play games in small groups
- work in small groups to complete small tasks
- dust furniture
- sweep floors
- set the table

Activities

Set up card tables with puzzles of 100 pieces. Seat one person at each side of the table to work on puzzle for short periods each day until it is completed. A large piece of cardboard may be used to keep the puzzle intact if the card table cannot be left set up with the puzzle.

Give each child a box of beads and a lace. Have the child string all beads in a box. Ring a bell to start. See which child can string his beads first. Divide your students into groups so that all students will have a chance to win at some time.

Give each child an egg carton or box. Instruct one child to put the bolts in his box and the other child to take the nails. See which child finishes first.

Play number or picture dominoes. Stress not being unhappy if he is the last to finish. Play circle games where one child will always be in the middle.

Dust desks and other room furniture, group of two students: teach one person to remove all articles from furniture, the other person dusts the furniture and the first person returns the articles to their original positions.

Sweep floors in classroom, group of two students: teach one person to sweep the floor and the other person to move chairs and hold dust pan.

This will be a good time to rearrange the furniture but the students will need help in deciding where to place the furniture. TMH children are not very creative and they will want to put everything back where it was.

Set the table for a room luncheon or party, group of two students: teach one student to place the dishes and the other one to place the silverware and napkins. For parties, paper plates and plastic silverware will probably be used.

Instructional Aids and Materials

Wraps

Boxes or egg cartons

Nails and bolts

Number dominoes

Picture dominoes, musical chairs or similar game

Dust cloth

Broom, dustpan

For practice, make place settings of butcher paper

Plastic dishes and silverware
### Behavioral Objectives

<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wash dishes, group of two students: teach one student to scrape dishes (or pans) and stack them for washing. Show the other student how to mix hot and cold water, measure the detergent and put dishes in dishpan or sink for washing. Demonstrate cleansing pads and supervise to see that dishes are clean.</td>
</tr>
<tr>
<td>Dry dishes, group of two students: teach one student to rinse the dishes in hot water. (This may be in a dishpan or the sink.) Demonstrate placing in a dish drainer. Show the other student how to remove excess water with dish towel and put dishes away.</td>
</tr>
<tr>
<td>Clean shoes, group of two students: have a mat by the door for scraping mud from shoes. Let the students take turns cleaning each other’s shoes with broom, paper towel or brush. This activity can be changed to have a daily leader who stands by the door to check shoes and assist each child in removing the dirt from his shoes.</td>
</tr>
<tr>
<td>Water the plants, group of two students: show one student how to fill a pail or plastic bottle with water without it running over. Teach another child how to water plants from the plastic bottle or dip water from a pail. Show how to use newspapers to remove any water spilled on the floor.</td>
</tr>
<tr>
<td>Make sewing cards, group of two students: teach one student to place the simple pattern on tagboard and fasten it securely with paper clips. Show the second student how to draw around the outline with a pencil or felt pen. Help the first person cut out the design and the second person outline it with a paper punch. Work in small groups to make a seasonal mural. (Beware of others in use of materials and space for working.)</td>
</tr>
</tbody>
</table>

### Vocabulary Development for Oral Language

<table>
<thead>
<tr>
<th>Pencil</th>
<th>Crayolas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
<td>Felt pen</td>
</tr>
<tr>
<td>Paste</td>
<td>Dishes</td>
</tr>
<tr>
<td>Scissors</td>
<td>Knives</td>
</tr>
<tr>
<td>Stove</td>
<td>Blender</td>
</tr>
<tr>
<td>Dryer</td>
<td>Dish cloth</td>
</tr>
</tbody>
</table>

### Instructional Aids and Materials

- **Note:** This activity will probably be needed after simple cooking lessons.
- **Note:** If you do not have a kitchen or hot water, heat the water in a teakettle or dish pan on a hot plate.
- **Note:** The intermediate group can make many simple patterns for the primary group to use. It is never too early to stress doing things for others.
- **Note:** You are not really trying to teach words, but some students may learn a few of them.
Behavioral Objectives

Divide class into two groups. Hold up a picture of a common object and identify by name and use. (Take turns.) The child who identifies the object correctly holds the card. Count the cards at the end of the game to determine the winning team. Listen to Common Home and School Sounds. (Record 7 - Side B)

Make a School Booklet showing articles used at school.

Make a Home Booklet showing articles used at home.

Describe articles used in home and school. Teacher describes until students understand the game. Divide into two sides and give one point for each correct answer. The student who guesses correctly also gets to describe the next article. Count points at end of game to determine winning team.

Activities

Vocabulary Development for Oral Language

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>saw</td>
<td>boards or rough lumber</td>
</tr>
<tr>
<td>lumber</td>
<td>claw hammer</td>
</tr>
<tr>
<td>file</td>
<td>nails (large heads)</td>
</tr>
<tr>
<td>pliers</td>
<td>screws (large heads)</td>
</tr>
<tr>
<td>sandpaper</td>
<td>screws driver (standard)</td>
</tr>
</tbody>
</table>

Make a board for storage of tools. It may be necessary to keep this board locked in a cabinet at night, but it should be available for circle activities.

Talk with your shop teacher regarding the kind of board which will meet your own needs.

Outline each tool on the board with a hook for hanging the tool over the outline.

Using the board play the following Identification Games:

Point to hammer and ask, "What tool is this?" "What do we do with it?" The child who answers correctly may replace the hammer.

Take all tools from the board and place on table. Ask, "What tool is this? What do we do with it?" Child who identifies correct tool, finds tool and tells its use may replace the tool on the board.

Hold up a nail and board. Ask, "What tool do we use with these?" Child who identifies proper tool may drive nail into board.

Drive nails into boards. Remove nails. Using screw driver, put large headed screws into board. Remove screws with screw driver. Work with knock out peg board or work bench for those students who are not able to manipulate nails and screws.

Instructional Aids and Materials

Pictures of common home and school objects

Peabody Language Development Kit Level P

Construction paper, school supply catalogs, magazines, paste, scissors

Construction paper, paste, magazines, scissors

Pictures of articles

Note: If students have difficulty describing an article, teacher may describe and hold up picture pointing out things.

Actual tools

Pictures of tools

Note: Any activity with tools should be simple with emphasis on safety precautions in use of tools

Large piece of board

Hooks

Tools

Board with outline of each tool

Actual tools

Board with outline of each tool

Actual tools

Nail, board, tools

Nail, board, hammer

Screws, screw driver, board

Available from Creative Playthings and Judy Companies
Developing Attention Span

Make a "Tool Booklet." Find pictures of tools, two pages for each tool. Then look for pictures of persons using those tools. (Some students may be able to copy the name of the tool from the board.)

Activities

- Read a short story; decide how long you want them to sit quietly and select a story and discussion for this length of time.
- Tell flannel board stories, making your stories longer as the attention span develops.
- Set up a "Show and Tell Period" restricting each person to one minute or less time. At first, it may be advisable to have two short Show and Tell periods instead of one longer one, if the students do not remain interested.
- Play Guessing Games when the teacher whispers or plays records very low. (Students may or may not close eyes.) Guess what the teacher said or what record is being played.
- Play group games students especially enjoy. Increase the length of time played each week until students are able to concentrate on the game for a period of time designated by teacher.
- Work simple activity sheets with which teacher gives frequent direction. Keep repeating the activity sheet until students are able to work quietly and follow directions.

The child will be able to:

- solve some simple everyday problems
- Ask a student to sweep the floor without a broom. Note if he will ask you for a broom or if he will stand and wait for you to get one for him.

Instructional Aids and Materials

- Tool catalog, magazine, construction paper, paste scissors, stapler or paper punch
- Yarn, yarn needle
- Note: Students only pay attention if they are doing something they understand and enjoy.

- Short stories
- Flannel board stories

- Show and Tell period
  Note: Have frequent music or rhythm activities so students will not be tired of sitting before attention activities start.

- Record, record player
- Teacher whispers

- Group games

- Work activity sheets
  Pencil, crayolas
  Note: Observe the attention span of student at the beginning of year. Set your goals for a year and increase length of activity, weekly or monthly, until you have reached your goal.

- Area for sweeping
  Note: These activities are set up to make a child aware of the things he needs for work and teach him to ask or locate the materials needed to complete the job.
Behavioral Objectives

Ask a student to wash dishes without any dishes; without a dish cloth; without detergent; without water.
Ask a student to dust the furniture without a dust cloth.
Ask a student to set the table without the place setting drawn on butcher paper; without dishes; without silverware.

Activities

Instructional Aids and Materials

Area for washing dishes
Area to dust without dust cloth
Area for setting table without one article needed for the task

Note: Include any problem solving situation related to your own classroom.
Skill Area – Economic Usefulness
Level – Pre-vocational

Behavioral Objectives
Taking Responsibility for Completing Work Assignment

The student may be able to:
- arrive at school (work) on time
- accept discipline when he is late

Activities

One-half of your day should consist of activities similar to those observed in a workshop or on other jobs visited on field trips. The best time for these activities may be at the beginning of the school day since the teacher will be stressing so many points connected with punctuality and routine. The remainder of the day can be spent with functional academics and other skill areas needed by individual students.

Review all skills learned in the Primary and Intermediate Economic Usefulness Skill Areas.

Make a large tagboard time chart so each student can sign in each morning. If a student is late, without an excuse, circle his name with a red pencil. This chart may be set up by the week or month using days of the week or number dates according to the abilities of students and the places they will be engaged.

<table>
<thead>
<tr>
<th>Days</th>
<th>Tardy</th>
<th>Abs.</th>
<th>Pres.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>Mary</td>
<td>Mary</td>
<td>Mary</td>
</tr>
<tr>
<td>Tues</td>
<td>Mary</td>
<td>Mary</td>
<td>Mary</td>
</tr>
<tr>
<td>Wed.</td>
<td>John</td>
<td>John</td>
<td>John</td>
</tr>
<tr>
<td>Thurs</td>
<td>Anna</td>
<td>Anna</td>
<td>Anna</td>
</tr>
<tr>
<td>Fri.</td>
<td>Bob</td>
<td>Bob</td>
<td>Bob</td>
</tr>
<tr>
<td>Days</td>
<td>Sex</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td></td>
<td>Mary</td>
<td>John</td>
<td>Anna</td>
</tr>
<tr>
<td>Boys</td>
<td>Mon.</td>
<td>Tues.</td>
<td>Wed.</td>
</tr>
<tr>
<td>Girls</td>
<td>Thurs.</td>
<td>Fri.</td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Set up a contest between the boys and girls. Count the girls who get to work on time and record it on the wall chart. Do the same with the boys. Check at end of week to determine winners.

Take a field trip to a nearby workshop or business. Arrange to be there when employees arrive. Ask the manager or supervisor to discuss what happens when employees are late for work.

Mock workshop
Angry employer
Note: Students must learn to expect displeasure if they are late

Field trip to sheltered workshop or business

Instructional Aids and Materials
Note: A classroom for this group should include a small kitchen, shop corner equipped with simple tools and an area for functional academics. A center with at least two teachers so that students could be divided into groups according to interests and abilities would be ideal. If such a center is not available an aide should be hired to supervise some students while the teacher works with others.
Behavioral Objectives

- Start working on arrival at school with a minimum of reminding
- Finish a task
- Be neat in most work activities
- Have confidence in work ability

Jobs and Activities

The student may be able to:

- Learn some simple work assignments
- School activities
  - Dust furniture
  - Sweep floors
  - Mop floors
  - Empty waste baskets
  - Water plants
  - Clean and shine shoes

Activities

- Train each child to check the work chart on arrival at school, find his work activity and be ready to start work. The teacher should be available to answer questions and give help if students do not understand work schedules. Constant supervision will prevent poor work habits. Ring a bell when you are ready for activities to start.
- Set up regular school activities which the student already understands and sometimes accomplishes. Suggested lists of tasks for home and school are included in this skill area.
- Simple tasks on level of each child, clean or messy activities according to the ability of the student.
- Set up a mock workshop. Invite parents and Special Education Personnel for open house. Give each student a work activity which he can do well. Instruct him to explain the procedure to each visitor.

Instructional Aids and Materials

- Students from other grades for work demonstrations.
- Work chart
- Bell

Note:

- Stress the importance of a smile and greeting to each employee as you arrive. Mention clothing, their neat appearance, etc.
- Have frequent parent conferences and school visits to emphasize work routine.
- Explain to parents that student must learn to finish task if he expects to hold job.
- He will not learn these overnight. Work closely with parents setting up simple activities with lots of praise.
- For a student to have confidence in his work ability he must do something he enjoys, understands and has time to complete within the allotted time schedule.
- This is only a suggested list of work activities. The teacher may have many additions related to her locale.

Check with your custodian and cafeteria supervisor for additional jobs.
### Behavioral Objectives

**home activities**
- Wash windows
- Mop kitchen floor
- Sweep floor
- Run vacuum cleaner
- Wash windows inside
- Simple hand ironing
- Clean up tables
- Wash dishes
- Dry dishes
- Empty garbage
- Clean cupboards and replace dishes
- Keep closet neat and in order
- Take clothes from dryer and fold
- Clean bathroom
- Clean table tops
- Wash cars with supervision
- Simple hand ironing
- Clean up tables
- Wash dishes
- Dry dishes
- Empty garbage
- Clean cupboards and replace dishes
- Keep closet neat and in order
- Take clothes from dryer and fold
- Clean bathroom
- Clean table tops
- Wash cars with supervision

**lawn care**
- Rake leaves
- Pick up litter, twigs, and branches
- Simple watering with help
- Remove dead limbs with help

**school ground**
- Cut weeds with supervision
- Pick up litter and paper
- Rake leaves
- Sweep sidewalks, porches, and steps
- Shovel snow from sidewalks and steps with supervision

**Vocabulary Development for Oral Language**
- (and written language as determined by teacher)

<table>
<thead>
<tr>
<th>Equipment needed</th>
<th>Vocabulary needed in addition to names of equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mop</td>
<td>Measure, push</td>
</tr>
<tr>
<td>Bucket</td>
<td>Squeeze, half-full</td>
</tr>
<tr>
<td>Detergent</td>
<td>Shake, too much</td>
</tr>
<tr>
<td>Water</td>
<td>Wring, pull</td>
</tr>
</tbody>
</table>

**Note:** Invite parents to school to observe students at work. Discuss routine followed at school. Stress the confidence in work and pride in a job well done will help develop a happier home atmosphere.

**Note:** Parents should realize that some of these activities provide excellent opportunities for “Mother – Daughter” and “Father – Son” discussions.

**Note:** These are also good “Father – Son” activities.

**Note:** Make certain that your TMH room is scheduled for a “clean up the litter week” just as often as regular classes. Regular students should observe TMH students doing many jobs well.

**Note:** Have a special place for each tool or material used in work. A large cabinet or board with each tool outlined is ideal. Names of some tools may be written over the outline and this is excellent if you are teaching the written word.

### Instructional Aids and Materials

<table>
<thead>
<tr>
<th>Activities</th>
<th>Instructional Aids and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make shoe shine box</td>
<td>Make shoe shine box</td>
</tr>
</tbody>
</table>

| set tables
| Make bed
| Prepare simple foods
| Clean mirrors
| Bundle newspapers
| Do simple sewing
| Dust furniture
| Hang up clothes
| Answer telephone
| Arrange articles on shelves
| Sort clothing according to color, to fabric
| Clean dish washing area
| Clean refrigerator
| Arrange drawers
| Take apart old home appliances and put together again
| Make shoe shine box
| Make bed
| Prepare simple foods
| Clean mirrors
| Bundle newspapers
| Do simple sewing
| Dust furniture
| Hang up clothes
| Answer telephone
| Arrange articles on shelves
| Sort clothing according to color, to fabric
| Clean dish washing area
| Clean refrigerator
| Arrange drawers
| Take apart old home appliances and put together again

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<table>
<thead>
<tr>
<th>Behavioral Objectives</th>
<th>Equipment needed</th>
<th>Vocabulary needed in addition to names of equipment</th>
<th>Instructional Aids and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>clean bathroom</td>
<td>cleaner, brush, cloth, disinfectant</td>
<td>sprinkle, scrub, rinse</td>
<td>Have real objects whenever possible. Collect many good pictures of all tools and materials for identification and matching. Collect many pictures of actual tool being used for discussion and identification.</td>
</tr>
<tr>
<td>answer telephone</td>
<td>telephone, pencil, paper</td>
<td>answer, write</td>
<td>Senior Citizens are often glad to come to school and demonstrate various work activities.</td>
</tr>
<tr>
<td>clean and shine shoes</td>
<td>broom, brush, shoe polish, tongue depressor, cloth or brush for shining</td>
<td>shine, clean, polish</td>
<td>Invite resource persons when it is feasible.</td>
</tr>
<tr>
<td>rake leaves</td>
<td>rake, box, trash cans</td>
<td>pile, empty, pick up</td>
<td>Invite parents to school to observe your routine and the vocabulary you teach. Send home desired learnings regularly.</td>
</tr>
<tr>
<td>sewing</td>
<td>needles - regular embroidery, yarn thread, cotton, thimble, scissors</td>
<td>sew, thread needle</td>
<td></td>
</tr>
<tr>
<td>simple home repairs</td>
<td>hammer, nails, screwdriver, thumb tacks square saw clamp pliers screws, sandpaper</td>
<td>hit, hold, twist, push</td>
<td></td>
</tr>
</tbody>
</table>

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Senior Citizens are often glad to come to school and demonstrate various work activities.

Invite resource persons when it is feasible.

Invite parents to school to observe your routine and the vocabulary you teach. Send home desired learnings regularly.
Behavioral Objectives

**wash and dry dishes**
- dish pan or sink
- detergent
- dish drainer
- dish cloth
- dish towel

**simple ironing**
- ironing board
- iron
- flatwork to iron

**cut weeds**
- hoe
- rake
- waste can or box

**bundle newspapers or magazines**
- newspapers
- heavy cord

**sweep sidewalk.**
- broom
- dustpan
- box or waste can

**take clothes from dryer**
- clothes
- dryer
- basket
- table

**water plants**
- plants
- watering can
- water

**wash windows inside**
- spray bottle
- filled with window cleaner
- newspapers or cloth

Activities

**Vocabulary needed in addition to names of equipment**

- scrape
- stack
- drain
- put away
- soak
- clean
- scald
- dry

- iron
- press
- turn on
- turn off
- fold
- fold

- cut
- rake up
- pick up
- put in boxes

- stack up
- place evenly
- pile up
- tie
- fold

- sweep
- pick up
- put in box
- put in waste can

- shake out
- fold
- sort
- put away
- put in basket

- pour
- fill
- mop up spilled water

- spray
- clean
- polish
- scrub
- dirty
- spots

Instructional Aids and Materials

**Note:** Invite the director of school maintenance (both grounds and buildings) to school to watch the TMII identify and use tools and complete work activities in a designated time. Suggest that the custodian train them and be reimbursed for his work. After the TMII has learned to complete the work activity successfully, a minimal wage should be paid to him while he is enrolled as a student. After he leaves school, he should be paid according to the kind of work he does.

**Note:** Evaluate the students at least weekly to see if desired learnings are being developed.
Behavioral Objectives

find materials and complete a work assignment in a given period of time

Activities

These are two examples of a routine which a student may be expected to follow to complete a work assignment.

Work Assignment Mop the floor (Allot a certain length of time for this job.)

1. get the mop
2. get the mop bucket
3. fill bucket one-half full of water (warm or hot)
4. measure detergent or cleaner
5. add detergent to water
6. measure disinfectant
7. add disinfectant to water
8. put mop in water and get entirely wet
9. wring out mop
10. mop a small area of floor
11. rinse out mop in bucket
12. wring out mop
13. mop another small area of floor, etc.

Clean and Polish Shoes (Allot a certain length of time to polish one pair or a certain period of time to clean and polish several pairs of shoes.)

1. get shoe shine kit
2. get shoes to clean and polish
3. brush remaining mud from鞋子
4. wipe off dust with cloth
5. polish one shoe and set aside to dry
6. polish other shoe and set aside to dry
7. shine shoes with cloth or brush
8. put away shoes
9. put away shoe shine kit

Instructional Aids and Materials

Note: The most important factor in work activities is a regular routine. The teacher should establish her own and follow it for best results in training TMH for future jobs.

Note: Be sure each tool or material has a specific place so the students can easily locate it.

Field Trips

The student should go on field trips to:

see people help others

Emergency Services (Ambulance, Rescue Squad)
Fire Department
Police Department
Doctor's Office
Hospital

Note: Field trips are a very important part of the education and training of the TMH. They can serve as introductory materials for community service or suggestions for jobs.
Behavioral Objectives

watch many people work at many kinds of jobs

identify some jobs they can do

Transportation Skills

The student may be able to:

identify a specific bus stop

Activities

beauty shop
barber shop
motel
gas station
car wash
dairy
laundry
cafeteria
restaurant
drive-in

small grocery store
large grocery store
drug store
hardware store
variety store
discount store
clothing store
shoe store
Electrical appliance store
(design and servicing)
disposal plant

sheltered workshops
Goodwill Industries
(other related businesses in your community)

Films
Filmstrips

The student may be able to:

Identification of a specific bus stop

Instructional Aids and Materials

Careful planning should be done with the managers of various businesses. This is an excellent opportunity to show employers that TMH students are well-behaved and dependable.

Some of the businesses may include:

1. busboy
2. dishwasher
3. shoe shine attendant
4. dishwashing machine operator
5. waiter
6. waitress
7. salad maker
8. sandwich maker
9. cook's helper
10. custodian
11. car wash attendant
12. yard boy
(See Suggested Materials at end of skill area)

Note: Arrange an evening meeting for parents and ask the manager of the bus company to explain the services they can provide for TMH youngsters and the rules that must be set on their conduct while riding the bus.

Field trip
Bus schedule for all parts of city

Note: Let your field trips include trips to areas in each child's home environment so he will be aware of bus service near his home. Teacher must always accompany children on bus trips.
### Behavioral Objectives
- **identify the right bus for a short trip**
- **pay for his fare and get transfer when necessary**
- **conduct himself properly while on bus**
- **signal when ready to leave bus**
- **recognize home bus stop**

### Activities
- **Set up a "mock bus."** Let the "bus driver" hold up a sign from the front of bus to identify the correct bus to board. If the student identified the correct sign, he "boards the bus." If not, he must wait for another turn.

### Instructional Aids and Materials
- **Mock bus with "driver"**
  - Note: Check with bus company to see if they have extra bus identification cards (found on front of bus) which they will give you. If not make large tagboard ones, using all the words needed for buses the students will be riding.

### Mock bus
- Real money
- Tokens

### Short bus trip
- **Long bus trip using transfer**

### Mock bus and "driver"
  - Note: Ask students from regular classes to come to your room to demonstrate proper conduct on bus. Also ask them to show rude and disorderly conduct so that the "bus driver" must become angry and remove them from the bus.

### Instructional Aids and Materials
- **Mock bus**
  - Cord tied between two chairs
  - Small bell

- **Act out skits regular students presented in classroom. Give individual opportunities for students to show correct procedure for riding public bus.**
- **Invite parents to school to observe bus routine set up on "mock bus" in classroom.**

### Mock bus
- **Set up mock bus. Tie a card between two chairs. Attach a bell to it so it will ring when the card is moved. Have leader stand in front of "bus" and hold up street signs. Practice pulling signal cord for student's bus stop.**

### Mock bus
- **Set up mock bus. Arrange a chair for each student. Make paper hats for driver, men and women. Let each student board the bus when driver holds up his street sign. After all students have boarded the bus, appoint a leader to stand in front of bus and hold up street signs.**
Behavioral Objectives

A student can only get off the bus when he recognizes his street sign and is able to signal for bus to stop.

Invite parents to school to watch this activity. Encourage them to make bus trips with their student and observe that he can recognize the home and school bus stops.

Independent Travel

Review Transportation Skills several times per week.

Expect each child to come to school on public buses the last 8 weeks of school, when he has reached the age of 16 and will be going into a Sheltered Workshop-Activity Program.

Invite parents to school to observe the following routines for Independent Travel.

Practice the following steps:
1. Get to the bus stop on time. Remind parents that a TMH student may board the first bus which comes along if he has missed his bus.
2. Look at the name on the front of the bus.
3. If it is your bus, get on and pay your fare.
4. Sit down and conduct yourself properly while on bus.
5. Signal when you are ready to leave bus.

Practice the following steps:
1. Observe the traffic signals STOP, GO, WALK, DON'T WALK.
2. Never cross in the middle of the street.
3. Remember that emergency equipment always has the right of way.

Solve the following problems:
1. Someone is bothering you on the bus. Tell the driver.
2. Someone is following you. Contact police, go to someone's home, knock on the door and ask them to call the police.
3. Lose bus money or token. Knock on someone's door or go in place of business and ask them to call your parents.
4. You get off at the wrong bus stop. Knock on someone's door or go in place of business and ask them to call your parents.

Activities

Instructional Aids and Materials

This activity can prepare the student for independent travel by public bus.

Note: Many parents will be concerned over their TMH-child riding a bus alone. Many parents may refuse to allow their child to ride unsupervised. Invite the parents in for conferences and make frequent home calls to discuss this problem.

Note: This must be a cooperative project between parents and teachers. Unobserved by student, mother may follow child to school bus stop until she feels he can travel independently. Then the teacher, unobserved by student, can follow student to workshop in her car.

Note: Notify the bus company when TMH students will be traveling alone and ask them to report any questionable behaviors.

Set up mock situations as needed for the various demonstrations for parents.

Mock situations as needed for demonstrations for parents.

Note: For this program to be successful, teacher must:
1. make daily calls to parents reporting success and failure
2. make weekly home calls or invite
<table>
<thead>
<tr>
<th>Behavioral Objectives</th>
<th>Activities</th>
<th>Instructional Aids and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Other problems related to your own group.</td>
<td>Contact your State Vocational Rehabilitation office for evaluations of students who have reached the required age for placement in workshops and other facilities.</td>
<td>3. Contact satisfied parents and ask them to talk with parents who are not sold on your program</td>
</tr>
<tr>
<td>4. Be a good listener as well as an advisor</td>
<td></td>
<td>4. Be a good listener as well as an advisor</td>
</tr>
</tbody>
</table>
ECONOMIC USEFULNESS
Suggested Materials and Equipment

Community Playthings
Rifton, New York
- Tool cabinet
- Woodworking tools
- Safety Play Traffic Signs (signs and bases)

R. H. Stone Products
18279 Livernois
Detroit, Michigan 48221
- Playskool Village for Community Study
- Set of Large Community Helpers
- Life size Community Helpers
- Playskool Workbench
- Founding Bench (mallet and pegs)

David C. Cook Publishing Company
Public and Private School Division
Elgin, Illinois 60120
- Home and Community Helpers Pictures
- My Community Pictures
- Puppet Playmate Boards (community helpers)

American Guidance Services, Inc.
Publishers Building
Circle Pines, Minnesota 55014
- Peabody Developmental Kit, Level P

Dinuba, California Public Schools
Dinuba, California
- Fern Tripp Safety Signs Folder

Mountain Bell Telephone Company
local
- Tele-a-Trainer Sets
- Movies and Stories
Creative Playthings
Princeton, New Jersey

Junior Handyman wood tool box
Hammer and nail design kit
Wood nuts and bolts construction set
Bolt tight set (screw driver and nuts, bolts, washers)
Miniature village with streets and buildings

New Mexico Division of American Auto Association
1516 San Pedro N.E.
Albuquerque, New Mexico 87110

Excellent posters and stories on safety

MOVIES AND FILMSTRIPS

How Machines and Tools Help Us — Coronet Instructional Films

MUSIC AND RECORDS

(See music books and records listed in Suggested Materials for Functional Academics and Self Help Skill Areas.)

Record

Safety Can Be Fun
Summit Industries
P. O. Box 415
Highland Park, Illinois

Singing On Our Way — Scott Foresman Co.
1. The Lawn Mower Song
2. The Scissors Man

BOOKS AND ARTICLES

Cortazzo, Arnold D. A Guide for Establishing An Activity Program for Mentally Retarded Adults
New York, New York: National Association for Retarded Children, 1963

Kakoska, Charles J. and Schmidt, Alfred "Related Classroom Chores to Outside Jobs"
Teaching Exceptional Children, Fall 1969, pp. 27-28
Saenger, Gerhart. *The Adjustment of Severely Retarded Adults in the Community*
New York, New York: Interdepartmental Health Resources Board, 1957


Suggested Home Jobs for Student

1. Put away toys.
2. Hang up clothing.
3. Empty waste baskets.
5. Pick up newspapers and put in waste basket.
6. Put magazines in magazine rack.
8. Put dirty clothes in hamper.
9. Do simple dusting.
10. Water plants.
11. Dry dishes, pots, and pans.
12. Wipe silverware.
13. Hang up pans by handles.
14. Empty ashtrays.
15. Put right cover on right pan and place in designated place.
16. Set the table.
17. Use small broom and dustpan.
18. Find food in grocery store by looking at pictures.
19. Put away canned foods from store.
20. Make bed.
22. Sweep driveway and patio.
23. Bring in wood.
24. Sort magazines according to size.
25. Fold and stack newspapers.
26. Wash windows with help.

**FILMSTRIPS**

Churchill Films
662 North Robertson Boulevard
Los Angeles, California 90069

*Fathers Work*  
My Dad is a Carpenter  
My Dad is a Moving Man
My Dad Works in a Shoe Store
My Dad Works in a Factory
My Dad Works in a Supermarket
My Dad Works in a Service Station

Mothers Work Too
My Mother is a Waitress
My Mother is a Dental Assistant
My Mother Works in a Bank
My Mother Works in an Office
My Mother Works in a Drug Store
My Mother Works at Home

FILMSTRIPS AND RECORDS

Avid Corporation
Instructional Systems Division
10 Tripp Lane
East Providence, Rhode Island 02914

*Occupational Job Attitudes* (especially for Mentally Retarded)
WORDS FOR DAILY LIVING.

The words illustrated on the following pages are those that appear to be most needed by the TMH person as he or she begins to participate in community life at the Prevocational and Vocational Preparatory levels. These drawings may be mounted on tagboard and laminated for classroom use. They may be mounted and made into Language Master cards for additional drill by the student himself. Teachers will think of many different ways to use these cards.

One teacher of prevocational TMH students has made a wallet-sized picture dictionary using drawings and words so the student has a guide with him at all times.
WALK

DON'T WALK
VOCATIONAL PREP

At the Vocational Prep level, all students should be tested and screened by the Vocational Rehabilitation Service. Test results should be reviewed by the students' pre-vocational teachers and by the vocational rehabilitation counselor. Those students not ready for work in the Sheltered Workshop should continue with job training and a school program (see Schedule I). Other students who appear ready to sustain a six to eight hour work day in the Sheltered Workshop should be placed on a job there (see Schedule II). Those students who are unable to do either of the above should be assigned to the Activity Center (see Schedule III).

The public school system bears the major responsibility for training the TMH student through age 21 after which time other community agencies must take on the responsibility of maintaining the TMH program. Through the combined efforts of the public schools and other community agencies a Training Center combining Sheltered Workshop and Activity Center may be established.

<table>
<thead>
<tr>
<th>Area</th>
<th>Area - All Skills</th>
<th>C. A. 17.0 to 21.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>Level - Vocational Prep</td>
<td>M. A. through 8.0</td>
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</tbody>
</table>

On the following pages two models of training and work facilities are shown. One is for the small community, making use of existing high school rooms which could be remodelled and used as a training center. One is for larger communities; it offers boarding facilities and is planned to accommodate post school workers as well as those for whom the public schools are still responsible.

Some students will be limited to participation in the activities program. For these students, part of the day should be spent in continuation of the program as it was set up on a pre-vocational level. This participation should continue until the vocational rehabilitation counselor and the teacher are sure that this student will be unable to participate in a workshop. Provision should then be made for him/her to enroll in the activity program on a full time basis and live at home or board at the school, whichever is most appropriate.

The students who appear able to benefit from a work training program will be placed in the work training facility for half a day. During the other half day they will partake in a program of functional academics and social and recreational skills. Individual evaluation during the work training program will determine how long the student will remain with this procedure.
TRAINING CENTER, SHELTERED WORKSHOP & ACTIVITY CENTER
SMALL TOWN FACILITY
REMODLING OF EXISTING SCHOOL FACILITIES FOR DAY USE
(WOULD REQUIRE AT LEAST THE EQUIVALENT OF 4 CLASSROOMS)

FUNCTIONAL ACADEMIC AREA

LIVING AREA
(Simple Cooking, Cleaning, Parties)

OCCUPATIONAL AREA

PHYSICAL & SOC Ed. EDUCATION AREA

* DIVIDERS MAY OFFER A MORE FLEXIBLE USE OF SPACE, OR ACT AS A SUBSTITUTE IF 4 SEPARATE CLASSROOMS ARE NOT AVAILABLE.

SUGGESTED STAFF: FUNCTIONAL ACADEMICS TEACHER
                     SHOP
                     PHYSICAL EDUCATION
                     HOME ECONOMICS
                     PLUS AIDES AND STUDENT AIDES.
TRAINING CENTER SHELTERED WORKSHOP & ACTIVITY CENTER
LARGE CITY FACILITY
WITH BOARDING ACCOMMODATIONS

ADDITIONAL FACILITIES MIGHT INCLUDE GARDEN AREA, HYDROPONIC GREENHOUSE, CHICKEN HOUSE, ETC.

THIS MAY BE A 2 OR 3 STORY BUILDING, OR OTHER LIVING QUARTERS MAY BE LOCATED NEARBY.
PROGRAM FOR SHELTERED WORKSHOP AND ACTIVITY CENTER

SCHEDULE I

For students learning vocational skills and continuing development in other skill areas.

SCHEDULE II

For workers who can assume responsibility for a 6 to 8 hour work day.

SCHEDULE III

For those unable to work but able to participate in activities.

SCHEDULE I

9:00 - 12:00 A. M. Program
12:00 - 1:00 Lunch
1:00 - 5:00 P. M. Program

9:00 - 9:15 Opening - discussion of plans for day
9:15 - 10:30 Functional Academics
   Reading and oral language development - related to jobs, following directions, etc.
   Arithmetic - making change and other skills
10:30 - 10:45 Break
10:45 - 11:30 Perceptual motor skills
11:30 - 12:00 Social, self help skills
   Grooming
   Preparation for lunch, wash up, etc.
12:00 - 1:00 Lunch
   Recreation
1:00 - 1:15 Sign in or punch in at workshop
   Discuss work assignment
SCHEDULE I (CONT'D)

1:15  3:00  Work assignment under supervision
      Shoe shining
      Dishwashing
      Laundry—washing, ironing
      Cleaning
      Nursery, yard work
      Stuffing, sorting or other activities

3:00 - 3:15  Break
      Some may leave at this time if can't sustain full afternoon's work to activity center or home

3:15 - 5:00  Continue same work assignment or be reassigned
      If student is living at facility, supper would be served

5:00 - 6:30  Later in the evening, planned recreation, TV, or other activity would be provided.

SCHEDULE II

9:00  Punch in or sign in
      Get job assignment

9:15 - 10:30  Work

10:30 - 10:45  Break

10:45 - 12:00  Work

12:00 - 1:00  Lunch

1:00 - 3:00  Work (those assigned 6 hours, sign out and go to Activity Center)

3:00 - 3:15  Break

3:15 - 5:00  Work
JOBS IN SHELTERED WORKSHOP AND BOARDING HOME FOR SCHEDULE II

Boarding Home Kitchen

- Set table
- Remove dishes from table
- Clean and scrub tables
- Prepare dishes for dish washer
- Operate dish washer
- Stack and put away dishes
- Stack trays
- Sort silverware
- Clean silverware
- Wash and put away cooking utensils
- Sort canned foods by picture

Boarding Home Housework

- Make beds
- Sweep floors
- Run vacuum cleaner
- Dust furniture
- Wash windows
- Mop floors
- Wash woodwork
- Clean cabinets

Boarding Home Miscellany

- Shine shoes
- Manicure nails
- Shampoo and set hair
- Wash cars
- Child care
- Help students dress

Sheltered Workshop Jobs

- Contract jobs which require:
  - Stacking
  - Packaging
  - Sorting
  - Folding
  - Stapling
  - Collating
  - Matching
  - Assembling kits

Boarding Home Laundry

- Sort clothes by color
- Sort clothes by type
- Load carts for washing machine
- Load washing machine
- Operate washing machine
- Unload washer into dryer
- Operate dryer
- Fold linens
- Iron flat pieces
- Put away linens
- Mend clothes

Boarding House Custodial

- Sweep floors
- Scrub floors
- Mop floors
- Wax floors
- Sweep porches and patios
- Empty waste baskets
- Empty garbage cans
- Clean bathrooms

Boarding House and Sheltered Workshop

Yard and Nursery

- Rake leaves
- Pick up trash
- Shovel snow from walks
- Rake lawn
- Fertilize lawn and shrubs
- Mow lawn with hand mower
- Water lawn
- Water flowers, shrubs, trees
- Maintain small garden
- Help with greenhouse work

---

1 See Pre-Vocational Level Economic Usefulness Skill Area
<table>
<thead>
<tr>
<th>ITEM</th>
<th>ACTIVITY</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td>To hold</td>
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<tr>
<td>Holding</td>
<td>(a) solid objects</td>
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<tr>
<td></td>
<td>(b) containers of fluid with ease and maintaining balance</td>
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</tr>
<tr>
<td></td>
<td>(c) containers of fluid with endurance</td>
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<tr>
<td></td>
<td>(d) without movement</td>
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<td>17.</td>
<td>Rhythmic coordinated movement</td>
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<tr>
<td>A.</td>
<td>Body Movements</td>
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<tr>
<td></td>
<td>a. repetitious bending, i.e., stacking on floor</td>
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<td>b. repetitious squatting, i.e., lifting from floor</td>
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<td></td>
<td>c. repetitious swaying, i.e., sawing or sweeping</td>
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<td>d. repetitious shifting of weight, i.e., digging with shovel</td>
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<tr>
<td>B.</td>
<td>Leg Movements</td>
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<tr>
<td></td>
<td>a. alternating up and down, i.e., treadle sewing machine; electrical foot controls, etc.</td>
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<tr>
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<td>b. controlled applied pressure, i.e., electrical knee controls, etc.</td>
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<tr>
<td>C.</td>
<td>Arm Movements</td>
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<tr>
<td></td>
<td>a. with controlled force, i.e., feeding into sewing machine, electrical saw</td>
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<td>b. with wide range (a) vertical (b) horizontal</td>
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<tr>
<td>D.</td>
<td>Hand and Finger Movement</td>
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<td></td>
<td>a. gross movement, i.e., polishing, painting large objects, packaging, etc.</td>
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<td>b. fine movement, i.e., typing, braiding, sorting, sewing, etc.</td>
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</tbody>
</table>
# CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

**CODE:**

0 – Never or rarely  
1 – Sometimes or occasionally  
2 – Usually or often  
3 – Almost always or always  
4 – To be used when item does not apply or the evaluator is unable to determine

<table>
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<tr>
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<th>3</th>
<th>4</th>
<th>REMARKS</th>
</tr>
</thead>
</table>
| 18.  | A. Identifying major tools:  
|      | a. hammers, pliers, saws, etc.  
|      | B. Identifying various fastenings:  
|      | a. household, i.e., door knobs, faucets, light switches, etc.  
|      | b. garments, i.e., diapers, buttons, faces, etc. |
| 19.  | Basic Skills:  
|      | (a) reading  
|      | (b) arithmetic  
|      | (c) spelling  
|      | (d) can identify common signs  
|      | (e) can tell time  
|      | (f) can make change  
|      | (g) can take measurements |
| 20.  | Traits:  
|      | (a) physical  
|      | (b) attention span  
|      | (c) appropriate dress and grooming  
|      | (d) cleanliness  
|      | (e) punctuality  
|      | (f) persistence  
|      | (g) initiative  
|      | (h) following instructions – oral  
|      | (i) – written  
|      | (j) alertness  
|      | (k) dependability  
|      | (l) judgment  
|      | (m) ambition  
|      | (n) resourcefulness  
|      | (o) honesty: voluntarily admitting error  
|      | respecting property  
|      | (p) emotional stability  
|      | (q) independence |
## CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

### CODE:

- **0** - Never or rarely
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### ITEM | ACTIVITY | CODE | REMARKS
--- | --- | --- | ---
21. | (a) Speech | | |
| (b) Telephone | | |
22. | (a) Drawing straight line with pencil using a ruler | | |
| (b) Cutting along line with scissors | | |
| (c) Opening envelope, removing and unfolding paper | | |
| (d) Folding new paper, placing in envelope and sealing envelope | | |
| (e) Writing or printing | | |
| (f) Erasing penciled writing | | |
| (g) Turning 5 pages of a book | | |
23. | (a) Drinking from glass | | |
| (b) Drinking from cup with handle | | |
| (c) Spoon to mouth with food | | |
| (d) Fork to mouth with food | | |
| (e) Cutting meat | | |
| (f) Spreading butter on bread | | |
24. | (a) Undressing completely | | |
| (b) Undressing, help on fastenings | | |
| (c) Dressing completely | | |
| (d) Dressing, help on fastenings | | |
| (e) Handling accessory appliances - glasses, hearing aid, braces, etc. | | |
25. | Shaving or applying cosmetics - boys | | |
| | girls | | |
26. | Washing Body | | |
27. | Brushing Teeth | | |
28. | Combing Hair - boys | | |
| | girls | | |
CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

CODE:
0 -- Never or rarely
1 - Sometimes or occasionally
2 -- Usually or often
3 -- Almost always or always
4 -- To be used when item does not apply or the evaluator is unable to determine

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ACTIVITY</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>REMARKS</th>
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<tbody>
<tr>
<td>29.</td>
<td>(a) Into bathtub</td>
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<td>(b) Out of bathtub, shower</td>
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<td>(c) On toilet and adjusting clothes</td>
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<td>(d) Cleansing</td>
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<td>(e) Off toilet, adjusting clothes</td>
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<td>(f) Washing hands</td>
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<td>30.</td>
<td>Can use public transportation to and from work - (a) paying fare</td>
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<td>(b) knowing stops</td>
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<td></td>
<td>(c) transfers</td>
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**STOCKTON UNIFIED SCHOOL DISTRICT**  
Pupil Personnel Services Department  
Special Education Office  

**EVALUATION FORM FOR USE OF TRAINING CENTER SUPERVISOR**

<table>
<thead>
<tr>
<th>Evaluation of:</th>
<th>Date of Evaluation:</th>
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<tr>
<th>Motivation - Initiative</th>
<th>Excellent</th>
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<tr>
<td>Attitudes</td>
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<tr>
<td>Accepts Supervision</td>
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<td>Cooperation With Other Clients</td>
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<td>Work Tolerance</td>
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<td>Attitudes</td>
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<td>Emotional Tolerance</td>
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<td>Quality of Work</td>
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<td>Quantity of Work</td>
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<td>Honesty Concerning Errors</td>
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<td>Comprehension of New Learning Situations</td>
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**REMARKS**

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<tr>
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This a sample of the punch card used at the Training Center - Sheltered Workshop. It is used to determine the hours worked, pay due, benefits and deductions, etc. The pupil uses this time card in conjunction with the time clock and needs instruction on how to use it. The date is recorded by the secretary.

<table>
<thead>
<tr>
<th>Pay Period Ending</th>
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<tbody>
<tr>
<td>No.</td>
</tr>
<tr>
<td>Name</td>
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<tr>
<td>Reg. Hrs.</td>
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<tr>
<td>Extra Hrs.</td>
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<tr>
<td>F.I.C.A.</td>
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<tr>
<td>Insurance</td>
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<td>City/St. W.T.</td>
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Net Wages___________

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<tr>
<th>In</th>
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Payment Received in Full
Signed__________________________
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9:00 - 9:15</td>
<td>Opening exercises</td>
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<tr>
<td>9:15 - 10:30</td>
<td>Choice of activities</td>
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<td></td>
<td>Arts and crafts</td>
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<td>Gardening</td>
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<td>Clean up</td>
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<tr>
<td>10:30 - 11:30</td>
<td>Recreational P.E.</td>
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<td></td>
<td>Project activities</td>
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<tr>
<td>11:30 - 12:00</td>
<td>Washing - preparation for cafeteria</td>
</tr>
<tr>
<td>12:00 - 1:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 - 3:00</td>
<td>Choice of activities under supervision</td>
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<tr>
<td></td>
<td>Music</td>
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<td></td>
<td>Arts and crafts</td>
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<td></td>
<td>Bowling</td>
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<td></td>
<td>Swimming</td>
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<tr>
<td>3:00 - 3:15</td>
<td>Break - some may leave at this time.</td>
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<tr>
<td>3:15 - 5:00</td>
<td>Help with supper activities</td>
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<td>Cafeteria help</td>
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<td>Supper</td>
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<td></td>
<td>Evening activities may include TV, square dancing, planned activities.</td>
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</tbody>
</table>

**SUGGESTED MATERIALS AND EQUIPMENT FOR SCHEDULE III**

**Gymnasium**
- bleachers
- locker rooms
- showers
(See Suggested Materials for Games at end of Perceptual Motor Skills Area.)

**Activity Center**
- movie projector and screen
- individual filmstrip viewer
- filmstrip projector
- record player and records
- television set
- arts and crafts materials as needed
- quiet games (See Suggested Materials at end of Perceptual Motor Skills Area.)
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Darien, Conn.: Teachers Publishing Corp., 1968

Santa Cruz County Superintendent of Schools *Policy and Procedure for a Vocational Education Work Study Program for Severely Mentally Retarded Pupils.*
Santa Cruz, California, 1966

“Sheltered Workshop Report of the Secretary of Labor”

Los Angeles, California: California State College, 1965
PROCEDURE FOR INTEGRATING SPECIAL EDUCATION INTO REGULAR SCHOOL PROGRAM

During the In-Service meeting at the beginning of school, the Special Education teacher should speak to the faculty concerning the Special Education Program and the services it provides. At the same time, she should discuss problems which will be encountered and make suggestions regarding their solution. A film showing common types of Mental Retardation may be shown to acquaint the teachers with the types of children they may expect to see. It is advisable for the Special Education teacher to make some of her professional books available so that faculty members may be better prepared to answer questions asked by students and their parents. Make arrangements to visit each classroom during the first two weeks of school.

Students in the first two grades will enjoy having the teacher and the younger Special Education class visit their room. These school children will enjoy talking with the Special Education students. Arrange for the younger students to visit your classroom, see that it looks like theirs, and become familiar with it as part of the school. Plan a special program for the visitors.

It is wise to make the initial visit to the intermediate rooms without Special Education students. Before the Special Education teacher goes to a classroom, she should ask the class teacher to read Our Journey to Her students. (See Suggested Materials at end of Functional Academic Skill Area.) Take along a copy of Hello, I Know Who I Am? to read to the students or show a short film on Mental Retardation. Give the students an opportunity to ask questions regarding the mentally handicapped. Answer each question honestly and very simply.

Make plans for the Special Education students to eat in the school cafeteria with the rest of the students. See that they are included in all school activities and arrange for them to be on the school grounds during recess as much as possible. Hold open house several times during the year and put on special programs or do special activities for the students and their parents.

Before the school year is over the Special Education students will be called by name and accepted by most people in the school and community.

Pearl E. Thompson
LESSON I

PURPOSE: Encouragement of physical movement, loss of self-consciousness by the children and group cooperation.

MATERIALS: Flannel board and pieces of flannel cut out as a head with removable parts—eyes, nose, mouth, ears, eye brows and hair.

MUSIC: Songs: "Head, Shoulders, Knees and Toes" (See Appendix).

METHOD: The hair and eye brows were placed by the therapist to aid the children in placing the above-mentioned parts. The children were then encouraged to place the face parts in the appropriate section of the face and indicate the location of the part on their own, or their neighbor's face.

NOTE TO TEACHER: When used as a Unit, review can take place during the day for emphasis. Reference to the concept being taught can be made in other areas, i.e., have one of the children point out body parts on a picture in a storybook that is being read.

LESSON II

PURPOSE: See lesson I.

MATERIALS: See lesson I, and a large animal figure (as a stuffed teddy bear).

MUSIC: Songs: "Head, Shoulders, Knees and Toes"  "Where is Thumbkin?"  "Run Along Home" (see appendix)

METHOD: Repetition of lesson I, including reference to parts on the animal's body. (NOTE: This lesson can be repeated using different animals familiar to the children.)

1 Reproduced by permission of the author
NOTE TO TEACHER: “Where is Thumpkin?” should be sung with gesture by the teacher. Even though the children may have some difficulty following at first, the activity will prove to be enjoyable.

LESSON III

PURPOSE: A development of the relationship between the flannel facial features and the children's own facial features. Review lesson one.

MATERIALS: Flannel board and facial features. A hand mirror (More than one hand mirror can be used if there is an additional helper for the therapist, or teacher.)

MUSIC: “Good morning to you”
“I've two little eyes”

METHOD: Lesson I may be reviewed before beginning Lesson III. Each child is encouraged to look at his image in the hand mirror and identify parts of the face related to the flannel figure. During the course of the lesson each child will hear his name called during the singing of the songs: “Good morning to you.” This may be accomplished at the beginning of the lesson while the children are in a circle, or during the time they view themselves in the mirror.

LESSON IV

PURPOSE: An introduction of the body extremities. During this lesson no reference will be made to the facial features unless a discussion is initiated by a member of the group.

MATERIALS: A flannel figure consisting of five separate parts – hands, head, and legs with the feet attached.

MUSIC: “Head, Shoulders, Knees, and Toes”
“Eyes, Nose, Mouth and Ears” (Adaptation, see appendix)
“Run Along Home”

METHOD: This lesson is introduced with the activity song, “Head, Shoulders, Knees, and Toes.” Expressive gesture is used while singing to stress the different parts of the body. After the children are seated on the floor, the therapist/teacher may use the flannel figure and have individual children demonstrate compiling the figure parts and relating them to his own body.
LESSON V

PURPOSE: An extension of the Purpose of Lesson III. This lesson will include the identification of facial features of stranger's pictures from magazines.

MATERIALS: Pictures of children cut from magazines. As an introduction, only the facial features should be included. At a later time, the full figure may be used.

MUSIC: "Good morning to you"
   "I've two little eyes"

METHOD: After the "good morning song" is sung calling each child by name, the children may be seated on the floor while the therapist introduces magazine pictures (one for each child) and has a child identify parts of the face and relate this to his own face.

NOTE: The children should be allowed to keep their pictures. It would be possible for each child to cut his own picture from the magazine on a sheet of colored paper. The mounted pictures could be hung in the room — identification games for the color of the mounting paper or the individual owning a certain picture, could be played.

LESSON VI

PURPOSE: This lesson introduces the use of the tape recorder, keeping time by clapping to the music and finally moving to the music. The final stage will involve singing and making certain movements with the music.

MATERIALS: A tape should be made beforehand with no more than two simple dance routines. Example: "Looby Loo" or, "Brother, Come and Dance with Me." An experiment indicated that the music is easier to follow if the tempo is slower than indicated on the original music. The activity part of the recording should be repeated. Experiment showed that when the activity section was repeated three times, the group derived most benefit from the activity.

MUSIC: "Looby Loo"
   "Brother, Come and Dance with Me"
   Best results would be expected by using one song at a session. They could be combined at a later time when both became familiar.

METHOD: This lesson should begin by listening to the music, then clapping in time to the music. It is best for the children to sit on the floor in the area where they are to move about later.
   After the children have clapped to the music, they can stand up and hold hands moving in a circle in time with the music. When the activity section begins, the group can stand still and go through the movements.

NOTE: This type activity is a good one for rainy day recesses.
LESSON VII

PURPOSE: This lesson aided in the self-concept in movement by having the children view themselves in front of a full length mirror.

MATERIALS: A full length mirror. It would be best to have one brought into the school room and a shatter-proof mirror would be ideal.

MUSIC: "I've Two Little Eyes" "Head, Shoulders, Knees and Toes"

METHOD: Each child had the opportunity to view himself in the mirror while making the movements described in the songs. The other children observed while each individual child took his place in front of the mirror.

NOTE: If the full-length mirror is available in the room for each session, it would prove useful for a section of time during the lesson. If the use of the mirror is not controlled by the teacher/therapist it could prove to be very distracting.

LESSON VIII

PURPOSE: Sensory stimulation — tasting, hearing, seeing and smelling. The order of presentation may be altered. In follow-up lessons alteration of stimulation is recommended.

TASTING: Salt and sugar: Each child received a few grains of salt and sugar (cube) in his hand to taste.

HEARING: Bell for loud sound.
Watch for soft sound.
The children listened to the sounds while observing and again when the objects of sound were out of sight.

SEEING: Flashlight — the light was directed to the ceiling where it could be easily seen by the group. Each child took his turn making the light move about on the ceiling.

SMELLING: Flower
Perfume on the wrist or hand. (A solid form of perfume was used.)

ULTIMATE GOAL: Identification of the part of the face that helps to identify the stimulus. The stimuli were then presented in a random order.

LESSON IX

PURPOSE: "WHOLENESS OF SELF" One of two lessons presented to aid the child in perceiving himself as a compilation of parts into a whole.

An extension of this lesson was utilized in "sex-roles" identification.

An individual colored instant picture was taken of each child. After the picture was taken the result was discussed with the youngster to insure comprehension.
EXTENSION: The pictures were mounted on a colored background. The boys pictures were mounted together on a blue background; the girls pictures on a red background.

LESSON X

PURPOSE: “WHOLENESS OF SELF” Second of two lessons.

DRAWING: Each child was drawn around while he was lying on a large sheet of white paper. When the outline was completed, the youngster was encouraged and aided in coloring the copy to match his own clothing.

COMMENTS: A good response was achieved from most of the children in coloring. Assistance had to be given for the features in order to insure identification on the follow-up activity. (See Lesson XI) Coloring of the clothing was easier to achieve.

LESSON XI

PURPOSE: Culmination of therapy:

A summary of the material was presented in sequences for reviewing by the children. At this time a record of the unit was made on film.

The children identified their own picture and “outlined image” which had been hung in the foyer of the school.

Before taking his “outlined image” home, the whole group participated in assembly for the entire school, and each showed his own picture.
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APPENDIX

DANCE WITH ME  by Humperdinck

Brother, come and dance with me.
Both my hands I give to thee.
One, two three; dance with me,
Round about so merrily.
Let your foot go tap, tap, tap
And your hands go clap, clap, clap,
One, two, three, dance with me,
Round and round so merrily.

Pace, Robert  Piano For Classroom Music,
Prentice-Hall, Inc., 1956, p. 114

****************************************************
Good morning to you
Good morning to you
We're all in our places
with such happy faces
So teach us a way
to start a new day.

Good morning to ____________ (each child's name)

******************************************************************************
Head, shoulders, knees and toes
Head, shoulders, knees and toes
Head, shoulders, knees and toes
and then we stand right up.

Head, shoulders, knees and toes
Head, shoulders, knees and toes
Head, shoulders, knees and toes
and then we sit back down. (Used with actions)

******************************************************************************
I have five fingers on each hand
Ten toes on both my feet
Two ears, two eyes, one nose,
One mouth with which to gently speak.
Eyes, nose, mouth and ears
Eyes, nose, mouth and ears
Eyes, nose, mouth and ears
and then we stand right up.

Eyes, nose, mouth and ears
Eyes, nose, mouth and ears
Eyes, nose, mouth and ears
and then we sit back down.

I have something in my pocket that belongs across my face
I keep it very close to me in a very special place
I know you'd never guess it if you guessed a long, long while
So I'll take it out and put it on... it's a great, big happy
Smile!

************************************** *

LOOPY LOO

Here we go looby loo, here we go looby light,
Here we go looby loo all on a Saturday night.
I put my right hand in, I take my right hand out,
I give my hand a shake, shake, shake,
And turn myself about.
(left foot, right foot, head, whole self)

Pace, Robert Piano for Classroom Music
Prentice-Hall Inc. 1956, p. 31

************************************** *

Run along home and jump into bed
Say your prayers and cover your head
The very same thing I say unto you
You dream of me and I'll dream of you. (Used with gestures)

************************************** *

Two little eyes to look around
Two little ears to hear you call
Two little feet to walk around
Hand to hold for one and all.
My hands can clap
My feet can tap
My eyes can brightly shine.
My ears can hear
My nose can smell
My mouth can speak a rhyme.

My eyes can see
My mouth can talk
My ears can hear
My feet can walk

My nose can smell
My teeth can bite
My lids can flutter
My hand can write.

But when the sandman comes at night
Scatters sand, turn out the light
I'll say goodnight to you and you
Each part of me says good night too.

_Finger Play Poems and Stories, Helen Fletcher_
The Educational Publishing Corporation, Darien, Conn.
SUGGESTED PRIMARY DAILY SCHEDULE
(C. A. 5.0-8.11  M. A. 2.0-3.11)

8:30 - 9:00 Teacher Preparation
9:00 - 9:10 Free play period. Children have probably been riding on bus for some time.
Teacher confers with bus driver, checks attendance, lunch money, etc.
9:10 - 9:25 Opening Exercises (Communication Skills)
1. Pledge of Allegiance
2. Show and Tell for speech encouragement
3. Personal grooming
4. Attendance charts
9:25 - 9:55 Functional Academics
1. Oral vocabulary identification
2. Calendar and weather
3. Name games
4. Number games
5. Color games
6. Parts of body games
7. Association games
8. Sequential games
9. Matching games

9:55 - 10:00 Have a short milk or juice break.
10:00 - 10:30 Get ready for recess
Go to restroom
Outdoor recess for free play on warm days
Indoor recess for sharing and playing with toys on cold days
10:30 - 10:45 Following Directions (Economic Usefulness)
1. Coloring
2. Cutting and pasting
3. Coordination games

10:45 - 11:00 Speech exercises (Communication)
1. Flannel board stories
2. Fingerplays
3. Speech games

11:00 - 11:15 Singing
11:15 - 11:20 Get room ready for lunch
11:20 - 11:30 Restroom, wash hands and get ready to go to school cafeteria
11:30 - 12:00 Supervised lunch with teacher or aide teaching good eating habits
12:00 - 1:00 Rest Period (Self Help Skills)
1. Dress and undress
2. Quiet time for music (sleep)
3. Quiet time for story (when all are awake)
1:00 – 1:30  Arts and Crafts
1:30 – 1:45  Perceptual Motor Skills
1. Exercises
2. Supervised play
3. Rhythm band
4. Dance activities
1:45 – 2:00  Restroom and recess
1. Outdoor play
2. Supervised play in the room
2:00 – 2:15  Movie or filmstrip
Story reading
Story telling
2:15 – 2:30  Get ready to go home. When room is in order, let a child select a simple game to play.
2:30 –  Go home – students walk out to bus or parent’s car.

NOTE: Some integrated play at recess will be possible. However, most of these children will still need a rest period at noon and sleep will probably be more practical than integrated play at that time.
SUGGESTED INTERMEDIATE SCHEDULE
(C. A. 9.0-12.11   M. A. through 5.11)

8:30 – 9:00  Teacher Preparation
9:00 – 9:05  Put away wraps while teacher checks lunch money
            Greet friends
            Get supplies and place under desk
9:05 – 9:30  Opening Exercises
            1. Pledge of Allegiance
            2. Show and Tell
            3. Calendar and Weather
            4. Roll call and attendance chart
9:30 – 9:45  Self Help Skills
            1. Health Inspection
            2. Grooming Period, may be needed before Health Inspection
            3. Practice Self Help Skills
9:45 – 10:00 Communication Skills
            1. Speech games
            2. Fingerplays
            3. Story telling and role playing by students
            4. Oral vocabulary identification
10:00 – 10:30 Restroom and recess
            Supervised restroom or upper grade monitor
            Integrated play during outdoor recess
            Toy sharing during indoor recess
10:30 – 11:00 Functional Academics
            1. Color games
            2. Shapes games
            3. Number games
            4. Association games
            5. Sequential games (auditory, visual)
            6. Penmanship (only writing needed for more independent living)
            7. Sensory games
            8. Social Studies activities
            9. Oral vocabulary identification
11:00 – 11:20 Social Skills
            1. Group games
            2. Role playing
11:20 – 11:40 Music and Rhythms
            1. Singing with or without record player
            2. Action songs
            3. Rhythm Band
11:40 – 11:50  Get ready for lunch
   1.  Put away supplies
   2.  Go to restroom for wash up
   3.  Put on wraps and walk to cafeteria

11:50 – 12:20  Supervised lunch in cafeteria
12:20 – 12:45  Integrated play on school grounds
12:45 – 1:15   Quiet Time – rest on floor mats
   1.  Soft music students enjoy
   2.  Stories students enjoy
1:15 – 1:30    Occupational Skills
   1.  Following directions
   2.  Coloring games
   3.  Cutting and pasting

1:30 – 1:45    Perceptual Motor Skills
   1.  Supervised indoor activities
   2.  Supervised outdoor activities
1:45 – 2:00    Restroom and recess
   Supervised restroom or upper grade monitor
   Integrated play on schoolground

2:00 – 2:25    Leisure Skills
   1.  Art, activities
   2.  Dancing
   3.  Singing
   4.  Games suggested by students

2:25 – 2:30    Get ready to go home
   1.  Put room in order
   2.  Put on wraps
   3.  Walk to bus or parent’s car
SUGGESTED PRE- VOCATIONAL SCHEDULES

10-13 (0-16.11 M A through 6.11)

8:30 - 9:00  Teaching Preparation
9:00 - 9:05  Put away toys
             Sign in on attendance sheet
9:05 - 9:25  Open time exercises
             1. Pledge of Allegiance
             2. Sharing time
             3. Check job chart for room job
             4. Perform room duties of day
9:25 - 9:55  Grooming and Self Help Skills (opportunity for all students to clean up if needed; girls press dresses, boys clean shoes, etc.)
             1. Health inspection; check health chart
             2. Care of hair, nails, buds as needed
9:55 - 10:25 Functional Reading and Vocabulary Development
             1. Protective vocabulary games
             2. Workshop vocabulary games
             3. Work objects and materials identification (by oral name only in many instances)
10:25 - 10:50 Number Games
             1. Store with empty food cartons and real money
             2. Other money games
             3. Counting games
             4. Time
10:50 - 11:05 Restroom and Break (Some students may still need frequent restroom privileges)
11:05 - 11:25 Communication Skills
             1. Speech exercises
             2. Story telling by students
             3. Role playing
             4. Speech games
11:25 - 11:55 Social Skills and Citizenship
             1. Acceptable behavior in cafeteria
             2. Acceptable behavior in public
             3. Student's responsibility to home, school and community
             4. Role playing
11:55 - 12:00 Grooming for lunch
12:00 - 12:30 Lunch in school cafeteria with some supervision
12:30 - 1:00 Quiet Time
             1. Music for listening
             2. Stories students enjoy
             3. Rest for those who need it
1:00 - 1:30 Work Skills
             1. Direction Activities
             2. Work shop activities
3. Any other activities or areas which you need in your program, but have not scheduled

1:30 - 2:10
Perceptual Motor Skills
1. Physical Education activities
2. Action games and exercises to music

OR

2:10 - 2:50
Leisure time skills
1. Art activities
2. Singing
3. Organized rhythm and dance

Closing exercises
1. Clean up
2. Put away days activities
3. Discuss hours worked
4. Sign out
5. Get wraps
PARENT COMMUNICATION

Desired Learning Letter

Dear Parents,

As you know, the Early Education program in the preschool age has as one of its aims the development of self-help skills. It is hoped that these skills will make your child a more independent and useful member of the family. There are many ways for you to help your child develop with the skills that he will be learning at school. At various times throughout the school year, I will be sending home a list of desired learning with suggestions for home participation. Any help you can give your child with these skills will be appreciated.

If you have any questions or requests about the activities, please call the school for an appointment so that you can observe your child in the regular school routine.

Sincerely yours,

(teacher)

Desired Learning

Eating

Use a spoon with no need for assistance.

Bring food to mouth, other than self-feeding.

Use napkin with help.

Identity foods by pointing or naming.

Suggested Home Activities

Give many opportunities to use spoon; be sure child is seated at proper distance from table and plate. Help child use spoon instead of fingers. Cut food small enough so spoon may be used easily.

Be sure child is at proper distance from table. Give practice in holding head up while eating. Observe brothers and sisters as examples.

Frequent reminders to child to use napkin; help child by asking him to look in mirror to see what napkin does; see how much faster he looks.

Identify food by name for child; model words for him frequently. Have child identify food at first by pointing, then by saying.
GUIDELINE FOR SCHOOL AIDES
(Approved by the State Board of Education, June, 1967)

I. Definition
1. The term School Aides shall include aides, clerical aides, library aides, clerical aides, etc., regularly employed on a full or part time basis.

2. The School Aide is a special person with a background of education, experience, and character to relieve one or more teachers of those routine non-instructional tasks so that teachers may devote more time to instruction.

3. In no case shall employees be paid at teaching rates while working as school aides.

II. Qualifications
1. High School Degree or equivalent as determined by the Board as the G.E.D.
2. Health certificate
3. Knowledge of the work assigned
4. Good character and recommendation
5. Attendance at School Aide workshops
6. Demonstration of high ethical and moral standards
7. School Aide Permit issued by Department of State Department of Education

III. Duties

These task defined duties in a training session on and other professional decisions.

IV. Guidelines for School Aide Training Sessions

1. These sessions should cover:
   A. Instructional safety needs
   B. Tasks to be performed
   C. Related responsibilities
   D. Business management

V. Conclusion

1. These guidelines are a supplement to the School Aides program during the school year.
2.老师 workshops to School Aides should be conducted.
3. College workshops should be utilized wherever possible.
4. Consideration should be given to employment of school aides within elementary schools.
5. The main portion of a aides training should be in the form of on-the-job training.
6. Interest in and promotion of Aides to meet together and exchange ideas, should be promoted.
7. Involve teachers, principals, and superintendents should be involved in the orientation sessions.
MATERIALS AND EQUIPMENT NEEDED IN THE FMR SPECIAL EDUCATION CLASSROOM

GENERAL

1. Apparatus of different size
2. Book covers
3. Bulletin board
4. Canister
5. Chartboard
6. Glue sticks and paste
7. Color pens, chalk, markers, and pencils
8. Markers, erasers, and rulers
9. Iron and ironing board
10. Ironing board
11. Iron and ironing board
12. Ironing board
13. Buckets
14. Buckets
15. Buckets
16. Buckets
17. Buckets
18. Dustpan
19. Duster and detergent
20. Bucket
21. Vacuum cleaner and attachments
22. Towels, tissues, and paper towels

HOUSEKEEPING SUPPLIES AND EQUIPMENT

1. Towel rack
2. Iron and ironing board
3. Beds
4. Bed linens
5. Blanket
6. Pile

KITCHEN

1. Cooking utensils
2. Stoves

315
a. Dinner service - table setting equipment
b. Stove
c. Refrigerator
d. Table

e. Sink, hot and cold water
f. Cabinets
g. Wipes and cleaner
h. Bathtub

i. For Personal Use
   D. Bedding and furniture
   E. Food, toiletries, etc.

f. For camp use: refrigerator, stove, cabinets, storage, cot, campfire board, etc.

ii. Dressing table

Sewing
a. Sewing machine
b. Fits, for clothing
c. Tape measure
d. Iron and ironing board

e. Needle
f. Buttons, snaps, and hooks

Knitting
a. Knitting needles
b. Yarn

c. Knitting hook
d. Knitting instruction book

e. Scissor, for sewing, crochet parts
f. Knitting catalog

FOR HEALTH AND GROOMING

a. Individual grooming boxes
b. Comb and brush
c. Soap, for bath
d. Toothbrush and toothpaste
e. Towel
f. Face cloth
g. Facial soap
h. Shampoo
i. Facial cream
j. Toilet paper
k. Towels
l. Shoe shine kits
m. Scale
n. Blanket and cots or rest mats especially for younger students

o. First Aid Kit
p. Napkins
AUDIO VISUAL EQUIPMENT

1. Record player and records appropriate to children's interests.
2. Any one of the Bowman Records available from Practical Drawing Co., 2205 Cockrell, Dallas, Texas; Mass Music Co., Albuquerque, New Mexico or Bowman Records, Inc., 622 Kedzie Drive, Glendale, Calif. 91201.
3. Overhead projector, film sound projector or easy access to one.
4. Headphones and head phones.
5. Other.

ART SUPPLIES

a. Crayons
b. Water color
b. Tempera paints
d. Colored pencils
e. Colored chalk
f. Poster paint
g. Dry tempera paint
h. Brushes—various sizes and types
i. Charcoal
c. Pastel
d. Scissors
e. Old cloth
f. String and yarn
g. Tape
h. Pipe cleaners
i. Magazines

FOR PHYSICAL EDUCATION, COORDINATION GAMES AND PLAYTIME ACTIVITIES

Outdoor equipment: swing, slides, single rims, ladders, pipes to crawl through, locomotion toys as wagons, tricycles, scooters, old tires, balls and hats.

a. Jump ropes (various lengths)
b. Balls (rubber, softballs, large push balls) and bean bags
c. Balance beam and balance beams
d. Ladders
e. Hurdles
f. Hay cars, tricycle
h. Blocks, large and small, wood and cardboard
i. Form boards and pattern boards.
1. Peg boards and pegs
2. Beads (spheres, cubes, cylinders, etc., with long bases)
3. Tumbling mats and trampolines

FOR GAMES AND PLAY TIME ACTIVITIES
a. Puzzles
b. Puppets and small toys as animals, people, etc.
c. Ladder toys and other "building type" toys
d. Play village, animals, and people
e. Table games as Bingo, Dominos (both large and small type)
f. Play telephone

TEACHING AIDS
a. Clocks: teaching clock as put out by Judy Company play clocks for children as well as old clocks that can be taken apart for inspection of parts
b. Picture books
   Simple story books
c. Family figures
d. Figures for community helpers
e. Money games
f. Play store
g. People or wooden animals and people

COMMERCIAL TYPE AIDS
1. Traffic safety games
2. Peabody Language Development Kit - Level P and 1
3. Perceptual Development Cards as put out by Ideal
4. Pegboards of various sizes with pegs
5. Ideal Portable Study Carrels
6. Counting frames
7. Workbooks: Safety Be Me ($1.00) by Mary Baird and Norman Levine
   Starwax House (for teaching safety words as fire and danger to TMH)
8. Lacing shoe
9. Button and zipper frame
10. The Developmental Program in Visual Perception by Marianne Frostig and David Horne
11. Teaching Resources material as:
   a. Eye-Hand Coordination Exercises
   b. Directional-Spatial Pattern Board Exercises
   c. Sequential Perceptual Motor Exercises
1. Perceptual Development Materials from Developmental Learning Materials
2. Printed Masters for Liquid Duplicators as from Continental Press
   Visual Readiness Skills
   a. Seeing Likenesses and Differences
   b. Visual Discrimination
   c. Visual Motor Skills
3. If money is used, be sure it is real money.

FOR VOCATIONAL PREPARATION

b. Woodworking: Hammer, pliers, file, miter, work bench, pliers, saws, plane, clamps, rulers, yardstick, screwdriver, assorted sandpaper, screws and nails.
   Saw: Various types: coping, jig saw, all purpose saw
   Brace and bit: Bits of various sizes
   Tin snips
   Hand drills, power drills
   Paint, varnish, lacquer, shellac
   Different types of lumber
   Masking tape
   Brushes
   Gauge
   Twine
SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTERS IN NEW MEXICO

West Las Vegas Special Education Instructional Materials Satellite Center
West Las Vegas Schools
P.O. Office Drawer 1
Las Vegas, New Mexico 87701

Eastern Affiliated Special Education Training and Materials Center
Eastern New Mexico University
Portales, New Mexico 88130

Santa Barbara Annex, Albuquerque Public Schools
1420 Edith N. F.
Albuquerque, New Mexico 87107

Las Cruces Special Education Instructional Materials Satellite Center
Las Cruces Public Schools
301 West Arandia
Las Cruces, New Mexico 88004

Consult materials center personnel in your area concerning loans of materials, program development, and evaluation of materials.
ANOTATED BIBLIOGRAPHY FOR PROFESSIONAL LIBRARY

New York, New York: Bureau of Publications, Columbia University, Teacher's College, 1960
This book will help the teacher assess her pupils' ability, schedule and evaluate the program.

Begun, Frank A. *A Motor Perceptual-Developmental Handbook of Activities for School and Parents.*
Good perceptual motor activities for teacher to use and suggest for additional practice at home.

Black, Dolores and Matters, Bonnie. *Sh很棒 . A (Hildren's Book .)
Bowling Green, Ohio: Bowling Green State University, n.d.
Excellent for show parents and other groups that TMH can participate in many activities. Explanatory booklet.

Carlson, Berniece H. and Gangland, David R. *Placement for the Exceptional Child.*
Nashville, Tennessee: Abingdon Press, 1964
A very good book for inexperienced teachers to use as a guide for recreational activities.

Covey, Frances P. *The Developmental Curriculum for Young Mentally Retarded Children.*
New York, New York: Teachers College, Columbia University, 1964
A description of the experimental curriculum for young mentally retarded children at Teachers College.

This book presents appropriate movement activities which are designed not only for physical fitness but to assist in the maturation process of children with intellectual deficits.

Dunn, Lloyd M. and others. *Exceptional Children in Schools.*
An excellent book containing articles by some of the leaders in the field of exceptional education.

Frances, Robert I. and Raetz, G. L. *Motor Characteristics of the Mentally Retarded.*
This pamphlet is especially good for those teachers who have not taken courses dealing with motor development of the TMH.
Frankel, Mary E., Harper, J. William, and Smith, Maurice P. *Functional Teaching of the Mentally Retarded*.
Chicago, Ill.: Publisher, Springfield, 1969.
This book describes the functional teaching program for the TMH at Lradon Hall School for Exceptional Children.

Frostig, Manymi, and Home, David *The Direct Pattern for the Development of Visual Perception*.
Chicago, Ill.: Publisher, Springfield, 1969.
Not the answer to all problems, but a program all teachers should be aware of and learn to use.

This book has songs that TMH children will enjoy which are sung to the tunes of old songs they already know.

Gunter, Lena A. *A Team Approach to Special Education*.
Preparing classroom environments for self-teaching.

Hudson, Margaret *Procedures for Teaching Truantable Children*.
This monograph presents different procedures for teaching TMH children.

Hurd, Jean-Marie Gaspari *The Wild Boy of Aveyron*.
All teachers of TMH children should read this book. It gives an account of the first recorded procedure used in trying to educate a severely retarded boy.

Kephart, Newell C. *The Slow Learner in the Classroom*.
This book has two chapters which deal with motor training and specific sensory motor activities. Both will be helpful to teachers of the TMH children.

This revised book will be helpful to teachers in assisting parents with their problems.

Logemann, Lucian *Exercises for the Mentally Retarded*.
These exercises may be helpful for the more able TMH youngsters.

Mager, Robert F. *Defining Instructional Objectives*.
Mental Retardation, Appraisal, Education, Rehabilitation. Edited by Alfred A. Batmeister
This excellent book is a collection of current thinking of specialists in the areas of Special Education, Medicine, Psychology, and Speech and Hearing. It was written to give students and workers research findings and treatment for the TMH.

Millow, Julia S. Teaching the Retarded Child to Talk: A Guide for Parents and Teachers.
This book is written for parents and teachers who are trying to develop speech of very young retarded children. It offers help and suggestions for developing speech in TMH youngsters.

Train.ien: Children Curriculum and Procedures

Nelson, Leslie W. Instructional Aids.
Dubuque, Iowa: William C. Brown Publishers
Many teachers have found helpful information in this book.

Perry, Natalie. Teaching the Mentally Retarded Child.
New York, New York: Columbia University, 1969
This book is one of the most useful in organizing your curriculum for the TMH. It also contains helpful information for home, school, community relationships.

New York, New York: Horizon Press, 1965
This book contains movement exploration activities progressing from simple to difficult. These ideas were developed by a Swiss group to use with retarded.

One of the most current books on mental retardation. A must for every professional library.

Darien, Conn.: Educational Publishing Corp., 1960
This book contains many activities which can be used with the TMH.

Rothstein, Jerome H. Mental Retardation.
New York, New York: Holt, Rinehart, and Winston
This book contains many articles defining mental retardation, its causes, and some curriculum ideas.
Vallett, Robert F. *Programme Learning Disabilities.*
Palo Alto, California: Fearon Publishers, 2165 Park Blvd. 94306
Many teachers find some helpful ideas for teaching TMH in this book.

Williams, Harold M. *Education of the Severely Retarded Child.*
This book will be helpful in identifying the various characteristics of the TMH and discuss curriculum for them.

**PERIODICALS**

"Exceptional Children" (published monthly except June and August)
Council for Exceptional Children
Jefferson Plaza Suite 900
1499 Jefferson Davis Highway
Arlington, Virginia 22202

"Education and Training of the Mentally Retarded" (published 4 times yearly)
Division on Mental Retardation
The Council for Exceptional Children
Jefferson Plaza Suite 900
1499 Jefferson Davis Highway
Arlington, Virginia 22202

"Mental Retardation" (published bi-monthly)
American Association on Mental Deficiency
5201 Connecticut Avenue N. W.
Washington, D. C. 20015

"Teaching Exceptional Children", (published 4 times per year)
CEC ERIC Clearing House and IMC Network
Council for Exceptional Children
Jefferson Plaza Suite 900
1499 Jefferson Davis Highway
Arlington, Virginia 22202

"The Digest of Mentally Retarded" (3 issues per year and supplements)
107-20 125th Street
Richmond Hill, New York 11419
ANNOTATED BIBLIOGRAPHY FOR PARENTS

Ayrault, Evelyn West. *You Can Raise Your Handicapped Child.*
G. P. Putnam, Sons, 1964, 318 pp., $5.95
This book contains many practical suggestions which may be helpful in solving the retarded child's problems. It has chapters on Mental Retardation and parental attitudes.

Bare, Claire; Boettke, Eleanor; and Waggoner, Neva. *Self Help Clothing for Handicapped Children and Adults.*
The National Society for Crippled Children and Adults, Inc., 1962, 84 pp. 50 cents
This book describes the kinds of clothing handicapped children can learn to manage. Some suggestions for adapting ready-made clothing are included.

Baumgartner, Bernice. *Helping the Trainable Mentally Retarded Child.*
New York, New York: Teacher's College, Columbia University, 1960
Handbook very useful for parents.

Buck, Pearl S. *The Child Who Never Grew.*
New York; New York: John Day Co., 1950, 64 pp., $1.95
This is one of the first books written to focus attention on mental retardation. This mother writes about the development of her mentally retarded daughter.

New York, New York: John Day Co. Inc., 1965, 156 pp., $4.50
This book is typical of the change in attitude regarding the mentally retarded. It recognizes the retarded person and stresses his right to achieve his potential. Also suggests community cooperation to meet the educational and social needs of the mentally retarded.

Coe, Marilyn R. "MH Child: From one parent to another"
CANHC Reports, Los Angeles, California; 15 cents
It often helps for parents to hear about the experiences of others in similar circumstances.

The Child Who is Mentally Retarded. Children's Bureau, Folder No. 43.
This pamphlet may be helpful to parents who have just learned that their child is mentally retarded; contains information about symptoms, causes, care and training of mentally retarded.

New York, New York: National Association for Retarded Children, 1961
420 Lexington Ave., New York 10017
This bulletin gives practical advice on home care and training for the mentally retarded from infancy to adolescence.

Doorly, Ruth K. *Our Jimmy.*
Westwood, Massachusetts: Service Associates, (Box 224, 02090), $3.95 and 35 cents postage
A mother and father tell the other family members about their retarded brother. Illustrations by a retarded boy.
Egg, Dr. Marie  When A Child is Different: A Basic Guide for Parents and Friends of Mentally Retarded Children.  
New York, New York: John Day Co. Inc., 1964, 155 pp., $3.75  
Practical ways parents can help their retarded child develop. Excellent.

New York, New York: Lippincott, 1960  
This book is written for parents and discusses the mentally retarded in non-technical terms. Residential placement is discussed.

How You Can Help Your Retarded Child.  
Revised edition of Child in the Shadows. This book discusses needs of the mentally retarded and problems their parents must face.

Ginott, Haim J.  Between Parent and Child.  
Good reading for parents who are looking for new ideas.

Hello, Know Who I Am?  
Lee County Association for Retarded Children, Inc.  
2570 Hanson Street  
Fort Meyers, Florida  
5 cents each  
Excellent pamphlet in which a retarded boy tells about Mentally Retarded people.

Hill, Margaret  The Retarded Child Gets Ready for School.  
This pamphlet offers suggestions to help parents prepare their child for school.

Johnson, Wendell  Is My Child Normal?  
Danville, Illinois: The Interstate  
10 cents  
A simple pamphlet all parents should read.

Junker, Karen Stensland  The Child in the Glass Ball.  
Nashville, Tennessee: Abingdon Press, 1964, 256 pp., $4.00  
A mother writes about her experiences with her two mentally handicapped children and what she is doing about her problems.

A book all parents should read. Contains good advice for parents and relatives of retarded persons.

This book has been revised and updated by the staff of the Levinson Foundation. Answers many frequently asked questions.
Magee, Catherine Fowler  *One of the Family.*
New York, New York: David McKay Company, Inc., 1964, 210 pp., $3.95
Story of teenage girl whose parents have a mongolid child the day she graduates from high school. Problems she encounters are described.

Patterson, Katheryn  *No Time for Tears.*
An epileptic mother tells of her struggles with her hydrocephalic son and the adjustments the family had to make for a happy life together.

Pennington, R. Corbin and James, Elizabeth  *For the Parents of the Child Whose Speech is Delayed.*
Danville, Illinois: The Interstate, 50 cents
An inexpensive pamphlet with good ideas.

Pollack, Morris and Pollack, Miriam  *New Hope for the Retarded.*
Boston, Massachusetts: Porter Sargent Publications, 1953
This book can offer many suggestions to parents teaching their retarded child at home.

Rogers, Dale E.  *Angel Unaware.*
Westwood, New Jersey: Fleming H. Revell, 1953
Parents continue to enjoy this mother’s story of her retarded child.

Simple and informative for the parents of young mongoloid children.

Palo Alto, California: Fearon Publishers, 2165 Park Blvd., 94306
Recommended by teachers as a book which can help parents.

PERIODICAL

"Children Limited"
National Association for Retarded Children
420 Lexington Avenue
New York, New York 10017

(Encourage parents to join Local, State and National Associations for Retarded Children.)
SOURCES OF FREE OR INEXPENSIVE MATERIALS

HOW TO ORGANIZE A SPARKY'S FIRE DEPARTMENT

This is a guide to starting a Sparky’s Fire Department (or any junior fire department) with suggestions on keeping it rolling and making it interesting and effective for everyone concerned. Single copies are available.

(National Fire Protection Association)

OTTO THE AUTO SERIES

This is a series of ten whimsical illustrated safety stories which children love, as told by an automobile! These stories can be read to primary grade school children, and can be read by older children. Through the fanciful adventures of Otto the Auto, each story teaches a traffic safety lesson, following the safety slogan on the current poster of the month. Available in single sheets and booklet form (both 8½x11 inches) suitable for standard three-ring notebooks. Available only on a request through your local AAA Automobile Club. Single copies are available to teachers only.

(American Automobile Association)

CHILDREN’S GARDEN, THE

There is an important phase of flower gardening that is sometimes overlooked. We refer to the Children’s Garden. Did you ever stop to think what a flower garden will do for a child? It will give him an understanding of nature that will be helpful to him as long as he lives. It will foster a love of beauty that will materially add to the artistic side of his development. It will provide a training in manual dexterity that hours of schooling will not equal. And perhaps most important of all a flower garden will give the child hours of happiness in healthful sunshine. These mimeographed sheets tell how to plant and tend a flower garden: 3 pages. Single copies. If, after inspecting a copy a teacher writes that he has found it suitable for classroom use, additional copies will be sent.

(Mandeville and King Co.)

LOYAL FRIEND, A

Thoughtless or misinformed children can have many unhappy experiences with their pets and cause acute suffering to the animals. This brief leaflet on dogs is designed to help the teacher give the child the “know-how” on what is fundamental in kind treatment and proper care of these pets; 2 pages illustrated. Single copies to teachers and librarians who make their request on school stationery.

(American Humane Education Society, The)

CLAY MODELING METHODS NO. 38

This 4-page, 8½x11 inches, two color folder discusses the different types of clays and explains in simple terms these methods of modeling: (1) Push and Pull, (2) Pinch Pot, (3) Coil Building, (4) Slab Method. Objects modeled by the different methods and photographed, illustrate these easy methods. Available to teachers and librarians. Single copies.

(American Art Clay Co., Inc.)

EASY-TO-MAKE GIFTS

You don’t have to be an expert to make the unusual gifts suggested in this booklet. Ingredients are simple and inexpensive — you’ll find many of them right in your own home. The ideas in this booklet will probably stimulate some of your own. These will be even more exciting to create because they include a priceless ingredient — your own imagination; 16 pages, illustrated. Available in classroom quantities.

(Johnson Wax)
FREIGHT TRAIN CUT-OUT
Here is a cut-out activity for grades 1-3, featuring a locomotive, ten freight cars, and a caboose, in color. The cut-out, when standing, shows an external view on one side and a “Cut-away” view on the other. Single copies. Available to in-service teachers, superintendents, and other school officials.

(Association of American Railroads)

FUN WITH STA-FLO LIQUID STARCH
Inspired ideas for all ages: Finger painting, string art, balloon decorations, hand puppets, sponge painting, stenciling, dripless painting, screen painting, paperback masks, spatter art, dry brush painting, crayon scratch art, painting on foil, mottled design, brayer painting. This booklet undertakes to present creative and practical suggestions within the basic principles of free expression, for all youngsters. Single copies are available on any request. Multiple copies are available to teachers only, and only when request is written on school stationery.

(Staley Manufacturing Co., A. E.)

HAPPY HOLIDAY SERIES
This is a set of four 8½x11 inch folders. They are: HH-1, Ideas for Halloween, Thanksgiving, Christmas; HH-2, Ideas for Valentine Day, Easter, and Mother’s Day; HH-4, Know Your Neighbors, Canada and Mexico; and HH-5, Alaska and Hawaii. Paintings, drawings, and modeled objects were made of clay, crayons, tempera, and water colors, then photographed to illustrate the Happy Holiday Series. Available to teachers and librarians. Single copies.

(American Art Clay Co., Inc.)

PAPER FUN WITH GLUE-ALL
This little booklet will introduce you to a world of wonderful glue-it-yourself fun. Toys, games, party favors, decorations...there's no limit to the creative paper crafts you can dream up! This booklet presents 30 easy-to-do, easy-to-glue paper projects. Available in reasonable quantities for classroom use.

(Borden Company, The)

POSTURE MAKES PERFECT
This booklet, like THREE LITTLE SLOUCHES, listed elsewhere, was written to impress upon young children the importance of posture. It is a coloring book. Single copies are available free to teachers; additional copies are $10 per 100.

(American Chiropractic Association)

BREAKFAST GAME
This is a game for first through sixth grades to stimulate good breakfast habits. Included in the kit are individual pupil’s breakfast score cards, a colorful wall chart for team scores, buttons for each pupil, and blue ribbons for members of the winning team. Correctly assembled kits will be sent to the teacher for the exact number of pupils in her classroom. Be sure to specify number of pupils in each classroom.

(Kellogg Company)

TOTS AT THE TABLE
This book is planned as an easy reference for parents in the feeding of pre-school (age 1 to 5) children. You'll find information on the basic food needs and a suggested guide to follow in meal planning to meet those needs. Tips to make traveling with young ones more enjoyable are also included. There are some brand new party ideas created especially to please little folks. A handy chart offers solutions to some of the more common feeding problems. 23 pages. One complimentary copy. Requests for this material must mention the GUIDE must include requester's zip code.

(National Live and Meat Board)
FACE WASHING CHARTS
These charts, for use on bulletin boards, demonstrate correct face-washing procedure.
(Campana Corporation, Cuticura)
Dept. PH, S-3, Batavia, Illinois 60510

LITTLE CARPENTER, THE
Just about every boy in the world loves tools. They like to look at them... and to play with them... but mostly, they like to make things with them, including noise. This book is for these boys. They will enjoy it as beginning tool users, and at the same time it will help them develop skills in working with tools. Available in classroom quantities.
(Stanley Tools)

CHILDREN'S ZOO, THE
This is a colorful illustrated booklet of rhymes about “a jolly journey through a juvenile jungle.” Fun to read, it is available in classroom quantities.
(Lilly and Company, Eli)

LITTLE ENGINE THAT COULD, THE
This is a character-building story for the primary grades which emphasizes the virtues of courage and stick-to-it-iveness. While this is the complete story, it is an extract from an entire set of books for children; 10 pages, illustrated in color. Single copies are available to teachers and librarians only. Write directly to Mrs. Victoria S. Johnson.
(Tangle Oak Educational Center)

TEACHING KIT FOR PRIMARY GRADES—“The Story of a Loaf of Bread”
Children are naturally curious about people and the work they do. The pictures of the farmer, miller, baker, grocer, and how they help to make one of our basic foods will capture their interest immediately. Your class will enjoy making class scrapbook, posters, rhymes, charts, a film strip, and other things suggested by the story. This teaching kit includes the reader in simple line drawings, seatwork in Reading and Arithmetic, and on the last page, suggestions for correlated activities are given. Suitable for use in the 1st, 2nd, and 3rd grades. Single copies are available free to teachers. A slight charge is made for additional copies.
(Continental Baking Company)

VISIT TO THE DENTIST, A
The dentist is one of the people who help us stay healthy. He helps us take good care of our teeth. This is a story about Judy and Johnny’s visit to the dentist. Children in all primary grades will enjoy reading this colorful booklet to learn how the school and family dentist teach the importance of dental health; 15 pages. Single copies are free. Available to teachers only.
(American Dental Association)

AMERICAN HUMANE SOCIETY TEACHER’S KIT
This is a kit of materials on animals. Some of the leaflets tell how to take care of your pets; some show the teacher how she can utilize animals as a teaching tool; others emphasize humanity to animals. A single kit is free to teachers. Request must be written on school stationery. The items in this Teacher’s Kit are:
Animals in the Classroom; Care and feeding of caged birds; Care of the cat; Care of the dog; Cushioned Claws; Dog and Cat care; Parakeets as pets; Ponds Alive; Teaching with Toads and Turtles; What do you know about Animals?; You and Your Dog.
(American Humane Education Society, The)
ACCIDENT PREVENTION AND SAFETY

BICYCLE SAFETY POSTERS
This is a series of four posters, in color, on bicycle safety. Two sizes, 13x17 inches and 8½x10 inches. Available to teachers as a set. Designed for classroom and hall bulletin boards. The four posters are:
* Always use bike hand signals.
* Be sure your bike is ready to go.
* Bike rider’s Safety Rules.
* Bike Safety Aids
(Bicycle Institute of America, Inc.)

TEN TRAFFIC SAFETY POSTERS
From some 50,000 designs submitted by students throughout the country, in the AAA National School Traffic Safety Poster Contest, ten winning posters are selected each year for reproduction in large (17x22”), two-color format. Educators have found that imaginative interpretation of a safety rule by one child often sparks the imagination of the other children. Some four million of these posters are distributed by AAA Clubs each year. Reproductions of the posters are used in TRAFFIC SAFETY GUIDES and MY OWN SAFETY STORY, listed elsewhere. Available only on request through your local AAA Club. Single copies are available to teachers only.
(American Automobile Association)

GOOD HEALTH RECORD
This is a chart to be filled in every day on eating, keeping clean, and sleeping. It is usable as motivation for good health habits. Suitable for primary and intermediate grades. Available in classroom quantities to teachers.
(Kelogg Company)

SCHOOL HEALTH POSTERS
These posters are on various aspects of health with each one presenting an important lesson. The set includes posters on such subjects as washing hands, eating properly, and covering coughs and sneezes. Titles of the posters are: Cover coughs and sneezes; Sleep for Pep Tomorrow; Wash Germs Away; and Good Food Helps You Grow. Each poster is 11x17 inches. For use in upper elementary and Junior High.
(National Tuberculosis Association)

TOOTHBRUSHING CHARTS
Included are a wall chart for classroom display and small charts for distribution to children. Wall chart, 17x24 inches, illustrates toothbrushing method which has been suggest by many dentists to help give teeth proper home care and provides for an honor roll listing of children who have brushed their teeth properly and regularly. Small chart, 6x9 inches, repeats illustration given on the classroom chart and provides space in which to keep a month-long record of toothbrushing at home. For grades one through four. Available in classroom quantities to teachers and librarians in the United States. State number of pupils in class.
(Lever Brothers Company)

GOOD GROOMING POSTER
Addressed to young boys, this poster contains a checklist of five good grooming musts with a good grooming rating from 0 to 100%.
(Men’s Tie Foundation)
TEACHING CHART ON SEWING

To reach the joyous, creative stage of sewing takes only a rather brief period. Magic begins to happen when you are able to deal with all the ordinary, everyday fundamentals. To speed your great day of creativity, of fashion inspiration and originality, make up your mind to learn the essentials. One of the essentials is knowing thread. Thread and fabric are partners, complementing each other, subtly responsive to each other. This chart shows how to choose the proper thread for your fabric. Single copies are available to teachers.

(Belding Heminway Company, Inc.)

LEARNING WITH TOOLS NO. 468-13914

This chart pictures many common tools and emphasizes, through the use of questions, safety practices to be followed in using them; 11x22 inches. Single copies are available to teachers and librarians only. Request must be written on official stationery.

(National Education Association, National Commission of Safety Education)
ADDRESSES OF FREE MATERIALS

AMERICAN ART CLAY CO., INC.
4717 W. 16th Street
Indianapolis, Indiana 46222

AMERICAN AUTOMOBILE ASSOCIATION
Make request to your local AAA Motor Club

AMERICAN CHIROPRACTIC ASSOCIATION
P. O. Box 1535
Des Moines, Iowa 50306

AMERICAN DENTAL ASSOCIATION
Bureau of Dental Health Education
211 E. Chicago Avenue
Chicago, Illinois 60611

AMERICAN HUMANE EDUCATION SOCIETY, THE
180 Longwood Avenue
Boston, Massachusetts 02115

ASSOCIATION OF AMERICAN RAILROADS
Education and Group Relations
830 Transportation Building
Washington, D. C. 20006

BELLEING HEMINWAY COMPANY, INC.
1407 Broadway
New York, New York 10018

BICYCLE INSTITUTE OF AMERICA, INC.
122 East 42nd Street
New York, New York 10017

BORDEN COMPANY, THE
Consumer Services
350 Madison Avenue
New York, New York 10017

CONTINENTAL BAKING COMPANY
Home Economics Department
P. O. Box 731
Rye, New York 10580

JOHNSON WAX
Consumer Education Department ETG
Racine, Wisconsin 53403

KELLOGG COMPANY
Home Economics Services
Battle Creek, Michigan 49016

LEYER BROTHERS COMPANY
Consumer Education Department
Public Relations Division
390 Park Avenue
New York, New York 10022

LILLY AND COMPANY, ELI
Miss Mary E. Hendricks
Public Relations Division
740 South Alabama Street
Indianapolis, Indiana 46206

MANDEVILLE AND KING COMPANY
1255 University Avenue
Box 134
Rochester, New York 14601

MEN'S TIE FOUNDATION
Robert Grimsley
432 Park Avenue South
New York, New York 10016

NATIONAL EDUCATION ASSOCIATION
National Commission of Safety Education
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

NATIONAL FIRE PROTECTION ASSOCIATION
Public Relations Department
60 Batterymarch Street
Boston, Massachusetts 02110
Helpful Hints When Writing for Free Materials

1. Write your request on official stationery.
2. Include your title, principal, director, teacher.
3. Request the materials at least four weeks before you plan to use them.

The following companies offer free films and/or filmstrips. The teacher can send for a listing of available films. Borrowers pay the transportation charges on films.

FILM ADDRESSES

AMERICAN HUMANE EDUCATION SOCIETY, THE
180 Longwood Avenue
Boston, Massachusetts 02115

ASSOCIATION FILMS, INCORPORATED
Executive Offices
600 Madison Avenue
New York, New York 10022

BELL SYSTEM TELEPHONE OFFICES
Request from your local Bell System Telephone business office. If your community is not served by Bell System, write or call the manager of the nearest Bell System office.

BELLINGRATH GARDENS
Theodore, Alabama 36582

CONSULATE GENERAL OF CANADA
Order from—
CANADIAN CONSULATE
Film Librarian
510 West Sixth Street
Los Angeles, California 92037

COPLEY PRODUCTIONS
7776 Ivanhoe Avenue
La Jolla, California 92037

EASTMAN KODAK COMPANY
Audio-Visual Service
343 State Street
Rochester, New York 14650

FLORIDA DEVELOPMENT COMMISSION
Film Library
Collins Building
Tallahassee, Florida 32304

FORD MOTOR COMPANY
Film Library
The American Road
Dearborn, Michigan 48121

MIAMI SEAQUARIUM
Rickenbacker Causeway
Miami, Florida 33149

MODERN TALKING PICTURE SERVICE
922 Bannock Street
Denver, Colorado 80204

NEW MEXICO DEPARTMENT OF DEVELOPMENT
Film Librarian State Capitol Building
Santa Fe, New Mexico 87501

RALSTON PURINA COMPANY
Supplies Service Section
Checkerboard Square
St. Louis, Missouri 63199

ROSES, INCORPORATED
217 Ann Street
East Lansing, Michigan 48823
FREE FILMS

ABOUT FLOWERS 16mm., sound, color, 6 min.
This film is a nature lesson taught in a field of flowers.
Consulate General of Canada.

BEAVER DAM 16 mm., sound, 15 min.
This film shows the beaver at work.
Consulate General of Canada.

CARE OF THE CAT Silent, 15 min.
This filmstrip shows how to care for cats.
AHES

CASEY HAD A PROBLEM 87 frames, sound
The filmstrip shows the cattle drive and a two day rodeo.
Ralston Purina Company

CREATURES OF THE SEA (1960) 16mm., sound, color, 22 min.
This film covers the collection of trained marine animals and exhibits.
Miami Seaquarium.

EMBRYONIC DEVELOPMENT -- THE CHICK 16mm., color, sound, 25 min.
By use of time-lapse photography, illustrates the development of the chick.
Consulate General of Canada

FARM ANIMALS 15 min., color, silent filmstrip
This filmstrip tells the story of farm animals.
American Humane Education Society

HIDE-AWAY PUPPY Filmstrip, color.
Shows the care of puppies.
American Humane Education Society

LASSIE'S LITTER BIT (2990) 16mm., sound, color, 28 min.
This film dramatizes the consequences of dropping litter carelessly about. Lassie and a friend protect wildlife from annihilation.
Modern Talking Picture Service, Pepsi-Cola Company, Englewood, Colorado

LITTERBUG, THE 16mm., sound, color, 8 min.
This film is a Walt Disney production, starring Donald Duck. It deals with keeping our country beautiful.
Association Films, Inc. Executive Offices, 600 Madison Avenue, New York, New York 10022
MRS. SQUIRREL AND HER FAMILY  15 min., silent
    Filmstrip tells story of the squirrel family.
    American Humane Education Society

MRS. BEAR AND HER FAMILY  15 min., silent.
    Filmstrip tells the story of the bear family.
    American Humane Education Society.

PETS  15 min., silent.
    This filmstrip shows how to care for pets in the family.
    American Humane Education Society.

SAN DIEGO ZOO, THE  (1965)  16mm., color, sound, 26 min.
    This film presents the zoo, which is unique in that animals live in enclosures, not cages.
    Copley Productions.

SONNY SQUIRREL AND THE PINE TREES  15 min., silent.
    This filmstrip tells the story of squirrels.
    American Humane Education Society.

TREK TO THE TETONS  (1966)  16mm., sound, color, 23 min.
    This film shows buffalo stampeding, whitetail deer, prairie dogs, and other animals in their natural habitat.
    Eastman Kodak Company.

WILDLIFE WORLD  (1961)  16mm., color, sound, 30 min.
    This film presents New Mexico, with its quiet deserts, grassland prairies, and timberlined ridges.
    New Mexico Department of Development.

PICTURE SOURCE

Bruce Miller Publications
Box 369
Riverside, California
1. "So you want to start a picture file" — 50 cents
2. "Sources of free and inexpensive pictures for the classroom" — 50 cents
3. "Sources of free and inexpensive teaching aids" — 50 cents
4. "Sources of free pictures" — 50 cents
MISCELLANEOUS MATERIALS AND ADDRESSES

Punch 'n Gro Kit

Kit contains the planted seed, sphagnum peat moss, vermiculite, and a special nutrient to carry the plants to the seeding stage. One kit available to teacher.
Northrup, King Co., M. de Farch Editor, 1500 Jackson Street, Minneapolis, Minnesota 55413

Who Is Howdy?

Meet Howdy, the symbol for the Good Outdoor Manner Association's educational program. Limit of 30 copies.
Good Outdoor Manner Association, P. O. Box 7095, Seattle, Washington 98133

The State Department of Education Library Service puts out a catalog listing free materials. Request your copy from:

J. M. Baker, Director
Library Services
State Department of Education
Santa Fe, New Mexico 87501

Educators Progress Services
P. O. Box 1921
La Jolla, California

Free and Inexpensive Learning Materials
Division of Surveys and Field Services
George Peabody College for Teachers
Nashville, Tennessee 37203
$3.00
OTHER COMPANIES WITH SPECIAL EDUCATION LISTINGS OR MATERIAL SUITABLE FOR SPECIAL EDUCATION

1. Bowmar Records
   622 Rodier Drive
   Glendale, California  91201

2. Continental Press, Inc.
   2336 Farrington Street
   Dallas, Texas  75207

3. David C. Cook Publishing Company
   Elgin, Illinois  60120

4. Developmental Learning Materials
   3505 N. Ashland Avenue
   Chicago, Illinois  60657

5. Dick Blick
   Box 1267.
   Galesburg, Illinois  61401

6. Educational Activities
   P. O. Box 392
   Freeport, New York

7. Educational Publishing Company
   1525 North State Parkway
   Chicago, Illinois  60610

8. Follett Publishing Company
   1010 West Washington Blvd.
   Chicago, Illinois  60607

9. General Learning Corporation
    Early Learning Division
    3 East 54th Street
    New York, New York  10022

    383 Madison Avenue
    New York, New York  10017

11. Ideal School Supply Co.
    Oak Lawn, Illinois  60453

12. Instructo Products Co.
    1635 North 55th Street
    Philadelphia, Pennsylvania

13. John Day Company
    62 West 45th Street
    New York, New York  10036

14. Lauri Enterprises
    Haverhill, Massachusetts

15. Mafex Associates
    Box 519
    Johnstown, Pennsylvania  15907

    Manchester, Missouri  63011

17. Playtime Equipment Company
    808 Howard Street
    Omaha, Nebraska  68102

18. R. W. Parkinson Company
    704 Mumford Drive
    Urbana, Illinois  61801

    259 East Erie Street
    Chicago, Illinois  60611

20. Stanwix House, Incorporated
    Pittsburgh, Pennsylvania  15204

21. Teaching Resources
    100 Boylston Street
    Boston, Massachusetts  02116
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