STRUCTURED LEARNING PROCEDURES
(SKILL-TRAINING ACTIVITIES SUGGESTED BY GOLDSTEIN AND GERSHAW, 1976)

Each of the 59 tape displays listed below depicts a different daily living skill or skill combination. Each skill is broken down into four to six different behavioural steps. The steps constitute or are the operational definition of the given skills. Each tape depicts one skill, and consists of ten vignettes in each of which actors expertly portray the steps of that skill in a variety of community, hospital, and transitional settings. The six to twelve trainees constituting the Structured Learning group are selected based upon their shared skill deficiencies, essentially independent of their formal diagnoses. Trainers describe the first skill to be taught and hand out skill cards to all trainees on which the name of the skill and behavioural steps are printed. The first modeling tape is then played. Trainees are told to listen closely to the way the actors in each vignette on the tape follow the behavioural steps.

The 59 Structured Learning skills include:

A. Single Skills

Series I. Conversations: Beginning Skills
Skill 1. Starting a conversation
Skill 2. Carrying on a conversation
Skill 3. Ending a conversation
Skill 4. Listening

Series II. Conversations: Expressing Oneself
Skill 5. Expressing a compliment
Skill 6. Expressing appreciation
Skill 7. Expressing encouragement
Skill 8. Asking for help
Skill 9. Giving instructions
Skill 10. Expressing affection
Skill 11. Expressing a complaint
Skill 12. Persuading others
Skill 13. Expressing anger

Series III. Conversations: Responding to Others
Skill 14. Responding to praise
Skill 15. Responding to the feelings of others (empathy)
Skill 16. Apologizing
Skill 17. Following instructions
Skill 18. Responding to persuasion
Skill 19. Responding to failure
Skill 20. Responding to contradictory messages
Skill 21. Responding to a complaint
Skill 22. Responding to anger
Series IV. Planning Skills

Skill 23. Setting a goal
Skill 24. Gathering information
Skill 25. Concentrating on a task
Skill 26. Evaluating your abilities
Skill 27. Preparing for a stressful conversation
Skill 28. Setting problem priorities
Skill 29. Decision making

Series V. Alternatives to Aggression

Skill 30. Identifying and labeling your emotions
Skill 31. Determining responsibility
Skill 32. Making requests
Skill 34. Relaxation
Skill 35. Negotiation
Skill 36. Helping others
Skill 37. Assertiveness

B. Skill Combinations

Application Skills*

Skill 38. Finding a place to live (through formal channels)
Skill 39. Moving in (typical)
Skill 40. Moving in (difficult)
Skill 41. Managing money
Skill 42. Neighboring (apartment house)
Skill 43. Job seeking (typical)
Skill 44. Job seeking (difficult)
Skill 45. Job keeping (average day's work)
Skill 46. Job keeping (strict boss)
Skill 47. Job keeping (strict boss)
Skill 48. Restaurant eating (typical)
Skill 49. Organizing time (typical)
Skill 50. Using leisure time (learning something new)
Skill 51. Using leisure time (interpersonal activity)
Skill 52. Social (party)
Skill 53. Social (church supper)
Skill 54. Marital (positive interaction)
Skill 55. Marital (negative interaction)
Skill 56. Using community resources (seeking money)
Skill 57. Using community resources (avoiding red tape)
Skill 58. Dealing with crises (inpatient to nonpatient transition)
Skill 59. Dealing with crises (loss)

*Each application tape portrays a model enacting three to eight Basic Skills, in a sequence and combination chosen to deal completely with a real-life problem.
MODEL FOR EVALUATION OF SKILL TRAINING PROGRAMME FOR CHILDREN (DESTEFANO, HOWE, HORN & SMITH, 1991)

Component 1: Curriculum Programming

Child-Centered Assessments

Do assessments consider the child's:
* needs in the current environment?
* current level of functioning?
* potential needs in future environments?

Curriculum Content

Are skills chosen for training:
* useful for the child now?
* appropriate for the child's developmental age?
* teachable during various activities?
* intended to increase the child's ability to interact with people and things?
* taught during times in which using the skill is appropriate and makes sense?

Are goals and objectives embedded into both naturally occurring daily activities and planned activities?

IEPs and IFSPs

Do the IEPs and IFSPs you write:
1. Reflect family concerns, strengths, and needs?
2. Set objectives based on an analysis of the child assessments and the ecological inventory?
3. Identify training needs that are:
   * useful?
   * immediately applicable?
   * appropriate to the child?
   * appropriate to the family?
4. Allow the child to join in an activity even though unable to perform the skills without help?

Component 2: Organization of the Learning Environment

Settings

Are settings based upon the individual needs of the child and family?

Settings should be flexible, because those needs change over time. Are yours?
Is your use of space efficient and safe? Do you have:

* clearly posted general safety guidelines?
* clearly delineated areas (listening/reading area, academic area, art area...)?
* adequate space to move about?
* appropriate modification in place (door closed to reduce noise, adequate lighting, carpeted area)?

Organization of Instruction

Does the schedule:

* assign staff responsibilities?
* assign children to activities and classroom areas?
* allow adequate time for each activity?
* allow the use of appropriate equipment and materials?

Are activities organized to:

* reflect the educational needs of each child?
* address appropriate educational objectives throughout the day?
* provide a balance of 1-to-1, small-group, and large-group instruction?
* promote integration with typical peers?

Are activities:

* appropriate to the needs of the child and family?
* useful to the child?
* making use of naturally occurring cues?

Are activities and materials within the settings:

* challenging but not too difficult?
* encouraging child responses?
* encouraging social interactions at home and school?
* using appropriate adaptive equipment?

Are some materials accessible, so the child can explore independently? Are other materials hard to reach, so the child has to request them?

Organization of Instruction

Are procedures for collecting data clearly understood?

Are data analyzed on a regular basis?

Is progress reported to the family on a regular basis?
After the data are analyzed, are changes made by team consensus?

Component 3: Social Skills

Assessing Social Skills

Do assessments take place in home and/or preschool settings, such as at play or at meals?  
Do you use scales that measure functional social interaction, such as:  
* the Maternal Behaviour Rating Scale?  
* the SCIP Checklist?  
* one designed by preschool staff?

Do you use assessments determine the:  
* frequency (how often) of social interactions?  
* quality (positive/negative) of social interactions?  
* appropriateness (to the situation) of social interactions?

Do your assessments analyze the level of continued interactions between child and/or between children and

Training Social Skills

Are the social skills you target for training:  
* based upon results of child-centered assessments done within natural settings?  
* skills the child needs in the current environment and/or in future environments?

Are your training activities:  
* done during naturally occurring times throughout the day? (Are they done during wake up, at meals, when getting ready to go outside, when saying hello or goodbye, and when the child needs assistance?)  
* appropriate to the child/s chronological age? (Do infants interact mostly with adults? Do toddlers interact more with other children?)  
* encouraging generalization of skills by providing a variety of interactions with different people? (For infants, this may include parents, aunts, uncles, siblings, grandparents, baby sitters. Toddlers might also interact with other toddlers and nonrelatives).  
* designed to encourage continued interactions between the child and others? (Do they encourage the parents and the child to play together? Do they encourage modeling by parents and teachers, and tutoring by peers? Is the environment structured to encourage interactions).

Arranging for Interaction

Are materials, activities, and space arranged to encourage social interactions between the child and others, both children and adults?  
Is physical space arranged so that the child is near other?
Do materials and activities encourage interactions between children? Are materials arranged so that several children can play together with them?

Component 4: Using Support Services

Using Support Services

Does your use and coordination of support services take into account

* the family's needs (as identified in the IFSP)?
* the child's needs (as identified in the IEP or IFSP)?
* the teacher's skill level?
* the specialists' knowledge?
* the team model (multidisciplinary, inter-disciplinary, or transdisciplinary)?

Using Support Services - Within the Preschool/Home/Based Program

Do the instructional goals reflect the child's needs across all disciplines?

Are specialists' recommendations incorporated within the child's daily routine, such as those of the:

* physical therapist (crawling to a snack)?
* vision therapist (object location-locating a chair)?
* nutritionist (orange juice for vitamin C)?

Do parents, teachers, and specialists share information?

Do the specialists and the preschool teacher share information in order to expand their own learning?

Do activities promote generalization of skills?

Using Support Services - Among Agencies

Do you use support services from many different agencies, such as the:

* child's preschool?
* Department of Health?
* Department of Human Services?
* hospital?
* elementary school?
* university speech and hearing services department?

To coordinate services among agencies, do you:

* identify a case manager from the "lead" agency?
* encourage case managers to gather the information that helps them identify services appropriate for the child and family?
* share information with the family so the family can make decisions about the child's programme?
* locate, obtain, and use community resources according to the needs of the individual child and family?
Component 5: Family Involvement

Family Assessment

Are your family assessments individualized? □ □ □ □

Do they reflect family priorities

To achieve that, do you use:

- direct assessments (such as the Family Needs Survey [Bailey and Simeonsson] or the Family Needs Scale [Dunst, Trivette, and Deal])?
- reports from parents?
- professional observations?
- assessment?
- setting goals (via the IFSP)?
- intervention?
- program evaluation?

Family Professional Partnership

Do professionals work with the family, so that family members become partners in making decisions? Do families know about:

- their child's disabilities?
- how to solve problems?
- how to become effective advocates?
- relevant laws and their own rights?
- available community resources (such as day care, preschools, respite care...)?

Communication Strategies

Does the case manager make sure that the family and the service personnel (such as the social worker and the physician) communicate with each other?

Does the case manager use progress notes and other written messages, personal contact, and telephone calls to keep communication channels open?

Component 6: Transition

Transition Planning

When planning to move the child to a new setting, do you

1. Select a transition coordinator from each setting?
2. Set a general timeline for transition?
3. Convene a family meeting to:
   - determine transition needs for child, family, and staff in the current setting?
   - develop and write transition goals for the current setting?
   - identify options for placement?
   - obtain the parents' consent to release the child's name to the future program?
4. Arrange for family and staff to visit and evaluate possible future programs?
5. Convene a family meeting to:
   * determine transition needs for child, family, and staff in the future setting?
   * develop and write transition goals for the future setting?
   * determine placement?
6. Update the child’s file and send it to the next program staff?
7. Have parents and both staffs evaluate transition procedures?

Transition from Home or Other "Noneducational" Setting

To build interagency cooperation and communication, do you:
* try to coordinate services with agencies that screen and serve children?
* identify a case manager(s) or transition coordinator?
* organize a referral system and share records and information between agencies?
* begin the transition process?

Transition Between Programs

When you prepare to move the child to a new setting, do you organize a transdisciplinary team that includes various members, such as:
* family members?
* the baby sister?
* the transition coordinator?
* the current teacher?
* the future teacher?

Do assessments and curricula in current and future programs focus upon the current and future needs of the child and the family?

Is the child’s individual transition plan:
* part of the IEP or IFSP?
* written and implemented by the transition team?

Do you have a strategy for follow-up and evaluation to assess the success of the transition?

Do you keep communication lines open through personal contact, telephone calls, and/or written messages, in case problems arise?
QUESTIONNAIRE TO STUDY PARENTAL EXPECTATIONS AND PERCEPTION OF IMPROVEMENT

Learning to cope with the demands of life and aspiring to achieve a good quality of life are important human concerns. All parents are interested in providing a conducive environment for their children to achieve these goals. However, the same method may not be equally good for each of us, so we select what is best for our child. You have selected a programme and we would be interested in learning your experiences in this regard. We will appreciate your observation and request you to go through this questionnaire and give your comments. Your confidentiality will be strictly respected. We thank you for your kind co-operation and apologize for inconvenience to you.

1. What do you consider to be the most important things that you want your child to learn. Write any five.

2. What improvements do you see in your child which please you.

3. Are you sometimes depressed about your child's inability to acquire some quality/qualities.

4. Do you think that the child would have learnt all these things at home, without being sent to school.

5. What aspects of your child's behaviour do you believe need to be improved?

6. What do you believe to be your child's strengths and weaknesses?
SHEET FOR NOTING BIOGRAPHIC INFORMATION

Name of the student :-

Father's name :-

Father's age :-

Mother name :-

Mother's age :-

Father's education :-

Mother's education :-

Family income :-

Number of the children :-

Address :-
QUESTIONNAIRE TO STUDY TEACHERS' EXPECTATIONS AND NEED FOR IMPROVEMENT

Teaching is the noblest of professions and I congratulate you for choosing a vocation that is helping to educate and train children who would otherwise have not been able to express their qualities and capabilities.

We will benefit greatly by knowing your experiences and would request you to please give your comments to the queries below. Your confidentiality will be strictly respected and I thank you for your kind cooperation.

1. What aspect of your work affords you the greatest satisfaction and what aspect makes you feel unhappy?
   (a) makes me satisfied       (b) makes me unhappy

2. In your opinion which tasks and activities are of primary importance for your students.

3. Out of these, which are learnt most successfully by your students?

4. In which area do you think more effort and improvement is required.

5. Do you feel that your effort in training and educating the children in this school is worthwhile?

6. Any other comments.
NAME OF THE TEACHER:

AGE:

SEX:

EDUCATIONAL BACKGROUND:

FAMILY INCOME:

DATE OF JOINING:

EARLIER EXPERIENCE: