

PRE-ACADEMIC MENTAL SKILLS PROGRAM

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Summary Content And General Behavioral Objectives

The *Pre-Academic Mental Skills Program* is designed to help the handicapped person achieve his or her maximum individual potential for independence in *performance readiness skills* and *perceptual concepts*. The habilitation professional must encourage the client to attend appropriately to any task at hand; to follow directions accurately; to develop a reliable yes/no response pattern; to respond to questions according to the type of information-return indicated by the interrogatives used; and to develop common perceptual skills related to colors, shapes, and fine motor movements.

The *Pre-Academic Mental Skills Program* develops the following skill training areas (sections):

I. Performance Readiness

II. Perceptual Concepts

The *Pre-Academic Mental Skills Program* expands the following general behavioral objectives:

I. Performance Readiness

21 Skills (111 Tasks)

- ☐ To develop **attending behavior**, including coming and sitting on command, remaining in designated area, remaining quiet, remaining still, appropriate orientation of body, using appropriate eye contact with instructor, looking at objects when eye contact with them is required, performing independently . . .
- ☐ To develop **use of pointing, giving, and naming behaviors** for the identification of objects . . .
- ☐ To develop **following directions skills**, including following one-, two-, and three-task directions, directions with conditional clause . . .
- ☐ To develop **accurate and consistent use of yes and no responses** to a variety of sentence patterns, including verbal and non-verbal responses . . .
- ☐ To develop **use of responses that correspond to the type of information-return indicated by the interrogatives used**, including the interrogatives *who, what, when, where, why, how come, how, how much, how many, which* . . .

II. Perceptual Concepts

20 Skills (129 Tasks)

- ☐ To develop **color identification skills** for thirteen colors, including matching colors, verbal and non-verbal identification, locating specified colors in the immediate environment . . .
- ☐ To develop skills of **matching, drawing, and identifying basic shapes**, including circles, crosses, squares, X's, rectangles, triangles, diamonds, 3-line crosses . . .
- ☐ To develop skills of **drawing lines** within restricted spaces, including drawing straight lines freehand and with ruler, drawing curved lines . . .
- ☐ To develop **basic scissor-cutting skills**, including cutting along specified line configurations . . .

PAMS-iv

Notes: