

**CURRICULUM STRATEGIES
FOR
TEACHING SOCIAL SKILLS
TO THE DISABLED**

CURRICULUM STRATEGIES FOR TEACHING SOCIAL SKILLS TO THE DISABLED

Dealing With Inappropriate Behaviors

By

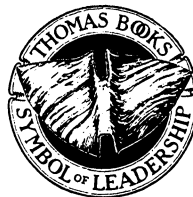
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and

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PREFACE

This social skills curriculum has been developed as a guide to assist instructing disabled individuals in determining what behaviors are acceptable and what behaviors are not acceptable in our society. It is also designed to assist individuals working in community agencies with responsibilities for working with disabled individuals. Parents and other family members will find the strategies useful for follow-up activities from the school.

Socialization skills which are assessed as necessary for disabled individuals to function successfully in society are highlighted. Social skills outlined in the text stress strategies needed to: (1) show respect for the rights of privacy of others; (2) learn how to handle anger; (3) learn how to act in public places; (4) demonstrate ability to show good sportsmanship; (5) take responsibility for one's actions; (6) encourage self-control; (7) present alternatives to using profanity; (8) learn how and when to apologize; (9) present alternatives to telling lies; (10) deal with individuals who hit or threaten others.

This book is written with this point of view in mind. It presumes that a basic understanding of instructional methods and procedures have been attained. It does not address all of the dimensions of a functional curriculum, neither does it overview all of the possible instructional activities to employ in teaching social skills to disabled individuals. Rather, the book simply provides a framework for innovative educators to extrapolate additional methods and procedures for teaching appropriate social and interpersonal skills to disabled individuals.

Much of the materials contained in this book are a direct result of inservice presentations, consultancies with public schools and empirical research projects dealing with improving social skills of disabled individuals. Additional research studies are included for the reader's assessment and review.

George R. Taylor

ACKNOWLEDGMENTS

Methods and procedures outlined in this social skills curriculum have been developed over a period of years. It was developed to address the critical issue of providing early social skills training to disabled individuals. It was the view of the authors that a functional systematic approach to teaching social skills was needed in order to equip disabled individuals to function successfully in society.

It would have been impossible to complete such an awesome task without the assistance of others. A deep sense of gratitude is extended to the Baltimore City Public Schools and the graduate students at Coppin State College. The authors are appreciative to **Dr. Bernadette Francisco** for her commitment and efforts in proofing and typing the manuscript.

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**CURRICULUM STRATEGIES
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Chapter 1

THE DISABLED CLASSIFIED AND DEFINED

GEORGE R. TAYLOR & J. RICHARD REMBOLD

INTRODUCTION

An analysis of definitions, criteria and diagnostic procedures in the classification of disabled individuals must be predicated upon an understanding of the interrelationships among the various disabling conditions. Others avoid categorical definitions describing disabled individuals. The classification system used by the various states are designed to facilitate identification, evaluation, placement and programming for disabled individuals.

Most states provide a written description of characteristics for each categorical type for whom they provide an education. These descriptions usually follow the P.L. 94-142 categories which include deaf, hearing impaired, mentally retarded, orthopedically impaired, other health impaired, seriously emotionally disturbed, severely learning disabled, speech and visually impaired. Most states have added two additional categories not found in P.L. 94-142 and they are: (1) multiple disabled and (2) homebound and hospitalized.

A few states use generic classifications. The State of Maryland is one state employing this classification system. The State frequently categorizes disabled individuals as mildly to moderately or severely to profoundly and by age levels, regardless of their disabling conditions. Regardless of their classification system in use, all disabled individuals can profit from social skill training and intervention.

MILDLY TO MODERATELY DISABLED

This group of disabled individuals consist of the largest group of disabled individuals. They make up approximately 90 percent of all students with disabilities based on the federal categories. This large group includes students who have disabilities in the following areas: (1) speech and language, (2) learning disabilities, (3) emotionally disturbed, (4) mental retardation, (5) hearing impairments, (6) orthopedic impairments, (7) other health impairments, (8) visual impairments, and (9) deaf-blindness.

These children are very similar to their normal peers, displaying a variety of behaviors, social, physical, motor and academic and learning problems. A highly structured and functional program is needed in order to reduce and minimize their disabling conditions. Many of their educational needs can be met in the regular classroom, providing adaptations and modifications are made in their school program. Early identification and assessment and curriculum adaptations for mildly to moderately disabled children appear to be the key elements in successful school experiences. If properly instructed, many mildly to moderately disabled individuals can become independent and productive adults in our society. Detailed classification and characteristics of mildly to moderately disabled children are beyond the scope of this text. The reader is referred to any basic textbook in exceptionality.

SEVERELY TO PROFOUNDLY DISABLED

Students who are classified as severe to profound make up approximately 10 percent of all students with disabilities. Collectively, these students have wide and diverse abilities. Most of them can profit best from highly structured and individualized programs. Many skilled professionals are required to attend to the many disabling conditions in the cognitive, physical, mental and social areas. Frequently, related services are needed to provide the most basic services.

Children classified as mildly to moderately disabled, if conditions are severe enough, may be classified as severe to profound. Appropriate assessment will determine the classification. In addition,

P.L. 101-476 lists autism and traumatic brain injury under the severely to profoundly disabled.

These children are markedly different from their normal peers, displaying noticeable differences in mental, physical, and social characteristics. Many of their needs cannot be successfully met in the regular classroom. Special placements and treatment and interventions are essential for these children. Many of them will need adult supervision for all of their lives, they seldom will be independent adults. Detail classification and characteristics of severely to profoundly disabled children are beyond the scope of this text. The reader is referred to any basic book in exceptionality.

Impact of Federal Legislation and Definitions and Classification on Disabled Individuals

Public Law 94-142

The systematic identification of disabled individuals is required of states receiving federal aid under Public Law 94-142. States are mandated to develop procedures resulting in the identification of all children who may be disabled, regardless of type or severity of disabling conditions, as well as making a determination of special education needs in terms of children currently being served or children not currently being served.

The law made available a free and appropriate public education to all school-aged students with disabilities. It directed that students with disabilities must be educated in the least restrictive environment, and mandated that an individualized education program (IEP) be developed for all disabled students using nondiscriminatory evaluation techniques. Additionally, a due process provision was outlined which was designed to protect the rights of the family and the child. Finally, the law stated that no student may be excluded from public education because of a disability, and that each state must take action to locate children who may be entitled to special education services.

Public Law 94-142

The emphasis on P.L. 94-142 and subsequent revisions are the requirements that parental consent be obtained for any decision