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CALIFORNIA STATE COLLEGE
San Bernardino

" CURRICULUM FOR MULTIHANDICAPPED TEENAGERS "

A Project Submitted to
The Faculty of the School of Education
In Partial Fulfillment of the Requirements of the Degree of
Master of Arts
in
Education: Special Education Option
By
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San Bernardino, California

APPROVED BY:

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Advisor

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Committee Member

I dedicate this work to two people:
to my husband, John, who was the epitome
of patience and help; and to Cheryl, my
instructional aide, who contributed her
wonderful idea and art-creations, her
great sense of humor, and especially,
her own rendition of our Country Store.

W.C.

BRIEF SUMMARY

WHAT?

What type of curriculum alternative could possibly have the potential for satisfying many of the curriculum and academic needs of multihandicapped teenagers, as well as some of their vocational needs for the future? Social and emotional needs are adequately addressed, also, by the activities of the Country Store. The class store, which incorporates all of the planning and operating steps necessary, which is carried on to deliver wanted items to the public, and which must contain inventory, bookkeeping, and banking requirements is an expedient tool.

WHY?

The Country Store described not only is able to answer a student's needs for practical knowledge in reading, writing, mathematics, social science, self-help skills, vocational skills, fine arts, and multisensory needs, but is so motivating and interesting that the student is not even aware he is learning these things. It aids the physically disabled student to develop fine motor skills in a multitude of ways.

HOW?

The student stays very busy as he learns, and he is always very clear about why he is busy. Evaluation is relatively simple, as the students and the teacher immediately can discover if subtraction is being done correctly, by how accurately he gives change. If he can grasp a coin and give it to another person, when he couldn't do this last month, we have a definite picture of how his sensorimotor skills are improving. How well can he remember a descending list of prices? If he can remember more than last week, we can graphically see improvement in his sequential memory skills.

RESULTS?

A tremendous amount of social interaction takes place, and even (or especially) the problems that develop are of definite educational value, along with their resolutions. Best of all, the students have such a good time, as they assume the jobs of artists, price-list typists, store clerks, bankers, and food care and display experts, they don't realize that they're working.

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PART I

I. Statement of the Problem - INTRODUCTION

David was eleven and one-half years old, but had the physical development of a seven-year old. He had few gross or fine motor skills; he was unable to speak; and he had almost no ability to move about and interact with his environment. However, he seemed too alert to be dismissed as a hopeless, retarded child. He was able, with one-hundred percent accuracy, to raise his eyes for "yes" and to lower them for "no" with firm decision and a great deal of speed. Although, he was very spastic and had difficulty responding by pointing, David showed that he knew the answers, when he was given plenty of time. He was frequently frustrated by unsuccessful efforts to communicate, and then he would cry. Nevertheless, in an unscientific way, many people agreed that David's bright, alert responses indicated greater potential than had seemed possible in a first observation.

Barbara rolled in, also with an obvious handicap, since she was in a wheelchair. In fourteen years, she had had fourteen major operations. At the age of seven, she had been placed into an institution, never to return home. In learning to read, Barbara had exhibited severe learning disabilities, such as reading letters backwards, reversing letters in words, skipping lines, and perseveration. In spite of these difficulties, this girl was totally dedicated to learning to read.

Up to the age of ten years, everyone, and especially her parents, had assumed Barbara was too retarded to read. With much encouragement, Barbara gained four grade levels in reading recognition, and four and one-half grade levels in reading comprehension in four years. Her

coordination was poor for writing, but she had "dogged" determination. Barbara had little coping ability to handle other aspects of her life, and severe temper tantrums followed severe frustrations. Barbara often set herself up deliberately as a victim, and she was always victimized at these times. In learning to read, however, she was successful in gaining praise and acceptance, and in avoiding extreme frustration.

Billy walked into a room, slowly and ponderously. His poor posture, coupled with a heavy, sluggish looking body, gave the observer a feeling that Billy could not possibly be feeling good about himself. Upon closer examination, one discovered that Billy's poor self-image had resulted in compulsive eating and in difficulty communicating with others, both peers and adults. He was the boy about whom the other children said, "Does he have to be on our team?"

Billy's mathematics knowledge and his reading level were at fourth-grade level, where they were expected to be. However, his writing abilities were far below grade-level. Billy appeared to be a non-reactor. He never seemed to "come to life," nor did it seem possible to get him to be enthusiastic about anything. Billy had minimal audio perceptual difficulties, and major problems with gross motor and fine motor coordination. His greatest handicaps were his poor self-image and his severe self-consciousness.

Working on a few Doman-Delicatti patterning exercises and using current music to learn simple disco steps, Billy gradually learned to accept himself in the body he had. He loved the reinforcers, such as "Pick-Up-Sticks", not realizing that he was still working on fine motor skills.

Joe was six years old and small for his age. He impatiently rang the doorbell. If the door was not opened before the third ring, Joe was gone. All the way to the study-room, he performed a series of quick, darting movements; hop, jerk up his slacks, touch everything, squeeze an object, and walk backwards as well as forwards. "Where are we going?" "What are we going to do today?" "Whatever it is, I'm not going to like it. What's this thing?" "Where's your dog? I'm going to kill him....." Within a few moments, Joe had skipped and hopped, had been serious, had been defiant, had been hateful, and had teased. After seating himself in the chair, Joe immediately began to squirm and to assume his "hurry-and-get-it-over with" attitude. Then, he fell off the chair, while asking a question. "Is it time to go home?" Joe grabbed a compass to explore. "I'm going to toilet-paper your house," he said with a grin. When Joe finally determined he would study, he kept his eyes at book level for almost six minutes. Consistently, he read "deb" for "bed". Joe was extremely distractible. Totally out of context, he firmly stated, "One of my classmates called me "M.R. today. I'm going to hang him in a tree, or shoot him. I'm too tired to study any more." Joe's gross motor coordination appeared to be adequate. He wasn't ready to read on a prereading level. His writing indicated very poor fine motor skills. Joe's study time had been improving over the past two weeks. Today, it was in chunks of four minutes, three minutes, and two minutes.

PROBLEM:

The problem all of these children have is that each one is very

handicapped. Each child had been approached with tasks of academic learning without regard to their individual problems of acquiring that learning. The previous four children are representative of a multihandicapped group.

The problem the teacher has in teaching these children is that there is no curriculum to present to these children as a group. There is very little printed for a teacher to use in presenting learning to these pupils, simultaneously.

SOLUTION:

The teacher must design a unique curriculum to address the needs of these students. The author addressed the needs of several groups of multihandicapped students by using the vehicle of "The Country Store", which successfully covered a wide area of academic and practical subject matter.

The author endeavored to select materials for a multihandicapped class of eight to ten students, over a five-year period. An all-encompassing curricula was engineered that covered most of the disciplines we endeavor to teach our students. All of these disciplines were built around a single activity called "The Country Store". At first, the Store was not intended to be so many-sided...it was born out of desperation for materials. It was quickly discovered, however, that a total curriculum needed to be designed in order for the Store idea to be carried out completely.

This author needed curricula to carry out teaching goals, to present continuous motivation and stimulation, and to supply an engineered success experience for the involved students. The Country

Store answered all of these needs. It provided beneficial learning tasks in ten areas of subject matter; the immediate and long-term requirements of successful operation of a store provided a great deal of stimulation and motivation; and the careful monitoring of all necessary transactions provided the engineered success that was necessary for independent successes at that time and later.

The Country Store can be adapted to almost any multihandicapped group. This author felt that carefully recording all aspects of its operation may prove beneficial to other teachers of multihandicapped classes.

Since this activity takes up the largest part of classroom time, and carries out a very balanced classroom program, it can be used as a total program with the assurance that the students will be receiving a complete learning experience in at least ten different areas.

II. MULTIHANDICAPPED CHILDREN - THEIR CHARACTERISTICS AND THEIR NEEDS.

A child with multiple handicaps is usually considered for a special class, when he has at least two disabling handicaps. Usually, there are more. They can be any combination of two, or more, of the following: visual handicaps, blindness, auditory impairment, deafness, deaf-blind combinations, speech problems, mental retardation, physical disabilities, emotional problems, and/or any other impairment caused by gross brain damage or genetic anomalies. Although, some individuals in the severely mentally retarded range are found in classes for the multihandicapped, the majority of students would probably be classed in the mild to moderate range. With students' labeling presently being changed, this picture will also change. Intellectually, those students in the upper range will be able to learn up to sixth-grade skills by the time they are eighteen or nineteen years of age. At the low end of the range, the student may learn to speak well enough to communicate, if he is not speech impaired.

Unfortunately, combinations of disabilities create greater problems for a person than the sum of single disabilities. When a student is severely physically disabled, has had surgery almost every year of her sixteen-year-old life, is visually impaired, and has been diagnosed as severely emotionally disturbed, getting through the obstacles to develop an adequate self-concept can be an overwhelming job. With such severe handicaps, how does the educational system honestly measure her potential? Her verbalization is almost age appropriate, but inability to read is due to visual handicaps, to emotional difficulties, or to mental retardation. Probably, it

is due to all of these, but there is always a question in the teacher's mind. How does one evaluate this student, when great motivation can increase her performance as much as two to three grade levels at one time over another time?

Physical disabilities, as they occur in multihandicapped students, come in all gradations, and represent all levels of motor abilities. It appears, also, that students with physical disabilities frequently have more behavior problems. This can be due to many things. Two of the causes are severe neurological damage to the person, and poor self-concepts acquired from a handicapped person's impact on his environment and the feedback from that environment.

EDUCATIONAL NEEDS OF MULTIHANDICAPPED CHILDREN

Needs of social interaction and adaptation present themselves as the most pressing needs of the multihandicapped student. Daily living skills needs and academic needs follow behind. Figuring out budgeting requirements and making change are more important skills for the student we're discussing, than are the needs for mathematics computation. Getting along with peers in a regular class and being able to adapt to classroom requirements, adequately, are extremely important, also. Main-streaming is more dependent upon how well a person is equipped, emotionally, than upon the grade-level of work being read.

A structured daily routine is more conducive to learning by the multihandicapped student. This is not to say one can't insert special experiences into the lesson plans, but basic structure and predictability are probably more effective for most students, not

just multihandicapped ones. These students should be made aware of clear goals to be accomplished. By knowing what the end result should be, the interest and staying ability of the student should maintain itself, and possibly, become greater.

Multihandicapped students need time to accomplish certain tasks. They may never be able to master these tasks quickly enough to get into the job market, or even into a sheltered workshop. They must, however, be given the opportunity to master many tasks, and to find out how well they can do.

Many multihandicapped students need to learn certain skills through systematic habit training. A student with little intellectual ability can be taught basic daily living skills, good health habits, and basic adapting skills by repeating tasks enough times a day to incorporate them into his life.

Multihandicapped children need to learn to be aware of those around them, and not always, "me first." They need a variety of experiences to encourage them to be a social entity. They must be taken to the store and to the bank to help them see how the world around them operates as opposed to observing the limited world of their classroom, their home, or their institution. Adolescents and young adults must learn to live in such a way that their needs for success and security are met, without "stepping on the toes" of society. Adequate personality development cannot occur when a person's world is too restricted. He is more apt to learn to adjust well to the world, if he has active experiences. A disabled child must begin learning to adjust when he is an infant. If acquisition of this skill is delayed until adolescence or later, the lessons are

much longer, much more painful, and terribly time-consuming.

The learning accomplished by a blind or visually impaired student (regardless of other handicaps) must usually be acquired auditorily and/or tactually. Therefore, lesson presentations must always contain a multi-sensory stimulation approach to encompass all of the ways students react to stimulation, and therefore, to learning. Most deaf-blind students have more facility using either their ears or their eyes. Most of the time, one doesn't have to rely solely upon tactile input.

The Country Store is designed (when the program is carried out with great care) to answer the above needs of the Multihandicapped student, and in many instances, to carry out the lessons with greatest speed providing great motivation.

III. REVIEW OF THE LITERATURE.

In my search for curriculum for heterogeneous multihandicapped class, I found materials adequate for various exceptional children, but nothing specifically for meeting the needs of my class. There were items of interest in the following areas:

- 1) General curriculum for Exceptional children
- 2) Technology and research

The following material is based on the information in those two areas, in an attempt to reveal general curriculum developments as well as trends for the future.

Meanwhile, what do the experts say? How do we help our children with the variety of handicaps we see in a multihandicapped class? How do we tailor our program to each student in a classroom situation? What are the future trends in helping our students, both in and out of the classroom?

This teacher endeavored to extricate from the literature pertinent ideas, useable materials, and possible future developments to benefit the multi-handicapped population. It was necessary to discover if anyone had explored the "Store" idea, in working with multihandicapped children of any age. It was also necessary to find out the most important lessons to include in a course of instruction for a multihandicapped class, especially one composed of teenagers. There was a shortage of applicable materials. There were a few outlines of subject matter to be presented to handicapped teenagers. Most of these outlines were designed for more homogeneous groups than are found in a multi-handicapped class. There was almost nothing covering methods and procedures.

The present developments and future trends follow in a discussion of findings in the literature. The future electronic developments seem to carry much hope for the multihandicapped student, at least in writing.

A. EXISTING DEVELOPMENTS IN CURRICULUM.

Dr. Claudia Arkell (1982) of San Francisco State University bases curriculum development on four models: normal developmental, task analytic, functional, and adaptive/prosthetic. Although, she feels that the functional model is best suited for the multihandicapped person (this is true) it is necessary that all four models be used to a certain extent in developing curriculum. Normal development curriculum bases skills on the developmental age of the child. This model is best seen, when a handicapped child acquires language. Chronological age does not determine how appropriate a child's language will be; although, appropriate language patterns should always be modeled.

Curriculum set up strictly according to normal developmental models would have teenagers doing inappropriate kinds of tasks. Eighteen-year-olds shouldn't be learning to stack blocks, even though they may be developmentally at this level. Perhaps the task analytic model should be used.

The task analytic model reflects remedial philosophy, and should break down learning into small steps. Each small step must be broken down further, to provide the most efficient learning for the student. When tasks are broken down skillfully, one can usually be certain that the student can work up to his potential with few errors.

The functional model is used to be sure that the student has at least the minimum knowledge to function in a variety of settings. Why can't a student go directly to classifying coins by shape and

size, identifying products by packaging and shape, and keeping track of work shifts by watching the long hand of the clock reach twelve?

The adaptive/prosthetic model must be used, also, with students, who have sensory impairments, or who have various orthopedic impairments. Total communication must be taught to a class with varied impairments, in order to fit into a day the lessons that must be learned. Saying "apple" while handing a blind person a fresh, smooth apple, and saying the same thing to a deaf person while printing the word, "apple" on the board, is an effective method of "double teach." If either impairment is not total, each person will learn from the other's lesson (of course, diction should be perfect and printed letters must be very clear).

Lessons with immediate practical applications must be substituted, many times, for traditional and prescribed techniques and curriculum, which are not working and have not worked in the past. Lessons with immediate practical applications teach understanding that cannot be gained in other ways, especially for the exceptional child. The older handicapped student, particularly, needs to learn practical lessons that apply to every-day mathematics, reading, social studies, language, science, and acceptance. Ronald S. Horowitz (1970) speaks of anxiety generated by formal instruction that can actually impede learning. "Short attention span, distractability, and disinterest are more likely spawned by formal, prescribed curriculum, than by short, interesting, practical lessons, especially in the case of some brain-damaged individuals."¹

In learning basic number recognition, observe the length of time a student is "glued" to addition and subtraction Bingo,

especially when prizes are involved. Note the interest of students in language syntax and construction, when the teacher makes ridiculous, comical mistakes, and asks the students to correct them. This is an example of a short, effective type of lesson that "pays off."

Selection availability of materials for instructing the handicapped have been widely publicized and disseminated. Little emphasis, however, has been given to a system of selecting these materials according to individual learning abilities. Materials are seldom found or selected to take into consideration each learner in a classroom on an individual basis, particularly in a multi-handicapped classroom. The teacher must use imagination and adaptive creativity. And, what if a teacher is lacking in creativity, but very good at carrying out ready-made plans? Meaningful and specific objectives must be selected to carry out long-term projects.

Each child's abilities must be thoroughly evaluated, first, and only then can the proper materials be selected. Many teachers are in a position where they must...1) order materials at a specific time, or...2) order all items before a particular date or ...3) order a blanket shipment whether or not they want them. Within the past few years, allowable spending money for most handicapped programs has been cut back severely for supplies and equipment. There must be guidelines for teachers to purchase intelligently.

The dilemma of how to effectively present learning materials is stated in a different manner by John E. Bolen (1970). "One of the most perplexing problems in education is accommodating the different ways that children learn. In addition, there is but a

scanty philosophical and psychological framework for developing instructional activities to alleviate this problem." 2

Effectively presenting learning materials is discussed by Judith Weinthaller and Jay M. Rothberg (1970). They feel that each task should be analyzed and measured against the individual level of learning. In doing so, they question...1) at what level is the task? 2) in which modalities can the individual receive? 3) in which modalities can the individual express himself? 4) are all psycholinguistic processes intact? 5) what is the content of the task?

Using a hierarchy of learning experiences, a student begins in the earliest, most basic sensory level of functioning. As he ascends the ladder, he learns to perceive, which is more abstract. Then he develops memory. Symbolization must follow, and this becomes quite abstract. Finally, the student conceptualizes, and is able to perform very abstract tasks.

We see a tremendous variety of skills and capabilities in the multihandicapped class. Building curriculum must take into consideration all mental and physical considerations must be done according to a hierarchy for each student after answering the kinds of questions presented by the above authors.

B. TECHNOLOGY AND RESEARCH.

Many experts in other fields than education are becoming involved in special education. Neurophysiologists are being joined by electrical engineers, electronics technicians, and computer experts to develop revolutionary electronic learning and communicating devices to help the multiple handicapped person learn and communicate. Federal funds are provided under Title VI-B of the Elementary and Secondary Education Act. The goal is to demonstrate this technology working to help disabled students, especially those with severe involvement caused by cerebral palsy.

Many of our multihandicapped students have faulty sensory input and impaired motor skills, which prevent them from responding to their environment. Electronic devices are being used to help a person develop greatly improved head and neck control, and these devices begin to work within minutes (Hedrich, 1972; American Education, 1975; Rehabilitation World, 1977). Formerly, physical bracing and supporting the head were used. These methods didn't help the student develop his own muscles. The new devices click and vibrate inside of a helmet, so that the person involuntarily straightens the neck and the head, using his own muscles (V. Hedrich, 1972). Eventually, the person is able to maintain head balance without any device. Thus a person can learn to eat properly, to view the world as normal people do, and gain better self-esteem, which seems to be lacking many times in a person, whose head is always down on his chest or on his shoulder.

Head position makes a difference in how a person learns to read. Faulty perception is more likely to occur when the head is not in

normal position. The "head stabilizer" is continuing to be refined and redeveloped, and then tested. Francis Spelman at the University of Washington's Regional Primate Center; Fredric Harris, Neurophysiologist, University of Washington; and John Hymer, Electronics Specialist, University of Washington, are early developers of the "head stabilizer" used experimentally with primates (Vivian Hedrich, 1972).

Sensory control devices have been designed to help the student control a disabled arm and hand or a leg and foot (American Education, 1975). Even with totally impaired limbs, almost normal function can sometimes be attained using the newest electronic sensory devices, which send electronic messages to the nerves and muscles.

The student with severe speech problems has a source of help, also. One of the sources is described as a microphone connected to an oscilloscope (Rehabilitation World, 1977). This combination of instruments converts sounds of a student into electrical "potential variations." These are again converted into patterns on a cathode ray tube. As the student pronounces a word, he must carefully watch the screen, and try to make the same picture as is made by normal speech, or make it at least a matching image. For many students, the visual feedback will help and stimulate them to compensate for their faulty sounds, and visually make a closer sound to the normal one. (The article in Rehabilitation World is: "Profile: Creator of Electronic Aids Both Great and Small", with no author given).

New diagnostic and screening tests are continually being developed. As specialists enter the area of handicapped children, they are identifying students, very early, who have been difficult

to identify before. For example, very physically handicapped children frequently have impaired spatial knowledge and faulty object relationships. These problems can be helped by aiding the child with basic movements, learned in a developmental hierarchy. In order to learn distance and space, the child must be able to explore manually and manipulatively. Without these beginning experiences, the handicapped child cannot begin his education at the normal time. Until he has learned how to put on a shirt, how to "squish" his food, and how to tip a glass to obtain liquid, he lacks the necessary equipment to learn academically. When a handicapped child is left alone, he will explore and learn very little. Electronic monitoring or one-to-one therapy gives him immediate feedback that stimulates this beginning development (American Education, 1975).

There are hundreds of ways that technology can help to monitor children's reactions and movements. Possibly, teachers will be able to train a child in gross and fine motor skills, more than one student at a time; and perhaps, a whole classroom at a time. With each new electronic breakthrough, many new possibilities are born.

Scientific, medical, and engineering skills have come together, also, to give us the best space-age children's prosthetics that have ever been available. We are not alone in the development of prosthetics for children with congenital limb deficiencies. Canada, England, Scotland, Holland, Germany, and Denmark have been in on the development of children's prosthetics made of the newest materials and designed by experts (The Remarkable New Prosthetics, 1975).

The finest prosthetics were originally designed for adults...war and accident victims. General Omar Bradley was one of the original

proponents of prosthetics for children, after seeing them used with war victims in the late 1940s. Now a complete team moves in when a child is born with severely malformed limbs, usually within seventy-two hours of birth. Medical social workers, pediatricians, surgeons, therapists, and others feel that when the child becomes use to prosthetics from the beginning, and as they are changed periodically with the child's birth, the child will lead a more normal life, physically and mentally, from the beginning to the end. We still haven't reached the point where an artificial limb can quite match a normal one, but we're getting there (The Remarkable New Prosthetics, 1975).

There is the "environmental control system," an electronic aid of the present and of the future, developed by Roger Jefcoate, (Rehabilitation World, 1977) a young British electronics expert, who has chosen to make a career out of devising these aids for the disabled in Great Britain. With this electronic aid, a slight movement of the chin or even a breath can be translated, by the disabled person, into turning on the television set, dialing the telephone, or turning on or off the lights. Various subtle movements can be used to indicate one-word responses, such as "yes" and "no". Head movements and breathing patterns are connected to an electronic board which creates responses of single words, phrases, or complete thoughts.

Educators must know much more about the processes of the brain into which they try to "stuff" information. How do we get into the brain? How long does information remain there? How does information change after various intervals of time? Research provides answers to many of these questions. Experimentation is being carried out

to bring more and better scientific theory and instrumentation to help physically and academically deficient children. We have, presently, the balance control device, the limb position monitor, speech training apparatus, new prosthetics, and many more electronic miracle workers; however, we have a long way to go (Profile: Creator of Electronic Aids Both Great and Small, Rehabilitation World, 1977).

C. SUMMARY

In the literature search, information of interest was found in the following areas: 1) general curriculum for exceptional children, and 2) technology and research. There were no specific curriculum guides that could be located.

Dr. Claudia Arkeil of San Francisco spoke about curriculum development based upon four models: a) normal developmental, b) task analytic developmental, c) functional developmental, and d) adaptive/prosthetic developmental. All models can serve the multihandicapped teenager, but the functional model is probably the most applicable. Ronald S. Horowitz (1970) and John E. Bolen prefer to tailor curriculum to the needs and learning abilities of each child, fitting it into a specific outline or framework. Jay M. Rothberg and Judith A. Weinthal (1970) design their curriculum to the operational level of the child.

American Education (1975), Rehabilitation World (1977), and Readings in Physically Handicapped Education (1978) describe electronic devices and new materials that have been used to aid the disabled child to stabilize head and neck position, to aid all kinds of body movements, to help replace limbs, to stimulate normal communication, and to normalize sensory abnormalities. The inventors and technologists, who have given us these revolutionary gifts, are some of the most creative in benefiting the multihandicapped student.

ITEMS IN RESEARCH AS THEY APPLY TO THE COUNTRY STORE

USE OF THE FUNCTIONAL DEVELOPMENTAL MODEL
AND THE TASK ANALYTIC DEVELOPMENTAL MODEL
IN COMMUNICATION

The Country Store should stimulate language use, both by the clerks in the store and the customers. The motivation of needing a certain item, or requiring exchange of a specific amount of money necessitates use of language beyond the utterance of, "Hello, how are you?" "This is thirty cents," requires an immediate social interaction, as well as attitude adaptations to, "I can't afford it." If a customer counters with, "I'll take one," the clerk must "change gears" by handing the customer the item, preparing to look at the money given, and checking the amount. If the transaction is too complicated, the clerk must decide when it is time to ask for help. For many multihandicapped students, this might be an impossible complication. There is one motivation, which transcends all attempts to task analyze and explain ahead of time. This is the one, that speaks to the clerk saying things such as, "This is real money. This person expects you to know the answers. You will be getting a reward from your success in this transaction. The class is depending upon you, now." If the student understands he will not be ridiculed for lack of success, and that he is merely learning a valuable lesson, he will usually work up to his potential. The respect the student gains from being in this job motivates him, also. He is a success, he feels good about it, and he automatically acquires functional language with greater facility, whether he signs, uses gestures and body language, or verbalizes.

USE OF THE ANALYTIC DEVELOPMENT MODEL
AND THE FUNCTIONAL DEVELOPMENTAL MODEL
IN MATHEMATICS

The Country Store teaches money skills. First, a student counts two pennies and slowly graduates to higher amounts of money. Some will not progress beyond ten pennies. Others will be able, relatively soon, to handle amounts of five dollars or more. As each new addition is made, the amount is added and taken away many times. This lesson leads to making change. This skill is important, when a person is working with real money, or with items that represent real money (store products) to the class and to its customers. If a person can count only one item, he can watch a row of items, and when there is only one left, he knows it is time to fill up a display, or notify someone else.

THE FUNCTIONAL DEVELOPMENTAL MODEL AND THE PHYSICALLY HANDICAPPED.

A person, who hasn't the control to physically hand an item to a customer, but who is much more relaxed with the teacher or a classmate, can practice giving it to one of these people, who will, in turn, hand it to a customer. Perhaps, the orthopedically handicapped student can push a box containing the item toward the customer, rather than try to pick it up and manipulate it. There are hundred of adaptations that can be used with these students. Some of them are planned ahead of time. Others occur spontaneously, with immediate need shown.

Nobody would be required to perform a task that he is absolutely unequipped to do. There should always be a good chance for success. If a student has a seizure about the same time each day, his work shift should not be at that time. It is relatively easy to work

around this kind of problem.

HELP FROM ELECTRONIC DEVICES

Students could be greatly benefited by use of electronic devices. Simple communication devices with the ability to reproduce single word answers might greatly help a student in Country Store transactions. Greater ambulation makes it possible to learn and perform more jobs. Improved fine motor ability could make hand to eye tasks easier and more precise, such as picking up coins and handing them to people, giving change, and selecting and handing products to customers.

Many multihandicapped students have difficulties in all aspects of life, including performing jobs in the Country Store; for example, having poor head and neck position. Improvement in this area alone, would improve their lives and especially their self-concepts.

One visually impaired, severely physically handicapped girl demonstrated that she was capable of reading on a first-grade level, could type single words with large letters, and could perform a few fine motor tasks, but with tremendous difficulty and with great time consumption. With electronic devices to improve her extremely poor head position, and others to help with her hand and finger useage, this student could have learned and performed much more closely to her potential. Her poor self-concepts may have been much improved, in the process, since she had quite good speech and learned in the mild to moderately retarded range.

SPECIFIC TEACHING GOALS, FOUND IN THE RESEARCH,
AS THEY APPLY TO THE GOALS OF THE COUNTRY STORE.

The Utah State Department of Public Instruction has published a comprehensive curriculum guide for the severely handicapped student in the State of Utah (November 1979). This teaching guide, designed by Phillip G. Hardy, and others, presents a comprehensive multifaceted curriculum, which is felt to be most important for this population. Some of the tasks presented that were labeled for "multihandicapped," would not have been appropriate for much of this population. For example, teaching a person to properly learn to use the toilet, by the method given, could only have been done if the person had ambulation, motor control of the hands, some sight, and some receptive language. All eight of the students in the Country Store would have had to be exempted from this task. Many of the other tasks could have been integrated with those of the Country Store, however.

Each of the described tasks, however, fit into a general division of the curricula, that is as follows: self-care skills, language and communication skills, sensory motor skills, arithmetic skills, reading skills, interpersonal relationships, fine arts' skills, and practical arts and occupational skills. These are not designed to be presented as isolated lessons, but more effectively, as intertwined lessons. Each series of tasks is taught on three different levels; as a one-to-one lesson, as a small group lesson, and as a large group lesson.

Country Store tasks, as they fit into the above curricula divisions are as follows: 1) self-care skills - learning grooming and cleanliness skills, judging cleanliness of oneself and others;

2) language and communication skills - carefully listening to people's directions, signing words and phrases when possible, speaking politely to others, learning standard words and phrases to fit many situations; 3) sensory motor skills - visual and olfactory discrimination when judging freshness and appearance of products, identifying coins by feeling and sight, wrapping and displaying items, picking up coins and store products, spatial considerations such as fitting wheelchairs into varying spaces; 4) arithmetic skills - learning amounts of coins, mastering counting and calculations of coins and paper money, learning about prices, percent, and interest; 5) reading skills - reading of price lists, reading of advertisements, typing of lists, letters, etc., reading bankbooks and posters; 6) interpersonal relationships - responding to directions, tactfully informing others that they must be clean and groomed for store activities, controlling behavior while on public display, communicating effectively with others, controlling and maintaining expected behavior and conduct while at places such as the bank and the market; 7) fine arts skills - painting and decorating the store, designing and doing art-work on posters and signs; 8) practical arts and occupational skills - coin identification, reading and interpreting price-lists, following directions, grading, wrapping, displaying, and monitoring freshness and appearance of store products, being responsible for taking a work-shift, and shaping of work attitudes, plus many other lessons.

James Lederer of Bergen County Special Services School District (May 1981) feels that curriculum activities and goals should be geared toward the limitations and potential ability of each multihandicapped student. The curriculum aims he presents are as follows: 1) positive

self-concepts to carry a person into post-school independence, 2) fostering appropriate communication skills on cognitive and affective levels, 3) maximum potential in physical growth and well-being, 4) finest directing and counselling for each student so that he will make appropriate decisions when out of school. He feels that great emphasis should be given to individual tailoring of educational and physical materials and tasks, to best prepare the multihandicapped student for life after school. How does the Country Store fit into these goals? It answers the needs expressed in most of them, but let's discuss only the first one.

Handling, counting, caring for, and making decisions on how to use the money earned presents a lesson that should give greater security in money transactions later in life. Everyone should learn something about handling his money to get the most benefit from it.

Having field-trips in the community are of value in educating the student about his world and the people in it, as well as helping educate the community about the handicapped person. Greater understanding fosters good self-concepts. Much community education occurs, along with student education, when multiple handicapped students are taken out for consumer activities. When decisions are made to spend the money on special leisure activities out in the community, more community education, more student education, and more benefits for all occur.

Learning about banking money, withdrawing money, bankbooks, growth of interest, handling checks, and how to shop with responsibility for the results, are certainly valuable, concept-raising lessons for future life. Many students should go on shopping and

banking trips, either in a group or on a one-to-one basis, and should have certain responsibilities for making decisions during the trips.

Learning definite attitudes, rules, and gimmicks for getting along with people lead to successful interpersonal transactions, which certainly build up confidence and help one to handle oneself in the future.

V. HOW DO WE CARRY OUT THE IDEAS OF THE COUNTRY STORE?

In order to operate the Country Store most effectively, educationally there are at least seven steps a teacher must take to be sure that the wanted goals are carried out.

I. Know the program well enough to make wise and effective adaptations for students on every ability level.

II. Keep educational goals foremost during all activities...the teacher must be accountable for the learning to be accomplished.

III. Organize ahead.

IV. Develop record systems to keep track of accomplishments and thus, facilitate reaching goals.

V. Study all legal requirements for maintaining a class business (licenses, school insurance, food and drug laws, etc.).

VI. Set up a specific program for maintaining public relations with: other students, teachers, coordinators, other schools, the school cafeteria, and other groups.

VII. Develop, in addition to record systems, report forms, schedules of field-trips well in advance, work schedules with emphasis upon equitable tasks in all areas for each student, and written plans for using the money earned.

There are other advance plans, which can be made according to the situation. Many of the above records, plans, and goals can be changed by changing circumstances or by increased knowledge and experience. The realization of each written goal will be one source of evaluating and assessing each student.

If a student is satisfying actual academic goals to pass a proficiency test needed for graduation, mathematics tasks, spelling lists, reading materials, and creative writing tasks can be extracted from the tasks and products of the Country Store, combining academics with practicality. For example, creative writing can be accomplished by a student being responsible for advertising copy, writing business letters, and writing a weekly summary of anecdotal happenings at the Country Store (this is an excellent way to see how a student records what he observes).

This program is aimed to give a student practical buying, banking, and budgeting experience that will help them in later years. In fact, the longest-term goal of this program is to give knowledge and experience in many areas, which will benefit his future life. Numerous field-trips will help the student with mobility training, in social responsibilities, and in expanding his world so as to encourage more exploration of his environment when he has finished school. The typing expertise acquired will aid the student in various ways when he becomes part of the "real world." Most important are the pre-vocational and vocational skills learned in the Country Store, which will foster greater independence and perhaps enable the student to eventually get a job.

There are two areas of exploration and experience that will be pursued in the following paper. One is a general activity that can be divided into ten subjects in which an exceptional child can gain expertise. The other is a more specific attempt to affect social and behavioral changes in students.

The Country Store was a multi-faceted activity used with a class of nine multihandicapped teenaged students for about three and one-half years. Other students were brought into this activity, because various teachers were anxious for their students to have social interaction, management, selling, handling money, pricing, grooming, and speech practice that the "Store" offered, in addition to other learning experiences. Other teachers used the work in the "Store" to help with arithmetic activities, and as a reinforcement activity.

The "Store" answered the dilemma posed by Ronald Horowitz (1970) when he stated, "Students learn from random and spontaneous experiences." He also stated, "A guide does not have to be a package, but rather can be an outline from which many alternatives are selected for experimentation."¹

VI. PROJECT DESIGN

A. DESCRIPTION OF COUNTRY STORE IDEA.

The Country Store is a multisensory technique, and necessitate a great deal of one-to-one attention. The setting is informal; however, the structure of the activity is very ordered. The curriculum is developed by setting up, establishing, and maintaining a small business in the classroom.

This activity meets criteria for the necessary environment for learning of many types of exceptional children, as well as for the multihandicapped teenagers for whom it was designed. The immediate, practical use of selling to the public and making change, while others watch, provides a great incentive for increasing speed in academic, social and motoric transactions.

Tasks are given to students as they're ready to handle them. Students, who have problems screening out distracting stimuli can sometimes function in the setting of the Country Store. Much of the distracting stimuli is beneficial to the student, if he can learn some control of perseveration. Time must be given this activity, since the built-in structure for success will work adequately only if students are given plenty of time and space.

Learning materials can be tailored for each student with relative ease. The activities of the Store are planned on as many different levels as there are students participating. A teacher must be able to task-analyze and adapt various tasks according to abilities of each student, as well as to engineer success for each student into each activity.

Permissiveness is encouraged in verbal self-expression, but only after planned questions and experiences. For an interesting presentation of tasks that teach academic skills while they teach practical skills, the multisensory approach of the Country Store could be an answer to the dilemmas of some educators.

B. OBJECTIVES

The children described, at the beginning of this paper, cannot be assessed and evaluated in conventional tests and questionnaires. What kinds of materials can be presented to those children from which they can truly benefit and learn? Could there be a common denominator of learning that might be appealing and acceptable to all of the above children, plus other children with various handicaps? What kinds of activities could be presented that might work as a catalyst to inspire many exceptional children to become more enamoured by conventional curriculum?

These and other questions will be discussed and explored in the following pages. Namely, what are some of the activities that can be used by exceptional children (and others) to acquire skills that do not usually fall within a conventional school curriculum program? More specifically, how can we teach a class of multihandicapped teenagers in a school setting? How can these activities be established and implemented? How can these activities be assessed and evaluated? How valid and reliable are the measurements for these alternative curriculum activities?

It is the goal of this paper to demonstrate a comprehensive curriculum, which includes mathematics, business skills, typing skills, health, social interaction, provocational skills, banking, reading, social science, sensory-motor skills, and art, and which utilizes the central theme of "The Country Store." This will prove to be useable and effective curriculum specifically for a class of eight to nine multihandicapped students including those with orthopedic,

sensory, other physical, behavioral, and intellectual handicaps, ages twelve to twenty-one years. The Country Store would be an effective main-streaming activity, as well, since the concepts are readily accepted and learned by most students.

The "Country Store" gives a lot "for the money." Below are the long-term objectives in teaching basic skill areas.

- A. Teach arithmetic and mathematics
 - 1. coin identification
 - 2. teach one-to-one identification
 - 3. teach counting by twos, fives, and tens, etc.
 - 4. teach addition, subtraction, and percentages
 - 5. teach grouping
- B. Teach budgeting and comparative pricing
- C. Teach letter recognition, some word recognition, and typing skills
 - 1. posters to make, and signs listing store products
 - 2. neat borders
 - 3. accurate spelling
 - 4. spacing of words
- D. Teach health and grooming
 - 1. importance of cleanliness
 - 2. importance of deodorant use
 - 3. importance of neat hair and clothing
 - 4. importance of well-groomed nails
- E. Social exploration and interaction
 - 1. Pleasant attitude, with its payoff, interpersonal relations

2. Positive thinking
3. Good manners (carrying over into other social situations)
4. Specific and appropriate speech and language

F. Pre-Vocational skills

1. Packaging (including weighing and counting items)
2. washing fruit and vegetables
3. arranging and displaying
4. sign and poster making
5. pricing and making labels
6. planning, scheduling, and making up price-lists

G. Banking and finances

1. withdrawing money from the bank
2. depositing money in the bank
3. check writing
4. adding to and subtracting from a balance in a checkbook
5. learning about interest
6. good and appropriate actions and questions in a bank

H. Reading

1. comparing and reading newspaper advertisements
2. making and checking price-lists
3. product names, in the store, in the supermarket, and
in newspapers
4. various signs

I. Social Science (in part created by planned field-trips
to market and to bank)

1. learning about world around us
2. learning functions of banks and of Savings' Institutions

3. learning functions of large and small supermarkets
4. learning appropriate behavior in market and other public places
5. realization of good self-concepts, because of paying "own way"
6. learning about barriers in public places for physically handicapped and logging as many as possible

J. Sensory motor skills

1. hand-to-eye activities
2. spatial necessities, such as judging wheelchair space
3. discrimination by sight, smell, taste, feel, and hear.
4. fine-motor needs

K. Art

1. creating signs and eye-catching posters
2. discovering the meaning and use of logos
3. creating attractive decor and displays for the environment
4. having a definite time-table to complete an art project...
learning to bring a job to completion

Since there are many well-defined jobs in carrying out the objectives of the Country Store, and since these jobs can be carried out on all levels of potential, as many as sixteen students can work on this activity, concurrently.

In order to fulfill objectives, requirements for operating and maintaining the Store are those that also serve to satisfy requirements of the basic skill areas. Let us explore a few of those areas.

A. - Arithmetic is learned as the student learns to count a few items for inventory or a few coins, followed by being able to count ten items or coins. Later, they will add items or coins, and perhaps, learn a few easy operations on the calculator. Counting unlimited amounts of money, and doing an abstract task such as giving change, is a higher form of arithmetic, which transcends into mathematics calculations. Quantitative concepts and measurements are carried out as products are bought, weighed, and packaged. Time is learned, as work shifts are arranged and store hours are established.

B. - Budgeting and pricing occur as the student tries to fit the amount paid for items into the amount he has "in pocket." Pricing takes place when a student understands that we must not only pay for the products we have bought, but we must get a little more than that to have any extra. Paying thirty cents for an item at the store necessitates getting forty cents for the same item at the Store, so we can have the pizza-party we wish, next week.

C. - When a word is seen and typed a number of times, for a price-list, that word becomes part of a person's vocabulary, after a time, especially when it is spoken, typed, seen, corrected, and written. It is easier to learn words like "hours" and "open" when one makes a sign with those words on it.

D. - The Country Store requires a student to be clean and personally attractive, with as much control of coughing, drooling,

and other annoying sights (to a customer) as possible. In order for a student to control these aspects of his life, he must be taught...step by step. "You must empty and clean you illiostomy bag at least three times during the school day. You clean it twice? Evidently, that is not enough, as I'm still aware of an unpleasant odor. Perhaps, you need help in cleaning it properly...I'll be glad to show you the best way." Good health rules are taught and particularly washing hands at least every hour, when a person is working in the Store. A person can be clean, but lack good grooming skills. This must be taught in a kind way. "I wish to cut your nails, since you are having problems getting someone at home to do this for you. While we're at it, let's just use a little eye-makeup, and a very light shade of lipstick. See how lovely you are now...isn't Stephanie a "fox?"

E. - Interpersonal relationships, along with the communicating skills they require, provide probably the most important source of lessons, as a consequence of working in the Store. Self-realization occurs as the use of the name of each student is linked to a specific job, via typed lists, verbal reinforcements, and with the inclusion of each student in the particular class unit. Each person sees his class name (Moonshadow) at the top of the bankbook. Social interactions and social competencies are seen when directions are followed correctly, when a pupil shows responsibility, and when appropriate vocabulary and body language is used without prompting. Emotional awareness, emotional expression, and adaptive behaviors are required of each student when he meets the "public" successfully.

The workers in the Country Store must listen carefully to directions, to the requests from customers, and to the lessons that are being taught when the need for them is demonstrated. "How are you?" "Can I help You?" "Would you like to try a new product?" "Thank you for your business." Phrases, such as the above, are transferable for the Store, as well as for out in life. Language and vocabulary are being acquired continually. There are sets of words to be learned when shopping for the store, and when assessing the availability of resources for the handicapped. "Tell me about interest. About deposits. About withdrawals. Please come to the 'teller'." Body language is also transferable. In signing words and phrases, each member of the class should be in on the lesson, not just the person with the auditory impairment. Total communication should be stressed for each member of the class.

F. - Prevocational skills, necessary to carry out the concept of the Country Store, are necessary to learn. Some of them are: typing, clerical duties, custodial duties, fruit washing and packaging, weighing, sorting and classifying, counting money and products, price-list planning and completing, development of good work attitudes, structuring time, completion of a job, arranging product-lists by price, arranging product lists alphabetically, and errand-running, plus many more. Elements of housekeeping and homemaking round out the curricula in practical arts and occupational skills. Dietary skills such as planning of menus, balancing good foods against "junk" foods, fruit and vegetable cleanliness and attractiveness, and tidiness of counters and refrigerators are all skills, which can be carried into daily living. Orderliness and organization are characteristics

of maintaining the Store that will extend into a person's life and his future job.

G. - Banking and financial skills can be as simple as handing the bankbook to the teller with the money to be deposited. Or, they can be as complicated as fully making out a deposit or withdrawal slip, fully writing out checks, figuring ahead of time what the new balance will be, figuring the interest ahead of time, learning the questions to ask and their answers, and carrying out transactions unassisted. A person may learn enough to tell another person exactly what to do and to recognize mistakes when they occur.

H. - Written language follows the more basic lessons when the student is able. It begins with having a student underline or indicate the word percentage whenever he sees it or having a student point out a dollar sign whenever it occurs. Reading advertisements is more advanced, and should be done with the teacher assisting the class. Product names are matched with products for easier learning. Learning words begins with large words on signs, accented words in advertisements and many times paired with pictures, and words in large type that are typed by the students.

I. - Social Science discoveries are made when the handicapped person goes out into the Community. As one has transactions with market personnel, bank personnel, and with the people one meets in those locations, he gradually gets strong feelings about how he is accepted and how he accepts the people he meets in various transactions. Are they friendly? Do they at least accept him and perhaps go out of their way to make him feel at home? Are people, who are in a hurry, always brush by in an unfriendly manner? Are

school personnel more or less tolerant of his shortcomings than bank personnel or market personnel? As he gets answers to these and many more puzzles, he is getting a basis upon which to build a Social Science curriculum. As his interest grows in the outside community, his exploration will grow, along with new questions and answers.

J. - Sensory motor skills are being tested constantly while working in the Country Store. Stimulation comes to the student from feeling, smelling, tasting and seeing the products (at one time, the class could hear a product, as it was a food that made crackling and snapping noises). Feeling, seeing, and hearing the clink of money is a pleasurable form of sensory stimulation. Eye to hand coordination is tested, as a person picks up a coin and hands it to another person. Eye-hand coordination is further tested with picking up and handing items to a customer, taking coins from a customer, putting items into a refrigerator, and typing. Position in space is refined by wheeling chairs into varying openings, backing to retrieve items from the refrigerator, getting bodies down the hall to run errands, and with other activities.

K. - Fine arts, even for the visually impaired, can be practiced by painting the Store in one color, to start. The need for attractive displays, arresting decor, and eye-catching posters requires the teacher to plan and task analyze each art task and give each task to the person, who is capable of carrying it out. There is continual need to renew and to touch up the physical properties of the Store. Of course, simple poster designing, as well as a simple design on top of the price-lists present art skills tasks (the original crew

of the Store decorated a two-pound coffee can with a collage of their photographs, those of their friends, and of the adults with whom they worked, with a slit in the top for their money). As new people come into the program, new ideas for carrying out objectives will continue to be generated.

C. PROCEDURE

SETTING

The basic possibilities for setting up the Country Store are endless. A few ideas will be given, but it must be stressed that individual needs and want should dictate the physical setup. A large box should be located - perhaps a freezer box. A large window should be cut, in front, a rectangle extending to the sides and down to the center of the box. The display of items for sale must be clearly visible and accessible through this window. The back of the box must be completely open to accommodate a clerk in a wheelchair, or one in a regular chair. A search must be made for a display table that fits tightly inside the box. Reinforcements with masking tape, or other materials, can be made around openings, at corners, and wherever needed.

Everyone applies basic colors (after a democratic class choice is made as to the possible color-scheme) to the inside and outside of the box...the brighter, the better. People with art ability must be enlisted to paint flowers, scallops, polka-dots, or other details. Gingerbread men or large colored pictures of food can also be cut from magazines, and pasted on for decoration. These items could also be made of dough, baked, painted, and fastened on the Store. Further accents could include scalloped paper, pleated paper, glitter on glue, clay cookies, pictures of the students, and any other creative idea that emerges from the minds of the students and the teachers.

The table, inside, will be covered with a tablecloth, placemats, large sheets of contact paper, or anythings that will give an attractive looking, coordinated, clean appearing surface upon which

the products will be arranged. A few clever last-minute ideas could pull the whole look together, such as color coordinated signs, "NO CREDIT," "STORE HOURS - 10:30 a.m. till 1:00 p.m.," "GIVE YOUR GIRLFRIEND SOME SUGARLESS GUM," and other innovative ideas that will emerge from the imagination of the students. The idea is to get and to retain the attention of others in the school, or perhaps, in other schools and locations.

The store, used by the original "eight", was a large freezer box from a local appliance store. A door was cut into the back, as described above, and also into the front. A table was located that was a perfect fit for inside the box. The table's front legs were lowered to slant the table toward the customers for a better view of the Store's products.

The look of the table was frequently changed by alternating colors of paper or tablecloths that covered it. The products were arranged in vertical rows, and from the cheapest to the most expensive item (this was an aid to students when quoting prices).

The students painted the box a shade of royal-blue (painting was carried out outside, in shifts, as it was a potentially "messy" job). The aide and one student added yellow designs, such as ginger-bread men, flowers, and food. An upper sign in yellow with blue figures gave the "open" hours, while a lower one stated, "NO CREDIT." As time went on, designs of other colors were introduced, and the signs were changed. Occasionally, a white sign was posted above the customer's window giving a "special."

The student sat behind the full-length door, and partially under the table, to wait upon customers. Eventually, it was necessary

to obtain another larger freezer-box, and again, to decorate and improvise. Everyone was much wise and creative, the second time because of their previous experience.

The store was placed just inside the entry to the class, and to the side of the doorway so that normal traffic could come and go without difficulty. A bulletin-board to the right of the store was utilized for various announcements. A small refrigerator was installed in back of the store against the wall. It was always necessary to plan the location of furniture and appliances so that wheelchairs could be accommodated. This made it necessary to have abundant space. With all ambulatory students to consider, the required space would have been half as much. Classes, who setup and operate a Country Store learn to make many spaces into a store. Freezer box (as above), a piano box, or maybe a closet or a corner of the room can be used.

WHY DO WE SET UP A CLASSROOM STORE?

The Country Store is a small classroom store where students and teachers can purchase fruits, juices, snack foods, complete lunches, a few classroom items (small writing tablets and pencils) and reinforcement items. Teachers can use trips to the Store as learning tools for their classes. The need for a Store can be demonstrated by listing a few of its lessons: Children learn to...

- 1) wait their turn...
- 2) line up quietly...
- 3) make decisions...
- 4) Fit the amount they want into the amount they have...
- 5) Add amounts...
- 6) Subtract in figuring change...
- 7) Acquire good manners...
- 8) Conduct social interactions.

The Store begins because of the need of the students to sell wanted products to others, and more so, because of the need of the students to build up a fund to buy their wants. The complexity of the concept provides many additional facets for exploration. Teachers may encourage a Country Store because of... 1) Desperation for curriculum (as mentioned before) and... 2) need for a source of effective reinforcers for her class. Reinforcers may be Store products, attitudes of the other students toward Store personnel, knowledge of and handling money, resulting special activities, and the necessary field-trips to carry out the Store concept.

With the original Country Store, the students were performing a needed service, they were mastering a multi-faceted curriculum, and they were enthusiastically involved in all aspects of the Country Store, and it was for these reasons the concept was retained to develop and grow to benefit the class.

HOW WAS THE PERSONNEL CHOSEN

All of the students in a multihandicapped class of teenagers were assigned jobs in the Country Store. If a child came into the class with such unique disabilities, that no job had been instituted for him to handle, one was created rapidly. However, the tasks demanded by the operation of the Country Store were usually overwhelming in number, and at all times, there was at least one job for everyone. As many as twelve people worked on tasks, simultaneously, or as few as one person.

DESCRIPTION OF DISPLAYS AND EQUIPMENT

Displays must be carefully set up; therefore, skills of organization are needed. Products must be presented to buyers in such an inviting fashion, they will not be able to resist buying them. Use of pictures from magazines, wrappings of vivid colors, and home-made paintings and drawings aid the class in presenting Store items. The use of cameras, both by students and adults, should be introduced to take pictures of attractive displays and to record class activities. There is no limit on use of the imagination in deciding "what to do," and "how to do it."

At the beginning of each day, there are round-table discussions about the specific problems and considerations that occur while operating the Store: 1) what is necessary to keep perishable items? 2) what do we need to know in order to have a refrigerator? 3) how large can the refrigerator be? It must also be decided if there is a handy electrical plug for an appliance, the fire-department regulations we need to know to operate an electrical appliance, how

often a refrigerator must be cleaned, where it will be set, its size for spatial considerations, and how much it will hold. Food space and storage usually hasn't been given much thought until it's time to put it away in cold storage. Becoming aware of space required, need for room in a refrigerator, proper ways to wrap food, and age of food is probably not in most student's experiences.

The original Country Store began with one row of strawberry yogurt bars, one row of carmel candy bars, one section with apples or oranges or both, one small section with sugar-less gum sticks, one small section with crackers and peanut-butter, various cookies (home-baked and store-bought), small cans of soup (for this it is necessary to have at least a one-plate burner, a pan, and styrofoam bowls), soda-crackers (which were included in the price of the soup, or could be purchased separately), small baggies of pop-corn, small cans of fruit juice (most except for a few cans for display were kept in the refrigerator), one small carton to advertise cottage-cheese (these were also refrigerated), Snak-Pak puddings, small cans of fruit, pencils, and small spiral notebooks. The inventory changed when one product was proven to be a "loser," or a student had an idea about trying another product.

There was a price-list posted at eye-level on the Store. The students also kept another price-list they could refer to when necessary. This list was typed in large primary print, very black and clear, to aid visually handicapped clerks and customers. At least once a month the price-list had to be reorganized and retyped. Prices and products were arranged from the smallest in cost to the largest. No products were less than five cents, or more than sixty

cents, at least for the first few years. When the students discovered that the customers made demands for certain products, and that they were willing to pay a heavier price for them, the inventory was expanded to include more items.

The products were arranged in rows on a colorful and very clean napkin or several sheets of construction paper, of bright blue or yellow, or any color that seemed to show off the products to advantage. At the back, next to the clerk, there was a money container with a lid. This container was changed frequently in an attempt to find the most efficient, non-tipable container, that could be handled easily by students with motor difficulties.

HOW DO WE CARRY OUT ARITHMETIC AND MATHEMATICS GOALS?

Having had to fit enough food into a certain amount of money may help the multihandicapped person have a more realistic idea about how much money can purchase. Many of these people (particularly, if they've been institutionalized) have unrealistic ideas about money...where it comes from, what it can buy, and how long it will last. They have been given food, clothing, etc., without question, without having had to think about the source or the cost. Multihandicapped people must become "money-wise" and this is one way to accomplish this.

The students gained a great deal of arithmetic and mathematics knowledge by having to buy products and figure out with a calculator how much money was being spent. An aide or a teacher, many times, figured aloud (very slowly) on another calculator, or let the student speak his calculations. Working with money - counting it and giving

change - also gave more number knowledge and calculating knowledge to the students. Figuring out prices to make a profit on Country Store items was another way of acquiring these skills. As much freedom to work with money was given the student, as he was able to handle without extreme frustration. With some students, non-money figuring tasks were given - how many products in this row? All calculating was done aloud, and certain familiarity was gained by hearing emphasis on certain terminology and vocabulary. Thus, certain arithmetic and mathematics objectives were built into this part of the curriculum. (Examples of objectives).

"Mike will learn to match a coin (or coins) to a product with ninety percent accuracy by December." Simple one-to-one identification was taught, first which lead to matching a product to a product, a coin to a coin, and finally, a product to a coin. More complicated objectives were formed: "Todd will give correct change with varying amounts up to five dollars, with ninety percent accuracy by June."

Rudimentary finger math was a valuable means of clerks communicating with customers...especially, when the customers were hearing impaired.

CLARIFICATION BY DISCUSSION

The class discussed the price of "crackers" and how they would be wrapped and priced in the Country Store. Teachers: "If we wrap four crackers in a Baggie and sell each pack for ten cents, how much money will we make on each package of crackers?" First, we must unwrap the crackers, and pile them in groups of four." At this time, each person has washed his hands and is sitting around the table. A piece of plastic is placed upon the table. A person having a problem

handling the crackers without mutilating them will be assigned to count the groups of crackers. Perhaps for Mike, just sitting and listening will be all he can do, since visually, he can't perform and motorically, he can't handle anything as fragile as crackers. Academically, he can't figure amounts. However, Mike can count up to ten and check up to ten packs after they are packaged. Being in on the preliminary discussion and counting may give him a general idea of what is being done. Teacher: "We have twenty-five packs of crackers. Each pack has four crackers. Three of us will put them into twenty-five packs of four each." "Since each pack of four crackers is ten cents, let's place ten cents by each pack. Who knows how to figure out how much we will get for the whole box of crackers?" Several students will probably know how to figure it out. The teacher then says to Laural, who can't figure this out, but who can count by tens up to fifty, "Let's see if you can count by tens and total up the amount? Who would like to help out? "Terri, please count the amount for this many packs." Terri is given ten packs to count. "Terri has counted one dollar, and Laural has counted one dollar and fifty cents. Who can add those two amounts?" The teacher writes the two amounts on the chalk-board, and asks two other students to write down the amounts and add them. Two additional students are able to add the two amounts on their own. Teacher: "How much money will twenty-five packs of crackers for ten cents each be?" "How much did the box of crackers cost us?" "How do we discover how much money we will make on the box when we charge ten cents per pack?" By now, some of the students understand while others are still confused. Teacher: "We want to make money...we can't give our

products away. If the box costs one dollar and forty-seven cents and we get two dollars and fifty cents for it, how much more do we get when we sell all of the packs?" The problem must be "talked through" several times in several different ways. Writing on the chalk-board as we talk helps also. Also, working manipulating coins as we talk and aiding someone else in manipulating coins and packs of crackers is another clarifying technique. Place the money in an area that is the "supermarket" and then "selling" the packs in an area that is the Country Store, and seeing the money in one place as it compares with the money in the other place, is another way of demonstrating the problem. Show what is left after taking the exact amount of money that the crackers cost from the amount that is made by selling them, so that they are taking information in both auditorily and visually. Task-analyze each semi-step auditorily and visually. The goal is for the students to realize that the grouping creates our units for resale, and that we must realize a profit.

HOW DO WE CARRY OUT READING AND TYPING GOALS?

As we discuss the pricing and mathematics, we have emphasized a few words many times. For example, the word "crackers" has been visually and auditorily noted perhaps, thirty times, as a by-product of learning the mathematics lesson. A teacher can "zero in" on three or four words in the course of other lessons to result in a student's learning by "over-emphasis" or "over-kill".

Typing price-lists by associating the typed word with a product and a price commits many words to memory also. In the Country Store

most of the students had just a few words printed on the chalk-board. They worked from the board with adult help as they needed it. At first, each student was in charge of typing just one product with its price. Each student's line was cut into a strip, and pasted on a master sheet, so that the student had his own work on the master price-list. This was then photocopied to make up three or four price-lists, one of which was posted for customers, one of which was kept for clerk's use and several for worksheets to use as guides for making new ones. Work had to be repeated many times at first. The students needed much encouragement to keep indentations uniform and spacing correct or many times the students would have given up.

The students received the desert newspaper, weekly, on the day there was a heavy concentration of food advertisements. Seeing product names in the paper, on the chalk-board, in the price-lists, and comparing them on the three sources seemed to reinforce them and enable them to be learned. Most of the students increased their reading and recognition vocabulary by this intense exposure.

HOW DO WE CARRY OUT HEALTH AND GROOMING GOALS?

The necessity for cleanliness of the students, the Store, and of the products was reinforced daily. The Country Store gained a "squeaky clean" reputation which the students worked to maintain. Students were encouraged to "police" themselves, but always in a helpful and tactful manner, in the areas of clean hair, clean hands, clean clothing, and clean faces. Unkind remarks were discouraged, although once in a while, an unkind suggestion from a peer appeared very effective in getting through to a classmate. This was still

not "smiled upon" by the teacher. Students were encouraged to say, "Let's go in and wash our hands together." Not "You smell, you had better wash!" The kindness-and-tact approach had a remarkable effect. Over a period of time, all members of the class improved their appearances and smells. So much so that other adults gave the teacher and class a great deal of positive feedback. All constructive and worthwhile compliments and remarks given to the teacher were passed on to the students. There was a great emphasis on the "positive," and as little as possible on the "negative."

The class had many discussions on the kinds of foods to buy to make up a balanced lunch from the Country Store, so they could make intelligent suggestions. Also, in discussions about keeping a good balance of healthy versus "junk" foods in the Store, we emphasized "no sugar" juices, better prices on fresh fruit than on cookies, and reinforcements from these items, which the class usually seemed to prefer. Perhaps, a few of these students would be wise in buying their own menus, or directing someone else to buy them, as a result of this planning and discussing.

HOW DO WE CARRY OUT SOCIAL EXPLORATION SKILLS?

Having to understand exactly what words are being directed to the students by each customer is a lesson in cognitive response, since the student's expressive response and his motor response to the customer determines how well he has understood. Perhaps, in the after-school-world, the students won't be as easily confused or misled by someone's "double-talk."

In teaching non-verbal communication, the most important and

primary lesson for the Country Store, and for other settings, is teaching a person to smile. Use of body language and one-word phrases should be encouraged that convey the maximum information. "Money?" "Please." "Thank you." "Help?" "Yes" and/or "No." Since most students' expressive language lags behind their receptive language, a great deal of understanding can be taking place. Modeling responses that a particular student can handle is one way of teaching this task.

Adaptability is a necessity for working in the Store. Learning adapting skills is another technique for improving interpersonal relationships, and helps to prepare a student for successfully meeting demands of life after he leaves school.

In the Country Store, a teacher from another discipline announced that she wished to bring her entire class to the store. They were all hearing-impaired. She intended to use this as a reward and also as a learning experience for her primary class. The teacher wanted them to take turns, each give his own money for an item, make their own choices, and wait for change. The Country Store clerks began by practicing their sign-language to prepare to communicate with these children on a different level than usual. The teacher practiced with them, modeling body language and finger-math as well. When the class appeared, the Country Store personnel were a little nervous, but appeared to handle most of the transactions quite adequately. They kept their eyes especially sharp to find out what selection each child was making. At first, there was much pushing and shoving. The bravest of the Country Store personnel indicated to the children that they had to wait their turn. Then this clerk sat very quietly

and just waited for the teacher to explain the situation to the children. When they settled down, he started to wait upon them, one at a time, with admirable poise. Various transactions done, were very good showcases to show how students improved in their dealings with people. These kinds of transactions had a definite place in preparing these handicapped students for after-school life.

Each successful transaction in the Store was almost a guarantee for increased self-concepts...one more device to help a handicapped person succeed in post-school independence. Social interaction was a necessary by-product of carrying on the Country Store concept. To begin, actual words and phrases were put into the mouths of the students: "May I help you?" "Let me help you see if you have enough money?" "Are you on any special diet?" Diabetics had to have certain things and the teacher was familiar with the items those students were allowed. Everyone was asked to smile and to look for ways to be of help.

HOW DO WE CARRY OUT PREVOCAIONAL GOALS?

The Store required a student to learn about work attitudes, as well as work skills. For example, it was time for a "coffee-or-juice break." However, at this time a customer appeared at the Store. The person on duty learned to realize that refreshments must wait until after the customer was taken care of satisfactorily. This approaches what happens in real jobs. Many handicapped people, especially those who are institutionalized, have not learned to adapt and wait while taking care of someone else. Usually the motivation of selling store products transcends that of having a coffee-break.

If not, the student still realizes that the customer must help first.

Packaging and cleaning products was a task that most students could learn. Fortunately, the least academic students had enough motor ability to be motivated by this job. One young man with extreme involvement with cerebral palsy could not handle packing or washing fruits. He was wonderful however, at getting his wheelchair around the building to bring back bags of popcorn, cookies, and other products to be sold in the store. Fortunately, this boy was able to perform more academic jobs, also, such as counting money and being a clerk, as long as another student performed most of his gross and fine-motor tasks. Signmaking, poster-making, and creation of price-lists were all jobs that were performed by various students. The students with severe cerebral palsy had to be involved in these kinds of tasks in an adapted way. They were encouraged to cut out decorative pictures from magazines, with the teacher and aide helping with a special scissor. Two of the students with spina bifida, who had well-developed upper extremities, were quite creative with their art-work, and did much of the original work for the advertising for the Store.

Experimentation with new products was encouraged. Some students became fearless at trying new items, after justifying their trial to the rest of the class. Once in a while, a product was given a special price to attract more buyers. Posters were frequently made to advertise this fact, and were placed in strategic places around the school.

Keeping products fresh and presentable meant frequent buying trips for the students, and more frequent trips for the teacher and/or

aide. It was necessary to make the students aware of the necessity for fresh products by keeping a few of these products long enough for the smell, the taste, and the appearance of the older products (particularly produce) to make an impression on the students and to help them realize that to have a business, they had to keep "on top" of all aspects of it to make it work.

Each facet of the Store produced a need for learning special vocabulary unique for that particular part of the concept. For example, "Can I help you?" "Would you care to try a new product?" to "How much less do I pay by giving you this coupon?" "How can a person in a wheelchair reach that display?" to "These numbers mean that we earned this much interest?" "I'd like to make a withdrawal."

HOW DO WE CARRY OUT BANKING AND FINANCE GOALS?

The student uses work copies of various banking papers to become acquainted with operations of banking...deposit slips, withdrawal slips, and checks. The student works on one step at a time, until he can write it himself, or direct another person to write it for him. He must examine a paper thoroughly to check dates, amounts, names, and other data. He is taught to locate just one blank line, and to fill it in, then once completed go on to another. He is taught to type these papers, if he is able to type, and unable to write. He is presented a slip to check, visually, if he can't do any of the above. The student becomes acquainted with vocabulary used in acquiring banking skills. Teacher: "Tell me about interest." "What is the first thing you do when you wish to deposit money?" How do

you withdraw money?" "Please come over to the teller." "I've written each of you several checks. Look carefully for any errors." The teacher has made deliberate errors in the checks. Visually impaired students couldn't carry out this task, but they can learn to be alert to problems when each step and request is carefully spoken, as well as all results.

Elsewhere, banking and finances are covered in greater detail. Setting up a classroom bank could give the class practice in banking procedures, before they make the trip to the "real" bank. Using the terminology and writing practice papers for the classroom bank would give greater facility and confidence for using these things at the real bank.

HOW DO WE CARRY OUT SOCIAL SCIENCE GOALS?

Many of the Social Science lessons results from the many field-trips. They are combined when the field-trips are carefully planned to include side trips to other community agencies also. Trips to the bank and to the supermarket present valuable lessons, but an occasional side trip to the courthouse to observe the action in a courtroom, or one to the library teaches students how other agencies operate. Most of the time the Country Store was able to plan a sidetrip with the cooperation of the bus drivers, who seemed to enjoy accompanying the students.

When a student, or students, was on the bus to travel to the bank or to the supermarket, he enjoyed taking a side trip to the Chamber of Commerce and afterward, reporting his findings to the rest of the class. A few times the bus driver wasn't able to make

the extra trip, but in all cases the bus route was arranged to pass by a point of interest, with a running commentary prepared by the teacher or the instructional aide. In any event, as much as possible was prepared to give lessons about the community and how it was run. The field-trips were shared with and discussed by the class. One of the students initiated the practice of grading each supermarket on its accessibility to the handicapped. At that time, we began to buy at different supermarkets to get the total picture of the good points and the stumbling blocks to shopping by handicapped shoppers. We rated the markets on their awareness of details needed to assist the disabled person, and their willingness to improve their facilities.

HOW DO WE CARRY OUT SENSORIMOTOR GOALS?

Hand-to-eye skills improved because of the great amount of handling of money, both coin and paper. Each student in the Country Store spent as much as one hour per day, and usually not less than twenty minutes picking up products and handing them to people; picking up coins and handing them to people; counting money by manipulation; and countless other tasks of the Store. Spatially, the students had to fit their wheelchairs in many areas, fit regular chairs in many of the same areas, fit products into limited areas of space, and figure out how to fit food into a small refrigerator. Sensory discrimination to determine the freshness of the products, carried out by "see, smell, feel and taste" was a daily job for many of the students. Fine motor skills showed improvement as students became adept at picking up the coins, typing and at doing the art work and

lettering needed for the Country Store.

HOW DO WE CARRY OUT FINE ART GOALS?

Signs and posters were decorated by cutting out pictures, doing original, but simple drawings, by fastening onto the Store various cookies that had been baked and brightly painted, and by painting the whole Store in bright colors with the signs and posters carried out in the same color-scheme. Logos were not experimented with, although, this would have been another fine art project. A very simple gingerbread man was originally designed by an artistic instructional aide. This was used on future posters and displays and unofficially, became the logo for the Country Store. The decor of the Store was created by original ideas of the students and was carried out by colorful placemats, paper-tablecloths, decorated coffeecans, and a "blown-up" bankbook, which was posted on the wall and showed deposits, withdrawals, and interest earned and entered, just as it was in the real bankbook. It was, however, two pages blown up to a size of three feet by three feet. A student involved with one of these projects was held to its completion. At times, a student began a very creative idea that turned out to be too complex and too ambitious to carry through to its conclusion. That student was helped in scaling down the idea and work to the amount he could handle, but he had to work it through to its conclusion.

LIMITATIONS

Lack of field-trip money could force a change of program. Actually, a bank could be set up in the room to teach depositing and withdrawing skills. The money would have to be banked to obtain "real" interest, however. A homogeneous class of deaf-blind students would probably have to have greater academic potential to handle certain tasks, such as Braille symbols for products and prices, typing on a Braille typewriter, and money handling. Most students can be taught to wash foods, seal bags, and to wrap items; therefore, perhaps combined two classes in a meaningful way to handle all tasks would be an answer for some teachers.

To carry out this program satisfactorily, a teacher has to have unlimited patience, enthusiasm, and strength as well as being "sold" on the program. Not every teacher would want to adopt the "headaches" of this activity.

A very young group of students would possibly lack the experience needed to be motivated enough by handling, counting, and earning money. The students (at least some of them) must have a little knowledge about money and what it can buy. Then the interest and motivation will more easily remain on a high level as the daily tasks are performed. Of course, a few very interested students seem to "infect" the others, usually. As with any other activity, frustration can occur. A teacher must keep a close eye on the daily developments and be ready to "change the course" if necessary.

Lack of cooperation of an administrator and/or other teachers could prove to be a stumbling block. Introducing this activity gradually, explaining it fully, following all of the prescribed rules,

and enlisting everyone's help could aid in bypassing at least some of the problems. A "copycat" elsewhere in the school could provide a few problems. A great deal of encouragement can be given the other class to concentrate on an item of specialty, such as soft drinks or popcorn. Many times, the competition disappears when the size and durability of the commitment is discovered in the dedicated effort of keeping consistency of products and tasks, in keeping a well-planned sequence of lesson plans, and in the extra effort needed by the teacher. The Country Store cannot be done as a little side effort and nothing more.

The most desirable class size for instituting a Country Store is from six to sixteen people. The teacher would have to handle more of the academic tasks if many of the students were severely handicapped. The multihandicapped class usually has a few students with higher potential and severe physical limitations, a few students with low potential and higher ambulatory skills, a few with higher and lower of all combinations, a few with severe communication difficulties, one or two with impaired vision, one or two with poor hearing, and several with severe learning handicaps. The tasks have to be adapted to each student. A class that is homogeneous could present more problems than the one that is very mixed. For example, if there is nobody in the class who can either walk, roll, or wheel a wheelchair to another class or to perform an errand, the teacher must carry out this task. Or, a student from another class can touch "bases" with the Country Store people for needed help and share in the special rewards the Store provides.

When the entire school has a special event, field day, or dance

- how do we operate the Country Store, or do we? The personnel can vote to either close the Store for the day or maintain a rotating skelton staff to keep it open. If the presence of the class is mandated, the teacher announces the Store will be closed for the time necessary and no vote is taken. The Store is limited to hours to be open that the school wants. It is possible that field-trip money is not available in some areas. This severely curtails the aims of the program. However, setting up a classroom bank, having a very simple product list, and the teacher or instructional aide doing the buying could still be a very valuable addition to the curriculum; although, it could not serve as all of it.

Having a class located out in an isolated trailer could cause a problem as far as having the members of the school able to travel out to it. Location of the class could be a limitation if physically handicapped potential customers couldn't get there.

In the beginning, money to get started could present a problem. The teacher would usually have to get the first products out of her own pocket with a definite understanding that she would be paid a certain amount out of the profits until she was reimbursed.

The severity of physical limitations could pose difficulties. A total inability to perform the smallest physical task would necessitate that a student would participate passively, rather than actively, or in an advisory role. This same student being mentally retarded and unable to talk would benefit much less than others by this activity. A student, who was profoundly handicapped in many way probably would be unable to make this concept work for himself.

With no useable visual acuity, a person would have to have

different adaptations to work with money. The degree to which each step is described verbally would have to be more intense. The intensity of visual descriptions and clarified manipulation would be greater for one or more deaf children.

A student, who is profoundly retarded, may benefit from carrying small, physical tasks for the Store. He probably wouldn't understand the concept of the Country Store, but he may benefit by just being part of the group. An older trainable retarded student would definitely benefit by most of the activities of the Store.

A small classroom, where there was not sufficient room to accommodate wheelchairs, would be fine for ambulatory students. As long as adaptations could be made (such as, placing a small store in a doorway, so it would be accessible to all students in wheelchairs or not, or placing the store in the middle of a room to allow plenty of space) the Store could be of service to everyone.

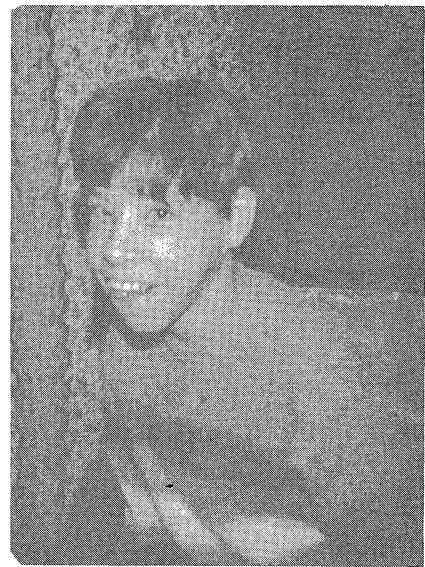
Problems could occur when a particular school, a particular town, a particular district, or a particular state could not get proper insurance to cover the students on site or on field-trips. However, nearly all schools which allow field trips would certainly have adequate coverage. A few schools may not want the students to be involved in this activity and might use an excuse, "We just can't allow this activity...our insurance just wouldn't cover if something were to happen." A teacher's well-thought out defense of this beneficial activity could be the difference between having a Country Store and not experiencing the good results of this curriculum.



MICHAEL



LAURAL



GENE



CHERYL



JON

ONE "CREW" OF THE

COUNTRY
STORE



TERRY



TODD



SYLVIA

C O N T E N T S

PART II

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PART II

I. HOW TO IMPLEMENT THE COUNTRY STORE CONCEPT.

SYNOPSIS OF PART II.

Part II of this paper will try to answer certain question:

- 1) How do we adapt certain tasks for a person with a certain disability?
- 2) How do we deal with occasional students, teachers, and even an administrator who don't care to "go along" with the Country Store concept?
- 3) How do we teach our "hard-to-teach" students a few difficult tasks?
- 4) How do we integrate an all-consuming activity, such as the Store, into a school's demanding schedule and into other curricula?
- 5) How do we make sure that the tasks learned in the Store can be generalizes and transferred into other areas, such as the R.O.P. program?
- 6) How do we teach immediate lessons and correct students' mistakes in front of other students and teachers without eroding anyone's self-confidence?
- 7) How do we correctly and fairly assess students with widely varying abilities?

The answers to these questions will be interwoven into the material as we consider procedures and goals in each skill area. Detailed explanations are given by use of discussion techniques, both by the class, and by the teacher and one student. The presentation of stimuli will be as balanced as possible among visual, auditory, tactile, and other sensory stimuli.

There are examples of: class schedules, of lesson plans on difference levels, informal evaluating procedures, progress reports (from which I.E.P. Goals could be extracted), a few proven, effective rewards and reinforcements, legal and organizational considerations,

and "how-we-do-its" in each skill area.

Teachers will discover that knowing the program ahead of time, and setting up educational goals in advance will help make the Country Store concept worthwhile, educationally. Careful organization will make records easier to maintain, and insure equality of teaching for each student. Consulting legal mandates and obtaining proper permissions will prevent unfortunate surprises from occurring. All of the techniques given have been found to have immediate and long-term educational value. They serve, without additional reinforcements, as motivators, and they have great potential for raising "sagging" self-concepts.

A. ARITHMETIC AND MATHEMATICS

With mathematical development, in dealing with coins and paper money, most students depend heavily upon their visual ability. How do we teach a student, who is blind, or who has visual impairment? Very few students are totally blind. Most can discriminate comparing sizes visually and tactually. These students can learn to feel, to group, and to count coins. (A student at the original Country Store had 20/400 vision, and was able to see outlines of many objects, as well as to use his remaining visual ability with his tactual ability to identify coins, successfully.) Visually impaired students must be given a great deal of time to "learn" different shapes and sizes by feeling. Cylinders into which only a particular coin will fit, are available.

The aim is to expose all of the students to as much practical coin and counting tasks as possible, such as identification, one-to-one correspondence (leading to addition), counting by grouping (leading to addition and to multiplication), making change (leading to subtraction), pricing by the pound and by numbers of items (leading to multiplication and to division), and other kinds of activities (such as percentages) all leading to the kinds of knowledge the students will need to take care of themselves in a semi-independent situation, or even in a dependent one.

Everyone in the class counts money daily, taken in the previous day. The money is divided into groups of pennies, nickels, dimes, and dollars, and in mixed groups of money according to the student's counting ability. Evaluating the progress of each student is relatively easy, as the money groups they count become more complex.

The student progresses from one-to-one, grouping pennies, counting by twos, by fives, by tens, adding unlike amounts, to one - two - three - and even four column addition. It seems to add motivation to pass a group of coins from one student to another to be checked for accuracy. Help is given as it is needed. Some students may or may not learn to count to ten objects in one year. Others learn more rapidly, and within a few months, can count any amount of money up to \$100.00...perhaps, more.

In a multihandicapped class, there may be several students with spina bifida or cerebral palsy, who fall into the educationally mentally handicapped range (or mildly retarded) who prove to be quite capable of carrying out most required academic tasks. The problem has been that nobody has believed in them up to this point. A teacher should train and help these students to help the others as they can perfectly well do.

If it is possible to obtain calculators, some students can be taught to finish tasks that are impossible for them without some artificial help. Calculators should be encouraged on shopping trips to help a student stay within his available funds. People having severe motor disabilities need help working the calculator.

The class will study coins and change-giving. Giving change, or adding prices can be done with traditional addition and/or subtraction, written and oral. Many of these operations can be worked out on a number line also. The most drill must be done in the area of giving change, from smallest coins to largest amounts. There must be an effort to impart knowledge of counting by fives, tens, twos, twenty-fives, etc. This can be worked upon, around a table

daily, progressing from the simplest operations to the more complicated ones. Calculators can be used also. The strengths and limitations of each student will determine how that student will proceed.

Money problems must be discussed daily and sometimes can be illustrated upon the chalk-board.

Have the students seated at a large table. Teacher: "We have to make a profit on each Granola Cluster Bar. What does that mean?" Profit has been explained and discussed many times before. Wait for a few minutes for one brave person to make a contribution. Perhaps a student will answer, "We sell something for more money than we bought it for." This could be the introduction to a new explanation of "profit." "We sell each bar for more than we paid, or we make money on each bar." With physically handicapped students a teacher can go into the cost of the total package. "To find out how much we paid for each bar, we must know the price of the whole packaged and, how many bars are in the package. We paid \$1.86 for the package of bars. How many bars are in a package?" "How do we find out how much each bar costs?" Answer: "We divide six into the price of \$1.86."

There were two students in the original class of eight, who were able to figure out the cost, with much assistance. For the rest of the students, the teacher must provide much of the information, using a simpler model. Mainly, the teacher must try to get across that we must sell for a certain cost to get more money back than we paid out. Teacher: "We paid 31¢ for each bar. What should we charge for it?" "Give me a number that is higher than 31." "Why is it good to get more money for the candy or the Granola than we

paid?" "Is our working time worth money?" "Did we spend anything to get the Granola to our Store, other than money?" Wait as long as one minute between questions to encourage the students to speak out. Speak slowly, clearly, and with feeling to clarify the process. Lead, encourage, pull, and "milk" out answers from the students. Never laugh or make light of a sincere response, regardless of how ridiculous the content. Work it around to the correct conclusion by continuing to ask leading questions. Use words that are simple, sentence construction that is clear, and say what you want to say in as few words as possible. "People who work selling apples get paid?" "Why do they get paid?" "Is working in our Store like a real job?" "How?" "Do we have a regular time to work?" "Do we learn new tasks?" "Do we get paid?" "Does our money pay for our fun and for special things?" "Does money we earn from an outside job pay for these kinds of things?" "How did we pay for the chicken dinner, the sundaes, and for entertainment by the magician on Friday?" "Instead of getting a salary we are paid by having a special day about once each month." "We also have a bank account which one day be divided up into eight payments...that is also part of our salary." "How is your job in the Store like a job in the supermarket?" "How much money do you think we should make on each bar?" Speak slowly, give your students steady eye contact, and wait for answers. Lead them where you want them to go.

The money earned the previous day should be counted at the beginning of each day. Some people can only manage to accurately count a few pennies, and they should be given that task. The students should learn to group coins (pennies into groups of 10¢, 20¢, etc.,

followed by coins in larger denominations and in larger groups). Learning to count by fives and tens is a painless development of working with nickels and dimes. Grouping coins into a pile of 25¢, and then placing four of these groups into a pile of \$1.00 is one way to learn about a dollar. These tasks demand special concentration and interest. When the student realizes that a small portion of the money with which he works is partly his own, the interest and motivation is high.

Store clerks can work in twos, where there is one person reliable in the area of giving change. Another person might have a pleasant, even disposition, or he may be able to handle last-minute packaging and handing out items. An older reliable student might supervise the store, alone. Above all, the teacher must have an ear and an eye out for problems, and be ready to lend a hand.

Price-lists should be revised as it seems necessary, either in the event of rising prices in the supermarket, or in the event an item is either overpriced or under priced. Prices for each item must be periodically read, reviewed, or memorized, visually or auditorially. Most students will be able to learn many of these prices, as long as the product lists are not too extensive, and there are not too many prices to learn. To avoid problems, prices can all be organized into six different even-numbered amounts, or they can be listed in ascending order, with the order of prices determining how products will be listed. For some students, alphabetical order of products with random order of prices is easier to memorize.

To help a student count by dimes, or tens, the teacher places her hand over that of the student, and assists the student in picking

up one dime at a time. As the dimes are being picked up slowly, the teacher is counting: "Ten...twenty...thirty...forty...etc." Ten pennies equaling a dime may have to come later, not before, to affect understanding. Each new dime is added very slowly. It may be learned completely by rote, before the student is able to pick up a dime and give the correct digit at the same time. Perhaps an explanation, and a demonstration follow to try to clarify how ten pennies add up to a dime, which is backwards, but we're trying to penetrate a mind that seems to understand backwards. The only hope the teacher has of achieving understanding seems to be tremendous repetition, continual task analysis, much hands-on guided demonstration, and the motivating use of real money.

With the original class of eight, the students became better than expected at handling money, except for the least academically inclined youngster. The other teachers and students seemed always pleasantly surprised at their expertise. A few of the more academic students were better at figuring out change than a few of the teachers, and it was embarrassing to those teachers.

B. BUDGETING AND PRICING.

After a discussion of steps necessary to give extension of credit, the students decided whether or not they wish to attempt this. If so, a bookkeeping system must be set up; time limits for paying bills must be determined, and the question of whether or not to charge interest on unpaid bills must be answered. Also should the class put a sign on the Store, "Credit Given?" If so, they have to decide whether or not to send out bills (another aspect of grown-up life, but a lot of work for most classes). Or, they can decide to keep track of credit transactions in a notebook. Each page of the notebook can be divided into columns...one for the date, one for the name, and one for the amount. The class must decide how they're going to handle late-paying customers, and those, who forget to pay.

The original "eight students" handled this problem by not allowing a customer to use the store before his last bill was paid. This was a little "touchy" since the slowest-paying person was a teacher. The students didn't know how to ask her to pay for a previous purchase. The teacher handled this situation away from the Country Store.

A teacher, or a student, comes to the Store and inquires about an item. As an afterthought, the person adds, "I would like to pay you Friday." This leads the teacher to ask the class, "What do we do now?" The class is assembled, and the subject of credit is introduced. At first, the teachers asks questions aloud, and answers them, aloud. "What is credit? It is when a person takes an item away, now, and pays for it later." "What if the person forgets to pay? He has to be told that he must pay." "Class, does anybody know anything about credit?" Several brave students may advance

what they know, maybe not. The teacher then encourages more discussion. "Credit is buying things with the promise to pay for them later." "Most people know they will have money tomorrow to pay for what they want or need today. What are some of the reasons they may not pay when they say they will?" The teacher helps, and makes sure that the most important reasons are given, they forgot, they knew they didn't have money to pay, they didn't care, they didn't come in, etc. "Meanwhile, we paid for that person's product. Can we afford to do that very often? Will we make money or lose money by giving our products away?" The discussion continues until the teacher is pretty sure that the class realizes that credit is taking an item now, and paying for it later.

"Do you feel that we should give customers of ours credit? Todd, have you ever wanted something now, that you couldn't get, because you didn't have the money? Sylvia, have you ever bought something and paid for it later? Is that credit?" "Do you ever pay for something when you say you will? Have any of you known your parents to buy something on credit, like a car or a house? How soon should a person pay you after they have the item? If someone bought an item from you, and didn't pay you when they had promised to, how would you feel?" When the concept of "credit" is well understood, the class will be able to make more sound decisions about extending credit in the Country Store.

The students look at the daily newspaper at the food advertisements. The teacher encourages the students to read and to compare. Or the teacher reads many of these advertisements aloud to the assembled students, encouraging feedback in the form of remarks,

comparisons, and discussions.

As soon as the frustration level begins to rise, tasks are changed. "Ted, would you please go to Miss Larsen's room to pick up the popcorn?" "Terri, please put your reading aside for now, and take Laural's place selling, while she goes for her therapy appointment." "Cheryl, come here to the System 80 and work on a little reading, since you've been typing the pricelists for such a long time." Usually, a student will gladly go to another duty in the Store, when he/she is saturated with the one he has been doing. Occasionally, a student needs to leave Store activities completely and take on another activity, or just rest, when they're showing signs of fatigue.

When a student feels that an item would be good for the Country Store, it is discussed by the class. Student: "Can we sell apples?" Teacher: "What do the rest of you students think? How do you feel about selling apples?" "We must figure out a price for each when we have figured out how many apples there are in one pound." "What else must we talk about before we actually buy the apples?" "Are they a healthy food?" "Should we encourage people to buy apples?" "How can we encourage customers to buy healthy food, rather than "junk"food?" "How can we encourage our customers to buy apples?" "You want to charge 35¢ per apple. If you had 35¢ to spend, would you buy an apple rather than a package of cookies for the same price?" "If the candy-bar was 35¢ which would you buy, the apple or the candy-bar?" "If the apple costs us 17¢, isn't it O.K. to charge 20¢ or 22¢ to help students decide to buy the apple?" "We only make 3¢ to 5¢ on each apple, how do you feel about that?" "If we encourage

the kids to buy the healthy food, are we performing a public service for the student?" "Why is it like giving a public service, like they do on T.V.?" "Do you think it is O.K. to make less money on the beneficial foods, and more money on the junk foods? Why?"

Again, all questions are asked very slowly with long pauses between questions to encourage the students to answer. The many "yes" answer questions are for the student, who may be able to figure things out, but who can't express themselves well, or for the ones, who have severe speech defects, but who want to contribute.

In the class of eight, the "yes" answer-questions were for Sylvia, who was probably between mildly retarded and normal, who was perfectly capable of answering almost any question addressed to her, and who had severe tongue-thrust caused by cerebral palsy, which affected her tongue, mouth, and throat muscles adversely. Sylvia had a severe drooling problem, but learned to stay dry while selling in the Store. They were for Michael, who was in the "cracks" between the severely handicapped D.C. child, and the trainable retarded child. Mike didn't understand many of the questions, but he was very anxious to be included, and once in a while, he surprised everyone by totally understanding a simple concept. They were for John, who had a rare enzyme deficiency, and extensive seizure activity. He also had a difficult time spontaneously verbalizing; although his receptive language skills were usually very adequate.

How much markup is needed to make a profit? Would the product, at that price, be bought by the Store's clientele? Does the item help to maintain the balance needed between "healthy" calories and "junk food" calories?

New items are on a trial basis, and are kept or discarded depending upon their success. Useful or popular items are then added to the permanent price-lists.

Budgeting is presented also, by planning a "field-trip" buying trip. Field-trip money is used to plan for one student and an aide to go to the supermarket. Each student should have at least two buying trips during the year. With a predetermined amount of money, the student buys the items previously agreed upon by the class. He is also encouraged to be "on the lookout" for a good item that comes to his attention on the trip (notnecessarily previously discussed in class). Many times products must be given back, at the checkout counter, when the amount of money is not great enough.

The use of calculators is encouraged for those students, who are able to handle this task.

C. READING, LETTER RECOGNITION, TYPING.

Most students will acquire recognition of at least a few new words. The words on the price-lists will begin to look familiar to even the student with low potential, if the words are not changed too often. Having the price-list words pointed out and selected out of newspapers and recipes is an effective classroom activity. Some students learn to recognize a product's name by associating it with the wrappers, the shapes, the colors, and the size of the product. As the students type price-lists, look at newspapers and do the shopping, they will automatically acquire additional reading and vocabulary skills.

Price-lists should be typed for several reasons. Typed lists are certainly more legible. Also, many more students could master basic typing than could master printing or writing. Primary-sized type is certainly an addition to the Store, but not a necessary pre-requisite.

To illustrate the motivation presented by typing price-lists, the work accomplished by some of the students in the Country Store will be described: three of the most physically and mentally handicapped students were unable to master typing, and then three more students, after perhaps about three months of work, were able to master typing that was adequate for typing up a price-list. Three of the students achieved progress in typing that aided them greatly in other aspects of their lives. None of the students had used the typewriter before this time. One young man was able to earn five cents per addressed envelope, by preparing and addressing envelopes for a hospital consulting firm. He was able to earn about sixty

dollars, and was able to type with ninety-nine to one-hundred percent accuracy. One fifteen-year-old girl was able to type letters to all of her family, whom she saw very seldom, with about ninety percent accuracy. The third person was finally able to accurately communicate on a communication board, which required certain typing ability. This new skill brought these people a great source of satisfaction and fulfillment, as well as some ability to earn money and to communicate.

"D" and "B" substitutions can sometimes be permanently corrected by visual, kinesthetic, and (to an extent) auditory input of typing - as the student silently verbalizes what he types. Organization is learned via the need for straight borders, rows of numbers, and straight lines. Persistence, on the part of the student, and unlimited patience, on the part of the teacher, are the keys here. The daily practical need for what is typed serves, for most people, as a motivation to stay with the tasks until it is completed.

Reading through the products and the prices on the price-lists, revising them, and creating new ones are carried out as a class project, also. Reading newspaper advertisements, discussing them, and sometimes transferring some of the wording to Country Store advertising posters are tasks that are carried out in this project. Creating original posters, with original language created by the class is another part of this project. People with severe visual problems will be given more tactual and auditory information to learn. For example, a student, who is academically able, can be given large Braille symbols of letters used in conjunction with handling food items. That Braille symbol could be matched to one by the name of

the food on the price-list. For illustration, give the student a large Braille "P" along with the bag of popcorn. Then, have the student match the "P" in his hands to the one by "Popcorn" on the price-list. Give the student an "A" with "apple" and place "A" next to the word "apple" on the price-list. The student would have memorized the prices and the positions of the items in the display case, in order to do a creditable job of being a clerk for the Store. If he was able to "feel" the coins, accurately, he may be capable of doing thhat job independently. Having a special price-list with grooved lines, or welted lines for prices and products is another possibility for a blind student also.

Spelling is a natural development of working with, studying, and making price-lists. Matching visible words to objects, in the supermarket while shopping, is another activity. According to Eldon E. Ekwall (1976) an average student must be exposed to a word at least twenty times, before it becomes a sight word; some slower students may require 100 to 200 exposures. Dr. Ekwall emphasizes this may work with a severly disabled reader; however, the exposure may need to be much longer than that.

D. HEALTH AND GROOMING.

The class can have regular discussions about the role of grooming, the importance of clean clothing, the necessity for clean faces and hands, and the importance of clean hair for people in contact with products and with the public. This can be followed up by practical instruction in these skills. The use of deodorant is a must, and can be kept at the school for anyone who forgets.

Teacher: "Who would like to buy food from a person, who had greasy hair, grimy hands, and bad odor from under his arms?" "How would you feel about food that someone had drooled upon?" "How important is it for anyone dealing with food to be very clean?" "How important is it to you that your classmates, and those around you are clean?" "How clean is clean?"

"I have a spray deodorant for each bathroom. If anyone of you should forget to apply it at home, or if anyone of you is not sure of your own deodorant being good enough to last through the day, quietly go into the bathroom and I'll help you, if necessary." "When I detect that deodorant has been forgotten, I'll remind you privately." "Please wash your hands and face...rub soap on your hands." "Be sure you look and smell "squeaky" clean before you sell in the Store."

"You are learning a job. This job requires you to be very clean and careful." "Remember, you are handling food that will enter people's mouths." "I will review the rules of cleanliness and grooming, frequently, until you know them "by heart." "I will gladly help anyone who needs help, just ask me."

The students will be heard echoing the teachers' words to others, many times. Honest, serious talk about important matters that perhaps

nobody has spoken about to them before, are learned quite easily.

Teacher: "Do you realize how very nice-looking you are when you are clean and your hair is brushed?" "People will want to buy from our store just because you all look so great!"

A list of rules should be drawn up for all students who wait upon customers. They could include: a) Clerks have to look neat and clean. b) There can be no unpleasant body odors (this means daily use of deodorant) c) Clean hands and nails area must d) Clerks must control drooling (that means thinking about it most of the time, while you are selling).

The motivation of being a clerk, plus the pleasant one-on-one trips to the market, and later the excursions to the savings and loan will automatically have certain impact on the looks and cleanliness of most of the students.

E. SOCIAL EXPLORATION AND INTERPERSONAL RELATIONS

Each student must learn to put up with a certain amount of impatience...usually, teachers in a hurry. They will encounter student-customers, who take too much time making their decisions (these are usually students, who are not able to determine if what they want will fit into the amount of money they have to spend and are too embarrassed ask). "Pep talks" are daily occurrences to mentally prepare the students for these experiences. The Country Store personnel learn to use "gimmicks," such as counting to ten before answering; visualizing a cabbage in place of a head on the person, who upsets them; and if all else fails, looking to the teacher for help. They learn to smile and to be helpful with much coaching and very good modeling. They also learn that they don't have to take punishment, but they are encouraged to "cope."

Discussions are instigated about good work attitudes, doing tasks as rapidly as possible, and never sacrificing quality and accuracy. If a clerk, or other class member, is not sure about something, he is encouraged to ask either another student or an adult. Discussions like the following one are encouraged, both for valuable exercises in good public relations and for a memory to keep them smiling at a time they don't particularly care to.

Teacher: "Will everyone please smile at me?" "Please try to give me a real smile, even if you feel like frowning." "Come one, everybody give me a very nice smile." After everyone begins to feel silly, an explanation must follow at the necessity of smiling at people, while tending the Store, even when many times one feels like

frowning instead. The need for all store clerks to be "up" with customers can be clarified in several ways:

- 1) It is good for the business.
- 2) It makes others feel good.
- 3) The results make the clerk feel good.
- 4) It paves the way for a positive transaction.

The previously discussed eight-member class became particularly adept at intelligently talking about the problems of the customers, the problems of the Country Store, and their own problems as they related to the Store. They solved many of those problems, and presented new ones for discussion with surprising wisdom and mature understanding. These students learned to make up for many of their physical problems in handling money, giving change, and manipulating the products by being very friendly, smiling a lot, and keeping their "cool." Other individuals in the school frequently marveled at their grasp of the concept of good public relations.

If there is a problem that can't be answered by the clerk, he may request help from the teacher, the instructional aide, or another student...it's best to begin with a student. The more reciprocal help among peers we see, the greater is growth of social esteem and beneficial social interactions.

Teacher: "Can everyone say to your neighbor, "Can I help you?" First, the teacher steps in front of each student and questions, "Can I help you?" She then requests each person to ask her the same question, each in his own style. One can say it verbally; another may sign it, manually; another may simply look at her and smile. One student will only be able to verbalize, "Help?" or "Help you?"

Good eye contact is important to learn. This may be accomplished by stating, "Michael, please look at me," or it may be necessary to manually turn his head to a position where he is forced to look at the speaker. Successful looking should always be followed by a verbal "Good boy," or perhaps a hug. "Looking at one," should be practiced until it can be used for customers of the Store. Or the teacher might issue a class directive: "You must look at each customer as he comes to our Store. Practice looking at each person's face when you speak to them." This direction must vary with each student's ability to understand.

The payoff of the clerk's honest, friendly attitude being reciprocated by the same attitudes in the customers, will probably be perceived early. The self-concepts of the students in the Country Store should improve with each successfully completed task.

F. PREVOCATIONAL SKILLS.

The prevocational skills learned at the Country Store often lead to useable vocational abilities (such as greatly improved typing or better knowledge of efficient packaging procedures). These skills could be measured or evaluated by...1) recording typing errors and speed,...2) measuring the time for learning and accomplishing each packaging task,...3) recording the accuracy and speed for weighing products and for measuring signs and space needed for display purposes,...4) recording improvement in following one, two, three, and four-part directions and in accurately performing errands for the Store,...5) recording individual progress of each student as they perform a particular job, and ...6) how successful is the carry-over of tasks of the Store to those in other settings (for example, similar tasks in a Regional Occupational Program Class).

As each adaptation is made in the setting of the Country Store to accomodate a blind student, it provides an important learning experience for him to, perhaps, later set up his own stand or shop, such as those seen in many government buildings manned by visually impaired or blind people.

In the original eight-student class, one student's typing ability improved to a point where he was able to earn money typing envelopes for an outside firm. The art ability of another student, who had created some lovely designs for posters and signs, enabled her to make money by carrying out some of her designs in decorating cakes. She was commissioned by various adults of the school to decorate birthday and anniversary cakes for which she was paid. Most of the students became capable of grouping items and packaging products,

which lead to successfully carry-over to tasks required in the Industrial Packaging R.O.P. class. The least academically oriented person was able to count ten washers, place them on a peg, and slip them onto a clip for packaging. The comparison between students from the Country Store and other students showed there was, indeed, transference of skills being demonstrated by the students from the Country Store. Behaviorally, the Country Store students were more adept at sublimating their emotional instabilities while at work, since they had obtained practice at doing so to a great extent to the demands of the Store, and didn't have to learn this skill, when they came into the R.O.P. Class, as did many of the other students. In other words, the Store students came into a potential workshop situation with many of the proper attitudes to begin work, without many of the "primadonna" behaviors anticipated by the R.O.P. instructor.

Many of the tasks to be learned cross from one skill area into another; for example, counting and weighing before packaging (arithmetic and prevocational), involvement of other classes/teachers and determining how to sell and price their items (interpersonal, pricing, and arithmetic), determining price and how to bag and sell items (arithmetic, pricing, sensory-motor, art) as well as all being a prevocational task.

Many of the products will have to be unpackaged, redistributed, weighed, and rewrapped into smaller packages. In addition to counting pieces, weighing items (such as peanuts) and removing the supermarket's price-tags, the products must to repackage attractively, cleanly, and neatly. Fruit must be washed and new prices may be put on items.

It is possible to buy small round blank labels, already prepared for peeling and pasting, to write prices upon. After writing prices, the displays must be arranged to lure buyers. Occasionally, other classes can be involved; for example, another class asks if they can place their popcorn in our Store for selling. The class must be gathered together to discuss matters such as how much should be paid to the other class for their popcorn, and how much goes to the Country Store.

Teacher: "Here, we see the small bags of popcorn, which came from Mrs. Larsen's class. Would you like to sell them at the Country Store?" "Would this be a good product for our Store?" "How do you think people would feel about this product?" "Do you think they would buy it?" "The other students would like to make twenty-five cents on each bag of popcorn for their class. We want to make a little money on each bag also. Why?" "Should we be paid for our time and trouble?" "Why?" "Whould we be paid when another class uses our store?" "There are several ways we can sell this product. The first is as we have done this time. We paid the other class the amount they asked. Now, we must take a chance that we can sell this product and make at least a few cents on each bag." "Please give ideas on how much to charge for each bag of popcorn. How much should we charge, so we can afford to give Mrs. Larsen's class 25¢ per bag and to give our Country Store a few cents?"

There is another way to explain being a middleman with another class's product. "Has anyone ever heard of selling on consignment?" "That is when we take a product of another class and place it in our Store. The other class takes the chance that we will sell their

product. We pay the other class, only if we sell their product. If not, we give the product back, but no money." "When we sell the popcorn, we give the other class the money (25¢) that they request. We keep the rest." "Todd, will you tell me one thing about "selling on consignment?" Todd is most likely to understand the process, and his explanation will most likely be in terms that the class will understand. "Sylvia, please sign to me. Do we pay the other class before or after we sell the popcorn?" "Good girl!" "John, do you think we should pay the other class for the popcorn before we sell it?" "How many people think we should see if the product is a good one, and pay for it after we sell it?" "How many people want to sell the popcorn on consignment?" "Tell me one more time, what's consignment?" "Can you say, "on consignment?" "Cheryl?" Cheryl has excellent verbalization and will be able to demonstrate perfect diction; although, she may not fully understand the concept. Ask each person to give the word a try. Ask the hearing impaired person to sign, "Sell now, pay later." The tremendous repetition will help to clarify the word in each person's minds.

When questions are being put to each member of the class, it is a good practice to begin with the person who is most likely to know the answer, and to work from there. By the time the last few persons have a turn to answer, the concept may be clear to the, and again, maybe not. They will certainly be familiar with the sound of the word.

For the person least able to understand, the presentation will vary. "Michael, we want to make money from selling the popcorn. Do you like popcorn?" "Would you pay money for a bag of popcorn?"

"We must pay for the popcorn...it costs money." "Mrs. Larsen's class paid for the popcorn. They used their time to pop it. They want to get money to pay for it, right?" "We have to pay them. We want to make money, too. Why do we want money, Mike?" "Would you like popcorn, Mike?" "You must pay for it whether you buy it here or at the regular store." "People have to pay for the things they want with money." "Daddy buys you a new shirt and he has to give the store money for it. Mama needs soup for your lunch. She must pay money before she can take the soup home. Everyone must pay for the things that they want. All of your radios and music-boxes had to be paid for with money." "Your job will be to help bring the popcorn each time." "Is that O.K., Mike?" "That means that you pay for a bag of popcorn by doing a job, instead of giving money." "You pay for your popcorn by working. You can't take it without paying for it, either by giving money, or by doing a job." "You can sometimes buy popcorn or a Granola bar by doing a job, and not paying money." "Will you do this job?" "Your work is the same as paying money for things. Sometimes, when you don't have money you can work to buy things." "Do you want to buy gum and popcorn by doing special work for them, Mike?" Basic concepts need to be understood here. Consignment probably is not within this student's grasp.

There are many other kinds of questions. A teacher must evaluate each student's ability to understand, and "customize" all explanations and questions to be understood by that student. Not every student will be receptive to the meaning of "on consignment." A simpler concept will have to be advanced. Leading questions should be asked. "Yes" and "no" questions are good for students with speech and language

difficulties, who have reasonably adequate receptive language abilities. A teacher should know if a student is understanding, and should change "gears" if she is not being understood.

Teacher: "How much should we make on the popcorn?" "Is this a healthy food?"

"Let's talk about the food value found in popcorn. Do doctors say, "Eat Popcorn to have healthy bones and teeth?" "Is popcorn an unhealthy food?" "Is plain popcorn very sweet?" "Since it's not unhealthy and people really like it, we seem to feel that popcorn would be good in our Store." "How much should we charge for popcorn?" "We know the other class wants 25¢ for each bag. How much should we sell it for in our Store?" "Does anyone think 30¢ is a good or a bad price for a bag of popcorn?" "Perhaps if you feel it is too much to charge, perhaps customers will buy popcorn for 28¢ or 29¢. Would you pay that amount?" "How much would you pay for a small bag of popcorn?"

G. BANKING AND FINANCES.

The most important part of this goal is realized through trips to the savings and loan and day-by-day financial checks and reviews. First, we will give a little attention to price-lists.

The Country Store students must decide how to arrange price-lists. Perhaps, because of varying methods of learning of the students, two different ones will have to be made up. Should the products be listed in alphabetical order by products, with perhaps small pictures, or pieces of the wrapper pasted by each product for non-readers? Or will the students prefer prices posted from small to largest, with random listing of the products? A teacher must experiment with these formats and others to obtain the optimum results for her class.

In addition to the field-trips to the market, field-trips should be arranged so that each student has at least one trip to the savings and loan, on a one-to-one basis. Other trips could be taken with more than one student in a group. These are designed primarily to learn how to deposit and to withdraw funds.

Where field-trip money is difficult to obtain, larger groups of students may need to go to both the supermarket and to the savings and loan, and perhaps they would go to both places in one trip. This can be effective, also, if the time is carefully budgeted, so that each student can learn as much as possible by "hands on" activities. The temptation is great, because of time restrictions and numbers of people, for the teacher to carry out the actual tasks while the students act only as observers.

The members of the class, who are capable of doing so, should

have had previous practice writing deposit slips, withdrawal slips, and checks (checks were not used in the actual transactions of the Country Store, but this activity was a natural progression of the curriculum, and was a skill some of the students would need later). Writing a name on a check is a basic skill that should be learned by as many as possible. Drill should be carried on in the classroom in distinguishing a correctly written check from an incorrect one.

Teacher: "We will practice writing a certain amount on a deposit slip, so you will know how to do it." "What does deposit mean?" "Deposit means to "put into." You put your money into the savings and loan, or you deposit the money." "Can you say "deposit, John?" "What do you think "deposit" means, Cheryl?" "Does it mean to put money into the savings and loan, or into a bank?" "When you want to save your money, what do you call the slip of paper on which you write?" "You may want to have your money in a safe place to save for a car. Where can you put your money?" "There are good places to put money and bad places. Do you think the savings and loan is a good place? How about a bank?" "Would you put your money into a hole in the ground? How about a safe?" "Tell some places where you could put your money." "Are all hiding places for money safe?" "Where are we going to deposit our money from the Country Store?" "Now, I have sample deposit slips, and I will show each of you how to write the amount of money we wish to deposit. Let me guide your hand to write the number that tells the amount of money, Mike." "You must write quite small to squeeze it all in. The amount is \$27.51" (Write large numerals upon the chalkboard, as you say the amount).

"Please write the numbers, first on a piece of scratch-paper. As I come to you Todd, John, Cheryl, and Terri, I will help you, if you wish, to write the numerals in the proper place. Laura, I will put the paper into your typewriter. You type the numerals, please. Michael and Gene, you can give the slip of paper to the lady at the savings and loan when we go. When it is your turn to go into the savings and loan, we will prepare the deposit slip in advance in our classroom. If you feel that you can make the numerals small enough, you will be ready to write them on a real deposit slip." "I will help you do as much as possible so that you can be in charge of handling the transaction." "Gene, you will give the lady the slip...then give her the money and the passbook" (show the items as you label them).

People in the savings and loan will become accustomed to the students, and will probably be very helpful. It may be a good idea to notify the banking institution in advance that you will be coming in with a student who has spastic hands and takes longer to handle papers and money. You could state that you would greatly appreciate it if the person on the staff, who waits on him would give a little extra time to give that student the opportunity of taking care of a few transactions himself, with as little help as possible. Usually, people are quite understanding when they are prepared in advance.

The principal should be checked, along with the interest. How does the interest grow, and why? The questions of the students should be more complex as they absorb information...financial and otherwise. The aide can be trained to be a model for the students: i.e., the teacher acts as the banker and asks pertinent questions. The aide

performs the "hands-on" activities, answers questions, and asks the ones most likely to be asked by the student.

In the case of the eight multihandicapped teenagers previously described, these students were always able to join staff members, and "pay their share" of various amount of money requested. It may have been flowers for a funeral, contributions for a gift, or donations to a charity. Most of these students had formerly been on the receiving end of gifts and charity (especially, the institutionalized members.) After having had this "giving" experience, they spoke favorably about "feeling good," and about being contributors, as they paid their way.

H. SOCIAL SCIENCE

Social science can be measured by 1) the level on which the student approaches other people, 2) the practical knowledge that is retained from tasks presented in field-trips, 3) the numbers of original suggestions and findings that are submitted by a student, 4) adaptations that are noted and made by a student to create a situation that will benefit many people (i.e. a student suggests a wider aisle at the check-out counter to accomodate wheelchairs, resulting in improved conditions for people in wheelchairs) and, 5) improvements noted in deportment and knowledge of "how-to-do-it" as we compare field-trips.

Social science skills are built into the curriculum of field-trips, hands-on experiences in store and banks, and into social skills needed to deal with the public. Discussing, as a class, the difficulties in handling people's problems provides an excellent roundtable for problem-solving and for democracy in action.

Work-shifts must be organized so that everyone has a turn to wait upon customers, since this is usually a most popular job. Locations for posting announcements, posters, and, perhaps, directional signs, must be decided upon. Permission must be granted to place these posters. As the business grows, town or city requirements must be adhered to. Perhaps applications must be sent for a city license. The inquiry for this can be composed and typed by students, if any are able. Most likely, the officials will consider the request and decide due to the nature of the business and the volume of financial traffic, a license is not necessary. The experience of discussing th eproblem and composing and typing an inquiry is another

valuable one for the students, however.

The above tasks require planning, knowledge of laws and regulations, and the composition and typing of simple business letters. When the students feel confident about handling certain matters on their own, the teacher must allow them to try. The most difficult task for the teacher is to be so finely-tuned to the wants and needs of the students, that she knows exactly when to step in to give assistance, and when to "leave the driving to us."

The shopping and banking trips should be planned to include other educational features of social science interest. The Chamber of Commerce Building, the newspaper office, the telephone company, and the City Hall stimulate opportunities for one-to-one learning, as well as planned class discussion about the world around us. Leading questions and statements must be planned ahead of time to motivate questions. If a better, or more interesting topic comes up, the original plan is discarded for a better one.

Teacher: "Laural, on our way to the savings and loan we will be passing the City Hall. What do you think the "City Hall" is for?"
"Yes, people meet there to try to run the City of Palm Springs, so it will be a good place to live." "Today, they are discussing the ramps and walkways in the city, which must be built to help the people in wheelchairs. Some people don't want to spend the money, as it costs a lot of money. Others will be trying to help the handicapped people, and will be "fighting" to get the ramps put in (not physically fighting, but with words). Would you like to see what is going on?"
"Maybe, if they see you in your wheelchair, it will help them to

make wise decisions." "Would you like to ask some questions before we go inside?" "The people are voted into office. They form a "council" or a "group", who talk about things and then try to work to get them done." "The Council acts for a town, just like regular government acts for the State or for the U.S.A." "Some people realize that the handicapped are important people too. They must have a way to get into buildings, into restrooms, and into voting booths." "Listen carefully, and see how much you understand. Perhaps, you will be able to tell the class about it."

"Does this building have a restroom for a person in a wheelchair? Let's see...maybe you'll want to use it if we find one."

"You don't understand what is going on? I don't either. I wonder if the people, who don't want the ramps are making the issue difficult to understand so the others won't know how to work to get the ramps put in?" "Let's go out and see what other kinds of offices and jobs are in a City Hall." "That door leads to a traffic court. Would you like to peek in and see if anything is going on?" "When anyone is in a car, even an adapted van, and is caught by police officers for driving too fast, they could wind up in this very room, talking to a judge." "Usually, they must pay a fine. If they have been drinking, or they have been driving very fast, they could be in a lot more trouble than just paying money."

One student may understand a higher level of vocabulary. Another may have to have the vocabulary greatly simplified. "Here's where the "speeders" go. The man at the desk says, "O.K., Mister. You drove seventy-nine miles an hour. You have to pay \$100.00." "Or, he might say, "Mister, you're drunk. You have to go to jail.'" "This

room is for people who break the law in their cars." "If you drive too fast...you get into trouble."

I. SENSORIMOTOR SKILLS.

Since normal children pass through the sensorimotor stage of their lives by the time they are about two years old, while some of our multihandicapped children remain in it, partially, for a lifetime, sensorimotor skills must be dealt with and improved continually. The greater the improvement of sensorimotor skills, the greater will be the improvement in adaptive skills and intellectual skills. Some of the Country Store personnel were able to learn to pickup coins, when they had never been able to perform such fine-motor skills, before. They learned to handle products without crushing them and to arrange products for display purposes with expertise. Some of these tasks took a great deal of time, but the help was very beneficial to the Country Store.

Some hand-to-eye tasks that we take for granted (those of us, who are "normal") were learned and experienced by some of the Country Store personnel for the very first time, such as: moving coins into groups for counting, writing their names on a check, reaching into a refrigerator to remove certain products, cleaning the refrigerator, placing fruit into a baggie, handing products to customers, and using the typewriter. Other sensory skills that were needed by the Store included 1) smelling products and people for freshness and cleanliness, 2) listening carefully to what people said to them 3) tasting products to sample for selling and to sample for freshness 4) feeling products, through wrappings, through breakage and for freshness, and 5) visually assessing displays, freshness and attractiveness of products, and appearance of Store personnel.

Spatial determinations were being made, continually. New products

necessitated new positions and locations for products, both in the refrigerator and in the display case. Sometimes, rulers were used to be very exact, but other times, because of time limitations, it was necessary for a student to mentally measure space, and use some "trial and error" methods.

Fine motor skills, such as cutting, molding clay or dough decorations, and painting were just a few of the activities, were greatly improved.

J. ART GOALS.

Art experiences, with the end result being posters and signs for the Country Store, should only be required if the student is comfortable about showing his work to the public. Since the concept of the Country Store is built upon structured successes, those who feel unsuccessful in art work, should be encouraged but not required to prepare the above items for public viewing. That student should work on art work that only the teacher sees, and should be confident about the work he prepares for the public. One student was very uncomfortable, and quite inept, at doing design work, or even carrying out the simplest picture-pasting. He was, however, one of the better typists in the class. He typed items for the public, while he performed art exercises in private, with only the teacher's encouragement.

Some of the original ideas that develop in the class will be unexpectedly good as long as the students are given leeway, time, and encouragement.

Student: "Apples have vitamins." Teacher: "That's right. What do you see in your mind when you think APPLE? A fruit? Correct!" "How does the fruit look? Round? Yes! Red? Very good!" "Can you draw an apple?" "That is nice, John." "Let's look at Trish's apple." "You have selected a wonderful "red" color for your apple, Trish." "How can we use Trish's picture for our Store?" "How could we use several apple pictures for the Store?" "Painting pictures directly on the Store is a very good idea." "Cutting out the apples that we draw and pasting them on the Store is a wonderful idea, Terri." "Would you all like to make an apple, or cut out a large picture

of an apple to paste on the Store?" "Maybe, we could make a sign, "Apples have vitamins.'" "Laural, what a lovely idea, "An apple for your teacher." "We paste apples around and upon a sign that says, "An apple for your teacher'...is that what you all would like?" "Of course, you can make your own. If you want to cut out of a magazine, good!" "I will help anyone who asks me." "If you would like, I will give you an apple shape that you can color. I will help you cut one out, Mike. You can paste it on the Store." For this, a two-handed, four-finger, pair of scissors for right or left hand can be used. With this special scissors, the teacher's thumb and fingers helps to guide the student's thumb and fingers in cutting.

The original decoration of the store is an Art project, as well as a gross and fine motor activity. The students, who are not ready to attempt fine-motor design work, are encouraged to use a paint-brush for large expanses of plain color, using gross-motor skills. An artistic teacher or an aide will probably need to help with the design-work to be done in order to unify and coordinate the Store, and just to "pull together" the whole effect to make it attractive.

The bulk of the painting can be done outdoors with newspapers spread around to protect the surroundings, with a supply of paint-shirts donned by the students for protection. Pupils can be pulled out of class two or three at a time for this activity, or the art project can involve all if the students at a time.

II. CONCLUSION OF IMPLEMENTATION

In the material that follows, you will find samples of various schedules, lesson plans, evaluating procedures, reinforcers, and other considerations to be address.

It was pointed up clearly, with the original Country Store, that while the teacher must have total involvement with every aspect of the Store, she must be very careful in interjecting her ideas and her will onto decisions that have been made by the students. The students must be as autonomous as is possible.

For everyone's enjoyment, a special musical program could be heard in the background, while Store business is being carried on. Each student could be responsible for planning a one-day program, which would satisfy further goals in teaching Fine Arts.

The original class opted not to do this. They often had a lesson on a tape-records, that they listened to when busines was slow. Or, occasionally the teacher put on a cassette detailing exercises to do in a wheelchair, which the whole class (including the clerk) performed together.

The opportunities extended by the Country Store for using a tremendous variety of creativity seem to be never-ending. If a teacher will give a great deal of time, and will provide a climate of freedom of expression, he/she should see the students bloom and develop, day by day, in a most delightful manner.

SAMPLE OF A CLASS SCHEDULE.

It is necessary to carefully organize a class schedule for each day, as well as individual lesson plans.

CLASS SCHEDULE:

- 10:00 Class counts money of previous day. Students, who are able, will add daily amount to weekly amount, check total, and cross-check, recheck total and record daily amount and weekly amount of money taken in.
- 10:30 Class will divide up, some will wash any new fruits and will remove grocery prices.
- 10:40 Any items needing bagging (excellent task for blind student) and weighing will be completed. Two students will arrange items in store in an attractive manner. Instructions will be given to package peanuts to look like large, fat packages, not like skimpy, small ones.
- 10:50 New price-tags will be put on new products. Any items that have been in display for longer than eight days (except for canned goods) will be marked down in price to a few cents over cost. Any item that is doubtful, as far as freshness is concerned, will be tasted by three appointed tasters, who will taste them and either discard them or put them with sale items.
- 11:00 Store is opened. Clerks are assigned to specific periods of specific days, and the one for this time will seat themselves in the store. If grooming and cleanliness are not adequate, the assigned person must trade assignments with another student, who is ready. (This will probably not happen too many times).

While waiting for business to begin, the teacher will quiz all of the students on the names of items and their prices.

The students will serve on one to two hour-shifts. There will be either one student, who can handle all operations of the sales, plus another student, who will be responsible for bringing refrigerated items to the customer. The other students will work on printing words (many from Store price-lists), typing words from the blackboard, and counting most popular items, to determine how soon it will be necessary to make another buying trip. The teacher must, many times, make a buying trip on her own time to fill in the most popular items, since buying trips for students must be made at a pre-planned time.

Students are pulled out, two to four at a time, to carry on store business, while the others participate in other class business. In an emergency, more students are pulled to wrap more of a depleted item, stick on more price stickers on items, and to accept an item from another room on consignment. Frequently, something will come up that hasn't been previously discussed. There will be frequent impromptu discussions on various subjects: How much mark-up should there be on an item submitted by another class to be sold on consignment? Should pupils, from the elementary school, be totally

excluded from using the store, since it is causing problems? Can the students from the other school be accepted as customers at their breaktime only? Who will be in the delegation to ask the principal, and the specific teachers? These are a few samples of possible discussion items.

1:00 - 2:00 The store closes earlier or later, depending upon demand. Since a few classes have later lunch-hours, their students should be accomodated as much as possible. At the termination of the day's business, a daily inventory should be taken. One student will write down all of the items in the store. All students will be given at least one item to count. The number of items will be recorded and dated. Any changes of prices will be posted at this time.

The day's schedule will vary depending upon what day it is...a shopping day, a banking day, a day to do something special, or a day when another important activity is planned for the school. The teacher must be ready to step into a situation and to quietly help out when the situation differs.

SAMPLES OF LESSON PLANS

INDIVIDUAL LESSON PLAN _

Michael, 14 years old, cerebral palsy with hemiplegia, visually handicapped, acuity approximately 20/400, slightly deaf right ear, mental retardation in severe range, acts on carrying out directions after long processing period, very small for age, tremendously popular with adults and students because of a charming, loveable personality. Music is probably best reinforcement.

- 8:30 - bathrooming and thorough washup after (always comes to school looking unbathed).
- 8:45 - brush teeth, comb hair, change shirt, if not clean (with teacher's help).
- 9:00 - take attendance to secretary's desk. Take messages to therapy, other teachers, or takes a wheelchair with a student to therapy.
(Michael is ambulatory but walks very slowly).
- 9:20 - 9:30 - Practice walking backwards and forwards, with hands at sides. Use music, while other students practice wheelchair exercises.
- 9:50 - Sit at table with five pennies to count. Michael is not able to distinguish one coin from another, so pennies are always given. Begin by placing each penny on a large, black dot. Gradually, remove the dots.
- 10:00 - Rest of class joins Michael to count money. Since he is already working at the task, his attention span remains with the task.
- 10:15 - Break for Michael. He remains in his chair and listens to the other students chatter. He is encouraged to join in, which he occasionally does with one and two-word utterances that are usually appropriate.
- 10:30 - Wrap clean apples in plastic paper.
- 10:45 - Helps bring items to Store to display.
- 11:00 - Is instructed to stand by the store to say "Hi," to each customer or group of customers. He needs much

prompting at first.

11:15 - Uses earphones to listen to cassette, especially for visually impaired, telling a story on Pre K-1 level of understanding.

11:45 - Takes lunch cart, with another student, to pick up lunches.

During lunch, the T.V. is turned on for the news (the Store is manned by the person closest, including the teacher of the aide).

12:20 - 12:30 - Wipes off his section of the table with a clean sponge and detergent. Michael washes hands, bathrooming chores, cleans up.

12:45 - If there are messages to be delivered, Michael performs this task. If not, he has free time.

1:15 - Michael and another student begin counting items in the refrigerator, yogurt, pudding, and fruit drinks. Michael counts aloud (there are never more than three or four items...the rest are placed in a larger refrigerator in another room). The other student writes down a mark for each item. This task needs frequent monitoring.

1:45 - Michael sits with eleven or twelve other students from other classes, who are interested in perfecting two jazz numbers for an end-of-the-year program. Playing the drum, which Michael does extremely well, is very reinforcing for him. He is totally cooperative when he knows he will be participating in music at 1:45.

2:10 - Michael sits with others to help with final inventory. If he appears reluctant or too tired, he is encouraged to speak only. Michael is working upon speaking in three and four word statements. He is reinforced when he uses more than two words.

2:30 - Board the bus for departure.

This student would probably use this same lesson plan, or a reasonable variation of the same, for one to two months. Michael may take many hours of habit training, before he has mastered a simple

task.

LESSON PLAN_

Paul, 18-3 years, spina bifida, paralysis from waist down, socially mal-adjusted, learns more readily from visual stimulation, age-equivalent 11-4, disliked by most adults and children, needs activities to make him look good in the eyes of others, very confused about his family standing (mother victim of suicide, three successive step-mothers, father dislikes him and will not stick by most commitments). Paul has well-developed upper body and is very mobile in his wheelchair.

8:30 - Share any special happenings ("went out to dinner with friend," "saw a movie" - describes it, "made a telephone call, long distance, and charged it to his second step-mother in California"). Paul confides most of his capers with the teacher, a few with the whole class.

9:00 - Begin working on envelopes, typing addresses from book.

9:50 - Empty ilioostomy bag and clean hands, face, and nails.

10:00 - Count all money left after amounts have been distributed among other students that they can handle. Then, count all of the money for the week up to this time. (Paul is very motivated by money and is the most adept in the class at handling it. He must be carefully watched and monitored for taking it however).

10:45 - Arrange attractive display or type new price-list on primary size typewriter (must be checked for straight left-hand border).

11:15 - Spends time listening to a cassette with spelling words, and writing them on lined paper. (Paul's spelling ability is at about 7th grade level, his writing level is about 3-4th grade level.)

11:30 - Lunch, while listening to T.V. News.

12:00 - Sits with another student at the Store to handle the money transactions.

1:15 - Types a four line letter to the Chamber of Commerce to inquire about the people to contact informing them about the Country Store (teacher or aid gives as much help as needed). Letter will probably need retyping, the teacher or the aide should remain nearby to continually give Paul the encouragement and help he may need.

1:45 - Rest and bathrooming. If he wants to take attendance for the jazz band, fine, or he can do whatever he wishes.

2:10 - Paul records the inventory in total.

2:30 - Departure.

Paul needs a lot of encouragement to complete some tasks; however, when he types envelopes, counts money, and records the inventory, he would like to be allowed to do these things for as long as possible. When it's possible, he is allowed to type envelopes for fifteen to thirty minutes longer, since he earns money for this job.

SAMPLE OF AIDS FOR DOING INFORMAL EVALUATIONS.

Methods of evaluation are devised by the teacher, according to the student population and according to the goals set for that population. Everything must be individualized in most multihandicapped classes: for example, the same evaluation tools cannot be used to measure progress of a severely mentally handicapped, blind, partially physically handicapped twelve-year old, and that of a severely physically handicapped, mildly mentally handicapped, emotionally disturbed eighteen-year old. Again, individual records must be maintained and periodically updated.

As with all records and forms set up for the Store, the ones given are possible samples and there are many other possibilities. In a book, "High School Work Study Program for the Retarded," by Kenneth Freeland (1969) there are samples of various forms, which can be altered to fit the circumstances of anybody's Country Store. There are rating charts (ratings - 0 to 3) that would be adequate for one type of evaluation.⁴ Freeland's book also gives schedule forms, work time records forms, and student information forms that are organized and set up very simply. These forms might be used as they are given; however, most likely, they would have to be altered to fit a particular class.⁴

The original Store was not patterned after the work-study programs Freeland described, since there was not the delineation between the "work" part and the "study" part of the Store. It is difficult to avoid making subjective evaluations in assessing a student. Rather than measuring "attitude" toward customers, it might be more objective to count smiles of the clerk, and those returned by the customer,

or the times a clerk was able to answer a question put to him by a customer.

Charts can be made up for each student, and could include:

Excellent / Good / O.K. / Bad

1. Attitude toward customers
2. Cooperation with co-workers
3. Improvement in motor skills
4. Grooming and cleanliness
5. When applicable, drooling control
(graph length of dry times)
6. Counting of store item
(graph amount correct, amount of correct coin identification, and correct change given.)
7. Counting money
(graph amount correct, amount of correct coin identification, and correct change given.)
8. Shows improvement in packaging
9. Shows improvement in weighing items
(a small postage scale can be used)
10. Shows creativity in displaying items.
11. Answers questions about Store correctly.
12. Answers correctly how many prices for items
13. Reinforce and note any new ideas submitted, creative innovations, and ideas for new products.

All of the above must be carefully explained by the teacher, perhaps, many times. The teacher must present a few explanations at a time, with total clarity. The teacher must carefully show the behavior

that is wanted, and then help as much as necessary while the student learns it. For example, there are neat, efficient ways to wrap an apple, and there are sloppy, inefficient ways to do the same task. This must be worked out with a severely retarded student hundreds of times, in a few simple steps. The demonstrating must decrease gradually, while the student's hands-on experience gradually takes over.

SAMPLES OF I.E.P. GOALS (OR PROGRESS REPORTS)

Few members of a multihandicapped class can be tested or evaluated in all areas of study. Severe physical disabilities, blindness, severe mental retardation, and/or emotional problems are limitations that obstruct success in some areas, and are therefore, going to cause restriction in some areas. A student should be judged on his own improvement, and against himself, competitively.

Success for one student could be:

Arithmetic - learned one-to-one correspondence, up to ten in past five months with 98% accuracy.

Health and Grooming - learned to care for most bathrooming needs independently, including daily use of deodorant.

Social Interaction - learned to welcome strangers by making the first move with a single word greeting.

Pre-Vocational - learned to package fruit and vegetables, according to Country Store appearance standards and within the Country Store designated time limit, efficiently and without errors.

Sensory-Motor - learned to identify five products by discriminating the sizes, shapes, colors, and other specific characteristics.

Social Science - expanded size of world, from that of the classroom to running errands to the therapy department, the other buildings of the school, and to the Secretary of the adjoining campus.

Behavior - accompanied by a reduction in tantrums from four to five per week down to one in three to four months.

Fine Arts - selected the music program for the Country Store for two weeks that was totally suitable for background music.

The amazing thing about the above student was he was a severely handicapped boy with mental retardation, cerebral palsy, and visual impairment (plus seizure activity and dwarfism).

Progress for the next student might be measured as follows:

Mathematics - Has learned to count any combination of coins up to \$99.99. Has begun to figure percentages up to 9% using multiplication. Has mastered two-digit multiplication. Still needs some help in multiplying with "0" in any position and in carrying numerals to any third digit. Has begun division into two digits.

Budgeting and Comparison Pricing - Very good at comparing prices of items. Makes excellent choices in buying new products for the Country Store. Has problems planning purchases to fit inside a certain amount of money. Loses track of amounts on the calculator.

Reading and Typing - Now read 6th grade materials with understanding at the 6.6 level. Types slowly, but with 100% accuracy. Is capable of turning this skill into earnings when paid by the piece, not by the hour.

Health and Grooming - Better self-concepts have helped this overwhelming problem. Student has been following a check-list to help him remember what to do (empty ileostomy bag before school, at 10 a.m. and at 1:00 p.m.; wash face twice per day; bathe once per day; be sure clothing is clean daily; wash hair each one to two days; wash anal thoroughly after each bowel movement).

Notation: Student seldom has unpleasant odors anymore and he takes much pleasure in his appearance and in his cleanliness. Other students stand much more closely and speak more directly to this student. Teacher and aide hug and pat student more often. Once in a while, T. quietly puts on the school's deodorant when he has forgotten at home. There has been dramatic improvement in this area.

Social Exploration and Interaction - Student has learned, due to demands at the Store, and plenty of practice with roomphone, to answer the telephone with outstanding good manners. T. had the ability to record any message given, accurately. He has been given the job of taking over the school secretary's post, when she goes on her break and her lunchhour. Due to increased positive feedback in the Store, T. has also become the expert in business communication and in excellent approach toward customers. T. is not totally trustworthy, even yet. When there is even a small obstacle in his life, he charges long-distance calls to his second stepmother, and to others. Once in a while, T. steals money or things and retreats back into a paranoid episode where he believes everyone is out to "get him." These episodes have diminished from two months of paranoia out of each five months, to about three two-week episodes per year.

Prevocational - Skilled at answering the phone in most situation, including knowing exactly when to answer by himself, and when to obtain help. Skilled at waiting on customers in the Store, including conversing with them, listening to them, picking out the products they want and suggesting some if they're not sure, handling money and especially giving change. Able to type envelopes with 100% accuracy. Counts money up to \$100.00 by grouping with 80% accuracy, able to follow four and five part directions. Student's lack of complete trust-worthiness and paranoid episodes are going to cause him future problems. Student's ability to succeed is dependent upon receiving abnormal amount of positive feedback from all elements of the environment...more than it is realistic to expect.

Banking and Finances - Student has proven to be capable of withdrawing money and depositing money in savings and loan; student can write a check; student can explain about the growth of interest; he asks mature questions about banking. Student has not shown the above interest about handling his own money, however. This student will probably need responsible help to keep him from "throwing away" his own money for several years. Notation: try to work further with student to make these banking and financial skills transferrable to other situations and locations.

Writing Expressions - Poor writer, both in content and in quality. He writes on about a third-grade level (the physical difficulties are due to "shakiness" which this teacher has noted in other students with spina bifida).

Spelling - Spells on a seventh-grade level. Student's favorite leisure-time activity is working with all of the modules of the Texas Instruments "Speak and Spell."

Fine Arts - Student has a difficult job in carrying through and completing art projects. He can't even be bribed to do so. He also refuses to join in any musical activities, unless it's to take role or another non-musical chore. Doesn't like to participate in music or art activities. Prefers being a spectator.

IDEAS FOR REWARDS

Schedules, charts, work-shifts, and progress graphs should be posted in a prominent place, perhaps close to the large-sized bankbook, or a bulletin board. Everyone must be represented, either singly or in groups. Last-minute changes must be provided for because of absences, therapy, etc. Sometimes, a student may have to serve a double-shift, which is usually no hardship to them. Since other teachers ask to use the Store as a reinforcing technique for their students, arrangements can be made to let a student from another class sit with a student from your class.

In addition to clerking in the Store and trying out new products of the Store, what are some reliable rewards that could be used?

The students see improvement quite clearly due to the posted graphs and charts; therefore, they all have a pretty good idea who has been doing well, and if the class has been performing efficiently. For total class reinforcers, the Country Store personnel wanted, and received, several wonderful parties, one of which was the Social event of the year! A magician was hired, several classes were invited to join, and besides chicken with all the trimmings, each person could choose and make the ice-cream sundae that he wanted. Later, picture collages were made showing each student, and with letters, each returning hostage from Iran received these (the class had spent almost a year in lunch periods in front of the television following the Iranian situation). Another party was when the students had received letters from two-thirds of the returned hostages, and there was a dinner party to read each letter. The class went to restaurants, as a group, several times (this was a huge job for for the teacher

and the instructional aided...getting seven large-sized students in large-sized wheelchairs, with two ambulatory students to help, across several very busy streets and up and down some very high curbs, to get to Denny's). One time, they rented a large-size projector and ran a first-run movie that the students wanted to see.

For individual reinforcers, nothing beats a genuine "That's terrific!" with a hand on the shoulder. Others are: a special telephone call to a loved member of the family; an opportunity to work with the "Speak and Spell" computer; a trip to visit another friend in another room (with that teacher's prior approval); and a special piece of jewelry or a special item from the Store.

In the original Country Store, for a dramatic improvement that was made, the teacher would take a student home for dinner or to a restaurant. Then, too, the students were rewarded by assisting in setting up a similar type of store in their residential hospital. Most of the students had a rather exalted position at school, and it carried over to their place of residence. All of this was quite rewarding, and most of them knew that this particular era in their lives was "special."

The most effective rewards are true remarks, such as: "Perfect! You gave the correct change." "Mike, you really helped me by taking that poster to the therapy department." "I've never seen such lovely colors. Will you please color this frame in those colors? It's perfect for the Store." "Did you see how she smiled at you, when you gave her such a friendly greeting?" "You made him so happy by remembering his birthday!" This kind of remark, delivered with a smile, is the most potent kind of reinforcement there is for

multihandicapped teenagers, or most teenagers with most disabilities.

A valuable addition to the Country Store that also serves as an effective reinforcement is the use of photography. Pictures should be taken of the store, after each new idea is carried out, or a change is made. The personnel should be photographed in the store...they love it! Members of the class can be photographed as they count money, or take inventory. A student will usually appreciate a picture of himself as he is carrying out an important job.

RESEARCH LEGAL REQUIREMENTS

The teacher should find out as much as possible about legal requirements for having a class store, and introduce each item, one by one, to the class for discussion and resolution:

- a) Does the school insurance allow this kind of activity? There usually shouldn't be many problems.
- b) What are the requirements of food and drug laws in this kind of an establishment?
Wrapped items should present no problems. Fruit must be cleaned, wrapped, and handled according to strict sanitary procedures. Food that is removed from a bulk container, weighed, and packaged must be handled with great care, and preferably, with disposable plastic or rubber gloves. Cookies, popcorn, and items from other classes must be accepted in good faith, except if there is an obvious discrepancy. A list requirements could be presented to all classes when the Store is set up, so they will know that the Store personnel knows how to handle products, also as knowing how they should handle any products they wish to submit.
- c) All regular business' have a city license. It is sound policy and an educational task for a student to write and inquire about it. Most of the time the volume of business and the small amount of money coming in makes a license unnecessary.
- d) There may be different or additional requirements in different areas. It's up to the teacher to find out about them.

ORGANIZATIONAL REQUIREMENTS

A) Records must be maintained indicating money on hand, deposits made, and withdrawals. As we have mentioned before, the teacher or the aide could reproduce a giant page from the bankbook, by using the overhead projector and a large piece of butcher paper. With all dates, words, numerals, logos, and all else in the bankbook, of giant-size and posted in a prominent place, everybody can be informed about how the Store is proceeding.

B) Field-trips should be arranged well in advance. The class members are usually motivated and excited when its their turn to have a shopping trip, since it's most beneficial for the aide to have just one student with one wheelchair. If the busdriver is cooperative, two students could go. Each student knows exactly what the rotation order is, and that student prepares mentally for the trip for two weeks in advance. Therefore, it is necessary that the bus is there when it's supposed to be. Don't forget parents'/guardians/permissions.

C) How will the money be divided and used? There are hundreds of ways of deciding this, and the students whould be in on all of it, and help make the decision:

- 1 - trips to a restaurant
- 2 - parties
- 3 - gifts for special occasions
- 4 - film for special pictures, and money to develop them
- 5 - gifts, flowers, memorials, donations for others, as well as for the class.

- 6 - prizes for a competition
- 7 - equal amounts of cash for each student
- 8 - almost any other thing that can be created by the imagination

D) Plan for maintaining good public relations. This includes relations with the other teachers, with the coordinator, with the customers, with the businesses, and with the school cafeteria. It must be determined how broad the area is to be served. If a nearby school realizes that the Store is available, it can be the cause of students being absent from classes without permission. Either special arrangements must be made with teachers, or the Store must determine to serve its own school only. If students are using their lunch money to buy "junk" without parent's permission, many problems will result if the problem isn't resolved satisfactorily. Hours can be adjusted to bypass many problems. Students can be allowed to buy one lunch per week, for example. There are usually solutions for problems that occur.

It takes several months before any money can be saved, since it all goes to replenishing the Store at first. Unless there is a special fund with which to get started, the teacher will have to buy the first inventory of products. She must make it clear, however, that she is to be paid back.

A good wholesale source may be a financial bonanza; however, it could open up new problems with legal and financial requirements, that would make the whole project impossible. It certainly could be investigated, however.

CONCLUSION

The accomplishment of all aspects of the ten main goals is not guaranteed by establishing a school store. Then again, it may teach more lessons and be used to present more goals than were planned for. The important thing is for a teacher to recognize an opportunity for students to learn and to pursue it.

The Country Store provides for an all-inclusive, multi-sensory presentation of curriculum. The one-to-one teaching, the informality of the setting, the predictability of tasks, and the firm structure should meet the criteria for the learning environment of other exceptional children, not just multihandicapped teenagers. The unpredictableness of daily happenings should force a certain amount of adaptive development, also. More importantly, the Country Store lends itself to a mainstreaming type of activity that may prove of value.

A curriculum that instructs in many areas, painlessly, and presents valuable practical lessons in everyday learning, as well as in the ten skill areas formerly described, can be found embodied in the interesting, multi-instructive, concept-elevating Country Store. The Country Store has a multitude of uses: it is adaptable to use with many students, it teaches through motivating, and it is really a lot of fun!

SUMMARY

The descriptions, at the beginning, are those of a few interesting students the writer has known. They are also exceptional children, who have had various "labels" throughout their lives. Almost all degrees of disabilities in mixed forms are seen, with the exception of the last child. The "Country Store" would probably be of benefit to all of them.

Many students don't respond to the traditional academic teaching and a teacher finds it difficult to find a form of curriculum that excites them to the point of being carried along, through many of the needed curriculum strands, by their motivation and interest.

Although, the "Country Store" was designed for a multihandicapped class, with necessary adaptations it could be utilized by many classes. It aims toward mastery of many goals. The more academic potential a student possesses, the more complex will be his jobs. The Store is valuable because it lends itself to teacher engineered tasks, for each individual student, and many of the tasks present themselves as one continues on. It's never necessary to "drag out" a learning task by intensely searching.

It's plenty of work for the teacher, and he/she must be totally committed. But there's a lot of excitement in teaching students to count their "own" money, as there is for them in doing it! Methods of meeting the public, and learning to "hold their own" evolve also. The students gain a great deal of confidence, each time they have a successful transaction. Even after working in this kind of endeavor for three and one-half years, enthusiasm doesn't die. If anything, it seems to be greater.

Many of the skills learned seem to be bi-products of selling, banking, typing, and just working in the store. The stated goals cover ten areas of the curriculum. Adaptations could be made to simplify the procedures, and narrow the goals, or more complexities could be introduced to accommodate the needs of students with greater academic potential. For example, a computer would be a wonderful addition to this activity.

Art activities could be very elaborate, or extremely simple in the Store. Typing can become a full-time job for a few students, or price-lists and posters could be a once-in-a-while job, for an instructional aide, while the students concentrate on washing foods and packaging items. A class can have just two items, such as popcorn and soft drinks, or they can "branch out" into luncheon items, soups, sandwiches, notebooks and pencils, and perhaps a few gift items. The entire concept can be very simple or extremely intricate, depending upon the goals to be implemented.

Evaluation can be accomplished by keeping accurate records, graphing and/or charting, pictures, reception by the public, and carefully matching each student with his task, to provide success experiences. Formal tests could be devised to test knowledge of money counting, accuracy of giving change, reading price-lists, spelling names of items on the price-lists, matching money changing to subtraction problems on a paper, bank procedures, effectiveness of display items, weighing products in metric and in traditional weight, and a health unit, plus many other concepts.

The teacher must make many inquiries, and must organize well in advance. The teacher must prepare to help out when difficulties

occur, such as money needed to begin. It must be made clear to the class that the teacher will be paid back, from the Store, for out-of-pocket expenses, first. It must be stressed that effective record-keeping will be well worth the time spent in ironing out questions that come up, and in carrying out informal evaluations.

For anyone who decides to try out the Country Store idea, HAVE FUN!!!

FOOTNOTES

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GLOSSARY OF TERMS

Cerebral palsy - A group of conditions caused by cerebral (brain) damage, affecting control of the motor system.

Fine motor - Small or fine body movements, as performed by the body's smaller muscles, such as winking, writing, cutting, or wriggling a toe.

Gross motor - large, or gross, body movements, as performed by the body's larger muscles, such as running, jumping, hugging, and kicking a football.

Hemiplegia - Paralysis of one side of the body.

Hallucinatory - Visually, hearing, smelling, etc., people and things that are not really there. Severely emotionally disturbed people many times hallucinate, and appear to be talking to themselves as they speak to their hallucinations.

Iliostomy - Surgically created bladder, usually in waistline area of body, seen in people who have spina bifida. Liquids from opening empty into special bag fastened to opening.

Mainstreaming - Classroom placement for the handicapped, provided for in Public Law 94-142, mandating placement according to the least restrictive environment for each individual, regardless of his handicapping condition, including the regular classroom, as much as possible, if it is best for the individual.

Multihandicapped - Educational term for a person, who has two, or more, major handicapping conditions.

Multisensory - Refers to educational input, which is aimed at all of the five senses (or four, or three, at times) as much as possible.

Perseveration - Continuation of an activity after the need for it has passed or after the stimulus that caused it ceases.

Schema - Ideas or concepts combined cohesively into a plan that displays relationships between concepts.

Spasticity - Excessive tension of the muscles with resistance to flexion and extension, as seen in Cerebral Palsy.

Spina bifida - A defect in the closure of the spinal cord wall, which usually causes paralysis of the body, from the point of the defect and downward.

Syntax - The part of grammar that deals with arrangements of words to show their relationship in a sentence.

Task analysis - The breaking down of a task into its most minute, basic elements or breaking a task down into many tasks.

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