Listed in the annotated bibliography, one of a series of over 50 similar selected bibliographies on exceptional (both handicapped and gifted) children, are 78 references to research dealing with the trainable and custodial mentally retarded. The research treats such subjects as behavior modification, use of reinforcement and operant conditioning, teaching methods, testing, and various aspects of child development. For all entries, which were selected from Exceptional Child Education Abstracts, bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given. Also provided are an author index and a subject index. (KW)
TRAINABLE MENTALLY HANDICAPPED—RESEARCH

A Selective Bibliography

February 1971

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

This bibliography is a product of the Information Processing Unit, CEC-ERIC Information Center on Exceptional Children.

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.
The CEC Information Center on Exceptional Children

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 Instructional Materials Centers Network for Handicapped Children and Youth (IMCNHCY). 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.

How to Use This Bibliography

The abstracts in this bibliography have been retrieved from the computer stored information of the CEC Information Center on Exceptional Children. Abstracts represent the Center's complete holdings on the topic as of the date indicated.

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.

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Developmental Retardates: Investigating Reinforcer Preferences in Response Mode; Behavior Change (Persons); Methods Research; Methodology; Choice. Other response patterns were more frequently selected and (2) that most subjects tended to distribute their reinforcer choice responses in one of two ways: (1) choices were initially distributed over the four reinforcers, and within six sessions one reinforcer became more frequently selected and (2) a particular reinforcer was initially selected with high frequency, and a second reinforcer developed as a low frequency choice. Other response patterns were alternation on a cyclical basis and variability of choice not becoming stable until the 25th session. Further refinement of methodology is indicated. Eighteen graphs and four references are included. (DT)

ABSTRACT 10114
EC 01 0114 ED 014 823 Publ. Date Mar 63 126p.
Tobias, Jack

Training for Independent Living, a Community Program for Severely Retarded Adults.
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational rehabilitation; trainable mentally handicapped; day care programs; custodial mentally handicapped; day care programs; custodial mentally handicapped; education programs; educational programs; educationally trainable mentally handicapped; adults; vocational therapy; program evaluation; program planning; special care skills; travel training.

An occupational day center for mentally retarded adults was established to provide community services for retarded persons who live at home and, although beyond school age, are unable to participate in sheltered workshop activities. The staff included a director, a social worker, five instructors, a training supervisor, an office worker, and a psychologist (part-time). Over a 3-year period, 83 clients were accepted into the program with about 35-60 being enrolled at one time. Average age at admission was 21 years (few clients were over age 30), and IQ's ranged from 15 to 65 with a mean of 36. About 80 percent had attended public school special classes. Specific training included travel training, grooming and self care, orientation to the community, domestic skills, and remunerative work. Simple academic instruction included reading, telling time, and using money. Statistical tests with data from the clients produced these findings. There was a significant relationship (.01 level using T test) between intelligence and the ability to benefit from travel instruction. There was a significant relationship (.001 and .05 levels for various IQ groups using tests) between intelligence test score and the number of work units produced per hour. Mongoloid clients were significantly less productive (.05 level using test) in a continued work activity than their intellectual peers in other etiologic groups. The San Francisco Social Competency scores of clients are presented. Sample evaluations of trainees and sample case studies are included. Descriptions of the daily program and relationships with parents, professional groups, and the public are given. (UZ)

ABSTRACT 10363
EC 01 0363 ED 019 766 Publ. Date 66
Ehlers, Walter H.

Mothers of Retarded Children, How They Feel, Where They Find Help. EDRS not available

Descriptors: exceptional child research; mentally handicapped; family; psychological unit; parent attitudes; parents; psychological needs; mothers; mother attitudes; interviews; special services; community services; counseling services; field interviews; health services; socioeconomic status; day care services; social services; psychological services; medical services; case studies; education; minimally brain injured

The research study investigated how mothers of mentally retarded children perceived the retardation, how they made decisions in seeking and using help, and how they reacted to and valued services rendered. The 24 subjects were mothers whose retarded children were classified as brain injured (including mongoloid), had IQ's below 50, and were less than 10 years of age. A field study was conducted with a focused interview was employed. In addition, interview data, case records, related documents, and interviews with the clinic staff were analyzed. Information is included on (1) the children, the families, and the service program, (2) the mothers, and (3) the services of the clinic. Implications are drawn from the summary, findings, and conclusions of the study. Significant services now available and prospects for the future are discussed. Appendixes give (1) characteristics of the families, (2) organization and classification of institutional groups, (3) data guide, and (4) recommendations of the President's Panel on Mental Retardation. A bibliography lists 151 entries. This book was published by Charles C Thomas, Bannerstone House, 301-327 East Lawrence Avenue, Springfield, Illinois 62703, and is available for $6.75. (DF)

ABSTRACT 10446
EC 01 0446 ED 015 604 Publ. Date May 67
Kershner, John R.

An Investigation of the Doman-Delacato Theory of Neuropsychology as it Applies to Trainable Mentally Retarded Children in Public Schools. Pennsylvania Dept. Of Public Instruction, Harrisburg
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; cognitive processes; child development; learning; trainable mentally handicapped; neuropsychological organization; intellectual development; physical development; children; experimental programs; intelligence quotient; perceptual motor learning; physical activities; physical education; psychomotor skills; public schools; research projects; Doman-Delacato Developmental Profile; Kershner-Dusewicz-Kershner Revision; Oseretsky Tests of Motor Proficiency; Peabody Picture Vocabulary Test

Two intact classes of public school trainable mentally retarded children were used to study the effects of physical activities derived from the Doman-Delacato theory of physical and intellectual development. The experimental group consisted of seven males and six females from age 8 to 18, and the control group consisted of 10 males and six females from age 8 to 17. All subjects were given the following pre- and post-tests: (1) a mobility scale derived from the Doman-Delacato Developmental Profile, (2) the Kershner-Dusewicz-Kershner Revision of the Vineland Adaptation of the Oseretsky Tests of Motor Proficiency, and (3) the Peabody Picture Vocabulary Test. The experimental program was extended through 74 teaching days that approximated 5.5 hours each and included activities consistent with the Doman-Delacato theory. For the control group, the curriculum included a number of nonspecific activities that could give opportunities for praise and attention.

Trainable Mentally Handicapped—Research
equal to that received by the experimental
group. Hypothesis 1 stating there is a
significant improvement in creeping and
crawling performance favoring the ex-
perimental group was accepted since the
Mann-Whitney U Test comparing pre-
posttest gain scores between groups
found differences statistically significant
at the .05 level. Hypothesis 2 stating there
is a significant improvement in perfor-
tual-motor proficiency favoring the
experimental group was rejected since
the Mann-Whitney U Test compar-
ing pre-posttest scores for the experimental
group was accepted since the Mann-
Whitney U Test comparing pre-
posttest gain scores between groups
found differences statistically significant
at the .05 level. Hypothesis 3 stating there is a signif-
cant mean IQ improvement favoring the
experimental group was accepted since
an analysis of variance produced corre-
lative coefficients between the pretest
and posttest scores for the experimental
and control groups of .81 and .95 respec-
tively and a difference statistically sig-
nificant at the .05 level. The treatment
had a facilitating effect on both the
physical and intellectual development of
the experimental group. Replication and
larger scale investigations are needed.
Appendices include the creeping and
crawling scale and the Kershner-Dusewicz-
Kershner Revision of the Vineland
Oseretsky Tests of Motor Development.
A bibliography lists 56 items. (DF)

ABSTRACT 10599
EC 01 0599 ED 021 372
Publ. Date 67 14p.
Semmel, Melvyn I.
Analysis of Teacher-Pupil Verbal In-
teraction Patterns in Classes for the
Mentally Retarded. Studies in Lan-
guage and Language Behavior, Prog-
ress Report Number IV.
Michigan University, Ann Arbor, Cen-
ter For Research On Language And
Language Behavior
Office Of Education (DHEW), Washing-
ton, D. C., Bureau Of Research
EDRS mf,hc OEC-SAE-961784-0508
BR-6-1784
Descriptors: exceptional child research;
mentally handicapped; communication
(thought transfer); teaching methods;
trainable mentally handicapped; special
classes; interaction; interaction process
analysis; classroom communication; stu-
dent teacher relationship; student reac-
tion; teacher behavior; student behavior;
teacher attitudes; Minnesota Teacher Atti-
tude Inventory; Flanders Interaction
Analysis: MTAI
Flanders' Interaction Analysis, which
classifies verbal interaction into 10 cate-
gories, was used to compare two groups
consisting of seven trainable mentally
retarded (TMR) classrooms each. The
sample was selected from the extremes
of a population of 87 TMR classrooms
on the basis of their teachers' high
(tending to flexibility and harmony) or low
(tending to rigid and secrecy) scores on the
Minnesota Teacher Atti-
tude Inventory (MTAI). Trained observ-
ers visited each class for 2 hours and
recorded the verbal interaction between
the teacher and students. Analysis re-
vealed that high MTAI teachers used
more questions (p less than .01) and had
more student response (p less than .05); low
MTAI teachers used more lecture and
criticism (p less than .05) and had
more student initiated talk (p less than
.01). Teacher attitudes and measures of
accepting feeling, praise, using ideas,
and giving directions were not signifi-
cant. Results did not yield unqualified
support for the hypothesis that teachers'
verbal behavior in the classroom can be
predicted from MTAI scores because the
stratification of teachers by MTAI
scores indicated bias in the amount of
teaching experience (the high subgroup
had fewer years of teaching experience).
A histogram compares the data with
from an earlier study using educa-
tably mentally retarded and normal sub-
jects. Five tables and 16 references are
provided. (Author)

ABSTRACT 10835
EC 01 0835 ED 002 968
Publ. Date Jun 61 260p.
Cain, Leo F.
A Study of the Effects of Community and
Institutional School Classes for
Trainable Mentally Retarded Child-
ren.
San Francisco State College, California
EDRS mf,hc OEC-SAE-8257
CRP-589
Descriptors: exceptional child research;
mentally handicapped; environmental
influences; public schools; institutional
day schools; day students; trainable mentally
handicapped; public education; mental
retardation; family environment; institu-
tional environment; environment; par-
ent child relationship; children; social
development; out of school youth; instit-
tionalized (persons)
The major hypothesis of the project was
that trainable mentally retarded children
attending school programs, whether liv-
ing at home or in an institution, would
show greater increments of social com-
potence over a period of time than
comparable children not attending such
programs. It was also suggested that
parents of retardates who attend public
school classes in their communities
would show greater increments of adapt-
ability than those whose children do not
attend such classes. From about 180
children, four groups were formed: com-
munity control, community experimen-
tal, institutional control, and institution-
al experimental. The experimental
groups attended public school classes
for trainable children while the control
groups did not. Ratings on the criterion
measures were obtained at the initiation
and conclusion of the 2-year experimen-
tal period. Parents of the community
groups were visited and interviewed four
times during the project period. Analysis
of findings showed significant increases
were achieved in the social competence
development for the community groups
and comparable decreases for the same in the institutional
groups. Developmental differ-
ences between the school and nonschool
children, whether living at home or not,
Two severely mentally retarded, non-communicative ruminators, a 23-year-old female and a 14-year-old male, were administered electric shock as a consequence for ruminating syndrome. However, the reduction in ruminating was extremely variable from day to day. No functional relationship between shock and ruminating was reported, as extraneous environmental factors also served to distract. At termination of the treatment, the female showed a 15% weight increase over her previous 45 pounds, a reduction in akinetic seizures, and an increase in liquid intake. The male subject showed a small weight gain, counteracting a 31 pound loss over several preceding months. (TL)

**ABSTRACT 11101**

EC 01 1101 ED N.A. Pub. Date Jun 65 6p.

Descriptive techniques: child research; mentally handicapped; tests; perception; trainable mentally handicapped; auditory training; auditory perception; auditory tests; audiometric tests; hearing loss; aurally handicapped; perception tests; audition (physiology); physically handicapped; testing; reinforcement; operand conditioning; auditory evaluation.

To devise a nonverbal and nonlanguage procedure for testing hearing in which impairment in discriminating pure tones at threshold levels would not be confused with impairment of auditory sensitivity, operand conditioning techniques were applied to trainable mentally retarded, normal, and physically handicapped children in the measurement of pure tone hearing thresholds. Results were compared with the thresholds obtained previously by audiometers experienced in examining exceptional children with conventional methods. A panel equipped with levers was used which, when operated upon sound, dispensed reinforcers. When the subject pushed a specific lever, reinforcers appeared and disappeared when operated upon sound, dispensed reinforcers. When the subject pushed a specific lever, reinforcers appeared and disappeared.

**ABSTRACT 11225**

EC 01 1225 ED 002 870 Pub. Date 31 May 60 66p.


Houston University, Texas Office Of Education (DHEW), Washington, D. C.

EDRS mf hc CRP 418

Descriptors: exceptional child research; mentally handicapped; tests; perception; trainable mentally handicapped; auditory training; auditory perception; auditory tests; audiometric tests; hearing loss; aurally handicapped; perception tests; audition (physiology); physically handicapped; testing; reinforcement; operand conditioning; auditory evaluation.

**ABSTRACT 11232**

EC 01 1232 ED 002 979 Pub. Date 58 119p.


EDRS mf hc OEC-SAE-6439 CRP 109

Descriptors: exceptional child research; mentally handicapped; behavior; family (sociological unit); program planning; day programs; parent attitudes; parent child relationship; institutional schools; public schools; behavior change; special classes; educational programs; social attitudes; institutional environment; trainable mentally handicapped; placement.
The purpose of the project was to evaluate the behavioral changes that take place within the public and institutional school populations and nonschool populations of severely retarded children, and to evaluate the changes in parent attitude and family adjustment of the parents. This report was confined to the first phase of an ongoing project and was primarily concerned with the major aspects of the planning period: the experimental rationale, the design, and the development of instruments. The experimental design constituted a comparison of the social competency development of severely mentally retarded children in four settings: community school, community nonschool, institutional school, and institutional nonschool. Subjects in all of the groups aged from 6 through 12, had IQ's from approximately 25 through 55. The social competency of these children was determined at the initiation and completion of the 2-year experimental period. The parents of each community sample were interviewed during this same period in order to assess changes in parental adaptability. The two instruments developed were the San Francisco Social Competency Scale; Parent Adaptability Scale. (GC)

ABSTRACT 11329
EC 01 1329 ED 002 162
Pub. Date 60
Farber, Bernard And Others
Family Crisis and the Decision to Institutionalize the Retarded Child. CEC Research Monograph, Series A, Number 1. Illinois University, Urbana, Institute For Research On Exceptional Children; Illinois University, Urbana, Department Of Sociology; Council For Exceptional Children, Washington, D. C.
Illinois Department Of Public Welfare, Springfield, Psychiatric Training And Research Fund EDRS mf
The Council For Exceptional Children, NEA, 1201 Sixteenth Street, N. W., Washington, D. C. (0.00). Descriptors: exceptional child research; mentally handicapped; vocational rehabilitation; trainable mentally handicapped; institutionalized (persons); prediction; instructional level; task performance; tests
In a study on predicting productivity, 58 subjects (30 males, 28 females) of trainable mentally handicapped were carried out under typical shop conditions in the experimental section of the institution's workshop. Subjects worked 45-minute periods daily for 6 days on each experimental job; for each task, the first day served as a practice period and no further assistance was provided on the remaining days. Productivity scores for each subject on each task were compared to intellectual, psychomotor, biographical, and vocational measures. Results indicated that success on each job was significantly related to success on the other three experimental tasks; no significant differences were found between predictor variables and total work for male and female subjects; better workers of both sexes were characterized by higher intelligence, better psychomotor skills, superior performance on work samples, and better adjustment to work in the cottage; and superior male workers were older and had lived longer in the institution. Research was reported continuing on the development of continuous criteria and a work rating scale with broader applicability. (DF)

ABSTRACT 11411
EC 01 1411 ED N.A.
Pub. Date Jun 69
Balthazar, Earl E.; Stevens, Harvey A.
Scalor Techniques for Progamm Evaluation with the Severely Mentally Retarded. International Association For The Scientific Study Of Mental Deficiency, Montpellier, France; National Institute Of Mental Health (DHWE), Bethesda, Maryland; Wisconsin State Department Of Health And Social Services, Madison, Special Research Fund EDRS not available Mental Retardation; V7 N3 P25-8 Jun 1969

Exceptional Child Bibliography Series
Presented At The First Congress Of The International Association For The Scientific Study Of Mental Deficiency, University Of Montpellier, France, On September 16, 1967.

Descriptors: exceptional child research; mentally handicapped; evaluation methods; custodial mentally handicapped; program evaluation; behavior rating scales; institutionalized (persons); self-care skills; interpersonal competence

Because of the requirements imposed by comprehensive programs for severely and profoundly retarded individuals, the Central Wisconsin Colony Scales of Adaptive Behavior were developed. Present findings relate to the mean reliability coefficients of the profile score categories obtained from the Scales as they apply to an ambulant, severely retarded, residential population. Additional findings are concerned with interrater reliability studies and with data provided by a concurrent validity study. In general, the preliminary statistical data were quite consistent and supportive. Further studies are concerned with current investigations of the metric properties of the Scales. (Author)

ABSTRACT 11416
EC 01 1416 ED N.A. Pub. Date May 69 4p.
Attwell, Arthur A. And Others
Relationship Between the WRAT, a Behavior Guide, and Achievement with Retarded Adolescents.
Los Angeles County Superintendent Of Schools Office, California; California State College, Los Angeles
EDRS not available
American Journal Of Mental Deficiency; V73 N6 P879-82 May 1969

Descriptors: exceptional child research; trainable mentally handicapped; achievement tests; behavior rating scales: academic achievement: predictive ability; testing; Wide Range Achievement Test; WRAT; Test Behavior Observation Guide

The 1946 edition of the Wide Range Achievement Test (WRAT) was administered to 51 trainable mentally retarded adolescents. One year later, both the 1946 and 1965 editions of the WRAT, along with the Test Behavior Observation Guide, were administered to the same subjects. The 1946 and 1965 editions of the WRAT were so similar as to be considered interchangeable. Certain areas of the Test Behavior Observation Guide (performance rate, attention, effort, and interest) were considered predictive of school achievement, validating previous studies of the retarded with the use of this instrument. The mean gain in achievement during the year was positive, but not significant. (Author)

ABSTRACT 11419
EC 01 1419 ED N.A. Pub. Date May 69 6p.
Klaber, M. Michael And Others
Responsiveness to Social Reinforcement Among Institutionalized Retarded Children.
Hartford University, Connecticut Vocational Rehabilitation Administration (DHHEW), Washington, D. C.
EDRS not available
American Journal Of Mental Deficiency; V73 N6 P890-5 May 1969

Descriptors: exceptional child research; mentally handicapped; institutional environment; social influences; trainable mentally handicapped; custodial mentally handicapped; reinforcement; test

Institution A is an institution for the retarded which provides children with much less social interaction than does Institution B. Severely retarded children who were transferred for administrative reasons from Institution A to Institution B were compared to a closely matched group of children who remained in Institution A. It was found that the children who remained in the more depriving institution approached closer and elected to stay longer with a socially reinforcing adult than did the children who were transferred to the less depriving institution. (Author)

ABSTRACT 11429
EC 01 1429 ED N.A. Pub. Date May 69 7p.
Bricker, William A.; Bricker, Diane D.
Four Operant Procedures for Establishing Auditory Stimulus Control with Low-Functioning Children.
Clove Bottom Hospital And School, Donelson, Tennessee
Office Of Education (DHHEW), Washington, D. C.; National Institute Of Child Health And Human Development, Bethesda, Maryland; John F. Kennedy Center For Research On Education And Human Development, Nashville, Tennessee
EDRS not available
OEG-7-070218-1639
American Journal Of Mental Deficiency; V73 N6 P981-7 May 1969

Descriptors: exceptional child research; mentally handicapped; auditory evaluation; operant conditioning; audiometric tests; reinforcement; institutionalized (persons); custodial mentally handicapped; testing

Thirty-six institutionalized retardates were placed into matched quads and then randomly assigned to one of four treatments for establishing auditory stimulus control using operant procedures. Each treatment was programmed and following criterion acquisition, the subject (S) was given an audiometric evaluation using the same operant response. Prior training with light discrimination did not facilitate learning since the group exposed only to the auditory signal showed a substantial time savings in reaching criterion performance. No differential effect was observed on the auditory evaluation as a result of group assignment. Reliable hearing assessment was obtained for 33 of the 54. (Author)

ABSTRACT 11546
EC 01 1546 ED 029 447 Pub. Date 26 Sep 68 24p.
Lown, Irving C., Jr.
Pre-Professional Training in Mental Retardation. Final Report.
Arizona Children's Colony, Coolidge Office Of Education (DHHEW), Washington, D. C., Bureau Of Research
EDRS m,hc
OEG-6-8-08085-4488 (032)
BT-8-0805
Descriptors: exceptional child research; mentally handicapped; career opportunities; recruitment; work experience programs; summer programs; college students; institutionalized (persons); custodial mentally handicapped; physical therapy; recreational activities; reinforcement; student interests; program
evaluation; changing attitudes; health services; Student Work Experience and Training; SWEAT

To interest students in mental retardation health services careers, 10 eligible prebaccalaureate students were selected to participate in a 10-week summer training program. The first 2 weeks involved orientation to informational and training aspects of mental retardation and exposure to the health services related disciplines of recreational and physical therapy. For the remaining 8 weeks, the students, five in physical and five in recreational therapy, were assigned to an area where no extensive programming of this kind was previously administered. Two cottages consisting of 126 female profoundly retarded residents received an intensive systematic stimulation and training program with supervision by professional representatives. Results indicated that the residents showed improvement in self care abilities, motor behavior and more mature social responsiveness. Evaluation of the students was done by administering an information test on mental retardation and a 500-word essay offering a critique and subjective report of the work experience's effect on the students' career intentions, indicated involvement on the part of the students, a sense of professional identification, and acquisition of appropriate skills and attitudes. (Author/JD)

ABSTRACT 11574
EC 01 1574 ED N.A.
Publ. Date 66
104p.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; program planning; trainable mentally handicapped; parent teacher cooperation; educational programs; motivation; reinforcement; teaching methods; educational objectives; communication skills; teacher aides; physical activities; motor development; learning characteristics; educational research; vocational rehabilitation; state programs

A conference of 25 Florida teachers of the trainable mentally retarded surveyed the points of view of business and industry, parents and teachers, the community, and the State Department of Education. Aspects of development discussed are the efficacy and objectives of educational programs for the mentally retarded, teacher and program development, principles of curriculum design, and the use of teacher aides. Motor and language development are considered; and learning and research are related in terms of theories and principles of learning, the nature and phases of learning and significant research reports on motivation. A map showing the number of teachers in public school programs for the trainable mentally retarded by county is appended. (BW)

ABSTRACT 11621.
EC 01 1621 ED N.A.
Publ. Date Aug 67
5p.
Holman, John H.; Gorton, Chester E.
Training Severely and Profoundly Developmentally Retarded Children. EDRS not available
Mental Retardation; V5 N4 P20-4 Aug 1967.

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; reinforcement; psychomotor skills; prosthesis; research reviews; operant conditioning; social reinforcement; self care skills

Research applicable to the training of severely retarded children (IQ under 25) is surveyed. Studies on behavior modification are reviewed, covering such areas as training, perceptual motor skills, operant imitation, social reinforcement, and adverse stimulation. Research on self care skills treats feeding training, toilet training, and behavioral engineering. It is concluded that realistic operational procedures are now available. A bibliography lists 52 references. (Author/JD)

ABSTRACT 11622.
EC 01 1622 ED N.A.
Publ. Date Nov 67
3p.
Doepke, Katherine G.
Retarded Children Learn to Sing. EDRS not available

Descriptors: exceptional child research; mentally handicapped; music education; teaching methods; trainable mentally handicapped; audiovisual aids; overhead projectors; tape recordings

Tape recordings of five sets of 10 songs each were played for a class of nine trainable mentally handicapped children while they watched the lyrics shown on an overhead projector. Three methods of presentation were used which offered progressively less teacher help; the procedure offering the most help had the greatest success. After using the tapes for 3 months, four of the children knew all the songs. Methods involved in the program are described; effects of the experience are discussed in terms of socialization, memory, reading, and spelling improvement. (BW)

ABSTRACT 11681.
EC 01 1681 ED 030 235
Publ. Date 68
18p.
Greenough, Diane
Comprehension and Imitation of Sentences by Institutionalized Trainable Mentally Retarded Children as a Function of Transformation Complexity. Michigan University, Ann Arbor, Center For Research On Language And Language Behavior;

BR-6-1784

Descriptors: exceptional child research; mentally handicapped; transformations (language); comprehension; imitation; cognitive processes; trainable mentally handicapped; institutionalized (persons); mongolism; pictorial stimuli; verbal stimuli; negative forms (language); kernel sentences; sentence structure; complexity; level; deep structure; surface structure; language development

The ability of 31 institutionalized trainable mentally retarded mongoloid and nonmongoloid subjects (mean IQ equals 27.5) to comprehend and imitate verbally presented sentences of varying levels of grammatical complexity was examined. Eight stimulus sentences were spoken for four pairs of sentences with simple declarative or kernel, negative, passive, and negative passive. Subjects were asked to select one of a pair of pictures for each sentence and then to repeat the sentences. They correctly comprehended kernel sentences significantly more often than other kinds of sentences. Among nonmongoloid subjects, imitation of sentences to which one optional transformation had been applied was significantly better than imitation of sentences modified by two potential transformations. Chronological age was significantly associated with imitation ability in nonmongoloids (p less than .04); IQ and imitation ability were significantly associated in mongoloids (p less than .05), indicating that the ability to store verbal material for immediate recall is associated with general intellectual or cognitive abilities. (Author/RJ)

ABSTRACT 11704.
EC 01 1704 ED N.A.
Publ. Date Nov 66
5p.
Watkins, Ernest O. And Others
A Novel Hearing Test for Retardates With Mental Ages Below Four Years. EDRS not available
American Journal Of Mental Deficiency; V71 N3 P396-400 Nov 1966.

Descriptors: exceptional child research; mentally handicapped; auditory evaluation; trainable mentally handicapped; audimetric tests; test reliability; test validity; tests; intelligence differences; Animal Sound Test

The Animal Sound Test (AST), newly developed for use with trainable mentally handicapped children with mental ages below 4 years was evaluated for validity and reliability; the test, which consisted of vowel-consonant combinations of sound-dimension stimuli and matched to appropriate pictures of animals was also compared with two conventional methods of hearing assessment, the Speech Reception Threshold (SRT) and Pure Tone (PT) methods. All three tests were administered to 26 subjects (mean chronological age 108.6 months, mean mental age 77.7 months).
mean IQ 36). Results showed a significant relationship between mental ages and performance on all tests (p less than .05), with the subjects of higher mental ages obtaining the lower threshold. More thresholds were obtained with the AST than with the other methods (100% for the AST, 63% with the PT, and 90% with the SRT) and the thresholds obtained with the AST were lower and closer to normal thresholds with a significant difference between the means of all three methods on test and retest (p less than .03). The AST gave better results than the SRT or PT methods for both right and left ears with all probabilities. The test results were considered reliable for all three methods (reliability ranged from .82 to .91). (TL)

ABSTRACT 11778
EC 01 1778 ED N.A.
Pub. Date Jan 68 6p.
Tizard, Barbara
Observations of Over-Active Imbecile Children in Controlled and Uncontrolled Environments, I. Experimental Studies.
EDRS not available
American Journal Of Mental Deficiency; V72 N4 P548-53 Jan 1968
Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; activities; behavior; hyperactive institutionalized (persons); stimulus behavior; environmental influence; physical environment

The effects of stimulus variation and of increasing familiarity with the environment on the amount of locomotion were tested with 19 severely retarded children aged 8 to 10 years, eight of whom were rated as overactive and 11 as not overactive. The amount and nature of movement was observed for each subject in an experiment room for four 5-minute sessions, with and without toys. Results showed that there were no significant differences in the movement scores of the two groups and no significant habituation in the amount of movement recorded over the four sessions for either group. Also, stimulus variation did not affect the overall movement score, although it did affect the rate of the children's activity. Thus, the theory that brain damaged children can be quieted by a low stimulus environment was not supported. (Author/LE)

ABSTRACT 11781
EC 01 1781 ED N.A.
Pub. Date Jan 69 6p.
Milgram, Robert A.; Furth, Hans G.
The Regulatory Role of Language in Systematic Search by Trainable Retardates.
EDRS not available
American Journal Of Mental Deficiency; V72 N4 P620-5 Jan 1968
Descriptors: exceptional child research; mentally handicapped; trainable mentally handicapped; problem solving; logical thinking; reinforcement; learning characteristics

Fifty-three trainable retardates were divided into experimental and control groups (mean chronological ages 16.9 and 15.8, mean mental ages 5.8 and 5.7, respectively). Subjects searched behind covered windows for a candy reward, which they located on the 20th trial. Two sets of 20 trials each were administered. The experimental subjects were instructed to count as they exposed each window; the control group was given no specific instructions and remained silent. Measures of consecutive responses or the number of times the subjects chose the same window more than once. An analysis of variance of an opening adjacent horizontally to the preceding choice and of repetitive responses or the number of times the subjects selected the same window more than once. An analysis of variance of consecutive responses by set and condition failed to yield either main effect or interaction. A comparison of sets 1 and 2 showed that experimental subjects improved when contrasted with the controls. Results also showed that control subjects made significantly more repetitive responses. (TL)

ABSTRACT 11811
EC 01 1811 ED N.A.
Pub. Date Jan 67 7p.
Koel, Robert N.; Maxwell, Sandra J.
Strengthening Self-Help Behavior in the Retarded.
EDRS not available
American Journal Of Mental Deficiency; V71 N4 P546-50 Jan 1967
Descriptors: exceptional child research; mentally handicapped; trainable mentally handicapped; institutionalized (persons); discrimination learning; learning characteristics

A 7-year-old retarded boy (IQ 45) was taught to button a training vest with four buttons (diameters 1, 3/4, 1/2, and 1/4 of an inch) and then to button his own shirt. The examiner gave instructions and showed him how to button the vest and buttons; reinforcements were candy and praise. Time and performance ratings are presented. (LE)

ABSTRACT 11865
EC 01 1865 ED N.A.
Pub. Date Jan 68 6p.
Tizard, Barbara
Observations of Over-Active Imbecile Children in Controlled and Uncontrolled Environments, I. Classroom Studies.
EDRS not available
American Journal Of Mental Deficiency; V72 N4 P540-7 Jan 1968
Descriptors: exceptional child research; mentally handicapped; hyperactive; behavior rating scales; identification; custodial mentally handicapped; mongolism

Two groups of severely subnormal institutionalized children, ages 8 to 10, IQ's around 20, were observed during free play. The first group consisted of nine children rated by teachers and nurses as very overactive; the second group, which served as controls, consisted of 11 rated not overactive. The overactive children moved about significantly more often than the control children but were not rebuked more often nor did they receive more attention from their teachers; they were not more aggressive than the control children, but they made significantly fewer friendly contacts. The classical hyperkinetic syndrome was not seen, rather the overactive children showed a wide range of personality. There was some evidence that they had suffered brain damage of a kind different from that found in the control group. (Author/LE)

ABSTRACT 11868
EC 01 1868 ED N.A.
Pub. Date Jan 68 7p.
Heal, Laird W.; And Others
Solution on Simultaneous, Matching-to-Sample, and Successive Discrimination Problems by Retardates.
EDRS not available
American Journal Of Mental Deficiency; V72 N4 P577-83 Jan 1968
Descriptors: exceptional child research; mentally handicapped; trainable mentally handicapped; institutionalized (persons); discrimination learning; learning characteristics

In two experiments to study the solution of simultaneous (SI), matching-to-sample (M), and successive (SU) discrimination problems by mentally retarded children, the problems were so arranged that the particular solution used by the subject was ambiguous. Test trials after criterion performance was obtained assessed the solution adopted by the subject. Experimental factors also included two IQ levels and two response loci. Training results were as follows: all problems were learned faster by high IQ (median 43) than by low IQ (median 34) subjects; performance on the SI problem was facilitated by proximal (directly to stimuli) as compared with distal (5 inches from stimuli) response locus; and performance on M and SU problems was unaffected by response loci. Test trial results indicated that the SI problem most frequently was solved by the acquisition of an approach response to the rewarded cue; the M problem most frequently was solved by matching; and the SU problem most frequently was solved by cue-position patterning. (Author/LE)

ABSTRACT 12000
EC 01 2000 ED N.A.
Pub. Date Jan 67 6p.
Riese, Reinhold R.; Obst, Harold
Discrimination Learning in Retarded Children: Nonreward vs. Reward.
EDRS not available
American Journal Of Mental Deficiency; V71 N4 P536-41 Jan 1967
Descriptors: exceptional child research; mentally handicapped; learning characteristics; reinforcement; discrimination learning; trainable mentally handicapped; rewards; task performance; operant conditioning

To compare the effects of various pretraining procedures on discrimination.
learning in retarded children, 60 children (mental ages 2 to 4 1/2, IQ's 20 to 50; mean chronological age 11.4) received nonrewarded trials with negative cues, rewarded trials with positive cues, or neither type of pretraining, preceding standard trials in a two-choice task. Subjects also received pretraining trials with nonrewarding responding and irrelevant stimuli; controls received no trials. Results indicated that nonrewarded trials with negative cues facilitated discrimination more effectively than rewarded trials with positive cues although both treatments improved choice behavior; nonreward irrelevant stimuli subjects also made fewer choice errors than controls. The results thus supported the hypothesis that nonreward and negative cues are more relevant to the discrimination disability of these mentally defective children than reward and positive cues; the results also strengthened the possibility that the problem is one of inhibitory deficit rather than attention deficit. (LE)

ABSTRACT 12067
EC 01 2067  ED N.A.  Publ. Date Jun 65  4p.  Roos, Philip  Development of an Intensive Habit-Training Unit at Austin State School, Austin State School, Texas  EDRS not available  Mental Retardation; V3 N3 P12-5 Jun 1965  Descriptors: exceptional child research; mentally handicapped; reinforcement; self care skills; institutions; positive reinforcement; rewards; discrimination learning; institutionalized (persons); attendants; attendant training; inservice programs; institutional personnel; institutional research; pilot projects; operant conditioning; administrative attitudes; teamwork; cooperative planning; Austin State School  A pilot project to develop self-help skills in 30 severely retarded children, aged 6 to 12 years, utilizing operant conditioning techniques. Initial objectives were the training of attendants and the development of new procedures and equipment. Each child was assigned to a specific attendant on each of three shifts who attempted to shape behavior by the method of successive approximations, reinforcing only desired behavior. The physical environment was modified to facilitate discrimination and to simplify desired responses. Improved skills of many of the children and improved attitudes of the attendants were apparent although no quantitative results were derived. Project success depended upon staff acceptance, regarding the project as a learning situation, using the learning approach, involving the whole institution in the project, and supporting the project by administrative participation. Six references are listed. (RK)

Short-Term Recall of Sentences in Normal and Retarded Children.  EDRS not available  American Journal Of Mental Deficien- cy; V74 N1 N37-61 Jul 1969  Descriptors: exceptional child research; mentally handicapped; recall (psychological); transformations (language); retention; language ability; trainable mentally handicapped; age differences; average students  The present study employed two groups of normal children and two groups of retarded children. Each subject was presented with a series of sentences. The subject was asked to recall three linguistically different sentences after either 0, 8, or 15 second delay. The results indicated that the older normal group and the matched mental age (MA) retardate group perform similarly on all three types of sentences at 0 second delay. With the longer delay intervals, the older normal performed better than the matched-MA retardates on more complicated sentences. Comparisons between the young normal and matched-MA retardate groups indicated that the young normals perform better than the matched retardates at all intervals and for all sentence types. (Author)

ABSTRACT 12092
EC 01 2092  ED N.A.  Publ. Date Jul 69  4p.  Mulhren, Thomas; Baumeister, Alfred A.  An Experimental Attempt to Reduce Stereotypy by Reinforcement Procedures.  EDRS not available  American Journal Of Mental Deficiency; V74 N1 P69-74 Jul 1969  Descriptors: exceptional child research; mentally handicapped; behavior change; nonreward; reinforcement; custodial mentally handicapped; residential schools; operant conditioning; positive reinforcement; learning characteristics; activity learning; job training  Working from a population of severely and profoundly retarded residential school patients, an attempt was made to devise an experimental program for training subjects on selected workshop tasks. Task analysis was used to describe the respective vocational environments and to specify behavioral requirements. Training programs based upon the Skinnerian principles of shaping, operant discrimination, and chaining of responses were then developed. A preliminary study was conducted to determine the response acquisition characteristics of a random sample of 10 subjects. The data suggested that the acquisition of complex chains of over 100 discrete behaviors was reflected in positively accelerated exponential curves. A second study was conducted to test the effects of two reinforcement procedures on the maintenance of the acquired chains, employing two groups of 11 randomly selected subjects. The control group was exposed to relatively low but constant levels of social rein-forcement. The experimental group received extrinsic (token) reinforcers delivered in accordance with prescribed schedules. The results suggested that scheduled extrinsic reinforcement maintained higher and more stable rates of vocational behavior than essentially noncontingent social reinforcement. (AA)

ABSTRACT 20014
EC 02 0014  ED 016 339  Publ. Date Feb 67  136p.  Crosson, James E.; Delung, John A.  The Experimental Analysis of Vocational Behavior in Severely Retarded Males.  Oregon University, Eugene; Fairview Hospital And Training Center, Salem, Oregon  EDRS m.f.c  OEG-32-07-0230-6024  BR-6-8066  Descriptors: exceptional child research; mentally handicapped; vocational rehabilitation; reinforcement; trainable mentally handicapped; custodial mentally handicapped; residential schools; operant conditioning; positive reinforcement; learning characteristics; activity learning; job training  working from a population of severely and profoundly retarded residential school patients, an attempt was made to devise an experimental program for training subjects on selected workshop tasks. Task analysis was used to describe the respective vocational environments and to specify behavioral requirements. Training programs based upon the Skinnerian principles of shaping, operant discrimination, and chaining of responses were then developed. A preliminary study was conducted to determine the response acquisition characteristics of a random sample of 10 subjects. The data suggested that the acquisition of complex chains of over 100 discrete behaviors was reflected in positively accelerated exponential curves. A second study was conducted to test the effects of two reinforcement procedures on the maintenance of the acquired chains, employing two groups of 11 randomly selected subjects. The control group was exposed to relatively low but constant levels of social rein-forcement. The experimental group received extrinsic (token) reinforcers delivered in accordance with prescribed schedules. The results suggested that scheduled extrinsic reinforcement maintained higher and more stable rates of vocational behavior than essentially noncontingent social reinforcement. (AA)

ABSTRACT 12094
EC 01 2094  ED N.A.  Publ. Date Jul 69  18p.  Gardner, William I.  Use of Punishment Procedures with the Severely Retarded: A Review.  EDRS not available  American Journal Of Mental Deficiency; V74 N1 P95-103 Jul 1969  Descriptors: exceptional child research; mentally handicapped; reinforcement; custodial mentally handicapped; negative reinforcement; research reviews (publications); behavior change; behavior problems; electrical stimuli  Behavior treatment procedures involving aversive consequences have been used with increased frequency in work with the severely and profoundly retard- ed. Review of these punishment studies suggests a cautious conclusion that such procedures may produce desirable behavior change. In addition, there is some evidence that side effects of negative emotional states and disruption of social relationships are not necessary results of punishment techniques. (Author)
ABSTRACT 20033
EC 02 0033  ED 020 609
Publ. Date 67  14p.
Brethower, Dale M.
Center For Research On Language, Ann Arbor, MI.
EDRS MfC
OEC-3-6-061784-0508
BR-6-1784
Descriptors: vocal behavior; operant conditioning; verbal reinforcement; task performance; custodial mentally handicapped; verbal operant conditioning; verbal stimuli; language development; language fluency; behavior change; operant conditioning; positive reinforcement; preschool children.
The study investigated some of the relationships between a child's vocal behavior and environmental events necessary in acquiring language. Two trainable retardates (from a group of six, aged 3-6 to 5) with a functional vocabulary of no more than two or three words were seen individually in 20- to 30-minute sessions twice a week during a 4-month period. During most sessions the subjects had access to six wooden blocks, a pad or paper, a crayon, and a packet of 4x6 cards. The experimenter was usually seated at a table. Procedures varied with each child, but all were crude contingency management procedures. The major dependent variable was the frequency of voiced vocalizations by the two subjects. Echoing voiced vocalizations resulted in an increase in the frequency of vocalizations. Eye fixation between the subject and the experimenter increased when positively reinforced (changing facial expression or waving the hand). One subject learned to respond to the command of the other subject. The other subject performed a color discrimination task. Data interpretation was difficult due to weakness in procedures for measurement of the dependent variables. Sessions were related, and three figures provide descriptive graphs. Seven references are cited. (AADDJ)

ABSTRACT 20086
EC 02 0086  ED N.A.
Publ. Date Sep 69  4p.
Condron, David M.
The Vineland and Cain-Levine: A Correlational Study and Program Evaluation.
EDRS not available
American Journal Of Mental Deficiency; V74 N2 P231-4 Sept 1969
Descriptors: behavioral problems; language development; language fluency; behavior change; operant conditioning; positive reinforcement; preschool children.
The study investigated some of the relationships between a child's verbal behavior and environmental events necessary in acquiring language. Two trainable retardates (from a group of six, aged 3-6 to 5) with a functional vocabulary of no more than two or three words were seen individually in 20- to 30-minute sessions twice a week during a 4-month period. During most sessions the subjects had access to six wooden blocks, a pad or paper, a crayon, and a packet of 4x6 cards. The experimenter was usually seated at a table. Procedures varied with each child, but all were crude contingency management procedures. The major dependent variable was the frequency of voiced vocalizations by the two subjects. Echoing voiced vocalizations resulted in an increase in the frequency of vocalizations. Eye fixation between the subject and the experimenter increased when positively reinforced (changing facial expression or waving the hand). One subject learned to respond to the command of the other subject. The other subject performed a color discrimination task. Data interpretation was difficult due to weakness in procedures for measurement of the dependent variables. Sessions were related, and three figures provide descriptive graphs. Seven references are cited. (AADDJ)

ABSTRACT 20088
EC 02 0088  ED N.A.
Publ. Date Sep 69  7p.
Bricker, William A. And Others
Discrimination Learning and Learning Set with Institutionalized Retarded Children.
EDRS not available
American Journal Of Mental Deficiency; V74 N2 P242-6 Sept 1969
Descriptors: behavioral problems; language development; language fluency; behavior change; operant conditioning; positive reinforcement; preschool children.
The study investigated some of the relationships between a child's vocal behavior and environmental events necessary in acquiring language. Two trainable retardates (from a group of six, aged 3-6 to 5) with a functional vocabulary of no more than two or three words were seen individually in 20- to 30-minute sessions twice a week during a 4-month period. During most sessions the subjects had access to six wooden blocks, a pad or paper, a crayon, and a packet of 4x6 cards. The experimenter was usually seated at a table. Procedures varied with each child, but all were crude contingency management procedures. The major dependent variable was the frequency of voiced vocalizations by the two subjects. Echoing voiced vocalizations resulted in an increase in the frequency of vocalizations. Eye fixation between the subject and the experimenter increased when positively reinforced (changing facial expression or waving the hand). One subject learned to respond to the command of the other subject. The other subject performed a color discrimination task. Data interpretation was difficult due to weakness in procedures for measurement of the dependent variables. Sessions were related, and three figures provide descriptive graphs. Seven references are cited. (AADDJ)

ABSTRACT 20093
EC 02 0093  ED N.A.
Publ. Date Sep 69  4p.
Massey, Phillip S.; Insalaco, Carl
Aversive Stimulation as Applied to Discrimination Learning in Mentally Retarded Children.
EDRS not available
American Journal Of Mental Deficiency; V74 N2 P269-72 Sept 1969
Descriptors: behavioral problems; language development; language fluency; behavior change; operant conditioning; positive reinforcement; trainable mentally handicapped.
The study investigated some of the relationships between a child's vocal behavior and environmental events necessary in acquiring language. Two trainable retardates (from a group of six, aged 3-6 to 5) with a functional vocabulary of no more than two or three words were seen individually in 20- to 30-minute sessions twice a week during a 4-month period. During most sessions the subjects had access to six wooden blocks, a pad or paper, a crayon, and a packet of 4x6 cards. The experimenter was usually seated at a table. Procedures varied with each child, but all were crude contingency management procedures. The major dependent variable was the frequency of voiced vocalizations by the two subjects. Echoing voiced vocalizations resulted in an increase in the frequency of vocalizations. Eye fixation between the subject and the experimenter increased when positively reinforced (changing facial expression or waving the hand). One subject learned to respond to the command of the other subject. The other subject performed a color discrimination task. Data interpretation was difficult due to weakness in procedures for measurement of the dependent variables. Sessions were related, and three figures provide descriptive graphs. Seven references are cited. (AADDJ)
Operant Conditioning: An Application to Behavioral Problems in Groups.

Descriptors: exceptional child research; mentally handicapped; custodial mental-ly handicapped; young adults; females; operant conditioning; reinforcement; transfer of learning; behavior change; eating habits; institutionalized (persons)

Operant conditioning was used to change mealtime behavior of 26 assaul-tive female patients (IQ's 5 to 25, age 14 to 38) in a closed ward. All patients were self feeders. Conditioning required changing mealtime procedures by inviting groups of patients into the dining room when food was ready instead of admitting only a few at a time. Initially, satisfaction of hunger was used as moti-vation and food as reinforcer; later verbal support and approval became the reinforcer with food available upon de-mand. Subjects who took food from others were removed from the dining room. Mealtime behavior improved markedly and fewer employees were needed to supervise it. However, the improved behavior did not transfer to other times of the day. (JA)

ABSTRACT 20113
EC 02 0113 ED N.A.
Publ. Date Dec 65 3p.
Baumeister, Alfred; Klosowski, Ray-mond
An Attempt to Group Toilet Train Severely Retarded Patients.
EDRS not available
Mental Retardation; V3 N6 P24-6 Dec 1965
Descriptors: exceptional child research; mentally handicapped; custodial mental-ly handicapped; reinforcement; behavior change; institutionalized (persons); atten-tand training

Group toilet training was given to 40 profoundly retarded males, aged 10 to 25. Attendants received instruction in the project and in reinforcement princi-ples. Subjects were reinforced with food or other appropriate items. The training lasted 70 days. By the fifth day, behavior began to improve. When subjects were allowed a change in their environment, successes were practically eliminated. Success with the program was judged incomplete. (GB)

ABSTRACT 20297
EC 02 0297 ED N.A.
Publ. Date Nov 69 6p.
Bradley, Betty Hunt
Responses of Retarded Children on Three and Two Dimensional Visual Tasks.
EDRS not available
Exceptional Children; V36 N3 P165-70 Nov 1969
Descriptors: exceptional child research; mentally handicapped; visual percep-tion; trainable mentally handicapped; institutionalized (persons); perceptual motor coordination; pictorial stimuli; stereopsis; individual differences; learning characteristics

This study attempted to evaluate the performance of two groups of mentally retarded children on 3 dimensional ob-jects and 2 dimensional colored pictures. A total of 30 mentally retarded children residing at the Columbus State Institute were divided into 2 groups paired on perceptual functioning in relation to visual motor tasks. The groups were also paired on CA, MA, and IQ. In random order, 180 objects and colored pictures (90 of each) were presented. Results showed that subjects with severe visual motor handicaps scored significantly lower than those who had minimal visual motor handicaps on identification of 3 dimensional objects and total scores. There were no significant differ-ences on the picture scores between the 2 groups. Implications of these results in terms of the Gellner theory are discussed. (Author)

ABSTRACT 20345
EC 02 0345 ED N.A.
Publ. Date Aug 69 6p.
Campbell, Donald E.
Circulorespiratory Endurance of Three Age Groups of Institutionalized Trainable Mentally Retarded Males.
EDRS not available
Training School Bulletin; V66 N2 P60-5 Aug 1969
Descriptors: exceptional child research; mentally handicapped; physical fitness; cardiovascular systems; task performance; psychomotor skills; trainable men-tally handicapped; muscular strength

This investigation sought to evaluate circulorespiratory endurance of three age groups of institutionalized trainable mentally retarded (TMR) males by means of endurance quotient. Three physical performance items, the 25-yard run for time, the 300-yard run for time, and the standing broad jump, were ad-ministered. The time for the 300-yard run and the extended time for the 25-yard run were used as criterion mea-sures to obtain the endurance quotient. This derived measure and the standing broad jump score were subjected to a single classification analysis of variance for three subject groups. The conclusion is advanced that the circulorespiratory endurance of institutionalized TMR males does not vary by levels of chronol-ogical development. (Author)

ABSTRACT 20470
EC 02 0470 ED N.A.
Publ. Date 66 6p.
Lloyd, Lyle L.; Reid, Michael J.
The Reliability of Speech Audiometry with Institutionalized Retarded Child-ren.
EDRS not available
Journal Of Speech And Hearing Research; V9 N3 P450-50 Sept 1966
Descriptors: exceptional child research; mentally handicapped; institutionalized (persons); testing; speech evaluation; au-dimetric tests; audiatory evaluation; test reliability

To study the reliability of audiometric procedures of establishing speech reception thresholds (SRT). Of moderately and severely retarded subjects, rang-ing in age from 6 to 21 years, were randomly selected from an institutional-ized population. All tests were adminis-tered by the same qualified audiometrist using calibrated equipment. Results show that all subjects had 6 decibels (dB) or less of variation from test to test. The authors conclude that SRT audiometry for mentally retarded children is slightly more reliable than pure tone audiometry. (MK)

ABSTRACT 20496
EC 02 0496 ED N.A.
Publ. Date Mar 67 5p.
Minge, M. Ronald; Ball, Thomas S.
The Reliability of Speech Audiometry with Institutionalized Severely Retarded Adults.
EDRS not available
American Journal Of Mental Deficien-cy; V71 N5 P864-8 Mar 1967
Descriptors: exceptional child research; mentally handicapped; custodial mental-ly handicapped; self care skills; teaching methods; operant conditioning; rein-for cement; behavior change

Six profoundly retarded girls aged 8 to 15 years (IQ range 10-24) were taught self help skills by psychiatric technicians following a step-by-step program in which each task was broken down into component parts for incremental acquisition at a pace consistent with patients' abilities. Training was given for 2 months in two individual 15-minute sessions per day, and the girls' correct responses to directions were reinforced with food (they earned breakfast and lunch) and praise. Comparison of situa-tional test results showed significant im-provement in taught skills (p equals .001). The subjects had significantly higher test scores than did a group of control subjects (p equals .01). The feasibility of teaching self help skills to profoundly retarded patients was demon-strated. (LE)

ABSTRACT 20723
EC 02 0723 ED N.A.
Publ. Date Jan 67 2p.
Sellin, Donald F.
The Usefulness of the IQ in Predicting the Performance of Moderately Mentally Retarded Children.
EDRS not available
American Journal Of Mental Deficien-cy; V71 N4 P141-2 Jan 1967
Descriptors: exceptional child research; mentally handicapped; academic achievement; testing; sex differences; intel-ligence tests; trainable mentally handi-capped; intelligence; TMR Performance Profile for the Severely and Moderately Retarded

To discern the usefulness of sex, chronol-ogical age, and IQ in the prediction of the performance of a group of 44 moder-ately retarded children, the TMR Per-formance Profile for the Severely and
To develop simple perceptual motor skills in a profoundly retarded child, three experiments were attempted. The subject was an 11-year-old girl with a Vineland social quotient of 10 who exhibited no verbal behavior or changes in facial expression and for whom candy or other reinforcers did not serve as reinforcers. Careful diet control was initiated to insure the feasibility of food as a potential reinforcer. Ogdyn Lindsley's operant behavioral equation was used to diagram the behavioral analysis; the four components are antecedent event (stimulus), movement (response), arrangement (contingency), and subsequent event (consequence). The operant reflex was prothesized by building the missing components. Stimulus building accomplished by classical conditioning, response building resulting from external manipulation, and response shaping through differential reinforcement as well as contingency and consequence building comprised the operant component development procedure. The prothetic techniques successfully taught the child to reach, contact, grasp, and hand the stimulus object to the examiner. Three subsequent experiments were successful in developing high level proficiency on Bentewire and patterned string problems with the subject's right or left hand. Additional data are reported on the effects of contingency and consequence change and of bilateral transfer of training with the same subject. (JM)

ABSTRACT 20756
EC 02 0756 ED N.A.
Publ. Date May 67 11p.
Hollis, John A.
Development of Perceptual Motor Skills in a Profoundly Retarded Child: Part II, Consequence Change and Transfer.
Parsons State Hospital And Training Center, Kansas, Bureau Of Child Research.
Kansas University, Lawrence
EDRS not available
NICHHD-00870-03
American Journal Of Mental Deficiency; V71 N6 P953-63 May 1967
Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; institutionalized (persons); reinforcement; perceptual motor coordination; transfer of training; skill development; operant conditioning; task performance; eye hand coordination; behavior change; Lindsley's Operant Behavior Equation
An 11-year-old severely retarded girl was shifted from a continuous reinforcement schedule (CRF) to a fixed ratio-40 schedule with little decrement in performance from the CRF baseline. However, satiation and lack of reinforcement resulted in a drop in the subject's performance to near zero. A second experiment tested for bilateral transfer with the four hand-eye combinations. Before training the subject had no motor skill with the left hand; results for the Bentewire problems showed near zero transfer from the right to left hand while skill developed with the left hand transferred better than 90% to the right hand. These experiments demonstrated that contingency and consequence change did not reduce a retarded child's perceptual motor performance and that bilateral transfer of perceptual motor skills was successful when there was an intact operant reflex in the limb. (JM)

ABSTRACT 20757
EC 02 0757 ED N.A.
Publ. Date May 67 11p.
Friedlander, Bernard Z. And Others
Automated Psychological Evaluation with Severely Retarded Institutionalized Infants.
Western Reserve University, Cleveland, Ohio, Mental Development Center National Institute Of Mental Health (DHWH), Bethesda, Maryland
EDRS not available
MH-08049; MH-01461
American Journal Of Mental Deficiency; V71 N6 P990-19 May 1967
Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; institutionalized (persons); preschool children; multiply handicapped; behavior; attention; discrimination learning; perception; feedback; evaluation methods; task performance; testing; measurement instruments; equipment; perceptual motor learning; PLAYTESTEquipment
To examining sensorimotor manifestations of attention, purposefulness, response selectivity, and adaptive behavior in severely retarded infants, two boys (ages 2.5 and 3.2) with mental ages below 10 months were studied. The boys played in a familiar play environment with an automated toy that provided controlled programs of audio-visual feedback. Measured responses indicated the child's changing ability to discriminate differences and make adaptations. Manipulation of knobs on the panel of PLAYTEST Model 65-A elicited a single chime or an ascending sustained organ scale. Both subjects were unusually attentive over relatively long periods of time to the toy, acquired and maintained patterns of selective activity, and successfully adapted this selective activity to changing conditions. Two other subjects made too few responses for analysis. Conclusions were that PLAYTEST procedures offer advantages in evaluating sensorimotor abilities in severely handicapped infants and young children. (JM)
The effectiveness of operant conditioning procedures implemented by attendants was evaluated by comparing the progress of three groups of severely and profoundly retarded institutionalized young children. In addition to the experimental and control groups, a placebo group, which received classroom-type training, was included. The results indicated significantly greater improvement in the group trained by operant conditioning. (Author)

Evaluation of Operant Conditioning

The purpose of the study was to investigate a testing method for obtaining objective, quantified, predictive measures of educability for mental retardates. The method was designed to measure abilities on which education depends—namely, the ability to learn under training, to transfer, and to retain the learning. Two samples were used: a pilot group of 115 and a final group of 114. Subjects in the final group had a mean IQ of 56 and an average age of 95 months. The final test battery was administered individually to each subject and included a test of kinesthetic abilities and memory, a size discrimination test, a shape discrimination test, and two tests of brightness discrimination. All of the subjects received the first four test administrations which yielded pretraining, posttraining, transfer, and retention scores respectively. Of the total sample, 102 took the fifth test series, based on retention. Of these, 36 were available for the last tests, repetitions of the first four tests. Intelligence exerted a greater significant effect on the scores of every test than the factors of age, time spent in school, sex, or medical diagnostic category. The relationship between learning performance and intelligence level was significantly greater on every test than that between intelligence level and initial performance. The ancillary findings suggest the applicability of the materials and training methods developed for the tests to curricular materials and classroom methods, and the suitability of testing used for other groups of children. (JH)
The evaluation and development of techniques for testing the visual and auditory acuity of trainable mentally retarded children. Texas University, Austin, College of Education. Office of Education (DHEW), Washington, D.C. EDRS MF, HC CRP-172

Descriptors: Exceptional child research; Mentally handicapped; Tests; Classroom participation; Teaching methods; Psychological examinations; Intelligence; Social differences

Audiotmetric and visual procedures were compared analytically or designed to establish test methods for trainable mental retardates in the IQ range of 23 to 47 and below the mental age of 4 years. The number of subjects was 26 for the auditory program and 25 for the visual. Each of the subjects was studied on an individual basis. Data were collected on their varying social, mental, and physical abilities and then related to their techniques. Psychogalvanic skin response audiometry, modified speech reception, and screening techniques. Two visual test batteries were employed, consisting of eight commercially available instruments and 10 modified or constructed test items. The test items were presented tachistoscopically within limits of exposure time of 0.1 to 1.0 second, inclusively. All tests were administered to each child on a pretest, training, and posttest basis. The children in the audiometric study responded meaningfully when both speech and pure tones were used as the stimuli. Color and form perception tests were considered meaningful in the visual realm. Implications for further study were provided for both the auditory and visual test areas. Conclusive techniques are needed to detect and remedy physical defects of the trainable retardate.

The study sought to determine the feasibility of including the trainable child in IQ 25 to 50, mental age below 8) in the public school program. Three groups of nine trainable children each were placed in a 2-year controlled-classroom program in each of three types of facilities: a typical city elementary school, a locally sponsored center for trainable children, and the state institution for retarded children. Using such data as etiological and family history, medical examination, psychiatric and related tests, plus comparative achievement and practical tasks taught, on social maturity scales, and on emotional growth of subjects, an attempt was made to evaluate which type of facility offers maximum growth and progress to the pupils.

The information yielded by this research indicated that trainable children did make significant progress in an organized program which was under the direction of competent teachers, and that there were no significant differences between the level of average overall progress for the three experimental groups. The information obtained from the staff of the public school teachers and experimental class was housed indicated that the class for trainable children was not considered a disrupting factor nor a negative influence, and that it was accepted by the teachers and the so-called normal children in that building.
Development of Receptive Vocabulary in Severely Retarded Children. EDRS not available
American Journal Of Mental Deficiency; V74 N5 P599-607 Mar 1970
Descriptors: exceptional child research; mentally handicapped; language development; receptive language; language instruction; language tests
Two procedures for facilitating the development of word control over object choice were compared using young, institutionalized, severely retarded children. A two choice discrimination paradigm was used in which object name indicated the reinforced response. The design assessed the effects of structured versus unstructured procedures in facilitating development of this skill. The results indicated training effects in favor of the structured approaches for those subjects identified as learners, but none of the approaches were able to improve the performance of those identified as nonlearners. Generalization effects related to training were also identified. (Author)

ABSTRACT 21926
EC 02 1926 ED N.A. Publ. Date Mar 70 8p. Mitchell, Anna C.; Smeriglio, Vincent Growth in Social Competence in Institutionalized Mentally Retarded Children. EDRS not available American Journal Of Mental Deficiency; V74 N5 P666-73 Mar 1970 Descriptors: exceptional child research; mentally handicapped; interpersonal competence; institutionalized (persons); social development
Two groups of 25 moderately and severely retarded children were evaluated for social competence development during their first years of institutionalization. Children receiving the routine care characteristic of state institutions made progress in Vineland social age; consequently, they showed a significant decline of ten points in average social quotient (SQ). Children receiving an additional high-saturation teaching program increased in social age and maintained their preadmission SQs. Both groups were significantly different from normal children in the comparative rate of development in various areas of social competence. Results suggest that young, moderately and severely retarded children require formal teaching in addition to routine attendant care. (Author)

ABSTRACT 22213
EC 02 2123 ED N.A. Publ. Date May 70 5p. Hall, Stacy L.; Deacon, Kathryn F. Effects Noted in the Use of the Frostig Training Program with Trainable Retardates. EDRS not available Training School Bulletin; V67 N1 P20-4 May 1970 Descriptors: exceptional child research; mentally handicapped; perceptual motor learning; visual perception; trainable mentally handicapped; teaching methods: Frostig Program for the Development of Visual Perception. The Frostig Program for the Development of Visual Perception was used with 30 TMR pupils for a seven month period. A control group of 30 TMR pupils followed conventional special class programming. Experimental and control subjects were individually administered the Frostig Developmental Test of Visual Perception, the Draw-A-Man Test (Goodenough), the Stanford-Binet Intelligence Scale, and the reading and arithmetic subtests of the Wide Range Achievement Test in order to determine the effectiveness of the Frostig training program with TMR pupils. The results indicate that the Frostig training program was of more value in specific areas than methods previously employed. (Author)

ABSTRACT 22268
Descriptors: exceptional child research; mentally handicapped; teaching methods: subprofessionals; language instruction; psychiatric aides; institutionalized (persons)
Two psychiatric aides were trained as language developmentists for small groups of severely and profoundly retarded children residing in a state institution. They were supervised by a speech pathologist who selected and prepared the materials used in the classroom. Four experimental and control groups were compared over a nine month period: language training and special education, language training only, special education only, and neither language training nor special education. The Stanford-Binet and WPPSI were administered to all groups prior to the program and nine months later. Results from these tests are presented with a discussion of the findings. Those who received both language training and special education made the greatest gains. (Author)

ABSTRACT 22319
EC 02 2319 ED N.A. Publ. Date 64 8p. Hall, Richard C. And Others Effects of Stimulus Word Similarity upon Discrimination Learning by Trainable Retarded Children. EDRS not available Pennsylvania Psychiatric Quarterly; V4 N4 P12-9 Win 1964
Descriptors: exceptional child research; trainable mentally handicapped; minimally brain injured; mongolism; discrimination learning; visual discrimination; reading; sight vocabulary; sight method
Eighteen mongoloid and 18 brain injured subjects, matched for mental age were tested to determine if the more dissimilar two words are in appearance, the more readily a discrimination will be made and also if subjects can associate the positive stimulus word with a pictorial representation. Subjects were presented with one of three simultaneously word discriminations. CAT was used as the positive stimulus; CAR, CUP, and PIN were used as negative discriminations. A cat picture was centered above the word stimuli. The low similarity discrimination worked the best performance. Chance performance was shown on the high similarity discrimination. There were no etiological differences. The seven subjects who mastered discrimination to criterion were tested for ability to verbalize cat in response to the word without the picture. Three of the subjects were able to do so immediately, and one day, and one week later. This procedure may suggest a technique for acquisition of a sight vocabulary by the institutionalized trainable mentally handicapped. (MS)

ABSTRACT 22503
EC 02 2503 ED N.A. Publ. Date Jun 70 4p. Warren, Sue Allen; Burns, Norman R. Grib Confinement as a Factor in Repetitive and Stereotyped Behavior in Retardates. EDRS not available Mental Retardation; V8 N3 P25-8 Jun 1970 Descriptors: exceptional child research; mentally handicapped; behavior patterns; custodial mentally handicapped; object manipulation; sensory deprivation; crib confinement
Observations were made of 55 severely and profoundly retarded ambulatory children for 20 one-minute intervals per child. Repetitive, stereotyped and object manipulation behaviors were observed under in-crib and out-of-crib conditions. Results generally supported the hypothesis that certain repetitive behaviors occurring more often inside cribs may be partly a function of confinement and the amount of stimulation in the immediate environment. It was suggested that head-banging, which occurred more often outside cribs, may be operand head-banging, learned as a function of reinforcement provided by staff, and apparently as a device to communicate needs in certain nonverbal retarded children. (Author)

ABSTRACT 22504
EC 02 2504 ED N.A. Publ. Date Jun 70 3p. Leath, Jack R.; Flournoy, Richard L.
Three Year Follow-Up of Intensive Habit-Training Program. EDRS not available
Mental Retardation; V8 N3 P32-4 Jun 1970
Descriptors: exceptional child research; mentally handicapped; behavior change; social maturity; custodial mentally handicapped; habit formation; followup studies.

Forty profoundly and severely retarded institutionalized girls made significant gains in social maturation during a relatively brief exposure to behavior-shaping techniques. Social maturation was measured by the Vineland Social Maturity Scale (VSMS) and ten categories of a modified VSMS. The present study assessed the current level of social maturation of the same girls and found that all gains registered in the training period were maintained after three years of followup training. The category measuring eating skills was the only one which showed a significant gain after the training period ended. (Author)

ABSTRACT 22507
EC 02 2507 ED N.A.
Publ. Date Jun 70 3p.
Levine, Martin N.; Elliott, Charles B.
Toilet Training for Profoundly Retarded with a Limited Staff. EDRS not available
Mental Retardation; V8 N3 P48-50 Jun 1970
Descriptors: exceptional child research; mentally handicapped; behavior change; custodial mentally handicapped; reinforcement; toilet training.

One hundred and three profoundly retarded girls were toilet trained in a ten-week program. Training was facilitated by a ten-hour course in practical applications of behavior modification preceding the project and increased attention by supervisors and professional staff during the project. After the program, a marked reduction of soiled linen and a significant decrease in the frequency of accidental defecations were noted. (Author)

ABSTRACT 22659
EC 02 2659 ED N.A.
Publ. Date Jan 68 7p.
Milgram, Norman A.
The Effect of Verbal Mediation in Paired-Associate Learning in Trainable Retardates. Catholic University Of America, Washington, D. C.; District Training Center, Laurel, Maryland; Jewish Foundation For Retarded Children, Washington, D. C.; National Institute Of Mental Health (DHHEW), Bethesda, Maryland EDRS not available
American Journal Of Mental Deficiency; V72 N4 P518-24 Jan 1968
Descriptors: exceptional child research; mentally handicapped; trainable mentally handicapped; operationalized (persons); paired associate learning; associative learning; mediation theory; learning characteristics.

An experiment utilizing practice with sentence recital in paired-associate learning involved 16 trainable retardates, aged 12 to 17 years, and 16 normal children, aged 4 years. The two groups of subjects had similar mental ages. Mediation facility by distributed practice over 8 days was provided to individual subjects within subgroups of retarded and normal subjects. Such practice did not significantly improve the paired-associate learning of retarded subjects, but did improve the performance of the normal subjects. Retardates also differed from normals in qualitative and quantitative aspects of sentence formulation, but these differences were not significant. The study thus indicated that retardates as well as young normal children should be encouraged to repeat and verbalize formulas with comprehension and additional cues to guide problem-solving behavior. (TL)

ABSTRACT 22771
EC 02 2771 ED N.A.
Publ. Date Jun 66 60p.
Fisher, Jerome, Ed.; Harris, Robert E., Ed.
Bureau Of Research, California State Department Of Mental Hygiene, Sacramento, California.

Descriptors: exceptional child research; mentally handicapped; behavior change; reinforcement; academic achievement; emotionally disturbed; educational theories; medical treatment; operant conditioning; mental illness; beahavior patterns; practical nursing; patient (persons); self help programs; autism; custodial mentally handicapped; interpersonal competence; intellectual development.

Four speakers consider reinforcement theory. Nathan B. Miron discusses behavior shaping and group nursing with severely retarded patients, Thomas S. Ball describes behavior shaping of self-help skills in the severely retarded child, Halmuth H. Schaefer reports investigations on operant conditioning procedures in a mental hospital, and J. Richard Metz reviews conditioning social and intellectual skills in autistic children. In discussions, Ernest R. Hilgard assesses Skinner's theory and Nathan Adler defines the place of behavior therapies in a generic system. (LE)

ABSTRACT 22877
EC 02 2877 ED 040 329
Publ. Date Jun 69 665p.
Semmel, Melvyn I. And Others

Wayne County Intermediate School District, Detroit, Michigan Office Of Education (DHHEW), Washington, D. C., Bureau Of Education For The Handicapped EDRS m/hc OEG-5-10-022 BR-5-1051
Descriptors: exceptional child research; mentally handicapped; teacher characteristics; student development; teacher attitudes; trainable mentally handicapped; teachers; social development; individual characteristics; student teacher relationship; student evaluation.

Data were obtained from surveying and testing 86 teachers and 979 trainable mentally handicapped (TMH) children. Results indicated that most teachers were married and had college degrees, but had only limited experience and no relationship outside the classroom with retarded children. Over a fourth were not certified. Most preferred to teach preschool or elementary, were disturbed by behavior problems and lack of pupil response, and viewed patience, calmness, and a sense of humor as greatest teacher assets. They emphasized the development of social skills abilities in their pupils and regarded the goals of social skills and emotional maturity as the best liked characteristics of their pupils. Most pupils in the 40 to 49 IQ range were judged capable of intelligible speech; mongoloids outnumbered brain injured children; most pupils had been in the county programs for 2 years or less. Over half the pupils had no retarded siblings; most came from blue collar families with the mother at home. Statistical analysis indicated that the vast majority of teacher variables were unrelated to pupil growth as measured by the Cain Levine Social Competence Scale. No related studies are included. (JD)

ABSTRACT 23071
EC 02 3071 ED N.A.
Publ. Date Apr 70 3p.
Coleman, Richard
A Pilot Demonstration of the Utility of Reinforcement Techniques in Trainable Programs. EDRS not available
Education And Training Of The Mentally Retarded, V5 N2 P68-70 Apr 1970
Descriptors: exceptional child research; mentally handicapped; teaching methods; operant conditioning; trainable mentally handicapped; positive reinforcement; academic achievement.

An eight year old trainable retarded boy, who was grossly deficient in counting skills, was placed in a situation where immediate reinforcement (candy and praise) was made contingent upon correct counting. Within ten 13-minute sessions, the child more than tripled his efficiency at counting correctly. Similarly, performance on standardized tests of achievement was greatly improved. The practical implications for TMR educational programs are discussed. (Author)
ABSTRACT 23123
EC 02 3123 ED N.A.
Publ. Date 70 9p.
Brown, Lou And Others
Using Behavior Modification Principles to Teach Sight Vocabulary.
EDRS not available
Teaching Exceptional Children; V2 N3 P120-8 Spr 1970
Descriptors: exceptional child research; mentally handicapped; behavior change; sight vocabulary; trainable mentally handicapped; educational methods; group instruction; individual instruction; program evaluation; learning processes
To determine whether or not behavior modification techniques could be used to teach trainable mentally handicapped students sight words, an individual and a group study were conducted. The procedure involved the presentation of 57 words in groups of three with positive reinforcement for correctly labeled words until all groups in the series were correctly named. It was theorized that modeling and positive reinforcement would assist the learning process and that the student would be increasingly proficient at naming as the learning set was established. The assumptions were proven true; the group experiment was even more successful than the individual because of the reinforcement of the peer group. It is felt that expectations should be increased for the mentally handicapped as studies such as this indicate that they can accomplish more than simply survival tasks. (UM)

ABSTRACT 23128
EC 02 3128 ED N.A.
Publ. Date Aug 70 9p.
Johnson, Robert E. And Others
EDRS not available
Training School Bulletin; V67 N2 P78-86 Aug 1970
Descriptors: exceptional child research; mentally handicapped; physical examinations; testing programs; physical health; physical fitness; trainable mentally handicapped
It is noted that professional personnel engaged in the direction of physical education and recreation programs for the trainable mentally retarded have, in many instances, given little concern for the determination of the trainable child's existing physical potential. This paper is a description of a testing program which was developed to objectively study the physical functioning of a trainable population. Its purpose was to identify the individual trainable child's physical potential in order to prescribe a more meaningful program of physical education and therapeutic exercise to meet individual needs. (Author)

ABSTRACT 23418
EC 02 3418 ED N.A.
Publ. Date Aug 70 5p.
Treffry, Doug And Others
Operant Conditioning of Grooming Behavior of Severely Retarded Girls.
EDRS not available
Mental Retardation; V8 N4 P29-33 Aug 1970
Descriptors: exceptional child research; custodial mentally handicapped; operant conditioning; conditioned response; self care skills; educational methods; females; hygiene; behavior modification
A program was developed so that the regular nursing staff, during their normal, daily routine, could effectively teach severely mentally handicapped girls to wash and dry their hands and faces. The task was broken into twelve steps and each step was taught using positive reinforcement, fading, and time-out punishment. At the start of the program, none of the girls could perform the steps without some physical guidance. By the ninth week, seven of the eleven subjects could perform the tasks without any physical guidance. The value of publishing procedural reports is discussed. (Author)
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Speech Improvement 21227.
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