

# Module 6: Curriculum for Individuals with Disabilities in the Juvenile Justice System

## Instructional Design Specifications

**Program:** EDJJ Professional Development Series

**Competency:** Upon completion of Module 6, the participant will be able to select, design, and adapt curriculum for students with disabilities.

**Rationale:** Youth with disabilities are overrepresented in correctional facilities (Leone, Rutherford, & Nelson, 1991). It is estimated that between 30 and 50% of incarcerated juveniles have a disability and are eligible for special education services. (previous estimates are between 20 and 60% according to Lewis, Schwartz, & Ianacone, 1988, and Rutherford, Nelson, & Wolford, 1985). Therefore, a critical aspect of correctional education is a curriculum to meet the individualized needs of all students. Given the legal mandates to serve incarcerated juveniles and young adults with disabilities, it is vital that correctional educators have the skills necessary to select, design; and adapt appropriate individualized curriculum. For introductory information on correctional special education, readers may be referred to Poe-Yamagata & Jones (2000), and Rutherford, Nelson, & Wolford (1985).

**Prerequisites:** It is recommended that participants have a working knowledge of the information presented in the EDJJ Training Modules 1 - 5.

## **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.

## Needs Assessment

This module has been designed to meet the needs of educators, administrators, and others working with correctional education programs for juveniles. The module can be used by participants with a broad range of skills and experiences. Therefore, not all training sections and components may be appropriate for you. To determine your training needs and to make our training more efficient, please have your participants complete the following survey.

As a facilitator of this module, you may ask the participants to rate each of the following items as:

1. High training priority (“Must be covered”)
2. Medium training priority (“ I could use the information”)
3. Low priority (“Not needed or applicable”)

<u>Topic</u>	<u>Rating</u>		
1. Direct Interventionist Approach	1	2	3
2. Factors Effecting Curriculum Decisions	1	2	3
3. Guidelines for Managing Curriculum	1	2	3
4. Reading Curriculum Considerations	1	2	3
5. Math Curriculum Considerations	1	2	3
6. Communication & Language Arts Considerations	1	2	3
7. Vocational/School to Work Education Curriculum	1	2	3
8. Guidelines for Teaching Functional Living Skills	1	2	3

## **Objectives**

This module is organized in a manner that provides a general outline of information related to instructional methods and strategies. While the module should provide sufficient information for the instructor, it is acknowledged that instances may exist where the instructor will need to complete some additional reading and/or supplement the materials provided herein. It is also recommended that the information be provided to participants in a lecture format which is guided by the details of the module. This lecture can and should be supplemented with real life anecdotes and elaboration by both the instructor and participants. Following each section, it is suggested that the mode of instruction be adjusted to maintain participant interest. For example, following a lecture on graphic organizers, participants may work together to develop a lesson that uses this effective learning strategy.

Additionally, no time frames are provided to the instructor. It is acknowledged that the module will serve a variety of purposes for instructors. While participants would develop a more comprehensive understanding of instructional methods and strategies through exposure to the entire module, it is understandable that time constraints may limit this possibility. Given the varied uses of the module and the variation in time needed to share personal experiences and complete activities/assessments, the separation of the module into specifically timed sessions is left to the judgment of the instructor. Upon completion of this module, participants should be able to accomplish the following objectives.

- 1.0 Direct Interventionist Approach
  - 1.1 Define *curriculum* and *instruction*.
  - 1.2 Describe the characteristics of a direct interventionist approach to instruction and curriculum decisionmaking.
- 2.0 Describe the Factors Affecting Curriculum Decisions
  - 2.1 Describe guidelines and considerations for selecting curriculum.
- 3.0 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.
- 4.0 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.
  - 4.6 Describe considerations for developing reading-related study skills curriculum.
- 5.0 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.
- 6.0 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.
  - 8.4 Describe considerations and guidelines for developing a writing skills curriculum.
- 7.0 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.
- 8.0 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).

## Participant Activities

The following activities have been designed to accompany the various content areas of this module. They are supplemental in nature and each activity has been keyed to the outline numbering system used throughout the module content outline.

### Introduction

Using the activities you use on a daily basis in your classroom, how would you describe the similarities and differences between curriculum and instruction?

#### 1.0 Direct Interventionist Approach

1.1 You have been asked to present an in-service that includes a description of the *direct interventionist approach* to instructional programming. Describe a practical example that illustrates each of the characteristics of this approach.

#### 2.0 Factors Affecting Curriculum Decisions

- 2.1 Adolescent and young adult learners bring many factors to the learning environment that must be considered when preparing and presenting instruction and curriculum. Describe how each of these factors have affected your teaching behaviors.
- 2.2 Identify some of the characteristics you, as the teacher, bring to the classroom environment and explain how they affect your teaching.
- 2.3 Describe and illustrate the major social environmental influences of the adolescent and young adult that affect your teaching effectiveness and decision making.

#### 3.0 Guidelines for Managing Curriculum

- 3.1 After instructional targets have been identified and written in behavioral objective format. What general decisions does the teacher have to make about the selections and use of curriculum? Apply these decisions to an individual education plan objective for one of your students.
- 3.2 Most of you have commercially prepared materials in your classrooms. What areas and questions did you consider in selecting these materials?
- 3.3 Identify a piece of academic curriculum that you have recently acquired. Identify a student to whom you would like to present the curriculum. Describe the areas and kinds of adaptations you might need to make the student successful.

- 3.4 Identify the student for whom prepared and adapted curriculums are inappropriate. Identify an academic behavior the student needs to learn. Describe the considerations you would have in developing some teacher-made materials to teach that skill.

#### 4.0 Reading Curriculum Considerations

- 4.1 You have been given \$1,000 to purchase new reading materials. What assumptions and conditions should you keep in mind when evaluating this curriculum?
- 4.2 Given a student with specific instructional reading needs, what reading curriculum options are available to you?
- 4.3 Given the above curriculum options, what considerations do teachers have to keep in mind when applying the curriculum?
- 4.4 Explain how reading curriculum goals are the same and different for elementary-aged and adolescent/young adult-aged students.
- 4.5 Explain the following statement: “When emphasizing vocabulary reading, the focus should remain in the context of their total academic and social environments.” The student may be referred to the curriculum resource list for functional academics (p. 211-213) in Nelson, Rutherford, & Wolford (1987).
- 4.6 When evaluating reading comprehension related curriculum, how would you determine whether *simple* or *critical* reading comprehension is emphasized?
- 4.7 Many of the students with whom you work must learn to read from textbooks or other prepared instructional materials. Identify one of your students who has to read from a textbook. Describe the characteristics of this curriculum that help you teach the student to use the textbook more effectively.
- 4.8 In teaching a student reading-related study skills, what are some of the critical skills that must be taught.

#### 5.0 Math Curriculum Considerations

- 5.1 Explain how many daily activities engaged in by students are number or math-based. Given this emphasis, explain the considerations for selecting and using math curriculum in the classroom setting
- 5.2 If you had to develop a comprehensive math curriculum for students with disabilities in a correctional setting, what would be the basic content areas that you would include?

#### 6.0 Communication and Language Arts

- 6.1 Curriculum that deals with oral communication covers a wide variety of skill areas. Identify the student with whom you have worked, and describe the oral communication areas that were emphasized in your instruction that deal with speaking.
- 6.2 As a complement to the above, what listening skills were included in the curriculum for that student?

6.3 When working with students with disabilities, what are the critical language arts curriculum areas that should be included in written communication?

7.0 Vocational/School-to-Work Education

7.1 As we prepare students to enter the work world, we attempt to increase their opportunities to compete successfully for jobs. Describe some things you do now and additional techniques you will use to facilitate this process.

7.2 Describe and illustrate how the four-step guide can assist in directing curriculum decisions.

8.0 Functional Living Skills Curriculum Considerations

8.1 Review the basic guidelines that have been applied to other curriculum areas, and describe how they could be applied in developing functional skills curriculum.

8.2 Identify a student you feel could benefit from a comprehensive social skills training program. Develop a set of individualized skills that could be taught including one sample from each of the major skill areas.

## Participant Assessment

The following are samples of possible test items that may be used to measure learner participation in the module. These items emphasize the participant competencies given in the module and facilitator's guide. The facilitator should add and delete items to meet their individual teaching sequences and methods.

### 0.0 Direct Interventionist Approach

#### 0.1 True or False

Curriculum and instruction are the same and may be used interchangeably.  
Explain your answer.

#### 0.2 The Direct Interventionist Approach to instruction is characterized as active, responsible, functional, and

- A. performance-based.
- B. process oriented.
- C. dynamic.
- D. nondirected.
- E. A & C

### 1.0 Factors Affecting Curriculum Decisions

#### 1.1 Which of the following is/are critical components that must be considered in planning instruction for students with disabilities in correctional settings?

- A. Student Characteristics
- B. Teacher Characteristics
- C. Facility/Security Environment
- D. School or Educational Placement
- E. All of the above

### 2.0 Guidelines and Considerations for Managing Curriculum

#### 2.1 After instructional targets have been identified and written in behavioral objective format, list three questions teachers should ask themselves about the selection and use of curriculum.

- A.
- B.
- C.

- 2.2 When developing and considering academic curriculum for students with disabilities, it is important to consider
- A. the functional value of the curriculum.
  - B. the ability to individualize.
  - C. if an age appropriate motivation system is present.
  - D. all of the above.
  - E. A & C
- 2.3 What basic questions should teachers ask themselves if commercially prepared materials are inadequate for meeting the curriculum and instructional needs of their students?
- 2.4 When acquiring commercially prepared materials, a number of questions should be asked. For each of the following headings, identify three related questions.
- A. Purchasing Information
    - 1.
    - 2.
    - 3.
  - B. Instructional Content
    - 1.
    - 2.
    - 3.
  - C. Implementation
    - 1.
    - 2.
    - 3.
  - D. Evaluation
    - 1.
    - 2.
    - 3.
- 2.5 True or False  
When the teacher finds that a piece of curriculum is inadequate in its commercially prepared form, the first step is to prepare his/her own curriculum.
- 2.6 True or False  
First and foremost, teacher-made materials should be designed to eliminate the likelihood that the student will make errors or experience failure.

### 3.0 Reading Curriculum Considerations

- 3.1 Briefly describe how reading curriculum goals are the same and different for elementary-aged and adolescent/young adult-aged students.

- 3.2 When teaching reading, it is important to
- A. teach reading as an independent academic area.
  - B. avoid presenting varied reading activities.
  - C. teach reading based on the average reading level of the student group.
  - D. provide a low interest-high vocabulary curriculum.

3.3 True or False

The focus of reading instruction and curriculum for the adolescent or young adult with disabilities in correctional settings is on *learning to read* rather than *reading to learn*.

- 3.4 Literal comprehension, maintenance and recall of information, sequencing, summarizing, and inference are all examples
- A. simple reading skills
  - B. critical reading skills.
  - C. a task analysis of vocabulary comprehension skills
  - D. A & C
  - E. B & C

3.5 Reading-related study skills emphasize

- A. reading study skills.
- B. reading in text books.
- C. learning to read.
- D. A & C
- E. A & B

#### 4.0 Math Curriculum Considerations

- 4.1 List at least eight of the ten basic content areas of a math-related curriculum.

- A.
- B.
- C.
- D.
- E.
- F.
- G.
- H.

4.2 True or False

In making math curriculum decisions, it is important to incorporate math skill into a total language experience approach.

- 4.3 When selecting and evaluating math curriculum, name four factors that should be considered.
- A.
  - B.
  - C.
  - D.

## 5.0 Communication and Language Arts Curriculum Considerations

- 5.1 Oral communication skills should be taught
- A. in an interpersonal context.
  - B. emphasizing the ways that meaning of information is transferred.
  - C. in a variety of conditions and situations.
  - D. in conjunction with listening skills.
  - E. all of the above.
- 5.2 List four skill areas that should be included in a listening skills curriculum
- A.
  - B.
  - C.
  - D.

- 5.3 True or False  
A writing skills curriculum should include and focus on activities directly related to a student's likelihood of success in his work, home, and school settings.

## 6.0 Vocational/School-to-Work Education Curriculum Considerations

- 6.1 List the four areas that should be considered prior to directing curriculum decisions for Vocational/School-to-Work instruction.
- A.
  - B.
  - C.
  - D.
- 6.2 True or False  
Public secondary schools, correctional education programs, and many alternative or diversionary programs provide a learning or working environment that corresponds to real-world work settings.
- 6.3 True or False  
The bottom line in any career/vocational curriculum is to provide the student with the skills necessary to secure and maintain a job.

6.4 Name five competency areas that are personal and interpersonal job-related skills.

- A.
- B.
- C.
- D.
- E.

## 7.0 Curriculum Guidelines for Training Functional Living Skills

7.1 In developing a social skills curriculum a number of critical areas must be addressed. For each of the following areas, identify three relevant skills.

A. Managing Aggression

- 1.
- 2.
- 3.

B. Managing Stress

- 1.
- 2.
- 3.

7.2 The functional living skills curriculum

- A. should be the same for everyone.
- B. needs to include practice experiences.
- C. should be directly applicable to the student's living situation.
- D. should be specific only to their present situation.
- E. all of the above.

## **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

## **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?

## Transparency 5

# 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 effective 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.
- makes public some of the processes he/she used in processing text.
- provide information to clarify the text.
- reviews and highlights 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 individual's ability to manipulate and manage 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

## Transparency 13

# 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

## Transparency 16

# **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