

References and Annotated Bibliographies for Part II:
Who are the Students with Significant Cognitive Disabilities?

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Whitman, T. L. (1990). Self- regulation and mental retardation. *American Journal on Mental Retardation*, 94, 347-362.

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Ref. Type: Journal

Notes: Journal article

Title: Effects of peer-delivered self- instructional training on a lunch- making work task for students with severe disabilities

Authors: Agran, M., Fodor- Davis, J., Moore, S. C., & Martella, R. C.

Pub. Date: 1992

Source: Education and Training in Mental Retardation

Vol, Issue: 27, 3

Publisher:

Page #: 230-240

Keywords: self- instructional training, peer-delivered, work performance, severely mentally retarded

Abstract:

Participants: 3 students (aged 14 -16) with moderate to severe disabilities and 2 students (aged 14 and 15) with mild mental retardation participated in the study.

Test Design: The purpose of the study was to investigate the effects of peer-delivered, self- instructional training on the work performance of students with moderate to severe disabilities. Two students with mild mental retardation (ages 14-15 years) were trained to teach the participants, 2 task-specific, self-instructions, and an interactive statement to a customer while preparing sack lunches.

Findings: 2 out of 3 students were able to make sack lunches in the correct sequence and generalized their responding across novel customers. The 3rd student was only able to increase performance with generalized responding across novel customers after picture cues were added to a self instructional training package directed by a non-peer trainer.

Ref. Type: Journal

Notes: Journal Article

Title: The critical need for non-school instruction in educational programs for students with significant disabilities

Authors: Brown, L., Nisbet, J., Ford, A., Sweet, M., Shiraga, B., York, J., & Loomis, R.

Pub. Date: 1983

Source: Journal of the Association for Persons with Severe Handicaps

Vol, Issue: 8, 3

Publisher:

Page #: 71-77

Keywords: significant cognitive disabilities, non-school instruction

Abstract

Participants:

Test Design: This is a review of educational service delivery models including a discussion of 6 learning and performance characteristics and 4 instructional location strategies. The educational implications and pros and cons of each are provided.

Findings: The thesis offered is that placing students with significant cognitive disabilities in age-appropriate classrooms is necessary, but not sufficient to prepare them for acceptable functioning in the school and community. Educators must also provide direct instruction in a wide variety of integrated and non-school environments. Decisions related to non-school environments and activities are so important that they should take precedence over the selection of skills, materials, and measurement systems.

Ref. Type: Journal

Notes: Journal article (Literature review)

Title: Stimulus generalization of skills and persons with profound mental handicaps

Authors: Fox, L.

Pub. Date: 1989

Source: Education and Training in Mental Retardation

Vol, Issue: 24

Publisher:

Page #: 219-229

Keywords: mental retardation, stimulus, generalization, mental handicaps

Abstract:

Participants:

Test Design: (*Method of review*). The purpose of the review was to review literature on research studies that have been conducted and that documented stimulus generalization skills by individuals with severe mental handicaps. Two computer searches on ERIC and PSYCHINFO and a manual search were conducted. All articles that described interventions used for the acquisition of skills with students who are profoundly mentally handicapped or severely handicapped were examined for data indicating stimulus generalization. Only those studies that clearly described the participants as severely mentally handicapped were included in the analyses. 25 studies were identified and analyzed.

Findings: Findings from this review revealed that studies that indicated successful generalization included some of the following characteristics: trained a number of exemplars, trained behaviors that are likely to be reinforced in natural settings by natural consequences, trained with stimuli common to generalization setting and trained skills that are functional. Overall the research that has been conducted seems to demonstrate that generalization may occur with certain subjects under certain conditions.

Ref. Type: Book

Notes: Book

Title: Generalization for students with severe handicaps

Authors: Haring, N. G. (Ed)

Pub. Date: 1988

Source: Generalization for students with severe handicaps

Vol, Issue:

Publisher: Seattle, WA: University of Washington Press

Page #:

Keywords: generalization skills, severe disabilities

Abstract:

Participants:

Test Design:

Findings: The book is divided in two sections. The first section consists of five chapters and provides a summary of the history of the problem of skill generalization among students with severe handicaps. Specifically, the authors present a review of the empirically based strategies that have been proposed to solve the problem. In addition they provide a discussion of the characteristics and foundations of decision rules that can be used to decide which strategies will work best in a given situation. They also describe studies that examined the effectiveness and characteristics of decision rules for generalization. Section two of the book consists of four chapters that provide a detailed guideline for practitioners in the implementation of a systematic approach to generalization. This guide includes: writing objectives for generalization, probing skill use, strategies to improve generalization and decision rules, and procedures for generalization. References are provided for most of the chapters.

Ref. Type: Journal

Notes: Journal article

Title: Teaching Persons with severe disabilities to use self-instruction in community settings: An analysis of applications

Authors: Hughes, C. & Agran, M.

Pub. Date: 1993

Source: Journal of the Association for Persons With Severe Handicaps

Vol, Issue: 18, 4

Publisher:

Page #:261-274

Keywords: severe disabilities, self- instruction, teaching

Abstract:

Participants:

Test Design: This is a review and analysis of five studies on the effects self-instructional programs on increasing the independence of individuals with moderate or severe mental retardation in integrated environments. These five studies were selected based on four criteria: (1) the study was done in a community setting, (2) participants were persons with moderate or severe mental retardation, (3) the main component of the independent variable was self instruction, and 4) the study was published in a refereed journal.

Findings: Findings showed that overall, teaching persons with severe disabilities to self-instruct to enhance acquisition, generalization, and maintenance across a variety of skills is feasible. However there were some methodological issues that need to be considered when interpreting the results of some of the studies. The authors also propose directions for future studies.

Ref. Type: Journal

Notes: Journal article

Title: Self-instructional intervention for teaching generalized problem-solving within a functional task sequence

Authors: Hughes, C., Hugo, K., & Blatt, J.

Pub. Date: 1996

Source: American Journal on Mental Retardation

Vol, Issue: 100, 6

Publisher:

Page #: 565-579

Keywords: mental retardation; problem-solving, instructional effectiveness, self-management

Abstract:

Participants: Five high school students with severe mental retardation participated in the study

Test Design: The purpose of the study was to investigate the effects of an intervention that combined self-instruction with several exemplar training on the generalized problem solving of five high school students with severe mental retardation. Aspects of the intervention involved: 1) preteaching self-instruction to proficiency with one exemplar before introducing multiple exemplars and 2) embedding problem situations within a functional task sequence.

Findings: All students learned to perform five trained problem responses and five generalized responses while self-instructing. In addition the self-instructional intervention seemed to reduce the training time required to self-instruction and to decrease the variability with which participants verbalized their self-instructions.

Ref. Type: Book

Notes: Book

Title: Teaching Students With Severe Disabilities

Authors: Westling, D. L. & Fox, L.

Pub. Date: 2004

Source: Teaching Students With Severe Disabilities (3rd ed.)

Vol, Issue:

Publisher: Columbus: Pearson, Merrill

Page #:

Keywords: severe disabilities

Abstract:

Participants:

Test Design:

Findings: This book provides a link between the most current research in the area of teaching students with severe disabilities and current practice. The first section offers initial considerations of working with this population such as families, best practices, and collaboration with other professionals. The second section helps prepare teachers to teach these students. Part three offers general instruction procedures and part four provides specific instructional and management procedures. Teaching academic skills, communication skills, providing support of health and medical needs and teaching personal care skills are all covered in this section. The final part discusses special considerations such as the use of technology, and transition planning and adult issues.

Ref. Type: Journal

Notes: Journal article

Title: Self-regulation and mental retardation

Authors: Whitman, T. L.

Pub. Date: 1990

Source: American Journal on Mental Retardation

Vol, Issue: 94

Publisher:

Page #: 347-362

Keywords: mental retardation, self-control, generalization, skills

Abstract:

Participants:

Test Design:

Findings: The article investigated the education and research implications of defining mental retardation as a self-regulatory disorder. The behavioral, social-learning, and cognitive conceptualizations associated with the structure and development of self regulation was also discussed. How these conceptualizations compliment each other was emphasized. A number of views were discussed and self regulation was described as a complex skill that develops like other skills and can be taught using behavioral techniques. Self-regulation was described as a linguistically guided process. Due to the extensive language deficiencies, individuals with retardation are delayed in developing self-regulatory control. The role played by life experience and motivational processes in the development of self-regulation was also emphasized.

