
EDJJ PROFESSIONAL DEVELOPMENT SERIES

MODULE 6:

**CURRICULUM FOR INDIVIDUALS
WITH DISABILITIES IN THE
JUVENILE JUSTICE SYSTEM**

Prepared by: Jeffrey Johnston
[Arizona State University](#)

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Introduction

This module is one in a series of training packages that have been designed for working with students with disabilities in a correctional setting. It focuses on the Curriculum for Individuals with Disabilities.

Objectives

Upon completion of this module, participants should be able to:

1. Direct Interventionist Approach
 - 1.1 Define *curriculum* and *instruction*.
 - 1.2 Describe the characteristics of a direct interventionist approach to instruction and curriculum decision-making.
2. Describe the Factors Affecting Curriculum Decisions.
 - 2.1 Describe guidelines and considerations for selecting curriculum.
3. Guidelines and Considerations for Managing Curriculum
 - 3.1 Describe guidelines and considerations for selecting curriculum.
 - 3.2 Describe considerations for purchasing commercially prepared materials.
 - 3.3 Describe guidelines and considerations for adapting curriculum.
 - 3.4 Describe guidelines and considerations for developing teacher-made curriculum.
4. Reading Curriculum Considerations
 - 4.1 Describe reading curriculum goals.
 - 4.2 Describe considerations in evaluating reading curriculum.
 - 4.3 Explain the difference between *learning to read* and *reading to learn*.
 - 4.4 Describe considerations in evaluating reading-related vocabulary curriculum.
 - 4.5 Describe considerations for developing comprehensive reading-related curriculum.
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5. Math Curriculum Considerations
 - 5.1 Describe basic content areas of math-related curriculum.
 - 5.2 Describe considerations and guidelines for selecting, adapting, and developing math-related skills curriculum.
6. Communication and Language Arts Curriculum Considerations
 - 6.1 Describe considerations and guidelines for selecting an oral communications curriculum.
 - 6.2 Describe considerations and guidelines for developing a listening skills curriculum.
 - 6.3 Describe considerations and guidelines for developing a writing skills curriculum.
7. Vocational/School to Work Education Curriculum Considerations
 - 7.1 Describe considerations for developing a career and vocational education curriculum.
 - 7.2 Describe guidelines for making vocational curriculum decisions.
 - 7.3 Describe considerations for selecting, adapting, and developing vocational skills curriculum.

8. Curriculum Guidelines for Teaching Functional Living Skills (Bender & Valletutti, 1982). The instructor may wish to refer the students to Stevens (1999) on Teaching in American Schools.
 - 8.1 Describe guidelines for developing a functional living skills curriculum.
 - 8.2 Describe considerations for developing a personal and interpersonal social skills curriculum.
 - 8.3 Describe a structure for developing a community-based social skills curriculum (see Warger & Rutherford (1996) for collaborative approaches for teaching social skills).

Content Outline

1. A direct interventionist approach to educating students with disabilities in correctional settings will be maintained throughout this module on curriculum (for further information, see Gemignani, 1992).

Curriculum: What is taught to students

Instruction : How we teach students

The direct interventionist perspective is characterized as shown by display T-1. This type approach is illustrated in several modules developed in the 1980s to help train educators to educate students in correctional settings and is suggested as a means for recognizing and reducing the impact of culture on student academic and social success (Sugai et. al., 1986; Sugai, 1988).

A functional and relevant approach to educating students with disabilities in correctional settings is maintained throughout this module. This approach is characterized as:

- 1.1 Active. The teacher actively directs teaching and curriculum decisions and learning outcomes are explicit not inferred.
- 1.2 Responsible. The teacher assumes the responsibility for both successful and unsuccessful student learning and curriculum choices and for providing opportunities for successful student learning.
- 1.3 Functional. The curriculum and content of instruction can be directly and immediately applied in the students' academic, social, and vocational environments, and increases the likelihood of successful functioning in future settings.
- 1.4 Adaptable. The curriculum for students with educational disabilities should be implemented through direct instruction, strategic instruction, modeling, reciprocal teaching, and other research-based effective instructional strategies.
- 1.5 Performance based. Curriculum effectiveness is determined by evaluating observable and measurable student performance, and by ongoing adjustments to instruction and curriculum on student performance.

2. Factors Affecting Curriculum Decisions

- 2.1 A number of factors related to the individual student, the teacher, and the correctional education program influence the decisions teachers make about instructional strategies and curriculum choices (display T-3).

- 2.2 Factors to consider that the student may bring to the learning environment:
 - 2.2.1 Educational disabilities
 - 2.2.2 Biological, medical, and developmental history
 - 2.2.3 Family background/experiences and ethnical/cultural considerations
 - 2.2.4 Learning history
 - 2.2.5 Educational placement history
 - 2.2.6 Substance abuse and mental health needs that may interfere with learning or motivation
 - 2.2.7 Need for assistive technology, accommodations, modifications

- 2.3 Factors to consider that the teacher may bring to the learning environment:
 - 2.3.1 Professional teaching experience
 - 2.3.2 Educational, teacher-training, cultural and other experiences that influence the philosophy of teaching and expectations for student achievement

- 2.4 Curriculum considerations in correctional education programs—It is important to note that many correctional programs include elements of deterrence, punishment, and incapacitation as part of the curriculum of balanced and restorative juvenile corrections. This can be separate or in conjunction with academic subjects (U.S. Department of Justice, 2000).
 - 2.4.1 Curriculum should be differentiated for students with short-term and long-term lengths of stay.
 - 2.4.2 Provide a high-impact curriculum for students with short lengths of stay (generally meaning incarceration for 30 days or less) that focuses on development of literacy and functional life skills. Literacy skills are basic competencies in reading, writing, and mathematics. Functional life skills include prevention of substance abuse, law-related education, health education, career exploration, and related topics. The correctional education program should also have in place screening and evaluation procedures to locate and identify all students with disabilities, and should provide special education and related services for all eligible youth (see Center on Crime, Communities, & Culture, 1997).
 - 2.4.3 Provide more comprehensive curriculum options for students detained or committed for longer periods. Comprehensive curriculum options in correctional facilities are essential because the academic achievement levels of incarcerated youth vary widely. Substantial numbers of incarcerated youth function several years below grade level, while others perform at or above grade level. To respond to the range of student needs, the correctional education curriculum must include several components including: a) remedial courses emphasizing literacy and functional skills for students with significant educational

disabilities; b) English, math, science, social studies, physical education and other courses associated with Carnegie units and required for high school graduation, for students likely to return to public schools or to receive a diploma while incarcerated; c) General Education Development (GED) preparation and assessment for students not likely to return to public schools; d) special education and related services; e) prevocational and vocational courses related to meaningful employment opportunities in the community; f) instruction addressing the needs of non- or limited-English speaking students; and g) postsecondary courses. The instructor may wish to refer to Coffrey and Gemignani (1994) and Lewis, Schwartz, and Ianacone (1988).

2.4.4 To implement the range of curriculum options, correctional education programs require adequate space, fiscal resources, a sufficient number of qualified teachers and other education staff, and support for the education program from correctional administrators and line staff.

2.5 To be relevant and meaningful, the curriculum in correctional education programs should incorporate multicultural education. Multicultural curriculum programs focus on increasing students' knowledge, understanding, and appreciation of different ethnic and cultural groups. Integrating multicultural education in the correctional education curriculum is especially important because minority youth are overrepresented in juvenile facilities (OJJDP, 1999; Poe-Yamagata & Jones, 2000).

3.0 Guidelines and Considerations for Managing Curriculum

- 3.1 Select curriculum materials by
 - 3.1.1 Deciding whether appropriate commercial materials exist.
 - 3.1.2 Determining whether available materials can be adapted to meet the needs of your students.
 - 3.1.3 Determining if teacher-made materials are required.
 - 3.1.4 Regular elementary and secondary curriculum may be inappropriate for students with disabilities because:
 - (a) They are constructed with the assumption that certain prerequisite skills are present.
 - (b) Elementary materials can be demeaning to older students.
 - (c) Secondary materials emphasize *reading to learn* as opposed to *learning to read*.
 - (d) They may not provide enough practice.
 - (e) They may not adapt well to individualized or remedial programming.

Curriculum standards are being adopted by many states. Correctional educators should be aware of the standards, and should align instruction and select materials for Carnegie unit courses with standards required for high school completion.

- 3.2 Selection of commercially prepared materials should take into account the following:
 - 3.1.1 Name of publisher Delete. Not sure what the name of publisher has to do with selection of curriculum. Or, replace with a statement that the school could research the major publishers in specific fields, to be aware of the range of available materials.
 - 3.1.2 Major skill concentration
 - 3.1.3 Type of learning being addressed (acquisition, fluency, maintenance, generalization, adaptation, enrichment)
 - 3.1.4 Type of instruction required
 - 3.1.5 Clarity of directions
 - 3.1.6 Cost and durability
 - 3.1.7 Target and interest level--Decide if the curriculum materials will promote comprehension and problem-solving by integrating basic skills into more challenging activities.
 - 3.1.8 Classroom or school requirements--Consider whether the materials and equipment needed to implement the curriculum conform to curriculum standards in the education program and to security requirements in the correctional facility.
- 3.3 Teacher considerations
 - 3.3.1 Skills and skill sequencing
 - (a) Are skills functional and needed by the student?
 - (b) Are skills useful to students outside the instructional setting?
 - (c) Does the skill expand the student's current level of functioning?
 - (d) Is the pacing of skills presented in the curriculum appropriate to students?
 - (e) Are functional skills and training included in the curriculum?
 - (f) Are skills and sequences adaptable to the individual needs of each student?
- 3.4 Implementation questions for commercial or teacher-made curriculum materials
 - 3.4.1 What are the prerequisite skills required for the teacher and student?
 - 3.4.2 How much writing, verbal, pointing, sorting, is required for the curriculum?
 - 3.4.3 Are the teaching activities individualized and are a sufficient variety of activities provided?
 - 3.4.4 Are the instructions clear to both teachers and paraprofessionals?

- 3.4.5 Do the activities require materials not readily available in the classroom?
- 3.4.6 Do the teaching activities promote generalization?
- 3.4.7 Does the curriculum support other curriculum currently in use (e.g., can language arts activities be incorporated in science or social studies classes, or can the writing curriculum be incorporated in reading instruction?)?
- 3.4.8 Is the balance between individual, small group and large group activities appropriate?
- 3.4.9 Are remediation strategies available?
- 3.5 Evaluation and recordkeeping considerations
 - 3.5.1 Does the evaluation system measure the instructional objectives?
 - 3.5.2 Does the record keeping system allow for regular assessment of student's performance and is this system compatible with the current classroom system?
 - 3.5.3 Does the curriculum provide a system for making educational programming decisions?
 - 3.5.4 Does the curriculum allow for meaningful student/teacher feedback?
- 3.6 Other considerations
 - 3.6.1 What are the requirements for storage?
 - 3.6.2 How much time is required to prepare the curriculum?
 - 3.6.3 How much time is required to present the whole curriculum? Parts or sub-sections?

4. Adapting the Curriculum

- 4.1 Each Individualized Education Program (IEP) for a student with disabilities should be based on curriculum standards to drive instruction toward skill acquisition and mastery. The IDEA 1997 amendments emphasize developing an IEP that provides access to the general education curriculum. Accommodations and modifications that are necessary for students with disabilities to have access to the general education curriculum should also be identified on the IEP. (See the EDJJ Professional Development Module 4 covering the IDEA requirements.)
 - 4.1.1 A range of strategies can be effective to adapt curriculum:
 - (a) Simplify by reducing the difficulty level of the vocabulary.
 - (b) Use supplementary aids and services (See EDJJ Professional Development Series on special education for information about identifying supplementary aids and services).
 - (c) Divide the curriculum into smaller units.
 - (d) Block out extraneous stimuli.
 - (e) Highlight relevant instructions.
 - (f) Teach directions first.

- (g) Incorporate lessons from other familiar classroom activities.
- (h) Assign students to work with a student peer.
- 4.1.2 Adaptations may require the teacher to
 - (a) Redefine the teaching and learning objectives to more functional skill areas.
 - (b) Conduct task analysis to identify the distinct tasks required to learn specific academic or social skills (refer the reader to Goldstein, 1999).
 - (c) Introduce new skills by incorporating them in previously learned skill sequences.
 - (d) Provide supplementary directions to assist paraprofessional to implement the curriculum.
 - (e) Change the content presentation.
 - (f) Modify the feedback given to students for correct and incorrect responses.
 - (g) Decrease the opportunity for students to practice errors.
 - (h) Present clear and succinct directions.
 - (i) Analyze teacher prompts and student responses to ensure that curriculum is being presented effectively.
 - (j) Develop formal and informal evaluation procedures for continuous assessment of student learning.
- 4.1.3 Teachers may also adapt the curriculum to assist with classroom management by adjusting work demands to meet daily routines and schedules, and to assist students transition from one activity to another; and, adjusting presentation of curriculum and methods of instruction to foster effective behavior management procedures.

5. Introduction to Curriculum in Math, Reading, Vocational/School to Work, and Functional Living Skills

- 5.1 General considerations for reading and math curriculum
 - 5.1.2 Curriculum must be meaningful and functional.
 - 5.1.3 Curriculum must provide effective instruction to enable successful functioning in core academic skills areas of reading and math.
 - 5.1.4 Curriculum must be adapted to the individualized needs of the student. Placement in the curriculum should be based on each student's prior educational record and an assessment of current educational performance and needs.
 - 5.1.5 Consideration should be given to developing a motivational system to accompany the curriculum implementation.
 - 5.1.6 Careful consideration should be given to the influence of peer culture in implementing the curriculum and motivational system.

6. Reading Curriculum Considerations

- 6.1 The following approaches will support the development of cognitive thinking skills in the reading curriculum. Focus on improving reading skills in context rather than in isolation, using a range of word recognition, guided oral reading and comprehension strategies (Deschler & Schumaker, 1986). Specific strategies include:
- 6.1.1 Sequencing
 - 6.1.2 Drill-repetition-practice
 - 6.1.3 Segmentation (e.g., breaking down sentences into words or word units)
 - 6.1.4 Direct question and response
 - 6.1.5 Control task difficulty
 - 6.1.6 Use of technology
 - 6.1.7 Teacher made problem solving
 - 6.1.8 Small group instruction
 - 6.1.9 Strategy clues (Palinscar, David, Winn, & Stevens, 1991)

Integrate the reading curriculum into the total curriculum by maximizing exposure to words and concepts in other curriculum areas. Determine the reading expectations in other classrooms or settings, and provide instruction to help students meet those expectations.

- 6.2 Utilize the Question the Author (QtA) approach to enable students to engage the classroom texts and better understand what the author is stating. Utilizing queries, the instructor
- 6.2.1 Draw attention to the students' ideas to emphasize their importance.
 - 6.2.2 Encourages students to return to the text to clarify their ideas.
 - 6.2.3 Interprets or rephrases a student's ideas to make them more accessible to others.
 - 6.2.4 Makes explicit some of the processes the student used in processing text.
 - 6.2.5 Provides information to clarify the text.
 - 6.2.6 Reviews and highlights major ideas and understandings.
- 6.3 Provide an individualized curriculum which encourages students to read independently. Focus on students' interests, abilities, and learning rates.
- 6.4 Provide high interest-low vocabulary reading materials to decrease frustration associated with high interest-high level books. Utilize computers and the internet to access high interest-low vocabulary materials.
- 6.5 Reading, vocabulary, comprehension, and study skills

- 6.5.1 Reading instruction should focus on strengthening vocabulary, comprehension, and reading related study skills.
- 6.6 Vocabulary development should be presented in context and integrated with instruction in other subject areas, not on skills that are learned and utilized in isolation (Hollingsworth & Woodward, 1993). The following areas should be emphasized:
 - 6.6.1 Word meaning within the context of a functional concept or activity (e.g., using classified ads to teach words relating to finding, selecting, moving into, and maintaining an apartment)
 - 6.6.2 Synonyms and antonyms (e.g. teaching a word and then asking the student to describe the word to someone else without using the word)
 - 6.6.3 Dictionary usage--teaching a student how to access the local library or obtain assistance from an information desk when they cannot find the definition of a word in a dictionary
- 6.7 The reading curriculum should focus on a range of critical reading comprehension skills.
 - 6.7.1 Simple reading skills emphasize the communication or expression of what was read.
 - 6.7.2 Literal comprehension means restating the exact meaning or intent of the reading selection.
 - 6.7.3 Maintenance and recall of information is communicating information obtained from some prior reading source.
 - 6.7.4 Sequencing is restating a chain or set of information that was read.
 - 6.7.5 Summarization is a description that gives the condensed meaning or intent behind a reading passage.
 - 6.7.6 Inferencing is asking the student to interpret the intended meaning behind a reading passage that is not specifically indicated.
- 6.8 Critical reading skills enable the student to learn while reading and include:
 - 6.8.1 Finding and identifying conclusions, findings, and recommendations within a reading selection
 - 6.8.2 Distinguishing between opinion and fact, and between statements supported with data or authors' opinion
 - 6.8.3 Determining the validity of an authors' statement to determine if it is well-documented, founded, supported, and logically derived
 - 6.8.4 Identifying information presented by the author to determine if it supports his/her statements and formulate counter arguments
 - 6.8.4 Applying reading-related study skills using textbooks in reading and other subject areas.
 - 6.8.5 The student should be taught the following study-related reading skills:
 - (a) Previewing

- (b) Silent reading
- (c) Locating material within the reading selection utilizing advanced organizers, etc.
- (d) Locating information to interpret the meaning behind the passage
- (e) Locating books and other written information for research purposes
- (f) Outlining and taking notes
- (g) Applying what has been learned

7. Mathematics Curriculum Considerations

- 7.1 Math-related skills are important for successful functioning in our modern society. Our economic system is built around individuals' ability to manipulate and manage money, and many of our daily activities are number or math-based. As a result, students with disabilities should be exposed to math curriculum that is
 - (a) embedded with functional skills and activities.
 - (b) immediately applicable in the academic and social setting.
 - (c) emphasizes problem solving rather than rote learning.

- 7.2 Present basic math computation skills hierarchically
 - 7.2.1 Addition
 - 7.2.2 Subtraction
 - 7.2.3 Multiplication
 - 7.2.4 Division
 - 7.2.5 Fractions
 - (a) Addition
 - (b) Subtraction
 - (c) Multiplication
 - (d) Division
 - 7.2.6 Decimals
 - (a) Addition
 - (b) Subtraction
 - (c) Multiplication
 - (d) Division
 - 7.2.7 Percents
 - 7.2.8 Money
 - 7.2.9 Time
 - 7.2.10 Measurement
 - (a) Linear
 - (b) Liquid and Dry
 - (c) Weight

- 7.3 More advanced math skills
 - 7.3.1 Problem Solving

- (a) Solving problems requiring more than two steps
 - 7.3.2 Applying mathematics to everyday situations
 - (a) Increasing effectiveness in daily activities
 - 7.3.3 Estimation and approximation
 - (a) Determining a reasonable estimate
- 7.4 Geometry
 - 7.4.1 Relationship principles about figures and shapes
 - 7.4.2 Measurement
 - (a) Measuring linear, two-dimensional, and three-dimensional objects/areas
 - 7.4.3 Tables, charts, and graphs
 - (a) Skills in reading and analyzing maps and data
 - 7.4.4 Making predictions
 - (a) Making a reasonable estimate using data
- 7.5 Computer literacy (separate from geometry) includes basic understanding and use of computer including keyboarding, word processing and technology-related careers.
- 7.6 Math curriculum for students with disabilities
 - 7.6.1 Integrate math into total academic curriculum/behavioral program.
 - (a) Link math skills to daily activities.
 - 7.6.2 Incorporate math skills into total language experience.
 - (a) Tie math skills into daily listening, speaking, and writing activities.
 - 7.6.3 Integrate math and reading skills (e.g., teach reading skills to understand math word problems).
- 7.7 Considerations for selecting math curriculum
 - 7.7.1 Evaluate the reading and vocabulary load of the material.
 - 7.7.2 Evaluate the content or objectives.
 - 7.7.3 Evaluate the prerequisite knowledge required to access the curriculum.
 - 7.7.4 Evaluate the style, organization and presentation of the material.

8.0 Communication and Language Arts: Oral and Written Communication

- 8.1 Students with disabilities must have skills to communicate effectively.
 - 8.1.1 Communication is critical for social interactions and environment.
 - 8.1.2 Communication is critical for students with disabilities who have difficulty with reading and writing skills.
- 8.2 Basic oral communication skills include:
 - 8.2.1 Speaking skills
 - 8.2.2 Listening skills

- 8.3 Other factors which influence oral communication:
 - 8.3.1 Content of speech
 - 8.3.2 Voice volume and intensity
 - 8.3.3 Setting conditions
 - 8.3.4 Antecedent and consequence events
 - 8.3.5 Nonverbal factors such as body posture and facial expression

- 8.4 Oral communication curriculum for students with disabilities addresses a range of skills
 - 8.4.1 Develop and communicate ideas clearly and specifically.
 - 8.4.2 Transmit information from one source to another.
 - 8.4.3 Summarize information for others.
 - 8.4.4 Participate spontaneously in group discussions.
 - 8.4.5 Express an opinion in appropriate manner.
 - 8.4.6 Initiate and respond with positive greetings and farewells.
 - 8.4.7 Contribute new or personal information to discussion.
 - 8.4.8 Propose solutions in group problem-solving activities.
 - 8.4.9 Describe another person's viewpoint.
 - 8.4.10 Describe differences of opinion.
 - 8.4.11 Communicate feelings to others.
 - 8.4.12 Use words, pronunciations, and grammar appropriate to a given situation.
 - 8.4.13 Use nonverbal signals which are appropriate to a given situation.
 - 8.4.14 Use voice appropriately and effectively.
 - 8.4.15 Indicate in appropriate manner when understanding is clear or unclear.

- 8.5 Provide opportunities to practice oral communication skills
 - 8.5.1 Practice with varied number and kind of persons.
 - 8.5.2 Practice in varied settings and conditions.
 - 8.5.3 Practice in varied discussion formats.
 - 8.5.4 Listening skills for students with disabilities include
 - (a) Acknowledge the speakers
 - (b) Engage in appropriate
 - (c) Identify main ideas
 - (d) Determine difference between fact and opinion
 - (e) Discriminate between informative and persuasive messages
 - (f) Determine whether listener(s) understands communication
 - (g) Follow verbal directions accurately
 - (h) Attend to speaker

- 8.6 Considerations for written language
 - 8.6.1 Critical areas of concern for written skills for students with disabilities
 - (a) Legibility

- (b) Spelling
- (c) Expression or meaning
- (d) Determining format for written information
- 8.6.2 Written skill instruction should be integrated into the general curriculum.
 - 8.6.2.1 Written skill instruction should include instruction on how to obtain information that will enhance written product, including how to:
 - (a) Use the dictionary
 - (b) Use appropriate research skills
 - (c) Read and summarize
 - (d) Discriminate between formal and written product
 - (e) Select appropriate writing materials
 - (f) Use a computer or word processor
 - (g) Proofread skills. The reader may refer to Beck, McKeown, Hamilton, & Kucan (1997).

9. Career and Vocational Educational Curriculum

Vocational education is an important component of the curriculum in juvenile facilities because substantial numbers of incarcerated youth will not return to academic programs on their release, and evidence suggests that vocational training programs help to reduce recidivism.

- 9.1 Considerations for selecting a vocational curriculum
 - 9.1.1 Ensure that the curriculum is functional and meaningful.
 - 9.1.2 Ensure that the curriculum is age appropriate.
 - 9.1.3 Provide prevocational courses for career exploration.
 - 9.1.4 Individualize the curriculum by matching instruction to students' specific vocational interests, goals, and skills.
 - 9.1.5 Vocational programming should address the transition goals and objectives identified on the IEP (Sitlington, Clark, & Kolstoe, 2000).
 - 9.1.6 The vocational curriculum should correspond to real work settings and requirements by providing:
 - (a) Vocational courses that focus on marketable skills associated with job opportunities in the community (Secretary's Commission on Achieving Necessary Skills, 1991).
 - (b) Opportunity for students' to earn credit for completion or partial completion of vocational courses in the correctional facility, and to transfer credit to vocational training programs in the community.
 - (c) Assessments of job requirements in the community, and increasing *real world* work experiences by simulating actual job environments and expectations.
 - (d) Developing links with businesses in the community to cultivate internship and job opportunities for students on their release.

- (e) In some facilities, a minimal reading or math level is required for enrollment in vocational courses. If this is the case, ensure that the academic prerequisites do not effectively preclude the enrollment of students with disabilities in vocational courses. Prepare students for vocational courses by teaching functional academic skills, and by providing academic accommodations in vocational courses.
- (f) Enrollment in vocational courses should not be restricted by gender, and the vocational education program should be equally available to male and female students.
- (g) While work experience may provide students with an opportunity to develop employable skills, assignment to work crews in a correctional facility is not a substitute for vocational education.

9.2 Four-step guide to career/vocational curriculum

9.2.1 Evaluate individual students' vocational strengths, weaknesses, and interests using commercially available or teacher-made vocational assessments.

- (a) Use assessment instruments that measure the vocational skills that will be taught.
- (b) Identify realistic careers available to the student.
- (c) Determine what preparation is required for the identified careers.
- (d) Assess what general and specific skills have been mastered and those which are still needed.

9.2.2 Identify students' career and vocational options.

- (a) Complete career exploration and career planning activities.
- (b) Assist students to identify their academic and behavioral strengths, weaknesses, and potential.
- (c) Assist the student to match his/her academic and behavioral characteristics with the different career requirements.
- (d) Determine which jobs are achievable.

9.3 Identify general prerequisite skills. Address:

9.3.1 Personal and interpersonal job-related skills

9.3.2 Job preparation skills

9.3.3 Work related skills

9.4 Identify work-related skills specific to a given job including

9.4.1 Appropriate dress and grooming

9.4.2 Preparation and management of meals

9.4.3 Time management

9.4.4 Appropriate language and communication skills

9.4.5 Appropriate use of transportation

9.4.6 Money management skills

- 9.4.7 Appropriate telephone skills and etiquette
- 9.4.8 Appropriate social interaction with co-workers
- 9.5 Suggested job securing and preparation skills
 - 9.5.1 Finding a job
 - 9.5.2 Identifying own strengths and weaknesses
 - 9.5.3 Identifying job requirements
 - 9.5.4 Matching skills to job requirements
 - 9.5.5 Requesting a job application
 - 9.5.6 Filling out job application
 - 9.5.7 Social security number
 - 9.5.8 Personal information
 - 9.5.9 Educational preparation
 - 9.5.10 Prior employment experiences and references
 - 9.5.11 Medical and other histories
 - 9.5.12 How to respond to questions about criminal convictions
- 9.6 Preparing and submitting a resume
 - 9.6.1 Understanding the content and format of the resume
 - 9.6.2 Preparing for and participating in interviews
 - 9.6.3 Greetings and farewells
 - 9.6.4 Handshakes
 - 9.6.5 Active listening skills
 - 9.6.6 Answering typical questions
 - 9.6.7 Describing strengths and weaknesses
 - 9.6.8 Asking appropriate questions
 - 9.6.9 Negotiating a salary
- 9.7 Suggested skills for job maintenance and advancement
 - 9.7.1 Accepting feedback from supervisors
 - 9.7.2 Working independently
 - 9.7.3 Functioning as a member of teams and committees
 - 9.7.4 Expressing interest in learning
 - 9.7.5 Setting personal goals for advancement
 - 9.7.6 Getting along with co-workers
 - 9.7.7 Meeting timelines and deadlines
 - (a) Arriving at work on time
 - (b) Meeting production or assignment timelines
 - (c) Use of time clocks or time-cards
 - 9.7.8 Showing best effort
 - (a) Pride in work
 - (b) Understanding goals and objectives of the job
 - 9.7.9 Understanding and adhering to workplace rules and procedures
 - (a) Sick leave procedures

- (b) Vacation policies
- (c) Complaint procedures
- (d) Recognizing and understanding conditions which may lead to demotion or termination

9.7.10 Demonstrating safety habits for self and others

- (a) Respecting the work environment
- (b) Proper use of equipment and materials
- (c) Neatness and order

10. Curriculum Guidelines for Teaching Functional Living Skills

- 10.1 Social skills enable students to interact successfully with peers and adults in a variety of settings.
- 10.2 Social skills should not be taught in isolation. Mastery of social skills requires practice in natural, *real life* situations. Opportunities for students to practice and maintain appropriate communication skills, for example, can be provided and rewarded in the facility's dining hall and housing units (Goldstein, 1999).
- 10.3 Individualize instruction by assessing social skill strengths and deficits, and matching instruction to specific needs.
- 10.4 The components of the social skills curriculum include assessment, modeling, practice, feedback and reinforcement, and maintenance and generalization.
- 10.5 The objectives of social skill instruction are to promote positive relationships with peers and adults, and to teach specific skills of self-control, compliance, assertion, and problem solving.
- 10.6 Beginning social skills include
 - (a) Listening
 - (b) Starting a conversation
 - (c) Participating in a conversation
 - (d) Asking questions
 - (e) Introducing yourself
 - (f) Introducing other people
 - (g) Giving and receiving compliments
- 10.7 More advanced social skills include
 - (a) Asking for help
 - (b) Joining an established group or activity
 - (c) Accepting new participants in an on-going activity
 - (d) Giving instructions

- (e) Following instructions
 - (f) Apologizing
 - (g) Convincing others
 - (h) Attending to behavior of others
 - (i) Respecting activities and properties of others
 - (j) Accepting praise from others
 - (k) Waiting turn
 - (l) Sharing
 - (m) Conforming to decisions of others
 - (n) Responding appropriately to positive peer pressure
 - (o) Avoiding negative peer pressure
- 10.8 Skills for dealing with feelings
- (a) Identifying your feelings
 - (b) Expressing your feelings
 - (c) Understanding the feelings of others
 - (d) Dealing with someone else's anger
 - (e) Expressing affection
 - (f) Dealing with fear or anxiety in social situations
- 10.9 Skill alternatives to aggression
- (a) Asking permission
 - (b) Sharing
 - (c) Helping others
 - (d) Negotiation
 - (e) Using self-control
 - (f) Being assertive without arguing
 - (g) Responding appropriately to teasing or bullying
 - (h) Avoiding trouble with others
 - (i) Keeping out of fights
 - (j) Accepting help from others in a crisis
 - (k) Accepting constructive criticism from others
- 10.10 Skills for dealing with stress
- (a) Making a complaint
 - (b) Answering a complaint
 - (c) Sportsmanship
 - (d) Dealing with embarrassment
 - (e) Dealing with being left out
 - (f) Standing up for a friend
 - (g) Responding to persuasion
 - (h) Responding to failure
 - (i) Dealing with contradictory messages
 - (j) Dealing with an accusation
 - (k) Getting ready for a difficult conversation
 - (l) Dealing with group pressure

- 10.11 Problem-solving skills
 - (a) Deciding what caused a problem
 - (b) Gathering information and identifying potential solutions
 - (c) Seeking help as needed to resolve problems
 - (d) Arranging problems by importance
 - (e) Making a decision to resolve the problem

- 10.12 Eight domains of functional curriculum
 - (a) Individual as a responsive and responsible person
 - (1) Relative or friend
 - (2) Neighbor
 - (3) Mate
 - (4) Parent
 - (5) Worker
 - (6) Stranger or new acquaintance
 - (b) Individual as a member of a household
 - (1) Management of food
 - (2) Management and care of clothing
 - (3) Personal grooming and appearance
 - (4) Communication and working with others skills
 - (5) General home maintenance
 - (6) General health and nutrition
 - (7) Apartment maintenance
 - (8) Home safety
 - (c) Individual as traveler
 - (1) Use of public transportation
 - (2) Use of personal transportation
 - (3) Use of transportation aids
 - (4) Giving travel information to others
 - (5) Work and recreation travel
 - (6) Pedestrian travel
 - (7) Rules of transportation
 - (d) Individual as a learner
 - (1) Getting ready for school/training sessions
 - (2) Traveling to school and other training programs
 - (3) School or training program related skills
 - (4) Learning prerequisites
 - (5) Navigating the building or program
 - (6) Accessing alternative information sources
 - (7) Extracurricular Activities
 - (8) Career/vocational related activities
 - (e) Individual as a participant in leisure experiences
 - (1) Playing games
 - (2) Sports and physical fitness
 - (3) Camping and outdoor activities

- (4) Nature study, appreciation and development
- (5) Hobby activities
- (6) Craft activities
- (7) Art activities
- (8) Entertainment and cultural activities
- (9) Daily leisure activities
- (f) Individual as a consumer of goods and services
 - (1) Consumer of goods
 - (2) Consumer of services
 - (3) Financial consumerism
 - (4) Dealing with advertising
 - (5) Money management
- (g) Individual as a responsible and responsive citizen
 - (1) Citizenship
 - (2) Maintaining the environment
 - (3) Obeying laws and regulations
 - (4) Legal rights
 - (5) Participation in community activities
 - (6) Participation in government system

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TRANSPARENCIES

This transparency presentation summarizes the content of this module. It does not include all the information contained within this module and should be used to supplement its implementation.

Transparency 1

Direct Interventionist Approach

Active

Responsible

Functional

Adaptable

Performance based

Dynamic

Factors Effecting Curriculum Decisions

Student

Teacher

Social Environment of the Adolescent

School or Educational Placement

Mass Media

Transparency 2

Guidelines and Considerations for Managing Curriculum

Deciding whether appropriate commercial materials exist

Determining whether available materials can be adapted to meet student needs

Determining whether teacher made materials are required

Teacher Considerations

Are skills functional and needed by the student?

Are skills useful to student outside the instructional setting?

Does the skill expand the student's current level of functioning?

Are the steps between skills adaptable?

Are functional skills and training included in the curriculum?

Are skills and sequences adaptable to the individual needs of each student?

Transparency 3

Implementation Questions

What are the prerequisite skills required for the teacher and student?

How much writing, verbal, pointing, sorting, etc., is required for the curriculum?

Are the teaching activities individualized and are there enough of them?

Are the instructions clear to both teachers and paraprofessionals?

Do the activities require materials not readily available in the classroom?

Do the teaching activities promote generalization?

Does the curriculum support other curriculum currently in use?

Is the balance between direct instruction and group activities appropriate?

Evaluation and Recordkeeping Considerations

Does the evaluation system measure the instructional objectives?

Does the record keeping system allow for regular assessment of student's performance and is this system compatible with the current classroom system?

Does the curriculum provide a system for making educational programming decisions?

Does the curriculum allow for meaningful student/teacher feedback?

Are remediation strategies available?

Adapting the Curriculum

General Considerations for Clarity

- Simplifying by changing the difficulty level of the vocabulary
- Using instructional aids
- Dividing the curriculum into smaller units
- Blocking out extraneous stimuli
- Highlighting relevant instructions
- Teaching directions first
- Incorporating lessons from other familiar classroom activities
- Working with a student peer

Meeting Classroom Management Requirements

- Adapting the curriculum to meet the daily work routines
- Adapting the curriculum to personal portfolio requirements, if appropriate
- Adapting procedures for students to transition from one activity to another
- Adapting the curriculum to meet behavior management procedures

Transparency 6

Classroom and Teacher Adaptations

General Considerations

- ✓ Avoid *reinventing* the wheel and adapt existing curriculum.
- ✓ Clearly identify the short-term and long-term objectives of the curriculum.

Teacher Considerations

- ✓ Decrease the opportunity for students to *practice errors*.
- ✓ Present clear and succinct directions.
- ✓ Analyze teacher prompts and student response to ensure that curriculum is being presented in effective manner.
- ✓ Ensure balance between direct instruction and independent practice.
- ✓ Develop formal evaluation procedures to provide continuous assessment of student learning.

Transparency 7

Reading and Math Curriculum

1. Curriculum must be meaningful and functional.
2. Curriculum must provide effect instruction to enable successful functioning in the critical effect skills areas and cultural imperative areas of social functioning.
3. Curriculum must be adapted to the individualized needs of the student.
4. Consideration should be given to developing a motivational system to accompany the curriculum implementation.
5. Careful consideration should be given to the influence of peer culture in implementing the curriculum and motivational system.

Reading Curriculum Considerations

Students with disabilities must be equipped with reading skills to enable maximum use of their social and behavioral strengths.

Sixth grade reading level is considered basic literacy.

- Students with disabilities reading ability must enable them to engage in cognitive thinking skills. Utilize direct instruction combined with strategic instruction (i.e., phonemic awareness, phonics, guided oral reading) and develop the following components:
 - Sequencing
 - Drill-repetition-practice
 - Segmentation
 - Direct question and response
 - Control task difficulty
 - Use of technology
 - Teacher made problem solving
 - Small group instruction
 - Strategy clues

Transparency 9

Integrate the reading curriculum into the total curriculum by maximizing exposure to words and concepts utilized in other curriculums.

Question the Author (Q & A)

Utilizing queries, the instructors:

- draw attention to the students ideas to emphasize its importance.
- encourage students to return to the text to clarify their ideas.
- interpret or rephrase a students ideas in order to make them more accessible to others.
- make public some of the processes he/she used in processing text.
- provide information to clarify the text.
- review and highlight major ideas and understandings.

Transparency 10

Reading comprehension curriculum choices, adaptations, and development

- ✓ Simple reading skills emphasize the communication or expression of what was read.
- ✓ Literal comprehension is restating the exact meaning or intent of the reading selection.
- ✓ Maintenance and recall of information is communicating information obtained from some prior reading source.
- ✓ Sequencing is restating a temporarily ordered chain or set of information that was read.
- ✓ Summarization is a description that gives the condensed meaning or intent behind a reading passage.
- ✓ Inferencing is asking the student to interpret the intended meaning behind a reading passage that is not specifically indicated .

Critical reading skills

- ✓ Identification of author's conclusions requires the student be able to find and identify conclusions, findings, recommendations within a reading
- ✓ Distinguish between opinion and fact and between statements supported with data or authors opinion.
- ✓ Determine the validity of an authors statement to determine if an authors statement is well-documented, founded, supported, and logically derived.
- ✓ Identify information presented by the author to determine if it supports his/her statements and formulate counter arguments.

Transparency 11

Math Curriculum Considerations

Math-related skills are important for successful functioning in our modern society. Important considerations in selecting math curriculum

- ✓ Our economic system is built around an individuals, ability to manipulate and mange money.
- ✓ Many of our daily activities are number or math-based.

Because of these realities, students with disabilities should be exposed to math curriculum

- ✓ embedded with functional skills and activities.
- ✓ immediately applicable in the academic and social setting.
- ✓ that emphasizes problem solving rather than rote learning.

Transparency 12

Math Curriculum Considerations

Math basics hierarchically

- ✓ Addition
- ✓ Subtraction
- ✓ Multiplication
- ✓ Division
- ✓ Fractions
 - Addition
 - Subtraction
 - Multiplication
 - Division
- ✓ Decimals
 - Addition
 - Subtraction
 - Multiplication
 - Division
 - Percentage
 - Money
 - Time
- ✓ Measurement
 - Linear
 - Liquid and Dry
 - Weight

Communication and Language Arts: Oral and Written Communication

- Student with disabilities must have the skills to communicate effectively.
- Communication is critical for social interactions and environment.
- Communication is critical for students with disabilities who have difficulty with reading and writing skills.

Basic oral skills include:

- Speaking skills
- Listening skills
- Oral communication
 - One to one
 - One to few
 - One to many

Transparency 13.1

Considerations for selecting oral communication for students with disabilities:

- ❑ Develop and communicate ideas clearly and specifically.
- ❑ Collect information to express and defend IDEA.
- ❑ Transmit information from one source to another.
- ❑ Ask clear questions to obtain information.
- ❑ Answer questions clearly and succinctly.
- ❑ Give accurate and specific directions.
- ❑ Summarize information for others.
- ❑ Participate spontaneously in group discussions.
- ❑ Express an opinion in appropriate manner to situation.
- ❑ Initiate positive greetings and farewells to others and other similar social rituals.
- ❑ Contribute new or personal information to discussion.
- ❑ Propose solutions to group problem-solving activities.
- ❑ Describe another person's viewpoint.
- ❑ Describe differences of opinion.
- ❑ Communicate feelings to others.
- ❑ Use words, pronunciations, and grammar appropriate to a given situation.
- ❑ Use nonverbal signals which are appropriate to a given situation.
- ❑ Use voice appropriately and effectively.
- ❑ Indicate in appropriate manner when understanding is unclear or clear.

Transparency 14

Career and Vocational Educational Curriculum

Considerations for selecting a career and vocational curriculum for students with disabilities

- ✓ Matching career/vocational learning experiences to the individual student's needs
- ✓ Providing programs that correspond to real work settings by including:
 - Assessments of work requirements for students
 - Transferable job-related skills required outside of the school setting
- ✓ Increasing real world experiences for students with disabilities

Four Step Guide to Career/Vocational Curriculum

- ✓ Assess individual students strengths and weaknesses in job-related goals and interests.
- ✓ Identify individual students career and vocational options.
- ✓ Identify general prerequisite skills.
- ✓ Identify work-related skills specific to a given job.

Curriculum Guidelines for Teaching Functional Living Skills

Beginning Social Skills

- ✓ Listening
- ✓ Starting a conversation
- ✓ Having a conversation
- ✓ Asking a question
- ✓ Introducing yourself
- ✓ Introducing other people
- ✓ Giving a compliment

Advanced Social Skills

- ✓ Asking for help
- ✓ Joining in
- ✓ Giving instructions
- ✓ Following instructions
- ✓ Apologizing
- ✓ Convincing others
- ✓ Attending to behavior of others
- ✓ Respecting activities and properties of others
- ✓ Accepting praise from others/responding appropriately to
positive peer pressure
- ✓ Waiting turn
- ✓ Sharing with others
- ✓ Conforming to decisions of others
- ✓ Accepting new participants in an ongoing activity

Eight Domains of Functional Curriculum

- Individual as a Responsive and Responsible Worker
- Individual as a Member of a Household
- Individual as Traveler
- Individual as a Learner
- Individual as a Worker
- Individual as a Participant in Leisure Experiences
- Individual as a Consumer of Goods and Services
- Individual as a Responsible and Responsive Citizen