EXCEPTIONAL EDUCATION SUPPLEMENT
MIDDLE SCHOOL

*Recommendations for self-contained exceptional education classes.
Suggestions:
1. In addition to a “Question Box” try using a tape recorder for students to leave their questions orally.
2. Teachers may write responses on board in place of worksheets.
3. Whenever possible, teachers should try to incorporate lessons into environment where the student will actually use that skill.
4. Pairing students or dividing class into smaller groups can help non-readers complete worksheets with peer assistance.
5. See bibliography for details on materials and other reference books.

Additional Activities:
1. May change “do you like yourself?” worksheet to yes/no answers, done orally for non-readers.
2. In a group discussion, set up individual weekly goals to work on certain skills or behaviors. Evaluate at the end of the week to determine if the goal has been met or not. Chart success and set up incentives, rewards as appropriate.
3. Invite hairdressers, fashion consultants, exercise instructors to talk of self-improvement. Do “make-overs” with students, guiding them in age appropriate hairstyles, clothes, body-image awareness.
4. Discuss and role-play roles of family members. Talk about changes according to individual experiences.
5. Invite people in non-traditional jobs to talk to students about pros and cons.
6. Visit a variety of job sites that show traditional and non-traditional roles.
7. List a variety of ways that people act with friends in different situations. May include what to do when seeing someone daily as opposed to greeting someone after a long separation, when to use hugs as opposed to shaking hands, etc.
8. Discuss and role-play options for recreation and leisure activities. Try different approaches to asking friends to join in activities, how to deal with rejection, how to turn down invitations politely, etc.
9. Role-play appropriate reactions to seeing family members fighting.
10. Discuss who to go to for help if necessary and when it is appropriate to seek help.
11. Invite family members to talk to students about cultural societal standards for dating, marriage, and divorce.
12. Role-play appropriate interactions between boys and girls who are friends, who are boyfriend and girlfriend, who are relatives.
13. Discuss where and when it’s appropriate to hold hands, hug, shake hands, etc.
14. Discuss and role-play being assertive in a variety of situations. May include saying no to peer pressure, standing up for rights, accepting criticism, or rejection from others.
15. Use samples of TV shows to illustrate decision-making, appropriate interactions, age appropriate styles and activities. May role-play other options.
16. Activities may be done on a more individual basis according to maturity of student and interest of parents/guardians.
17. Legal considerations should be optional according to individual students.
18. Practice safety and self-protection techniques against assault. The 3-step plan should be practiced in a variety of settings:
   A. Say “no”
   B. Run away
   C. Get help from someone
   D. Should practice seeking other options if no one is immediately available
19. Invite self-defense experts in to demonstrate techniques.