DOCUMENT RESUME

ED 138 033 EC 100 669

AUTHOR Bair, Anne G.
TITLE Social Skills Assessment and Curricula.
PUB DATE Nov 76
NOTE 46p.; Paper presented at the Conference, Breaking Affective Barriers for the Handicapped, Virginia Council on Health and Medical Care (Roanoke, Virginia, November 21-23, 1976) ; Appendix may not reproduce clearly due to print quality

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Curriculum; Early Childhood Education; *Handicapped Children; *Play; *Social Development; *Toys

ABSTRACT

Described is an independent toy play curriculum for young handicapped children. It is explained that toys were analyzed according to functions in three classifications: functional toy skills (toys designed to elicit simple motor actions of short duration); physical toy skills (toys designed to elicit gross motor action); and constructive toy skills (toys designed to elicit the child's imagination and organization). The curriculum includes information on pretesting and instruction, as well as progress profiles and instructional profiles which list behavioral objectives and criteria for each toy. Also included is information on nine other curricula for social, communication, self help and occupational development of handicapped children. (CL)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED138033

U S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SOCIAL SKILLS ASSESSMENT AND CURRICULA

Presented at

VIRGINIA COUNCIL ON
HEALTH AND MEDICAL CARE

NOVEMBER 22, 1976

Anne G. Bair
School for Contemporary Education
2912 King Street
Alexandria, Virginia 22302

EC 100667

GUNZBURG P-A-C/P-E-I

Self-Help	Communication	Socialization	Occupation
1. Eating/Table Habits	1. Language	1. Play Activities	1. Dexterity
2. Mobility	2. Differences	2. Home Activities	2. Agility
3. Toilet & Washing/ Cleanliness	3. Time and Measure	3. Shopping	3. Cookery
4. Dressing/Care of Clothes	4. Number Work	4. Social Graces	4. Cleaning/Laundry
	5. Paper & Pencil Work Reading & Writing	5. Social Relationships	5. Manual Activities
		6. Social Awareness	6. Leisure Activities
		7. Social Initiative	
		8. Financial Dealings	
1. C-CPR (Oregon)	1. C-CPR (Oregon)	1. C-CPR (Oregon)	1. C-CPR (Oregon)
2. Project More	2. Read Project Series*	1. Read Project Series*	2. Steps to Independence
3. Steps to Independence	3. SLC	3. Independent Toy Play (SCE)	3. Independent Toy Play (SCE)
4. Read Project Series*		4. Peer Interactive Play**	4. Peer Interactive Play (SCE)
5. SLC		5. Steps to Independence	5. SLC
		6. DUSO D-1/ DUSO D-2	
		7. FOSD	
		8. TAD	
		9. SLC	

* Currently Under Revision
** Available 12/10/76

Title of Curriculum: Progress Assessment Chart and Progress Evaluation Index

Developed by: H.C. Gunzburg

Publisher's Address: Aux Chandelles
P-A-C Department
P.O. Box 398
Bristol, Indiana 46507
219-848-7451

Costs: Assessment Charts - P-P-A-C $4.80 per 25 forms
P-A-C-1 (12th Ed.) $5.75 per 25 forms
P-A-C-1A $5.75 per 25 forms
P-A-C-2 (10th Ed.) $5.75 per 25 forms
M/P-A-C-1 $4.80 per 25 forms

Evaluation Indexes- P-P-E-I $7.20 per 5 forms
P-E-I-1 $7.20 per 5 forms
P-E-I-2A For Moderate $7.20 per 5 forms
P-E-I-2B For Mild $7.20 per 5 forms
P-E-I-2C For Borderline $7.20 per 5 forms
M-M/P-E-I-1 $7.20 per 5 forms
M-F/P-E-I-1 $7.20 per 5 forms

P-A-C Complete Speciment Set - $19.50
P-A-C Manual - $7.50

Intended Population: Mentally retarded students and adults, ages 2 - 25

Purpose of P-A-C/P-E-I System:

The P-A-C/P-E-I system was designed primarily to provide a means of systematically recording the social behavior of mentally handicapped children and adults. It provides a basis for assessing individual deficiencies as well as indicating program needs for the entire class. It provides a logical sequence of social skills to be taught and might be utilized in connection with placement and diagnostic functions.

The P-E-I serves to supplement the P-A-C. The P-E-I provides quantative information relating to the "average achievement levels" of a specified population of mentally handicapped persons. The purpose of the P-E-I is to provide staff and parents with comparative information as to how an individual child compares to other children of similar intelligence. It is only in this context that one can formulate meaningful statements about a child's level of social functioning, since he will predictably be assessed as socially deficient in at least some areas if compared to a normal population.

Selection of Skills:

The skills selected in each P-A-C were done so on the assumption that mastery of them would make it easier for the handicapped child to adjust to the demands of the community. Within each of the four social skills areas (self-help, communication, socialization and occupation), the skills are arranged in ascending order of difficulty on concentric rings. Each skill in a subsection is either easier or more difficult than the skills in adjacent rings; skills placed on the same concentric ring are approximately the same level of difficulty.

P-A-C Levels:

There are five P-A-C levels. The Primary P-A-C (P-P-A-C) is intended for children ages 2-7. The sample population consisted of 156 handicapped children, ages 2-7, with I.Q.'s of 55 or less who also had behavioral difficulties. The skills indicated cover the first three years of normal social development and some of the items were selected from existent developmental inventories.

The P-A-C-1 is intended for children ages 6-16. The sample population consisted of 337 children, ages 6-16 with I.Q.'s less than 55. The skills selected were drawn almost exclusively from existing instruments (Vineland, Doll, Stanford-Binet) and their selection was based solely on their relevance to social development. The P-A-C-1 corresponds to normal child development from three to eight years.

The P-A-C-1A is intended for children and adults between the ages of 16-25 who have demonstrated mastery on the P-A-C-1, but who are not advanced enough for the P-A-C-2. It is an experimental form in the sense that there exists no research regarding the usefulness of the items or the sequence and level of difficulty. As such, there is not an accompanying evaluation index.

The P-A-C-2 is designed for children and adults between the ages of 16-25, but could be used for older adults. The sample population consisted of 144 men and women ranging in age from 15-31 with a WAIS I.Q. range of 40-84. The accompanying evaluation index is based on these intelligence levels as opposed to age, as in the other indexes. Thus, regardless of the age of the individual, average attainment levels are compared to those in the sample functioning on a similar level. The levels include: moderately handicapped (WAIS I.Q. 40-54); mildly handicapped (WAIS I.Q. 55-69); and borderline (WAIS I.Q. 70-84).

The M/P-A-C-1 is intended for Down's Syndrome children between the ages of 6-15. The sample population consisted of 200 children, with 10 boys and 10 girls from each age group. The M/P-A-C-1 uses the same items as the P-A-C-1, but the ordering is different and, as there are sex differences, there are separate evaluation folders for boys and girls.

Title of Curriculum: Curriculum-Cumulative Progress Record, 1973

Developed By: Teaching Staff sponsored by the Community Mental Retardation Section of the Mental Health Division, Oregon

Publisher's Address: Mr. David A. Isom
Mental Health Division
Department of Human Resources
2570 Center Street, N.E.
Salem, Oregon 97310

Cost: $6.00

Intended Population: Trainable mentally retarded students enrolled in public schools

Purpose of Curriculum-Cumulative Progress Record:

The CCPR is designed to provide teachers of TMR children with an evaluation instrument (Student Progress Record) and a how-to-do-it curriculum guide which would provide the basic curriculum to be utilized in all TMR classes in Oregon.

Content of CCPR:

The Student Progress Record, the evaluation instrument of the CCPR, evaluates students in thirteen skill areas which include: social skills, receptive and expressive language, reading, writing, number concepts, money, time, eating, dressing, personal hygiene, motor skills and physical fitness. The SPR includes criteria for scoring as well as printed materials to be used in the evaluation.

The curriculum guide contains a task analysis of all the skills evaluated on the Student Progress Record as well as additional skills in the three major areas of independent living, communication and physical development.

Title of Curriculum: Project More Daily Living Skills Programs

Developed by: Project More Staff, George Peabody College, Nashville, Tennessee

Publisher's Address: Edmark Associates
1324 Northrup Way
Bellevue, Washington 98005
Toll free number (800) 426-0856

Costs: Toothbrushing Program - $5.00
Eating Program - $10.00
Nose Blowing Program - $5.00
Hand Washing Program - $5.00
Complexion Care - $6.00
Hair Washing - $5.00
Use of Deodorant - $5.00

Intended Population: Institutionalized trainable retarded students (could be used with moderately to severely retarded students in a day school.)

Purpose of More Programs:

The More programs are designed to aid retarded children in becoming more independent and self-sufficient. Most of the More programs are intended to be taught on a one-to-one basis and utilize a behavioral approach.

Content of More Programs:

Each More program consists of a task analysis of the skills involved in the content area to be taught. In addition, each project contains specific instructions as to how to teach each step including what the teacher should do or say to the student, individual student progress graphs, and individual or group data sheets.

Title of Curriculum: *Steps to Independence, February, 1976

Developed by: Behavioral Education Projects, Inc.
Nichols House
Harvard University
Cambridge, Massachusetts 02138
671-495-4932

Publisher's Address: Research Press
Box 31770
Champaign, Illinois 61820
217-352-3273

Intended Population: Pre-school and primary level special education students

Cost: Early Self-Help Skills - $4.95
Intermediate Self-Help Skills - $4.95
Advanced Self-Help Skills - $4.95
Behavior Problems - $4.95
Training Guide - $1.50
Complete Program - $17.95

Purpose of Steps to Independence: To provide parents and teachers of special children with behavioral techniques and programs for teaching self-help skills.

Content of Steps to Independence: The complete STI program consists of four manuals and a training guide that can be purchased as a package or separately. The first three manuals teach self-help skills at the early, intermediate and advanced levels and include readiness skills, basic motor activities, eating, dressing, grooming and housekeeping. The fourth manual addresses itself to behavioral management techniques, while the training guide provides a means of behaviorally assessing children for placement on the appropriate level of self-help skills.

Format of STI: Each program follows the same general format:

1. Introduction to manual
2. Choosing target skills
3. Rewards and how to use them
4. Program steps for each specific skill area
5. Questions and answers to problems

* Behavioral Education Projects formerly published STI as part of the Read Project Series. Currently, other Read Project manuals on play skills, speech and language and toilet training are being revised and will be unavailable until spring, 1977.

Title of Curriculum: Social Learning Curriculum, 1974

Developed by: Herbert Goldstein

Publisher's Address: Charles E. Merrill Company
Columbus, Ohio 43216
614-258-8441

Cost: $225.00

Intended Population: Primary level special education students in the first three-four years of special education.

Purpose of SLC: The long range objectives of the SLC program are:

1. To think critically; that is, to draw on both stored and immediately available knowledge in making decisions and,
2. To act independently; that is, to initiate, carry out and satisfactorily conclude activities.

The SLC program is a developmental program of activities designed to promote the social adjustment of special students. The curriculum is divided into ten content areas called phases which represent relevant teaching content. They are:

1. Phase 1 - Perceiving Individuality

   This phase focuses on the need for the student to accumulate accurate information about himself so that he can communicate effectively, since much of social communication is personal.

2. Phase 2 - Recognizing the Environment

   This phase focuses on the need for the student to learn the rules, procedures, characteristics and people in the school environment, since in order to adapt to the school, he must learn what it has to offer him and how to make use of it.

3. Phase 3 - Recognizing Interdependence

   This phase helps the student to deal with the dilemma of expected independence on one hand and the real and continuing need for assistance on the other and to enable him to differentiate between instances which he can cope with alone and those which might indicate a reasonable need for assistance.

4. Phase 4 - Recognizing the Body

   This phase assists the student in identifying and becoming aware of his body image at an early stage in order to understand and utilize his physical capacities in his social invironment.

5. Phase 5 - Recognizing and Reacting to Emotions

   This phase serves to make the student aware of his feelings, the feelings of others and the appropriateness of certain emotional responses.

6. Phase 6 - Recognizing What the Senses Do

This phase serves to increase the student's awareness of the functioning of the sense organs in order that he may gain more tools with which to begin processing information about his environment.

7. Phase 7 - Communicating With Others

This phase enables the student to become aware of the many types techniques and applications of the main categories of communication.

8. Phase 8 - Getting Along With Others

This phase is designed to help students realize that some kinds of behavior are more socially acceptable than others.

9. Phase 9 - Identifying Helpers

This phase concentrates on the various members of the school staff and their relationships to the student and is designed to help students cope in their environment by learning how, when or whom they should ask for help.

10. Phase 10 - Maintaining Body Functions

This phase teaches basic information about the body and its regulatory systems and relates the functions of the body to body maintenance and strategies for maintaining health.

Content of SLC:

The SLC program consists of 10 phase books, 72 stimulus pictures (black and white photographs), 10 spirit duplicator books, transparencies, assessment of phase knowledge record charts, supplementary books in physical education, math and science, a teacher's guide and a scope and sequence chart.

Title of Curriculum: Social Learning Curriculum, 1975

Developed By: Herbert Goldstein

Publisher's Address: Charles E. Merrill & Company
Columbus, Ohio 43216
614-258-2441

Cost: $150.00

Intended Population: Primary level special education students who have mastered the material in Phase 1-10, SLC, 1974.

Purpose of SLC:

The curriculum is divided into six content areas called phases which focus on adaptation to the home and family. They are:

1. Phase 11 - Identifying Home and Family

   This phase focuses on who the child's family is and what kind of people comprise his family and is intended to help the child recognize and utilize the need fulfilling aspects of the home environment.

2. Phase 12 - Recognizing Basic Physical Needs

   This phase provides the student with the necessary information about physical care--nourishment, rest and exercise--to provide him with the tools for control over the fulfillment of basic needs.

3. Phase 13 - Recognizing Personal Needs

   This phase equips the student with knowledge of places, people and things that might be relied on to fulfill his personal needs.

4. Phase 14 - Acting on Interdependence

   This phase teaches that dependent behavior is acceptable, but teaches the student to develop a sense of judgment about seeking assistance, i.e., establishing the proper criteria for selection of helpers and developing appropriate ways to ask for assistance.

5. Phase 15 - Maintaining Self and Environment

   This phase enables the student to become aware of and understand the many aspects of personal appearance, how to control appearance and the consequences of good and poor appearance.

6. Phase 16 - Communicating Effectively

   This phase serves to create in the student an awareness of the dynamics of communication and the types, techniques and applications of speaking, gesturing and writing.

Content of SLC: The SLC program consists of 6 phase books, 50 stimulus pictures (black and white photographs), families (kit set with sound cassette, spirit duplicator book, transparencies, a teacher's guide and a scope and sequence chart.

SCHOOL FOR CONTEMPORARY EDUCATION

Title of Curriculum: Developing Understanding of Self and Others (DUSO D-1), 1970

Developed by: Don Dinkmeyer

Publisher 's Address: American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota 55014
612-780-4343

Cost: $115.00

Intended Population: Children in kindergarten and lower primary grades

Purpose of DUSO D-1:

The DUSO D-1 program is designed to help the child become more aware of the relationship between himself, other people, and his needs and goals. Its primary objective is to increase the child's self-concept and ego strength. The program contains eight units, each of which contain an introduction and activities or "cycles" which last approximately 25 minutes. Each unit is designed to be taught daily over a 4-5 week period. The units consist of the following:

1. Unit 1 - Understanding and Accepting Self

   This unit is designed to help the child appreciate himself as a unique individual and to aid him in discovering his strengths as well as his weaknesses.

2. Unit 2 - Understanding Feelings

   This unit emphasizes the child's becoming more aware of his feelings and the feelings of others and encourages discussion of positive and negative feelings.

3. Unit 3 - Understanding Others

   This unit is designed to aid the child in becoming socially responsible and to help him understand acceptable and unacceptable group behavior.

4. Unit 4 - Understanding Independence

   This unit emphasizes the need for the child to become increasingly self-reliant and learn to function quasi-independently.

5. Unit 5 - Understanding Goals and Purposeful Behavior

   This unit is designed to teach the child a "courageous" approach to attaining his goals and the relevance of tasks involving the home, school and community to his present and future goals.

6. Unit 6 - Understanding Mastery, Competence and Resourcefulness

   This unit focuses on each child's need to assess his capacities realistically.

7. Unit 7 - Understanding Emotional Maturity

This unit focuses on helping the child to recognize and understand the difference between ineffective and effective responses to change and stress.

8. Unit 8 - Understanding Choices and Consequences

This unit helps the child to recognize the interrelationship between his feelings, values and behavior and to recognize and accept the consequences of his behavior.

Content of DUSO D-1: The meta DUSO D-1 kit consists of a teacher's manual, 21 records and/or 5 cassettes, 5 group discussion cards, 2 story books, 33 posters, 8 puppets, 11 puppet props, 33 puppet cards and 33 role playing cards.

Selection of Lessons:

The DUSO D-1 program was field tested for three years and included 4,150 children of varying ethnic, racial and economic groups. Each cycle consists of the following elements:

1. Story
2. Problem Situation
3. Role Playing Activity
4. Puppet Activity
5. Supplementary Activities

SCHOOL FOR CONTEMPORARY EDUCATION

Title of Curriculum: Developing Understanding of Self and Others (DUSO D-2), 1973

Developed by: Don Dinkmeyer

Publisher's Address: American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota 55014
612-786-4343

Cost: $110.00

Intended Population: Children in grades 2 - 4, ages 7 - 10.

Purpose of DUSO D-2: The DUSO D-2 program is designed to help the child: understand and value his uniqueness; understand interpersonal relationships and the purposive nature of human relations; understand the interrelationship between ideas, feelings, beliefs and behaviors; and understand competence and the components thereof. The program contains eight units, with a format similar to DUSO D-2. The units consist of the following:

1. Unit 1 - Toward Self-Identity: Developing Self-Awareness and a Positive Self-Concept. This unit is designed to help the child discover and appreciate both his strengths and weaknesses.

2. Unit 2 - Toward Friendship: Understanding Peers. This unit is designed to help the child become aware of his own feelings and become sensitive to the feelings of others.

3. Unit 3 - Toward Responsible Interdependence: Understanding Growth From Self-Centeredness to Social Interest. This unit focuses on the importance of belonging and becoming part of a group and those behaviors which might lead to acceptance or rejection by others in a group.

4. Unit 4 - Toward Self-Reliance: Understanding Personal Responsibility. This unit focuses on the need of the child to make responsible choices and to recognize the relationship between behavior and consequences.

5. Unit 5 - Toward Resourcefulness and Purposefulness: Understanding Personal Motivation. This unit focuses on the need for a resourceful and planned approach in order to attain one's goals.

6. Unit 6 - Toward Competence: Understanding Accomplishment. This unit focuses on the need for children to realistically assess their capabilities and how goals, confidence and self-acceptance influence accomplishment.

7. Unit 7 - Toward Emotional Stability: Understanding Stress. This unit is designed to help children identify self-defeating emotional reactions to stress as well as alternative methods of dealing with stress.

8. Unit 8 - Toward Responsible Choice Making: Understanding Values. This unit focuses on the need for the child to explore the relationship between his value system and the expectations and reactions of other people.

Content of DUSO D-2: The meta DUSO D-2 kit consists of a teacher's manual, 17 records and/or 5 cassettes, 8 puppets, 33 puppet activity cards, 33 discussion pictures, 6 discussion guide cards, 8 self and social development activity cards, 33 career awareness activity cards and 33 role playing activity cards.

Selection of Lessons:

The DUSO D-2 program was field tested in 1971 and 1972 and included 5,100 of varying ethnic, racial and economic groups. Each cycle consists of the following elements:

1. 1. Story (followed by discussion)
   2. Poster
   3. Problem Situation
   4. Role Playing Activity
   5. Puppet Activity
   6. Discussion Picture
   7. Career Awareness Activity
   8. Supplementary Activities
   9. Recommended Supplementary Activities

SCHOOL FOR CONTEMPORARY EDUCATION

Title of Curriculum: Focus on Self Development

Developed By: Anderson, Lang & Scott

Publisher's Address: Science Research Associates
259 East Erie Street
Chicago, Illinois 60611
(800) 621-6468 (toll free)

Cost: Stage One-Awareness ($142.45); Stage Two-Responding ($156.50);
Stage Three-Involvement ($156.50)

Intended Population: Elementary school students, grades K-6

Purpose of Focus:

Focus is a developmental program with the overall objectives of leading the child toward an understanding of self, an understanding of others and an understanding of the environment and its effects. The Focus program consists of three stages: awareness, responding and involvement. Each stage is housed in a separate box with accompanying materials and can be purchased separately.

Description of Stages:

1. Stage 1, "Awareness," (1970) is intended for children in grades K-2. It consists of an introductory unit, 18 content units (A-R) and a summarization unit, each of which requires 60 - 120 minutes. Each unit focuses on one of the following content areas:

   a. Attributes of self
   b. Family relationships
   c. Understanding Others
   d. Feelings
   e. Sensory perception of the environment
   f. Problem solving and decision making
   g. Sharing

2. Stage 2, "Responding" (1971) is intended for children in grades 2 - 4. It consists of an introductory unit, 17 content units (A-Q) and a summarization unit, each of which requires 60 - 120 minutes. Each unit focuses on one of the following content areas:

   a. Feelings
   b. Family relationships
   c. Peer relationships
   d. Problem solving
   e. World of work

3. Stage 3, "Involvement," is intended for children in grades 4 - 6. It consists of an introductory unit, 16 content units (A-P) and a summarization unit, each of which requires 60 - 120 minutes. Each unit focuses on one of the following content areas:

   a. Feelings
   b. Family relationships
   c. Problem solving
   d. Social Relationships
   e. World of work

Selection of Lessons:

In 1969, a field study for Stage 1 was conducted with a sample of 1087 students in 42 public school classes. Field testing of Stage 2 (1971) included only nine classes, Stage 3 (1972) consisted of thirty-five classes with the primary objective being to collect information for the revision of the material prior to publication. The subsequent format for the units in each stage is as follows:

1. A brief paragraph describing the purpose of the unit
2. An overview of the theme activity (filmstrip, story or record)
3. A statement as to when the unit might best be presented
4. Suggestions for introducing the theme activity
5. Presenting the theme activity
6. Questions for discussion
7. Other suggested activities
8. Supplementary material

SCHOOL FOR CONTEMPORARY EDUCATION

Title of Curriculum: Toward Affective Development, 1974

Developed by: Dupont, Gardner and Brody

Publisher's Address: American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota 55014
612-786-4343

Cost: $30.00

Intended Population: Students ages 8-12 (can be used with considerably older EMR, LD, or ED students who are verbal)

Purpose of TAD:

The TAD program is an activity-centered program designed to stimulate psychological and affective development. The program contains 191 lessons each lasting approximately 25 minutes which are to be taught daily. The TAD program is divided into five sections which have different, but somewhat overlapping goals and content. The goals include:

1. Extending students' openness to experience;

2. Helping students learn to recognize, label and accept feelings and to understand the relationship between feelings and interpresonal events;

3. Helping students develop skills of social collaboration through awareness of feelings and actions that weaken or strengthen group effort;

4. Helping students become aware of their unique characteristics, aspirations, interests and the adult careers open to them;

5. Helping students develop a thought process model which will help them choose behavior that is both personally satisfying and socially constructive.

Selection of Lessons:

Lessons were designed based on the premise that there is an interactive relationship between cognitive processes (such as, labeling, classifying, problem solving and reasoning) and the affective processes (such as motives, interests, values and feelings). The program was field tested for three years and included 2,000 students. All students were enrolled in public schools and included blacks, orientals, Indians, etc. Modification or deletion of lessons within the program were the result of evaluations made by teachers and other professionals during the field test phase.

Content of Lessons:

The TAD program is divided into the following five sections:

1. "Reaching In and Reaching Out" which includes 51 lessons designed to help students extend their openness to experience;

2. "Your Feelings and Mine" which includes 45 lessons designed to help students recognize and label feelings, to understand the underlying causes of feelings and to experience and understand how their actions influence the emotional climate of the classroom;

3. "Working Together" which consists of 37 lessons designed to help students develop skills of social collaboration and discover the feelings and actions that weaken or strengthen group effort;

4. "Me: Today and Tomorrow" which contains 39 lessons presented in two levels (one level for grades 3 & 4; one for grades 5 & 6) designed to help students become more aware of their unique characteristics, aspirations and the adult careers available to them;

5. "Feeling, Thinking, Doing" which includes 19 lessons and is designed to help students develop a constructive thought process model for resolving conflicts.

SCHOOL FOR CONTEMPORARY EDUCATION

1975

Considerations In Regard to TAD, DUSO and FUSD

1. Have all of the lessons been reviewed to determine the relevancy and appropriateness of the material for your population? Will the material require a great deal of modification and is it suitable for all the children in the class?

2. Do you have particular goals for the group, for individuals, for both? Who will set these goals?

3. What is your criterion for completing a lesson (a certain percentage of the group having reached group goals for that session, individuals having performed adequately in terms of their own programs, a subjective feeling that the session went well and the group is ready to move on)?

4. Have you considered what type of data system to use, e.g., individuals rate themselves on positive and negative behaviors, with or without instruction from the teacher; teacher rates total group behavior, etc.

5. What type of reinforcers will be used: concrete, social, intermittent or fixed, at end of group only, etc.?

6. What will be the respective roles of the staff in regard to the actual session: one will direct the discussion and the other will take care of problems and take data; staff members will rotate roles, ect.

7. Are group rules to be established prior to implementation of the group and who is to be included in the decision-making process?

8. Are there behaviors which will result in expulsion from the group for the duration of the session? Are there group behaviors which might compel you to terminate the group for the day? Will inclusion in the group be mandatory, earned, etc.? Will peer control be the deciding factor in decision-making? If so, are you willing to go along with whatever the students might decide to do even if you disagree? How will you structure peer decision-making so that one or two verbal students aren't making decisionsfor the whole group? Have you thought out your reasons for wanting the group to make all decisions independent of you and the ramifications of this. (Specifically, are the students ready in terms of maturity and judgment to make decisions that you can support? If not, how are you helping them to learn how to make good decisions, e.g. pointing out possibilities and alternatives.) Also, are you able to list what the behavioral components of decision-making are in terms of each child since all children are at different steps along the continuum. (It's probable that most children are not yet at the level of responsible decision-making in the sense that they have not mastered all the prerequisites for such a skill.)

9. Have you considered which behaviors you will ignore? attend to? throw out to the group for comment? If you plan to deal with most behaviors by labeling them and dealing with them in the group, do you have a means for determining if this approach is working with a particular child, that is, if such an approach is serving to decrease or increase a particular behavior?

10. Have you considered a child's probable future placement in terms of deciding objectives? For example, if the child will probably be in a sheltered environment for the duration of his adult life, typcially he will not have the need for or the opportunity to make decisions regarding consequences for other peers. However, there are several other skills that will be more essential in terms of his getting along with other people, e.g., initiating conversation, responding appropriately to greetings made by others, listening to what other people say, etc. Therefore, consideration must be given not only to where the child is functioning now in terms of social skills, but also what will be most critical in terms of his probable need for having that skill in his natural environment and a realistic assessment as to whether he will have the opportunity to practice that skill in an environment other than SCE.

Below is a list of behaviors-negative and positive-that may occur in the group setting that you might want to consider in terms of setting up a data program, deciding on child specific objectives, and consequencing. This list is by no means exhaustive, but it does point out sample behaviors that need to be anticipated.

Negative Behaviors

1. out of seat
2. running around room
3. leaving room
4. yelling out or interrupting others
5. arguing or talking back
6. ignoring teacher requests
7. complaining or reluctant to comply with requests
8. refusal to comply with teacher requests
9. verbally or physically annoying other students
10. abusing or destroying property
11. engaging in activity other than that of the group
12. irrelevant comments
13. inappropriate or unpleasant facial expressions
14. inappropriate verbalizations to peers or teacher
15. tone of voice loud, bossy, too soft, condescending, muffled, phony
16. failure to verbalize in group
17. failure to establish eye contact
18. failure to orient toward speaker
19. looking around room
20. monopolizes conversation
21. inappropriate responses to outside stimuli or unfamiliar people
22. bizarre movements, tics, or self-stimulatory behavior
23. failure to stand up for himself, i.e. reacts passively when annoyed by another
24. failure to accept criticism, e.g. lashes out when criticized by another

Positive Behaviors

1. stays in seat
2. waits turn and is recognized before talking
3. complies with teacher requests neutrally or pleasantly
4. establishes eye contact with speaker
5. orients toward speaker
6. positive or appropriate verbal or physical interactions with other students
7. treating property of school and others carefully
8. comments relevant to group discussion
9. responds when asked to
10. initiates responses or conversation, without monopolizing group time
11. elaborates on peer responses
12. moderate and appropriate tone of voice
13. language acceptable in most other environments
14. facial expression flexible and appropriate to what is happening or being said
15. responses to outside stimuli or unfamiliar people appropriate
16. will listen to and consider criticism of himself by others without getting angry
17. can evaluate criticism and respond appropriately
18. can accept praise without looking embarrased, become sullen, self-conscious, etc.
19. praises others when appropriate
20. ignores or responds appropriately to disruptive behavior of others

SCHOOL FOR CONTEMPORARY EDUCATION
PRESCHOOL PROJECT

SOCIAL AND SCHOOL SURVIVAL SKILLS CURRICULUM

INDEPENDENT TOY PLAY

SCE Preschool Project
2912 King Street
Alexandria, Virginia 22302

funded by
U. S. Office of Education
Bureau of Education for the Handicapped
October 22, 1975

TABLE OF CONTENTS

I. Rationale

II. Objectives

III. Pre-test

IV. Instruction

Appendix

1. Progress Profile
2. Instructional Profile
3. Independent Data Form
4. Task Analysis

I. Rationale

A high percentage of a young child's working hours are spent engaged in motor and verbal behavior related to objects in his environment, often toys provided to stimulate or channel such activity. The development of such toy play is rarely an instructional objective for the young child but is rather usually seen as either a situation free of adult intervention and/or as a strategy to promote discovery learning. On the part of a few children, however, toys and the opportunity to relate to them can be a matter of indifference or inability. For these children, if the skills involved in toy play are to be acquired, they must be systematically taught. To assist in this goal, the curriculum described herein was developed.

This skill area was chosen for curriculum development not only because toy play is a primary occupation of young children. Toy play also appears necessary to the development of peer interaction in that most interactions between young children involve toys. In addition, a child who engages in a high rate of toy play undoubtedly learns some unplanned skills (whether the particular toy is rated "educational" or not).

II. Objectives

In developing independent toy play objectives, the focus was two-fold, one that the child be able to play with a variety of toys and, two, that he do so in a play situation independent of adults. To develop specific objectives, a list of toys commonly offered to young (less than six years of age) children was compiled. The toys were analyzed into categories according to the functions for which they were apparently designed and, thus, the behavior required of the child to play with the object(s) as designed. These categories were organized according to apparent difficulty or at least complexity. However, it should be emphasized that neither the categories; the toys within each category, or the age levels can be considered to be sequenced in terms of empirical difficulty, they do not represent a known necessary learning hierarchy. This developmental process has resulted in the organization of toys represented by the Progress Profile (see Appendix). In some cases, substitutions may have to be made for some toys or one may wish to test for generalization of skills to similar but novel toys. Guidance in such substitutions/additions should come from the toy category definitions. In other words, replace toys with others that meet the category definition and are at the same age level.

1) Functional Toy Skills - The toys in this category are one-piece objects designed to elicit simple motor actions of short duration. The toys typically provide a brief automatic visual or auditory response following these actions. The toys were further divided on the basis of delayed or non-delayed toy response. (Examples: Non-delayed - rattle; delayed - music box). Play occurs when the child manipulates an object in the functional manner(s) for which it was designed.

2) Physical Toy Skills - The toys in this category are designed to elicit gross motor action. They typically involve extensive movement of the child on the toy (Example: Ball). Play occurs when an object is manupulated in the manner(s) for which it was designed.

3) Constructive Toy Skills - The toys in this category do not typically give any mechanical or automatic response to a child. Rather they are designed with two or more parts to elicit organizational action

on the part of the child. Play consists of the organizing behavior including physical arrangement (Example: Blocks) and/or role relationships (Example: Car and garage). The toys, and thus the objectives within this category, have been further divided in terms of apparent complexity on the basis of the number of appropriate functional relationships between the parts.

Given these definitions of toy categories, the specific objective(s) for each toy, and the age level of each toy, the curriculum objective regarding toy skills is as follows.

jective #1	When presented with each toy and asked to play, the child will exhibit the skills associated with toys in each category to the criterion specified for category for his chronological age.

In addition, the following independent play objective is to be met.

Objective #2	When presented with at least two toys the child has mastered and asked to play by himself, the child will be on-task 85% of ten minutes with no more than one adult interaction of short (ten seconds) duration during each 5 minute segment.

III. Pre-test

The pre-test is administered individually. Determine the chronological age of the child and begin testing with items at the next youngest level. For example, if a child's chronological age is 3 years 4 months, pre-testing would begin at the second year level. If criterion is met at the first age level tested continue pre-testing at the next highest age level. If criterion was not met at the first age level tested continue pre-testing at the next lowest level. Pre-testing should cease when a child fails 3 toys in a row at any age level; that age level is considered failed.

At any given age level, one should alternate toys across categories. To pre-test, give each toy to the child and say "Play with _____" or an equivalent statement which does not specify the particular behavioral objective. If he fails to act or stops before reaching criterion for the toy encourage him to continue by saying "What else can you do with the _____?". For informational purposes and to encourage the child to play, it is permissible to model play for a child after he fails item. However, even if he imitates, the toy should be considered to have been failed.

Pre-test scores for each toy should be marked as follows on the instructional profile under "Pre-test Score": (1) "yes" for a toy on which the child met criterion, (2) "no" for a toy on which the child was tested and failed to meet criterion and (3). "x" for a toy not presented during the pre-test. This information is transferred to the Progress Profile by circling toys mastered and criterion met.

A child who reaches criterion at his last chronological age level is considered to place out of or not need the toy skills curriculum as in regard to the first objective.

To pre-test the second objective, if the child has met criterion at the 2 year level, he is given the toys that he demonstrated mastery on during the toy pre-test and asked to play by himself while the teacher does some work in the same room. The teacher should record whether or not the child was playing independently for the majority of each 30 second interval. (See Data Form in Appendix). Any approach by the child to the teacher is scored off-task. The teacher may interact briefly with the child two times during the ten minute period, once within the first five minutes, and again within the second five minutes, contingent only on independent play. If 85% (25) of the intervals are on-task, the child has met criterion. A child may be pre-tested on independent play. A child may reach criterion on toy skills, yet fail to reach criterion on independent play.

II. Instruction

To plan instruction, the teacher consults the Progress Profile, noting the lowest age at which the child failed to meet criterion. Instruction should begin on toys at this age level. Within a given age level, toys may be taught in any order. It is suggested that a maximum of three toys be taught during any one session. If variety is considered important, toys from different categories should be chosen. If similarity is to be emphasized, toys within a category should be taught within a given session. However, instruction should be confined to a given age level until criterion is met at that level.

Strategies to be used in teaching toy skills include prompting and positive reinforcement for appropriate play. These techniques are fully covered by Teaching: A Course in Applied Psychology (O. Becker, Science Research Associates, Inc.) and Instructional Module (See Preschool Outreach). This approach involves the analysis of the skills required to play with each toy into a sequential hierarchy. Instruction begins with the simplest task and precedes through the most difficult. Sample task analysis are included in the Appendix. It is recommended that daily objectives be set for each pupil to more finely track progress.

If a child is on-task less than 10 of the 20 intervals, reinforcement should be introduced at a level of at least once an interval. If he was not on-task for the majority of any interval, reinforcement should begin at a frequency of less than 30 seconds. If a child was on-task or has reached an on-task level of 10 intervals, reinforcement should be delivered on the average of every other on-task interval. Delivery should be variable, however, i.e., not every other on-task interval. Often the child has reached an on-task level of 17 intervals for at least two consecutive days, the frequency of reinforcement should be gradually decreased to the criteria of one every 10 intervals. If during this period, a child's number of on-task intervals decreases, reinforcement delivery should be returned to the average of every other interval and then decreased more gradually.

School for Contemporary Education, Preschool Project
Social Curriculum
September 1975

INDEPENDENT TOY PLAY: PROGRESS PROFILE

Child _____ D.O.B. _____ Age _____

TOY SKILLS

Date Pretest _____ Date Complete _____

AGE LEVEL	FUNCTIONAL		PHYSICAL	CONSTRUCTIVE	
	NON-DELAYED	DELAYED		SINGLE-FUNCTION	MULTI-FUNCTION
< 2	Rattle Frog Rattleball Pull Toy [3]			Blocks-Fill (1) Nesting Cups Stack Rings (1) [2]	
2	Busy Face Sound Twist Push Truck [2]	Jack-In-Box (1) See N Say (1) Merry-Go-Round (1) [2]	Ball Roll (1) Ball Throw Bottle Ride [2]	Block-Tower (2) Block-Train (3) Lego-Tower (1) Mailbox (1) 1-Piece Puzzle Scribble Workbench [6]	
3		Jack-In-Box (2) See N Say (2) Merry-Go-Round (2) [2]	Ball-Bounce (2) Rocking Boat [1]	Block-Bridge (4) Bead String Mailbox (2) 2-Piece Puzzle [3]	Truck & Blocks (1) Farm (1) [1]
4				Stack Rings (2) Puzzle (3) Symbolic Drawing [2]	Truck & Blocks (2) Farm (2) [2]
5				Lego-Wall (2) Lego-Corner (3) 4-Piece Puzzle [3]	Truck & Blocks (3) Farm (3) [2]

INDEPENDENT PLAY

Date Pretest ____ Pretest Scores: Total T On-Task __ Total T Interaction Date Criterion Passed _____

*Criterion Circle Toys when criterion met during pretest or instruction.
Circle age level when criterion met during pretest or instruction.

School for Contemporary Education Preschool Project
Social Curriculum
September, 1975

INDEPENDENT TOY PLAY
Toy Skills Instructional Profile

2nd Year Level
Age Criteria: 3 Functional Non-Delayed
2 Constructive Single-Function

Child _____

Date of Pretest _____

Child's C.O.B. _____ Age _____

Date Criterion Met _____

CATEGORY	TOY	BEHAVIORAL OBJECTIVE	CRITERION	PRETEST SCORE	INSTRUCTION START DATE	INSTRUCTION # DAYS
Functional Non-Delayed	Rattle		3X in row			
	Frog	Produce sound with Pincher Grasp	3X			
	Rattle Ball	Walk, pushing toy in front	5 Feet			
	Snoopy	Walk forward pulling toy	5 Feet			
Constructive Single-Function	Blocks (1)	Blocks put in container	9 blocks			
	Nesting Cups	Place cups inside each other in proper sequence	3 cups, 1X			
	Stack Rings (1)	(1) Take top off (2) Take rings off (3) Put on rings (any order) (4) Put on top	1X			

School for Contemporary Education Preschool Project
Social Curriculum
September, 1975

INDEPENDENT TOY PLAY
Toy Skills Instructional Profile

2nd Year Level
Age Criteria: 2 Functional Non-Delayed
2 Functional Delayed
2 Physical
3 Constructive Single-Function

Child _____

Date of Pretest _____

Date Criterion Met _____

Child's D.O.B. _____ Age _____

CATEGORY	TOY	BEHAVIORAL OBJECTIVE	CRITERION	PRETEST SCORE	INSTRUCTION START DATE	INSTRUCTION # DAYS
unctional on-Delayed	Busy Face	(1) Squeeze nose, (2) blink eye (3) wiggle tongue, (4) turn hat, (5) look in mirror	1X			
	Sound Twist	1/2 turn	2X in row			
	Push Truck	Push truck with hand	5 Feet			
unctional Delayed	Jack-in-Box (1)	(1) Wind toy thru song (2) Push clown into box	2X			
	See 'n Say (1)	(1) Pull ring completely out and release it	2X			
	Merry-Go-Round (1)	(1) Turn on and off (2) Take out and put back 2 animals	2X			
Physical	large ball	roll	2X			
	tennis ball	throws	2X			

School for Contemporary Education Preschool Project
Social Curriculum
September, 1975

INDEPENDENT TOY PLAY
Toy Skills Instructional Profile

3rd Year Level
Age Criteria: 5 Functional-Delayed
1 Physical
3 Constructive Single-Function
1 Constructive Multi-Function

Child _____

Date of Pretest _____

Date Criterion Met _____

Child's D.O.B. _____ Age _____

CATEGORY	TOY	BEHAVIORAL OBJECTIVE	CRITERION	PRETEST SCORE	INSTRUCTION START DATE	# DAYS
Functional Delayed	Jack-in-Box (2)	(1) Wind toy thru song (2) Push clown into box (3) Shut lid	2X			
	See 'n Say (2)	(1) Pull ring completely out and release it (2) Hold onto toy with other hand	2X			
	Merry-Go-Round (2)	(1) Turn on and off (2) Take out and put back 2 animals (3) Turn knob 1 full turn	2X			
Physical	large ball (2)	Bounce and catch	2X			
	Rocking Boat	(1) Get in, (2) rock 5X, (3) get out	2X			

Child _____

D.O.B. _____

SCE Preschool Project
Page 2
2nd Year Level

CATEGORY	TOY	BEHAVIORAL OBJECTIVE	CRITERION	PRETEST SCORE	INSTRUCTION START DATE	INSTRUCTION # DAYS
Physical Continued	Riding Bottle	(1) Get on (2) Ride forward continuously (3) Get off	2X, 5 Feet			
Constructive Single-Function	Blocks (2)	Build tower	5 blocks, 1X			
	Blocks (3)	Build train	6 blocks, 1X			
	Legos (1)	Build tower	3 blocks, 1X			
	Mail Box	(1) Open door (2) Take out pieces (3) Put pieces thru shaped holes	1 shape			
	1 Piece Puzzle	(1) Take apart (2) Place together	2X			
	Scribble	Make marks on paper	5 strokes, any direction			
	Workbench	Hit pegs	2 pegs each 1/2 way thru			

Child _____

D.O.B. _____

CATEGORY	TOY	BEHAVIORAL OBJECTIVE	CRITERION	PRETEST SCORE	INSTRUCTION START DATE	# DAYS
Constructive Single-Function	Blocks (4)	Bridge				
	Bead String	String				
	Mail Box (2)	(1) Open door, (2) take out shapes, (3) put pieces thru holes	2 pieces			
	2 Piece Puzzle	(1) Take apart (2) Place together	2 pieces			
Constructive Multi Function	Truck and Blocks (2)	Relate the objects verbally or thru action	1 way			
	Farm (2)		1 way			

School for Contemporary Education Preschool Project
Social Curriculum
September, 1975

INDEPENDENT TOY PLAY
Toy Skills Instructional Profile

4th Year Level
Age Criterion: 1 Constructive Single-Function
2 Constructive Multi-Function

Child _____

Date of Pretest _____

Child's D.O.B. _____ Age _____

Date Criterion at _____

CATEGORY	TOY	BEHAVIORAL OBJECTIVE	CRITERION	PRETEST SCORE	INSTRUCTION START DATE	# DAYS
Constructive Single-Function	Stack Rings (2)	(1) Take top off (2) Take rings off (3) Put rings on in correct order (4) Put on top	1x			
	Puzzles	(1) Take apart (2) Put together	1x			
	Symbolic Imagination	Picture represents object	1x			
Constructive Multi-Function	Truck and Blocks (2)	Relate the objects verbally or thru action	3 ways			
	Farm (2)		3 ways			

School for Contemporary Education Preschool Project
Social Curriculum
September, 1975

INDEPENDENT TOY PLAY
Toy Skills Instructional Profile

5th Year Level
Age Criterion: 3 Constructive Single Function
2 Constructive Multi-Function

Child's D.O.B. _____ Age _____

Child _____

Date of Pretest _____

Date Criterion Met _____

CATEGORY	TOY	BEHAVIORAL OBJECTIVE	CRITERION	PRETEST SCORE	INSTRUCTION START DATE	INSTRUCTION # DAYS
Constructive Single Function	Legos (2)	all	1 (3 x 3) blocks			
	Legos (2)	Corner	1 (3 x 3) blocks			
	4 Piece Puzzle	(1) Take apart (2) Put together	4 pieces			
Constructive Multi Function	Truck and Blocks (3)	Relate objects verbally or thru action	3 ways			
	Farm (3)		3 ways			

School for Contemporary Education
Preschool Project

INDEPENDENT TOY PLAY
DATA FORM

Pre-test _____ or Instruction _____ Child _____

Date _____ Criterion met: Yes __ No __

30 second intervals: Mark ☑ if child is on-task for majority of interval. Mark ☒ if teacher interacted with child during interval.

1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Criterion: 85% (17) intervals marked ☑ with only 2 marked ☒.

TOTAL ☑ = _____

TOTAL ☒ = _____