Strategy Scenario

Strategy: Frames, Type 2 **Content:** Special Education Survey Class

Title: Mental Retardation

Time Required: 30 minutes **Number of Participants:** 30

Target Audience: College undergraduate students

Goal of activity: To identify the major characteristics, causes, prevalence, and educational implications of the different levels of mental retardation

Purpose of script: To demonstrate the use of frames, type 2 as a means of learning defined concepts

Learning Outcomes (s), Gagne's Taxonomy: Intellectual skills: Verbal information, defined concepts, rules

Learning Outcomes (s), Bloom's Taxonomy: Comprehension

Entry Skills: Ability to follow oral and written directions, knowledge of special education terms related to assignment

Setting: Classroom

Media: worksheet, overhead projector, textbook, writing utensils

Process: The instructor explains the principle of the frame- the various levels of mental retardation and the implications for education. The students work along with the instructor to complete the frame together.

Strategy Assessment: The students will be given a fill-in-the-blank test. The teacher will assess the use of the strategy by asking the students how they recalled the information about mental retardation.

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References:

- **West, C.K., Farmer, J.A., & Wolff, P.M. (1991) Instructional Design: Implications from cognitive science. Englewood Cliffs, NJ: Prentice Hall**
- **Hallahan, D.P., & Kauffman, J.M. (1994). Exceptional Learners: Introduction to special education (7th ed.). Massachusetts: Allyn and Bacon.**

Frames, Type 2
Mental Retardation

	Causes	Characteristics	Prevalence	Educational Implications
Mild				
Moderate				
Severe/ Profound				