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SPE 596 Final Assignment Teaching Toolbox

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SPE 596 / Strategies for Teaching Students with Mental Retardation

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SPE 596 Final Assignment: Teaching Toolbox

Introduction

This is a submission to complete the requirements of the coursework for SPE 596, Strategies for Teaching Students with Mental Retardation. The contents include in order, a lesson plan, evidence of completion of all course requirements, and a final evaluative reflection.

The lesson plan is specifically relevant to my career goals of combining my background in the social sciences (geography and economics), educational technology (multimedia) and special education (cross-categorical). The evidentiary material is a huge collection of the work that has been submitted which reflects my development, and be of great use for my professional career.

Factory versus Plantation: A Pre-Civil War U.S. History Lesson Plan

Grand Canyon University

STANDARDS Retrieved February 23, 2009, from

<http://www.ade.state.az.us/standards/sstudies/articulated/>

Arizona Social Studies, Grades 6-8

Concept 1: Research Skills for History

PO 1. Construct charts, graphs, and narratives using historical data

PO 2. Interpret historical data displayed in graphs, tables, and charts

PO 3. Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people

Concept 6: Civil War & Reconstruction

PO 1. Analyze the factors leading to the Civil War:

b. Sectionalism and States' Rights

PO 3. Describe significance of the following individuals or groups in the Civil War:

- c. role of African- Americans
- d. role of Women

PO 4. Analyze the impact of the Civil War on the following personal, social, and economic aspects of American life:

- a. value of railroads and industry

Concept 1: Foundations of Economics

PO 3. Explain why specialization improves standards of living (grade 6).

PO 3. Identify how governments and businesses make choices based on the availability of resources (grade 7).

PO 3. Analyze how individuals, governments and businesses make choices based on the availability of resources (grade 8).

PO 5. Describe the impact of the availability and distribution of natural resources on an economy.

THEME

The American Civil War

LESSON TOPIC

Unequal and Divided: Economic Conditions that Led the American Civil War

OBJECTIVES

Language: Discuss the differences between life in the North and in the South for the different classes (poor, middle, and wealth) of people. Discuss, compare and contrast between the various ways people made a living between the North and South.

Content: List three differences and three similarities between life in the North and the South in the years before the Civil War. Discuss how these differences contributed to serious disagreements between the North and the South.

LEARNING STRATEGIES

This lesson plan is for an inclusion middle school social studies classroom. Students with mental retardation should be paired with their non-disabled peers. The following learning strategies should be incorporated: Think-Pair-Share, graphic organizers, scaffolded outline, leveled study guides, journaling, skits, and listening comprehension. To assist with fine motor control issues, students with MR will be given guided notes from the PowerPoint presentation along with yellow highlighters so that they may follow the PowerPoint presentation and highlight key points and ideas that are presented by the teacher without having to copy notes from the lecture. Journaling will require the students with MR to include at least one word from the vocabulary list and write at least four to six complete sentences. The students with MR may have vocabulary flash cards with the vocabulary word on one side of the card, and the definition on the flip side. This way, the students with MR can review and discuss the same vocabulary words that their non-disabled peers have which are in a study guide format. The teacher created the flash cards using a program called *Flash Card Maker*. Retrieved February 23, 2009, from

<http://www.scholastic.com/kids/homework/flashcards.htm>

VOCABULARY

Prior Vocabulary: economy, agrarian, factory, trade, labor, slavery, plantation, infrastructure

Process Vocabulary: profit, crop, export, King Cotton, dependence, industrial, invention, goods, tariffs, mass production.

MATERIALS

A digital classroom set-up that includes a computer, digital projector, projection screen, PowerPoint software, internet connection, journal notebooks, color highlighters, color pencils, 8.5" by 11" in. construction paper, dictionaries.

Internet Resources

A blue-collar worker driving a wagon in the flour milling district, circa 1860. Photo from Minneapolis Collection. Retrieved February 23, 2009, from

<http://images.google.com/imgres?imgurl=http://www.mpls.lib.mn.us/history/images/br00>

Background for the teacher. Retrieved August 14, 2008, from http://edsitement.neh.gov/view_lesson_plan.asp?id=289

Boys as young as eight years old worked, and sometimes died, in the anthracite mines of Pennsylvania. Photo from Pennsylvania State Archives. Retrieved February 23, 2009, from

<http://www.myerchin.org/Resources/AnthKids.gif>

Factory and plantation rules compared. Retrieved February 23, 2009, from

http://edsitement.neh.gov/lesson_images/lesson289/WorkRules.pdf

Go Down, Moses. Marian Anderson, CD. Retrieved February 23, 2009 from

<http://www.artistdirect.com/nad/window/media/page/0,,379654-1671433,00.html>.

Lewiston Mills Regulations, Lewiston, Maine, 1867. The American Textile History Museum, Lowell, Mass. Retrieved February 23, 2009, from

http://invention.smithsonian.org/centerpieces/whole_cloth/u2ei/u2images/act9/Lew_rules.html

Lowell, circa 1853.

<http://www.library.csi.cuny.edu/dept/americanstudies/lavender/graphics/merriair.jpg>

Massachusetts Mills, Lowell, Massachusetts. Photo from National Park Commission.

Retrieved February 23, 2009, from

<http://facweb.furman.edu/~bensonlloyd/hst41/h4northarchitecture.html>

Merrimack Mill. Retrieved February 23, 2009, from

<http://www.library.csi.cuny.edu/dept/americanstudies/lavender/graphics/merrjean.jpg>

Picture of brownstone mansion. Retrieved February 23, 2009, from

<http://www.antiquing.com/houses/babcock-smith.jpg>

Picture of cotton gin. Retrieved February 23, 2009, from <http://encarta.msn.com/media>

461530132/cotton_gin.html

Picture of Southern white mansion. Retrieved February 23, 2009, from

<http://www.rootsweb.ancestry.com/~msgenweb/plantations/lowndes/images/whitehall.jp>

Picture of steel mill. Retrieved February 23, 2009, from

<http://www.solpass.org/7ss/Images/steelmill%20pitts.jpg>

Picture of tobacco farmer. Retrieved February 23, 2009, from <http://www.jaystock.com>

[/Images/Tobacco%20Farmers.JPG](http://Images/Tobacco%20Farmers.JPG)

Plantation diagram. Retrieved February 23, 2009, from

http://www.historicstagvillefoundation.org/site_map.htm

Plantation Management, De Bow's xiv (February 1853)

http://invention.smithsonian.org/centerpieces/whole_cloth/u2ei/u2materials/deBow.html

Population Engaged in Manufacturing and Trade. Retrieved February 23, 2009, from

<http://xroads.virginia.edu/~HYPER/DETOC/census/mfr1.jpg>

Slaves at Work on a Tobacco Plantation. Retrieved February 23, 2009, from

<http://scriptorium.lib.duke.edu/slavery/plantation.gif>

Slaves of a South Carolina plantation. Retrieved February 23, 2009, from

<http://www.pbs.org/wgbh/aia/part4/4h1565b.html>

Song Lyrics Sung by Protesting Workers at Lowell (1836). Retrieved February 23, 2009,

from

<http://scholar.library.csi.cuny.edu/dept/americanstudies/lavender/lowetext.html#1836son>

The Cotton Press. Retrieved February 23, 2009, from

<http://www.pbs.org/wgbh/aia/part3/3h506b.html>

The First American Cotton Mill Began Operation December 20, 1790. Retrieved February

23, 2009, from http://www.americaslibrary.gov/jb/nation/jb_nation_cotton_1.html

Unidentified workers in cotton field. Retrieved February 23, 2009, from

http://search.netscape.com/search/imageDetails?invocationType=imageDetails&query=Southern+cotton+fields+circa+1860+picture&img=http%3A%2F%2Fwww.cals.lib.ar.us%2Fbutlercenter%2Fabho%2Fphotos%2Funidentified%2520workers%2520in%2520cotton%2520field.jpg&site=&host=http%3A%2F%2Fwww.cals.lib.ar.us%2Fbutlercenter%2Fabho%2Fphotos%2F&width=144&height=110&thumbUrl=http://images-partners-tbn.google.com/images?q=tbn:tL5o4bJn_LGTiM:www.cals.lib.ar.us/butlercenter/abho/photos/unidentified%2520workers%2520in%2520cotton%2520field.jpg&b=search%3FinvocationType%3Dtopsearchbox.search%26query%3DSouthern%2Bcotton%2Bfields%2Bcirca%2B1860%2Bpicture&icid=snap-pic

Whitney's Gun Factory. Retrieved February 23, 2009, from

<http://academic.brooklyn.cuny.edu/history/core/pics/0253/img0055.htm>

Women Weavers. Retrieved February 23, 2009, from

<http://www.library.csi.cuny.edu/dept/americanstudies/lavender/graphics/spinners.jpg>

Woman working at a Weaving Machine. Retrieved February 23, 2009, from

<http://www.library.csi.cuny.edu/dept/americanstudies/lavender/graphics/weaving.jpg>

MOTIVATION (*Building background*)

As the class begins, the teacher starts his PowerPoint slide presentation by projecting images of Northern factories and Southern cotton fields; Northern factory workers working their machines; Southern white tobacco farmers tilling the soil; African-American slaves working the cotton fields; children working the coal mines of Pennsylvania; white mansions of the southern aristocracy; brownstone mansions of the northern industrialist. He asks the students' to get out their journals and describe what the images mean to them.

After about 15-20 minutes of writing in their journals, the teacher then sets-up the idea of conflict, that would cause friends and relatives (brother versus brother) to disagree and fight with each other, encouraging class discussion of the following:

The teacher asks:

Can anyone in the class describe an incident they have seen or heard of as an example of how any of the following potential conflicts can lead to a serious disagreement?

The following is projected on the screen:

What one person was doing prevented someone else from doing what he or she needed to do.

The teacher asks the students' to get into groups of three to discuss the question among themselves for about ten minutes. After monitoring how the groups are doing, the teacher asks one student from each group to respond to the question.

The next question is projected on the screen.

One person was so different from another that neither could understand the other or that their needs were conflicting.

He repeats the procedure that he had with the previous question. The teacher may need to define *conflict* or *conflicting* or provide an example of what the word(s) mean.

The next question is projected on the screen.

Someone was treating someone else very badly.

If time permits, the teacher continues with the process as with as with the previous two questions.

PRESENTATION

(Language and content objectives, comprehensible input, strategies, interaction, feedback)

Objectives are presented after background is built, and content words and process words are introduced. Previous vocabulary words, introduction words to economics, are reviewed.

The following is projected on the screen. The teacher asks the student to highlight the vocabulary words from the following paragraph:

During the first half of the 19th century, economic differences between the North and the South increased. By 1860 cotton was the chief crop of the South, and it represented 57 percent of all U.S. exports. The profitability of cotton, known as King Cotton, completed the South's dependence on the plantation system and its essential component, slavery. The North was by then firmly established as an industrial society. Labor was needed, but not slave labor.

The teacher then asks the students' to repeat the new vocabulary words from the paragraph:

crop, profit, export, King Cotton, dependence, industrial.

The teacher then asks the student to identify previous vocabulary words from the paragraph. A student responds by saying: *plantation* and *slavery*. The teacher asks another student to read what his or her definition was for *plantation, slavery, labor*.

The teacher instructs the students' to define the six words introduced from the paragraph by working with their groups at the table. Each student is to take at least two vocabulary words, find the definition in the dictionary, and write it down in their journal. It should not take more than fifteen minutes to complete this activity.

The following is projected on the screen.

If one regions economic needs threaten another region's needs, conflict can arise. One of the significant developing differences between the North and South in the years before the Civil War was their economies. The South was very dependent on cotton. Cotton, which could be processed in greater quantities after the invention of the cotton gin, depended on slavery.

The teacher asks the students' to highlight the following words from the paragraph: *conflict, invention, cotton gin*. The teacher then asks the class if they remembered from the previous class, what *conflict* meant and how it meant to them personally. The teacher asks several students' to express their opinions.

The teacher then asks the students' if they know what the word *invention* means? The teacher has the following projected on the screen: *a thing that somebody has created especially a device or process*. The teacher asks the students' to write the definition of *invention* into their journals as he reads it to them. Next, the teacher clicks on the hypertext link to the word *cotton gin*. A picture of the cotton gin appears on the screen.

The teacher explains that *the cotton gin was a very important invention made in 1793 by Eli Whitney. It was designed to separate raw cotton fibers from seeds and other materials. The design was so good that it can still be used today.*

The following is projected on the screen.

In the North, where slavery was illegal, workers had to be paid. Though conditions were often quite poor for the working class in the North, the flourishing factory system held great promise for many: employment, the possibility of advancement, and cheaper goods.

The teacher may need to define what the word *flourish* means and then asks the students' to highlight a prior vocabulary word. The students' response: *factory system*. The teacher asks the student to either describe what a factory is by writing in their journal or they could draw a factory by using 8.5 by 11 inch construction paper. He gives the students' 20-25 students' to work on this project. After they complete the project, the students' are to write the definition to *goods* in their journals.

The following is projected on the screen.

Northerners depended on the federal government to build the infrastructure, such as roads and railroads, necessary for its developing industries. In a time before income taxes, this infrastructure could be built only with tax money raised largely through tariffs on imported goods the South needed, while the North was developing factories for producing such goods on its own.

The teacher asks the students' to respond to prior vocabulary words that were presented to them. The class replies that *infrastructure* was a word that they were familiar with. The teacher asks the students' to give an example of infrastructure. One student says it is roads. Another student responds that it is also railroads and another student responds that it was the

telegraph. The teacher asks the class why is infrastructure important. One student responds that it is important to move things quickly. Another student responds that it is also important to know things faster, such as the telegraph.

The teacher asks the students' to get out their journal and write their new vocabulary word: *tariffs*. The teacher highlights on the screen the words *money raised on imported goods* and tells the students' to write the highlighted words down as the definition to tariffs in their journal.

The teacher states: *Because the North was making their own goods, through factories, the industrialists of the North did not want competition from European countries to bring in manufactured goods into the United States. However, this hurt the South because they did not have many factories at the time and needed to sell their cotton and tobacco, and other products so they could buy things from other places.*

The teacher asks the students': *Now do you remember what we had talked about a couple of days ago about conflict?* A few students' nod their heads yes. *What do you think the people of the South were feeling when it seemed that their brothers' to the North were making it difficult for them to live with the imposition of tariffs?* A few students' responded maybe they became mad because they did not know why their own country would want to hurt them. One student responded that she *did not think (her country) was trying to hurt them on purpose but that they wanted to make a lot of money for themselves*. The teacher responds: *Good, now you are beginning to see the reasons why the North and South fought. They all had conflicting self-interests!*

The following is projected on the screen.

By 1860, both the North and the South were moving toward systems of mass production. In the North, factories were quickly growing and expanding. In the South, plantations had developed. In an odd way, these systems resembled each other in their attempt at mass production. The similarities helped workers realize the country needed to improve the treatment of its workforce. The differences must have made Southerners feel it would be quite difficult to abandon a system which their entire economy depended on.

The teacher asks the students' to get out their journals and highlight words they have seen before. The class responds to *dependence*. Teacher responds: *Right! It was something we had discussed a day or two correct?* Students' nod in agreement. The teacher queries: *In this paragraph what does it mean to be dependent?* One student responds: *To be helped by another person; like you are dependent on your mother to take you shopping!* The teacher responds: *Ok, but what was the South dependent on?* One student responds: *they needed the slaves to do all of the work for them.*

The teacher asks the students': *We know the South depended on slaves, what was the North dependent upon for their economy?* One student responded: *To sell things from their factories.* The teacher asks, *and what do factories do? Mass produce, right?* The teacher asks the students' to get out their journal and write the definition to mass production: *The manufacture of goods in large quantities, often using standardized designs and assembly-line.*

The teacher then states: *Often what happens with large scale manufacturing is that the factories will produce more than they can sell at home. When that happens, the owners of factories are always eager to find new places to sell their products and discourage other manufacturers in coming into their area to make profits. The businessman who owns the*

flour mill, for example, can keep the wage rates low if he has the only mill in town and does not have to compete with another miller. A student blurts out: then the people of that town are like wage slaves in that town!?

The teacher responds: *The difference of course, is that the African-American slaves were never allowed to participate in American society and not given the chance to further their education or livelihood. The millworker always had the opportunity to move to another town if he or she desired to do so.*

PRACTICE/APPLICATION

(Meaningful activities, interaction, strategies, practice/application, feedback)

After the presentation of concepts, have the class view a map of *Population Engaged in Manufacturing and Trade*, on a screen or in a color copy. The teacher will point out the differences between the North and the South. The counties with the most manufacturing are indicated in red. Point out to the class that the North is almost completely red.

Discuss how these differences in the location of industries. Emphasize these differences between the North and South with students'. Help students' recognize the effects of these differences at the time before the Civil War: People disagree if they feel prevented from doing what they need to do. People need to make a living.

The teacher will lead the class in comparing the rules of management for a factory and a plantation to model the process of comparing documents. The students' can use the worksheet: *Factory and plantation rules compared* to facilitate the gathering and organizing of their data. The teacher will read and discuss the *Lewiston Mill Rules and Plantation Management, De Bow's xiv (February 1853)* with the class.

Have the students' build-upon prior background information on the early history of factory organization by going through the interactive presentation found at *The First American Cotton Mill Began Operation December 20, 1790*.

For this activity, students' should work in pairs. Each pair will be assigned one or two of the mill rules, and read aloud one of the plantation rules. Ask the pairs to identify any of their rules that are similar to the plantation rules as the teacher reads it to them.

After going through all the rules, discuss the similarities and differences between the factory and plantation systems' treatment of the workforce. Have the students' think about the design of the rules: Why were they deemed to be necessary or desirable?

If desired, the students' can now work in small groups to conduct a similar analysis with the following sets of documents: *Lowell, circa 1853, Merrimack Mill* and *Whitney's Gun Factory* (for the North). Have the students' compare the physical set-up of factory and plantation. For the South: *Plantation diagram*

After the students have completed their physical evaluation of factory and plantation sites, have the students', working in groups compare and contrast the workers with their machines from the North and the South. For the North have the students' look at *Women Weavers* and *Woman working at a Weaving Machine*. For the South, *Slaves at Work on a Tobacco Plantation*, *Slaves of a South Carolina plantation*, *the Cotton Press* and a picture of the Cotton Gin.

REVIEW/ASSESSMENT

(Review objectives and vocabulary, assess learning)

To culminate this lesson, ask students to demonstrate their knowledge of working life before the Civil War, with an emphasis on the differences between the North and South.

Activities for assessment could include:

- a) Set up a timeline display of meaningful documents studied from the lesson, with appropriate captions;
- b) Create a piece of historical fiction set in 1850-1860 period. For example, students' could write letters or journal entries in the voice of someone working during the period before the Civil War, describing the key elements of their typical workday.
- c) Write and perform skits based on some of the documents or websites presented that dramatize the working conditions in the North, and slave labor in the South.
- d) Digital story telling. Students with access to technology can assess the websites provided and make their own historical fiction/non-fiction story using PowerPoint software or other multi-media software. Information on developing digital storytelling can be found at:

Digital story explication as it relates to emotional needs and learning.

(2005). Retrieved December 17, 2008, from

<http://affect.media.mit.edu/pdfs/05.sbdaily-sm.pdf>

Digital Stories Targeting Social Skills for Children with Disabilities. (n.d.).

Intervention in School and Clinic, 43(3), 168-177. Retrieved

December 20, 2008, from

<http://web.ebscohost.com.library.gcu.edu:2048/ehost/pdf?>

Encouraging Positive Behavior with Social Stories: An Intervention for Children

with Autism. (2008). Retrieved December 20, 2008, from

[http://www.familiesmattercoop.ca/uploads/newsletter/Social%](http://www.familiesmattercoop.ca/uploads/newsletter/Social%20Stories%20-%20Crozier37-6.pdf)

Enhancing children's health through digital story. (2008). Retrieved December

18, 2008, from

http://www.nursingcenter.com/prodev/cearticleprint.asp?CE_ID=79483820Stories%20-%20Crozier37-6.pdf

Interactive Multimedia Technology. (n.d.). Retrieved December 20, 2008, from

<http://interactivemultimediatechnology.blogspot.com/2008/09/resources->

The Educational Uses of Digital Story Telling. (n.d.). Retrieved December 20,

2008, from http://cnets.iste.org/students/s_stands.html

The Power of Storytelling: How Oral Narrative Influences Children's

Relationships in Classrooms. (n.d.). Retrieved December 20, 2008, from

<http://www.ijea.org/v2n1/>.

The Workforce and Technology Center. (n.d.). Retrieved December 20, 2008,

from www.dors.state.md.us/NR/rdonlyres/08.

Using Digital Correlation of 21st Century Skills to Digital Storytelling. (n.d.).

Retrieved December 20, 2008, from

<http://www.ncrel.org/engage/skills/skill21.htm>

Additional on-line documents can be found at:

<http://www.pbs.org/wgbh/aia/>

<http://memory.loc.gov/ammem/index.html>

<http://archnet.asu.edu/>

<http://www.archives.gov/education/>

<http://historymatters.gmu.edu/>

<http://www.ipl.org/>

<http://www.virginia.edu/cla/>

EXTENSION

For English Language Learners (ELL) students have the teacher read the lyrics to *Song Lyrics Sung by Protesting Workers at Lowell (1836)* and, then, listen to the recording of *Go Down, Moses* by Marian Anderson. Have the student' discuss their reaction to the songs with a partner and then have the class respond to the similarities and differences in the tone, style and lyrics of the songs. Have the students' discuss how many times they hear the word *slave* used in *Song Lyrics Sung by Protesting Workers at Lowell (1836)* to that of *Go Down, Moses*.

Achieving personal goals

I. Overview of Mental Retardation

1. Introduction to Mental Retardation
2. Teaching Students with MR: An Interview

Rationale and evaluation

The paper "Introduction to Mental Retardation" identifies the major issues that must be addressed in the teaching of students with mental retardation. My achievement has progressed from being able to generalize the basic principles of understanding the techniques and understanding the pit-falls inherent to teaching students with mental retardation to a more

refinement and nuanced understanding of the various social and educational implications associated with teaching students with mental retardation.

The second paper “Teaching Students with MR: An Interview” demonstrates my ability to speak directly to the professionals in the teaching field and have the teachers confide to me in an honest and direct fashion the challenges that they face daily in the classroom.

Introduction to Mental Retardation

Grand Canyon University

Introduction

When we see people around us, we observe that some lack normal physical abilities. For example, there are people who are unable to see, hear or speak and others who are unable to move around. These people are commonly known as physically disabled. Similarly, there are people who have poor and insufficient development of mental functions, including control over their body movements, their intelligence, social interaction and language, from birth or early childhood. This condition is called mental retardation (World Health Organization, n.d.).

At the global level, the last one-hundred years have seen a greater scientific understanding of people with mental retardation. This has been possible due to rapid advances in psychology, medicine, biochemistry, neurosciences, and other related fields. These advances can help prevent mental retardation, provide better care for those who are already mentally retarded and enable governments to make appropriate policies (WHO, n.d.).

Terminology Associated with Mental Retardation

Turnbull (2004) states that Individuals with Disabilities Education Act (IDEA) defines mental retardation as significant sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period

that adversely affects a child's educational performance (Turnbull, et.al, 2004, P.226-230). The characteristics of mental retardation are limitations in intellectual functioning and in adaptive behavior. These limitations require a variety of supports. According to the American Association of Mental Retardation (AAMR): Mental retardation is a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills. This disability originates before age 18 (Turnbull, 2004).

Intelligence refers to a student's general mental capabilities for solving problems, paying attention to relevant information, thinking abstractly, remembering important information and skills, and learning from everyday experiences, and generalizing knowledge from one setting to another. A student is regarded as having mental retardation when s/he has an IQ score approximately two standard deviations below the mean. Individuals with mental retardation have been thought to have impairments in memory, especially with short-term memory. Strategies to improve memory for individuals with mental retardation include: learning to quietly repeat instructions to them; moving objects in a particular order as an aid to remembering a sequence of activities that have been told to them. There are technological advances such as a handheld computer that allows the user to see a photo of them doing on aspect of the job at a time. It allows the user hear themselves or their teachers, job coaches, or employers prompt them about what to do during that aspect of the job, and in the next steps as well (Turnbull, 2004).

Individuals with mental retardation typically have difficulty generalizing the skills they have learned in school to their home and community settings, where there are different cues, expectations, people and environmental arrangements. In non-classroom settings, the cognitive demands on the students increase greatly, yet teachers' value instruction in typical environments

rather than simulated ones because those settings are where the students will have to function throughout their lives (Turnbull, 2004).

Research reveals that a student's low motivation often results from previous, frequent failures. Low motivation leads to a problem-solving style that is called outer-directedness. Outer-directedness is distrusting one's own solutions and looking excessively to others for guidance. This is a special concern for students with mental retardation because outer-directedness can make them vulnerable to control by others. Another coping mechanism related to mental retardation is called adaptive behavior: This refers to the typical performance of individuals without disabilities in meeting environmental expectations. Adaptive behavior changes according to a person's age, cultural expectations, and environmental demands. To determine a student's adaptive behavior skill set, teachers and other professionals focus on the student's conceptual skills, social skills, and practical skills (Turnbull, 2004).

Not surprisingly, self-determined students are more likely to achieve more positive adult outcomes, such as earning more money per hour, and then are peers who are less self-determined. They are more likely to have a savings or checking account and to express a preference to live outside their family's home. Students at the secondary level who are self-determined are more likely than their less self-determined peers to join their teachers and families in making important decisions about their classes, curriculum, and extracurricular activities (Turnbull, 2004).

Ethics and the Law

Informed consent and avoidance of harm are ethical issues that should be of concern to caregivers of individuals with intellectual disabilities and to the individual them self. Due to the nature of their disability, many mentally retarded individuals are compliant, many cannot

communicate their wishes, and still, many others lack the capacity to understand the notion of informed consent. The dignity of people with intellectual disabilities, based on their intrinsic value as human beings, requires respect and does not diminish with the absence or reduction of any ability.

Historians of mental retardation have emphasized that incarceration and sterilization were the only two policy options available in the late 19th and early 20th centuries, but a third option, euthanasia, was also suggested. The significance of the euthanasia option as the nation struggled to find a solution to the question of how to deal with what was thought at the time to be a sharp rise in the number of people with mental retardation in the United States in the late 19th and early 20th centuries. The rejection of proposals for euthanasia on moral and religious grounds and on the basis that custodial institutions, based on eugenics principles, were able to achieve the same end through a scientifically justifiable means (Hollander, 1989).

Court cases such as *Wendland v. Wendland* tested the extent of the powers of consent and autonomy as it relates to seeking a passive euthanasia solution to a problem by a family caregiver. In 1993 Robert Wendland incurred a severe head injury as the result of an auto accident. He was in a coma until January 1995 and recovered through several levels of consciousness until his death in 2001. According to Tom Marzen of the National Legal Center for the Medically Dependent and Disabled:

(had the ability) to operate a motorized wheelchair, to move him in a manual wheelchair, to balance momentarily in a balance frame, to indicate 'yes' or 'no' on a communication board, to draw the letter 'R,' to paint, and to play wheelchair bowling (Marzen, 2001).

The *Wendland* case went before the California Supreme Court. The decision from the Court centered on the decision-making powers of guardians of incompetent patients (Robert

Wendland). Subsequently, the state Court of Appeals ruled that California law allowed guardians to make life-ending decisions as long as they act in good faith based on medical advice.

According to the decision, courts were not:

To independently evaluate the expressed wishes of the patient before the disability or even the best interests of the patient, as long as the guardian had taken them into consideration. It meant that the person making the decision is the most important factor, not the wishes of the patient or even the patient's best interests (Townsend, 2001).

Tom Marzen stated: “To prove that the conservator is acting in bad faith or with evil intent, [which] is normally extremely difficult. [Fortunately, the advocates for Disabled Rights] the California Supreme Court's reversed the Appeals Court decision, meaning that conservators of conscious disabled patients have to meet a higher threshold of proof [to end life support, or with Robert Wendland] the removal of the feeding tube (Townsend, 2001).”

Identification of the Prevalence of Mental Retardation

According to the American Association of Intellectual and Developmental Disabilities (AAIDD), there are four categories of intellectual disability that are categorized by type: (1) biomedical: factor that relate to biologic processes, such as genetic disorders or nutrition; (2) social: factors that relate to social and family interaction, such as stimulation and adult responsiveness; (3) behavioral: factors that relate to potentially causal behaviors, such as dangerous and injurious activities or maternal substance abuse; and (4) educational: factors that relate to the availability of educational supports that promote mental development of adaptive skills (American Association on Intellectual and Developmental Disabilities, 2008).

Identification of Mental Retardation

Contributions of Biological and Medical Sciences

In 2008, researchers from the United States reported to have found a “clue to understanding the biology of gene-linked mental retardation (United Press International, 2008).” The onset of chromosomal disorders is a biomedical factor. Its cause is when a parent contributes either too much or too little genetic material. Chromosomal disorders are the cause of mental retardation for approximately thirty percent of individuals who require extensive and pervasive support. Research states that there are more than 400 mental retardation syndromes that have been identified, and Down’s syndrome is one of the most common of the chromosomal disorders, accounting for the largest number of cases in mental retardation (National Institute of Child Health and Human Development, 1993; Turnbull, et.al, 2004, P.231). A multidisciplinary approach is modeled by the National Institute of Child and Human Development that lays out a collaboration of networked centers that coordinates administrative and scientific work in developing new approaches in the treatment and prevention of mental retardation. Furthermore, The National Institute of Neurological Disorders and Stroke (NINDS) report on the advances in a number of collaborative fields and disciplines such as neurosciences, genetics, psychopharmacology, developmental neuropsychiatry, psychology, and education show promise of how cooperation can benefit the treatment and lives of those with mental retardation and developmental disabilities (NICHD, 1993: NINDS, 2001).

Contributions of the Behavioral Sciences

Individuals with mental retardation and developmental disabilities are estimated to be many times more likely than those in the general population to experience an emotional, behavioral, or psychiatric disorder; furthermore, despite multi-disciplinary advances, mental retardation is frequently a criterion for exclusion from research studies. The consequences of such disorders are severe, impacts family and career choice and affect their ability from being

included in family and community life (NINDS, 2001). The assessment and diagnosis of emotional and behavioral disturbance is particularly difficult due to intellectual, adaptive, and verbal impairments that limit reliability or reporting, and the presence of environmental factors that either produce or exacerbate the specific forms of pathologic behavior (NINDS, 2001). As a consequence of difficulties with diagnosis and assessment, persons with developmental disorders may not receive effective treatments, furthermore, the treatment received may actually be harmful, and they may be denied important services. Additionally, the lack of diagnostic tools holds back basic research into the etiology of mental retardation, which, of course, limits the development of effective rational therapies. Similarly, newer and safer medications are available for a range of emotional and behavioral disorders, yet few rigorous tests of their efficacy in individuals with mental retardation and developmental disabilities have been performed (NINDS, 2001).

Contributions of Education

In a report prepared by Cook (2002) states that teacher preparation experiences and instructional skills related to inclusion of special education students are inadequate. In a study on the preparation of students to teach special education students, the teacher's that participated in the study did not seem to think that general educators can effectively maintain classroom management for most students with disabilities; and indicate that general education classrooms are not the most appropriate settings for students with mental retardation, multiple disabilities, and emotional/behavioral disorders (Cook, 2002). Although, pre-service teachers who did receive intervention training aimed at improving their ability to adapt instruction for diverse learners indicated positive attitudes toward such interventions, however, were not able to practically implement the techniques, despite their teacher training beliefs in the importance of

inclusion. Furthermore, many of the pre-service teachers considered their ability to affectively teach inclusive students were in regard to personal characteristics (e.g., patience) and non-teaching experiences. The Cook report made it appear that newly trained teachers do not know how to adapt and individualize instruction and classroom management strategies (Cook, 2002).

This was echoed by a study conducted by Carter and Scruggs (2001) that evaluated first year special education teachers who teach mentally retarded students. The authors' listed a number of challenges of their first year special education teacher: class size, mitigated by the support para-professionals in the classroom; inadequate and inappropriate instructional materials; inadequate support, perceived by the teacher, from school personnel, administrators, veteran teachers to develop a plan to implement an appropriate level of inclusion for the teacher's students (Carter & Scruggs, 2001).

Interdisciplinary Collaboration

Interdisciplinary collaboration can have various foci of supports, resources and strategies necessary to promote the development, education, interests, and personal well being of a person with intellectual disabilities. Supports can be provided by a parent, friend, teacher, psychologist, doctor, or by any appropriate person or agency. Rather than mold individuals into preexisting diagnostic categories and force them into existing models of service, the supports approach evaluates the specific needs of the individual and then suggests strategies and services to optimize individual functioning (American Association on Intellectual and Developmental Disabilities, 2008).

One of the important supports is to provide job skills to the mentally retarded community. Bodine (2005) reports that functional limitations in the workplace can significantly impact an individual's ability to interact with information technology systems can include obsessive,

repetitive routines and preoccupations with a particular subject matter; developmentally inappropriate levels of attention, concentration, activity, distractibility and impulsivity. Cognitive disabilities impact an employee's basic skills, social skills or both. Other problems that may exist include an inability to manage time, restlessness, distractibility, poor memory, and the need for extra time and extra supports to complete projects. Interacting with information technologies by persons with cognitive disabilities in the workplace can be exceptionally frustrating and lead to abandonment of technology and often the job itself (Bodine, 2005).

However, the primary difficulty encountered by persons with disabilities, particularly those with cognitive disabilities in securing and succeeding at a job involves social skills. Poor social skills coupled with difficulty learning or executing job tasks frequently leads to difficulty maintaining employment. Available assistance for persons with disabilities include national and State programs such as the Division of Vocational Rehabilitation; the Office of Workforce Development; Community Boards; the ARC and other social service networks.

Bodine notes the person with cognitive disabilities struggle with everyday issues: time management for morning and evening activities; selecting appropriate work apparel; selecting and eating nutritious foods; negotiating the trip from home to work using public transportation; executing job tasks effectively. The cognitive disabled person needs effective, unambiguous collaboration between education, the private and public sector and the medical and health service providers for these types of supports (Bodine, 2005).

Conclusion

This paper provided a background on the terminology that defines the wide spectrum of disorders under the mental retardation umbrella from the biological, medical, and behavioral sciences and tying this together with the collaborative efforts of educators. It discussed the

evolving history of the ethical issues that are associated with some of the legal concerns of mentally retarded individuals who give their “voice” to others to make quality of life choices for them.

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Teaching Students with Mental Retardation Interview

Grand Canyon University

Research suggests that the diagnosis of mental retardation is made if an individual has an intellectual functioning level well below average and significant limitations in two or more adaptive skill areas. Intellectual functioning level is defined by standardized tests that measure the ability to reason in terms of mental age and intelligence quotient (IQ) below 70-75 (Mental Retardation, n.d.).

The following is a discussion that occurred during the week of January 5, 2009 with my newly formed SPED team. The special education team for SPE 596 includes: M. Grimmert, Special Education Teacher who has a cross-categorical classroom at Canal Winchester Middle School; S. Hinkle, U.S. History teacher at Canal Winchester Middle School; U. Marioth, Art teacher at Canal Winchester Middle School. On Thursday, January 8, 2009 the following discussion covering terminology, law and identification of mental retardation and the impact of the characteristics of mental retardation has on learning, social attitudes and curricular needs was conducted with my SPED team.

In Mrs. Grimmert's classroom, she teaches seven students that cover a spectrum of special education interventions: autism (1); cognitively delayed (4); Down's syndrome (2); cerebral palsy (1). Most of Grimmert's eight students are in inclusion classrooms, requiring extensive modification of assignments and exams for her students to meet state curriculum requirements.

From her review of student's curriculum and cumulative files, assessment of the MR student starts early when Grimmert states:

I have become aware of the 'Infant-Pre-school Play Assessment Scale' that enables teachers, clinicians, and other care-givers to systematically observe children at play and other routines or natural environments for the purpose of (1) determining a child's development level of functioning; (2) identifying developmental gaps, skill deficits, and emerging skills; and evaluating a child's progress. It can be used to monitor a child's progress on an on-going basis in their own natural environment, such as at home, day care center or play group once a child is older and demonstrating higher skills then assessment can move to such tests as: Comprehensive Test of Non-Vernal Intelligence

(CTONI) to measure cognitive ability; Woodcock-Johnson Tests of Achievement (WJ) to measure academic skills; and Developmental Profile II to measure developmental skills (M. Grimmatt, personal interview, January 8, 2009).

With the problems associated with assessing students with MR, Grimmatt states that it is the environment of where the MR student resides and society's view of testing which led her to conclude:

I remember discussing in college the 'School Day MR Kid' which referred to the kid who was unsuccessful in school and tested into special education but, if he lived in your neighborhood, you might never realize it. He blended right in with other kids outside of school. It was only in the structured, left-brained environment that he was labeled (M. Grimmatt, personal interview, January 8, 2009).

Adaptive skills are the abilities needed for daily life, which include the capability to produce and understand language (communication); home-living skills; use of community resources; health, safety, leisure, self-care, and social skills; self-direction; functional academic skills (reading, writing, and arithmetic); and work skills (Mental Retardation, n.d.). As for her own experiences in assessing adaptive behavior, Grimmatt states:

It is always best to have two or more people fill out those evaluations. The checklists are very subjective. A parent may see their child as independent in certain skills while the teacher sees a need for more mastery. Sometimes a child is also able to perform certain tasks in the special education classroom but fails to do so in a regular education classroom with more distractions (M. Grimmatt, personal interview, January 8, 2009).

The characteristics of Grimmatt's MR students that result in eligibility for special education, she states are:

Sometimes, to some teachers and administrators, it's 'cut and dried' (obvious): a student who has Down's syndrome, or a student with autism, or even a student who has TBI, however, sometimes, it isn't so obvious. Either way, the student must be below grade or age level cognitively, academically and adaptively. They must meet all criteria in order to qualify for services (Ibid, 2009).

The problems associated with MR, according to Grimmatt are varied and complex. While their verbal skills are evident, it is limited and can simply take the form of responding yes or no to question. She states:

The question of 'why' usually elude them since they have a difficult time with cause-and-effect relationships. Their response to auditory input can be slow; they seem to need more processing time to follow directions and/or respond to questions. They do much better when statements or directions are (constantly) repeated for them (M. Grimmatt, personal interview, January 8, 2009).

Furthermore, descriptions can also be a source of frustration for MR students. For example they can understand words such as backward/forward or hard/soft, but have difficult time using the same words in expressive language writing. Labeling common objects in word finding problems is also a problem for MR students. According to Grimmatt, during these types of exercises, it is important to give the MR student associative clues, which does seem to help with their retrieval of words. A communication disorder impacts the ability of the MR student curriculum material and to use expressive language effectively that impact testing situations (Ibid, 2009).

In regards to special education and law, the SPED team agreed that as teachers it is important to be aware of parental rights within the school system. With passage of Public Law

94-142 in 1975 all handicapped children between the ages of 2.8 years through 21 years are entitled to a free appropriate public education within the least restrictive environment. The least restrictive environment clause means that a student may spend all or any part of his day in a regular classroom.

The following are the students in Mrs. Grimmert's class. It discusses their individual disorder along with the goals taken from their individualized education plans (IEP) that Mrs. Grimmert, Mr. Hinkle and Mrs. Marioth have designed for each student. To keep their identities private, for this paper, I have just included their initials to describe the individual students' characteristics.

KD: is a Euro-American Down's syndrome teen. He reads 3rd grade material, (although he is in an 8th grade classroom) with at least 80% accuracy. He uses dictionary and the internet to look up definitions of words. His grandparents believe that their grandchild has skills with computer technology because he spends a lot of his free time playing computer games (i.e. Doom); although he does have some interests in graphic arts because of his fascination (albeit a compulsion) in reading Japanese anime comic books. It is his grandparents dream for KD to go to a two year college. Mr. Hinkle would like KD to be able to do short identification types of activities, such as match a name to an event. Mrs. Grimmert would like to see KD complete tasks in a specified amount of time as long as the task does not include drawing or coloring. It takes KD a large amount of time to complete an activity.

RH: is an Asian-American Down's syndrome teen. His adoptee parents would like to see RH to work on his social skills and to become more behaviorally independent. They would like for RH to increase his self-esteem (i.e. not to be afraid to answer a question when he is unsure of the answer). He does participate in the general curriculum in music, art, social studies and

science; however, all assignments and tests are modified. Mr. Hinkle would like RH to master the identification of five events using cue cards; Mrs. Marioth would like for RH to be able to work more independently without assistance on certain assignment procedures such as drawing a straight-line between two points after the lesson has been modeled for him.

JB: is a Euro-American cognitively delayed teen. He is a personable 8th grade student. He gets along well with his peers and his teachers. He has a great sense of humor and is very talkative and social. He can effectively carry on a conversation with staff as well as with peers. His parents believe that he can succeed in high school and beyond with modifications because he has been able to maintain a C or better in every subject; they would like to see him go to a community college and live independently after high school graduation. Mrs. Grimmert, says that JB will read short stories or passages at a 4th grade level with 80% accuracy; although JB is a the 8th grade level. Mr. Hinkle, with some modification, can attain success in the 8th grade social studies curriculum.

MR: is a Euro-American autistic pre-teen. She participates in language group well and is able to answer basic questions about stories or activities with occasional cues. Her parents would like to see MR develop skills for community living in the future. Due to cognitive and social delays, MR does not participate in general education curriculum with her typical peers. She does participate in lunch, recess, music and art with them. Mrs. Marioth would like to see MR complete simpler tasks by herself.

II. Life Goal Planning for Individuals with MR

1. Explaining the IEP Process to Parents of Students with Mental Retardation
2. Resource Directory

Rationale and evaluation

Resource List

Grand Canyon University

Department	Address	Phone Number	Website
Delaware County Board of Developmental Disabilities	106 Stover Drive Delaware, Ohio 43015	(740) 368-5800	http://www.dcbdd.org/
<p>Overview: To ensure the availability of programs, services, and support that assist eligible individuals with mental retardation and other developmental disabilities in choosing and achieving a life of increasing capability such that they can live, work, and participate in the community, and to assist and support the families and friends of these individuals in achieving this objective. Persons with disabilities have the same rights as other citizens notably the right to live and participate in the community.</p>			
<p>Strategy: Social, Living, Transitional and Vocational: To enhance the ability of individuals with mental retardation to make life choices in educational, facilitative, vocational, recreational and residential services. Services and support will be based upon the needs of the consumer and in the least restrictive manner. Parenting Mentoring Groups are available to families with children who have mental retardation and other associated disabilities.</p>			
Franklin County Board of Mental Retardation and Developmental Disabilities (FCMMRDD)	2879 Johnstown Road Columbus, Ohio 43219	614-475-6440	http://www.fcblrdd.org/default.aspx?id=0.0
<p>Overview: The FCBMRDD is a county agency providing supports to children and adults who have mental retardation or other developmental disabilities. Services are provided to residents of Franklin County, Ohio.</p>			
<p>Strategy: Vocational, transitional and living skills are taught to students and the families who are caregivers to individuals with mental retardation such as the Early Childhood Education and Family Center; Bixby Living Skills Center and the Hague Living Skills Center. Family service centers are also provided along with a transportation center to assist in the transport of clients to shopping centers, job sites and vocational training centers.</p>			
Hocking County MRDD	1369 E. Front Street P.O. Box 387 Logan, Ohio 43138	740-385-6805	http://www.hockingcountymrdd.org/index.html
<p>Overview: Services provided through the Service & Support process are person-centered. It supports individuals in determining and pursuing life goals, working with families, guardians, and natural supports to access, provide, and/or enlist whatever support is needed in any life area, including protective intervention; and maintaining the individual as the focus while coordinating services across multiple systems.</p>			
<p>Strategy: Vocational, Transitional, and Living. Adult Services are coordinated through the not-for-profit Hocking Valley Industries, Inc. (HVI). Individuals receiving services through HVI have the opportunity to become HVI employees and earn wages. Traditionally, the Adult Program provided services at adult centers with a focus on sheltered employment. HVI offers a wide spectrum of vocational and habilitation services and opportunities designed to increase the development of independence, responsibility, and self esteem through coordinated</p>			

programming.			
Knox County Board of MRDD	11700 Upper Gilchrist Road Mt. Vernon, Ohio 43050	740-397-4656	http://www.knoxmrdd.com/#
<p>Overview: To provide an inclusionary framework for individual with developmental disabilities for the goal of becoming active participants into the community. The Knox County Board of MRDD believes in <i>person-centered</i> planning. The <i>person-centered</i> approach creates a team of people who know and care about the individual with a disability, who come together to develop and share a dream for the person's future, and who work together to organize and provide the supports necessary to make that dream a reality. The goal is to organize truly individualized, natural, and creative supports to achieve meaningful goals based on each individual's strengths and preferences. Central to person-centered planning is a circle of friends and supporters, including the person with a disability, family members, friends, peers, teachers, and other service providers. The individual's team meets at least once a year to evaluate progress and to create a plan for the coming year. The <i>Essential Lifestyle Plan</i> or <i>ELP</i> is meant to be a unique reflection of each individual's personality, lifestyle goals, needs and progress. The objective of the ELP is to discover what is important to a person in everyday life; and what is important for a person in order for them to stay healthy, safe and have a quality life. When goals and areas of need are identified the plan directs services that work towards a fuller and more independent life for each individual. This plan also acts as a "contract" with service providers to provider the services outlined as frequently and for the length of time that the team decides.</p>			
<p>Strategy: Social, Living, Transition and Vocational. The Knox County Board of MRDD has a Child Team of Service and Support Administrators that specialize in the unique needs of children with developmental disabilities and their families. Assistance provided includes: In the IEP process at the request of the family to assist with parent /child issues; assistance with transition from pre-school to school age and from high school to adult; assistance in coordinating with other service agencies to meet the needs of families and individuals with disabilities and assistance with accessing community transportation. The Knox County Board of MR/DD provides support to individuals with challenging behaviors. Such individuals and their interdisciplinary support team are led through an assessment process by a County Board specialist to ascertain the nature, function and antecedents of their behavior. A formal behavior plan or behavior guidelines may then be developed to identify preventative measures and appropriate interventions for direct care providers to utilize to support the individual during problematic episodes as well as reinforce appropriate replacement behavior for the future.</p> <p>It also provides for the Social well-being for its MR citizens with clubs and organizations that help individuals learn about their own strengths and to give back to the community through advocacy or community service. It supports the <i>People First of Ohio</i> a self-advocacy group that helps individuals learns about their rights and exercises their ability to speak out for themselves to make changes in their lives.</p> <p>Education and training programs are provided in Vocational Habilitation services designed to teach and reinforce concepts related to work such as: responsibility, attendance, task completion, problem solving, social interaction, motor skill development and safety issues.</p>			
MRDD Fairfield County	795 College Ave. Lancaster, Ohio 43130-1082	740-687-7240	http://www.fairfieldmrdd.com/contact.htm

Overview: The Fairfield County MRDD program is based on four tenets: (1) Freedom: through individualized budgets, people with disabilities will be able to use public dollars to build a life rather than to purchase pre-determined programs; (2) Authority: Individuals with developmental disabilities will have meaningful control over a set amount of dollars that can be used to build the supports they need. They will be able to purchase only what is needed and pay for only what is received; (3) Support: Support is the opposite of “programming.” Individuals with disabilities will be assisted to nurture informal relationships with family and friends as part of a support network. For those individuals who currently do not have these resources in place, the MRDD of Fairfield County will strive to create this informal network; (4) Responsibility: People with disabilities will assume responsibility for giving back to their communities, for seeking employment whenever possible, and for developing their unique gifts and talents.

Strategy: Vocational training through the Fairfield Industries Program; Sheltered workshop programs such as paid work experience through a variety of assembly, packaging and collating contracts in a supported work environment. *Blue Shoe Arts*, which provides an opportunity for individuals to make money while exercising their creativity. Social and Living skills are provided through four habilitation groups in which individuals learn basic communication, self-care and social skills. In addition, specialized supports may be in the areas of behavior, occupational therapy and personal care assistance. Each person has an individual plan that is implemented in a variety of ways, including participation in the community. Activity groups are provided to individuals who have chosen to access social, leisure and recreational pursuits. Social aspects of making friends, getting along within a group and being a part of the community are emphasized through individual behavior support programs as needed.

The Nisonger Center	McC Campbell Hall 1581 Dodd Drive Columbus, Ohio 43210	614-292-0775	http://nisonger.osu.edu/index.htm
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Overview: The Ohio State University Nisonger Center is to work with communities to value and support the meaningful participation of people with disabilities of all ages through education, service and research. The Center provides assistance to organizations, families and service providers to promote inclusion of people with disabilities in education, health, employment and community settings.

Strategy: Social, Living, Transition, Vocational. They are focused on giving family support and training and have programs in sibling support to those who have brothers or sisters with mental retardation. They provide a Family Directed Clinic which provides families with an interdisciplinary evaluation of their child’s developmental strengths, skills and needs including a medical diagnosis and complete developmental profile of the child. Parents are able to discuss their child with a team of professionals including: a developmental behavioral pediatrician, speech language therapist, occupational therapist, physical therapist, audiologist, clinic coordinator, family advocate, and medical dietician who also evaluate the child’s developmental and behavioral abilities. The evaluation consists of a review of the child’s previous medical, educational, and therapeutic records, a clinical interview with the parents and other significant care providers, and an assessment of the child’s current development. The developmental assessment is completed by the team and consists of unstructured play based observation and interactions, structured testing, and a physical examination. Findings and recommendations are discussed among the team, including parents, on the day of the evaluation to develop ideas for supports and services and to provide a medical diagnosis. A formal report is sent to parents after the evaluation.

Ohio Department of Mental Retardation and	State of Ohio Department of Mental Retardation	1-877-464-6733	http://odmrdd.state.oh.us/contact/address.htm
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Developmental Disabilities (ODMRDD)	and Developmental Disabilities 30 East Broad Street 13th Floor Columbus, Ohio 43215-3434		
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Overview: The ODMRDD is responsible for overseeing a statewide system of supports and services for nearly 80,000 Ohioans with mental retardation or other developmental disabilities and their families.

Strategy: Provides supports in living skills to the MRDD community.

Ohio Developmental Disabilities Council	8 East Long Street, 12th Floor Columbus, Ohio 43215	614-466-5205	http://ddc.ohio.gov/Index.htm
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Overview: The Ohio Developmental Disabilities Council (ODDC) was created to help improve independence, productivity and inclusion for people with developmental disabilities and their families in community life.

Strategy: Social & Living; Transition & Vocational. The ODDC lists on their website several important programs that are of interest to parents and educators of students with mental retardation.

- The AVERT Project (Abuse, Violence, Education, Recognition Training) Project designed to reduce the risk of abuse, including domestic violence and sexual assault, of people with MRDD. This will be accomplished through providing specialized education/instruction and technical assistance to service providers in the field of MRDD and victim advocacy, to parents, and family members.
- Housing location services are available through the ConnectmeOhio- Housing Locator program in which people with disabilities and their families will have housing information about accessible and affordable housing that will allow them to have the same housing opportunities and choices available to them as their peers.
- To maximize the educational potential of children with disabilities, families are assisted in understanding the educational options and rights available to them. The project provides services to expand the knowledge and skills of the families of preschool children. Families acquire tools to establish an informed advocacy base that will effect positive systems change in the education system. Special emphasis on transition of children from the early intervention system to the education system is addressed through the development of a transition model.
- Project REACH (Rehabilitation Employment Awareness for Colleges and High Schools) will promote employment opportunities in the MRDD field focusing on the underserved populations in area colleges and high schools, through information dissemination and workplace experiences.
- Project SEARCH is a high school transition program whose mission is to serve people with disabilities through innovative workforce and career development. The outcome has been competitive non-traditional employment for many high school transitions students in various fields including, dental schools, hospitals, commercial banks, and the city parks and recreation department for the city of Cincinnati. Throughout all the services provided through Project SEARCH, its practices are designed to maximize the skills and talents of people with disabilities while simultaneously providing business benefits. The project works to ensure that people with disabilities are treated fairly with regard to employment issues including hiring, disciplinary actions, and opportunities for career development.
- Transportation Rights Project: Persons with disabilities will be empowered to be more effective advocates by participating in statewide training initiatives designed to educate them on their rights under Title II (Transportation) and Title III (Transportation) of the American with Disabilities Act. (ADA). The grantee

will conduct the following:

- ✓ A statewide training for people with disabilities and others regarding Title II and Title III of ADA.
 - ✓ A train-the-trainer program in order to train people to go back to their local communities and provide training.
- Project: S.O.S. (Support of Siblings): its mission is to empower adult sibling and other family members as well as self advocates statewide with knowledge, skills and tools to evaluate the quality of paid supports, participate in the creation of innovative support model, impact public policy, and raise the standard of living of their family members with a disability.
 - Young adults with disabilities are not receiving the knowledge and skills they need for self-care and self-advocacy related to their health and medical care. Such knowledge and skill development can decrease the development of secondary conditions and help preserve function in the adult years. This grant will help educate individuals with disabilities with the knowledge and skills needed for self-care and self-advocacy related to their health and medical care. Family Support Council to increase statewide availability of individualized supports to families of children with developmental disabilities.
 - Youth with disabilities who attend inner city schools, and their families, will be trained on Transition planning so they will have increased involvement with school personnel, and how to use self-determination regarding Vocational Training or Post-secondary education which will lead to employment. While transition services are intended to prepare students to make the transition from the world of school to the world of adulthood, planning what type of transition services a student needs to prepare for adulthood is critical. In preparation for transitioning, the IEP Team considers vocational leading to employment and post secondary education leading to employment. It is a multifaceted project that targets inner city minority youths beginning at the age of 14.
 - A very innovative program which is not discussed much in literature concerning juveniles with mental retardation is associated with Juvenile Offenders with Developmental Disabilities and Victims of Crime Statewide Training Project. A statewide training program will be developed and implemented for all stakeholders who serve juveniles with disabilities that address the needs of juvenile offenders with mental retardation or other developmental disabilities and victims of crime with disabilities. The expectation is that the training will include but not be limited to the following:
 - ✓ The established Partners in Justice Model will be expanded to include juvenile offenders;
 - ✓ Personal safety training will be provided to individuals with developmental disabilities and those who support them to reduce the likelihood of futures victimization;
 - ✓ The generic crime victim service system will learn to better serve victims of crime with developmental disabilities.

State Support Team, Region 11 (SST11)	2080 City Gate Drive Columbus, Ohio 43219	614-753-4690	http://www.cositpd.org/se.html
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Overview: State Support Team Region 11 (SST11) provides current information on services for children with disabilities age’s birth through age 8, through professional development, technical assistance and information dissemination. It promotes strong family/educator partnerships to enhance the school success of children with disabilities. SST11 offers information on issues which impact families of children with disabilities through learning opportunities, technical assistance, consultation, and meetings. A Family Services consultant works collaboratively with Central Ohio school districts, parent mentors, agencies and other groups to provide support

and information to families of children with disabilities. The consultant also serves as a liaison between families and school district personnel to foster positive family/educator collaboration and teamwork.

Strategy: Living & Transition. SST11 offers information on issues which impact families of children with disabilities through learning opportunities, technical assistance, consultation, and meetings. A Family Services consultant works collaboratively with Central Ohio school districts, parent mentors, agencies and other groups to provide support and information to families of children with disabilities. The consultant also serves as a liaison between families and school district personnel to foster positive family/educator collaboration and teamwork.

Union County Board of Developmental Disabilities	1280 Charles Lane P. O. Box 384 Marysville, Ohio 43040-0384	937- 645-6733	http://w2.co.union.oh.us/MRD/D/mrdd.html
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Overview: To ensure that individuals with disabilities become fully integrated into the community through childhood education services and sheltered employment opportunities.

Strategy: Social, Living, and Vocational. The Harold Lewis Center provides early childhood education for young children with disabilities. Individualized programs and services are developed for each eligible child and may include Speech Therapy, Physical Therapy, Occupational Therapy, and/or Adapted Physical Education to meet the identified needs of the child. The LIFE (Learning and Intervention for Family Enrichment) Early Intervention Program is comprised of a team of child development professionals who work together with families to provide early identification and family-centered services to infants and toddlers with developmental delays or disabilities. The LIFE program ensures that children receive appropriate services, encourages parents to utilize community resources and services, and assists them with understanding the present and future needs of their children. The Early Intervention program is coordinated with other community agencies and the family so that services are flexible, builds upon family strengths, and responds to family wishes. Home based as well as center based services are available and are provided through the Individualized Family Service Plan (IFSP). Sheltered employment provides a supportive environment that allows people an opportunity to work no matter what their level of productivity. Some individuals with mental retardation use sheltered employment as an opportunity to develop daily routines and work habits that can be transferred to a job in the community. For those people not interested in a community job, sheltered employment provides a productive day, socialization, and a chance to earn a paycheck.

III. Diagnostic/Prescriptive/Evaluative Teaching of Students with Mental Retardation

1. The Role of DPE and Goal Analysis in Teaching Students with Mental Retardation
2. Curriculum Guides for Social, Living, Transition, and Vocational Skills

Rationale and evaluation

The interview paper “The Role of DPE and Goal Analysis in Teaching Students with Mental Retardation” is an example of effective interviewing skills for professional teachers to

undertake in evaluating the effectiveness various teaching skills. In this example I explore the importance of goal analysis with a special educator and her approach to teaching students with mental retardation. This exercise made me better understand the theoretical concepts of DPE within the context of a real classroom setting.

The “Curriculum Guides for Social, Living, Transition, and Vocational Skills” of this document include curriculum guides for Social, Vocational, Daily Living and Transitional skills. The lessons, activities and websites are appropriate for students with mental retardation and compiled by effectively working with my Collaborative Learning Community.

The Role of DPE and Goal Analysis in Teaching Students with Mental Retardation

Grand Canyon University

Interview with Nancy Diley-Smith, Middle School Cross-Categorical Classroom Teacher, January 19, 2009.

What role do such procedures play in the daily class?

It is all part of the process of the least restrictive environment: from the broad plan as interpreted by the (IEP) to the specific plan of goal instruction. Once the student is placed into the classroom, then on-going initial assessments are made according to the IEP in order to implement that diagnostic plan. Then the skills that the student has retained from the prior year must be evaluated.

For example Abdul is a 6th grade student who has mental retardation and has limited verbal skills. His IEP refers to be able to perform simple addition and subtraction tasks. However, he has short-term memory problems. It has problems in differentiating between a subtraction sign and a plus sign and knowing how to perform the procedure based upon the sign. In order for him to commit these procedures to long term memory, the lesson must contain

repetitive skill enhancements throughout the entire school year. A laminated place mat is on his desk so that he can recognize the symbols independently.

The special educator, Diley-Smith, uses a math program called VersaTiles by ETA Cuisenaire (Retrieved January 19, 2008, from <http://www.eta-cuisenaire.com/versatiles/vthome.jsp>) which she works with Abdul one-on-one. This way he is exposed to other math skills. He sits down with the teacher, and other math concepts are taught such as number sense, measurement, geometry, data analysis at his ability level. This way Abdul is not limited to the constraints of the IEP by exposing him to more advanced learning techniques.

Another student in Diley-Smith's classroom, Christopher, applies goal instructional analysis (GIA). Christopher is an 8th grade student with mental retardation. He has long-term retention skills but needs life skill training. The special educator has Christopher verbalize and write his daily morning and evening routines. In Christopher's case, which is somewhat unusual, according to Diley-Smith, both parents are also mentally retarded. The father is gainfully employed in a grocery store; the mother stays at home. It is vitally important for Christopher to be proactive in developing self-efficacy skills. This is accomplished by developing and following through on his routine chart which consists of brushing his teeth; getting dressed; eating breakfast; getting his backpack ready; choosing proper outdoor clothing; waiting for the bus.

The teacher, Diley-Smith, has Christopher read a series of books in the Starfall phonetic program (Retrieved January 20, 2009, from <http://www.starfall.com/>). He has to complete the activities on the website along with the written activities in the classroom: fifty minutes of small group reading of four students with the teacher. Two of the students are at Christopher's reading level, early 3rd grade, while the other two students are at 1st grade level. Within their reading

groups they read vocabulary words that go with the story then they read the story; work on the accompanying worksheet independently, then they write in their journal.

The journal writing has to reflect what they had read from the story and each student must complete two sentences of their own to reinforce their comprehension skills in reading the story. Six words per sentence is the teacher's requirement. If not the student needs to complete the work and will be considered incomplete if the minimum six words per sentence is not met. Each student then reads their story independently to the teacher. They work on worksheets: the teacher reads the directions of the worksheets which are fill in word patterns and story comprehension questions followed by fifty minutes of responding to the questions.

The next fifty minutes is spent in the computer lab which is outside of the classroom domain. The teacher and paraprofessionals take all students to the computer lab. The students have headphones, which are cleansed prior to each use. They are required to independently access the Starfall program. They were instructed in the classroom which story they need to access and do the activities related to that story from the website. The students are required to identify the beginning and ending sounds and type in the word that is said to them along with the visual that is displayed on the screen. The teacher and the paraprofessionals monitor the progress of each student while the student is doing the exercise. The program will not allow the student to advance until the student has successfully completed prior lessons.

The teacher's classroom management is based upon a graduated color scale in which a student starts at green and as their behavior becomes progressively less acceptable will ultimately enter the red zone which results in a loss of privileges and activities. The expected student behavior is conspicuously posted in the classroom such as keeping hands to your self; no disrespectful behavior towards the teacher or other paraprofessionals in the classroom; no name

calling in the class. These behaviors are expected to be observed outside of the classroom as well such as lunch, gym and computer lab time

Curriculum Guides for Social, Living, Transition, and Vocational Skills

Grand Canyon University

Social Strategies Strategy 1

- I. Social Stories
- II. The use of social stories is a technique of teaching social and life skills to children with autism, mental retardation and severe communication disorders. Social Stories break down a task or social situation into small steps. Pictures or photographs may play a key role in Social Stories for many children and adults. Teachers use social stories to work to improve social understanding on both sides of the social equation, helping individuals with ASD and MR to communicate and interact more successfully with the people with whom they live and work.
- III. Task Analysis
 1. Identify the target behavior you wish to change or maintain
 - a. Focus on writing the social story about the behavior you want the individual to learn or increase
 1. Define the target behavior and collect the data
 2. Complete the following steps to develop an effective social story
 - a. Observe situations that often present problem behaviors
 - b. Ask the student for her perspective of the specific situation
 - c. Interview teachers, parents, and members of community concerning student's behavior (see questions)

- d. Gather information about the child's interests, abilities, impairments, a motivating factors
 - e. Determine the topics for the social story
 - f. If possible, videotape the situation. Then watch and discuss it with the child to determine his perspective of the behavior and why it occurs.
3. *Questions to determine target behavior*
- a. Does behavior ever occur following a request to perform a difficult task?
 - b. Does behavior ever occur when student wants to get a toy, food, or activity that she has been told she cannot have?
 - c. Does it appear as if the child enjoys performing the behavior? (It feels, tastes, looks, smells, and/or sounds pleasing.)
 - d. When behavior occurs, does the child seem calm and unaware of anything else going on around him?
 - e. Does the behavior occur whenever you stop attending to the child?
- b. Write the Social Story
- o Descriptive sentence-tells where the situations occur, who is involved what they are doing and why.
 - o Perspective-describes the reactions and feelings of the student and the other people. Make this clear.
 - o Directive statements tell the student what behavior is expected of them.
 - o The control-after the social story is read, student talks about to help him remember the information from the social story.

**According to Carol Grey, a good social story includes the following*

characteristics:

- One directive or control statement for every two to five descriptive and/or perspective statements
- One to three sentences per page may be appropriate for some students
- Address only one concept per page, depending on the child's cognitive skills.
- Photographs, illustrations, or picture icons help the student understand the social story.

IV. Assessment

1. Observe the student's behavior and comments when the story is presented
2. Conduct ongoing data collection on the child's behavior
3. Compare your observations to those of teachers, parents and others. Collect data now that the story has been implemented and compare to the previous data.
4. If modifications are needed, change only one aspect of the social story at a time.

V. Resources

Social Narratives. (2009). *Regional 2 Lending Library*. Retrieved February 11, 2009, <http://www.region2library.org/SocialStories.htm>.

Social Stories: Introduction. *Home I Can*.

<http://www.autismnetwork.org/modules/social/sstory/index.html>.

Social Skills Strategy 2

I. Good News Box

- II. *Goal:* Students will display acts of kindness, consideration, patience, cooperation, and encouragement.

Objectives: Students will recognize acts of kindness each week and write a praise note.

III. Task Analysis

1. Establish the Need

- a. Each week the teacher will use storybooks to introduce acts of kindness, consideration, patience, cooperation, and encouragement.
- b. After reading the stories, and pointing at the examples of kindness, consideration, patience, cooperation, and encouragement ask children for examples of these behaviors in the classroom.

2. Identify the Skill components

- a. Rephrase some of the examples of expected behaviors given by the students if necessary.
- b. Describe opposite behaviors, and ask students: Are these good things to do?
- c. Ask students what will happen if you display opposite behaviors at all times?

3. Model the Skill

- a. Some suggested situations which can be modeled are:
 - 1) Helping classmates who have motor difficulties to pick up belongings.
 - 2) Praising or motivating others with a “good job” or “you can do it”
 - 3) Offering to help teacher in distributing materials.

4. Role Play

- a. Have students role-play acts of cooperation, kindness, patience, and encouragement.

5. Practice

IV. Materials: A box with the label Good News and index cards

- a. The good news box will be displayed in the classroom, and the teacher will explain to the students that each time they see acts of kindness, consideration, patience, cooperation, and encouragement, they will write a praise note stating who and what and then place it in the box.
- b. At the end of the week, the teacher reads out the praise notes to the classmates and gives them their praise notes.
- c. Teacher needs to make sure that all students at some point receive a praise note for the desired behavior.

Accommodations: Teacher will help students with motor difficulties writing their notes if necessary.

V. Assessment

The teacher will observe the students and monitor the recognition of the behaviors to be *praised by them*.

VI. Reference:

Activities to Support Good Social Skills in the Classroom. (Watson, 2008). Good News Box. Retrieved on February, 12, 2009 from <http://specialed.about.com>.

Social Skills Strategy 3

I. Manners Matter

II. Objective: To teach manners such as turn-taking to students with multiple disabilities.

III. Materials Needed: Ball/jump rope, snacks/food that involves eating or waiting line.

IV. Procedure

1. *Setting:* Playground, Cafeteria, or Classroom wherever manners can be reinforced.

2. *Anticipatory Set:* Display pictures of different settings which depict a student waiting in line for their turn to either play or be served.
3. *Guided Practice:* Model either with another teacher or paraprofessional or a willing/capable student the following teaching objectives
 - i. Offer: Hold up the ball or jump rope or food item and make the gesture of offering while moving the object toward the recipient.
 - ii. Ask: While making the offering gesture, ask if they would like a turn or the food.
 - iii. Wait: Wait 5 – 10 seconds for the correct response of, “Yes, please.”
 - iv. Reinforce: When the correct response is given and the student has taken the item another response is required of “Thank you” or they can make an appropriate gesture.
 - v. Give prompts when there is no response within 5-10 seconds.
4. *Group Practice:* Students will role play the above situation or similar situation to gain understanding of the concept.
5. *Closure:* Ask the students if through their role playing they have depicted what each picture displays. Ask how and when they can use what they learned with their manners.

V. Assessment:

Record the possible number of opportunities for turn-taking or scenarios where they can use their manners. During recess activities, snack time, or lunch period, record the correct student responses. Offer prompts when necessary.

VI. Reference

Leighton, G., & Stanfield, J. (1987). *Mind your manners: To teach essential social skills to special need students*. Santa Barbara, CA: James Stanfield Company.

(IM 395. LEI – Instructional Material Videotapes).

Social Skills Strategy 4

- I. Social Behavior at Lunch and Dinner
- II. Objective: To teach students to identify appropriate and inappropriate behaviors during social gatherings such as lunch and dinner.

- III. Setting and Materials:

- Settings: Home or classroom

- Materials:

- 1. Video camera
 - 2. TV
 - 3. DVD/VCR player
 - 4. Response sheet
 - 5. Tokens
 - 6. Tangible Rewards (candy, toys or other small prize)

- IV. Content Taught

- Each student is taught to identify the appropriate and inappropriate behaviors that they exhibited in social situations and to recognize when appropriate behaviors should be exhibited.

- V. Teaching Procedures

- Prior to training record 16 videos of student in social settings (e.g., lunch or dinner)*

- Pre-training

1. Select target behaviors by collaborating with student, teacher, parents, and related service providers
2. Ask student to provide three examples of appropriate social behavior (e.g., reacting in a normal tone of voice)
3. Ask student to provide three examples of inappropriate social behavior (e.g., reacting to a peer violently)
4. Verbally present eight examples of interactions recorded in the class
5. Present eight videotaped examples of interactions of unknown persons.
6. Present 16 videotaped examples of student in social settings
7. Have student classify each videotaped example as appropriate or inappropriate behavior.
8. Based on examples teacher and student should define target behaviors in the examples
9. Continue pre-training until student classifies 80% of examples correctly.

Teaching Procedures

1. Have student view 7.5 minutes of videotape from lunch, dinner, or other social event.
2. Every 30 seconds, stop video and ask student whether the behavior they observed was appropriate or inappropriate
3. Have student record their answer on a response sheet
4. Replay video and (teacher) record appropriate and inappropriate behaviors
5. Compare responses

6. Once teacher and student agree on inappropriate target behavior praise student for recording correctly
7. Ask student to provide an instance of interacting appropriately with others
8. Once teacher and student agreed on appropriate behavior praise the student
9. If there is a disagreement, view video again
10. After student meets criteria set for three consecutive sessions they can exchange their tokens for a tangible reward
11. Encourage students to conduct strategies learned while in the social setting
12. After dinner or other social situation ask student whether they had demonstrated the target behavior almost never, sometimes, or almost always

During the session students can earn tokens (points) for identifying appropriate and inappropriate behaviors. [Number of appropriate behaviors needed to earn a token to be determined prior to viewing the video]

VI. Evaluation

1. Have teacher and student answer on response sheets, and then record agreements and disagreements

VII. Reference

Embregts, J.C.M. (2000). Effectiveness of video feedback and self-management on inappropriate social behavior of youth with mild mental retardation. *Research in Developing Disabilities*, 21, 409-423 retrieved February 21, 2009, from <http://www.nsttac.org/LessonPlanLibrary/13.pdf>

Living Skills Strategy 1

I. Self-Help Skills

II. Self-help skills are important to a person's independent living. It is possible to fail to qualify for an independent living situation if you have a significant difficulty in any area of independent living such as eating, feeding, dressing, bathing, toileting or brushing your teeth.

- a. Choose a skill to work on. Focus on one skill at a time.
- b. Demonstrate the skill and allow the student to observe how to perform the skill
- c. Develop a plan for achieving the skill. Create a task chart breaking the skill into small steps.
- d. Work backwards so the student will achieve success quickly. (Washing hands- begin with drying hands)
- e. Use a hand over hand technique to teach the self-help skill.
- f. Practice, practice, practice. The only way a special needs child will master the self-help skill is to practice. At every opportunity, make sure the child uses the new skill. You may be met with resistance from time to time, but if the special needs student does not practice, he runs the risk of losing the skill.

III. Assessment

- a. Observe the self-help skill and take baseline performance data
- b. Conduct ongoing data collection
- c. Collect data and compare to the previous data.
- d. If modifications are needed to performance, change only one aspect at a time.

IV. Resources

Hussey-Gardner, Dr. Brenda. (2003). *Self-Help. Parenting to Make a Difference.*

Retrieved February 14, 2009 from <http://www.parentingme.com/selfhelp.htm>.

Ramos, Toni-Marie. (2009). How to Teach Self-Help Skills to a Special Needs Child. *eHow How to Do Just About Everything*. Retrieved February 14, 2009 from http://www.ehow.com/how_4510211_teach-self-help-skills-special.html.

Living Skills Strategy 2

I. Food Storage

II. *Goal:* Students will be able to properly store items purchased

Objectives: Students will identify which of a list of grocery products require freezer storage, refrigerator storage, or room temperature in a kitchen cupboard or pantry.

III. Task Analysis:

1. Establish the Need

- a. Teacher will discuss with the group what do they need to do after going grocery shopping and will ask students to name products.
- b. Topics that will be discussed can include: dry and processed products vs. fresh products.

2. Identify the Skill components

- Tell the students one way to make the storage task easier will be by classifying the products in: Canned product, Frozen product, Fresh products

3. Model the Skill

- Teacher and staff will take out of grocery bags products and classify them as described in the skill component

4. Practice

IV. Materials / Equipment / Environment: Kitchen with items in storage areas (freezer, refrigerator, cupboard)

- a. In a group setting, students review a list of 50 grocery items discussing what type of storage each item needs and why
- b. Students go to the cupboards, freezer and refrigerator in the kitchen and list at least 5 items in each category
- c. Students come back in the group and combine their lists and then present the items in each storage category
- d. Students complete a series of four worksheets that list grocery items.
- e. Next to each item are symbols for refrigerator, freezer, and cupboards.
- f. Students circle the appropriate storage site for each item.
- g. Students get in groups of 2 and correct each other's work.
- h. Students review the worksheets as a group.
- i. Students go on a community outing to a grocery store.
- j. In each department they list where the items need to be stored.
- k. Students have to identify the storage need both for unopened and opened containers.
- l. When students return to the classroom they get in a group and compare their answers.
- m. Students will need to be able to state correct storage locations for at least 5 items unopened and opened when asked by staff.
- n. *Accommodations:*

- o. Students can have visual or verbal cues to help them answer correctly if they answer several items incorrectly.
- p. Staff can model where they would store items.

V. Assessment:

- Students will be able to better participate in putting items away when they come home from shopping trips.
- Students will have a better understanding of where purchased items are stored.

VI. Reference:

Food Storage lesson plan. Retrieved February 12, 2009 from Developmental Cognitive

Disabilities Web site: <http://www.integratingstandards.org/dcd/html/cplelessons5.html>.

Living Skills Strategy 3

I. Using Kitchen Utensil

Strategy: This is an activity that will teach student how use utensil in kitchen.

II. Objective: Students will

- Increase skills in health and safety
- Learn and practice cutting, peeling, and chopping

III. Materials:

- Cutting board
- A variety of kitchen knives, serrated and straight edge, with different lengths of blades
- Vegetable peelers
- Any other utensil your school kitchen has on hand for cutting or chopping
- A variety of foods to practice cutting, peeling, and chopping

IV. Instruction and Activities:

1. Introduces cutting/chopping/peeling utensils
2. Discusses use(s) for the utensil
3. Demonstrates the proper use of the utensil
4. Lets each student have a turn to practice the proper use of the utensil - provide assistance when needed for support and safety
5. As each student becomes more comfortable with using the utensil, have him/her mention which safety precautions he/she is using as he/she demonstrates the utensil's use
6. Have students brainstorm answers to different scenarios about utensil safety
(Examples: Why is it important to always use a sharp cutting utensil? Why is it a good idea to wash cutting utensils right after use and not let them soak in water? What is the safest way to carry a sharp cutting utensil?)

V. Accommodations:

- Be prepared to offer physical, verbal and visual assistance as needed to help prevent accidents

- Students may do better practicing safe techniques on softer food items. For instance, practice slicing bananas vs. carrots.
- Students may need adaptive holders for food to prevent it from slipping around on the cutting board.

VI. Assessment:

- Have students demonstrate safe methods of using various cutting utensils

VII. Reference:

Home Living / Daily Living Safety with Cutting Utensils Retrieved February 11, 2009

<http://www.integratingstandards.org/dcd/html/hllessons.html>

LIVING SKILLS Strategy 4

I. Acquisition of Daily living skills

II. Objective- The student will successfully utilize public transportation, including the public bus and uptown trolley

III. Task Analysis

- Identify the correct money to purchase a bus pass
- Purchase a monthly bus pass
- Safety skills in the community
- Learning to choose a seat near the bus driver
- Learning to use the pull cord to identify her upcoming stop

IV. Assessment

Collect data on the number of skills performed for each targeted vocational skill.

IV. Reference

Storms, J., O'Leary, E., & Williams, J. (2000). Transition requirements: A guide for states, districts, schools, universities and families. Eugene, OR: University of Oregon, Western Regional Resource Center. Retrieved from http://www.nsttac.org/tm_materials/t8edailylivingskills.aspx

Transition Skills Strategy 1

- I. Becker Reading Free Vocational Interest Inventory
- II. The reading free inventory is a nonverbal test that illustrates job tasks to help students with MR choose things that they would like to do. It helps them identify areas and interests to assist in planning and job placement. The inventory consists of 55 sets of three drawings with each showing different job tasks. The inventory was originally intended for students with mild to moderate MR but can be modified or adapted for those students with more severe MR.
- III. Task Analysis
 - Give the inventory
 - Student selects preferred activities
 - a. Automotive, building trades, clerical, animal care, food service, patient care, horticulture, housekeeping, personal service, laundry service and materials handling
 - Analyze where the student's interest are most suited
 - Discuss results with the student and parents
- IV. Assessment

Becker Reading Free Vocational Interest Inventory

V. Resources

Becker, Ralph L. (2009). Match Interests with Occupations for Individuals with Learning Disabilities, Emotional Disturbance or Intellectual Disability. *Reading Free Vocational Interest Inventory-2*. Retrieved February 13, 2009 from <http://pearsonassess.com/haiweb/cultures/en-us/productdetail.htm?pid=015-8683-846>.

Transition Skills Strategy 2

I. IEP Daily Goal Attainment

- II. *Goal:* Adolescent students with mild to moderate mental disabilities will attain their daily IEP goals.

Objectives: To use the daily goal attainment format from Taking Action: Making Goals Happen to accomplish goals daily.

III. Task Analysis:

1. Establish the Need

- a. Discuss with the students how everybody have to set goals in their daily routine. Ask students why they think we have to set goals and its importance.

2. Identify skill Components: Use the daily goal attainment format from Taking Action: Making Goals Happen.

- a. The students answer three questions to accomplish their daily plan:
- i. Strategy: What methods will I use?
 - ii. Support: What help do I need?
 - iii. Schedule: When will I do it?
 - iv. Students learn to evaluate and adjust their plans daily instead of weekly.

b. Depending upon the student's acquisition speed, teaching requires six to ten hours of instruction across a week or two. With the daily goal format students don't break long-term goals into short-term objectives, but rather use goals that can be accomplished daily.

- Based on student IEPs, the classroom teacher makes thirty daily goal cards for
- Each student representing a broad range of tasks that each could perform, but have not yet mastered at a fluent or maintenance level. Each goal is printed on a 3'x5' white note card.
- Example daily goals include:
 - Having a bus pass in a pocket or backpack.
 - Taking a recipe box to home economics cooking class.
 - Locating five items on a grocery list at the supermarket.
 - Finding the want ad section in the daily newspaper.
 - Not interrupting a conversation.
 - Making scrambled eggs.
 - Finding the movie section in the newspaper.
 - Doing five tasks in a row without a prompt.

3. Model the Skill

- a. In a three-week period, the Take Action lessons are used to teach daily goal attainment. Students are taught the Take Action lessons during four 90-minute classes.

4. Practice

Class 1: Students complete a series of activities to learn the four steps of the Take Action

process: plan, act, evaluate, and adjust.

Class 2: Students watch the Take Action video. The teacher also teaches the three plans components: strategy, scheduling, and support.

Class 3: Students interactively review sample plans, write practice plans, and develop plans to accomplish their own goals.

Class 4: Students learn evaluation strategies to determine if their strategy, support, and schedule achieved their goal. If not, students learn to adjust their plan parts to attain their goal.

1. Throughout instruction, at the start of each school day, the students choose three goals from their individualized stack of 30 goal cards. They read them, and if needed, the teacher helps them read. The students have one full school day to attain these goals.

2. Following instruction, students practice using the Take Action process to attain their daily goals for up to six days. Students complete their Take Action plans with teacher prompts and feedback. Then work on attaining their goals while receiving teacher prompts and feedback. At the end of the day, the students complete the evaluation and adjustment sections with teacher support, instruction, and feedback.

IV. Assessment:

Record the number of daily goals attained out of three daily goals chosen by the student, and use data to repeat and or modify instruction.

V. Reference:

IEP Daily Goal Attainment. Retrieved February 13, 2009 from National Secondary Transition Technical Assistance Center website <http://www.nsttac.org/LessonPlanLibrary/26.pdf>

Transitional Skills Strategy 3

I. Eating Health

II. Objective: Students will

- Become aware of different kinds and information found on the label of food or food products, and the importance of this information

III. Materials:

- Packaged food products, empty containers from food products, or labels from food products glued onto index cards

IV. Instruction and Activities:

1. Present several food products with labels or the labels from food products available to students
2. Select one food item and brainstorm about the different kinds of information found on the label
3. Discuss why and when is it important to know about the information that is given
 - a. Name of Product - first clue as to what is contained in the package (macaroni vs. macaroni & cheese – macaroni does not have cheese come with it)
 - b. Nutrition Facts
 - How many servings are in a container?
 - How many fat calories are there?
 - Does the product contain a high level of sodium?
 - Will this product add calcium to my diet?
 - c. Ingredients
 - Can a person who is allergic to wheat products eat this food?
 - Does the product contain food dye?

- d. Directions for preparation - Do I need to have on hand, and add other ingredients to prepare this product? Can I cook this product in the microwave?
- e. Address, website, email, or phone number - Is there a place where I can get more information about this product if I need to?
- f. Ask students specific questions about the food product that can only be answered by reading the information given on the product container This can be done orally or with a worksheet

V. Accommodations

- Have students compare the amounts of cholesterol, sodium, saturated fat, calories, percentages of vitamins and minerals, etc., contained in a particular food product, to recommended daily amounts
- Brainstorm on various questions such as in what food group(s) on the food pyramid the product would fit; if a person has to limit their sugar intake, would this be a good product to consume; would this product be enough to feed four people; if a person is on a 2500 calorie per day diet, how many more calories could they consume throughout the day after eating a serving of a particular food product

VI. Extension Activities

- Have students compare the amounts of cholesterol, sodium, saturated fat, calories, percentages of vitamins and minerals, etc., contained in a particular food product, to recommended daily amounts
- Brainstorm on various questions such as in what food group(s) on the food pyramid the product would fit; if a person has to limit their sugar intake, would this be a good product to consume; would this product be enough to feed four people; if a person is

on a 2500 calorie per day diet, how many more calories could they consume throughout the day after eating a serving of a particular food product

VII. Assessment:

- Evaluate answers to questions on worksheets or those answered orally after the lesson(s) have been presented

VIII. References

DCD (n.d.). Home Living / Daily Living Labels on Food. Retrieved February 12, 2009

<http://www.integratingstandards.org/dcd/html/hllessons.html>.

	I would like this to become part of my IEP this year	My parents would like this to become part of my IEP this year	I will work on this at home or in other non-school environments	Not to be addressed this year
Employment				
Strengths:				
Possible Areas of Concern:				
Goals:				
After I have completed my education (high school and post high school), the career I would like to have is: To reach this goal, I will need to:				
Recreation and Leisure				
Strengths				
Possible Areas of Concern				

Goals:				
To reach this goal, I will need to do:				
Home Living				
Strengths:				
Possible Areas of Concern				
Goals:				
To reach this goal I need to:				
Community Participation				
Strengths:				
Possible Areas of Concern				
Goals:				
Education				
Strengths:				
Possible Areas of Concern				
Supports need to be identified in my transition plan				
I have not completed a vocational assessment				
Goals:				
To reach this goal I need to:				

Transitional Skills Strategy 4

- I. The Enderle-Severson Transition Rating Scale (E-STRS)
- II. The (E-STRS) should be completed by a parent delves into transition areas that should include: Jobs and Job Training, Recreation and Leisure, Home Living, Community Participation, and Post Secondary Training. This instrument is a valuable counseling tool to help parents understand the meaning of transition skills and help them identify activities that they can teach their child at home (MOISD, n.d.)

III. Test Example

The following is an example of the E-STRS scale:

III. Procedures

- a. Give the parents the questionnaire
- b. Assess the transition possibilities
- c. Discuss results of questionnaire with parents

IV. Assessment

V. The Enderle-Severson Transition Rating Scale (E-STRS)

VI. References

Mecosta-Osceola Intermediate School District. (n.d.). *Transition Assessment-ESTR*

Scales. Retrieved September 11, 2008, from

<http://www.moisd.org/SpecEd/Transition/MOISD%20Transition%2005%20web/ESTR%20Training.htm>.

Vocational Skills Strategy 1

- I. Work Experience

II. It is difficult for students with MR to generalize learning from school to real life situations. It is especially true in the transition from school to adult life. One way that school programs attempt to meet the need for a successful transition is to give the student with MR specific work experience. The student is given training in a real work setting. It has been reported that students are more successful when provided a specific planned program with vocational instruction.

III. Task Analysis

- Community Employment Services, (CES)
 - The model includes four essential components that include:
 - An assessment of the worker's abilities,
 - Securing a position for the worker through job development,
 - Providing the necessary job coaching for the worker and
 - Providing on-going support to the worker and employer
 - Depending upon the type of position needed by the employer, a person can secure prospective employees for independent positions or in small groups who are supported by a professional job coach.
- Workers who take pride in their work and meet the quality standards needed for the job.
- Prospective employees can be hired for permanent positions or for long-term or short-term positions.
- All work services are designed and delivered to meet the individual needs of the persons served while providing Wood County businesses with competent employees.

IV. Assessment

- a. Observe the employee's work behavior and take baseline work performance data
- b. Conduct ongoing data collection

- c. Collect data and compare to the previous data.
- d. If modifications are needed to improve work performance, change only one aspect at a time.

V. Resources

Thomas, Glen E. (1996). Teaching Students with Mental Retardation: A Life Goal Curriculum Planning Approach. Prentiss-Hall.

Wood Lane: Providing a Spectrum of Services to Individuals and Families.

(2009). Retrieved February 12, 2009 from <http://www.woodmrdd.org/>.

Vocational Skills Strategy 2

I. Job Skills Using Computer Based Instruction

- II. *Goal:* The student will learn how to perform 3 job tasks (watering a plant, delivering mail, and changing paper towels in a restroom) using “life like” scenarios via computer based video instruction.

Objectives: To teach students water a plant, deliver mail, and change paper towels.

III. *Task Analysis:*

1. Establish the Need

- a. Talk to students about job skills that they will need to know and perform appropriately to get and keep a job.

2. Identify the Skill components

Photograph on Computer Screen

Video recording of Task Analysis

Job skill 1 – Watering a plant

1. Elevator

1. Walk to elevator

2. Inside elevator floor panel

2. Touch “3”

- | | |
|---|---------------------------|
| 3. Scene to left of elevator on 3 rd floor | 3. Turn, and walk to left |
| 4. Plant | 4. Walk to plant |
| 5. Water Bottle | 5. Water plant |

Job skill 2 – Delivering mail

- | | |
|---|-----------------------------|
| 1. Elevator | 1. Walk to elevator |
| 2. Inside elevator floor panel | 2. Touch “2” |
| 3. Scene to left of elevator on 2 nd floor | 3. Turn, walk to left |
| 4. Table in office | 4. Walk to table |
| 5. Envelope on table | 5. Put envelope in bag |
| 6. Elevator | 6. Walk to elevator |
| 7. Outside elevator “up/down” Panel | 7. Touch “down” arrow |
| 8. Inside elevator floor panel | 8. Touch “1” |
| 9. Counter on 1 st floor | 9. Walk to counter |
| 10. Envelope on counter | 10. Put envelope on counter |

Job Skill 3 – Changing paper towels

- | | |
|-------------------------------|--|
| 1. Restroom door | 1. Walk to restroom |
| 2. Empty roll of paper towels | 2. Put empty roll of paper towels in bag |
| 3. Full roll of paper towels | 3. Put full roll of paper towels on top of cabinet |
| 4. Classroom door | 4. Walk to classroom |
3. Model the Skill

- (a) Create video recordings with sound and digital still photographs of each step of the task analysis for each job task (e.g., watering a plant, delivering mail, changing paper towels in a restroom)
- The teacher will create video recordings of task analysis using a subjective point of view (move the camera as if it were the student and show what the student would be seeing).
 - Video will show the instructor completing each step of the task analysis.
 - Video should be recorded separately and edited using *Windows Movie Maker*, and saved on CD-ROM.
- (b) A *Magic Touch* touch-screen will be used to select photographs.
- (c) Photographs should be hyperlinked (correct) to digital video clips that will automatically play the step of the task analysis corresponding to the photograph.
- (d) Program *PowerPoint* to advance to the next slide (touch of the computer screen), which will automatically play the video recording.
- (e) Once the video stops, program *PowerPoint* to advance to the next slide containing 3 still photographs.
- (f) Program *PowerPoint* to remain on this slide until the correct photograph corresponding to the next step in the task analysis is chosen.

4. Setting and Materials:

Setting: Instruction is conducted in a small office four times per week. Skill generalization is measured in the community at a job site.

Materials: Materials include a laptop computer, a *PowerPoint* computer software program, digital video camera, *Windows Movie Maker*, a CD-ROM, and a *Magic Touch*

touch screen.

Materials for skill generalization include: a 24 inches canvas bag with a strap, plastic bottle filled with water, one roll of paper towels without plastic wrapping, an empty roll of paper towels, and a legal size envelope.

5. Procedure:

Computer based video instruction (CBVI):

- i. Teacher will gain students attention by directing the use of the touch screen to make selections, and saying, “It’s time to practice watering the plant, delivering mail, and changing paper towels on the computer.”
- ii. Students will be presented with three different photographs on the computer screen.
- iii. The student will select (touch the screen) the one that corresponds to the next step of the task analysis to complete the job task.
- iv. Once student provides correct response, a video recording showing completion of the task analysis step will be presented.
- v. Using a constant time delay procedure, begin with a 0 second delay until the student has 100% correct wait responses (correct response after teacher prompt) for one session.
- vi. Then, use a 3 second constant time delay for all remaining instructional sessions.
- vii. If the student provides an unprompted or prompted correct response, the computer program will advance to the next slide and will show a video recording of the next step of the task analysis.

- viii. If the student provides an unprompted incorrect response, the teacher will point to the correct photograph.
- ix. If the student provides a prompted incorrect or not response, the teacher will touch the correct photograph and advance the slide to the video screen.

IV. Assessment:

Data should be collected on the number of correct student responses for the task analysis. Students should meet 100% of unprompted correct selections for one session. Teachers can use actual job sites to assess skill generalization.

V. Reference:

Job Skills Using Computer Based Instruction. Retrieved February 13, 2009 from National Secondary Transition Technical Assistance Center website
<http://www.nsttac.org/LessonPlanLibrary/78.pdf>.

Vocational Strategy 3

- I. Preparing Student for Community Work
- II. Objective: Preparing adolescents with MR for community work settings which will help the student in a comprehensive community base training program outside of the classroom.
- III. Materials:
Note Pad and Pen/Pencil
- IV. *Instruction and Activities:*
 - o What student does (step by step)

- The teacher will provide an employment training program that will take place at actual job sites.
- The student will follow job site directions on a daily basis. Also, the student will follow the rules at the job site.
- Training will be provided culminating in specific job training and placement
- The student will establish good work habits and the student will be self-confident at the job site.
- The teacher will make sure that job site has ongoing opportunities for students to interact with nondisabled peers in work setting.
- The student will interact with other peers at the work site also; the student will attend to tasks and finish with his or her task in a timely manner.
- The teacher will provide a job placement linked to comprehensive transitional planning, which focuses on establishing interagency agreements that support the individual's full participation in the community.
- The student will help the teacher to search for the best job site for him or her.

V. Accommodations:

Provide assistance as necessary during the training/task.

VI. Assessment:

It will be done by teacher observation. Take note of students' ability to list their skills.

VI. Reference

Drew, C. J., & Hardman, M. L. (2004). *Mental retardation: A life cycle approach* (8th ed.). Upper Saddle River, NJ: Merrill.

Vocational Skills Strategy 4

I. Community Based Instruction

II. Community skills training needs to be an intense part of the program for middle and high school aged moderate and severely mentally handicapped students. Training for middle school needs to emphasize street crossing, pedestrian skills and grocery shopping along with appropriate behavior and satisfactory skills in public eateries. Training for secondary students needs to emphasize independence in pay to the nearest dollar, pedestrian skills, consumer skills (e.g. grocery shopping, banking skills). The following is an example of the kind of detail that Luscre suggests for developing community skill training.

III. Task Analysis

Street Crossing

1. Student will walk on uneven terrain;
2. Student will step up and down curb without jumping;
3. Student will walk down sidewalk without interacting with strangers;
 - a. The subject does not bump into other pedestrians
 - b. The subject greets others when appropriate
 - c. The subject does not stare at others
 - d. The subject does not engage inappropriate mannerisms;

Pedestrian Rider in route

1. Student will locate bus or car;
2. Student will open door;
3. If riding on bus, student will climb steps to inside of the bus. If riding in a car, students steps into car, closes and locks door;
4. Student will sit down in designated seat;

5. Student will sit down in designated seat;
6. Student will locate and fasten their seatbelt;
7. Student remains in seat for duration of the trip;
8. Student will refrain from touching others;
9. Student will refrain from waving and talking to strangers while in route;
10. Student waits until car is stopped before unleashing seatbelt;
11. Student exits vehicle and waits for directions from an adult.

V. Assessment

Teacher will use a checklist to establish skills the student performs accurately.

VI. References

Luscre, D. (1984). *Community skills training for moderately and severely mentally handicapped students*. Gwinnett County Schools, Georgia. Retrieved February 11, 2009 from http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1d/a8/2a.pdf

IV. Scope, Sequence, and Content of Curriculum for Students with Mental Retardation

1. Students with Severe and Profound Mental Retardation
2. Curriculum Guide for Reading, Writing, Spelling for Students with MR
3. Curriculum Guide for Mathematics

Rationale and evaluation

The “Students with Severe and Profound Mental Retardation” paper details the etiology of students with severe and profound mental retardation. It illustrates my grasp of the nature of the issue and made me aware of the multitude of factors that need to be synchronized among so many more stakeholders than the mild/moderate mental retardation IEP process which I am the most familiar with.

The Curriculum guides provide an up-to-date inventory of some of the latest techniques that are used to help prepare lesson planning in reading, writing, spelling and arithmetic for students with mental retardation. The list was compiled by my own experiences in the classroom and discussing with other special educators of what they use in the classroom.

Students with Severe and Profound Mental Retardation

Grand Canyon University

Introduction

This paper describes four important considerations in the lifespan of individuals with severe and profound mental retardation. Four issues will be discussed: (1) the characteristics of students with severe and profound mental retardation; (2) the issues in teaching students with severe and profound mental retardation; (3) the curriculum planning for students with severe and profound mental retardation; (4) the educational interventions appropriate for students with severe and profound mental retardation.

Mental retardation, in general, is present in nearly three percent of the population, either as an isolated finding or as part of a broader disorder. Causes of mental retardation are numerous and include genetic and environmental factors. In at least thirty to fifty percent of cases, physicians are unable to determine etiology despite thorough evaluation (Daily, Ardinger and Holmes, n.d.). In the medical literature, mental retardation is defined as a cognitive ability that is markedly below average level and a decreased ability to adapt to one's environment. The onset of the condition occurs during the developmental period, i.e., gestation through age 18 years.

Mental retardation comprises five general categories: borderline, mild, moderate, severe and profound. Categories are based on scores obtained through use of age-standardized tests of

cognitive ability. The inclusion of concurrent related limitations in two or more adaptive skill areas was added to the definition of mental retardation in 1992 by the American Association on Mental Retardation. Because standardized testing in very young children is less predictive of future cognitive outcome, the term "developmental delay" has been used to characterize the developmental status of children under age three (Daily, Ardinger and Holmes, n.d.).

Challenges for students with severe and profound mental retardation

Severe and profound retardation occurs in ten to twenty-five percent of all cases of mental retardation. Individuals with severe retardation function at one fifth to one third of chronological age (CA) with an intelligent quotient (IQ) that can range from twenty to thirty four percentile. Profound retardation functions at less than one fifth of the CA with an IQ that is less than twenty percentile. An individual with severe retardation will have marked delays such as walking while an individual with profound retardation will have marked delays in all areas of development. Severe retardation is marked by little or no communication skills but may have some understanding of speech and show some response. However, the student with severe retardation may be taught daily routines, repetitive activities, trained in simple self-care but needs direction and supervision. An individual with profound retardation may have congenital abnormalities and will need close supervision due to his or her incapability of self-care (Daily, Ardinger and Holmes, n.d.).

Issues in teaching students with severe and profound mental retardation

Students with severe and profound mental retardation often have additional disabilities (vision, hearing, physical, etc.), therefore, one curriculum that as an approach that is not tailored to the functional ability of the student will not be successful. The mental retardation/developmental disabilities (MRDD) teacher would typically provide instruction on daily living

skills, communication, social skills, and literacy. The goal would be to create lessons that will allow the student to meet their individualized education plan (IEP and therapy goals. Community based instruction is also a key component. Teachers would need to rely on technology and therapists in planning instruction. Basically, the goal for the teacher of a student with severe and profound mental retardation is to have the student participate in as much as possible with the least amount of assistance. The IEP coordination for a severe and profound student with mental retardation would typically include the class teacher, physiotherapist, occupational therapist, speech & language therapist, play therapist and psychologist. The student also may need a full-time nurse and other medical care. Possibly, the student lives in residential care and visits home most weekends.

The student may be attending, on a full-time basis, a special school for pupils with multiple disabilities. The student may be receiving services from a Clinic Team which includes: physiotherapy, possibly on a daily basis; occupational therapy; speech and language therapy and play therapy. Through language and communication one of the possible goals for the student may be to learn to attend to a person or object by decreasing vocalizations and moving his or her head in direction of adult voice to show listening and attending. Cognitive skills development could include for the student to press a switch independently and without prompts up to 100 times in a 10 minute period. Physical development goals can include for the student to grasp and hold a preferred object, e.g., small light shaker in his or her right hand without physical prompts for short periods of time. Social development skill development may include for the student to responds to familiar voices or sounds with a smile.

To provide the right kind of training for MRDD teachers, Alberto (1990) suggests that competencies be developed in the design of appropriate individualized education program

objectives, such as task analysis, data collection and interpretation, and in the use of least intrusive alternative in behavior management, and development of community-based curriculum objectives (Alberto, 1990, P. 26-27).

These skills, knowledge and abilities of teachers that educate students with severe and profound mental retardation should include the development of IEP objectives based on functional assessments, chronological age and ecological requirements of current and future placements. The special educator must prepare and carryout an instructional program plan based on the technology of task analysis such as recording, graphing and interpreting of student performance. As with other less severe students, the special educator must apply the principles of learning and strategies of instruction (reinforcement, stimulus and response prompting and time-delay) within one-to-one and small group instructional sessions (Alberto, 1990, P. 26-27).

A plan must be in place to successfully apply the principles of behavior management based on the least intrusive alternative for the reduction of inappropriate behaviors that interfere with learning and social acceptance of the student. There should be differentiated developmental and functional curriculum models and the sequencing of learning activities. Curriculum objectives should be community based upon ecological inventories and generalization principles and practices. The physical environment must be developed and maintained which maximizes the students' learning potential through consultation and cooperation with a physical and occupational therapist with the use of mechanical assistance devices (Alberto, 1990, P. 26-27).

Instructional activities, according to Alberto, should be conducted that are appropriate for inclusion in cognitive objectives. Technology and program components of various verbal language programs should be developed and applied appropriately. Use the right set of criteria for selecting among and implementation of various approaches to non-vocal programming: the

development of social and interpersonal skills and its application to environmentally appropriate behaviors, play and leisure activities which are age appropriate. Instruction should include a understanding of the need of the personal care skills for various aged students; of vocational skills and management requirements for various vocational arrangements (i.e., supported work model, sheltered work model) and appropriate adaptations of skills and materials based on physical functioning to conduct and manage community based instructional activities. To design and use functional materials and equipment which are age-appropriate for learning activities and to use the various approaches and activities for integration of students with severe handicaps on age appropriate public school campuses (Alberto, 1990, P. 26-27).

Wehmeyer reports on strategies involving teaching students to modify and regulate their own behavior. These strategies enable students to regulate their own behavior, without external control and allow students to become active participants in their own learning. There is considerable research evidence that many students with severe disabilities can learn and use self-directed learning strategies to promote independence and improved task performance (Wehmeyer, n.d.).

The primary strategies according to Wehmeyer may include teaching students to:

- 1. Independently perform a task by following a set of pictures or other visual or auditory cues (antecedent cue regulation);*
- 2. Make task-specific statements out loud prior to performing a task (self-instruction).*
- 3. Observe and record own performance of a target behavior or action (self-monitoring).*
- 4. Compare the behavior being monitored with own desired goal (self-evaluation).*
- 5. Provide reinforcement upon successful completion of a task (self-reinforcement*

(Wehmeyer, n.d.).

These strategies are typically used in combination with one another. For example, a student with severe disabilities could be taught to perform a vocational task more independently through a simple self-instruction strategy such as the "Did-Next-Now" strategy, in which the student learns how to complete a task sequence by stating what response s/he just completed, what needs to be done next, and then directing himself or herself to perform the response (Wehmeyer, n.d.). Then, the student could be taught to make a checkmark on a graph sheet next to a picture of the task (self-monitoring) when the task is finished. After three weeks the student can be taught to count total checkmarks (self-evaluation) and, if they total a predetermined amount, to engage in a reinforcing activity such as computer free time (self-reinforcement). If counting check marks on a graph page are too complex, students can put a marble in a glass jar until it reaches a certain line as the self-evaluation component (Wehmeyer, n.d.).

Many students with severe disabilities can be taught, through role modeling and other strategies, to contribute to the process of generating options and can increase their knowledge about consequences associated with options through personal experiences and instruction. All students have preferences, and all students can become more involved in comparing decision-options with personal preferences. Decision-making ends with making a choice, and students with severe disabilities can be involved in that step (Wehmeyer, n.d.).

Curriculum planning for students with severe and profound mental retardation

Bailey (1975) on curriculum development for teaching students with severe and profound mental retardation devised guidelines for functional areas that a student with severe and profound mental retardation should be able to do. Such as: an awareness of noises and colors; motor skills for the cerebral palsied, being able to take a slow, deep breath and holding it; stages

of walking; behavior modification; ocular motor coordination; rhythm therapy; marching with music, and swimming (Bailey, 1975).

Bailey suggests:

- 1. The student should be aware of him or herself as a physical person;*
- 2. The student should be aware of him or herself and others as a social person;*
- 3. The student should be aware of him or herself and others emotionally;*
- 4. The student should increase his or her ability to think;*
- 5. The student should react favorably to him or herself and what s/he can do;*
- 6. The student should cooperate with his teachers' efforts to increase his or her ability to successfully control his or her body;*
- 7. The student should interact in a positive manner with his or her peers;*
- 8. The student should be able to remember simple progressions from day to day; a student should be able to react to a variety in learning forms and to increase his or her ability to move, thinks, and fee (Bailey, 1975).*

Furthermore, Wehmeyer believes that students with severe disabilities can, and should, participate in goal setting: known as person-centered planning. Although solving problems and making decisions often require complex cognitive skills; however, each of these tasks can be divided into smaller steps, and students with severe disabilities can learn skills that enable them to complete each step more independently and, thus, enhance their involvement in the more complex task (Wehmeyer, n.d).

Appropriate educational interventions for students with severe and profound mental retardation

A study by Panerai, et.al (1998) examined the use of structured teaching for the treatment of children with severe and profound mental retardation. Participants of the study included

eighteen children and adolescents with a mean chronological age of 13.92 years and a mean mental age of 16 months who underwent treatment based on individualization, structured learning, and environmental adaptation. This approach emphasized the child's capacities more than his or her specific deficits (Panerai, et.al, 1998).

The guiding principles and concepts of the system are: improvement of the child's adaptation by modifying the environment to accommodate his or her deficits; parental collaboration with professionals; developmental diagnostic evaluation for individualized treatment and educational programs; structured teaching and skills enhancement and use of cognitive and behavior theory. Structured teaching emphasizes the visual components of learning, because visual processing minimizes deficits in auditory processing and inadequate integration of cognitive and sensory stimulation processes (Panerai, et.al, 1998).

The application of the structured teaching environment is based on three fundamental principles: the student's IEP, environmental adaptation, and alternative communication training. Target objectives were in personal independence, community abilities, functional communication, motor skills, eye-hand coordination, cognitive performances and leisure time activities (Panerai, et.al, 1998). When considering the developmental level of the children with severe and profound mental retardation and their CA, Panerai states that the results obtained after eighteen months of treatment with the application of the structured teaching program resulted in an improvement of children's competence, a reduction of behavioral problems and an increase of spontaneous communication (Panerai, et.al, 1998).

Assistive Technology Applications

It is also important to consider technology's potential to promote independence and self-regulated learning for students with severe disabilities. Available technologies such as handheld

personal computers are being used to promote independent performance and to decrease student reliance on others to perform tasks, thus enhancing self-determination (Wehmeyer, n.d.).

The Council for Exceptional Children (1990) describes the assistance that modern technology and microcomputers may provide for individuals with significant cognitive disabilities that frequently have secondary physical, communication, or sensory impairments (Council for Exceptional Children, 1990).

Applications of technology can be made to increase access to learning for students with severe and profound mental retardation in the areas of motor training, mobility, environmental control, communication, and socialization. A great many people with severe or profound disabilities are nonverbal or have severe speech impairments. Augmentative and alternative communication (AAC) devices enhance or supplement speech, to achieve goals such as: (1) Enhanced daily communication; (2) Comprehension of language; (3) Facilitation of the development or return of natural speech and spoken language comprehension; (4) Development of communication skills (CEC, 1990).

Because much of the education program is highly individualized, the social skills of students with severe disabilities do not receive adequate attention. Yet social situations prevail in educational settings and provide opportunities for abundant intrinsic learning opportunities. Computer technologies provide the potential for training students to be active participants in social settings. Because the technology can accept a variety of individual responses, many people with a broad set of skills can participate in a single activity. Using computer-based games, students can learn turn-taking skills, group cooperation skills, and the joy of being part of a group (CEC, 1990).

Skills that enhance motor skills, mobility, environmental control, communication and socialization create opportunities for an individual's success by participating in the educational process. With these increased abilities, students with severe or profound disabilities are becoming even more ready to participate in more formal instruction. The learning styles and capabilities of people with severe or profound disabilities vary even more than their physical and sensory abilities. Language and attention deficits are two prevalent learner characteristics. These deficits typically result from auditory processing, verbal memory, and verbal problem-solving deficits or delays. These learner characteristics suggest that specific prompting strategies need to be employed to teach students with severe disabilities how to focus attention on critical features of the stimulus presented (CEC, 1990).

Systematic reinforcement of correct responses is a vital component in the instruction of people with severe cognitive disabilities. However due to their limited response repertoires and limited opportunities to interact because of sensory, motor, and cognitive impairments, it is often difficult to determine what the reinforcers are. People with disabilities have the ability to indicate preferences; however, to be effective, reinforcers should be presented immediately following the correct response.

Many students with cognitive disabilities' lack abstraction capabilities and have difficulties with visual closure; that is they cannot visualize a complete figure from a fragmented one. These findings have strong implications for the types of materials presented to these students. Computer assisted instruction frequently uses graphics' to provide drill and practice in vocabulary, pre-math, and early cognitive skills. However, because it is never a certainty of how an individual with severe disabilities interprets the graphic material being presented. For example, some people with severe disabilities may see only splashes of color and movement and

may not comprehend the intended message of the graphic being displayed. Therefore, according to the Council for Exceptional Children, teachers must use caution in assuming too much and attributing qualities to graphic materials that may not exist (CEC, 1990).

As with graphic displays, very little is known about how people with severe cognitive disabilities perceive computer based speech. There are two types of computer based speech production: speech synthesis and digitized speech. Speech synthesis is difficult to be incorporated into the English language without sounding too robot like, and containing too many mispronunciations. However, new developments in digitized speech seem more promising in its applications (CEC, 1990).

One of the other major concerns in discussing educational interventions appropriate to students with severe and profound mental retardation is the transition period from school to a vocational work environment. Chappelle and Nietupski (1993) report on the job retention of students with mild to severe mental retardation transitioned to support employment through the Dispersed Heterogeneous Placement (DHP). The DHP participants were high school seniors with mild, moderate and severe/ profound mental retardation, ranging in age from 18-22 years with the intent of developing jobs with local employers. The primary goals of the DHP were to demonstrate that persons with severe and profound disabilities were able to obtain and maintain jobs (Chappelle and Nietupski, 1993, p. 104).

Conclusion

This paper presented results of studies and research surrounding the education of students with severe and profound mental retardation. From Alberto described the types of activities that a special educator could apply to their education planning and instruction and Bailey developed elements of a curriculum that represents what a student with severe and profound mental

retardation should be able to do. The Council for Exceptional Children highlighted the technical achievements through computer graphics and speech digitizing that may help these students through their school experiences. The results from Chappelle and Nietupski and the study conducted on structured teaching application by Panerai illustrate positive aspects of helping students with severe and profound mental retardation in developing skills that will assist them in achieving a self-directed lifestyle.

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- Bailey, C. (1975). *Curriculum Guidelines for Teaching Profound and Severely Retarded Students (I.Q. Under 40) Including Those with Physical Handicaps*. AAESPH Review, P. 1-17. Retrieved January 28, 2009, from <http://library.gcu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED113882&loginpage=Login.asp&site=ehost-live&scope=site>
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Curriculum Guides

Grand Canyon University

Reading

Strategy	Goal	Objective	Activities	Assessment	References
Phonemic awareness	1. Provide students with a schema for learning; 2. Model the strategies to be	1. Phonological awareness; 2. Visual Perception of Letters; 3. Word	Individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained	The Observation Survey incorporates six literacy tasks, all of which are necessary for describing a young	Reading Recovery Council of North America (n.d.). <i>Reading</i>

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	<p>learned;</p> <p>3. Involve the students in the lesson by having the students interact and participate in the activities with the teacher;</p> <p>4. Provide practice for the intended learning</p>	<p>Recognition;</p> <p>4.. Phonics & Decoding Skills;</p> <p>5. Phonics & Structural Analysis;</p> <p>6. Striving for Fluency & Automaticity;</p> <p>7.Comprehension;</p> <p>8. Balanced & Structured Approach</p> <p>9. Early Intervention;</p> <p>10. Individual Tutoring</p>	<p>Reading Recovery teacher. As soon as students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued, and new students begin individual instruction.</p> <p>Shared book experiences: Children read familiar stories aloud and then are introduced to a new story. The teacher makes a running record which consists of a simple recording of oral reading quality each day to monitor progress.</p>	<p>child’s emerging reading and writing behaviors:</p> <p>A. Letter Identification to determine which letters the child knows and the preferred mode of identification;</p> <p>1-Word Test to determine if the child is building a personal resource of reading vocabulary;</p> <p>2-Concepts About Print to determine what the child knows about the way spoken language is represented in print;</p> <p>3-Writing Vocabulary to determine if the child is building a personal resource of known words that can be written in every detail;</p> <p>4-Hearing and Recording Sounds in Words to assess phonemic awareness by determining how the child represents sounds in graphic form;</p> <p>5-Text Reading to determine an appropriate level of text difficulty and to record what the child does when reading continuous text (using a running record)</p>	<p><i>Recovery: Basic Facts</i> [Online]. Electronically Retrieved February 7, 2009 Available: http://www.readingrecovery.org/reading_recovery/facts/index.asp</p>
Strategy	Goal	Objective	Activities	Assessment	References
<i>SRA’s Corrective Reading Program</i>	<i>Decoding</i> programs focus on word attack skills and include isolated sound/word practice, group	Two parts of <i>Corrective Reading</i> : decoding and comprehension. Each part includes four levels: A, B1,	<u>Decoding: Learning to Read</u> 1. Phonemic blending has students listen to a sequence of phonemes and then	Woodcock-Johnson Individual Achievement Tests and Dolch Story Reading Test	SRA’s Corrective Reading Program (n.d.). [Online]. Electronically

	<p>reading activities to develop accuracy and oral reading fluency, workbook exercises, and opportunities to enrich reading with chapter books aligned with program levels.</p> <p><i>Comprehension</i> programs build academic language competence in order to prepare students for success in content courses. The programs address the vocabulary, reasoning skills, and forms of language students need to discern precise meaning and information from text, relate ideas, information, interpret and infer information from oral and written language.</p>	<p>B2, and C. The objectives of the Level A programs, which instructs with very basic skills, are relatively modest, while the objectives of the Level C are manifold. Each program is based on cumulative skill development: the difficulty of the material increases gradually and steadily, building on student successfully completing each level.</p>	<p>combine the phonemes to form a word;</p> <p>2. Phonemic segmentation involves having students break a word into its separate sounds;</p> <p>3. Corrective Reading includes phoneme isolation activities. Phonemic isolation involves having students recognize individual sounds in words.</p> <p><u>Text comprehension: Reason for Reading</u></p> <p>One comprehension strategy requires students to synthesize important ideas in a text (e.g., main ideas, conclusions). The teacher will ask questions to guide and monitor students' learning of the material presented to them. Corrective reading includes interspersed questions designed to check students' understanding of what is read. In addition to word attack activities (decoding difficult words), students are asked to tell what the passage is about and what the main idea is, along with answering questions posed by the teacher during the reading of the passage. Reading information passages selected by students are reinforced.</p>		<p>Retrieved February 7, 2009 Available: https://www.sraonline.com/download/DI/Research/Reading/CR_Rsc_hValidation.pdf</p>
Strategy	Goal	Objective	Activities	Assessment	References
Edmark	For the student	Students who are	Most at-risk and	The teacher can	Edmark Reading

<p>Reading Program.</p>	<p>to be able to pronounce an unknown word as well as identifying its meaning. Word identification abilities include sight-word reading, phonic analysis, structural analysis and awareness of context clues. The second goal is for the student in noting the differences between two or more words, usually in print. For beginning readers, to discriminate between -w- words (such as were, where, when, was, went) and the -th- words (such as the, then, their, there, than).</p>	<p>at-risk for reading failure, who have not been successful with phonics or whole language. These students cannot hear the different sounds in a phonetic approach. By using a Direct Instruction approach, students are taught one word at a time, and once taught, that word is immediately put into context in sentences and stories, and is then reviewed constantly throughout the program.</p> <p>The program uses an "errorless discrimination" method that allows the student to learn without making errors; students are first asked to find a word where the other possible choices are non-words (lines, letters). Short instructional steps, repetition, and constant positive reinforcements are key elements.</p>	<p>learning disabled students can complete both levels of Edmark, mastering 350 words, given 15-20 minutes of daily instruction, in one school year. The Level 1 Print version teaches 150 words chosen from the Dolch Word List and first-grade readers, as well as "-s", "-ed," and "-ing" endings, capitalization, and punctuation. From the beginning, students are taught sight recognition of a word, introduces its meaning, provides comprehensive activities, and uses the word in story context. From the stories, students will develop a sight-word vocabulary by:</p> <ol style="list-style-type: none"> 1. Eliciting a key word from a student by asking: "What is the best word you can of? (e.g. the scariest word you can think of; the nicest word?); 2. Student whispers a word into a teacher's ear and then watches the teacher print the word on paper; 3. Student traces over the word; 4. Student carries out an activity with the word, such as drawing 	<p>assess the students' progress at ten-word intervals, through review and testing activities that allow teachers to test student knowledge of learned words.</p> <p>Informal assessment techniques can be used as well by asking a student to identify words from his personal word file when reading material from other classes and ask if the context and meaning of the word changes.</p> <p>For example, the word "bond" will have many variations in meaning depending on the context used such as science, social studies, work and family, physical education, and art.</p>	<p>Program, Print Level 1 (n.d.). [Online]. Electronically Retrieved February 7, 2009 Available: http://web.riverdeep.net/portal/page?_pageid=818,1385581,818_1385608&_dad=portal&_schema=PORTAL</p>
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			<p>a picture of it;</p> <ol style="list-style-type: none"> 5. Review the word with the student; 6. Student tells the class about his collection of words; 7. Student creates word cards; 8. Student files their own word boxes. 	
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Writing

Strategy	Goal	Objective	Activities	Assessment	References
<i>Step Up to Writing</i> program.	<p>Develop seven traits for effective writing:</p> <ol style="list-style-type: none"> A. Idea Development; B. Organization; C. Voice; D. Word Choice; E. Sentence Fluency; F. Conventions (grammar, spelling, etc.); G. Presentation (clear format and layout). 	To teach elements of effective writing instruction.	<p>Create a PowerPoint project which a teacher explains the following steps in the writing process. The processes are color coded for various writing elements:</p> <p><u>Topic Sentence (Green for GO):</u> the main topic of the composition is stated;</p> <p><u>Reason/Detail/Fact (Yellow for give a reason detail or fact:</u> use a transition). Give the reader a main reason, detail or fact that relates to and supports the topic sentence. Use transitions (First... First of all... In addition... Also...) to start these sentences.</p> <p>;</p> <p><u>Explain/Example (Red for STOP).</u> Give an example for the statement made in the reason/detail/fact sentence;</p> <p><u>Concluding Sentence (Green for GO Back)</u> Remind the reader of your topic. The topic is</p>	Rubrics are provided which models writing at each assessment level.	<p>SoprisWest Educational Services (n.d.). <i>Step Up to Writing</i> [Online]. Electronically Retrieved February 7, 2009 Available: http://store.cambiumlearning.com/ProgramPage.aspx?parentId=019005278&functionID=009000008&site=sw</p>

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			restated to remind the reader what the composition was about. (Begin this sentence with Clearly...In conclusion...All in all...)		
Strategy	Goal	Objective	Activities	Assessment	References
Digital Storytelling	To encourage students to think about the writing process without actually going through the “pain” of writing. The students are to create oral stories created into digital format by adding pictures, video, or clip art using PowerPoint or some other multimedia type of program.	As the student organizes the material, then it will become easier for the student to include some written narration along with the digital elements to be included in his or her oral story. Since students’ with mental retardation are visual learners, this will help them to communicate more effectively with their peers.	<p>The teacher initially creates a digital story as an example for his or her students. Then, the teacher can walk the students through the process for creating a digital story. First, present the students with a topic or allow them to choose the topic for the story; Second, have your students use a graphic organizer to map out the story’s characters, events, and sequence. Third, have a quiet spot where students can practice telling their story using their organizer as a guide. Fourth, when they are ready, students should record their story on a recording device. Fifth, students move their oral story to the computer and add images to enhance it. Finally, the students share their story with the teacher and classmates.</p> <p>Once the story is created orally, all the students have left to do is to listen to it and transcribe it</p>	Teachers can measure a story’s content through rubrics. Rubrics not only allows the teacher to effectively measure what a student has included in his or her story, but also help students check their work for completion.	Council for Exceptional Children (n.d.). [Online]. Electronically Retrieved February 7, 2009 Available: http://www.cec.sped.org/AM/Template.cfm?Section=Home&TEMPLATE=/ContentDisplay.cfm&CONTENTID=11288

			<p>using the computer. They can listen to the story repeatedly. If they think of additional details, they can add them to the story. They can take a break and type it in pieces without worrying that they will lose track of what they were thinking. They can use spell check to help eliminate the stress of spelling. Furthermore, this process allows students to concentrate on sentence structure and other foundation skills without focusing on the struggles that arise when having to undertake the whole task at one time. The process for creating a digital story based on the oral storytelling format can be found at www.cyberroots.net.</p>		
Strategy	Goal	Objective	Activities	Assessment	References
Project	This strategy is an example of how to promote effective group work.	As students with mental retardation are increasingly attending inclusion classrooms, many of the regular education teachers are requiring their students to collaborate on group projects. This collaboration effort helps students with MR as they transition to vocational training programs where team building is a	A. <u>Preview the task:</u> The team analyzes the task parameters to anticipate the audience and goals for educating the audience. Clarify expectations regarding the nature of the project: How it will be evaluated; Due dates; Presentation and	Rubrics that assess the student performance in team building; self-assessment check-list that details the student's self-perception of his or her work on the project; assessment check-list of other team members' contribution to the project.	University of Nebraska, Lincoln (n.d.). <i>Cognitive Strategy Instruction</i> [Online]. Electronically Retrieved February 7, 2009 Available: http://www.unl.edu/csi/Pdfs/project.pdf

		<p>highly desirable socialization character trait.</p>	<p>content expectations; Expectations regarding collaboration and individual accountability.</p> <p><u>B. Rough-out a plan:</u> Students first determine the potential topics and subtopics associated with the research and then provide an overview of key ideas that might be presented to the audience.</p> <ul style="list-style-type: none"> • Next, the team identifies their basic plan for investigating, experimenting, and /or inventing something to learn more about the topic. • Finally, the team creates a tentative plan for presenting their findings to their audience. <p><u>C. Organize tasks & resources; Jot down job assignments; Examine obstacles & develop strategies</u></p> <ul style="list-style-type: none"> • Identify the various tasks that are required to complete the project • Brainstorm to identify potential resources that might be used to completed each task • Determine the strengths and talents of individual team members and make job assignments 		
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			<ul style="list-style-type: none"> • Brainstorm to anticipate what obstacles may be encountered as each task is undertaken and how these obstacles might be overcome. <p>D. <u>Commit to goals</u></p> <ul style="list-style-type: none"> • Students make commitments with regard to the quality of the overall project and presentation. • Use of specific collaboration skills • Use of effective habits of the mind <p>E. <u>Target Timelines</u></p> <p>The team creates a timeline that outlines due dates associated with each key task associated to the project</p>		
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Spelling

Strategy	Goal	Objective	Activities	Assessment	References
Spelling Lists!	Is to develop a customized spelling list that are associated with holidays, events, people, places, science and technology, history, work and family, sports and leisure, etc.	A list of words presented to students for spelling practice and study.	<p>The teacher creates a spelling packet that will include:</p> <p>A. a page that contains 10-13 Words in two columns that a student will cut-out one column and take home to study;</p> <p>B. a page where the student will write each word three times;</p> <p>C. a page where the student needs to fill in the squares to spell the word;</p> <p>D. a page where four words are shown and the student needs to fill in the missing words;</p> <p>E. a page that</p>	A weekly test is given every Thursday covering the words on the spelling list. If a student score an 80% or above s/he will not have to re-take the test on Friday.	<p>ABCteach (n.d.). <i>Spelling Lists</i> [Online]. Electronically Retrieved February 7, 2009 Available: http://www.abcteach.com/directory/basics/spelling/</p>

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			<p>displays four misspellings of the word and the student needs to circle the correctly spelled word;</p> <p>F. a page where the student needs to find the missing letter to complete the spelling word;</p> <p>G. a page where the spelling word is scrambled and the student needs to identify the word;</p> <p>H. a word search page where the student needs to find the spelling words;</p> <p>I. a page to cut-out the individual words for the student to create their own word cards.</p>		
Strategy	Goal	Objective	Activities	Assessment	References
Six ways to practice spelling	Developing a way for the mentally retarded student to have his or her spelling words presented to them using sight, sound and touch to commit spelling words to memory.	Have the students trace, copy and recall their spelling words.	<p>Have the teacher demonstrate the making of the chart. Have the teacher explain the following to the students:</p> <p>A. Make a chart by folding paper lengthwise (like a hotdog bun) into three columns;</p> <p>B. Write three spelling words you want to learn;</p> <p>C. Then, say the word to yourself;</p> <p>D. Trace the word in the first column, saying the letters as you trace;</p> <p>E. Go to the second column and say the word and write</p>	The teacher gives the students a spelling test over the words that the students' practiced with.	<p>LD Online (n.d.). <i>Five guidelines for learning to spell.</i> [Online]. Electronically Retrieved February 7, 2009 Available: http://www.ldonline.org/article/6192</p>

			<p>it the same way;</p> <p>F. Flip the paper over and say the word and spell it out—the same way, saying each letter;</p> <p>G. If it is a hard word, put it on the list more than once. If you are feeling really confident, trace and copy two words and try to remember them both before you flip the page over.</p> <p>H. After you have done all the words this way a few times, start doing them two or three at a time, and when you feel like you know them, do the list again, but this time skip the tracing. When you are very sure of yourself, skip the tracing and the copying both.</p>		
Strategy	Goal	Objective	Activities	Assessment	References
Detective Spellcheck Game	Students hunt for spelling errors in this game of spelling skill and quick reactions!	Students will: A. read a list of spelling words; B. locates the word that is spelled incorrectly.	In this lesson, students play a game that rewards good spelling skills and quick reactions! First: write the week’s spelling words, or any ten words, on a chalkboard or whiteboard. Go over the list of words with students; Second: instruct students to put their heads on their desks. When all heads are down, erase one of the words and write it	Play the game again. Have students write the incorrectly spelled word correctly on a sheet of paper. Students should spell 90 percent of the words correctly.	Education World (n.d.). <i>Detective Spellcheck Game</i> [Online]. Electronically Retrieved February 7, 2009 Available: http://www.education-world.com/a_lesson/02

			<p>with a spelling error in it; Third: The teacher will announce "Go to work, detectives!" At that announcement, students raise their heads. See how long it takes students to figure out which word is misspelled; Fourth: Students can raise their hands as soon as they know which word has been changed, or you might have them write the word -- correctly spelled, of course -- on a piece of paper.</p>		<p>/lp282-2.shtml</p>
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Mathematics

Strategy	Goal	Objective	Activities	Assessment	References
<i>VersaTiles Math</i>	<p>VersaTiles goal is to engage students in purposeful independent practice to increase mastery of essential math skills. It is based on research linking conceptual understanding, practice of skills and concepts, and problem-solving. This program is aligned to both state and national education standards. It provides for supplemental learning programs for both traditional classroom and</p>	<p>The following objectives are used in teaching VersaTiles Math:</p> <ol style="list-style-type: none"> 1. Number and Number Concepts; 2. Estimation and Computation; 3. Patterns, Functions, and Algebra; 4. Geometry and Measurement; 5. Statistics and Probability; 6. Problem-Solving Activities 	<p>Problem Solving Activity, grades 4-6 The objective of the problem solving activity is to use a formula to derive the correct answer. Activity: <i>An Ant Goes Jogging</i> The teacher projects the following instructions from the overhead projector: <i>Here is a square whose sides are 3 inches. Suppose an ant jogs along the outline of the square, from one corner all around to the same corner.</i> First: <i>How far does the ant jog?</i> Second: <i>How far does the ant jog if one side of the square is:</i> 1) 5 inches? 2) 2 1/2 inches? <i>How long is one side of the square if the ant jogs:</i> 3) 28 inches? 4) 44 inches <i>If the ant jogs around an</i></p>	<p>The teacher provides the student with a grid. The boxes in the grid are labeled from A through L. with the answer to the lesson found in the boxes. The grid is covered with tiles. When the student inverts the tiles, it makes a particular pattern. This way, by looking at the resulting pattern, the student is able to do self-assessment by knowing if s/he has found the correct answer. The teacher is provided with recording sheets; benchmark tests and formal tests for other assessment purposes.</p>	<p>ETA Cuisenaire (n.d.) <i>VersaTiles Math</i> [Online]. Electronically Retrieved February 19, 2009 Available: http://www.eta-cuisenaire.com/versatiles/versatiles_math.jsp</p>

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	<p>afterschool programs. Its design allows for self-correcting practice system and builds students' skills through challenging and independent practice sets. .</p>		<p><i>equilateral triangle, how far does he jog if one side of the triangle is:</i> 5) <i>5 inches?</i> 6) <i>8 inches</i> <i>How long is one side of the equilateral triangle if the ant jogs:</i> 7) <i>36 inches?</i> 8) <i>90 inches?</i> <i>If the ant jogs around a regular pentagon, how far does he jog if one side of the pentagon is:</i> 9) <i>7 inches?</i> 10) <i>2 ½ inches?</i> <i>How long is one side of the regular pentagon if the ant jogs</i> 11) <i>65 inches?</i> 12) <i>125 inches?</i></p>		
Strategy	Goal	Objective	Activities	Assessment	References

<p><i>Direct Instruction: Math</i></p>	<p>There are two major DI mathematics programs that are appropriate to be used with students with mental retardation. These include:</p> <ul style="list-style-type: none"> • Connecting Math Concepts • DISTAR Arithmetic <p>The goal for <i>Connecting Math Concepts</i> is to teach students to compute, solve problems, and think mathematically. The goal of <i>DISTAR Arithmetic</i> first published in 1970 is to provide for step-by-step procedures for solving addition, subtraction, multiplication, fractions, and problems in columns are taught in this program. Students learn to solve increasingly more complex story problems.</p>	<p>DI math programs are organized into strands that focus on teaching prerequisite skills to mastery before more complex skills are taught. <i>Connecting Math Concepts</i> and <i>DISTAR Arithmetic</i> are typically seen in elementary schools. <i>Connecting Math Concepts</i> is often seen in general education, however, can be used in special education classrooms with students who need focused remediation in mathematics. <i>DISTAR Arithmetic</i> is most often used as a remedial program in the elementary grades.. One often sees <i>DISTAR Arithmetic</i> used with students with low incidence disabilities (e.g., moderate to severe MR) given its step-by-step procedures.</p>	<p>There are several format features that make DI math programs unique. These include: (a) clear teacher scripts, (b) choral (unison) responding and signals, (c) individual turns, and (d) error correction and verification techniques. If teachers do not have access to DI math programs, they can still use these format features to enhance other published programs or teacher-developed lessons in the classroom. <i>Clear teacher scripts</i>. Clear teacher scripts specify what teachers say (typically noted in color) and do (noted in regular print) and what students say or do (noted in italics). Words (or numbers) noted in bold in the teacher script are referred to as "pause and punch" words. These words should receive increased emphasis by the teacher (e.g., are said louder by the teacher or are said after a pause to stress the word) For example, the teacher says, "How many tens in 30? Students respond, "2." The error correction would look like the following:</p> <p style="padding-left: 40px;">My turn. How many tens in 30? Three. Your turn. How many tens in 30? Repeat task after doing several other problems. "How many tens in 30?"</p>	<p>Within program assessments help determine the efficacy of instruction. Teachers may decide to repeat lessons to ensure firm responding (mastery) before moving on or accelerate students to higher lessons/levels based on their performance. Assessments occur every day or at regimented points in the program. They include workbook activities and mastery tests. If teachers do not have access to DI math programs, they can incorporate aspects of assessment into their daily teaching. For example, they can survey what skills will be taught to students during the upcoming year and assess whether students have these skills or not on a teacher-developed pretest.</p>	<p>Special Connections (n.d.). <i>Direct Instruction: Math Online</i>]. Electronically Retrieved February 21, 2009 Available: http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/specialconn/main.php?cat=instruction&section=main&subsection=di/math#ques1</p>
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			<p>The rule of thumb is to provide a model followed by student practice. A "starting over" should be incorporated as well to ensure that students "have it."</p> <p>In addition to error corrections, teachers should also be liberal in their amount of praise or verification statements provided. A rule of thumb is to say, "yes" plus whatever the students said. Teachers can use this strategy with or without the use of DI math programs. For example, when students respond, "16" to the instruction, "What is 8 x 2?" the teacher could say, "Yes. 8 x 2 = 16."</p>		
Strategy	Goal	Objective	Activities	Assessment	References
<p><i>Teaching Students to Tell Time: Three Resources for Busy Teachers</i></p>	<p>Three activity sheets help develop and reinforce students' clock/telling-time skills. The goal is to help students with mental retardation to understand the concepts of time and to provide a quick and practical</p>	<p>Students will develop time-telling skills, one skill at a time.</p> <p>Understand the connection between time on digital and analog (clock-face) clocks.</p>	<p>Although we live in a digital world. Although kids are no longer required to translate the time on a clock face to hour: minute (hh:mm) form. However, it is a skill that every student needs to have and so teachers need to teach it. Teaching the skill of telling time is one that requires patience and planning. Skills must be carefully sequenced so students learn to tell time by the</p>	<p>To test students' skills as you develop them, or to test mastery of all time-telling skills, use the Draw or Write the Time work sheet Retrieved February 21, 2009, from http://www.education-world.com/a_lesson/TM/draw_write_time.pdf or the Match the Times activity sheet Retrieved February</p>	<p>Education World (n.d.). [Online]. <i>Teaching Students to Tell Time: Three Resources for Busy Teachers</i> Electronically Retrieved February 21, 2009, Available: http://www.education-world.com/a_</p>

	<p>solution for special education teachers to teach math concepts to students with MR.</p>		<ul style="list-style-type: none"> • hour, then • half hour, then • quarter hour (quarter past and quarter to), and finally minute. <p>1. Telling Time transparency Retrieved February 21, 2009, from http://www.education-world.com/a_lesson/TM/clock_transparencies.pdf</p> <p>Print this resource and copy it onto a transparency for whole-class or group practice. Use an overhead projector to display the transparency on a screen or the classroom chalk or white board.</p> <ul style="list-style-type: none"> • If you display the transparency on a board, simply write a time (e.g., 6:15) in the windows of the digital clock. Then have a student come forward to draw on the board the hands that show that time on the clock face. Ask the rest of the class for feedback. Did the student draw the clock correctly? Wipe off the transparency and present another time for the next student to draw. • For a different kind of practice, draw a clock face and have students write the correct time 	<p>21, 2009, from http://www.education-world.com/a_lesson/TM/match_times.pdf to create an assessment activity.</p>	<p>esson/03/lp312-01.shtml</p>
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			<p>in the digital clock windows.</p> <p>2. Draw or Write the Time work sheet. Retrieved February 21, 2009, from http://www.education-world.com/a_lesson/TM/draw_write_time.pdf</p> <p>Once you have done the class/group activity suggested above, use this work sheet to provide students with individual practice writing digital times and/or drawing clock faces. Following are some suggested ways for using the work sheet:</p> <ul style="list-style-type: none"> • A good way to begin using the work sheet -- and to reinforce skills as you develop them sequentially -- is to provide each student with a copy of the work sheet. Use the transparency to present a time in either digital or analog (clock-face) form. Have students copy that time onto the face of the digital or analog clock beside the number 1, and then have them provide that time in the other format. Then use the transparency to present digital or analog clock 2... • Create a transparency 		
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			<p>from the Draw or Write the Time student work sheet, and provide a variety of clock faces or digital clock times for students to copy. For each clock face, students must provide the digital form of the time. For each digital time, they must draw a clock face showing that time. (The first time you use this sheet, you might present one time at a time and check student work as you go. Eventually you will be able to present a full sheet of clocks and allow students to work independently to complete the sheet.)</p> <ul style="list-style-type: none"> • Print a copy of the work sheet to use as a master copy. Write a variety of digital times and/or draw a variety of clock faces directly onto the copy of the master. Make copies and provide one for each student to complete. • Use the Draw or Write the Time work sheet to tailor individual 		
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			<p>work sheets for students or groups of students who need practice in specific time-telling skills.</p> <p>3. Match the Times activity sheet. Retrieved February 21, 2009, from http://www.education-world.com/a_lesson/TM/match_times.pdf</p> <p>Once students have used the Draw or Write the Time work sheet above, you can use this additional activity sheet to assess their skills. Simply print the Match the Times page and use it to create a matching activity. Draw hands on the blank analog clock faces to show a variety of times, write those times at random in each of the digital clock windows, and ask students to draw a line connecting the matching times. This activity can be done as you develop students' time-telling skills (telling time by the hour first, then by the half hour, and so on...), as a mastery test for students who have been taught all time-telling skills, or as an occasional reinforcement activity to ensure that students do not lose the skills they have learned. The activity sheet also could be copied onto a transparency for whole-class or small-group practice or review, or as a tool for having students correct their own work.</p>		
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Strategy	Goal	Objective	Activities	Assessment	References
<i>TouchMath</i>	Teaching basic number concepts, addition, subtraction, multiplication and division. Touch Points are mental manipulatives making it possible for people with disabilities to perform math functions essential for daily living and for academic accomplishment.	TouchMath integrates digits 1 through 9 with a corresponding number of "touch points." Touch Points serve as mental manipulatives for students who find concrete manipulatives cumbersome and distracting. With TouchPoints, students can remain focused on their papers. Counting on fingers and other improvised tactics can be inconsistent, inaccurate and condescending for older students. TouchPoints are portable, reliable and can be used in any setting for as long as needed	TouchMath is designed to introduce information in a sequential, scaffolded process. Students progress to more complex math skills at their own pace. Visual clues that help with left/right directionality, reduce number reversals and reinforce place value are introduced. Students physically touch each point in a logical pattern as they count aloud, providing a natural, repeating, multi-sensory reinforcement of their newly acquired number recognition skills. The teacher introduces a new math concept (adding single numerals) by downloading TouchMath worksheets Retrieved February 21, 2009, from http://www.touchmath.com/images/pdf/TM432.pdf	The student completes the worksheet. If the student is able to get 80% of the problems correct then the student will progress to the next worksheet. If not, the student will continue with the lesson, different worksheet, until the student is able to get 80% of the problems correct.	Touch Math (n.d.). [Online]. Electronically Retrieved February 21, 2009 Available: http://www.touchmath.com/

Reflective Evaluation

1. What has this course meant to you personally? How have your beliefs changed?

What this course showed to me was the kind of instruction appropriate to students with mental retardation and, in turn, how to develop and think in terms of programs that view the life of a student with mental retardation, however, not in discrete phases, but as a continuum that requires supports until the age 25. I would not say my beliefs have changed since taking this course, but the type of instruction that should be developed in the classroom such as social instruction has made it clear to me based on my own experiences in the classroom with cross-categorical students. It is apparent to me the importance of the IEP process, and how important

it was for all stakeholders in the process (teachers, counselors, parents, etc) to develop realistic goals and communicate effectively and honestly in preparing the education plan for the student. The IEP process for the severe/profound mental retardation student was informative and made me appreciate the teachers that take on such a challenging position. This class, SPE 596, will complement the other special education courses that I will take in the future at GCU and other education courses I have taken at other colleges and universities.

2. What are some additional areas in this subject that you may want to develop?

This is last course in the mental retardation sequence of classes for my program in education at Grand Canyon University. In the next few months, I will round-out my program by taking courses in learning disabilities, emotional and behavioral disabilities and physical and health impairments.

3. How might you find resources now that you have been introduced to these topics in the profession?

One of the resources will be the text book used for the SPE 596 class which presented an informative and useful life-span approach to understanding the topic by G.E. Thomas (1996) *Teaching Students with Mental Retardation*. Other good sources include Drew & Hardman *Intellectual Disabilities across the Lifespan* (9th Ed.) as well the works of Turnbull & Turnbull, et.al, *Exceptional Lives: Special Education in Today's Schools* (4th Ed.).

4. How motivated are you to seek our more information on topics discussed in this course?

Extremely motivated because many of the issues described in the text, class discussions are what I have been experiencing in working with students in the middle school cross-categorical classroom for the past two years. I wish to find-out more about instructing Down

syndrome children and students with developmental delays, which has been my biggest struggle lately.

5. How have your professional abilities been enhanced at this point in your program?

It has been greatly enhanced. I have been able to apply communication skills in regards to visual literacy. For example, I have modified science tests combining graphical images with vocabulary words. This idea was prompted by the readings which suggested that mentally retarded students learn through manipulatives and images. Because of the success of my students on the science test, the school that I teach at will be using images in their short-cycle assessments of middle school special education students. And in science and social studies, the group I work with, three eighth grade male students (Down syndrome, Asperger syndrome and developmentally delayed) developed PowerPoint presentations that traced the history of the American railroad industry from the 1820 to 1860 period for their social studies class and for a science unit in geology, investigated active volcanoes around the world. In both classes, the students were able to craft a project, using Google image library, and were able to find some excellent archival photos to make their presentations visually informative.

6. How have you applied what you have learned this far?

Early on in the course, interviewing teachers about the concepts of goal instructional analysis with teachers really enhanced my ability to listen effectively to what the practitioners' in the field were really trying to say. Some of the teachers, it was especially necessary, because they tended to provide too much information about the parents and the students, which required for me not to divulge everything they, were willing to tell me. By their feeling comfortable with

me, I developed a really good rapport with them both which I hope to continue with my future class work at Grand Canyon University.