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A Curriculum for Severely and Profoundly Retarded

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A CURRICULUM FOR SEVERELY AND PROFOUNDLY RETARDED

A Field Project
Presented to the
Department of Educational Administration, Supervision, and Foundations
and the
Faculty of the Graduate College
University of Nebraska

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education
University of Nebraska at Omaha

by
Thomas A. Lowndes
September, 1985

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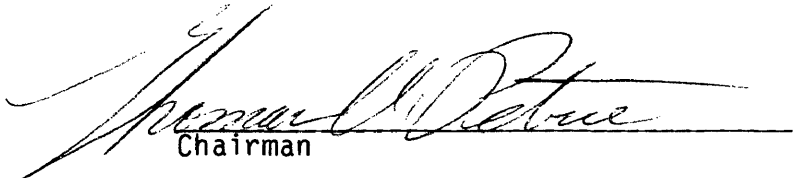
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FIELD PROJECT ACCEPTANCE

Accepted for the faculty of the Graduate College, University of Nebraska, in partial fulfillment of the requirements for the degree Specialist in Education, University of Nebraska at Omaha.

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Chapter I

INTRODUCTION

Educating the severely and profoundly retarded student is the most challenging and controversial area in the field of Special Education today. Noonan, Brown, Mulligan, and Rattig (1982) state that the implications of the Levin v. New Jersey Department of Institutions (1980) ruling against educability (of severely retarded individuals) are frightening. Public Law (P.L.) 94-142 in this case was not a protection of the right to education for severely handicapped children.

The Constitution guarantees a free public education as the right of all persons, even those who are severely handicapped. True, teaching the severely retarded is difficult to maintain, but these individuals are citizens of the United States and thus are guaranteed the right to an education. Severely and profoundly retarded students are human beings and have to be guaranteed the same rights of all human beings.

Philosophically, building a strong case for the educability of all children safeguards the education for all persons. The threat of exclusion of severely handicapped persons is a threat to all. Questions about educating the severely and profoundly retarded continue to arise. "What do we teach these retarded individuals?" "What degree of development will these individuals attain?" "Where do we begin?" For parents and teachers, a functional, developmental curriculum is the answer.

The function of a curriculum is to identify and then arrange an experienced program to accomplish goals and objectives in a systematic and developmental manner. A curriculum for severely and profoundly retarded students must incorporate three important points: low mental ages, high chronological ages, and learning potential. The need for mental and chronological age appropriate curriculum is important.

McGee and Menolascino (1980) state that the first element in defining the life goals of mentally retarded persons is the establishment of nurturing environments. The environments consist of an array of community-based residential, educational, and vocational alternatives. The disabled person should receive full recognition as a developmental individual. Ross (1976) provides a good summation of the principal tenets of the ideology on care of the mentally retarded: Retarded persons should be viewed developmentally, capable of growth and learning, regardless of level of retardation or age; retarded persons should live like nonretarded persons to the greatest degree possible; consumers and their representative should be maximally involved in planning, programming, and decision making; legal and human rights of retarded persons must be recognized and protected; national standards should be developed to insure quality of residential services and to decrease the need for institutionalization; and wherever possible, retarded persons should be integrated into society and participate as fully as possible in the activities of the culture to which they belong. In an article in American School and University (1977) indications were that the Iowa State Hospital-Schools for the mentally handicapped in Glenwood and Woodward were being renovated to

make them as noninstitutional as possible in order to help residents learn to live more normal lives away from the institutions. Ideally, a functional curriculum would provide a working continuum for the teacher and the students aimed at the development of maximum independent functioning.

One of the most significant occurrences in the recent history of education for the handicapped has been the introduction of the formal requirement that an Individualized Education Program (IEP) be provided for every handicapped student. The IEP must include: present levels of school performance; a statement of annual goals; statements of short-term instructional objectives; a statement of the specific educational services to be provided; an explanation of the extent to which the student will participate in the regular program; objective criteria and evaluation procedures; and a schedule for determining success.

After identifying appropriate developmental goals and objectives the teacher must perform a task analysis, breaking down the task into essential steps. A treatment method must be established by the teacher describing how he/she will teach the identified steps, reward correct responses, and correct incorrect responses. In Special Education, practice, practice, practice is a standard operation.

Teaching the severely and profoundly retarded student is one of the most challenging jobs a professional may ever undertake. There are many situational variables that test the effectiveness of a functional curriculum as well as the patience of the special educator. Often a profoundly retarded student is inattentive, offering no eye

contact or interest in the assigned task. A poor response to stimuli is a common occurrence. Responses are often inaccurate when elicited. Students are generally nonverbal, thus they need to learn some type of manual or verbal communication. Teachers receive very little reward since student growth is slow at best. Constant stimulation with review is needed to preserve acquired skills, student regression on "learned" tasks is common. Many times, behavior problems and/or psychological disturbances displayed by the student disrupt the continuity of daily programming.

It is obvious that a teacher of the mentally retarded must be flexible as well as tolerant in his/her teaching approach. Satisfaction must be derived from minimal student gains. Realistic expectations and instructional strategies must be developed by the teacher for dealing with the possible symptoms of burnout. Teachers of the severely and profoundly retarded rarely stay in such an educational setting for more than three to five years.

Glenwood State Hospital-School serves 731 residents on campus and 184 residents on extended leave. Glenwood State Hospital-School is divided into four treatment team areas. Each is staffed by an administrator, medical personnel, social workers, psychologists, clerical staff, vocational counselors, a dietician, speech therapist, recreation staff, and the resident treatment workers. Additional therapies that serve all four areas include Developmental Therapy-Youth (Special Education); Developmental Therapy-Adult; Pre-Vocational Experience Program; Occupational Therapy; Physical Therapy; Audiology; Positioning; Chapel; and on-campus vocational placements. On-campus

houses provide living quarters for a maximum of 16 residents per house. Resident treatment workers and a supervisor provide staffing. All residents (unless medically restricted) attend programming outside the houses, 8:30 a.m. to 4:00 p.m., Monday through Friday. Daily team meetings are held to discuss residents' needs and development.

Presently, a problem exists with the Glenwood State Hospital-School staff. First, the teachers of the severely and profoundly retarded are not convinced that the present goals and curriculum experiences are realistic. They are not sure what direction to take in student instruction. Secondly, they see their students as being institutionalized forever and thus must decide what is important for that student to learn given that custodial expected future. Finally, given frequent student failure the teachers are unsure what to do next to enhance further development.

Statement of the Problem

The purpose of this study will be to identify realistic goals and a curriculum for the severely and profoundly handicapped at Glenwood State Hospital-School.

Delimitations

This developmental curriculum for Special Education will be oriented toward practical goals and objectives for severely and profoundly retarded students. It will not discuss curriculum content for moderately, mildly, or borderline retarded students. It will not suggest strategies for handling the many stereotypical behaviors or

behavior problems typically exhibited by the severely and profoundly retarded student.

Limitations

The curriculum will be devised for use and used in an institutional setting (Glenwood State Hospital-School) and be specifically directed toward severely and profoundly retarded students.

Assumptions

Given a functional curriculum guide, the teacher's attitudes and feelings toward the instruction of the severely and profoundly retarded student will improve.

Methodology

- I. The plan for this study is to:
 1. Review the literature;
 2. Research available curricula;
 3. Contact the Association for Severely Handicapped (TASH) for recommendations on available curricula;
 4. Attend or send colleagues to the Regional and National Conventions for Severely Handicapped to identify the present state of the art;
 5. Identify a severe and profound curriculum with emphasis on quality of life objectives;
 6. Synthesize in a developmental manner a functional curriculum to meet the objectives for the severely and profoundly retarded students at Glenwood State Hospital-School.

Definition of Terms

1. Severely Mentally Retarded refers to students in the IQ range of 20 to 35 with severe deficits in adaptive behavior.
2. Profoundly Mentally Retarded refers to students in the IQ range below 20 with profound deficits in adaptive behavior.
3. Curriculum refers to the developmental scope and sequence of goals and objectives for severely and profoundly retarded students.

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Chapter II

REVIEW OF RELATED LITERATURE

In comparing the learning and performance characteristics associated with severely handicapped students to that of their non-handicapped peers, striking differences become evident. It is highly probable that severely and profoundly handicapped students: will acquire fewer skills in the same amount of time; will require more instructional time and learning trials to acquire the same skills; will not transfer the performance of skills acquired in one environment to a second environment without direct instruction in the second; will acquire fewer complex skills; will have more difficulty remembering skills that are not practiced on a regular basis; will require more time to relearn those skills that are forgotten; and will rarely take skills learned in separate contexts and synthesize them for practical use (Brown et al., 1982). Cleland and Schwartz (1969) state that a number of behaviors exhibited by this group are similar to what one expects of infants. The gulf between better understanding of the child or adult who is profoundly retarded is widened due to the size of the person.

Curricular strategies for the severely and profoundly retarded follow either a developmental or a chronological age-appropriate route. While both approaches have merit, school systems must decide which curricular concept they will adapt and follow. A search of current literature leads educators and administrators to the most appropriate

choice. Regardless of the choice, the goal of either curricular strategy is to develop individuals to their fullest potential.

It must be noted that a curriculum guide, which identifies what should be taught to severely and profoundly retarded individuals is useless if the implementor is not thoroughly trained. Wehman (1979) states that there are at least three major reasons why specialized training of teachers is necessary for the education of severely and profoundly handicapped individuals. First, the curriculum content of relevant educational programs is, in short, radically different from classroom programs for nonhandicapped and mildly handicapped students. Secondly, verified instructional procedures are needed to effect a positive behavior change in students. The more precise teaching procedures required must involve the psychology of learning, and specifically operant and discrimination learning. Principles of task analysis, behavior shaping, prompting, fading, modeling, imitation training, discrimination, and generalization are clearly effective means of intervention. For information regarding the psychology of learning, operant and discrimination learning, the reader is referred to Menolascino, Neman, and Stark (1983), Krumboltz and Krumboltz (1972), and Wehman (1979). Finally, teachers must understand the necessity of following up classroom programs into the home with families. If school programs are not pursued in the home, the child will behave appropriately only when in school.

Developmental Curricular Approach

The Developmental Curricular approach is the most widespread and general approach to education and curriculum content. Educators for all students, regardless of their abilities or disabilities, seem to begin with this approach and with its key notion, students learn skills and information in a predictable sequence and at a more or less predictable rate.

When organizing a Developmental Curricular strategy, educational personnel generally determine a child's: (a) cognitive developmental level generated from a mental age, (b) language and social developmental age, and (c) gross and fine motor development. All these factors are measured by instruments reflective of non-handicapped children's development in these areas. After determining the above data, educational personnel generate instructional activities in the various areas and start instruction at that particular developmental age (Mauer et al., 1984).

Jean Piaget is the most quoted researcher in the field of normal cognitive development. Piaget's developmental theory is divided into four stages: Sensorimotor, Preoperational, Concrete Operations, and Formal Operations. Sensorimotor (birth to 2 years) refers to the first stage of cognitive development in which the formation of intellectual capacities is tied to the effects of specific sensory input and motoric actions. The Preoperational stage (2 to 7 years) is the period after the sensorimotor stage but prior to the formation of the first operations in the strict sense. The preoperational period is preparatory for the stage of concrete

operational intelligence, characterized by the need to use symbols. The Concrete Operations stage (7 to 11 years) is characterized by the child who operates at the level of representational thought just as does the preoperational child, but there is one overwhelming difference the concrete operational child possesses--well organized cognitive systems which enable him to deal much more effectively with his environment. The Formal Operations stage (11 years onward) is a period when the child's thoughts tend to deal with the possible--the hypothetically theoretically possible--rather than with the real. Formal operational thought can be characterized as fundamentally logical and deductive thinking (Robinson & Robinson, 1965).

Uzgiris and Hunt (1975) developed an instrument that: assesses the level of development in individual infants; compares the level of cognitive organization achieved by different infants and determines the various environmental circumstances affecting early development. The scales assess an individual's level of sensorimotor development in seven structurally related branches. The concepts examined in the seven parts of the assessment parallel the domains of sensorimotor development delineated by Piaget. Each of the successive items on the individual scales of sensorimotor development (i.e., Piaget) considers the acquisition of skill attainments at the lower levels essential for acquiring subsequent cognitive achievements. Dunst (1980) created a manual for use with the Uzgiris and Hunt scales. The manual is intended to be used to assess the development of infants and older retarded children who manifest delays and/or deviations in their sensorimotor development. Dunst states that the data that are

available concerning the sequential patterns of development among handicapped children strongly support the contention that these individuals acquire sensorimotor skills in the same stage level progression as indicated by Piaget.

Cratty (1974) and Wehman (1979) refer to Webb's (1969) program, AMP Index No. 1, which contains an assessment device and training procedures based on sensorimotor stages of development. The AMP Index No. 1 was standardized on profoundly retarded children. It includes test items in the areas of awareness, manipulation, and posture development. Available data provide sufficient support to indicate that Piagetian-based infant scales are appropriate for use with the handicapped population.

Gesell and Amatruda (1974) state that the child with mental deficiency usually follows the same developmental progressions that a normal child does and in handling him the parents must ignore his chronological age and treat him at his developmental age. He can be best helped to achieve his full potential by providing him with opportunities appropriate to his level of functioning. Inhelder (1968), using the Piagetian framework, indicates that the severely and profoundly retarded persons operate in the Sensorimotor Stage, the moderately retarded in the Preoperational Stage, and the mildly retarded persons in the Concrete Operational Stage.

Stage-by-stage analysis reveals that the Piagetian framework may parallel the traditional categories of retardation but not necessarily in a fixed manner. Inhelder stated that the profoundly retarded individual never outgrows sensorimotor compositions.

Kohn (1979) supports Inhelder's views stating that severely and profoundly retarded individuals do not achieve a more advanced level of cognitive functioning, i.e., beyond the sensorimotor and preoperational stages. These individuals appear to fixate at one of these stages of development.

Knowledge of how infants and children develop cognitively should be of help to any professional working directly with retarded individuals. With this knowledge, teachers and other relevant professionals might better understand the retarded. Levine, Friske, Freeman, and Elzey (1979) feel that teachers not only need to understand normal developmental patterns in the areas of motor, sensory, language, and cognitive functioning, but also significant developmental departures occurring in various combinations. Identifying where a child is functioning in relation to his so-called "normal" peers within every area of development is a key element in implementing a developmental curricular approach.

According to Cohen and Gross (1979), the long-term goal of programming for every handicapped child must be to bring that child's functioning as near "norm" as possible in as many areas as possible. To attain this goal, the teacher within the special education program must have access to information concerning normal developmental progressions. Without such information, the teacher has no idea what performance criteria the handicapped youngster must be prepared to meet. Developmental sequences allow the teacher to determine not only where the child is functioning and where he or she might need special programming but, equally important, what additional knowledge the

teacher must have in order to meet the special needs. Woodward (1959) indicates that seemingly purposeless and bizarre behaviors often seen in the retarded child may be understood in terms of typical sensorimotor functioning. An attempt to eliminate this "maladaptive behavior" may be quite difficult if the roots of such behavior are found in the child's cognitive structures. Dougherty and Moran (1983) feel that the stereotype of the very affectionate, attention-seeking, nonverbal youngster who is severely or profoundly retarded may be understood as related to the development of object permanence and may be developed by the interaction patterns of the parents and retarded child. Special educators need a thorough understanding of Piagetian theory to understand sequences and behaviors within and between stages. For example, there are six stages within the sensorimotor period leading to object permanence. Understanding where the retarded person is in reference to these stages is necessary for designing an instructional program.

Haring and Bricker (1976) identify three tenets derived from the (normative) developmental model which may provide needed structure and guidance. First, growth or changes in behavior follow a developmental hierarchy, e.g., children generally learn to vocalize before uttering words. Secondly, behavior acquisition moves from simple to more complex responses, e.g., children learn to focus eyes before they learn to read. Finally, more complex behavior is the result of coordinating and modifying simple component response forms, e.g., according to the Piagetian point of view the hand-eye coordination scheme is the result of coordination of two primary circular reactions,

visual tracking and grasping. The primary objective of special education is to develop a process to teach normal behavior.

Available curriculum guides are discussed by Billingsley and Neafsey (1978) who researched and described 26 curriculum guides relevant to instructional programs for the severely and profoundly handicapped. They discussed the content of the curriculum and evaluation procedures used in the curriculum. Tawney et al. (1979) published a curriculum developmental in nature, emphasizing training the areas of Receptive Vocabulary, Expressive Vocabulary, Cognitive, Fine Motor, Gross Motor, Eating, Dressing, and Grooming. The student's chronological age is not an issue in deciding whether to present a task or not. DeVore (1977) provides a curriculum guide that addresses training in six categories of skills: Self-Care, Social, Communicative, Cognitive, Fine Motor, and Gross Motor. Detailed lesson plans accompany each task. Training emphasis appears to be to develop skills in a developmental manner (normative). Popovich and Lahan (1981) developed the "Adaptive Behavior Curriculum" which is designed to meet the educational service needs of moderately severely and profoundly handicapped students as well as those of severely multiply impaired persons. Four curricular areas are identified: Self-Help, Communication, Perceptual-Motor, and Socialization. The terminal behaviors within each curricular area have been sequenced to reflect developmental milestones. Alpern and Boll (1971) constructed a curriculum based on the developmental age of the student and then designed tasks that are appropriate for that developmental age, regardless of the individual's chronological age. Motor communication

and discipline are the skill areas identified in this curriculum. Finally, Cratty (1974) designed a model for training which emphasizes sensorimotor development. The model contains activities within several large substages, including activities purporting to assist attention to stimuli; basic movements of the arms, legs, and trunk; manipulative activity, gaining upright posture; locomotion; and complex transport activities.

In summary, the Developmental Curricular approach identifies the student's developmental age through instruments based on nonhandicapped children's normal development. Once the developmental age is determined, teaching strategies are implemented that will move the student along the normal developmental route.

Chronological Age-Appropriate and Functional Curricular Approach

The design of training programs must take into consideration the long-term training needs of the profoundly retarded throughout their life cycle. During the young adult and adult years, programming emphasis should focus upon the maintenance and refinement of self-care, communication, and other social adaptive skills. Although their intellectual development may be significantly limited, the profoundly retarded should not be considered as "child-like." They are physically developed persons, with years of experience practicing various skills--characteristics which make them markedly different from young children. Therefore, much more should be expected from these persons in terms of independence and self-direction. Unfortunately, many

parents and professionals alike, tend to infantilize these persons and perpetuate their helplessness and dependence (Luckey & Addison, 1974).

Brown, Shiraga, York, Zanella, and Rogan (1984) state that one major purpose of an educational program for the severely and profoundly retarded is to prepare such persons for acceptable functioning in a dramatically increased quantity of rich and varied integrated community environments. A second major purpose of an educational program is to enhance the level of independence, the degree of participation and the general quality of life available in each environment.

In the area of assessing the individual, Freagon, Wheeler, McDaniel, Brankin, and Costello (1983) have developed a profile that is a longitudinal evaluation tool that utilizes natural domestic, community, vocational, and recreation/leisure environments as the major reference points. It is based upon the demands for independence and/or partial participation in an individual's current and future natural environments. The profile delineates activities and skills that are essential to independent adult functioning and current participation in a wide array of heterogeneous natural environments. Brown et al. (1984) concur in stating that a life space analysis would secure meaningful information about the number of environments in which a student with severe handicaps currently functions, the number in which she/he should function in the near future, and the nature and quality of involvement in each of those environments. Life space refers to factors and experiences that impinge upon the existence of a person 24 hours per day, 7 days per week, 365 days per year. In summary, a life space analysis refers to delineating, organizing,

examining, hypothesizing about, and addressing instructionally the significant phenomena that have an effect on the nature and quality of the life space of a student with severe handicaps. These phenomena include places, people, activities, materials, attitudes, demands, and values. A curriculum which is based upon those skills necessary for independent adult functioning and/or participation requires service providers to: (1) assess the level at which the student is currently functioning; and (2) determine what additional skills are necessary to maximize adult participation, productivity, and independence in a wide variety of heterogeneous environments.

While preparing a curriculum guide for the severely and profoundly retarded, one must remain cognizant of the following facts:

(1) fewer skills will be acquired, thus a teacher should be reasonably certain that the skills taught are skills that will be used; (2) more time and trials will probably be needed and scheduling should be longitudinal rather than episodic; (3) transfer of skills performance from one environment to another cannot be assumed, thus, plans should be made for instruction to occur in the environments in which the skills of concern are practiced; (4) fewer complex skills will be acquired, thus, the skills or parts of skills taught should be carefully prioritized; and (5) forgetting and relearning skills that are not regularly required is likely to occur, thus, skills should be selected that will be used on a regular basis. Since several skills learned in isolation are rarely synthesized and used in novel situations, skills should be taught as they occur within actual activities. Profoundly retarded persons must be engaged on a daily

basis in meaningful activities that help prevent unnecessary physical and psychological deterioration and enhance their acceptability in the nonretarded world. Systematic training should begin early in the lives of profoundly retarded children.

Designing and implementing a curriculum for severely and profoundly retarded individuals is not a one-shot process, it is an ongoing project made up of revision after revision. Many philosophies must mesh in order to assure that independence is being developed. Brown et al. (1984) feel that an educational program that does not contain individualized and systematic arrangements for maximal skill transfer, from instructional to the actual conditions in which skills are appropriate prior to the initiation of instruction, is unacceptable. Skill transfer refers to the acquisition and performance of skills in one environment under one cluster of conditions, and the extent to which those skills are performed in a different environment under different conditions, without direct instruction, in the absence of school personnel, and within a relatively short period of time. The extreme difficulties manifested by students with severe handicaps in relation to forgetting and recoupage also render it unacceptable to infer that because a student performs at criterion in instructional conditions similar performance will be manifested under different conditions at some point in the future. A training system that assures skill transfer must be developed. Brown, Nietupski, and Hamre-Nietupski (1978) insist that the "Zero Degree Inference Strategy" must be used. It reiterates that no inferences are made in respect that training to a criterion on any task in one situation will result

in criterion performance in similar but different situations requiring similar or slightly different actions. Each new situation must be empirically verified. Services provided for severely handicapped students must be longitudinal as opposed to episodic. An episodic intervention refers to the brief involvement of a professional in the developmental lifestyle of an individual.

Placement of severely handicapped students in chronological age-appropriate regular schools that are both close to their homes and in accordance with the natural proportion is necessary but not sufficient to prepare for acceptable functioning in vocational, domestic, recreation/leisure, and general community environment upon graduation at age 21. Educators and related service personnel must provide direct, individualized, longitudinal, comprehensive, and systematic instruction in a wide variety of heterogeneous nonschool environs. Decisions related to selection of nonschool instructional environs are considered so important they should take precedence over those related to selection of skills, materials, and measurement systems (Brown et al., 1983). If severely and profoundly handicapped students are to be expected to function effectively in a heterogeneous community environment, developmental experiences should prepare them for that heterogeneity. Service providers encourage comprehensive and longitudinal involvements of the handicapped with non-handicapped persons in a diversity of constantly changing community environs. Instructors use the criterion of ultimate functioning when determining curricula content. The criterion of ultimate functioning as developed by Brown et al. (1978) refers to the ever-changing, expanding,

localized, and personalized cluster of factors that each person must possess in order to function productively and independently as possible in socially, vocationally, and domestically integrated adult community environments.

Because of severe sensory or motor impairments or deficits in attentional and learning processes, it is rarely possible to teach severely handicapped students all the skills they need to function independently. However, they must be given access to different environments. Brown et al. (1979) state that service providers must follow the Principle of Partial Participation while training the severely and profoundly retarded. The Principle of Partial Participation states that service providers must design and implement adaptations that allow students to participate in a wide range of activities. The adaptations may lie in the form of personal assistance, adapting activities, or adapting physical and social environments.

In summary, the literature indicates that a functional curriculum for the severely and profoundly retarded is designed after considering the following factors. These factors include considering:

- (1) environments in which the individual is currently functioning or may function in the future;
- (2) skills that are necessary to maximize adult participation, productivity, and independence;
- (3) skills defined by age-appropriateness and presented in a longitudinal format;
- (4) skills occurring in more than one environment to assure skill transfer (generalization); and
- (5) mechanisms for providing ongoing curricular revisions.

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Chapter III

METHODOLOGY

The "Developmental" and "Functional" curricular approaches were judged respectively meritorious. The "Developmental" curricular approach is based on solid theory and research. It identifies the students' developmental age through instruments based on nonhandicapped children's normal development. The developmental age indicates to the instructor where instruction should begin. The "Functional" curricular approach is also based on solid theory and research. Through a life space analysis it identifies skills that the severely handicapped student needs or will need to function independently in a variety of environments.

This research project developed a chronological age-appropriate and functional curriculum. Brown et al. (1979) suggested four sequential phases as a strategy for curriculum development.

Phase 1: Delineate curriculum domains. Brown states that severely and profoundly retarded adolescents and adults, who need training in basic skill areas, should be referenced against the requirements of relatively independent adult functioning. Brown proposed that curricular content (independent adult functioning) be broken down into domains of domestic, vocational, community, and recreation/leisure. This project followed Brown's suggestions and divided the curriculum, that is, the total life space of Glenwood State Hospital-School students into the four previously listed domains. Thus, the domains structured the curriculum into four parts.

Phase 2: Delineate the variety of natural environments in which severely handicapped students function or might function in the future.

The variety of natural environments for this project were determined through observations of "normal" life experiences and brainstorming with teachers of the severely handicapped. Examples of natural environments used in this project are: greenhouse, garage, and administration building in the Vocational Domain, Home/Living Units in the Domestic Domain, Public eating places and support serves in the Community Domain; and on-campus and off-campus in the Recreation/Leisure Domain.

Phase 3: Delineate and inventory the subenvironments in which severely handicapped students function or might function. In this research project the subenvironments were determined through observation and analysis of environments, brainstorming with teachers of the severely handicapped, and personal experience. Examples of subenvironments are: custodial and laundry areas in the Vocational Domain; bathroom, dining room, and bedroom in the Domestic Domain; restaurants, banks, and post office in the Community Domain; and indoors and outdoors in the Recreation/Leisure Domain.

Phase 4: Delineate and inventory the activities that occur in the subenvironment. Observations documented on an Environmental Inventory (Example 1) present the skills that occur within the vocational domain; cleaning mirror and folding clothes in the Domestic Domain; waiting in line and ordering food in the Community Domain; and writing letters and fishing in the Recreation/Leisure Domain.

The curriculum is constructed in a manner that includes all phases plus additional presentations, i.e., General Work Habits and Age-Appropriate Designations.

Each Domain begins with an overview which describes the purpose of each subsection (Domain). The direction for instruction is then discussed in three designated age groups: 0-11, 12-15, and 16 plus. The age designations are created to insure that skills being taught are age-appropriate in nature.

General Work Habits, which refer to personal traits needed by the worker in order to secure and maintain independence, are presented at the beginning of the Vocational and Domestic Domains. These habits would not be taught specifically but need to be practiced daily in order to become part of the individual's customary behavior.

Then, the curricular format is as follows: Domain, Environment, Subenvironment, and Activities (Skills). To the right of each activity Xs appear denoting age-appropriateness. Column headings indicate the age range of the student.

Example 1

Environmental Inventory

DOMAIN _____

ENVIRONMENT _____

SUBENVIRONMENT #1 _____

Activity #1 _____

Activity #2 _____

Activity #3 _____

Activity #4 _____

ETC.

SUBENVIRONMENT #2 _____

Activity #1 _____

Activity #2 _____

Activity #3 _____

Activity #4 _____

ETC.

SUBENVIRONMENT #3 _____

Activity #1 _____

Activity #2 _____

Activity #3 _____

Activity #4 _____

ETC.

Subenvironment #4 _____

Activity #1 _____

Activity #2 _____

Activity #3 _____

Activity #4 _____

ETC.

References

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Chapter IV

PRESENTATION OF FINDINGS

The following curriculum is divided into four domains: Vocational, Domestic, Community, and Recreation/Leisure. Each domain begins with an overview describing the direction of instruction. Specific activities, which represent the goals of the curriculum, are listed along with designations for age-appropriateness.

The curriculum is functional for the residents of Glenwood State Hospital-School. It is not complete. Ongoing revisions are needed to meet the needs of the residents.

Independent completion of each activity is the ultimate goal of the training program. It is understood, though, that because of the severity of their disability, the severely and profoundly retarded may at best only partially participate in an activity.

Vocational Domain

The Vocational Domain has been designed to encourage appropriate worker attitude and behavior. Increased time and vocational experiences are planned as the resident progresses through our vocational program. Our goal is to maximize vocational experience which culminates in a job placement on- or off-campus after he/she leaves Glenwood Developmental Therapy-Youth program.

Ages 0-11

Instruction at this level is directed toward establishing appropriate work attitudes and behaviors. Specific vocational skills

such as sweeping, emptying trash cans, cleaning a mirror, are intended to promote work adjustment habits. While working on these skills, we can evaluate the students' strengths, weaknesses, and interest to guide them to the job area appropriate for them. Concepts that are introduced at this age level are work, money, and employer relationships. Residents will be given vocational task at DTY to be performed on a daily basis. The residents will become increasingly independent in completing a task and assuming responsibility to do the task efficiently and correctly. Both the complexity and amount of time spent in performing vocationally related activities will be increased as the student progresses through this level. On completing this age level, the residents will be able to perform a task or a series of tasks.

Ages 12-15

At this age level, instruction should be primarily directed towards: (1) a continued development of appropriate work attitudes and behaviors; (2) initial training of specific work skills as they relate to the actual work setting (i.e., house cleaning, food services, assembly, and sorting); and (3) as the resident progresses through this age level the instructor will assist residents in identifying vocational areas that can be emphasized at a later time. Residents will be involved in vocational activities aimed at improving rate, quality, quantity, and endurance. As these work habits improve, the amount of time involved in work activities will be increased. Each resident will be exposed to a variety of vocational tasks and vocational sites.

Ages 16 Plus

At this age level, more time is spent on vocational education with emphasis on the following areas: (1) increasing or improving production rates; (2) improving the quality of job performance; (3) improving the students' endurance and stamina; and (4) providing vocational experiences in natural or real-life environments. Campus vocational work sites serve as a training environment to develop and reinforce skills, attitudes, and behaviors that provide evaluative information pertinent to future vocational planning. The resident will be exposed to a variety of work and work sites at this age level. During the remaining years, decisions should be made with emphasis placed on training for specific vocational options. These decisions will be based upon teacher evaluation, past student performance, student interest, parental input, projected living environment, and inventory of jobs and job environments in the community.

Vocational Domain

General Work Habits

General Work Habits refer to personal traits needed by the worker in order to secure and maintain a job. These habits need to be practiced daily in order to become part of the worker's customary behavior. They include promptness, honesty, consistency of effort, cooperation, making routine decisions, self-maintenance, and relating appropriately to authority and peers. These habits will be practiced while the trainee learns specific work activities.

The following outline lists the work habits we will seek to develop.

Communication Skills

Determines when assistance is needed and communicates needs to appropriate person.

Initiates interaction when appropriate with:

Co-worker

General public

Supervisors

Maintains appropriate eye contact and tone of voice while speaking.

Maintains appropriate topic and duration of conversation during work time.

Responds to interaction.

Co-worker

General public

Supervisors

Decision-Making/Problem-Solving Skills

Follows direction for job task as given by:

Simple pictorial directions

Simple verbal directions

Simple written directions

Locates supervisor to receive job assignment.

Maintains quality of work by:

Correcting errors

Identifying whether or not a specific job component needs to be completed

Endurance

Demonstrates acceptable quality of performance for duration of daily work time.

Demonstrates acceptable quantity of performance for duration of daily work time.

Demonstrates acceptable rate of performance for duration of daily work time.

Demonstrates acceptable rate of performance under adverse conditions (e.g., noise, heat, pressure/criticism from supervisor and/or co-workers).

Demonstrates acceptable rate of performance when working in close proximity to others.

Demonstrates acceptable rate of performance when not in close proximity to others.

General Job-Related Skills

Cleans work station upon job completion.

Demonstrates ability to learn new tasks.

Demonstrates safety precautions on the job.

Dresses in appropriate uniform.

Follows daily job schedule or routine.

General Job-Related Skills (continued)

- Initiates next task.
- Maintains organization of work station during work time.
- Obtains all necessary job materials.
- Prepares own work station.
- Refills or replenishes work materials as necessary.
- Remains on task as assigned.
- Reports to work on time.

Payment System

- Demonstrates understanding of the relationship between work performance and payment.
- Understands payment method utilized in the work setting.
Where/When to collect paycheck.

Personal Mobility

- Demonstrates safe transportation skills to and from work.
- Plans for other transportation as necessary.
- Rides bike to and from job site following correct route using bus as necessary.
- Uses bus as necessary.
- Walks to and from job site following correct route as necessary.

Personal Responsibilities

- Aware of various work or break areas on the job.
- Demonstrates responsibility for personal belongings.
- Displays acceptable personal hygiene and grooming skills.
- Maintains appropriate dress for specific job site.
- Responds appropriately to correction from supervisors or co-workers.
- Works cooperatively with co-workers.

Time and Schedule Responsibilities

Demonstrates appropriate utilization of time clock or alternative check-in and check-out procedures.

Demonstrates responsibility for time (e.g., provides for enough to leave classroom and get to the bus stop, takes breaks at break time, tries to coincide with scheduled work breaks, etc.)

Knows personal work schedule.

Plans for personal needs related to work (e.g., lunch, transportation, etc.).

Vocational Domain
Specific Work Activities

	<u>0-11</u>	<u>12-15</u>	<u>16-Plus</u>
I. <u>Administration Building</u>			
A. Custodian:			
1. Dusts furniture	x	x	x
2. Empties ash trays	x	x	x
3. Empties waste baskets	x	x	x
4. Sweeps and mops floors		x	x
5. Vacuums rugs	x	x	x
6. Washes walls		x	x
7. Washes windows		x	x
B. Department Aides:			
1. Delivers items		x	x
2. Packs boxes in the storeroom		x	x
C. Laundry Worker:			
D. Machine Operator:			
1. Operates binding stapler machine			x
2. Operates collator			x
3. Operates shredder			x
II. <u>Canteen</u>			
A. Custodian:			
1. Cleans floors		x	x
2. Cleans tables	x	x	x
3. Keeps outside and inside area clean	x	x	x
4. Maintains clean restrooms		x	x
B. Department Aides:			
1. Makes sandwiches		x	x
2. Receives pop cans		x	x
3. Takes orders		x	x
C. Laundry Worker:			
D. Machine Operator:			
1. Operates cash register		x	x
2. Operates malt machine		x	x
3. Operates microwave		x	x
4. Operates pop machine		x	x

	<u>0-11</u>	<u>12-15</u>	<u>16-Plus</u>
III. <u>Clothing Center</u>			
A. Custodian:			
1. Dusts and mops floor		x	x
2. Sweeps sidewalks		x	x
B. Department Aides:			
1. Hangs new clothes	x	x	x
2. Mends clothes		x	x
3. Sews on buttons		x	x
4. Sews on name tags		x	x
5. Sorts clothes/article/ house/individual	x	x	x
6. Unpacks new clothes	x	x	x
C. Laundry Worker:			
D. Machine Operator:			
IV. <u>Food Service</u>			
A. Custodian:			
1. Cleans chairs	x	x	x
2. Cleans tables	x	x	x
3. Mops and sweeps floors		x	x
4. Washes doors/windows		x	x
5. Washes push carts		x	x
6. Washes wire racks		x	x
B. Department Aides:			
1. Delivers/Picks up trays from DTY		x	x
2. Delivers/Picks up trays from houses		x	x
3. Empties dirty dish carrier		x	x
4. Helps in ingredient room		x	x
5. Packages plastic wares, etc.	x	x	x
6. Puts away trays/silverware	x	x	x
7. Puts on table cloths	x	x	x
8. Puts out trays on serving line	x	x	x
9. Puts out utensils in serving line	x	x	x
10. Sacks cookies	x	x	x
11. Sets desserts/salads		x	x
12. Sets out cups and glasses in the dining room	x	x	x
13. Stores contents of food carrier		x	x
14. Unloads groceries from trucks		x	x
15. Wraps bread	x	x	x

	<u>0-11</u>	<u>12-15</u>	<u>16-Plus</u>
<u>Food Service (continued)</u>			
C. Laundry Worker:			
D. Machine Operator:			
1. Puts silverware and trays into dishwasher	x	x	x
2. Stacks clean trays	x	x	x
V. <u>Garage</u>			
A. Custodian:			
1. Cleans car windows		x	x
2. Sweeps out buses		x	x
3. Washes and vacuums cars		x	x
4. Washes buses		x	x
B. Department Aides:			
1. Assists wheelchair bus			x
2. Runs errands		x	x
C. Laundry Worker:			
D. Machine Operator:			
VI. <u>Greenhouse/Indoors</u>			
A. Custodian:			
1. Cleans cells packs		x	x
2. Cleans nursery and flower pots		x	x
3. Cleans water fountain		x	x
4. Locks doors		x	x
B. Department Aides:			
1. Answers telephone	x	x	x
2. Fills cell packs	x	x	x
3. Fills flats for sterilizer	x	x	x
4. Mixes soil	x	x	x
5. Obtains sand	x	x	x
6. Plants cell pack seedlings	x	x	x
7. Plants cuttings into cell packs	x	x	x
8. Prepares flats	x	x	x
9. Propagates plants		x	x
10. Removes plant cell packs	x	x	x
11. Repairs broken cell packs	x	x	x
12. Runs misting system	x	x	x
13. Seeds wooden flats	x	x	x
14. Stacks flats	x	x	x
15. Stacks self-packs	x	x	x

	<u>0-11</u>	<u>12-15</u>	<u>16-Plus</u>
<u>Greenhouse/Indoors (continued)</u>			
16. Turns on fan	x	x	x
17. Waters Lacey Hall plants	x	x	x
C. Laundry Worker:			
D. Machine Operator:			
1. Operates sterilizer			x
<u>VII. Greenhouse/Indoors and Outdoors</u>			
A. Custodial:			
1. Checks hose		x	x
B. Department Aides:			
1. Applies root hormones		x	x
2. Distinguishes type of plant	x	x	x
3. Uses clipper		x	x
C. Laundry Worker:			
D. Machine Operator:			
<u>VIII. Greenhouse/Office</u>			
A. Custodial:			
1. Cleans chairs	x	x	x
2. Cleans coffee pot		x	x
3. Cleans refrigerator		x	x
4. Cleans tables	x	x	x
5. Empties trash cans	x	x	x
B. Department Aides:			
C. Laundry Worker:			
D. Machine Operator:			
<u>IX. Greenhouse/Outdoors</u>			
A. Custodial:			
1. Cleans truck		x	x
2. Paints picket fence	x	x	x
3. Rolls hose properly		x	x
B. Department Aides:			
1. Connects hose	x	x	x
2. Loads equipment on trucks		x	x

	<u>0-11</u>	<u>12-15</u>	<u>16-Plus</u>
<u>Greenhouse/Outdoors (continued)</u>			
3. Pulls weeds	x	x	x
4. Waters trees	x	x	x
C. Laundry Worker:			
D. Machine Operator:			
X. <u>Lacey Hall</u>			
A. Custodian:			
1. Cleans chairs	x	x	x
2. Cleans push carts		x	x
3. Cleans tables	x	x	x
4. Sweeps and scrubs floors		x	x
5. Washes wire racks		x	x
B. Department Aides:			
1. Delivers and returns food carts		x	x
2. Helps unload food from vans for kitchen		x	x
3. Helps unload groceries		x	x
4. Makes beds	x	x	x
5. Puts bread and butter into bags	x	x	x
6. Puts clothes into drawers	x	x	x
7. Puts on table cloths	x	x	x
XI. <u>Laundry</u>			
A. Custodian:			
1. Cleans floor		x	x
2. Washes windows		x	x
B. Department Aides:			
1. Bundles, ties, labels laundry		x	x
2. Picks up and delivers laundry		x	x
3. Shakes out items	x	x	x
4. Sorts laundry		x	x
C. Laundry Worker:			
D. Machine Operator:			
1. Folds laundry	x	x	x
2. Operates dryer		x	x
3. Operates elevator	x	x	x
4. Operates extractor			x
5. Operates family press			x
6. Operates flatwork iron			x

	<u>0-11</u>	<u>12-15</u>	<u>16-Plus</u>
<u>Laundry (continued)</u>			
7. Operates scale		x	x
8. Operates steam tunnel operation			x
9. Operates washer		x	x
XII. <u>Maintenance/Audio Visual</u>			
A. Custodian:			
1. Cleans radios			x
B. Department Aides:			
C. Laundry Worker:			
D. Machine Operator:			
XIII. <u>Maintenance/Electrician</u>			
A. Custodian:			
B. Department Aides:			
1. Assists electrician			x
C. Laundry Worker:			
D. Machine Operator			
XIV. <u>Maintenance/Farm</u>			
A. Custodian:			
1. Cleans barn	x	x	x
B. Department Aides:			
1. Feeds cattle		x	x
2. Performs cattle chores		x	x
C. Laundry Worker:			
D. Machine Operator:			
XV. <u>Maintenance/Office</u>			
A. Custodian:			
B. Department Aides:			
1. Dusts furniture	x	x	x
2. Empties ash trays	x	x	x
3. Empties waste baskets	x	x	x

	<u>0-11</u>	<u>12-15</u>	<u>16-Plus</u>
<u>Maintenance/Office (continued)</u>			
4. Mops floors		x	x
5. Vacuums rugs	x	x	x
6. Washes walls		x	x
7. Washes windows		x	x
C. Laundry Worker:			
D. Machine Operator:			
XVI. <u>Maintenance/Paint Shop</u>			
A. Custodian:			
1. Cleans brushes		x	x
B. Department Aides:			
1. Carries equipment		x	x
2. Runs errands		x	x
3. Stirs paint		x	x
C. Laundry Worker:			
D. Machine Operator:			
XVII. <u>Maintenance/Plumbing</u>			
A. Custodian:			
B. Department Aides:			
1. Assists plumbers		x	x
2. Carries equipment		x	x
3. Retrieves equipment		x	x
4. Runs errands		x	x
C. Laundry Worker:			
D. Machine Operator:			
XVIII. <u>Maintenance/Sanitation</u>			
A. Custodian:			
B. Department Aides:			
1. Loads trash trucks			x
C. Laundry Worker:			
D. Machine Operator:			

	<u>0-11</u>	<u>12-15</u>	<u>16-Plus</u>
XIX. <u>Meyer Building/Office</u>			
A. Custodian:			
1. Dusts furniture	x	x	x
2. Empties ash trays	x	x	x
3. Empties waste baskets	x	x	x
4. Sweeps and mops floors		x	x
5. Vacuums rugs	x	x	x
6. Washes walls		x	x
7. Washes windows		x	x
B. Department Aides:			
1. Opens boxes of new material		x	x
2. Runs errands		x	x
C. Laundry Worker:			
D. Machine Operator:			
XX. <u>Meyer Building/Resident Library</u>			
A. Custodian:			
1. Dusts shelves and furniture	x	x	x
B. Department Aides:			
1. Keeps film straight		x	x
2. Keeps magazines in order	x	x	x
3. Keeps records in jacket	x	x	x
4. Pastes pockets in books	x	x	x
5. Replaces cards in their pockets	x	x	x
6. Stamps library name in new books	x	x	x
7. Takes film to storeroom		x	x
8. Takes mail from box and gives to librarian		x	x
C. Laundry Worker:			
D. Machine Operator:			
1. Assists others with record player	x	x	x
2. Assists with cartridge and projector	x	x	x

Domestic Domain

The purpose of the Domestic Domain is to provide for increased independence for the resident in his/her current or subsequent environment. Emphasis will be placed on preparing the resident for his/her future home as well as to refine those skills needed in their present living unit. It will be imperative to identify the present and potential domestic living environments and teach skills relevant to those settings. Instruction will be given in the resident's living unit.

Ages 0-11

At this age level, instruction should be directed toward:

- (1) practice of domestic activities in the living unit and programming area;
- (2) concepts of nutrition, wellness, family life, and social interactions appropriate to age and specific situation;
- (3) increasing independence in the performance of personal hygiene/grooming tasks, and increasing self-awareness of personal/hygiene needs and routine.

Many domestic skills will be taught as they naturally occur during the routine of the programming day. Other activities will be taught in the student's home environment.

Ages 12-15

At this age level instruction will be directed primarily toward:

- (1) increasing the student's level of independence in performance of domestic skills, these will include improving the resident's use of--
 - (a) tools and materials,
 - (b) increasing the length of domestic routines performed by the student, and
 - (c) initiating domestic task when needed;

and (2) demonstrating knowledge in the area of nutrition, family life, sex education, and physical education.

Ages 16-Plus

At this age level, curriculum planning will continue to develop domestic skills in grooming, hygiene, health education, family life, sex education, housekeeping, meal preparation, and clothing care activities. These activities will emphasize collecting, planning, initiating, participating, maintaining, and terminating activities. The resident will acquire skills that are necessary to meet their own day-to-day needs and interests as well as the ability to become contributing members of their home.

Vocational, Domestic, Recreation/Leisure and
Community Living Domains

General Work Habits

General Work Habits refer to personal traits needed by the resident in all domains. These work habits are basic requirements for optimum success in any environment. These habits need to be practiced daily in order to become part of the resident's customary behavior. They include promptness, honesty, consistency of effort, cooperation, making routine decisions, self-maintenance, and relating appropriately to authority and peers. These habits will be practiced while the trainee learns specific activities in each domain.

Communication Skills

Determines when assistance is needed and communicates needs to appropriate person.

Initiates interaction when appropriate with:

Co-worker

General Public

Supervisors

Maintains appropriate eye contact and tone of voice while speaking.

Maintains appropriate topic and duration of conversation during work time.

Responds to interaction with:

Co-worker

General public

Supervisors

Be courteous and polite to others.

Decision-Making/Problem-Solving Skills

Follows direction for job task as given by:

Simple pictorial directions

Simple verbal directions

Simple written directions

Locates supervisor to receive job assignment.

Maintains quality of work by:

Correcting errors

Identifying whether or not a specific job component needs to be completed

Endurance

Demonstrates acceptable quality of performance for duration of daily work time.

Demonstrates acceptable quantity of performance for duration of daily work time.

Demonstrates acceptable rate of performance for duration of daily work time.

Demonstrates acceptable rate of performance under adverse conditions (e.g., noise, heat, pressure/criticism from supervisor and/or co-workers).

Demonstrates acceptable rate of performance when working in close proximity to others.

Demonstrates acceptable rate of performance when not in close proximity to others.

General Job-Related Skills

Cleans work station upon job completion.

Demonstrates ability to learn new tasks.

Demonstrates safety precautions on the job.

Dresses in appropriate uniform.

Follows daily job schedule or routine.

General Job-Related Skills (continued)

- Initiates next task.
- Maintains organization of work station during work time.
- Obtains all necessary job materials.
- Prepares own work station.
- Refills or replenishes work materials as necessary.
- Remains on task as assigned.
- Reports to work on time.

Payment System

- Demonstrates understanding of the relationship between work performance and payment.
- Understands payment method utilized in the work setting.
Where/When to collect paycheck.

Personal Mobility

- Demonstrates safe transportation skills to and from work.
- Plans for other transportation as necessary.
- Rides bike to and from job site following correct route.
- Uses bus as necessary.
- Walks to and from job site following correct route as necessary.

Personal Responsibilities

- Aware of various work or break areas on the job.
- Demonstrates responsibility for personal belongings.
- Displays acceptable personal hygiene and grooming skills.
- Maintains appropriate dress for specific job site.
- Responds appropriately to correction from supervisors or co-workers.
- Works cooperatively with co-workers.

Time and Schedule Responsibilities

Demonstrates appropriate utilization of time clock or alternative check-in and check-out procedures.

Demonstrates responsibility for time (e.g., provides for enough to leave classroom and get to the bus stop, takes breaks at break time, tries to coincide with scheduled work breaks, etc.)

Knows personal work schedule.

Plans for personal needs related to work (e.g., lunch, transportation, etc.).

Domestic Domain
Specific Work Activities

	<u>0-11</u>	<u>12-15</u>	<u>16-Plus</u>
I. <u>Home/Living Units</u>			
A. Bathroom:			
1. Housekeeping			
a. Changes bathroom towels	x	x	x
b. Cleans mirror/windows	x	x	x
c. Cleans shower	x	x	x
d. Cleans sink	x	x	x
e. Cleans stool		x	x
f. Cleans tub		x	x
g. Dusts	x	x	x
h. Empties waste baskets	x	x	x
i. Identifies and uses appropriate cleaning materials and amounts			x
j. Maintains proper lighting	x	x	x
k. Mops floors	x	x	x
2. Personal care			
a. Demonstrates hair care skills			
1. Combs/Brushes hair	x	x	x
2. Styles hair	x	x	x
3. Washes hair	x	x	x
b. Demonstrates menstrual hygiene			
1. Carries necessary materials/accessories as needed		x	x
2. Changes sanitary pads/tampons as necessary		x	x
3. Disposes of used materials appropriately		x	x
4. Uses sanitary pad/tampon		x	x
c. Demonstrates nail care			
1. Cleans nails	x	x	x
2. Clips/Files nails	x	x	x
3. Removes nail polish		x	x
d. Demonstrates oral hygiene			
1. Brushes teeth	x	x	x
2. Uses dental floss		x	x
3. Uses mouth wash	x	x	x
e. Demonstrates shaving skills			
1. Face		x	x
2. Legs		x	x
3. Underarms		x	x

	<u>0-11</u>	<u>12-15</u>	<u>16-Plus</u>
<u>Home/Living Units (continued)</u>			
f. Demonstrates skin care skills			
1. Applies lotion/cream	x	x	x
2. Bath/Shower, dry	x	x	x
3. Uses deodorant		x	x
4. Uses make up		x	x
5. Washes face/hands	x	x	x
g. First Aid			
1. Demonstrates safe use of electrical outlets	x	x	x
2. Demonstrates safety in regulating water temperature	x	x	x
3. Follows medication instructions	x	x	x
4. Recognizes the <u>poison sign and written word</u>	x	x	x
B. Bedroom			
1. Housekeeping			
a. Changes light bulbs		x	x
b. Cleans mirror	x	x	x
c. Cleans room	x	x	x
d. Changes the bed	x	x	x
e. Dusts	x	x	x
f. Empties waste basket	x	x	x
g. Folds clothes	x	x	x
h. First aid			
1. Applies bandages	x	x	x
2. Applies medication on small cuts	x	x	x
3. Determines when to seek help	x	x	x
i. Hangs clothes in closet	x	x	x
j. Maintains good lighting environment	x	x	x
k. Makes beds	x	x	x
l. Mops floor	x	x	x
m. Picks up dirty clothes	x	x	x
n. Puts dirty clothes in appropriate place	x	x	x
o. Stores clothes in drawer	x	x	x
p. Turns mattress	x	x	x
q. Vacuums	x	x	x
r. Washes windows	x	x	x

	<u>0-11</u>	<u>12-15</u>	<u>16-Plus</u>
<u>Bedroom</u> (continued)			
2. Personal care			
a. Gets clothes from closet	x	x	x
b. Grooming			
1. Applies perfume/cologne		x	x
2. Combs/Brushes hair	x	x	x
3. Curls hair		x	x
4. Nail care		x	x
5. Shoe care		x	x
6. Uses deodorant		x	x
7. Uses make up		x	x
c. Identifies need for clothes to be laundered, mended, ironed		x	x
d. Puts clothes on correctly (front, back)	x	x	x
e. Puts clothes on in correct sequence	x	x	x
f. Recognizes own clothes	x	x	x
g. Recognizes when clothes need laundering	x	x	x
h. Selects clothes appropriate to weather, color/style coordination	x	x	x
i. Undresses	x	x	x
j. Wakes up to an alarm	x	x	x
C. Dining Area			
1. Housekeeping			
a. Cleans table	x	x	x
b. Cleans windows		x	x
c. Determines number of place settings	x	x	x
d. Mops floor	x	x	x
e. Opens/Closes windows	x	x	x
f. Pours beverage	x	x	x
g. Puts on table cloth	x	x	x
h. Replaces light bulbs	x	x	x
i. Returns dirty dishes to kitchen	x	x	x
j. Scrapes dishes	x	x	x
k. Sets appropriate number of places in appropriate pattern	x	x	x
l. Sweeps floor	x	x	x
m. Takes serving dishes to table	x	x	x
n. Vacuums	x	x	x
o. Washes walls	x	x	x
p. Wipes table and chairs	x	x	x
q. Wipes up spills	x	x	x

	<u>0-11</u>	<u>12-15</u>	<u>16-Plus</u>
<u>Dining Area (continued)</u>			
2. Personal care			
a. Communicates food needs/ preferences	x	x	x
b. Displays proper table manners	x	x	x
c. Eats at an acceptable rate	x	x	x
d. Uses napkins/bibs	x	x	x
e. Eats with mouth closed	x	x	x
f. Gives dishes to appropriate person	x	x	x
g. Pours liquids without spilling	x	x	x
h. Serves appropriate portions	x	x	x
i. Socializes appropriately during the meal	x	x	x
j. Takes appropriate bite size	x	x	x
k. Takes tray to table without spilling food	x	x	x
l. Transfers food from serving dishes to plates	x	x	x
m. Uses a straw	x	x	x
n. Uses glass or cup to drink liquids	x	x	x
o. Eats own food, not others'	x	x	x
D. Hallway			
1. Housekeeping			
a. Cleans walls	x	x	x
b. Dusts	x	x	x
c. Locks/Unlocks door		x	x
d. Mops	x	x	x
e. Vacuums	x	x	x
2. Personal			
a. Hangs clothes in appropriate place	x	x	x
E. Kitchen			
1. Housekeeping			
a. Cleans and straightens cabinets		x	x
b. Cleans oven		x	x
c. Cleans sink and countertops		x	x
d. Discriminates hot/cold	x	x	x
e. Dries dishes	x	x	x
f. Dusts	x	x	x
g. Empties trash	x	x	x
h. Hangs up dish rag and dish towel	x	x	x

	<u>0-11</u>	<u>12-15</u>	<u>16-Plus</u>
<u>Kitchen (continued)</u>			
i. Mops/Sweeps	x	x	x
1. Uses dust pan	x	x	x
2. Uses dry mop	x	x	x
3. Uses sponge mop	x	x	x
j. Opens/Closes containers	x	x	x
k. Puts away dishes		x	x
l. Stores food in refrigerator/ cupboard		x	x
m. Stores cleaning supplies	x	x	x
n. Throws away scraps	x	x	x
o. Vacuums	x	x	x
p. Waters plants	x	x	x
q. Wipes off table/chairs	x	x	x
r. Wipes up spills	x	x	x
2. Personal Care			
a. Demonstrates basic kitchen hygiene (e.g., wash hands, keep hands and utensils out of mouth/hair, etc.)	x	x	x
b. First aid			
1. Applies medication for cuts, burns		x	x
2. Recognizes emergencies and seeks help (e.g., choking)	x	x	x
c. Meal preparation			
1. Demonstrates safe/appropriate use of small electrical appliance			
a. blender		x	x
b. microwave		x	x
c. mixers		x	x
d. toaster	x	x	x
2. Demonstrates time-related skills when cooking			
a. Begins/Allows enough time for food preparation		x	x
b. Determines time intervals		x	x
c. Reads time on clock	x	x	x
d. Use time device (timer)	x	x	x
3. Determines number of place settings	x	x	x
4. Discriminates ability to use measurement tools	x	x	x

	<u>0-11</u>	<u>12-15</u>	<u>16-Plus</u>
<u>Personal Care (continued)</u>			
5. Follows a recipe			
a. Picture directions	x	x	x
b. Picture/written directions	x	x	x
c. Verbal directions	x	x	x
6. Gathers necessary food supplies/utensils		x	x
7. Helps prepare simple snacks	x	x	x
8. Identifies food groups		x	x
9. Plans menus		x	x
10. Practices pouring, spreading, slicing, etc.	x	x	x
11. Serves food			
a. Chooses appropriate serving bowl/spoon	x	x	x
b. Determines appropriate portions	x	x	x
c. Pours drinks	x	x	x
d. Serves self appropriate size food portions	x	x	x
e. Sets table	x	x	x
f. Transfers food to serving dishes without spilling	x	x	x
g. Uses hot pads	x	x	x
12. Use manual kitchen tools			
a. Can opener		x	x
b. Grater		x	x
c. Wipes up spills	x	x	x
d. Puts on apron/hairnet	x	x	x
e. Regulates water temperature	x	x	x
f. Requests assistance when needed	x	x	x
g. Telephone skills			
1. Relays information	x	x	x
2. Dials the number in proper sequence	x	x	x
3. Knows emergency numbers	x	x	x
4. Locates the number in directory	x	x	x
5. Uses telephone etiquette	x	x	x
6. Uses telephone for emergencies (e.g., fire, doctor)		x	x
h. Uses tools and equipment safely	x	x	x

	<u>0-11</u>	<u>12-15</u>	<u>16-Plus</u>
F. Laundry Area			
1. Housekeeping			
a. Adds detergent to washer		x	x
b. Cleans out drain in washer	x	x	x
c. Cleans out dryer		x	x
d. Discriminates clean vs. dirty clothes	x	x	x
e. Discriminates clothes which may fade		x	x
f. Folds various clothes	x	x	x
g. Identifies clothes needing repair	x	x	x
h. Identifies laundry to be done by hand		x	x
i. Identifies various products		x	x
j. Identifies white/colored clothes	x	x	x
k. Maintains laundry area cleanliness	x	x	x
l. Mops/Sweeps floor	x	x	x
m. Measures laundry products		x	x
n. Removes clothes from washer	x	x	x
o. Operates dryer		x	x
p. Operates washer		x	x
q. Puts clothes in dryer	x	x	x
r. Puts clothes in washer	x	x	x
s. Puts in fabric softener		x	x
t. Selects appropriate water temperature		x	x
u. Sorts clothes according to:			
1. Color	x	x	x
2. Fabric		x	x
v. Stores dirty clothes in appropriate area	x	x	x
w. Wipes off machine	x	x	x
2. Personal care			
a. First aid			
1. Applies medication on cuts/burns		x	x
2. Demonstrates safe usage of electric outlets	x	x	x
3. Identifies poison items	x	x	x
4. Seeks help when needed	x	x	x
5. Takes precaution against getting burned by water	x	x	x
6. Wipes up spilled water/detergent	x	x	x

	<u>0-11</u>	<u>12-15</u>	<u>16-Plus</u>
<u>Laundry Area</u> (continued)			
b. Recognizes appropriate cleaning materials		x	x
c. Understands how to operate washer/dryer		x	x
d. Wears gloves (optional)	x	x	x
G. Living Area			
1. Housekeeping			
a. Cleans furniture	x	x	x
b. Cleans glass	x	x	x
c. Cleans lamp shades		x	x
d. Changes light bulbs		x	x
e. Dusts	x	x	x
f. Empties wastebasket	x	x	x
g. Mops	x	x	x
h. Picks up belongings	x	x	x
i. Polishes furniture		x	x
j. Straightens room	x	x	x
k. Sweeps	x	x	x
l. Vacuums	x	x	x
2. Personal Care			
a. Engages in arts/crafts/games	x	x	x
b. Family life and social interaction			
1. Continues to develop/demonstrate appropriate peer interaction	x	x	x
2. Copes with environmental stimuli and peer pressure	x	x	x
3. Develops awareness of public vs. private behavior	x	x	x
4. Develops/Demonstrates appropriate reaction to peer and adult pressure	x	x	x
5. Expands information pertaining to family roles and responsibilities	x	x	x
6. Knows how to deal with personal feelings	x	x	x
7. Participates in house meetings	x	x	x
c. Operates radio/stereo/record player	x	x	x
d. Socializes with others	x	x	x
e. Reads magazines, newspapers, books, etc.	x	x	x
f. Watches TV	x	x	x

	<u>0-11</u>	<u>12-15</u>	<u>16-Plus</u>
II. <u>Yard</u>			
A. Housekeeping			
1. Bags leaves	x	x	x
2. Identifies/uses appropriate materials for activity	x	x	x
3. Mows lawn		x	x
4. Plants garden	x	x	x
5. Picks up sticks from yard	x	x	x
6. Prunes	x	x	x
7. Rakes leaves	x	x	x
8. Shovels snow	x	x	x
9. Stores equipment when finished with task	x	x	x
10. Sweeps porch/walk	x	x	x
11. Waters lawn/garden	x	x	x
12. Weeds lawn/garden	x	x	x
B. Personal care			
1. Uses care in operating equipment	x	x	x
2. Wears appropriate clothes	x	x	x
3. Wears gloves	x	x	x

Community Domain

The purpose of training in this domain will be to expose residents to a variety of community facilities and services. The residents will learn to use these community facilities to obtain goods and services for their daily lives. As they progress, our residents will acquire specific skills that will allow them to participate as independently as possible in a variety of community activities. Early instruction in these community domains will effectively take place within the classroom through simulation and role playing. Older residents will experience activities in actual community environments.

Ages 0-11

Although most training will happen in the classroom, the residents will be introduced to a variety of off-campus environments to teach behavior appropriate for these environments. These experiences will include visiting the actual community facilities. In the classroom, the learning will be abetted by role playing. As in other domains, basic reading, math, etc., taught in the classroom will be practiced in their natural community environments. Residents will also be exposed to the available transportation systems.

Ages 12-15

Community facilities will be assessed as to their usefulness for individual residents. They will use public transportation whenever possible. Safety skills, including pedestrian courtesy, will be taught. Behavior appropriate in each community setting will be continued to be developed.

Special emphasis will be placed upon learning in community facilities which will be most likely frequented by the residents. Instruction at the community sites will be given at least once a week. It will be imperative that preparation, simulation, and follow-up activities in the classroom supplement the weekly community experiences.

Ages 16-Plus

Residents will continue to be involved in community experiences. These experiences will be supplemented with related classroom instruction to develop and expand skills necessary for the community involvement. Based upon the functioning levels of the residents and their projected time remaining at Glenwood State Hospital-School, priorities will determine the need for further lessons in a community domain. Adapting methods and materials/equipment will be developed to enhance optimal independence and effective utilization of community facilities.

Mobility training and pedestrian safety skills will be emphasized and expanded throughout all community experiences. Mobility training will include instruction in planning for and securing more than one means of transportation available to the resident for community experiences.

Before community placement, it is important to insure that each resident has learned skills which will be needed in their post-school environment.

Community Domain
Specific Work Activities

	<u>0-11</u>	<u>12-15</u>	<u>16-Plus</u>
I. <u>Eating in Public Places</u>			
A. On-Campus			
1. Canteen			
a. Chooses/Waits in line	x	x	x
b. Determines what to order	x	x	x
c. Waits for turn to order	x	x	x
d. Determines amount of purchase	x	x	x
e. Orders food verbally or by cue	x	x	x
f. Pays for food	x	x	x
g. Waits for change	x	x	x
h. Obtains napkins/straws and utensils	x	x	x
i. Selects appropriate seat	x	x	x
j. Disposes of trash in appropriate container	x	x	x
2. Cafeteria			
a. Waits in line	x	x	x
b. Picks up tray	x	x	x
c. Carries tray through food line	x	x	x
d. Picks up utensils and food	x	x	x
e. Locates table	x	x	x
f. Uses milk/water dispenser correctly	x	x	x
g. Eats appropriately	x	x	x
h. Interaction appropriate with others	x	x	x
i. Puts tray away appropriately	x	x	x
B. Off-Campus			
1. Fast Food			
a. Takes turn at counter	x	x	x
b. Orders food	x	x	x
c. Determines amount of money	x	x	x
d. Selects eating utensils	x	x	x
e. Orders food	x	x	x
f. Pays for food	x	x	x
g. Chooses place to sit	x	x	x
h. Eats with appropriate manners	x	x	x
i. Interaction appropriate with others	x	x	x
j. Puts tray away	x	x	x

	<u>0-11</u>	<u>12-15</u>	<u>16-Plus</u>
<u>Off-Campus (continued)</u>			
2. Sit-down restaurant			
a. Waits to be seated	x	x	x
b. Follows waitress/waiter to table	x	x	x
c. Chooses food from menu based upon available money	x	x	x
d. Orders appropriately	x	x	x
e. Selects appropriately from salad bar	x	x	x
f. Interaction appropriate with others	x	x	x
g. Eats food with appropriate manners	x	x	x
h. Leaves tip	x	x	x
II. <u>Support Services</u>			
A. Bank			
1. Cashes check	x	x	x
2. Deposits money	x	x	x
3. Withdraws money	x	x	x
4. Writes check	x	x	x
5. Records/Balances transaction	x	x	x
6. Establishes savings account	x	x	x
7. Establishes checking account	x	x	x
8. Communicates appropriately	x	x	x
9. Budgets money	x	x	x
10. Locates neighborhood bank	x	x	x
11. Exhibits appropriate attitude	x	x	x
B. Post Office			
1. Writes letters	x	x	x
2. Addresses envelopes	x	x	x
3. Purchases stamps	x	x	x
4. Mails letters/packages	x	x	x
5. Purchases money order	x	x	x
6. Determines correct postage	x	x	x
7. Picks up mail	x	x	x
8. Leaves forwarding address	x	x	x
9. Locates neighborhood/school mail box	x	x	x
10. Use appropriately communication skills/attitude	x	x	x

	<u>0-11</u>	<u>12-15</u>	<u>16-Plus</u>
C. Barber/Beauty Shop			
1. Makes appointment for hairstyle		x	x
2. Keeps appointments	x	x	x
3. Chooses/Describes hairstyle	x	x	x
4. Pays for hairstyle	x	x	x
5. Communicates appropriately with others	x	x	x
6. Locates hairstylist	x	x	x
7. Purchases hair items	x	x	x
8. Determines need for hairstylist	x	x	x
9. Acquires general vocabulary (e.g., cut, permanent, etc.)	x	x	x
D. Emergency Services (Police, Fire, Ambulance)			
1. Knows emergency numbers	x	x	x
2. Knows address	x	x	x
3. Communicates needs to others	x	x	x
E. Medical Services			
1. Knows appropriate phone numbers	x	x	x
2. Makes appointments when needed		x	x
3. Communicates needs	x	x	x
4. Keeps appointments	x	x	x
5. Follows doctor's orders	x	x	x
F. Laundromat/Cleaners			
1. Collects soiled clothes	x	x	x
2. Locates laundromat/cleaners		x	x
3. Operates change machine or have appropriate money	x	x	x
4. Sorts clothes		x	x
5. Puts clothes in washer	x	x	x
6. Puts detergent in washer		x	x
7. Selects appropriate temperature		x	x
8. Starts washing machine		x	x
9. Waits appropriately		x	x
10. Unloads clothes from washer	x	x	x
11. Puts clothes in dryer	x	x	x
12. Starts dryer	x	x	x
13. Folds/Hangs clothes	x	x	x
14. Knows appropriate laundromat terms	x	x	x

	<u>0-11</u>	<u>12-15</u>	<u>16-Plus</u>
G. Church			
1. Locates church		x	x
2. Knows schedule of church services	x	x	x
3. Attends church services	x	x	x
4. Communicates/Behaves appropriately	x	x	x
5. Participates in group/activities of own choice	x	x	x
6. Volunteers when needed	x	x	x
III. <u>General Shopping Skills</u> (Grocery, Department, etc.)			
A. Locates needed store	x	x	x
B. Locates specific department	x	x	x
C. Obtains shopping cart	x	x	x
D. Locates desired items in store	x	x	x
E. Acquires shopping vocabulary (in, out, cash register, etc.)	x	x	x
F. Prepares and uses shopping list	x	x	x
G. Compares price/quality/brand		x	x
H. Demonstrates appropriate behavior	x	x	x
I. Chooses correct size, quality		x	x
J. Determines if price is within budget		x	x
K. Demonstrates check-out procedures	x	x	x
L. Purchases items based upon individual needs	x	x	x
IV. <u>Community Mobility</u>			
A. Knows geography of community	x	x	x
B. Chooses/Uses available transportation correctly (public/private)	x	x	x
C. Obeys safety rules	x	x	x
D. Demonstrates functional usage of environmental survival/signs	x	x	x
E. Communicates needs to others	x	x	x
F. Adapts to physical barriers	x	x	x
G. Pays for transportation as needed	x	x	x

Recreation/Leisure Domain

Ages 0-11

At the elementary level, it is important for the residents to be able to select/set-up games, and interact with others appropriately. The residents can learn to explore their environment, use objects functionally, and interact appropriately with others. The resident should have the opportunities to be involved with isolative and/or group play situations. In an isolative situation, the resident will demonstrate selection, use, and care of equipment. In a group situation, emphasis will be placed on sharing, waiting, taking turns, following directions, and winning/losing. In the later elementary years, we will emphasize self-initiation, age-appropriate selection of activities and establish a variety of leisure activities that a resident can perform within his/her full degree of independence.

The recreation/leisure curriculum at the elementary level should:

1. Provide and encourage the use of a wide variety of toys and games.
2. Demonstrate and expand the number of ways to use toys and games.
3. Increase quality of social interaction that revolves around activities.
4. Increase the length of time students are involved with a single toy/game.
5. Provide opportunity to play with nonhandicapped peers.
6. Give students opportunities to indicate preference of activities.
7. Start to assess community recreational facilities.

8. Decrease dependence on adults while participating in activities.
9. This curriculum should be coordinated with art, music, and physical education.

Ages 12-16-Plus

At this age level, residents will be taught skills necessary to select, organize, initiate, participate, and terminate selective recreational/leisure activities. As a resident moves through this age group, he/she will continue to be exposed to new recreational/leisure experiences. Also, it is important to increase the residents' selection of activities so that he/she can perform independently across home, community, and vocational environments. It is important to provide instruction and opportunity in nonschool environments (e.g., swimming at the local pool, attending events in the community, etc.).

The recreation/leisure curriculum at this age level should:

1. Increase quality and type of social interaction.
2. Increase the number of activities/environments residents can utilize without direct supervision.
3. Increase the length of time residents remain involved in a single activity.
4. Make the residents aware of recreation/leisure options available during nonschool hours.
5. Encourage social interaction with nonhandicapped peers.
6. Be coordinated with instruction in art, music, and physical education.

Recreation Leisure

General Activities

	<u>0-11</u>	<u>12-15</u>	<u>16-Plus</u>
I. <u>On-Campus</u>			
A. Indoors			
1. Movies/video tapes/slides	x	x	x
2. Classroom parties	x	x	x
3. Resident library	x	x	x
4. Gym activities	x	x	x
5. Special Arts Festival	x	x	x
6. Arts/Crafts	x	x	x
7. Auditorium			
a. Program by students	x	x	x
b. Program by outside performers	x	x	x
8. Table games	x	x	x
9. Hobbies	x	x	x
10. Tapes, records/radios	x	x	x
11. Letter writing	x	x	x
12. Care of plants/pets	x	x	x
13. Telephone	x	x	x
14. Play musical instrument	x	x	x
15. Sing in DTY Choir	x	x	x
16. Dancing	x	x	x
17. Hydrotherapy Pool	x	x	x
B. Outdoors			
1. Various team sports	x	x	x
2. Nature walks	x	x	x
3. Picnics	x	x	x
4. Riding bicycles		x	x
5. Track and field events	x	x	x
6. Boating	x	x	x
7. Playground equipment	x	x	x
8. Fishing	x	x	x
9. Flying kites	x	x	x
10. Relays (balloon races, etc.)	x	x	x
11. Dancing	x	x	x
12. Camping	x	x	x
13. Holiday celebration	x	x	x
14. Making floats for parades		x	x
15. Tractor-wagon/train rides	x	x	x

	<u>0-11</u>	<u>12-15</u>	<u>16-Plus</u>
II. <u>Off-Campus</u>			
A. Indoors			
1. Movies	x	x	x
2. Plays/concerts/spectator sports	x	x	x
3. Ball games	x	x	x
4. Television	x	x	x
5. Roller skating	x	x	x
6. Bowling	x	x	x
7. Table games	x	x	x
8. Eating out	x	x	x
9. Shopping	x	x	x
10. Swimming	x	x	x
11. Parties	x	x	x
12. Library	x	x	x
13. Arts/Crafts	x	x	x
14. Hobbies	x	x	x
15. Tapes/records/radios	x	x	x
16. Church activities	x	x	x
17. Performances by residents	x	x	x
18. Dancing	x	x	x
B. Outdoors			
1. Parks	x	x	x
2. Swimming	x	x	x
3. Games	x	x	x
4. Spectator sports	x	x	x
5. Biking/hiking/jogging	x	x	x
6. Field trips	x	x	x
7. Gardening	x	x	x
8. Picnics	x	x	x
9. Performances by others	x	x	x
10. Drive-in movie	x	x	x
11. Hobbies/Crafts	x	x	x
12. Bar-B-Ques	x	x	x
13. Fishing	x	x	x
14. Track/Field events	x	x	x
15. Camping	x	x	x
16. Holiday celebrations	x	x	x

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The project researched and developed a functional age-appropriate curriculum for severely and profoundly mentally retarded students. The curriculum was developed through a life space analysis technique. Domains of training were established. Living environments and subenvironments in which the students are presently functioning or may function in the future were determined. Skills needed to function in their present living environment or future living environment were delineated. The age-appropriateness of the identified skills was established.

It is felt that while the curriculum is both functional and thorough, it cannot be considered complete. Ongoing revisions involving additions and subtractions to the curriculum must be expected and implemented. The student's needs are ever-changing. Identifying living environments and living skills is a mandatory part of the teachers/trainers repertoire.

The training of severely and profoundly retarded students must deal specifically with skills in daily living that the individual encounters or will encounter. It must be fully understood by all individuals who live and work with the severely and profoundly retarded that the extent of brain damage may prevent these retarded individuals from independently performing many skills. Each of these individuals, though, has the right to at least partially participate in the activities of daily living that people their age routinely

perform. This may mean that a parent or instructor would have to hold the student's hand and guide it toward a pop machine to deposit coins. The student may not know the coin value or be able to follow a verbal command to deposit the coin, but he is at least given the chance to buy a can of pop. The principle of Partial Participation as referred to in Chapter II is an essential part of any curriculum for the severely and profoundly retarded.

The curriculum in this research project has been dispersed to the teachers of Special Education (Developmental Therapy-Youth) at Glenwood State Hospital-School. Formal goals and objectives are written using the activities (skills) listed in the curriculum as target behaviors.

With the input received by this writer, it is felt by all staff that a clearer picture of what to teach the severely and profoundly retarded at Glenwood State Hospital-School has been created.