









been classified as having a disability. In fact, many high-level goals and suggested activities are included to encourage program implementors not to have restricted or limiting views. There are many nondisabled students and adults, students and adults with mild disabilities, and students and adults with no formally identified disability who are functioning at a lower-than-expected level who would also benefit from the activities in the curriculum. These high-level goals and suggested activities are also meant to guide inclusive and collaborating teachers in their modification of regular curricula, which should do much to make inclusion more successful for both the students who have disabilities and for those who do not.

As with past editions, this new edition has been designed as a guide for preservice and inservice teachers and other professionals who work directly as service providers to children and adults with disabilities. Parents, surrogates and foster parents, and other family members, as well as service coordinators (case managers), house parents in group homes/apartments or other alternate living arrangements, and counselors in community based centers, activity centers, and workshops should find this curriculum valuable as they interact with and instruct the individuals with whom they work and/or live.

The original curriculum also has had wide acceptance and use as a text for preservice teacher candidates and inservice teachers taking courses in curriculum development and teaching methods in special education at the undergraduate and graduate levels. The current edition has been updated to reflect the present needs of students taking these courses, especially as they interact in diverse practical experiences with previously unserved and underserved populations of individuals with disabilities.

New to this edition is the instrument *Assessing and Monitoring Progress of Functional Skills* (AMPFS). AMPFS is the starting point for this curriculum and enables point in time recording of students' needs and progress. The instrument measures movement toward mastery for each of the curriculum's identified goals and objectives.

The lists of Selected Materials/Resources attached to each unit is relatively brief because many of the essential materials needed in teaching a functional curriculum are the ordinary materials of life that are invariably found in the home, school, community, and workplace, and because well-designed and well-presented teacher-made materials are usually more appropriate, better focused, and more motivating to students.

The Suggested Readings appended to each unit list not only recent publications but some older, classic materials as well. These classics have been included because they retain their importance and appropriateness and thus should not be automatically eliminated from lists of relevant professional literature out of a passion for newness.

This new edition of the curriculum continues to provide information and suggestions that have proven to be of value in the past. The suggested activities provided in this new edition, a direct response to user recommendations and reviews, have been separated into two major categories: Teacher Interventions and Family Interventions. Further, four distinct age/grade levels for each of these interventions have been developed to reflect content deemed appropriate for the following levels: infant and toddler/preschool, primary, intermediate, and secondary. The suggested activities for the infant and toddler/preschool level are meant to meet the functional needs of infants and toddlers (birth through 2 years) and preschool children (3 through 5 years). Additionally, attention needs to be directed to the several alternative settings for teaching children, especially where infants and toddlers are concerned, because they are frequently educated in their own homes and in daycare settings.

Finally, this curriculum does not address all the dimensions of a functional curriculum because to do so is neither practical nor possible. It does not provide all the possible instructional activities that are applicable or would be interesting and motivating to students and adults with disabilities. It does, however, provide a structure and format from which a creative professional can extrapolate additional instructional goals and objectives, design learning activities, and suggest possible responses to the multitude of challenging questions that will arise from the actual implementation of the curriculum.