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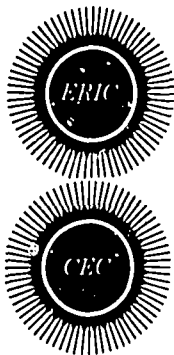
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ABSTRACT

The selected bibliography on educational programs for the educable mentally handicapped contains approximately 100 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract, how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1962 to 1971. (CB)

ED 065965



# EDUCABLE MENTALLY HANDICAPPED— PROGRAMS

A Selective Bibliography

July 1972

CEC Information Center on Exceptional Children  
An ERIC Clearinghouse  
The Council for Exceptional Children  
Jefferson Plaza, Suite 900  
1411 S. Jefferson Davis Highway  
Arlington, Virginia 22202

Exceptional Child Bibliography Series No. 621

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EC 092 833E

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With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

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The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

### How to Read the Abstract

Each abstract contains three sections—bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

### How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

### How to Purchase Documents

Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

Abstracts appearing in the bibliographies have also been published in *Exceptional Child Education Abstracts*, the quarterly abstract publication of the CEC Information Center. Approximately 750 abstracts covering the broad range of exceptionality appear in each issue. (Subscription order form below.)

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### Terms Searched

Index terms used to retrieve information on *Educable Mentally Handicapped—Programs* from the Center's computer file of abstracts are listed alphabetically below:

*Educable Mentally Handicapped*      *Mentally Handicapped*  
*Exceptional Child Education*      *Slow Learners*

### Journals

Abstracts of journal articles from the following periodicals appear in this bibliography:

*Child Welfare*  
*Compact*  
*Education and Training of the Mentally Retarded*  
*Elementary English*  
*Exceptional Children*  
*Focus on Exceptional Children*  
*Special Education*  
*Teaching Exceptional Children*

## ABSTRACTS

### ABSTRACT 10200

EC 01 0200 ED 018 029  
 Publ. Date 65  
 Stubblefield, Harold W.  
**The Church's Ministry in Mental Retardation.**  
 EDRS not available

Descriptors: exceptional child education; mentally handicapped; family (sociological unit); counseling; institutionalized (persons); institutional personnel; residential centers; residential programs; religious factors; parent attitudes; parent reaction; individual needs; parent counseling; family counseling; church responsibility; church role; children; church programs; adolescents; adults; religious education

Written by a chaplain in a public residential institution for mentally retarded persons, the book defines the role of the church in helping the mentally etarded and their families. The challenge to the church is presented. The discussion of the ministry to the family treats mental retardation as a family problem and the pastoral care of parents of retarded persons. Consideration of the church's ministry to retarded persons includes the religious consciousness of the retarded, Christian education of the retarded, pastoral care of the retarded, institutional ministry, and the social welfare role of the church. An annotated bibliography lists 18 items. This document is available from the Broadman Press, Nashville, Tennessee, for \$4.00. (DF)

### ABSTRACT 10377

EC 01 0377 ED 015 590  
 Publ. Date 63  
 Johnson, G. Orville  
**Education for the Slow Learners.**  
**Prentice-Hall Psychology Series.**  
 EDRS not available

Descriptots: exceptional child education; mentally handicapped; program planning; curriculum; slow learners; diagnostic tests; educational principles; grading; educational programs; elementary grades; grouping procedures; instructional programs; junior high school students; language instruction; mathematics instruction; program development; reading instruction; report cards; secondary grades; student characteristics; student placement; student promotion; educable mentally handicapped; curriculum planning; program administration

Designed to define, from an educational point of view, the problem posed by slow learners, this volume presents the clinical education approach as a tool in the planning of solutions relating to the fundamental problem of providing an appropriate school experience for the slow learner through curriculum planning. Part I focuses on the problem of the slow learner, including chapter discussions describing the problem, the

characteristics, and diagnosis of slow learners. In part 2, topics related to school organization such as grouping for instruction and the necessary considerations at different levels of instruction from primary grades through high school are discussed. Part 3 concentrates on actual instructional material and subject matter for the slow learner at all levels. Part 4 treats reporting and general program principles including grading, promotion, school organization, and program planning. Selected references follow each chapter. This document was published by Prentice-Hall, Inc., Englewood Cliffs, New Jersey, and is available for \$8.95. (MU)

### ABSTRACT 10437

EC 01 0437 ED 013 506  
 Publ. Date 66  
 Jordan, Thomas E.  
**The Mentally Retarded.**  
 EDRS not available

Descriptors: exceptional child education; mentally handicapped; family (sociological unit); language; mental retardation; psychological tests; medical treatment; residential schools; language handicaps; speech handicaps; diagnostic tests (education); case studies (education); etiology; psychotherapy; children; adolescents; adults; genetics; prenatal influences; heredity; environmental influences; diseases; injuries; child development; behavior; tests; special programs

A guide to the basic concepts and issues in the field of mental retardation, this book explains the following sources of causes of mental retardation--(1) genetic or chemical disorder, (2) birth trauma, (3) subsequent accidents or disease, and (4) environmental influences. It is noted that most cases involve a combination of factors not easily ascertained. Developmental patterns that occur with various types of retardation and the many physical, personality, and behavioral characteristics associated with the condition are discussed. Various methods of intellectual, educational, and social evaluations are presented along with future possibilities for more effective diagnostic procedures. The many difficulties of family adjustment, methods of home care, and requirements for residential living are evaluated. Various programs and problems from elementary through the vocational level are considered. Cross referencing between chapters is provided and reference lists ranging from 53 to 173 items are included for each chapter. This document was published by Charles E. Merrill Books, Inc., Columbus, Ohio, and is available for \$7.50. (RS)

### ABSTRACT 10494

EC 01 0494 ED 019 779  
 Publ. Date 64  
 Tizard, J.

### Community Services for the Mentally Handicapped.

EDRS not available

Descriptors: exceptional child services; mentally handicapped; community programs; family (sociological unit); incidence; family relationship; family problems; preschool children; community services; community responsibility; statistical surveys; individual characteristics; family characteristics; nursery schools; day care services; residential care; educational methods; special programs; hospital schools; program planning; educational needs; individual needs; administrative organization; residential programs; England

Four studies of mental retardation and an unpublished working paper are included in this book. The first section reports the findings of a prevalence study of mental retardation in London and Middlesex, which describes differences between administrative prevalence and true prevalence of mental subnormality. In the second study, the effects of severe mental retardation of a sample of London families are reported. Data are given on three topics--the child himself, families and their problems, and the role of community services. Implications for additional services are presented for the preschool child, the severely handicapped, and institutional care. The third study considers the education of trainable children (IQ 20 to 50 ) through a comparison-contrast of nursery schools for retarded and normal children. Day care centers and residential facilities are also treated. The next study describes a small experimental residential hospital unit in terms of selection of clients, staff, equipment, and programs, with special attention given to speech and play, personal independence, incontinence, tantrums, and disobedience. The report presents the results of a 2-year study of 16 children who attended the special unit and their matched controls. In the last section, the organization of services is considered, including the needs of the mentally handicapped and their families, and the cost, organization, and other problems of residential care. The reference list contains 72 items. This document was published by the Oxford University Press, New York and Toronto, and is available for \$6.75. (DF)

### ABSTRACT 10527

EC 01 0527 ED 022 303  
 Publ. Date Apr 68 179p.  
 Younie, William J.  
**Instructional Approaches to Slow Learning. Practical Suggestions for Teaching Series.**  
 Columbia University, New York, New York, Teachers College  
 EDRS not available  
 Teachers College Press, Teachers Col-



lege, Columbia University, New York, New York 10027 (Paperback, \$1.95).

Descriptors: exceptional child education; slow learners; identification; teaching methods; instructional materials; curriculum; program administration; student characteristics; emotionally disturbed; disadvantaged youth; underachievers; sensory deprivation; curriculum development; mentally handicapped

Designed for teachers, the text distinguishes types of slow learners and suggests practical approaches for their educational problems. Slow learning and its types are defined; the slow learner is characterized; stages of educational evaluation and aspects of administration are outlined. Curriculum considerations for different levels are described, and subject matter adaptations are considered for nine major subject areas. The use of audiovisual materials and other educational innovations is explained. Two appendixes annotate suggested teaching materials and a basic reference library for teachers. A bibliography contains 255 items. (JD)

#### ABSTRACT 10534

EC 01 0534 ED 022 310  
Publ. Date May 68 196p.

Ebersol, Marylou and Others  
**Steps to Achievement for the Slow Learner. The Slow Learner Series.**

EDRS not available  
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 (\$4.95).

Descriptors: exceptional child education; learning disabilities; teaching methods; preschool children; minimally brain injured; motor development; perceptual motor coordination; learning theories; psychomotor skills; student characteristics; student needs; neurological organization; space orientation; concept formation; reading; writing; arithmetic

Intended for teachers, therapists, physicians, students, and parents, the guide presents a learning theory based on motor activities and suggests a curriculum for preschoolers divided into systematic learning steps which are necessary for attaining educational goals. Topics treated are special needs of the child handicapped by brain damage, characteristics and discipline, brain damage related to the function of the nervous system, learning theory related to teaching techniques, the need for a stable point of reference from which to interpret relations in space, and the developmental stages of learning. Also considered and detailed by steps are conceptualization, arm and hand coordination, cutting with scissors, pre-reading, pre-writing, and pre-arithmetic (counting and number concepts). Three appendixes contain activities for teaching colors and pattern analysis and development with form boards, and steps in teaching pre-arithmetic. (DF)

#### ABSTRACT 10570

EC 01 0570 ED 022 278

Publ. Date 68 316p.  
Carlson, Bernice Wells; Ginglend, David R.

**Recreation for Retarded Teenagers and Young Adults.**

EDRS not available  
Abingdon Press, 201 Eighth Avenue South, Nashville, Tennessee 37202 (\$4.95).

Descriptors: exceptional child education; mentally handicapped; recreation; program planning; family (sociological unit); activities; group activities; adolescents; young adults; music; games; recreational programs; hobbies; handicrafts; community involvement; social development

Intended for recreational leaders, classroom teachers, volunteers, and parents, the text presents guidelines for planning and conducting activities for mentally retarded youth and young adults. Consideration of understanding the maturing retardate and his social needs includes different kinds of beneficial social experiences, the maturing retardate, establishing purposes and goals for organized recreation, and areas of development. Discussion of an organized program treats the roles of director, parents, and volunteers; the program structure; and flexibility and growth. Also presented are the following: group activities such as music, games, and parties; special interests in sports, handicraft, nature and hobbies, and homemaking hobbies; and family centered activities in the community and at home. Supplementary materials listed are 17 periodical articles, 55 books and pamphlets, and 15 sources of continuing information (DF)

#### ABSTRACT 10615

EC 01 0615 ED 024 173  
Publ. Date 67 419p.

Baumeister, Alfred A., Ed.  
**Mental Retardation.**

EDRS not available  
ALDINE Publishing Company, 320 West Adams Street, Chicago, Illinois 60606 (\$12.50).

Descriptors: exceptional child education; mentally handicapped; behavior; identification; teaching methods; behavior change; clinical diagnosis; psychological evaluation; personality; interdisciplinary approach; communication problems; environmental influences; learning characteristics; psychotherapy; programmed instruction; vocational education; public schools; institutional personnel; parent counseling

Thirteen papers by different authors consider the application of research findings and theoretical formulations to the practical appraisal and treatment of mental retardation. All suggest methods for shaping appropriate and adaptive behaviors in retarded individuals. The papers include Definition, Diagnosis, and Classification by D.W. Brison, The Multidisciplinary Approach to Mental Retardation by R. Koch, Perceptual, Conceptual, and Psycholinguistic Evaluation of the Mentally Retarded Child by R.M. Allen and

R.W. Jones, Personality Evaluation by R.L. Cromwell, Speech, Language, and Hearing of the Mentally Retarded by C.E. Webb and S. Kinde, and The Role of Environmental Factors in the Treatment of Institutionalized Mental Retardates by E.C. Butterfield. Further papers are Psychotherapy and Other Adjustment Techniques with the Mentally Retarded by I. Bialer, Learning Abilities of the Mentally Retarded by A.A. Baumeister, Programmed Instruction for Retarded Children by L.F. Malpass, Vocational Preparation and Occupation by W. Wolfensberger, Public School Programs for the Mentally Retarded by W.C. Fitzgibbon, The Characteristics, Selection, and Training of Institution Personnel by E.C. Butterfield, and Counseling the Parents of the Retarded by W. Wolfensberger. (DF)

#### ABSTRACT 10649

EC 01 0649 ED 023 228  
Publ. Date 68 116p.

Benyon, Sheila Doran  
**Intensive Programming for Slow Learners. The Slow Learner Series.**

E. RS not available  
Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216 (\$1.75, Paperback; \$3.95, Cloth)

Descriptors: exceptional child research; learning disabilities; teaching methods; perception; perceptual motor learning; perceptual motor coordination; case studies (education); test results; perception tests; projective tests; perceptually handicapped; sensory integration; motor development; coordination; self actualization; self concept; space orientation; sensory aids; discrimination learning

Seven children with basic perceptual motor problems (learning disorders) in varying severity were selected for a 6-week intensive program. All were from 6 to 8 years old and had mental ages 2 years below their chronological age. Structured and integrated areas of instruction were speech and language, perceptual-motor, gross motor, and aquatic. Main areas of emphasis were body image, position in space, form constancy, and sensory integration. Instructional materials included teacher-made and commercial supplies, gymnastic equipment, and a pool. Two parent conferences took place, and daily records were kept on the children's progress. Case studies on each child present background information, contact with center, initial status, behavioral characteristics, speech and language skills, perceptual and motor problems, and aquatic accomplishments. The 27 daily lesson plans describe the materials and teaching methods used. Six pre- and posttests include the Metropolitan Readiness Test and the Goodenough Draw-a-Man Test. On the former test, four children improved from E (Low) to D (Low Normal), one from D to a higher D, one from C (Average) to B (High Normal), and one from A (Superior) to a higher A. On the latter tests, increases in

mental age ranged from 6 months to 4 years. (SN)

#### ABSTRACT 10351

EC 01 0651 ED 022 314  
Publ. Date 68 292p.

Smith, Robert M.

#### Clinical Teaching: Methods of Instruction for the Retarded.

EDRS not available  
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036.

Descriptors: exceptional child education; mentally handicapped; teaching methods; identification; child development; cognitive development; individual development; perceptual motor coordination; reading; arithmetic; social development; vocational education; adult education; communication skills; educational administration

Directed to teachers of the mentally retarded, the text emphasizes clinical teaching which is based on testing for and identifying each child's weaknesses and strengths, and then formulating an educational program. Aspects covered include the following: the status of professional awareness in the education of the mentally retarded, the nature of cognitive development, assessing individual differences, primary methodological concerns, and perceptual motor development as the foundation for subsequent learning. Also considered are developing areas of communication, instruction in reading and in arithmetic, developing personal and social skills, preparation for gainful employment, adult education for the mentally retarded and their parents, and elements of organization and administration. Several tables present information; references follow each chapter. (LE)

#### ABSTRACT 10789

EC 01 0789 ED 025 868  
Publ. Date 67 43p.

#### Scouting for the Mentally Retarded.

Boy Scouts of America, New Brunswick, New Jersey  
EDRS not available  
Boy Scouts of America, New Brunswick, New Jersey 08903.

Descriptors: exceptional child services; mentally handicapped; organizations (groups); recreation; community programs; group membership; games; males; leadership responsibility; youth programs; group instruction; voluntary agencies; leisure time; physical activities; camping; hobbies; singing; Boy Scouts of America

The handbook for leaders discusses ways in which scouting helps and how the unit serves the boys. Advancement, rank, and the boys are discussed; boy scout tests (tenderfoot and second class interpretation for mentally retarded boys), group activities, and a sample ceremony are detailed. Listings are given of membership provisions, helps for leaders, 20

scout publications, and 23 references. (LE)

#### ABSTRACT 10813

EC 01 0813 ED 025 881  
Publ. Date 68 267p.

Katz, Elias

#### The Retarded Adult in the Community.

EDRS not available  
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$10.75).

Descriptors: exceptional child services; mentally handicapped; adult education; community programs; vocational rehabilitation; parent counseling; case records; vocational adjustment; behavior problems; counseling services; clinical diagnosis; individual needs; job training; sheltered workshops; evaluation; adjustment (to environment); personal adjustment; social adjustment

The discussion of a series of questions with case illustrations delineates the problems and possibilities of helping retarded adults become valuable, productive members of society. Among topics considered are the definition of retarded adults in the community, the need for concern, and community evaluation and needs of the retarded adult. Also discussed are the way in which the general and vocational needs of retardates of different levels of ability may be met, and the availability of parent counseling. Principles and services underlying an effective community program are enunciated, and attention is directed to six illustrative community approaches to program planning and to current trends and ideas for further program development. An appendix presents an array of direct services for the retarded and a report of an on-the-job training project; each chapter includes a series of questions for discussion and its own list of pertinent references. (DF)

#### ABSTRACT 10991

EC 01 0991 ED N.A.  
Publ. Date 19 Apr 68 84p.

Schmidt, Alfred

#### Craft Projects for Slow Learners. John Day Books in Special Education Series.

EDRS not available  
The John Day Company, 200 Madison Avenue, New York, New York 10016 (\$4.50).

Descriptors: exceptional child education; mentally handicapped; art; curriculum; art activities; teaching guides; special classes; handicrafts

Instructions are presented for a crafts program which is simplified so that an unskilled teacher could help even the slowest child to make objects. Objectives of teaching crafts to the educable mentally retarded and suggestions for scheduling craft activities, storing supplies, exhibiting projects, and gearing each project to the age and ability level of the child are given. Each of the 30

projects is accompanied by a list of materials, grade range, illustrated step-by-step directions, a photograph of the finished project, and suggestions for correlating the project with the basic skills included in the overall curriculum. Examples of projects are puppets, woodcrafts, wastebaskets, and a bean mosaic. (SN)

#### ABSTRACT 11094

EC 01 1094 ED 025 081  
Publ. Date Jul 66 135p.

Meisgeier, Charles

#### The Doubly Disadvantaged; A Study of Socio-Cultural Determinants in Mental Retardation.

Texas University, Austin, Extension Teaching and Field Service Bureau  
Public Health Service (DHEW), Washington, D. C.  
EDRS nf, hc

Descriptors: exceptional child research; mentally handicapped; family (sociological unit); disadvantaged youth; health; minority group children; socioeconomic influences; cultural differences; cultural disadvantage; illiteracy; migrant children; Latin American culture; Mexican Americans; Anglo Americans; Negro culture; ethnic groups; migrant health services; migrant problems; minority groups; Texas

Citing relevant studies and providing statistical data in 29 figures and 28 tables in the text and 15 appended tables, the report describes the characteristics of Texas' three major ethnic groups, Anglos, Latin Americans, and Negroes; discusses mental retardation in relation to socio-cultural factors, deprivation, health factors, education and illiteracy, and migrancy; and considers the characteristics of residential school enrollment. One bibliography cites 70 items; a second annotates 52 items on Latin American migrant labor. Guide questions for Negro and Latin American group meetings and excerpts from the Texas migrant health project are included. (JD)

#### ABSTRACT 11195

EC 01 1195 ED 027 684  
Publ. Date 69 483p.

Sarason, Seymour B.; Doris, John

#### Psychological Problems in Mental Deficiency.

EDRS not available  
Harper and Row, Publishers, Inc., 49 East 33rd Street, New York, New York 10016.

Descriptors: exceptional child research; mentally handicapped; identification; etiology; institutional environment; case records; research reviews (publications); disadvantaged youth; educational programs; family (sociological unit); intelligence tests; clinical diagnosis; mongolism; heredity; minimally brain injured; autism; social attitudes; environmental influences; biological sciences; followup studies

A statement of goals and the rationale for organization precede a historical dis-

discussion of mental deficiency and society. The problem of labels like IQ and brain injured and the consequences of the diagnostic process are illustrated by case histories; case studies are also used to examine the criteria used to decide who is retarded and to discuss the concept of cultural deprivation. Educational intervention and the effects of special classes, a 30-year study by Harold Skeels on the effects of institutionalization, and the climate of institutions and the problem of change are considered. M. Michael Klaber presents a preliminary research report on institutions and the retarded, and Frances Kaplan reports the development of a study on siblings of the retarded. Also discussed are the following: biological science and social attitudes, the origin and development of eugenics, and the use and misuse of Mendelism, sociopolitical factors in science, intelligence testing and social indictments, eugenics, and racism. Phenylketonuria, mongolism, other chromosomal anomalies, brain damage, and infantile autism are etiological factors described. (RP)

#### ABSTRACT 11284

EC 01 1284 ED 021 379  
Publ. Date 25 Apr 66 192p.

Egg, Maria

**Educating the Child Who Is Different.**

EDRS not available

The John Day Company, Inc., 62 West 45th Street, New York, New York 10036 (\$4.50).

Descriptors: exceptional child education; mentally handicapped; curriculum; family (sociological unit); parent counseling; parent attitudes; parent teacher cooperation; day schools; residential schools; placement; teaching methods; student characteristics; art; music; mathematics; language arts; religious education

Intended for both parents and teachers, the book discusses the education of mentally retarded children. Part 1 considers the relationship of the teacher to the retarded child and his family, how educators can help parents, the importance of cooperation between parents and teachers, characteristics of moderately retarded children, and the question of placement in residential or day schools. Part 2, after discussing whether the school should educate or train, how the children are to be taught, and what they should learn, deals with the following curriculum areas: play, music and rhythm, drawing and painting, manual arts, number concepts and calculating, reading, and writing. Special attention is given to the wisdom of teaching academic skills, the learning environment, and religious education. (DF)

#### ABSTRACT 11348

EC 01 1348 ED 002 797  
Publ. Date 62 312p.

Fouracre, Maurice H. and Others

**The Effects of a Preschool Program upon Young Educable Mentally Retarded Children: Volume 1, The Experimental Preschool Curriculum.**

Columbia University, New York, New York, Teachers College  
Office of Education (DHEW), Washington, D. C.

EDRS mf.hc

OEC-SAE-6444

CRP-167-2

Descriptors: exceptional child research; mentally handicapped; preschool children; curriculum; program planning; mental retardation; educable mentally handicapped; child development; preschool programs; group experience; teaching methods; experimental curriculum; curriculum development; imagination; self help programs; physical development; manipulative materials; emotional development; social development; creative expression; New York City

A special education program was developed for preschool, educable mentally handicapped children in New York City. Developmental aspects of curricular programming included the following types of classroom activities: intellectual, creative and imaginative, social, emotional, manipulative, motor, and self help. The study had a cross-sectional, longitudinal overlap design: a new group was brought into the experimental situation each year for three regular school terms. The children manifested in anticipated growth in attending to their assigned tasks. The setting and process of the developmental curriculum, the curriculum guide and its implementation, and the observed behavior and growth of the children are described. Further study is suggested for the situational variables of time, the action and its elements, and personal resources of both the child and the adult in the process of increasing attention span and improving work habits. (JH)

#### ABSTRACT 11379

EC 01 1379 ED N.A.  
Publ. Date 68 167p.

Holt, K. S., Ed.; Coffey, V. P., Ed.

**Some Recent Advances in Inborn Errors of Metabolism. Proceedings of the Fourth Symposium of the Society for the Study of Inborn Errors of Metabolism (Dublin, July 1966).**

EDRS not available

Williams and Wilkins Company, Baltimore, Maryland 21202 (\$4.75).

Descriptors: exceptional child services; medical research; medical evaluation; clinical diagnosis; medical treatment; biochemistry; electroencephalography; heredity; dietetics; anomalies; mentally handicapped; Phenylketonuria; Galactosemia

Eleven articles are presented concerning inborn errors of metabolism. The role of pteridines in metabolic disorders, maternal phenylketonuria and brain damage in the fetus, early detection and prevention of metabolic errors, EEG findings in patients with phenylketonuria and other disorders, and inborn errors affecting cerebral electrogenesis are discussed. Also considered are disaccharide and monosaccharide intolerances, galactokinase deficiency, histochemistry of the

intrinsic nerves of the rectum and colon, and biochemical and clinical aspects of gargoylism. A list of exhibits on muscular dystrophy and aminoaciduria is included. (LE)

#### ABSTRACT 11511

EC 01 1511 ED 029 409  
Publ. Date 67 314p.

Edmonson, Barbara and Others

**Social Perceptual Training for Community Living; Pre-Vocational Units for Retarded Youth.**

Kansas University Medical Center, Kansas City

Vocational Rehabilitation Administration (DHEW), Washington, D. C.

EDRS mf.hc

Descriptors: exceptional child education; mentally handicapped; instructional materials; curriculum; role perception; educable mentally handicapped; prevocational education; interpersonal competence; social adjustment; lesson plans; adolescents; learning motivation; teaching methods; consumer education

The unit of study for educable retarded students aged 13 to 19 years deals with understanding of social cues and signals and appropriate response in the adult world. The sub-units, of 1-week duration, are introduction to signals, numbers as signals, places as signals, making a good impression, shopping and buying, a department store, living on our own, getting and keeping a job, after hours, and getting along with others. Lessons are presented as verbatim teaching scripts which may be modified to fit the class. Slides, tape recordings, seatwork, quizzes, competitive games, role playing, and field trips are included as teaching techniques. Appendixes list special equipment, field trips and special arrangements, and 31 ditto masters. (LE)

#### ABSTRACT 11514

EC 01 1514 ED 029 413  
Publ. Date 68 144p.

Canner, Norma

**And a Time to Dance.**

EDRS not available

Beacon Press, 25 Beacon Street, Boston, Massachusetts 02108 (\$5.95).

Descriptors: exceptional child education; mentally handicapped; creative activities; teaching methods; physical activities; music activities; dance; photographs; creative expression; preschool programs; body image; teacher role; perceptual motor coordination; teacher workshops; instructional materials

The use of creative movement and dance to help young retarded children is described through narrative and through 125 photographs which represent the physical and emotional growth of a class and illustrate activities and techniques. Teaching methods are suggested for: circle activities, nonparticipants, the isolation of body parts, locomotor movements, activities with sound, instruments, and other materials, and rest period objectives and procedures. A discus-



sion of teachers' workshops is included. (LE)

#### ABSTRACT 11669

EC 01 1669 ED 030 228  
Publ. Date 10 Jan 69 428p.  
Kugel, Robert B., Ed.; Wolfensberger,  
Wolf, Ed.

#### Changing Patterns in Residential Services for the Mentally Retarded; A President's Committee on Mental Retardation Monograph: 1969.

President's Committee on Mental Retardation, Washington, D. C.  
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; institutions; community programs; administration; program costs; health services; residential centers; institutional facilities; public facilities; program evaluation; statistical data; program design; program improvement; historical reviews; educational philosophy; innovation; educational programs; foreign countries

Facts about public residential facilities for the mentally retarded in the United States introduce the following subjects: personal reactions by an American and by a Scandinavian visitor to typical state institutions for the retarded; the history of U.S. institutions and the theoretical constructs of role and role perception; service concepts which have been successful or feasible innovations including proposals for the improvement of institutions, a presentation of the normalization theoretical construct underlying much of the Scandinavian legal and service structure, continuum of services for the institutionalized retarded, and small, special service residential facilities; and four model service programs located in the urban-metropolitan area of Copenhagen, the rural geographical area of Malmohus County in Sweden, the urban-rural area of Essex County in England (with emphasis on developmental services for severely retarded children and vocational services for retarded adults), and in the state of Connecticut. Proposals of new solutions considered are the importance of viewing residential facilities as human service settings, and a human service system based on a cost-benefit rationale. Also considered are a translation of theoretical notions into concrete proposals and a judgment of these proposals as to their feasibility and priority. (LE)

#### ABSTRACT 11812

EC 01 1812 ED N.A.  
Publ. Date 65 11p.  
Karnes, Merle B.

#### Teaching the Slow Learner.

EDRS not available

John Wiley and Sons, Inc., 605 Third Avenue, New York, New York 10016.  
Chapter in *Mental Health and Achievement: Increasing Potential and Reducing School Dropout*, E. Paul Torrance, Ed., Robert D. Strom, Ed., Chapter 32.

Descriptors: exceptional child education; educational needs; slow learners; teach-

ing methods; student characteristics; teaching guides

In considering mental health and academic achievement, and focusing on the school dropout, the article presents slow learners as one of education's crucial unsolved problems. Slow learners are identified and the role of the school is discussed. Characteristics of slow learners presented with educational implications are physical inferiority, mental immaturity for chronological age, short attention span, poor memory, below average incidental learning, poor abstract reasoning, poor response to long range goals and delayed evaluations of their work, poor ability to follow instructions, inadequate self evaluation, deficiency in creativity, difficulty in transferring learnings, marked retardation in the academic areas, and poor adjustment. The ability of slow learners to learn is affirmed and the need for realistic expectations, appropriate programs, adequate services, and vocational guidance is discussed. (JK)

#### ABSTRACT 11935

EC 01 1935 ED N.A.  
Publ. Date 67 28p.

Bienvenu, Millard, Sr.

#### Helping the Slow Learner. Public Affairs Pamphlet No. 405.

Public Affairs Committee, New York, New York  
EDRS not available  
Public Affairs Pamphlets, 381 Park Avenue South, New York, New York 10016 (\$0.25).

Descriptors: exceptional child education; slow learners; identification; educational needs; learning characteristics; family relationship; educational planning; parent attitudes; teacher attitudes

The characteristics, limitations, and potential of slow learners, and guidance information for parents and teachers are given. The slow learner is differentiated from the mental retardate and the pseudo slow learner and information on school programs is presented. Stress is given to positive parent attitudes with ideas for successful adjustment and management. (MS)

#### ABSTRACT 11951

EC 01 1951 ED N.A.  
Publ. Date 66 121p.

Blatt, Burton; Kaplan, Fred

#### Christmas in Purgatory; A Photographic Essay on Mental Retardation.

EDRS not available

Allyn and Bacon, Inc., 150 Tremont Street, Boston, Massachusetts 02111.

Descriptors: exceptional child services; mentally handicapped; institutional environment; institutional facilities; institutions; institutionalized (persons); photographs; residential programs; residential care; residential centers

Four large, overcrowded, understaffed, and unnamed residential institutions for the mentally retarded in four eastern states are contrasted in a photographic

essay with Seaside, a State of Connecticut Regional Center for the Mentally Retarded. Photographs form the major portion of the report, and illustrate the lack of adequate facilities and the treatment of inmates. The photographs of Seaside (250 residents, over 100 staff) picture a unique approach to the institutionalized retarded. Patients are shown playing, learning, and contributing as adults through their work. Page-long introductions at the beginning of each section and literary quotations along with the photographs present both additional information and viewpoints. Recommendations for improvement of state institutional programs and facilities are listed, with the primary needs of reduction of institution population and doubling of per capital expenditures. (SB)

#### ABSTRACT 11973

EC 01 1973 ED 031 005  
Publ. Date Apr 69 104p.

#### Developing Appropriate Seatwork for the Mentally Retarded.

Iowa State Department of Public Instruction, Des Moines;

Iowa University, Iowa City, Special Education Curriculum Development Center

Office of Education (DHEW), Washington, D. C.

EDRS mf,hc

OEG-3-7-002883-0499

BR-6-2883

Descriptors: exceptional child education; mentally handicapped; teaching methods; instructional materials; teacher developed materials; classroom materials; selection; evaluation techniques; material development; independent study

Meaningful and challenging seatwork, different kinds of work, minimum teacher preparation time, writing and explaining directions, evaluating student work, and organization and management are discussed. Preparatory steps for planning seatwork activities are described which consider identifying information, specification of major skills, objectives, description of activities, listing of materials needed, directions to students, and checking work. Suggested format for seatwork plans and sample seatwork activities are also presented. (LE)

#### ABSTRACT 11975

EC 01 1975 ED 031 007  
Publ. Date 69 176p.

Early, George H.

#### Perceptual Training in the Curriculum. The Slow Learner Series.

EDRS not available

Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 (\$2.50).

Descriptors: exceptional child education; mentally handicapped; slow learners; perception; curriculum development; educable mentally handicapped; teaching methods; perceptual motor learning; social studies; sciences; industrial arts; reading; perceptual development; motor

development; learning theories; perceptual motor coordination; learning activities; map skills; psychomotor skills; motor reactions

A theory of perceptual development is presented and explained in terms of the following concepts: the structured self and the structured world, the motor basis of internal structure, developing the motor base, and structuring space and time. The movement from theory to remediation is described, and the curriculum is discussed as a source of perceptual training. Four curricula are then detailed; a fifth grade social studies unit for slow learners, involving both a construction and a use phase; a language arts unit on beginning reading using experience charts; a science unit, for intermediate grade educable retardates, on force, energy, and power; and an industrial arts unit on small gasoline engines, involving disassembly, assembly, nomenclature, and functioning. An appendix describes how to construct a styrofoam sphere. (JD)

#### ABSTRACT 20123

EC 02 0123 ED N.A.  
Publ. Date Sep 65 6p.  
Strang, Ruth

**Out of the Classroom: Step by Step Instruction in Beginning Reading for Slow Learners.**

EDRS not available  
Exceptional Children; V32 N1 P31-6 Sept 1965

Descriptors: exceptional child education; slow learners; reading; teaching methods; beginning reading; reading development; remedial reading programs; reading instruction; reading materials; reading processes

The instruction process in beginning reading for slow learners (IQ 75 to 90) is described. The processes by which bright, average, and slow students learn are contrasted; causes of slowness in learning are suggested. Steps in the process for slow learners include learning to listen and speak, learning to see and perceive, learning to distinguish sounds and spoken words, beginning to read, learning sentence structure, and reading more widely. Suggested books and seven principles to apply in carrying out the steps of the process are listed. (JD)

#### ABSTRACT 20168

EC 02 0168 ED 031 836  
Publ. Date 68 111p.  
Lindsay, Zaidée

**Art is for All; Arts and Crafts for Less Able Children.**

EDRS not available  
Taplinger Publishing Company, Inc., 29 East 10th Street, New York, New York 10003 (\$5.50).

Descriptors: exceptional child education; art; mentally handicapped; painting; art activities; sculpture; printing; handicrafts; theater arts; educable mentally handicapped; slow learners; art materials; paper (material); sewing instruction

Art activities for educationally subnormal children are presented in the areas of painting, carving, printing, paper construction, mosaics, collages, paper and wire sculpture, embroidery, and a puppet theatre. Seventy-two illustrations provide examples of students' work for each area; suggestions for teachers are included. (RD)

#### ABSTRACT 20177

EC 02 0177 ED 031 845  
Publ. Date 69 48p.  
Pattemore, Arnel W.

**Arts and Crafts for Slow Learners. Instructor Handbook Series.**

EDRS not available  
The Instructor Publications, Inc., 5 Bank Street, Danville, New York 14437 (\$1.25).

Descriptors: exceptional child education; mentally handicapped; arts; handicrafts; program planning; creativity; teacher role; painting; freehand drawing; design crafts; art materials; graphic arts; printing; sculpture; ceramics; theater arts; art activities; teaching methods; motivation; slow learners

Written to describe successful projects which have been used in special education art classes, and to assist teachers in planning a worthwhile program, the booklet makes suggestions for arranging the long-range program in blocks or units, planning projects around changing seasons and established celebrations, using materials with definite weight such as clay or wood, and developing products that convey a sense of permanence. Topics to motivate picture-making and use of design are discussed. Ideas for arts and crafts include: lettering, gifts to make, modeling, paper mache, casting, ceramics, model building, paper and box sculpture, mobiles, weaving, print making, puppetry, the use of found materials supplied by the children, seasonal crafts, and classroom decorations. Pictures demonstrate completed projects. (GD)

#### ABSTRACT 20609

EC 02 0609 ED N.A.  
Publ. Date 64 155p.  
Egg, Maria

**When a Child is Different; A Basic Guide for Parents and Friends of Mentally Retarded Children.**

EDRS not available  
John Day Company, Inc., 62 West 45th Street, New York, New York 10036 (\$3.75).

Descriptors: exceptional child education; mentally handicapped; parent attitudes; family influence; self care skills; eating habits; speech skills; training techniques; interpersonal competence; social integration; child rearing; parent role; parent child relationship; social development; teaching methods

The author describes the various emotions which many parents of retarded children experience as they discover and try to accept their child's condition. Suggestions are provided for improving

the retarded child's interaction and acceptance in relationships with parents, sisters, brothers, relatives, neighbors, and strangers. Specific guidelines are presented for parents in the benefits and instruction of good habits and general training to facilitate the improvement of the child's overall behavior and social ability. Techniques for parental training include the ability areas of walking, speech, eating, drinking, table manners, undressing and dressing, cleanliness, and toilet training. Services to assist parents are also suggested. (RD)

#### ABSTRACT 20846

EC 02 0846 ED 019 798  
Publ. Date 67 69p.  
Allen, Robert M.; Allen, Sue P.

**Intellectual Evaluation of the Mentally Retarded Child--A Handbook WPS (Western Psychological Services). Professional Handbook Series, Number 3.**

EDRS not available  
Western Psychological Services, Box 775, Beverly Hills, California 90213.

Descriptors: exceptional child education; mentally handicapped; tests; cognitive processes; identification; cognitive tests; intelligence tests; verbal tests; preschool tests; intelligence; perception tests; standardized tests; identification tests; preschool children; testing; blind; Cattell Infant Intelligence Scale; Children's Picture Information Test; Stanford Binet Intelligence Scale; Wechsler Intelligence Scale for Children

Designed for the psychologist, the handbook describes instruments commonly used for intellectual evaluation of children suspected of being mentally retarded. Information is given concerning definitions, identification, and characteristics of mental retardation, test selection, and the test situation. Tests described and discussed include standardized tests (the revised Stanford-Binet Intelligence Scale, Form L-M 1960, the Wechsler Adult Intelligence Scale, and the Wechsler Intelligence Scale for Children), tests for preschoolers (the Cattell Infant Intelligence Scale, the Minnesota Preschool Scale, the Merrill-Palmer Scale of Mental Tests, and the Arthur Point Scale of Performance Tests), and picture vocabulary tests (Children's Picture Information Test, the Van Alstyne Picture Vocabulary Test, the Full-Range Picture Vocabulary Test, and the Pictorial Test of Intelligence). Also treated are formboards (the Seguin Formboard, the Porteus Maze Test, and the Progressive Matrices), drawing tests (the Bender Gestalt Test and the Goodenough-Harris Drawing Test), nonverbal intelligence tests (the Columbia Mental Maturity Scale and the Leiter International Performance Scale), and psychometric or paper and pencil tests of intelligence (the Revised Beta Examination, the Chicago Non-Verbal Examination, and the Lorge-Thorndike Intelligence Test), the Frostig Developmental Test of Visual Perception, the Illinois Test of Psycholinguistic

Abilities, and the Haptic Intelligence Scale for Adult Blind are reviewed. Third person tests (the responses to which come from informants) considered are the Gesell Preliminary Behavior Inventory, the Cain-Levine Social Competency Scale, the Vineland Social Maturity Scale, and the Slosson Intelligence Test. A final chapter considers the psychologist's report and stresses its importance. Examples, record forms, and profiles from several tests are included. The bibliography contains 115 references. (DF)

#### ABSTRACT 20858

EC 02 0858 ED 028 553  
Publ. Date 67 40p.

**Dental Health for the Handicapped.**  
Alabama University, Birmingham, Dental Advisory Committee  
Public Health Service (DHEW), Washington, D. C., Mental Retardation Division  
EDRS mf.hc  
MR-0102B67

Descriptors: exceptional child services; mentally handicapped; institutionalized (persons); health education; self care skills; educable mentally handicapped; trainable mentally handicapped; custodial mentally handicapped; teaching methods; attendants; dental health

Guidelines to aid attendants to maintain good dental health among institutionalized mentally retarded persons are presented. Aspects considered include reasons for taking care of the mouth and means of adapting the oral hygiene program to each individual. Also described are oral hygiene programs now existing in group living settings and methods of recognizing special mouth problems. Appendixes list sources for additional readings and materials, and present study questions with their answers. (LE)

#### ABSTRACT 20933

EC 02 0933 ED 027 670  
Publ. Date 69 207p.

Beck, Helen L.  
**Social Services to the Mentally Retarded.**  
EDRS not available  
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$8.75).

Descriptors: exceptional child services; mentally handicapped; counseling; family (sociological unit); social services; etiology; individual characteristics; church role; family problems; parent counseling; educational programs; recreational facilities; community services; institutional facilities; social work; counselor role; parent attitudes; social workers; behavior change

Written primarily for social workers who deal with the retarded and their families, the text surveys the needs in mental retardation and ways of meeting those needs. Aspects considered are causes and manifestations, evaluation and planning, and organizational problems; the

retardate in the community; behavioral manifestations; and social implications. Services are discussed in terms of the process of discovery and information, special services, special use of community services, residential facilities, and services to the family; social work goals and techniques are described along with situational problems. Services to the retarded and their families are treated with reference to the social workers on the professional team, the psychosocial diagnosis, the professional relationship, and casework treatment. Also presented are some specific concerns of parents and social workers in looking ahead and conclusions regarding social work research and consultation in the future. (JD)

#### ABSTRACT 20981

EC 02 0981 ED 033 521  
Publ. Date 69 196p.

Lillywhite, Herold S.; Bradley, Doris P.  
**Communication Problems in Mental Retardation: Diagnosis and Management.**

EDRS not available  
Harper and Row, Publishers, 49 East 33rd Street, New York, New York 10016 (\$5.95).

Descriptors: exceptional child education; mentally handicapped; communication problems; speech handicapped; etiology; identification; dental health; educational programs; articulation; voice disorders; auditory evaluation; speech therapy; language development

Discussed are the problems of communication in mental retardation with an introductory background and definition of this problem, including the etiological factors and general characteristics. A presentation of diagnostic methods leads into discussions of the problem of medical-dental management and educational management of the retarded child. Specific diagnosis of communication disorders, and management of and therapy procedures for these communication disorders are treated and include the following suggestions for assistance: individual attention in speech programs; social group situations; and the establishment of socially useful goals in communication skills. Also provided are notes on future trends in the field. (JM)

#### ABSTRACT 21152

EC 02 1152 ED N.A.  
Publ. Date 70 6p.

Spellman, Charles R. and Others  
**Domestic Work Training of Adolescent Educable Mentally Retarded Girls.**  
EDRS not available  
Teaching Exceptional Children; V2 N2 P67-72 Win 1970

Descriptors: exceptional child education; mentally handicapped; vocational education; homemaking skills; work study programs; student evaluation; educable mentally handicapped; vocational adjustment; work attitudes; adolescents

A work-study program for domestic work training of adolescent educable

mentally retarded girls is presented with the following five objectives: to provide supervised training in the development of homemaking skills in a realistic setting, to provide specific training for a realistic occupational goal, to evaluate the students' specific limitations and abilities, to provide work-study opportunities, and to improve the student's ability to behave appropriately in a business setting. The methods of planning, organizing, operating, and evaluating the program are described. (RD)

#### ABSTRACT 21200

EC 02 1200 ED 029 899  
Publ. Date Apr 68 6p.

Mary Julitta, Sister; Michaela, Sister  
**A List of Books for Retarded Readers.**  
EDRS not available  
Elementary English; V45 N4 P473-7 Apr 1968

Descriptors: exceptional child education; bibliographies; booklists; books; children's books; elementary education; high interest low vocabulary books; independent reading; primary grades; readability; reading; reading level; retarded readers; slow learners; supplementary reading materials; mentally handicapped

This list of over 200 books for retarded readers was compiled to fill the need for books which would be acceptable and interesting to older children reading at primary-grade levels of difficulty. Having been evaluated objectively by the Spache Readability Formula and subjectively by retarded readers in a reading clinic and in classrooms, the books are grouped under the minimum instructional level necessary for reading them. The Spache Readability Score and the age groups to which the book appeals are given for each entry. (LH)

#### ABSTRACT 21464

EC 02 1464 ED 034 342  
Publ. Date Jan 69 41p.

Orzak, Louis H. and Others  
**Day Camping and Leisure Time Recreation Activities for the Mentally Retarded.**  
Parents and Friends of Mentally Retarded Children of Bridgeport, Inc., Connecticut  
Department of Health, Education, and Welfare, Washington, D. C., Social and Rehabilitation Service  
EDRS mf.hc

Descriptors: exceptional child services; mentally handicapped; camping; recreation; day camp programs; recreational activities; administration; program planning; community programs; program evaluation

An introduction to the need for day camp activities and recreational facilities for the retarded precedes a discussion of the problems involved: the recreational needs must be defined along with the nature of the programs; locations must be found; the costs of transportation and salaries must be assumed and budgeted; programs must be flexible and properly



evaluated; and parents must cooperate with recreational staff. Information is supplied concerning various day camp programs with special attention to the Kennedy Center and the Y.M.C.A. Camp Tepee. Also considered is leisure time recreation centering around a program to supplement the half day school with a half day recreation program. The activities are reported as successful and it is suggested that they continue and increase. (JM)

#### ABSTRACT 21483

EC 02 1483 ED 034 361  
Publ. Date 69 135p.  
Jacobs, Jerry

#### The Search for Help: A Study of the Retarded Child in the Community.

EDRS not available  
Brunner/Mazel, Publishers, 80 East 11th Street, New York, New York 10003 (\$5.95).

Descriptors: exceptional child education; mentally handicapped; identification; educational programs; parent reaction; family relationship; preschool programs; teacher attitudes; mongolism; family problems; physicians; parent attitudes

The problems of diagnosis and prognosis of mental retardation are discussed and include the doctor parent interaction, its nature and consequences, and current outlooks as self-fulfilling prophecies. Aspects of educational programs treated are referral to available facilities, parent and child background, preschool programs, the retarded as teachers, education after preschool, evaluation of the preschool program by parents, teaching methods, administrative concerns, teacher preparedness, and teacher education. Attention is also given to the child's effect on the family; infanticide, institutional care, daily problems, adolescence and adulthood, care of the child upon the death of the parents, and effects on the parents and siblings. (JM)

#### ABSTRACT 21562

EC 02 1562 ED N.A.  
Publ. Date 69 147p.  
Roberts, Esther H.

#### Their Beginning Years.

EDRS not available  
Vantage Press, Inc., 120 West 31st Street, New York, New York 10001 (\$4.50).

Descriptors: exceptional child education; mentally handicapped; teacher guidance; teaching methods; parent education; teaching skills; class activities; physical activities; language arts; mathematical concepts; self help programs; social development; recreational activities; music; speech skills; handicrafts; color; parent teacher cooperation

Designed as a guide to practical solutions to problems in teaching trainable and educable retarded children, the text presents typical situations, activity suggestions, teaching hints, and resource books. Areas discussed are the typical school day, language and language activi-

ties, mathematical concepts, colors, handwork, socialization, physical activity and games, table games and quiet activities, self help, music, speech concepts, and the relationship of parents and teachers. (JM)

#### ABSTRACT 21739

EC 02 1739 ED 035 118  
Publ. Date 68 164p.

Kirk, Samuel A. and Others

#### You and Your Retarded Child.

EDRS not available  
Pacific Books, Publishers, P. O. Box 558, Palo Alto, California 94302 (\$1.50).

Descriptors: exceptional child services; mentally handicapped; parent counseling; parent participation; mental retardation; child development; parent child relationship; behavior problems; community programs; language development; behavior development; social development; self care skills; child rearing; residential care

The book offers advice to parents of retarded children in recognizing and facing inherent problems and provides insight into their own emotional needs and those of their child. Levels of retardation are described and assistance given to aid parents in determining how retarded their child is and whether to send the child to a residential school or keep him at home. Specific suggestions are made for helping the child to help himself, to become more independent, to play, to talk, to gain acceptance, and to control his behavior. A total program for the retarded in the community is discussed. (LE)

#### ABSTRACT 21754

EC 02 1754 ED 035 133  
Publ. Date 68 287p.

#### Mental Retardation; Its Social Context and Social Consequences.

EDRS not available  
Houghton Mifflin Company, 110 Tremont Street, Boston, Massachusetts 02107 (\$5.75).

Descriptors: exceptional child education; mentally handicapped; incidence; community attitudes; family relationship; residential care; age differences; sex differences; rural urban differences; heredity; environmental influences; disadvantaged youth; parent associations; social problems; institutions; educational programs; social mobility; employment

Concerned with mental retardation as a social product, the following topics are discussed: mental retardation as a social phenomenon, the concept of the retarded as surplus population, labeling and incompetence in relation to life chances, mental retardation as deviance and as incompetence, and findings on the prevalence of retardation in the United States and Europe. Variations in the prevalence of retardation according to age, sex differences, community differences, heredity and environment, differential fertility, and differential death rates are considered as are public and private cultures

and the private and public self. Regarding treatment in contemporary society, 19th century views, current movements, and ideas of local parent groups are explored. Attention is given to families of the severe and educable mentally retarded; revision of age and sex roles and of community relationships; the history and role of institutions in relation to the family and social organization; educational programs, occupations, and social mobility; and the social context and consequences of mental retardation. (JM)

#### ABSTRACT 21777

EC 02 1777 ED 035 156  
Publ. Date 69 276p.

Fulton, Robert T., Ed. and Others

#### Audiometry for the Retarded: With Implications for the Difficult-to-Test.

EDRS not available  
The Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 (\$12.75).

Descriptors: exceptional child services; mentally handicapped; audiometric tests; audiology; auditory evaluation; evaluation methods; auditory tests; clinical diagnosis; operant conditioning; reinforcement

Directed to professionals with a basic knowledge of audiological principles, the text presents a review of audiological assessment procedures and their applicability to the retarded. Pure-tone, speech, and Bekesy audiometry are described. Also discussed are differential diagnosis of auditory impairments, conditioning and audiological assessment, acoustic impedance measurement, cortical-evoked response audiometry, and autonomic responses as supplementary hearing measures. Appendixes present tables of hearing levels, measured intelligence, and adaptive behavior; references follow each chapter. (RJ)

#### ABSTRACT 21779

EC 02 1779 ED 035 158  
Publ. Date 69 161p.

#### A Practical Guide for Teaching the Mentally Retarded to Swim.

American Association for Health, Physical Education And Recreation, Washington, D. C.  
EDRS mf

American Association for Health, Physical Education And Recreation, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (\$2.00).

Descriptors: exceptional child education; mentally handicapped; teaching methods; swimming; recreational activities; reinforcement; games; recreation; recreational facilities; sequential approach; records (forms); program administration; physical education

A guide for teaching the retarded to swim begins with a general discussion of retardation, the need for individualization, and staff qualifications. Factors discussed in program organization and administration include community agencies, staff training, examples of records and



forms, and first aid procedures. Suggested methods consider perceptual motor abilities, a multisensory approach, breaking down skills sequentially, transfer of training, motivation, awards, discipline, swimming readiness, orientation, entering the water, innovations, assistive devices, movement exploration, and circuit and interval training. Step-by-step procedures for mastering different floating and swimming positions are described and illustrated by sketches. A variety of water stunts and games are included as are recommendations for pool facilities. Behavior modification techniques are discussed and photographs are provided throughout. (RJ)

**ABSTRACT 21954**

EC 02 1954 ED 036 933  
 Publ. Date Nov 69 208p.  
**Music for the EMR: Teacher's Handbook.**  
 Iowa State Department of Public Instruction, Des Moines;  
 Iowa University, Iowa City, Special Education Curriculum Development Center  
 Office of Education (DHEW), Washington, D. C.  
 EDRS mf. hc  
 BR-6-2883

Descriptors: exceptional child education; mentally handicapped; music; teaching methods; singing; educable mentally handicapped; musical instruments; music activities; audiovisual aids; curriculum guides

The goals of teaching music to the educable mentally handicapped are discussed and a sample unit lesson plan is provided. Also considered are presenting and teaching the song, using rhythm instruments, playing the autoharp, and planning listening activities. Over three-fourths of the handbook consists of singing activities for primary and intermediate and secondary levels including goals, songs of different types, and teaching methods. Appendixes list over 50 recordings, books, and audiovisual aids. (JD)

**ABSTRACT 22001**

EC 02 2001 ED 036 014  
 Publ. Date 69 373p.  
 Roucek, Joseph S., Ed.  
**The Slow Learner.**  
 EDRS not available  
 Philosophical Library, Inc., 15 East 40th Street, New York, New York 10016 (\$10.00).

Descriptors: exceptional child education; slow learners; teaching methods; learning difficulties; programed instruction; English; social studies; sciences; mathematics; counseling; spelling; retarded readers; preschool programs; dropouts; underachievement; gifted; disadvantaged youth; Negroes; motivation; social influences; minority groups; economic disadvantage

Papers on the slow learner treat physical defects and learning abilities, social and economic background as an obstacle to

learning, the causes of dropouts and lapses in study, and the limitations and potential of the ungifted. The contribution interest in the slow learner has made to education is discussed; also discussed are problems of the socially unmotivated, the slow gifted, the racially deprived, and the black. Further papers consider the slow learner and school counseling, Head Start and other preschool enrichment programs, English, social studies, science teaching, mathematics, programed instruction, reading, and spelling. A selected bibliography of books and periodical articles is provided on each of the above areas. (JD)

**ABSTRACT 22581**

EC 02 2581 ED 038 826  
 Publ. Date 69 228p.  
 Buist, Charlotte A.; Schulman, Jerome L.  
**Toys and Games for Educationally Handicapped Children.**  
 EDRS not available  
 Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$9.50).

Descriptors: exceptional child education; mentally handicapped; learning disabilities; instructional materials; bibliographies; toys; educational games; manipulative materials; visual perception; auditory perception; sensory training; memory; concept formation; motor development; psychomotor skills; verbal development; annotated bibliographies; intellectual development; language development; perceptual motor learning

Commercially available toys and games for children with educational handicaps, from general retardation to disabilities in limited areas of functioning are listed. For each toy, the name, manufacturer, and sex and age interest are stated; a description of the toy is given. All toys are classified according to the intellectual functions involved. These include visual perception (like-different, part-whole, spatial relations, figure-ground) and auditory perception (like-different, figure-ground). Additional categories are retention and recall (visual memory, auditory memory), conceptualization, and expression (fine motor, gross motor, verbal). (JD)

**ABSTRACT 22641**

EC 02 2641 ED N.A.  
 Publ. Date May 70 10p.  
 Adams, Margaret E.  
**Foster Care for Mentally Retarded Children: How Does Child Welfare Meet This Challenge?**  
 EDRS not available  
 Child Welfare: V49 N5 P260-9 May 1970  
 Paper Presented at the National Conference on Social Welfare (New York, New York, 1969).

Descriptors: exceptional child services; mentally handicapped; foster homes; child welfare; social services

A discussion of child welfare and foster care for the retarded is based largely on

the results of a study in seven cities involving monitoring all applications for foster (residential) care during a 3 month period. A brief history of residential care in institutions is provided with a view toward foster care by families as a workable alternative. Similarities and differences in caring for retarded and normal children are considered. For the 78 legally retarded children in the Seven Cities study (5.2% of the sample) intelligence, and age factors and reasons for referral are presented. Types of foster care in various communities are illustrated by case examples. Also discussed are administrative problems and the practice of placing children in foster homes while awaiting institutionalization. (RJ)

**ABSTRACT 22743**

EC 02 2743 ED 039 685  
 Publ. Date 69 301p.  
 Hurley, Rodger L.  
**Poverty and Mental Retardation: A Causal Relationship.**  
 EDRS not available  
 Vintage Books, 457 Madison Avenue, New York, New York 10022 (\$1.95).

Descriptors: economic disadvantage; disadvantaged youth; lower class; migrant problems; mentally handicapped; incidence; environmental influences; health conditions; welfare; educational programs; intelligence; public education; etiology; New Jersey

The incidence of mental retardation among the poor and the reasons for such high prevalence are the focus of the text which is based largely on the state of New Jersey. Mental retardation is viewed as a social pathology which thrives in the ghetto; the effects of poverty and racial prejudice are explored as are the assessment of intelligence and adaptive behavior. Also discussed are the following: poverty and organic impairment, deprivation and intellectual performance, public education and mental retardation, the health crisis of the poor, welfare, and food assistance programs. The plight of the poor in Newark is cited as an example of urban poverty, while rural poverty is examined through a case study of migrant laborers. (RJ)

**ABSTRACT 22833**

EC 02 2833 ED N.A.  
 Publ. Date 60 292p.  
 Kephart, Newell C.  
**The Slow Learner in the Classroom.**  
 EDRS not available  
 Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43209.

Descriptors: exceptional child education; slow learners; achievement; learning readiness; preschool children; perceptual development; learning activities; readiness skills; motor development; teaching methods; instructional materials; child development; rating scales

Designed for classroom teachers, the text discusses the development and achievement of preschool children, skills

and abilities in simple tasks, motor bases of achievement, the perceptual process, development of form perception, and space discrimination. A perceptual rating scale to identify children with inadequate readiness skills, and training activities useful in the classroom to develop the readiness skills such as chalkboard training, sensory motor training, ocular control, and form perception are described. (L.E)

#### ABSTRACT 23282

EC 02 3282 ED N.A.  
Publ. Date 60 390p.  
Ingram, Christine P.  
**Education of the Slow-Learning Child.**  
EDRS not available  
Ronald Press Company, 15 East 26th  
Street, New York, New York 10010.

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; slow learners; educational programs; teaching methods; special classes; units of study (subject fields); rehabilitation; educational counseling

Aimed at special education teachers and school administrators, the book presents educational programs for a wide range of mentally handicapped and slow learning children. Contents include the physical, mental, social, and emotional characteristics of educable mentally handicapped children and the psychological and educational principles on which a program geared to their potentialities is based. The organization of special classes, the study and selection of children, and the administrator's and teacher's responsibilities for the program are described. Details of the preparation and execution of teaching units are presented. The development of programs for children at various age and intelligence levels is shown through practical illustrations. Special emphasis is placed on what mentally handicapped children can reasonably be expected to achieve at different periods in their school experience in various subject areas. The nature and function of rehabilitation services are presented with discussion of developments and trends. The book has an annotated list of references following each chapter and an index. (L.E)

#### ABSTRACT 23577

EC 02 3577 ED 042 310  
Publ. Date Jun 70 77p.  
**Materials for Secondary School Programs for the Educable Mentally Retarded Adolescent.**  
New England Materials Instruction Center, Boston, Massachusetts  
Boston University, Massachusetts,  
School of Education  
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; work study programs; instructional materials; bibliographies; educable mentally handicapped; adolescents; resource materials; curriculum guides; audiovisual aids

Compiled are materials related to work

study programs for the educable mentally handicapped adolescent. Items listed include professional books, textbooks, resource aids, journals and articles, curriculum guides, instructional materials, and audiovisual aids. The materials are grouped according to academic areas (mathematics, science, social studies, English, reading), vocational education (general, industrial arts, home economics, jobs, trades), and social skills (general, safety, driving, recreation, home care, health, social adjustment). Also included are sections on supplementary audiovisual materials, tests, and professional books. Some materials are briefly annotated; detailed descriptions of the others are available from the retrieval filing system at New England Materials Instruction Center. (KW)

#### ABSTRACT 30017

EC 03 0017 ED 043 143  
Publ. Date 70 174p.  
Younie, William J., Ed.; Goldberg, I. Ignacy, Ed.  
**Special Education in the Residential Setting. Proceedings of the Special Study Institute (Columbia University, New York, New York, June 30-July 18, 1969).**  
Columbia University, New York, New York, Teachers College  
Office of Education (DHEW), Washington, D. C., Division for Handicapped Children and Youth  
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; institutional administration; administrative policy; residential centers; residential schools; institutionalized (persons); conference reports; exceptional child education

Reported are the proceedings of a three-week conference for special education administrators working with educational programs for the institutionalized mentally handicapped. Conference papers included are: The Role of a Residential Facility in Modern Society, by Robert Dentler; The Present Nature of Residential Populations, by Harvey Dingman; Multidimensional Problems of Administration in a Residential Setting, by Harvey Stevens; and The Current Status of Education in Residential Centers in the U.S., by Wesley White. Also presented are The Educational Roles of a Residential Center, by David Rosen; Assessment and Placement, by Margaret Jo Shepherd; Administrative Implications for Education at Various Ability Levels, by Robert Erdman; Resources for Implementing the Administrative Model, by Philip Roos; and An Administrative Model for the Residential Setting--An Application of Open System Theory, by Arthur Lewis. Appended are a summary of group problems, reactions to problem solving, and a list of conference participants. (KW)

#### ABSTRACT 30035

EC 03 0035 ED 043 160  
Publ. Date 70 283p.

Blessing, Kenneth R., Ed.  
**A Persisting Life Needs Approach to a Curriculum for the Educable Mentally Retarded.**

Wisconsin State Department of Public Instruction, Madison, Division for Handicapped Children  
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education  
EDRS mf,hc  
OEG-594149-70  
Wisconsin Department of Public Instruction, Publications Order Service, 126 Langdon Street, Madison, Wisconsin 53702 (\$2.00).

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; resource guides; teaching guides; state programs; state curriculum guides; interpersonal competence; self care skills; adjustment (to environment); Wisconsin

The objectives and perspective for a program with the educable mentally handicapped are presented in the Wisconsin curriculum guide. The described concepts and activities revolve around 12 Persisting Life Situations which include communicating ideas, understanding one's self and others, traveling, adjustment to various situations, health care, safety concerns, earning money, home-making, money management, use of leisure time, appreciation of arts and beauty, and civic responsibilities. For each of the 12 situations, separate objectives and activities are suggested for primary, intermediate, and secondary levels. Approaches to learning and behavior development are discussed with implications toward programing and curriculum. The appendix treats the use of prescriptive teaching with the educable mentally handicapped and offers instructional activities in the area of psycholinguistics. A handbook which accompanies the manual is available as EC 030 036. (RD)

#### ABSTRACT 30038

EC 03 0038 ED 043 163  
Publ. Date 70 97p.  
Erdman, Robert L. and Others  
**The Administration of Programs for Educable Retarded Children in Small School Systems.**  
Council for Exceptional Children, Arlington, Virginia  
EDRS mf  
Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202 (\$3.75).

Descriptors: exceptional child education; educable mentally handicapped; program administration; administrative organization; elementary schools; administrative policy; class size; admission criteria; curriculum; program development; rural school systems; county school systems; small school systems

Administrative concerns of programs for educable mentally retarded children in small school systems are discussed beginning with preliminary steps of pro-

gram promotion and development of program rationale. The selection of children is explored in areas of screening methods, individual evaluations, implications of student characteristics, and criteria for placement in special classes. Also described are the organization of classes and related organizational problems along with the development of curriculum and program activities. Various programing approaches and organizational patterns provided include cooperative programs, contract services, intermediate units, itinerant personnel, summer programs, and work study programs. Appendixes contain listings of state associations for the retarded, the Special Education IMC/RMC network, curriculum resources, resource texts, educational films, parent resources, suggested equipment and supplies, and sample forms to be used in special education programing. (RD)

**ABSTRACT 30063**

EC 03 0063 ED N.A.  
 Publ. Date 70 226p.  
 Kolstoe, Oliver P.  
**Teaching Educable Mentally Retarded Children.**  
 EDRS not available  
 Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 (\$5.95).

Descriptors: exceptional child education; mentally handicapped; teaching methods; educable mentally handicapped; instructional materials; educational objectives; communication skills; curriculum; interpersonal competence; psychomotor skills; recreation; vocational education; prevocational education

Combining a neurophysiological theory and a behavioral theory to conceptualize mental retardation, the author presents methods and materials for specific behavior outcomes resulting in adults who can work and live independently. Information is provided on the learner, objectives, and organization. Methods, materials, and specific outcomes for communication skills, arithmetic skills, social competencies, motor skills and recreation, esthetics, and vocational competencies are presented. Suggested units and materials are outlined for preprimary, primary, intermediate, prevocational, and vocational levels. Behaviors at each level are built upon behaviors of the preceding level. The appendix lists instructional outcomes for each skill area and level. (MS)

**ABSTRACT 30071**

EC 03 0071 ED N.A.  
 Publ. Date 66 174p.  
 Bonner, J. and Others  
**Basic Driver Education.**  
 EDRS not available  
 Interstate Printers and Publishers, Inc., 19 North Jackson Street, Danville, Illinois 61832 (\$2.50).

Descriptors: exceptional child education; instructional materials; driver education; mentally handicapped; slow learners;

learning difficulties; disadvantaged youth; illiterate adults

Designed as a simplified text to present concepts about driving, the instructional material meets the needs of several types of students--slow learners, mentally handicapped, culturally disadvantaged, nonreading adults, and those with reading problems or learning difficulties. Areas treated concern personal character, psycho-physical influences, traffic laws, insurance, and automobile care. Concepts are presented verbally and graphically. Each lesson includes a written test and an oral test. Word lists follow each chapter. Mentally handicapped and culturally disadvantaged students were used in the field testing. A teacher's manual to accompany the text is available as EC 030 072. (MS)

**ABSTRACT 30072**

EC 03 0072 ED N.A.  
 Publ. Date 68 48p.  
 Bonner, J. and Others  
**Basic Driver Education--Teacher's Manual.**  
 EDRS not available  
 Interstate Printers and Publishers, Inc., 19 North Jackson Street, Danville, Illinois 61832 (\$2.50).

Descriptors: exceptional child education; driver education; mentally handicapped; slow learners; learning difficulties; disadvantaged youth; teaching guides; instructional materials

As a companion to Basic Driver Education (EC 030 071), the teacher's manual follows the student text page by page and presents related information, explanatory notes, and suggestions for use. Recommended supplementary materials are listed. (MS)

**ABSTRACT 30082**

EC 03 0082 ED N.A.  
 Publ. Date 68 48p.  
**A Guide for Programs in Recreation and Physical Education for the Mentally Retarded.**  
 American Association for Health, Physical Education, and Recreation, Washington, D. C.  
 EDRS not available  
 American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (\$1.25).

Descriptors: exceptional child education; mentally handicapped; physical education; program planning; recreation programs; physical fitness; athletics; psychomotor skills; recreation facilities

Ideas and suggestions for a comprehensive program of recreation and physical education for the retarded are presented. Program objectives are considered. Specific activity areas treated are physical fitness, motor ability, sports skills, special events, and recreation. In a discussion of individual progress testing and measuring, specific tests of psychomotor function, tests of physical fitness, and developmental profiles are listed. Other

aspects treated are facilities, equipment, and supplies; medical examinations; inservice education and training; volunteers; parents; and public relations and information. A guide for program evaluation is provided. (MS)

**ABSTRACT 30177**

EC 03 0177 ED N.A.  
 Publ. Date 70 120p.  
 Haekctt, Layne C.  
**Movement Exploration and Games for the Mentally Retarded.**  
 EDRS not available  
 Peek Publications, 4067 Transport Street, Palo Alto, California 94303.

Descriptors: exceptional child education; mentally handicapped; psychomotor skills; perceptual motor learning; games; eye hand coordination; skill development; physical activities; body image; space orientation; self esteem; visual discrimination; muscular strength

The concepts and purposes of movement exploration for the mentally handicapped are introduced, followed by chapters dealing specifically with body image and space awareness, self confidence, visual focusing and balance, strength and endurance, and hand-eye coordination. Activities, approaches, procedures, and equipment for games and the application of various skills are listed for each area. Activities are designated as appropriate for one or more of the following levels: primary, intermediate, or upper TMR, primary or intermediate EMR, or activities that can be played in a classroom. Summary charts of games and activities and equipment lists and instructions for construction or acquisition are included. The potential of movement to have a significant impact upon the education, training, habilitation, and rehabilitation of the mentally handicapped is emphasized. (KW)

**ABSTRACT 30192**

EC 03 0192 ED N.A.  
 Publ. Date Sep 70 8p.  
 Cawley, John F.  
**Teaching Arithmetic to Mentally Handicapped Children.**  
 EDRS not available  
 Focus on Exceptional Children; V2 N4 P1-8 Sep 1970

Descriptors: exceptional child education; educable mentally handicapped; arithmetic; teaching techniques; mathematics instruction; mathematics curriculum; curriculum development; mentally handicapped

The development of a comprehensive system of arithmetical instruction for mentally handicapped children is urged. Characteristics of a complete system are defined. Problems of assessment are discussed. Small phases of such a system are presented: an illustration of one language-based component of quantity focusing on language variability within the singular/plural differentiation, and a brief description of an individual approach to managing the group for verbal problem-



solving activity (using a teaching/learning matrix as the basic system of interaction between teacher and student). (KW)

**ABSTRACT 30224**

EC 03 0224 ED N.A.  
Publ. Date Sep 70 6p.  
Lovatt, Michael  
**Mathematics and Slow Learners.**  
EDRS not available  
Special Education: V59 N3 P15-20 Sep 1970

Descriptors: exceptional child education; educable mentally handicapped; mathematics; teaching methods; slow learners; mentally handicapped

The Nuffield mathematics approach with educable mentally handicapped boys aged 11-13 years is described. The work, based on guided discovery, discussion, and understanding, rather than on role learning or teaching specific techniques, was felt to be successful, based on the measure of increased interest, awareness, language and the ability to reason. Specific aspects covered are pictorial representation, use of concrete materials, and creating equations and puzzles. (KW)

**ABSTRACT 30234**

EC 03 0234 ED N.A.  
Publ. Date (67) 26p.  
Orlando, Robert and Others  
**Tokens as Reinforcers: Classroom Applications by Teachers of the Retarded. IMRID Papers and Reports, Volume IV, No. 14.**  
George Peabody College for Teachers, Nashville, Tennessee; Institute on Mental Retardation and Intellectual Development  
National Institute of Child Health and Human Development, Bethesda, Maryland  
EDRS not available  
Peabody College Bookstore, George Peabody College For Teachers, Nashville, Tennessee 37203.

Descriptors: exceptional child education; mentally handicapped; reinforcers; positive reinforcement; reinforcement; teaching methods

Described is the successful use of tokens as reinforcers in the classrooms of an institution for the mentally handicapped. The special classes included students ranging from preschoolers to older adolescents and at various intellectual levels (trainable and educable). Tokens were first used to gain general behavior control, then to establish and strengthen academic skills. Individual examples illustrate the procedure used and the token effectiveness. Appendixes discuss the kind of token used, the establishment and operation of a token exchange store, and stock items for the store. (KW)

**ABSTRACT 30368**

EC 03 0368 ED N.A.  
Publ. Date 69 301p.  
Bush, Wilma Jo; Giles, Marian Taylor  
**Aids to Psycholinguistic Teaching.**  
EDRS not available

Charles E. Merrill Books, 1300 Alum Creek Drive, Columbus, Ohio 43216 (\$10.00).

Descriptors: exceptional child education; slow learners; learning disabilities; psycholinguistics; sequential approach; reception; auditory perception; visual perception; perceptual motor coordination; memory; multisensory learning; tactile perception

Therapeutic activities at the psycholinguistic level of development are presented to help slow learners or children with learning disabilities at individual stages of processing. Within the chapters, suggestions are made for activities at various levels from first to eighth grade. Topics described concern auditory and visual reception, auditory and visual association, verbal and manual expression, grammatical closure, and auditory and visual sequential memory. Remedial recreational activities are suggested as are visual, auditory, tactile, and kinesthetic techniques. A brief publishers list is included. (RJ)

**ABSTRACT 30383**

EC 03 0383 ED 043 978  
Publ. Date 70 128p.  
Smith, William I.  
**Guidelines to Classroom Behavior.**  
EDRS not available  
Book-Lab, Inc., 1449 37th Street, Brooklyn, New York 11218 (\$2.50).

Descriptors: exceptional child education; mentally handicapped; discipline; class management; teaching methods; classroom techniques; group behavior; student behavior; behavior change; socially deviant behavior; teacher role; flexible scheduling; parent teacher cooperation; student teacher relationship

Designed for classes of the mentally retarded but applicable to all children, the guidelines to classroom behavior present concepts of discipline and class management including teacher attitudes toward behavior, desired teacher and student relationships, the needs of the student (particularly the need for attention), and the objectives of enhancing student strengths and success areas. Techniques for the teacher are suggested such as increasing student responsibility, flexible scheduling, utilizing parent cooperation, varying the routine with unexpected activities, employing group dynamics and peer expectations, and management of arguments and hostility. The understanding of behaviors and motivations by the teacher is emphasized throughout the text. (RD)

**ABSTRACT 30434**

EC 03 0434 ED 043 998  
Publ. Date 68 190p.  
Wygant, Alice  
**A Resource Guide for the Special Education Teacher: Working with the Mentally Retarded Educable Child.**  
Hawaii State Department of Education, Honolulu, Office Of Instructional Services

EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; teaching guides; communication skills; mathematics; social development; mentally handicapped

The guide is intended for special education or regular class teachers of educable mentally handicapped children. A general introduction discusses such children, discipline problems, class organization, and direct learning opportunities. A more specific section details curriculum adjustment, planning, communication skills (including social objectives, oral and written communication, handwriting, spelling, reading, phonics, and various inventories and outlines), and computational skills (the concrete to the abstract, goals, guiding principles, problem solving, readiness program, informational and functional arithmetic, measures, vocabulary). Appendixes refer to direct learning materials and how to select and develop a unit. (KW)

**ABSTRACT 30631**

EC 03 0631 ED 044 866  
Publ. Date 69 87p.  
Kenel, Francis C., Ed.; Krueger, Emily A., Ed.  
**Cooperative Driver Education Manual for the High School EMR Student.**  
Milwaukee Public Schools, Wisconsin, Division of Curriculum and Instruction  
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education  
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; driver education; program planning; instructional materials; guidelines; mentally handicapped

The manual covers high school driver education for the educable mentally retarded (EMR) student. Guidelines are given for an instructional program offered prior to enrollment in a regular driver education course, to familiarize EMR students with the general content areas. The driving task is analyzed and outlined. The instructional program for EMR students (in both pre- and standard driver education courses) is sketched. Also listed are suggested classroom instructional areas for use with EMR students, and supportive instructional materials (tests, audio-visual and written media, parent and school communication, traffic signs, and traffic situations and diagrams). The 40 traffic situations and diagrams, in multiple choice question form, are contained in an accompanying supplement. (KW)

**ABSTRACT 30888**

EC 03 0888 ED N.A.  
Publ. Date 70 10p.  
Haltom, Carl M.  
**Informal Assessment and Remediation**



**of Visual Memory Deficits.**

EDRS not available

Teaching Exceptional Children; VI N3  
P33-42 Fall 1970

Descriptors: exceptional child education; educable mentally handicapped; visual learning; recall (psychological); memory; visualization; educational diagnosis; remedial instruction; mentally handicapped

Described is an informal program for diagnosis and remediation of visual memory skills. The advantages of informal and formal testing are discussed, and some informal diagnostic activities focusing on visual memory are reviewed to assist the teacher of the educable mentally retarded. Evaluative suggestions and remedial procedures are sketched for seven ability levels: ability to recall three-dimensional objects, to recall two-dimensional objects, to recognize omission of selected details, to visually sequence color, to sequence familiar unrelated objects, to recall correct sequence of pictures representing meaningful events, and to locate object or word in a sequence. (KW)

**ABSTRACT 30939**

EC 03 0939 ED N.A.  
Publ. Date 69 210p.  
Karlin, Muriel Schoenbrun; Berger, Regina

**Successful Methods for Teaching the Slow Learner.**

EDRS not available

Parker Publishing Company, Inc., 1 Village Square, West Nyack, New York 10994 (\$8.95).

Descriptors: exceptional child education; mentally handicapped; slow learners; teaching methods; class activities; identification; lesson plans; discipline; language arts; social studies; science activities; reading; mathematics; field trips; parent teacher conferences; test construction

Presented are specific, practical techniques for motivating and teaching slow learners. Characteristics of the slow learner and how to recognize him are explained. The development of daily and yearly lesson plans is discussed, as is discipline (how to control the students until they develop self-control). The suggestions, techniques, and strategies for classroom application cover instruction in the language arts, social studies, science, arithmetic, and teaching reading in every subject area. Also dealt with are how to deal effectively with parents of slow learners, group trips for educational purposes, and developing tests for slow learners. (KW)

**ABSTRACT 30945**

EC 03 0945 ED N.A.  
Publ. Date 70 184p.  
Humphrey, James H.; Sullivan, Dorothy D.

**Teaching Slow Learners Through Active Games.**

EDRS not available

Charles C Thomas, Publisher, 301-327

East Lawrence Avenue, Springfield, Illinois 62703 (\$8.50).

Descriptors: exceptional child education; mentally handicapped; learning disabilities; slow learners; teaching methods; teaching guides; teacher education; games; elementary education; mathematics; science activities

Designed for teachers and teacher educators, the text is a discussion of the use of active games in the teaching of slow learners. The first four chapters are concerned with the identification of various types of slow learners, the theory of active game learning, research, and factors influencing learning through active games. The last three chapters consist of over 200 examples of games suitable for use in learning skills and concepts in the areas of reading, elementary school mathematics, and elementary school science. (CD)

**ABSTRACT 31010**

EC 03 1010 ED 046 140  
Publ. Date 70 87p.

**The Way We Go to School: The Exclusion of Children in Boston.**

Task Force on Children Out of School, Boston, Massachusetts  
Boston University, Massachusetts,  
School of Medicine  
EDRS mf,hc

Descriptors: exceptional child education; educational policy; educational responsibility; suspension; expulsion; educational practice; school responsibility; withdrawal; discipline policy; emotionally disturbed; physically handicapped; culturally handicapped; mentally handicapped; unwed mothers; Massachusetts

The report by the Task Force on Children Out of School describes practices and procedures of exclusion which prohibit a minimum of 4,000 school age children from attending the Boston public schools. Children who are culturally different, physically different (both handicapped and pregnant), mentally handicapped, and emotionally disturbed are discussed as primary groups of school exclusion. Examples of misplaced priorities in Boston's school policies are presented in areas of the School Department practices, school counselors and attendance officers, mental health services, and general administrative responses to children's needs. Specific recommendations to eliminate conditions of school exclusions are provided. Appendixes cite general laws relating to education, examples of school programs in other cities, statistical data from the survey of children out of school, and names of persons interviewed during the study. (RD)

**ABSTRACT 31013**

EC 03 1013 ED 046 143  
Publ. Date Sep 70 89p.  
Neal, Larry L., Ed.

**Recreation's Role in the Rehabilitation of the Mentally Retarded.**

Oregon University, Eugene, Rehabilitation Research And Training Center in

**Mental Retardation**

Social and Rehabilitation Service (DHEW), Washington, D. C., Office of Research, Demonstrations, And Training  
EDRS not available

Rehabilitation Research and Training Center in Mental Retardation, Department of Special Education, University of Oregon, Eugene, Oregon 97403.

Proceedings of A Conference (Eugene, Oregon, May 19-21, 1969).

Descriptors: exceptional child education; mentally handicapped; rehabilitation; recreation; conference reports; physical activities; physical recreation programs; handicrafts; camping; leisure time; recreational programs

The monograph presents the proceedings from a conference sponsored by the Rehabilitation Research and Training Center in Mental Retardation of the University of Oregon (held May 19-21, 1969). Topics concerning recreation's role in the rehabilitation of the mentally handicapped include the following: the role of therapeutic recreation specialists, the recreational needs of the retarded, characteristics and prevalence of the condition of mental handicaps, current status of recreation programming, the role of the municipal recreation department, guidelines for change, and interaction between institution and community. Also provided are separate papers describing the concepts of programming through the areas of arts and crafts, bowling, habilitative camping, music, special Olympics, scouting, swimming, and equipment design. The federal impact on recreation with the mentally handicapped is discussed, and a seminar summary and evaluation are included. (RD)

**ABSTRACT 31252**

EC 03 1252 ED 046 168  
Publ. Date Nov 70 162p.

**Science: A Guide for Teaching the Handicapped.**

Iowa University, Iowa City, Special Education Curriculum Development Center

Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped

EDRS mf,hc

BR-6-2883

Descriptors: exceptional child education; educable mentally handicapped; sciences; teaching guides; science activities; guidelines; mentally handicapped; curriculum development

Presented are guidelines for planning science programs for the educable mentally retarded, at four levels of difficulty: primary, intermediate, junior high, and senior high school levels. Areas of study covered at each level are animals, plants, weather and seasons, the earth, the universe, forces, human beings, and the environment. General objectives, an outline of content, resource materials, suggested experiments, initiatory and assimilating activities, and selected starter units are included. Evaluation sheets are also

included. (KW)

**ABSTRACT 31265**

EC 03 1265 ED 046 180  
Publ. Date 70 173p.

**A Guide for Teachers of Educable Mentally Handicapped Children. Volume I, Primary.**

Oklahoma State Department of Education, Oklahoma City, Division of Special Education

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS mf.hc

Descriptors: exceptional child education; educable mentally handicapped; teaching guides; primary grades; mentally handicapped; resource guides; curriculum guides; agencies; organizations (groups); placement; Oklahoma

Designed for the teacher of the educable mentally handicapped, the guide presents a detailed outline of suggestions, activities, and teaching aids useful in the instruction of mentally handicapped children. The guide is the first of three volumes (primary, intermediate, and secondary) containing introductory and theoretical chapters plus detailed suggestions for the primary curricula, and an agencies and organizations listing. Such areas as health, safety, social experiences, language arts, numbers and science experiences, arts and crafts, and games are covered. Volume 2 is available as EC 031 266. (CD)

**ABSTRACT 31266**

EC 03 1266 ED 046 181  
Publ. Date 70 172p.

**A Guide for Teachers of Educable Mentally Handicapped Children. Volume II, Intermediate.**

Oklahoma State Department of Education, Oklahoma City, Division of Special Education

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS mf.hc

Descriptors: exceptional child education; educable mentally handicapped; intermediate grades; teaching guides; curriculum guides; mentally handicapped; organizations (groups); agencies; Oklahoma

Designed for intermediate teachers of the educable mentally handicapped, the guide (Volume 2 of a three part series) presents a detailed outline of suggestions, activities and teaching aids useful in instruction. Health and safety, physical education, language arts, social experiences, numbers and science, and arts and crafts are discussed. Volume 1 is available as EC 031 265. (CD)

**ABSTRACT 31267**

EC 03 1267 ED 046 182  
Publ. Date 70 114p.

**Oklahoma Curriculum Guide for Teacher-Coordinators of Educable Mentally Handicapped Students, Grades 10-11-12. Volume IV.**

Oklahoma State Department of Educa-

tion, Oklahoma City, Division of Special Education

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS mf.hc

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; senior high school students; vocational education; mentally handicapped; resource guides; teaching guides; teacher role; teacher developed materials; Oklahoma

Designed for teachers of educable mentally handicapped adolescents (grades 10, 11, 12), the guide provides basic resource units, outlines for each unit and duties of the teacher, and supportive materials to be used. Supervised work experience is coordinated with classroom instruction as well. The guide complements the two books of the three volume series (EC 031 265 and EC 031 266) on primary through secondary grades. (CD)

**ABSTRACT 31271**

EC 03 1271 ED N.A.  
Publ. Date 66 102p.

Dobbs, J. P. B.

**The Slow Learner and Music: A Handbook for Teachers.**

EDRS not available

Oxford University Press, Inc., 200 Madison Avenue, New York, New York 10016 (\$2.00).

Descriptors: exceptional child education; slow learners; music; teaching guides; teaching methods; resource guides

Designed for teachers of slow learners, the handbook describes the value of music to such children and emphasizes the significance of music in the schools. Instructional activities and methods are suggested for group singing, instrumental music, listening, and movement and dance. The relation of music to other subjects is also examined. Appendixes provide lists of general background reading, music books for teachers, song books, records, film strips, books and music for movement and dance, music publishers, and related associations. (RD)

**ABSTRACT 31527**

EC 03 1527 ED 047 447  
Publ. Date 70 134p.

**Exceptional Children Conference Papers: Administrative Procedures and Program Organization.**

Council for Exceptional Children, Arlington, Virginia

EDRS mf.hc

Papers Presented at the Northwest Regional Conference (Vancouver, British Columbia, October 21-24, 1970).

Descriptors: exceptional child education; administrative organization; program development; conference reports; program design; multiply handicapped; mentally handicapped; work study programs

Administration procedures and program organization is the topical consideration

of nine papers selected from those presented at the CEC Northwest Regional Conference (Vancouver, British Columbia, October 21-24, 1970). The presentations include an introduction to interdistrict cooperatives; special education and government and problems in rural areas; work experience programs for the educable mentally handicapped and a community work study endeavor; programs for the multiply handicapped and a multidiscipline approach to the treatment of multiply handicapped children; and a description of a work oriented school for educable mentally handicapped. Other collections of papers from the conference have been compiled and are available as EC 031 525 (Pre and Inservice Teacher Training), EC 031 526 (Social and Institutional Changes in Special Education), EC 031 528 (Involvement of Parents in School Programs), and EC 031 529 (Teaching Strategies, Methods, and Instructional Materials). (CD)

**ABSTRACT 31731**

EC 03 1731 ED N.A.  
Publ. Date Oct 69 112p.

Hahn, Hans R.; Raasch, Werner H.

**Helping the Retarded to Know God.**

EDRS not available

Concordia Publishing House, 3558 South Jefferson Avenue, Saint Louis, Missouri 63118 (\$1.95).

Descriptors: exceptional child education; mentally handicapped; religious education; church programs; church role

The book is intended as a guide for church members teaching special classes of retarded children in the church's program of Christian education. The nature of mental retardation and characteristics of retarded children are described. The spiritual needs of the retarded are discussed in terms of Christian concern for them (historical background, responsibilities, needs, goals) and what can be done to meet the needs of retarded church members. Suggestions for establishing a special program of instruction are made. An examination of how retarded persons learn includes comments upon learning characteristics and general teaching techniques. A more specific chapter on teaching methods covers curriculum areas, the teaching of religious concepts, and planning techniques. Attention is also given to the selection and evaluation of instructional materials, qualifications of teachers for special classes, and behavior management. (KW)

**ABSTRACT 31736**

EC 03 1736 ED 047 467  
Publ. Date Jan 70 206p.

Allport, Marion and Others

**A Course of Study and Suggestions for Curriculum Implementation: Special Classes (EMR).**

Oakland Unified School District, California

EDRS mf.hc

Descriptors: exceptional child education; educable mentally handicapped; educational programs; educational objectives;

curriculum: mentally handicapped: California

Presented is a course of study for educable mentally retarded (EMR) students at the primary, intermediate, junior high, and senior high levels. The purpose is to define in outline form the general areas of learning experiences able to promote the development of competencies appropriate to EMR students. The objectives of the instructional program, stated as Continuing Life Problems or Social Life Needs, and comprising the essential components of the program, are as follows: health in daily living; safety in daily living; understanding oneself, one's environment, and managing personal affairs; getting along with and communicating with others; rights, privileges, and responsibilities; family living; earning a living and managing money; traveling and moving about in the community; using leisure time; and participating in community life. Each of these overall objectives is subdivided into constituent elements, and attitudes, understandings, and skills to be established in each area at the various age levels are delineated. Included is a curriculum model illustrating the relationships among the pupil, special class organization, academic expectations, objectives, and teaching methods. (KW)

**ABSTRACT 31838**

EC 03 1838 ED N.A.  
Publ. Date Apr 71 8p.  
MacMillan, Donald L.  
**The Problem of Motivation in the Education of the Mentally Retarded.**  
EDRS not available  
Exceptional Children: V37 N8 P579-86  
Apr 1971

Descriptors: exceptional child education; educable mentally handicapped; motivation; research reviews (publications); failure factors; mentally handicapped

It is suggested that one possible reason for the failure to demonstrate the efficacy of self contained classes for the educable mentally retarded lies in the failure of such classes to balance the emphasis on motivational and cognitive variables. Several motivational variables have been isolated experimentally and the research findings have been interpreted to suggest that children who have experienced excessive amounts of failure dramatically differ from children with little history of failure on these variables. Three specific motivational variables are discussed and the related research evidence presented. The variables are expectancy for failure, outer-directedness, and positive and negative reaction tendencies. Implications are drawn and suggestions made regarding ways of dealing with these behaviors. (Author)

**ABSTRACT 31924**

EC 03 1924 ED 048 687  
Publ. Date Jun 70 193p.  
**Program Planning Report for the Minnesota Learning Center on the Campus of Brainerd State Hospital.**

Minnesota State Department of Public Welfare, St. Paul  
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; residential programs; state schools; mentally handicapped; residential schools; vocational education; Minnesota

The study was undertaken to provide management and program development services for the relocation of the pupils attending a residential school for educable mentally handicapped. The stated goal of the new center (Minnesota Learning Center) is the preparation of residents to assume a community living role independent of the institution. Four general areas are singled out for consideration in the development of the program: behavior, academic skills, vocational skills, recreation and social skills. Student characteristics, general and behavioral, are assessed and personnel recommendations including administration, staffing, position descriptions, and inservice training are made. An extensive appendix provides the results of the behavior ratings done and other data collections made during the course of the study. (CD)

**ABSTRACT 31928**

EC 03 1928 ED 048 691  
Publ. Date 71 504p.  
Koch, Richard, Ed.; Dobson, James C., Ed.

**The Mentally Retarded Child and His Family.**

EDRS not available  
Brunner/Mazel Publishers, 80 East 11th Street, New York, New York 10003 (\$15.00).

Descriptors: exceptional child education; mentally handicapped; etiology; biological influences; interdisciplinary approach; educational planning; mental retardation; family influence

Described as a text for students in college courses of all disciplines relating to the mentally handicapped (education, medicine, psychology, rehabilitation and others), the collection of papers contains two introductory articles on the origins of intelligence and the meaning of mental handicaps. Eight papers devoted to the biological factors in mental retardation causation focus on genetic, prenatal, in-trapartum and neonatal, postnatal, metabolic, chromosomal and neurological factors. The multidisciplinary approach is discussed in eight chapters covering areas of psychological assessment, social work services, nursing services, speech and language services, educational consultation services, nutritional services, and counseling services. A section containing five papers on education and training of the mentally handicapped examines the contribution of education, nursery schools, utilization of learning principles, diagnosis and remediation,

and teaching approaches. Psychosocial aspects are explored by four chapters in terms of motivational and psychiatric aspects, societal attitudes, and family influence. Two writings focus on community services. A glossary of related terms is provided. (RD)

**ABSTRACT 32069**

EC 03 2069 ED N.A.  
Publ. Date 71 578p.

Waite, Kathleen Barnette  
**The Educable Mentally Retarded Child: Guidance and Curriculum.**

EDRS not available  
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$32.25).

Descriptors: exceptional child education; educable mentally handicapped; curriculum development; curriculum guides; counseling; teaching methods; mentally handicapped

Intended for teachers and administrators concerned with planning and organizing educational programs for educable mentally retarded (EMR) children, the book treats the development of a balanced curriculum in general and specific terms. Section 1 discusses the EMR child himself, emphasizing personality development and, particularly, guidance of EMR children, in and out of the classroom. Section 2 examines more closely education of the EMR child. Following a statement of the philosophy for special education programs and a presentation of guidelines for curriculum development, specific curriculum, materials, and teaching methods for EMR students are presented for the following seven areas: physical education, communicative skills, arithmetic competencies, social competencies, health, safety, vocational competencies, and aesthetics. Suggestions are offered to guide teachers in planning specific daily tasks and activities from the primary to high school level. Detailed for each subject at each developmental level are behavioral objectives, learning experiences, and teacher procedures to develop desired behavior. (KW)

**ABSTRACT 32083**

EC 03 2083 ED N.A.  
Publ. Date Apr 71 11p.

Gay, William O.; Stephenson, Bobby L.  
**A Systems Approach as a Method of Training Teachers of Mentally Retarded Children.**

EDRS not available  
Education and Training of the Mentally Retarded; V6 N2 P56-66 Apr 1971

Descriptors: exceptional child education; mentally handicapped; educational methods; systems analysis; teaching methods

The application of an instructional systems approach to the design of instruction for mentally retarded children is described. The system uses a taxonomy of learning types which makes it possible for the user to avoid trial-and-error approaches in the selection of instructional methodologies. The reader is shown how



to go from idea to objective to classification of learning type, and finally to planning of instructional strategy and evaluation of pupil attainment. (Author)

**ABSTRACT 32197**

EC 03 2197 ED N.A.  
Publ. Date 71 35p.

Kenpton, Winifred and Others  
**Love, Sex and Birth Control for the Mentally Retarded: A Guide for Parents.**

EDRS not available  
Planned Parenthood Association of Southeastern Pennsylvania, 1402 Spruce Street, Philadelphia, Pennsylvania 19102 (\$0.75).

Descriptors: exceptional child education; mentally handicapped; sex education; parent education; contraception

Advice is offered to parents to help them inform and counsel their mentally retarded child in the areas of love, sex, and birth control, with the goal of preparing the child to develop into an adult able to respond to love when and where appropriate. Parents are advised not to overly shelter their child and suggestions are made concerning what and how parents should tell the child about such topics as puberty, masturbation, dating, sexual intercourse, venereal disease, contraceptive methods, abortion, and marriage. Books containing information and moral guidance about sexuality that can be helpful to any parent are recommended in the pamphlet. (KW)

**ABSTRACT 32352**

EC 03 2352 ED N.A.  
Publ. Date 71 242p.

Buckler, Beatrice  
**Living with a Mentally Retarded Child.**

EDRS not available  
Hawthorn Books, Inc., 70 Fifth Avenue, New York, New York 10011 (\$6.95).

Descriptors: exceptional child education; mentally handicapped; child rearing; parent education; directories; clinics; residential programs; institutions

Intended to assist parents who are raising a mentally retarded child at home, the book contains information on practical aspects of home training. Following a discussion of the diagnosis and causes of mental retardation, suggestions are presented on such aspects of child-rearing as discipline, toilet training and other self-care skills, good manners and acceptable social behavior, playmates and playthings, types of educational programs, sex education, and vocational concerns. Over one half of the book consists of appendixes which list diagnostic centers and residential facilities throughout the country, providing pertinent data about each, and which offer a bibliography of publications on mental retardation and a bibliography on the education of the mentally retarded. (KW)

**ABSTRACT 32377**

EC 03 2377 ED 050 534  
Publ. Date Sep 70 100p.

Forbes, Donald G.; Raschick, Sally Carey

**Walworth County Preschool Program.** Walworth County Special School, Elkhorn, Wisconsin;

Wisconsin State Department of Public Instruction, Madison, Division for Handicapped Children

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; early childhood education; program descriptions; behavior change; preschool children; intervention; nonprofessional personnel; mentally handicapped; positive reinforcement; Wisconsin

The report describes an academic, compensatory education preschool program for educable mentally retarded children 3-5 years of age. Goals are to teach, through behavior modification techniques, language skills and behavior patterns necessary to succeed in school. Language teaching is based on an adaptation of the Bereiter-Englemann method, and the program makes extensive use of paraprofessionals. Discussed are efforts to foster healthy self-concepts, techniques of behavior modification and the schedule of tangible and social reinforcement, staffing and training procedures, subject matter taught, and the program of home visits to inform parents of the child's progress and encourage them in the use of positive reinforcement management techniques. Evaluation results reported show IQ gains of 14-38 points, a 17-month average gain in language over 7 1/2 months, improved behavior and self-concepts, longer attention spans and ability to delay gratification, and gains in academic skills. Appendixes present controlling techniques, the rationale for heavy emphasis on language teaching, examples of subject matter taught and sample lesson plans, forms for reporting on the home instruction program, descriptions of staff job responsibilities, and details of in-service paraprofessional training. (KW)

**ABSTRACT 32426**

EC 03 2426 ED 050 541  
Publ. Date May 71 115p.

Mattson, Bruce D. and Others  
**Preparing the Mentally Retarded in the Areas of Food Preparation and Service.**

Texas Tech University, Lubbock, Department of Special Education  
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; vocational education; food service workers; program design; program proposals; curriculum design; mentally handicapped

The report of a project for planning a training program for the mentally retarded in the areas of food preparation and service summarizes activities of the planning project and makes recommendations

for possible implementation. The training program is designed for educable mentally retarded youth who would benefit from specific vocational education programs at the high school level. The need for this training program and employment projections are presented. Aspects of the training program which are discussed and for which recommendations are made include staffing needs (qualifications, sources of personnel, teacher/student ratio), student selection criteria and procedures, the training setting and equipment needed, and areas of specialization to be emphasized. Behavioral objectives and curriculum content recommendations are made, including suggested teaching units, objectives, training activities and resources, and evaluation techniques for 10 specific curriculum areas. Also covered are possible relationships with other school programs and personnel, and with rehabilitation agencies and trade organizations. A suggested budget, totaling \$44,250, for the initial year of a demonstration project for training mentally retarded students according to these plans and recommendations is included. (KW)

**ABSTRACT 32618**

EC 03 2618 ED 051 618  
Publ. Date 71 147p.

**Special Language Programming for Exceptional Children with Language Disorders.**

California State Department of Education, Sacramento, Division of Special Education

EDRS mf,hc  
Proceedings of A Special Study Institute (San Diego, California, November, 1969).

Descriptors: exceptional child education; language handicapped; disadvantaged youth; language development; language programs; speech therapists; preschool children; mentally handicapped; nonstandard dialects; conference reports; California

Papers of the special study institute on Special Language Programming for Exceptional Children with Language Disorders focus on the following objectives: delineation of the development and functions of language as related to special language problems, clarification of the role of the speech and language specialist, and establishment of guidelines by presenting authoritative information on how speech and language specialists can be more effective. Following the keynote address by Michael Marge on the role of speech and hearing specialists in the management of language disorders, nine papers deal with three major topic areas. In the first of these areas, language development programs for preschool children, normal and deviant language acquisition and clinical goals for preschool language programs are discussed. Three papers concentrate upon language programs for children with language problems related to mental retardation, the second major subject area. Language



training for children using dialectal forms of language, the third section, contains articles treating the role of the speech professional in dealing with problems of Negro dialect speakers, false assumptions about the nonstandard Negro dialect, training speech therapists for treatment of minority children, and implications for California school programs. (KW)

#### ABSTRACT 32720

EC 03 2720 ED 052 561  
Publ. Date 71 56p.  
**A Resource Guide in Sex Education for the Mentally Retarded.**  
Sex Information and Education Council of the United States, Inc., New York, New York;  
American Association for Health, Physical Education, and Recreation, Washington, D. C.  
EDRS mf  
NEA Publications-Sales, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (\$2.00).

Descriptors: exceptional child education; mentally handicapped; sex education; resource guides; course content; curriculum; class activities; instructional materials

A practical resource guide rather than a theoretical document, the guide contains information on sex education designed to help parents, professionals, and volunteers working with or teaching the mentally retarded. Guidelines for developmental sequences of instruction and suggestions concerning concepts, content, teaching methods and activities, and instructional materials are presented. The concepts and their associated ideas and materials are presented sequentially, from the easy and basic to the sophisticated, so that materials from the appropriate level can be selected for use with the educable or trainable retarded. Outlined are seven steps for establishing a sex education program in residential or day schools. Following brief discussions of the attitudes and responsibilities of adults involved and of teaching styles, two sample lesson plans are given to show how materials and information can be organized for presentation. Detailed are the component concepts and related activities for four general curriculum areas: awareness of self, physical changes, peer group relationships, and responsibility to society. The extensive list of selected resources includes both printed and audiovisual materials to use with the retarded. (KW)

#### ABSTRACT 32726

EC 03 2726 ED N.A.  
Publ. Date 71 379p.  
Gardner, William I.  
**Behavior Modification in Mental Retardation: The Education and Rehabilitation of the Mentally Retarded Adolescent and Adult.**  
EDRS not available  
Aldine Publishing Company, 529 South Wabash Avenue, Chicago, Illinois 60605 (\$11.75).

Descriptors: exceptional child education; mentally handicapped; emotionally disturbed; behavior change; adults; adolescents; rehabilitation programs; sheltered workshops; evaluation

The book is addressed to persons involved in education and rehabilitation of mentally handicapped adolescents and adults whose behavior poses problems of learning and behavior adjustment. A detailed account of concepts and practices of behavior modification with numerous clinical illustrations of applying specific techniques to various problems is given. The inadequacies of the psychological evaluation systems normally used in education and rehabilitation are discussed and an alternative behavior analysis approach providing a method of translating evaluation data into treatment practices offered. The book concludes with a description of a research program for the design and testing of sheltered workshop systems for the mentally handicapped and emotionally disturbed. (CD)

#### ABSTRACT 32854

EC 03 2854 ED 052 396  
Publ. Date Apr 71 90p.  
**Exceptional Children Conference Papers: Specific Subject Programs for EMRs and TMRs.**  
Council for Exceptional Children, Arlington, Virginia  
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.  
EDRS mf,he  
Papers Presented at the Annual International Convention of the Council for Exceptional Children (49th, Miami Beach, Florida, April 18-24, 1971).

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; program descriptions; driver education; safety education; home economics; mathematics; work study programs

Eight papers focus upon specific subject programs for educable and trainable mentally retarded (EMR and TMR) students. Three of the papers, concerning driver education and traffic safety education for EMR students, cover driver education guidelines and materials developed in a Michigan state institute involving teachers of EMR and teachers of driver education. Alabama's statewide project for EMR driver and traffic safety education, and a pilot project involving EMR students in a two-part Non-Traditional Driver Education Program emphasizing safety training. Other papers describe in detail the EMR home economics program at Oak Ridge (Tennessee) High School, discuss instructional objectives for work-study programs for EMR elementary through high school students, briefly describe the Northwestern Illinois Athletic Association for Trainable Mentally Handicapped Youth, present a Piagetian approach to arithmetic for the retarded, and examine the team work experience (supervised work in teams in community settings) in work oriented

special education programs for retarded persons not able to benefit from the type of vocational training available within the structure of present work study programs on the secondary level. (For other CEC Convention papers, see EC 032 855-EC 032 861.) (KW)

#### ABSTRACT 32868

EC 03 2868 ED N.A.  
Publ. Date Apr 71 16p.  
**Policy Statements on the Education of Mentally Retarded Children.**  
National Association for Retarded Children, Arlington, Texas  
EDRS not available  
National Association for Retarded Children, 2709 Avenue E East, Arlington, Texas 76011.

Descriptors: exceptional child education; mentally handicapped; civil liberties; educational philosophy; educational objectives; public education; educational problems; National Association for Retarded Children

Prompted by denial of basic educational rights to a large segment of the retarded population, especially severely and profoundly retarded persons, the National Association for Retarded Children delineates persisting problems in the education of the mentally handicapped and provides policy statements regarding these problems. The policy statements are consistent with the philosophy of education for all children, in that every child should have adequate instruction and educational facilities within his school district. The problems listed are: denial of the right to education in the public schools; mandatory provision of education services and compulsory attendance; administration of services; locus of responsibility; educational rights of the retarded in residential institutions; classification and placement in special education classes; the integration-segregation issue; the borderline child; lack of standard nomenclature; student mobility within the educational program; provisions for the early education of mentally retarded persons; need for continuing educational services; appropriateness and scope of school curricula; extent of family involvement in the educational process; qualifications of special education teachers; class size, composition, and teacher-pupil ratios; and supportive services. Appended is a policy statement on classification and placement in special education classes. (CB)

#### ABSTRACT 32888

EC 03 2888 ED N.A.  
Publ. Date 70 231p.  
Whitaker, Venetta  
**Social Studies for EMR Pupils—Teacher Resource Material: An Instructional Bulletin for Junior High Schools.**  
Los Angeles City Schools, California, Division of Instructional Planning and Services  
EDRS mf,hc

Descriptors: exceptional child education.

educable mentally handicapped; junior high school students; curriculum guides; social studies; class activities

A compilation of material for teachers of junior high school educable retardates. The manual includes suggestions and activities in the following areas of social studies; developing self-realization; understanding and adjusting to the contemporary scene; recognizing the value, function, and responsibility of the family relationship with school, church, community, state, and nation; understanding how geography affects our culture; becoming a responsible citizen; becoming aware of historical events and appreciating the American way of life; appreciating man's need for security and peace and understanding the role of the United Nations; learning about and understanding the way of life of people of other nations; getting acquainted with occupational opportunities and developing economic efficiency; and making the proper use of leisure time. A course of study on the same topics can be found in EC 032 889. (RJ)

**ABSTRACT 32889**

EC 03 2889 ED 053 510  
Publ. Date 69 47p.

Whitaker, Venetta.  
**Social Studies for EMR Pupils: A Course of Study for Junior High Schools.**  
Los Angeles City Schools, California, Division Of Instructional Planning and Services  
EDRS mf, hc

Descriptors: exceptional child education; educable mentally handicapped; social studies; curriculum guides; junior high school students; course objectives

A course of study on social studies for the educable mentally retarded junior high school student, the manual outlines goals for each area of the curriculum and suggests time limits for each. Areas are development of self-realization, understanding and adjusting to the contemporary scene, the role of the family in society, the effect of geography on culture, good citizenship, historical events and the American way of life, the need for security and peace, the role of the United Nations, life in other nations, occupational opportunities, and the use of leisure time. Suggested activities for each unit can be found in EC 032 888. (RJ)

**ABSTRACT 33033**

EC 03 3033 ED N.A.  
Publ. Date Aug 71 5p.

Douglass, Joseph H.  
**Mental Retardation: Innovations Imperative.**  
EDRS not available  
Compact: V5 N4 P14-8 Aug 1971

Descriptors: exceptional child education; mentally handicapped; educational needs; educational opportunities; educational programs; federal legislation; state programs; innovation; President's Committee on Mental Retardation

Existing and proposed innovations for education of mentally handicapped children are discussed. At a conference, the President's Committee on Mental Retardation (PCMR), the Bureau of Education for the Handicapped, and the Council for Exceptional Children (CEC) addressed themselves to placement problems of children in special classes for the mentally handicapped. Six recommendations are discussed supporting the national goal of providing full educational opportunity for all handicapped children in the U.S. by 1980. Eight examples of existing innovative, vocational education programs for mentally handicapped children and adults are illustrated briefly. Many are said not to require vast expenditures for implementation. It is noted that the new direction in special education results from a growing realization that complex environmental factors can cause both mental retardation and anti-social behavior. Three principles proposed by CEC regarding innovative educational systems are briefly mentioned, with emphasis on expansion of special education services. To advance education for mentally handicapped children, the PCMR recommends eight forms, discussed briefly, of state and federal legislation. (CB)

**ABSTRACT 33039**

EC 03 3039 ED N.A.  
Publ. Date Aug 71 8p.

Meier, John  
**Mental Retardation: Current Issues and Future Trends.**  
EDRS not available  
Compact: V5 N4 P35-42 Aug 1971

Descriptors: exceptional child education; mentally handicapped; economically disadvantaged; environmental influences; identification; educational trends; compensatory education; state programs

Current and future trends in special education for mentally handicapped children are reviewed. The trend away from traditional diagnostic classification schemes toward more descriptive series of adaptive behaviors is imminent and gaining momentum in both educational and legislative arenas, it is noted. Also, the momentum is intensified by growing national awareness that classification of large numbers of lower economic class children as educable mentally handicapped actually results from environmental deprivation, not mental retardation. Such children can benefit from individualized instruction, for the author points out that systematic compensatory educational efforts are effective. The growing trend toward interdisciplinary evaluation and remediation centers is developed, and the value of institutionalizing severely mentally handicapped children is questioned as a result of increasing knowledge about effects of deprived environments. Concluding the article is a six-page listing of existing, representative state programs for mentally handicapped students. The listing includes a short program definition, kinds of handicapped persons served, and program age ranges,

where applicable. (CB)

**ABSTRACT 33105**

EC 03 3105 ED N.A.  
Publ. Date 71 165p.

Blodgett, Harriet E.  
**Mentally Retarded Children: What Parents and Others Should Know.**  
EDRS not available  
University of Minnesota Press, 2037 University Avenue, S. E., Minneapolis, Minnesota 55455 (\$5.95).

Descriptors: mentally handicapped; parent role; parent attitudes; family problems; language development; intelligence tests; exceptional child education; emotional adjustment; parent education; child rearing

Written to help parents and teachers understand mental retardation, the text offers factual information and guidance to assist in the development of emotional maturity needed to cope with the problems of caring for a retarded child. The dimensions and causative factors are discussed, and intelligence tests and their results are explained. Establishing expectations for the children, the ways in which they learn, speech and language development, the importance of feelings, and capitalizing on social assets are examined. How to make better use of professional help is considered as are the purposes of special education, problems of family living, the adolescent years, and planning for the future. A discussion of the emotional problems in acceptance and adjustment is especially directed to parents. (RJ)

**ABSTRACT 33238**

EC 03 3238 ED N.A.  
Publ. Date Sep 71 8p.

Ross, Sterling L., Jr. and Others  
**Confrontation: Special Education Placement and The Law.**  
EDRS not available  
Exceptional Children: V38 N1 P5-12 Sep 1971

Descriptors: exceptional child education; educable mentally handicapped; student placement; culturally disadvantaged; court cases; legal problems; standardized tests; mentally handicapped; special class placement; cultural factors

Following a listing of the arguments levied most often against current special education placement procedures, various legal decisions are reviewed which form the nucleus of the growing body of case law in the area of special class placement. The suits, brought against public schools for placing certain children in special classes for the educable mentally retarded, illustrate that through the courts parents are challenging the administration and use of standardized tests (which can be culture biased and used to maintain racial or ethnic segregation), placement procedures which do not allow for parental participation in the placement decision, and the effectiveness and the harmful effect of special class programming. Special educators are urged

to initiate immediate reform in testing and placement procedures before changes are imposed by the courts and possibly accompanied by punitive damages. (Author/KW)

**ABSTRACT 33244**

EC 03 3244

ED N.A.

Publ. Date Sep 71

6p.

Gardner, Ovitta Sue

**Out of the Classroom: The Birth and Infancy of the Resource Center at Hauula.**

EDRS not available

Exceptional Children: V38 N1 P53-8 Sep 1971

Descriptors: exceptional child education;

educable mentally handicapped; resource teachers; regular class placement; program descriptions; mentally handicapped; Hawaii

The article, dealing with the concept of a resource center as an alternative to special class placement especially for socio-culturally deprived children with mild learning problems who have been labeled educable mentally retarded, describes the development of a resource center in the special education program at Hauula School (Oahu, Hawaii). Explained are the original commitment and followup procedures to dissolve the self contained educable classes and to identify specific individual needs in the areas of the basic skills tested by the Windward Test Bat-

tery. Special education teachers worked with the students and regular teachers to gradually integrate all but two of the 36 students labeled educable into regular classrooms. In the special education room, which became known as the Resource Center, small groups of students or individual students worked with special education teachers on needed special skills or subjects during certain scheduled periods of the day. The Resource Center teachers continue to consult with regular teachers, try new procedures, and train other teachers in procedures appropriate for regular classrooms and in use of the Windward Test Battery and other screening instruments. (KW)



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