

*Special Education
Curriculum Development
Center* —an in-service training approach

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COURSE REQUIREMENTS

7U:145

Curriculum Development and Methodology for the Mentally Retarded I

Instructor: Edward Meyen
Office: W306, East Hall
Phone: 353-4779

No basic text - Refer to required reading list.

Student Evaluation

Grades will be based on performance in the following areas.

1. Class participation
2. Group projects
3. Individual projects
4. Two examinations

Students Registered for 3 s.h. Credit

Course sessions are based on a 2 semester hour requirement; however, special education majors are encouraged to register for 3 semester hours credit. The requirement for the third hour credit will be met through completion of 15 observations and participation in seminars scheduled by the instructor. Students unable to complete the observation requirement may with permission of the instructor complete one of the following.

Alternatives

1. Curriculum project related to the operation of the course
(to be announced by instructor)
2. Review research (limited to the following areas)
 - a. Concept formation
 - b. Problem solving
 - c. Theories of learning applicable to teaching the mentally retarded
 - d. Programmed instruction
 - e. Specific subject matter area

GENERAL AREAS TO BE COVERED

- I. Brief review of mental retardation in terms of implications for educational programming
- II. Relevance of general curriculum planning to the development of educational programs for the mentally retarded
- III. Basic understanding of child growth and development relative to planning instructional programs for the mentally retarded
- IV. Mental health in the classroom
- V. Perspective of curriculum development for the educable mentally retarded
 - A. Philosophy
 - B. Needed improvements
- VI. Unit Teaching
 - A. Relationship of unit teaching to curriculum development
 - B. Advantages and disadvantages of unit teaching
 - C. Integrated Life Experience Unit "construct"
 - D. Core areas
 - E. Developmental steps to the construction of Life Experience Units
 1. Selection of unit topic
 2. Sub-units
 3. General objectives
 4. Core areas
 5. Resource materials
 6. Focabulary
 7. Lesson Plans
 - F. Writing instructional objectives
 - G. Use of experience chart
 - H. Seat work
 - I. Daily use of units
 - J. Organization of units into a year's plan of work
 - K. Evaluation
- VII. Subject matter area
 - A. Language Arts
 - B. Arithmetic
 - C. Social Studies
 - D. Health
 - E. Science
- VIII. Lesson Plans
- IX. Selection of supplementary materials
- X. Pupil evaluation
- XI. Organization of secondary programs
- XII. Curriculum evaluation techniques

REQUIRED COURSE PROJECTS

Each student must select one of the following three age levels as an area of emphasis.

- 6 - 10 C.A.
- 11 - 14 C.A.
- 15 + C.A.

The level selected should reflect the student's major area of interest relative to teaching the mentally retarded. Although the age range for each level is considerable, they are appropriate for the purposes of this course.

Exercises These will be graded as either satisfactory or unsatisfactory. If considered by the instructor to be unsatisfactory, suggestions will be given to assist the student in complying with the expectations for the exercise.

- Exercise 1: Education Objectives
- Exercise 2: Core Areas
- Exercise 3: Unit Practice
- Exercise 4: Preliminary Plan of Unit

Individual Assignments Each student will receive a grade on each assignment.

Individual Assignment I.

Unit Construction: Each student will prepare one unit in accordance with the guidelines presented in this Guide.

Students should begin thinking of a unit topic during the first week of class discussion on unit teaching. However, approval by the instructor on a specific topic will not be given until the initial consideration of the "construct" has been completed. Exercises 1, 2, 3, and 4 are preliminary assignments which must also be completed prior to your topic being approved.

Group Project I.

Organization of Units into a year's plan of work. Specific instructions will be given during class lectures.

Group Project II.

This may become an individual project depending on the wishes of the class.

A. Identification of Skills ---

The identification of skills appropriate for educational programs designed for the educable mentally retarded.

1. Is the skill appropriate to the "life" needs of the mentally retarded?
2. Can this skill be evaluated?
3. Is the skill relevant to the age level?

B. Organization of Skills in Sequence ---

The organization of skills appropriate to educational programs designed for the educable mentally retarded.

1. What skills must be taught prior to the one presently being considered?
2. Can this particular skill be effectively taught in isolation?
3. How does learning this particular skill relate to skills to be included later in the curriculum?

C. Use of the Skill Inventory

1. As a guide to the teacher in planning instructional programs for the educable mentally retarded
2. As an evaluative device in determining competencies of children new to the class
3. As an inventory of pupil progress to be used as a supplement to more general information accompanying the pupil from one level to the next.

D. Dimension of Group Project

1. Each group, e.g., 6-10 C.A., 11-14 C.A., and 15+ C.A. will concern itself with the skill areas of arithmetic and language arts.
2. Each group should develop the skills extensively for its area of emphasis; however, it should also briefly outline skills for the previous and/or succeeding levels.

E. Format

INVENTORY OF SKILLS

Area _____ Level _____

Has Competence	Has Limited Competence	Has No Competence	Comment

Individual Assignment II.
(Teaching Aid)

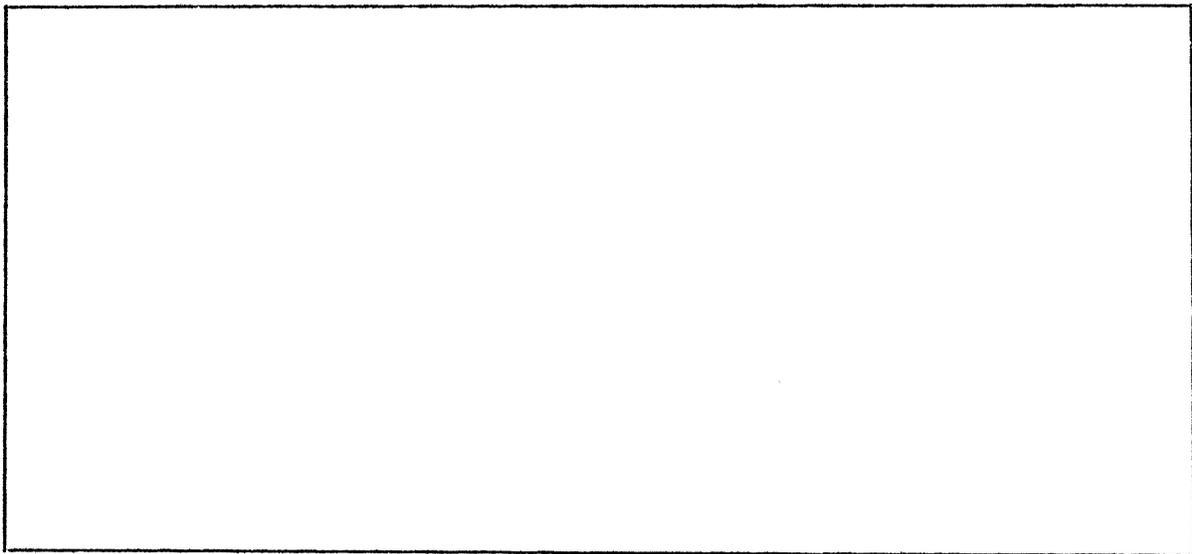
Name _____

Level _____

TEACHING AIDS

TITLE _____

ILLUSTRATION



How is this particular aid to be used?

Materials Needed:

Comments on reverse side:

SIX BASIC CORES

Exercise 2.

Briefly outline what you think could be adequately taught through the respective core areas.

Arithmetic Concepts

Communicative Skills

Social Competence

Health

Safety

Vocational Skills

Should there be additional core areas? If so, describe.

1.

2.

Exercise 4.

Preliminary Plan of Unit (Using your proposed unit topic)

your unit topic

I. Unit Topic: _____

Why are you including this unit in your curriculum?

II. List Sub-Units (related theme)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

III. State general objectives for the unit.

IV. UNIT TITLE (Indicate the general theme of the unit)

ARITHMETIC CONCEPTS

HEALTH

SOCIAL COMPETENCIES

SAFETY

COMMUNICATIVE SKILLS

VOCATIONAL SKILLS

V. Resource Material

VI. Vocabulary

VII. LESSON PLAN

Objective and Concepts	Activities	Resource Material	Experience Chart

UNIT TOPIC

MEASURE

ARITHMETIC CONCEPT

"Equals" means the "Same As".
Meaning of terms that are opposite to: long, thick, wide, deep, round, square, etc.

12 inches equals 1 foot
36 inches equals 1 yard
3 feet equals 1 yard

Abbreviations: ft., in., yd.
Use of "by" in recording sizes.

1/2 is anything divided into two equal parts.

Use of foot rulers in measuring smaller objects; use of yardsticks to measure larger things. Understanding of terms used in measurement.

OBJECTIVE

To measure accurately common objects with the foot ruler and yardstick.

HEALTH

Wearing of clothes of proper size is important to health--particularly shoes.

Room appearance should be neat and clean. (Put things back after use.)

Personal satisfaction in helping and personal pride in doing things well. (Mental Hygiene)

COMMUNICATIVE SKILLS

Listening for directions and following suggestions:

Committee work in planning and working together.

Planning sentence structure for experience chart.

Following directions for seat work--finding correct answers. Effort to establish independent work habits; working by oneself.

Participation in group discussion.

Accurate oral and written reports on measurements.

SOCIAL ATTITUDES

Choosing and working with partners.

Cooperation in working out solution to problem.

Importance of not interfering with others.

Importance of planning before work begins

Listening to and accepting reports of others.

Courtesy--not interrupting.

SAFETY

Develop habits of safety when using ruler or yardsticks.

Awareness of being careful of property and people while measuring.

Care in cutting--use of scissors; also, carrying them properly.

Respect for others who are working--safe distance, etc.

UNIT TOPIC

ARITHMETIC CONCEPTS

1. Recognition of coins and bills.
2. Value of money.
3. Worksheets involving the use of money.
4. Making change.
5. Develop the concept that we buy things with money.
6. Develop the concept that we work for money.
7. Reading advertisements.
8. Understand the use of the cent and dollar sign.
9. Simple budgeting to develop the concept of saving.
10. Construct a grocery store in the classroom. Assign various class members jobs within the store.

MONEY

Objectives--To develop understanding of the value and recognition of money. To encourage good attitudes toward saving and earning money.

HEALTH

1. Money buys shelter
2. We use money to buy food and clothing.
3. Medicine costs money.
4. We have to pay the doctor and dentist when he helps us.
5. Do not put coins in your mouth.

COMMUNICATIVE SKILLS

1. Understanding the use of the cent and dollar sign.
2. Understanding of numerals and number words.
3. Filling out saleslip.
4. Dramatizations.
5. Vocabulary development.
6. Reading advertisements in the newspapers.
7. Reading labels-store names, departments.
8. Use of the telephone and telephone book.
9. Recognition of foods and materials.
10. Recognition of signs found within business places.

SOCIAL ATTITUDES

1. Responsibilities in earning and saving money.
2. Responsibilities of a job.
3. Good habits of honesty.
4. Desirable personality traits when working with other people.
5. We have to pay for things that we get in stores.
6. Desirable behavior traits expected of a person visiting a business place.
7. Paying bills on time.
8. Telephone manners.
9. Responsibility when on an errand for mother.

SAFETY

1. Field trips to business places emphasize traffic safety.
2. Discuss safety rules to remember when going on errands.
3. Safety in the store.
4. Safe care of money.
5. Safety in the use of things that we buy.
6. Safety on the different modes of transportation that we can purchase tickets for.

UNIT TOPIC

ARITHMETIC CONCEPTS

1. Count the members of the students' families.
2. Discuss salary.
3. Family budget.
4. Discuss saving money.
5. Making deposit at the bank.
6. Set up a bank in the classroom.
7. Experience in completing bank forms.
8. Worksheets based upon planned experiences in simple budgeting.
9. Buying food and clothing, figuring cost of items. Figuring change.
10. Father builds things at home. Opportunity for lessons in measurement and figuring cost of materials.

HOME AND FAMILY

Objectives.....To help the child develop healthy attitudes toward his home and family.....To help him assume his share of responsibilities.

HEALTH

1. Routine health habits; bathing rest, preparation for meals, care of clothing, etc.
2. Precautions to take when someone in the family has a communicable disease.
3. What to wear according to the weather.
4. Meal planning.

COMMUNICATIVE SKILLS

1. Discuss responsibilities of the members of the family.
2. Experience chart.
3. Vocabulary list...members of the family, names of the rooms in the house, names of food, clothing, etc.
4. Make a scrapbook of the home and the family.
5. Write letters to the members of the family living away from home.
6. Reading grocery ads.
7. Films and filmstrips.
8. Reporting emergencies.
9. Making phone calls.
10. Using the telephone directory.

SOCIAL ATTITUDES

1. Assuming family responsibility.
2. Discuss role of mother and father.
3. Develop pride in their home.
4. Respect for parents.
5. Respect for property rights.
6. Behavior in the home.
7. Table manners.
8. Telephone manners.
9. How introductions are properly made.

SAFETY

1. Do not leave toys on the stairs.
2. Proper care of toys.
3. Safety rules pertaining to electrical appliances.
4. Safety rules applying to gas stoves and water heaters.
5. Slippery floors and loose rugs.
6. Do not run up and down stairs.
7. Discuss fire hazards.
8. Hazards in the garage and the yard should be discussed.
9. Discuss the causes of fires.

UNIT TOPIC

ARITHMETIC CONCEPTS

1. You receive an itemized telephone bill and want to check the total by re-adding.
 - A. Balance from last month.
 - B. This months cost.
 - C. Long distance calls.
2. You can make long distance calls in daytime or at night--do problems finding the difference in cost (the savings) if you wait to call at night.
3. How many nickels, dimes, and quarters would it take to make calls of various total (85¢, 30¢, \$1.40, etc.) amounts.

Objectives-----Telephone

1. Develop good telephone manners.
2. Know how to make emergency calls.
3. Understand basic telephone usage.
4. Develop primary understandings of telephone directory.
5. Become acquainted with jobs which are part of telephone company.
6. Develop primary understandings of cost of telephone service.
7. Develop understanding of alphabetization.

HEALTH

1. Call the doctor and make appointment.
2. Call the dentist and make appointment.
3. Call the ambulance to come to your home.
4. Call the drugstore to have prescription refilled and delivered.
5. Call the doctor and ask him to call druggist to place prescription and have it delivered. They may not be able to do this, but it can be demonstrated.

COMMUNICATIVE SKILLS

1. Call "Information" and ask for a number not in phone book.
2. Call railroad station and ask for time train departs and cost to Denver.
3. Call friend and ask to go to show with you.
4. Call movie and ask time show starts.
5. Call mother (from downtown) and ask to go to friends' house.

SOCIAL ATTITUDES

1. Explain and show how to break in on party line with emergency. How should you act if someone breaks in on you?
2. When you have several calls in a row to make, why wait awhile between calls?
3. Even if your phone is private, why limit length of calls?
4. Show how to take a call for someone not at home: mother, sister, etc.

SAFETY

1. If your parents were gone and you needed help, what would you tell the operator in the following cases:
 - A. The house next door is on fire.
 - B. A serious auto accident just outside.
 - C. Your sister burned herself badly.
 - D. Your little brother cut himself badly.
 - E. You see burglar go into the house next door.
2. You see badly frayed telephone wires, how and to whom do you report?

UNIT TOPIC

ARITHMETIC CONCEPTS

1. Recognition and value of coins and bills.
2. Making change.
3. Purchasing clothes at the store and through a catalogue.
4. Measuring sizes.
5. Reading advertisements.
6. Earning money to purchase clothes.
7. Budgeting money.
8. Saving money.
9. Use of the bank.
10. Filling out deposit slips.
11. Worksheets relating to money and measurement.

CLOTHING

Objectives.....To develop an understanding of the proper use and care of clothing. To develop skills in measurement and working with money.

HEALTH

1. What type of clothing should we wear in cold, warm, or stormy weather.
2. Change underclothes regularly.
3. Clothes should be washed when soiled.
4. Wear proper bed clothing.
5. Discuss the causes of illness relating to the wearing of the wrong type of clothing.
6. Change clothing when wet.

COMMUNICATIVE SKILLS

1. Experience chart.
2. Reading ads, labels, store names, departments, etc.
3. Group discussions.
4. Recognize the names of materials.
5. Read catalogues.
6. Use of films and filmstrips.

SOCIAL ATTITUDES

1. Keep clothing neat.
2. Wear colors that look nice together
3. Proper attire to wear according to the occasion.
4. Behavior while shopping.
5. Honesty--we pay for the things that we get at the store.
6. Responsibility for caring for ones own clothing.
7. Develop respect for other people's property.
8. Do not wear other people's clothing.

SAFETY

1. Wear clothing that fits.
2. Danger of loose clothing around moving machinery.
3. Danger when ironing and washing clothes.
4. Traffic safety going to and from the store.
5. Safety rules involving stairs, elevator, and esculator.

Exercise 3. -- Unit Practice

I. Selection of Unit

Courtesy

Why should we concern ourselves with teaching a unit on courtesy?

1. The home environment of many of these children will not provide the the needed stimulation to facilitate the learning of good manners.
2. The classroom, lunchroom and playground provides a natural setting for this unit.
3. Social development is a basic objective for the education of retarded children.
4. Many habits and attitudes pertaining to courtesy will support good health and habits.

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

II. Sub-Units

A unit on courtesy can be very encompassing, therefore, lends itself to various sub-units.

1. Planning a party
2. Table manners
3. Introduction
4. Playing with others
5. Public places
6. Taking a trip
7. Leisure time
8. Good grooming
9. Cleanliness
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

Change to paragraph form - general

III. General Unit Objectives

1. To develop good attitudes toward others
2. To learn acceptable manners
3. To experience making introductions
4. To assist the children in planning a party and program
5. To encourage good grooming
6. To teach behavior in public places
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

change

IV. Activities or ~~Concepts~~ Reinforcing Core Areas

A. Arithmetic

1. Purchasing supplies for party
 - a. making change
 - b. recognizing coins and bills
 - c. appropriate worksheets
2. Utilize newspaper ads
3. Calendar activities
4. Planning for proper number of people
5. Measurement as it relates to refreshments
- 6.
- 7.
- 8.
- 9.
- 10.

B. Communicative Skills

1. Group discussion
 - a. develop experience chart
 - b. make reports
2. Good listening habits
 - a. read to them
 - b. participation in group discussion
3. Newspaper--pictures
4. Recognition of money and foods
5. Dramatic play
- 6.
- 7.
- 8.
- 9.
- 10.

C. Social Attitudes

1. Setting a table
2. Dramatic play relative to:
 - a. table manners
 - b. introductions
 - c. courtesy
3. Proper use of telephone
- 4.
- 5.
- 6.
- 7.
- 8.

D. Health

1. What to serve at a party
2. Cleanliness
3. Good grooming
4. Preparation of refreshments
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

E. Safety

1. Safety in the classroom, lunchroom and on the playground
2. Types of games to play at a party
3. Recognition of safety signs
4. Precaution on field trip
5. Safety and money
- 6.
- 7.
- 8.
- 9.
- 10.

F. Vocational Skills

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

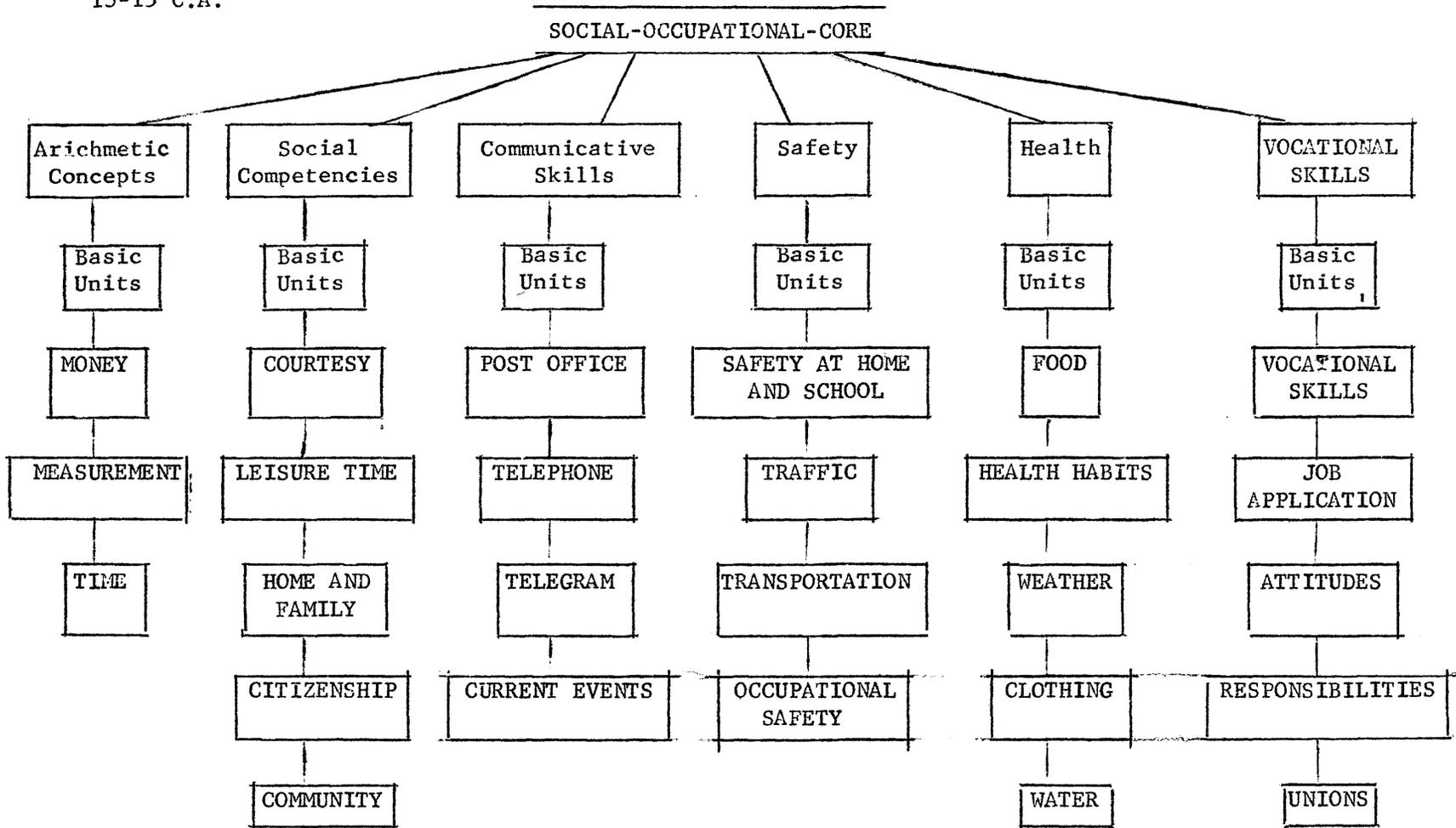
V. Resource Material

1. Pictures illustrating manners
2. Art materials--mounting pictures--scrapbook--posters
3. Easel
4. Silverware--table cloth--dishes, etc.
5. Books--about courtesy
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

VI. Vocabulary

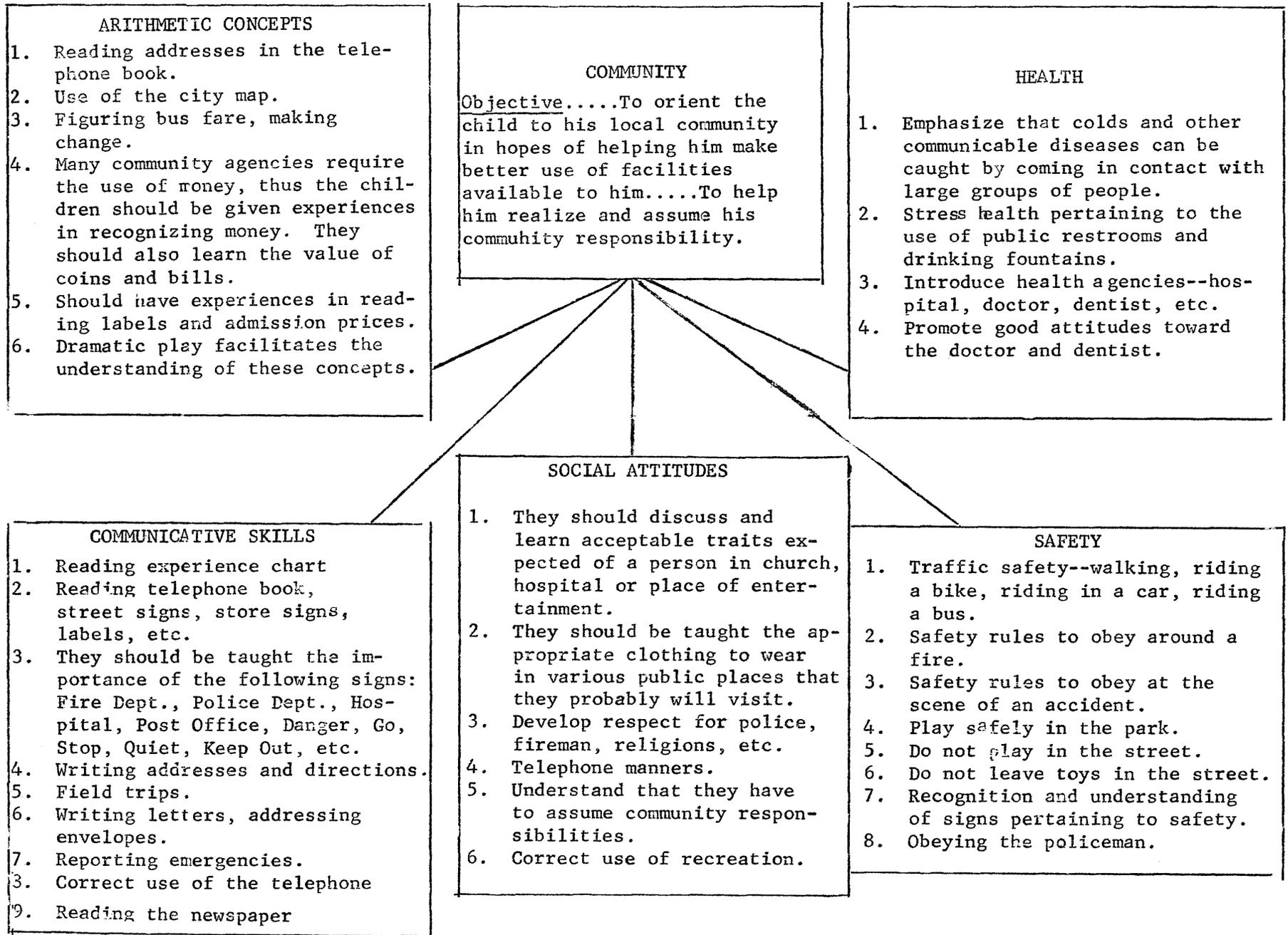
CATEGORIZING UNITS BY CORE AREA

CURRICULUM CONSTRUCT
13-15 C.A.



Example of Step IV.

UNIT TOPIC



CURRICULUM GOALS FOR THE EDUCABLE MENTALLY RETARDED

When developing a curriculum for the educable mentally retarded at the local level, consideration must be given to establishing goals which shall serve as a means of direction and guidance. These goals should be specific and should provide a pattern for categorizing learning experiences into areas of emphasis.

Curriculum goals for the educable mentally retarded should reflect the basic aim of education which is that all children should have the opportunity of developing their capabilities, great or small, to their fullest potential. The acceptance of special classes for the educable mentally retarded in local school systems is evidence that the schools are endeavoring to fulfill this aim. If these special classes are to be effective, the curriculum subscribed by them must meet the needs of the individuals for whom the classes are designed. In doing so, the curriculum must serve local communities by preparing these children to become contributing members in the community.

What are the goals for the education of educable mentally retarded children? How specific should they be? How extensive should they be? As a basis for discussion of the previously-mentioned questions, let us consider the various goals as set forth by writers in the field. Featherstone suggests that the Educational Policy Commission formulations should be suitable as a guide to developing specific goals. He further suggests that the goals should be immediate and tangible. He lists the following as recommendations:

1. Health
2. Vocation
3. Home and family
4. Personal development
5. Social competence
6. Fundamental skills and abilities

A close parallel to the goals cited by Featherstone are those suggested by Ingram which are:

1. Mental and physical health
2. Practical working knowledge of the tool subjects
3. Worthy home and community life
4. Worthy use of leisure time
5. Adjustment in industry

It is evident that there is a marked similarity between the goals as stated by these two writers. As a comparison, Godfrey Stevens states the goals in terms of persistent life situations. These are stated in terms of what the learner needs rather than what the teacher should teach.

1. Learning to maintain a state of physical well being
2. Learning to live safely
3. Learning to understand oneself
4. Learning to get along with others
5. Learning to communicate an idea
6. Learning to use leisure time
7. Learning to travel about

8. Learning to earn a living
9. Learning to be a homemaker
10. Learning to enjoy life through the appreciation of art, dance, and music
11. Learning to adjust to the forces of nature
12. Learning to manage one's money

In reviewing the goals as stated by the three previously mentioned authors, it becomes apparent that there is agreement in the basic intent of the goals; however, the discrepancy occurs in the terminology used.

OBJECTIVES

It is also evident that although these objectives are numerous in number they could be classified into four general categories, namely; social competencies, occupational and economic efficiency, civic responsibility and proficiency in basic skills. If a curriculum is to be designed that will facilitate the attainment of these objectives, then we must evaluate them in terms of developing a curriculum that utilizes the child's capabilities, past experiences and that is geared toward the attainment of the previously-mentioned objectives.

SOCIAL COMPETENCIES

The development of social competence is a basic objective in the education of retarded children. Their success in earning a living, their participation in the community, and their ability to get along with others will greatly depend upon their development of social competence.

A competitive society such as ours places demands upon the retardate which are difficult for him to meet. Unfortunately he must compete with people of normal intelligence and aptitude for social status and occupations.

The mental retardate has an additional handicap in that his physical appearance generally does not give indication of mental retardation. The orthopedically handicapped are more easily identified by society because of their obvious impairment. Therefore, society tends to make allowances for their limitations; but it is difficult for society to recognize a mentally retarded individual until it is aware of his limitations. His acceptance by society will be greatly expedited if he possesses the desirable social traits and attitudes expected by society.

Writers in the field have repeatedly stated that what the normal child learns incidentally the retarded child must be taught. For this reason, emphasis must be given to the teaching of social competencies in any curriculum designed to meet the needs of the educable mentally retarded.

The following suggestions should receive consideration when developing social objectives for the educable mentally retarded.

SOCIAL COMPETENCE

1. To help each child develop emotional maturity.
2. To help each child in learning to get along with others.
3. To develop social values.
4. To develop good self concepts.
5. To help each child make good use of leisure time.

CIVIC RESPONSIBILITY

A curriculum designed for the educable mentally retarded should emphasize home membership and community participation as a necessary function of the educational program. The attainment of this objective definitely depends upon the individual's acquisition of good social competence which is an integrated element of all objectives for the retarded.

The acceptance of the retarded by the community and family members will greatly rely upon the individual's contributions, his adherence to laws and regulations and his ability to get along with others. Municipal laws and safety habits that the normal child learns incidently at home and at school need to be purposely taught to the retardate in a meaningful way.

Following are suggestions that merit consideration when developing objectives pertaining to civic responsibility for the educable mentally retarded.

CIVIC RESPONSIBILITY

1. To help the child become a contributing member instead of a burden to society.
2. To help the child become a contributing member of the home.
3. To teach respect for property.
4. To develop observance and respect for laws.

PROFICIENCY IN BASIC SKILLS

Careful consideration must be given to the teaching of basic skills to the educable mentally retarded. The intellectual limitations of the retardate will greatly restrict learning of these skills. The maximum academic achievement that children within the educable range are expected to reach is considered to be approximately from the third to the fifth grade. His level of intelligence for the most part limits his experiences to his immediate environment. His means of communication are limited by his reading comprehension and his vocabulary. The retardate's inability to work with abstractions necessitates the use of methods involving concrete materials and techniques.

A curriculum for the educable mentally retarded should expedite the acquisition of the essentials of basic skills. It should also provide opportunities for the child to develop proficiency in the use of communicative skills.

OCCUPATIONAL-ECONOMICAL EFFICIENCY

The flexibility of the "Integrated Life Experience Unit Approach" lends itself exceptionally well to the achievement of this objective in that it allows the teacher to draw upon the resources of the individual's immediate environment. Realizing that the educable mentally retarded child will eventually be an adult seeking a role in the community, consideration must be given to the occupational opportunities the local community has to offer. A curriculum designed for retarded children must consider these vocational opportunities and gear the educational (occupational) experiences to preparing the retardate for vocational success in the occupations available to him.

The attainment of occupational-economical efficiency is much broader in scope than training for a specific occupation. These children must be taught desirable habits of health, safety, and grooming, plus good social attitudes toward their fellow employees and their employer. Consideration must also be given to the development of a vocabulary peculiar to those occupations available to the retardate.

The following are suggestions which should receive consideration when developing objectives for the educable mentally retarded pertaining to occupational and economic efficiency.

OCCUPATIONAL AND ECONOMICAL EFFICIENCY

1. To offer experiences designed to prepare the retardate for vocational success.
2. To develop desirable attitudes toward employment and working with others.
3. To develop skill in the management of money.
4. To develop respect for authority.
5. To develop alertness for occupational safety hazards.

OBJECTIVES FOR EDUCATING MENTALLY RETARDED CHILDREN

Exercise I.

List and discuss in your own words the objectives which you feel are of importance to educational programs for the mentally retarded. Rank them according to importance.

1.

2.

3.

4.

5.