

TAXONOMY OF BEHAVIORAL OBJECTIVES



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HABILITATION
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**NOTE: Both the *Taxonomy of Behavioral Objectives* and
Social Readiness Program contain pages numbered 1-66.
 APOLOGIES FOR ANY CONFUSION.**

Contents of TAXONOMY OF BEHAVIORAL OBJECTIVES

WHAT THE TAXONOMY IS	xxiii
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HOW TO USE THE TAXONOMY

<i>I. Frequently Used Terms In The Taxonomy</i>	<i>xxvii</i>
<i>II. General Organization Of The Programs</i>	<i>xxviii</i>
<i>III. The Training Process</i>	<i>xxix</i>
<i>IV. Client Performance Options</i>	<i>xxx</i>
<i>V. Concept Development Questions</i>	<i>xxxi</i>
<i>VI. Special Functioning Tasks</i>	<i>xxxiii</i>
<i>VII. Some Considerations Regarding Development Or Refinement Of Data Collection And Processing Systems</i>	<i>xxxvi</i>

BASIC ADAPTIVE SKILLS PROGRAM (BAS)

Summary Content And General Behavioral Objectives	BAS-iii
Itemized Contents	BAS-v
Start Of Program	1
I. Hygiene	1
II. Undressing And Dressing For Females	31
III. Undressing And Dressing For Males	59
IV. Clothes Appearance And Appropriate Dress	79
V. Eating Skills And Table Manners	89

HOME ENVIRONMENT SKILLS PROGRAM (HES)

Summary Content And General Behavioral Objectives	HES-iii
Itemized Contents	HES-vii
Start Of Program	115
I. Clothes Care	115
II. Skills Associated With Meal Preparation And Survival-Type Food Preparation .	127
III. Cooking (Thirty-Two Meals)	143
IV. Basic Nutrition And Menu Planning	167
V. Kitchen Equipment Skills	169
VI. Housekeeping And Safety At Home	175

HEALTH AND SENSORY-MOTOR SKILLS PROGRAM (HSMS)

Summary Content And General Behavioral Objectives	HSMS-iii
Itemized Contents	HSMS-v
Start Of Program	207
I. Basic Knowledge Of Good Health, Illnesses, And Injuries	207
II. Basic Nutrition And Menu Planning	229
III. Practical Motor Skills Development	231

PRE-ACADEMIC MENTAL SKILLS PROGRAM (PAMS)

Summary Content And General Behavioral Objectives	PAMS-iii
Itemized Contents	PAMS-v
Start Of Program	245
I. Performance Readiness	245
II. Perceptual Concepts	251

COMMUNICATION SKILLS PROGRAM (CN.S)

Summary Content And General Behavioral Objectives	CN.S-iii
Itemized Contents	CN.S-v
Start Of Program	257
I. Verbal Communication	257
II. Basic Social Interacting And Etiquette	265
III. Writing Basic Personal Information	275

COMMUNITY SKILLS PROGRAM (CY.S)

Summary Content And General Behavioral Objectives	CY.S-iii
Itemized Contents	CY.S-ix
Start Of Program	291
I. Basic Money Concepts And Shopping	291
II. Advanced Money Concepts	339
III. Advanced Shopping Concepts	353
IV. Community Survival Signs	361
V. Mobility In The Community	365
VI. Use Of The Telephone	383
VII. Awareness Of Community Agencies And Government	391

RECREATION AND LEISURE TIME SKILLS PROGRAM (RLTS)

Summary Content And General Behavioral Objectives	RLTS-iii
Itemized Contents	RLTS-v
Start Of Program	395
I. Use Of Leisure Time At Home	395
II. Use Of Leisure Time In The Community	405

MATH SKILLS PROGRAM (MS)

Summary Content And General Behavioral Objectives	MS-iii
Itemized Contents	MS-vii
Start Of Program	413
I. Math Concepts	413
II. Time Concepts	441

VOCATIONAL SKILLS PROGRAM (VS)

Summary Content And General Behavioral Objectives	VS-iii
Itemized Contents	VS-v
Start Of Program	467
I. Work Production Skills Development	467
II. Orientation To Work Practices	497

MASTER ITEMIZED CONTENTS	505
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Notes:

WHAT THE TAXONOMY IS

The TAXONOMY:

- **is a collection of nine skill training programs** designed to play a fundamental role in *preparing people with disabilities for living and working in the community*. Each program develops one broad conceptual domain. Following is an overview of each program's sub-domains (**sections**), including total number of items (**skills**) and level of sensitivity (number of **tasks** or measurable behavioral objectives).

BASIC ADAPTIVE SKILLS PROGRAM

(196 Skills / 7330 Tasks)

- I. Hygiene
- II. Undressing And Dressing For Females
- III. Undressing And Dressing For Males
- IV. Clothes Appearance And Appropriate Dress
- V. Eating Skills And Table Manners

HOME ENVIRONMENT SKILLS PROGRAM

(196 Skills / 5724 Tasks)

- I. Clothes Care
- II. Skills Associated With Meal Preparation And Survival-Type Food Preparation
- III. Cooking (Thirty-Two Meals)
- IV. Basic Nutrition And Menu Planning
- V. Kitchen Equipment Skills
- VI. Housekeeping And Safety At Home

HEALTH AND SENSORY-MOTOR SKILLS PROGRAM

(72 Skills / 1429 Tasks)

- I. Basic Knowledge Of Good Health, Illnesses, And Injuries
- II. Basic Nutrition And Menu Planning
- III. Practical Motor Skills Development

PRE-ACADEMIC MENTAL SKILLS PROGRAM

(41 Skills / 240 Tasks)

- I. Performance Readiness
- II. Perceptual Concepts

COMMUNICATION SKILLS PROGRAM

(93 Skills / 1929 Tasks)

- I. Verbal Communication
- II. Basic Social Interacting And Etiquette
- III. Writing Basic Personal Information

COMMUNITY SKILLS PROGRAM

(255 Skills / 5281 Tasks)

- I. Basic Money Concepts And Shopping
- II. Advanced Money Concepts
- III. Advanced Shopping Concepts
- IV. Community Survival Signs
- V. Mobility In The Community
- VI. Use Of The Telephone
- VII. Awareness Of Community Agencies And Government

RECREATION AND LEISURE TIME SKILLS PROGRAM

(36 Skills / 1139 Tasks)

- I. Use Of Leisure Time At Home
- II. Use Of Leisure Time In The Community

MATH SKILLS PROGRAM

(120 Skills / 3099 Tasks)

- I. Math Concepts
- II. Time Concepts

VOCATIONAL SKILLS PROGRAM

(81 Skills / 588 Tasks)

- I. Work Production Skills Development
- II. Orientation To Work Practices

The TAXONOMY:

- **is a comprehensive, life-spanning instrument** recommended for progressive habilitation staff firmly committed to the *philosophy of treating people with disabilities as individuals who truly possess the capacity and the right to realize their full individual potentials.*
- **is designed to be used where gross skill assessment procedures end, and individual program planning (IPP) and direct skill training begin.** The TAXONOMY supports the IPP process by *working in conjunction with the requirements for individualized education programs and individual habilitation plans.* In the TAXONOMY, **programs** are general long-term goals, **sections** are specific long-term goals, **skills** are general short-term goals, and **tasks** are specific short-term goals — the TAXONOMY's smallest units of measurable performance.
- **includes 1,100 skills and more than 26,700 component tasks.** Each task incorporates *clearly defined, observable — and therefore measurable — behavior.*
- **is intended to effect desirable changes in behavior** through carefully organized *specificity and attention to detail.*
- **is a deliberate effort to assist instructional staff** in more precise *formulation of objectives*, in keener *awareness of subtleties* often overlooked in the task analysis process, and in the *sequencing of objectives.*
- **serves as a highly motivating resource of ideas and suggestions.**
- **addresses several skill training needs that have been largely excluded from similar instruments**

(for example, *practical application* of time and money concepts).

- **promotes efficient time management.** Paperwork is simplified. *The laborious and difficult process of developing task analyses for each individual's skill training is all but eliminated.* The process of task **composition** becomes for the most part one of task **selection**. Instructional staff will experience a significant increase in the amount of time they have for *long-range planning, for development and refinement of instructional methods and reinforcement techniques, and for development of training materials.*
- **stresses individualization of skill training.** *Only those tasks of a skill are selected that are considered important for an individual, and the user is encouraged to include additional tasks to complement and finalize the individualization process.* Each skill is carefully analyzed to provide a *variety of individual client performance options.*
- **does not dictate or provide locked-in training techniques** or reinforcement schedules that often, in the final analysis, are not useful for an individual client or comfortable for a trainer. Rather, *the freedom (and the burden) of these responsibilities is left to the individual creativity and resourcefulness of the trainer, where it belongs.*
- **is intended to have its content assimilated into the framework of each training facility's data collection system.**
- **offers logic, organization, internal consistency, and specificity to programming.** *A consistent and predictable format is used throughout. Program managers and instructional staff may for the first time "speak the same language" and share "common ground."* The task analyses **communicate** due to language that is carefully structured for precision and conciseness. *Tasks are expressed in positive language that defines intended outcomes in terms of what one needs to do.*
- **is a classification of measurable goals intended constantly to be added to, modified, and otherwise expanded** as each agency's needs require. The TAXONOMY is a *starting point* and, as such, is intended to stimulate rather than confine, to encourage creativity and dynamism rather than serve as a comfortable resting (or hiding) place.
- **is developed for use with a variety of ages of individuals and classifications of disability.** The TAXONOMY is appropriate for use with almost anyone who is in need of the skills it develops.
- **incorporates concept development questions.** Appearing throughout the TAXONOMY, these question-tasks — excluded from most similar documents — are *designed to help the individual develop abstract concepts, including a reasonable understanding of a skill's relationship and application to daily living.* Carefully selected and structured according to an individual's ability level and needs, the questions can *increase motivation and the likelihood of maintaining a skill once it is learned.* They serve, in addition, to *expand basic self-expression and use of logic, and to provide instructional staff with a starting point for group discussions.*
- **serves as a foundation for the development of audio-visual aids** to enhance the training process. *Video-tapes, and photograph and slide sequences can be developed around the task analyses.*

The **TAXONOMY OF BEHAVIORAL OBJECTIVES** is designed to be used after gross assessment of an individual's global skill performance levels has been completed, and after general and specific long-term goals have been established. In other words, **use of the TAXONOMY begins when individual program planning has reached the point of selecting general and specific *short-term* goals (i.e. skills and tasks respectively).**

Results of the gross assessment process should clarify general and specific *long-term* goal priorities for an individual. Establishment of **general long-term goals** will determine which of the TAXONOMY's *programs* to use, and establishment of **specific long-term goals** will determine which *sections* to use. The TAXONOMY can then be consulted in depth to assist in selecting general and specific **short-term goals** for the individual who is to receive training.