

DOCUMENT RESUME

ED 090 705

EC 061 504

TITLE Physical Education and Leisure Time; A Selective Bibliography. Exceptional Child Bibliography Series No. 612.

INSTITUTION Council for Exceptional Children, Reston, Va.
Information Center on Exceptional Children.

SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

PUB DATE Nov 73

NOTE 23p.

AVAILABLE FROM Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

EDRS PRICE MF-\$0.75 HC-\$1.50 PLUS POSTAGE

DESCRIPTORS *Abstracts; *Annotated Bibliographies; Bibliographies; *Exceptional Child Education; Handicapped Children; Leisure Time; *Physical Education; *Recreation

ABSTRACT

The annotated bibliography on physical education and leisure time activities for handicapped children and adolescents contains approximately 95 abstracts and associated indexing information for documents, published from 1962 through 1973, which have selected from the computer file of the Information Center of the Council for Exceptional Children. It is explained that the abstracts were chosen according to criteria of availability of document to user, current applicability, information value, author reputation, and classical content. Preliminary information is given to explain how to read the abstract (a sample abstract is included for identification of abstract parts), how to use the author and subject indexes, how to order documents through the ERIC Document Reproduction Service (EDRS), and how to order "Exceptional Child Education Abstracts" in which the abstracts are originally published. Also provided are a list of terms searched to compile the bibliography and a list of journals from which articles were abstracted. References included treat of aspects such as camping for emotionally disturbed children, the Special Olympics for mentally handicapped children, and art projects and activities. (MC)

ED 090705

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PHYSICAL EDUCATION AND LEISURE TIME

A Selective Bibliography

November, 1973

CEC Information Center on Exceptional Children
ERIC Clearinghouse on Handicapped and Gifted Children
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 612

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to The Council for Exceptional Children for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either The Council for Exceptional Children or the National Institute of Education.

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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 Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

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

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

How to Read the Abstract

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

How to Use the Indexes

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

How to Purchase Documents

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

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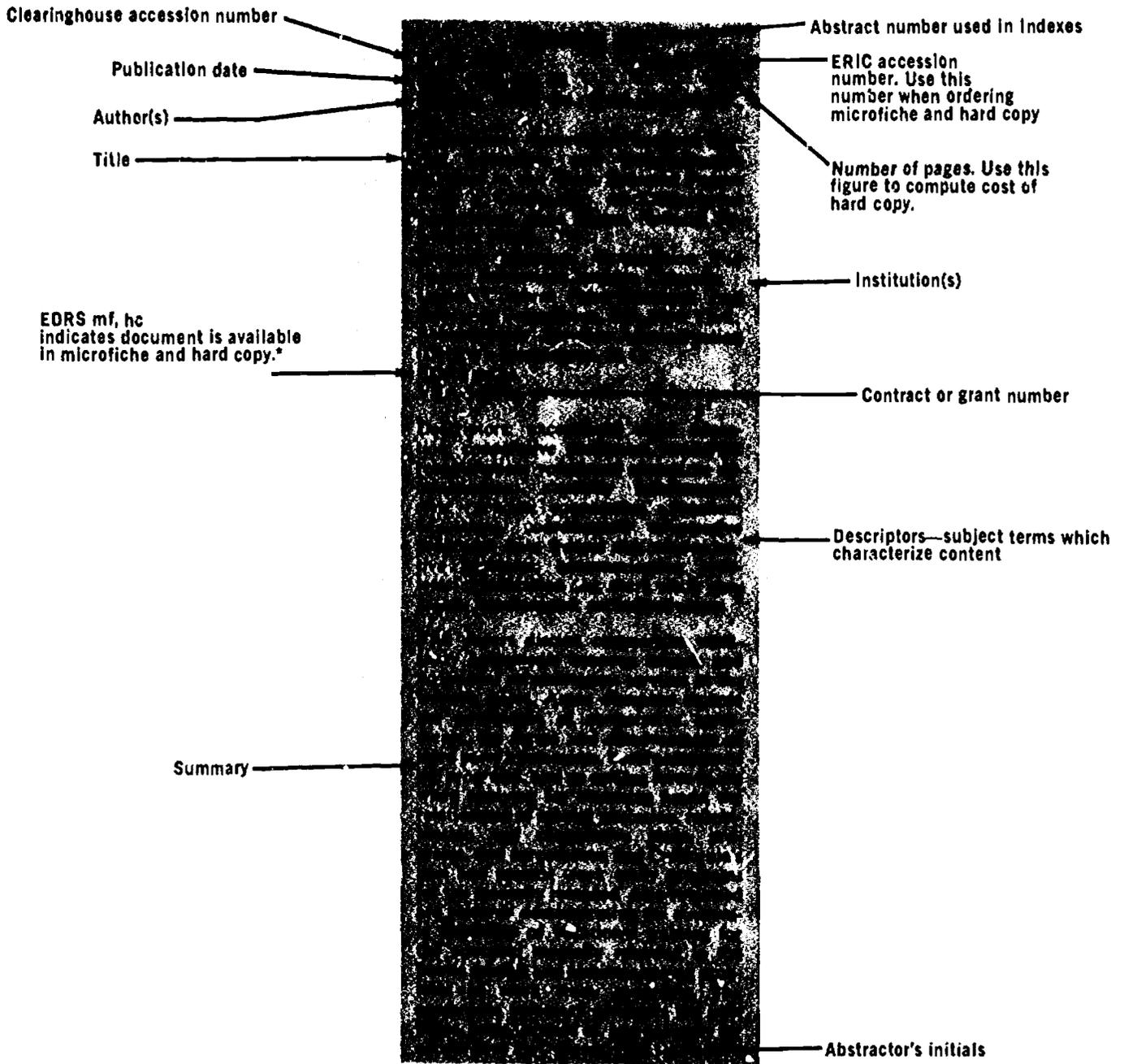
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Sample Abstract Entry



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INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Physical Education and Leisure Time* from the Center's computer file of abstracts are listed alphabetically below:

Art
Art Activities
Art Education
Art Products
Athletic Programs
Athletics
Camping
Ceramics
Crafts Rooms
Creative Activities
Dance
Day Camp Programs
Exercise (Physiology)
Freehand Drawing
Games
Handicrafts
Hobbies
Leisure Time
Outdoor Education
Physical Education
Physical Fitness
Recreation
Recreational Activities
Recreational Programs
Social Recreational Programs
Swimming
Visual Arts

JOURNALS USED

Abstracts of articles from the following periodicals in this bibliography:

Academic Therapy Quarterly, 1539 4th Street, San Rafael, California 94901
Adolescence, Box 165, 391 Willets Road, Roslyn Heights, New York 11577
American Annals of the Deaf, 5034 Wisconsin Avenue, N.W., Washington, D.C. 20016
American Journal of Art Therapy, 6010 Broad Branch Road, N.W., Washington, D.C. 20015
Children's House, Box 111, Caldwell, New Jersey 07006
Education and Training of the Mentally Retarded, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091
Education of the Visually Handicapped, 1604 Spruce Street, Philadelphia, Pennsylvania 19103
Exceptional Children, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091
Exceptional Parent, P.O. Box 101, Back Bay Annex, Boston, Massachusetts 02117
Journal of Health, Physical Education and Recreation, American Association for Health, Physical Education and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036
Journal of Rehabilitation, 1522 K Street, N.W., Washington, D.C. 20005
New Outlook for the Blind, 15 West 16th Street, New York, New York 10011
Mental Retardation, American Association on Mental Deficiency, 5201 Connecticut Avenue, N.W., Washington, D.C. 20015
Rehabilitation Teacher, 88 Stephens Court, Boston, Massachusetts 02115
TEACHING Exceptional Children, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts*, Volumes I-V, No. 1.

ABSTRACTS

ABSTRACT 10450

EC 01 0450 ED 013 009
Publ. Date Jul 67 64p.

Silver, Rawley A.

A Demonstration Project in Art Education for Deaf and Hard of Hearing Children and Adults.

New York Society for the Deaf, New York

OEG-1-7-008598-2038

EDRS mf,hc

Descriptors: exceptional child research; art; aurally handicapped; deaf; hard of hearing; handicrafts; art education; employment opportunities; children; adolescents; adults; aptitude; interests; demonstration projects; questionnaires; aptitude tests; visual arts; Torrance Test of Creative Thinking

In order to assess aptitudes, interests, and vocational opportunities for the hearing impaired in the visual arts and to identify effective methods of teaching art, a group of 54 deaf and hard of hearing children and adults attended experimental art classes. Three rating scales and the Torrance Test of Creative Thinking were the instruments used to assess aptitude. Student interest was measured by questionnaires. Craftsmen, employers, and art school administrators completed questionnaires designed to measure vocational opportunities. Conclusions were (1) aptitude and interest in the visual arts is as high for the deaf as for the hearing, (2) a talented deaf person can succeed as a craftsman, (3) some people working with the deaf tend to underestimate the aptitudes, interests, and vocational opportunities for the deaf in the visual arts, and (4) art techniques and concepts can be conveyed to deaf students without the use of language. Questionnaire response tabulations are presented along with sample questionnaires and responses. Eleven references are cited. (MW)

ABSTRACT 10456

EC 01 0456 ED 019 778
Publ. Date Nov 68 103p.

Birenbaum, Arnold; Schwartz, Arthur L.

Recreation for the Mentally Retarded--A Community Based Program.

New York Assn. for Help of Retarded Children, N. Y.

EDRS mf,hc

Descriptors: exceptional child research; recreation; mentally handicapped; community programs; interagency cooperation; interagency planning; community agencies (public); educable mentally handicapped; trainable mentally handicapped; demonstration projects; children; adolescents; young adults; self care skills; agency role; questionnaires; participant satisfaction; parent reaction; recreational programs; social agencies; program evaluation; recreational activities;

community services; program planning; interpersonal competence; New York City

The major objective of this 3-year research and demonstration project was to test the feasibility of extending the responsibilities of community work agencies in New York to include the mentally retarded. The 13 participating group work agencies received financial support as well as consultative, intake, and professional training services from the project staff. In all, 27 groups of retardates (IQ's 35 to 75) were created, numbering from 10 to 15 members. Activities were predominantly task oriented for the youngest group (ages 8 to 12), unfocused and expressive for the adolescents (ages 13 to 17), and concerned with group goals and needs for the young adults (ages 18 to 30 and over). Self care skills were stressed with the peer groups serving as mechanisms to increase social skills. The turnover rate, about 58 percent of the participants, was highest in the children's and adolescents groups in low income areas. Parent questionnaires, coming primarily from the families of children remaining in the program, indicated satisfaction with the program's content and context as well as with the changes noticed in the retarded child or adult. However, convenience and location of the agency was a major complaint (made by 38 percent of 56 respondents), and a need was demonstrated for a continuation of programs to reduce social isolation (less than one-third of the participants established friendships which carried over outside the meetings). Agency directors, whose attitudes were conducive to the permanent establishment of suitable recreational programs, revealed in personal interviews a favorable view of serving the handicapped. The maintenance of favorable attitudes by agency directors and staffs and of interagency cooperation was found essential to the continuation of the recreational program as was the presence of the following environmental conditions--outside rather than local funding, lack of social disorganization in the community, and less need for comprehensive programs. Results indicated that expansion will occur in the next 10 years and that the program was both needed and feasible. Future plans are outlined. A seminar program, a weekly group progress record form, and a narrative meeting record are provided. (JD)

ABSTRACT 10991

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

Schmidt, Alfred

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

EDRS not available

The John Day Company, 200 Madison

Avenue, New York, New York 10016 (\$4.50).

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

Instructions are presented for a crafts program which is simplified so that an unskilled teacher could help even the slowest child to make objects. Objectives of teaching crafts to the educable mentally retarded and suggestions for scheduling craft activities, storing supplies, exhibiting projects, and gearing each project to the age and ability level of the child are given. Each of the 30 projects is accompanied by a list of materials, grade range, illustrated step-by-step directions, a photograph of the finished project, and suggestions for correlating the project with the basic skills included in the overall curriculum. Examples of projects are puppets, woodcrafts, wastebaskets, and a bean mosaic. (SN)

ABSTRACT 11072

EC 01 1072 ED 022 312
Publ. Date 67 22p.

Dexter, Genevieve

Instruction of Physically Handicapped Minors in Remedial Physical Education.

California State Department of Education, Sacramento, Bureau of Health Education, Physical Education, and Recreation

EDRS mf,hc

Descriptors: exceptional child education; physically handicapped; physical education; state programs; program planning; guidelines; special programs; remedial programs; financial needs; physical activities; administration; physical handicaps; equipment; facilities; financial support; course content; course organization; California

The 1967 California Legislature enacted regulations which enable local school districts to provide appropriate physical education programs for severely physically handicapped children who cannot be served in regular programs. After a summary of regulations on eligibility, class size, and reimbursement procedures, attention is given to the following: designing physical education programs to meet individual needs; procedures for initiating instruction in remedial physical education; guidelines for judging severity of disabilities; apportionment of financial allowances; requirements for a suitable teaching station; and essential equipment and supplies. Course objectives, policies for developing a course of study, and class procedures and organization are stated; an outline of course content is provided. Two appendixes include the medical evaluation form and the form for the physician's recommendation for

physical education and other physical activities. (DF)

ABSTRACT 11319

EC 01 1319 ED N. A.
Publ. Date 66 241p.
Buell, Charles E.
Physical Education for Blind Children.

EDRS not available
Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62701 (\$9.00).

Descriptors: exceptional child education; visually handicapped; physical education; curriculum; recreation; blind; children; case studies (education); residential schools; day schools; leisure time; games; childrens games; classroom games; primary grades; secondary grades; intermediate grades; achievement rating; athletics; athletic programs

A practical rather than a theoretical reference guide, the book discusses the need of the blind or visually impaired child for physical education. Past and present programs in public and residential schools, recreation and leisure time activities (a guide for parents), sports and interscholastic competition, active games, contests, relays, and wrestling are described. The study also considers physical fitness, achievement scales, and grade levels. An appendix lists successful blind teams and athletes and several exercises and tests. (KH)

ABSTRACT 11514

EC 01 1514 ED N. A.
Publ. Date 68 144p.
Canner, Norma
And a Time to Dance.

EDRS not available
Beacon Press, 25 Beacon Street, Boston, Massachusetts 02108 (\$5.95).

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

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

ABSTRACT 11550

EC 01 1550 ED 029 451
Publ. Date 68 60p.
Davis, Patricia A.
Teaching Physical Education to Mentally Retarded Children.
EDRS mf. hc
T. S. Denison and Company, Inc., 5100

West 82nd Street, Minneapolis, Minnesota 55431 (\$4.98).

Descriptors: exceptional child education; physical education; mentally handicapped; teaching methods; trainable mentally handicapped; class organization; basic skills; games; athletic activities; physical fitness; tumbling; recreational activities; human posture; athletic equipment; music activities

Methods for teaching physical education activities and skills to mentally retarded children are presented. General objectives are listed and the physical education program is outlined. Hints are offered for teaching the retarded child; and basic skills and rhythms are described. The following are then described: rhythm games, a volleyball unit and lead-up games, softball skills and lead-ups, basketball hints, soccer skills, a physical fitness activities unit, a stunts and tumbling unit, and relaxation activities. A summary reviews objectives, problems, and methods of physical education. (JK)

ABSTRACT 11584

EC 01 1584 ED N.A.
Publ. Date May 68 3p.
Duggar, Margaret P.
What Can Dance Be to Someone Who Cannot See?

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

EDRS not available
Journal of Health, Physical Education and Recreation; V39 N5 P28-30 May 1968

Descriptors: exceptional child education; visually handicapped; physical education; teaching methods; dance; blind; kinesthetic methods; kinesthetic perception; space orientation; visually handicapped orientation; visually handicapped mobility

Methods for teaching blind children to dance are suggested, including establishing a verbal vocabulary of movement and using analogy and images. Also explained are methods of developing spatial awareness, body awareness, and rhythmic perception, and of using instruments for matching quality of sound and motion. (RK)

ABSTRACT 11856

EC 01 1856 ED N.A.
Publ. Date Oct 67 6p.
Thermal, Joachim H.; Steirman, Carolyn T.

The Formative Power of Art.
EDRS not available
Bulletin of Art Therapy; V7 N1 P23-8 Oct 1967

Descriptors: exceptional child education; emotionally disturbed; art; art education; creative art; self concept; adjustment (to environment); teacher role; self actualization

Art and the individual experience it provides are presented as the counterpoint to group living in an institution. Timing of

art experiences is discussed in relation to the needs of the emotionally disturbed; emotional and artistic growth are also considered. (JD)

ABSTRACT 20168

EC 02 0168 ED N. A.
Publ. Date 68 111p.

Lindsay, Zaidée
Art is for All; Arts and Crafts for Less Able Children.

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

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

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

ABSTRACT 20177

EC 02 0177 ED N. A.
Publ. Date 69 48p.

Pattemore, Arnel W.
Arts and Crafts for Slow Learners. Instructor Handbook Series.

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

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

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

ABSTRACT 20435

EC 02 0435 ED N.A.
 Publ. Date Oct 69 3p.
 Hayes, Gene A.
The Integration of the Mentally Retarded and Non-Retarded in a Day Camping Program: A Demonstration Project.
 EDRS not available
 Mental Retardation: V7 N5 P14-6 Oct 1969

Descriptors: exceptional child research; mentally handicapped; day camp programs; camping; institutionalized (persons); social relations; peer acceptance; group relations

A controversy has existed for many years concerning the feasibility and value of integrating mentally retarded and non-retarded individuals in recreation programs. Most authorities agree that if it is to occur it should be intergration with a purpose. This paper describes the procedures and results of combining institutionalized mentally retarded and non-retarded community children in a day camping program. The subjects involved in the demonstration project were observed for six specific kinds of behavior: cooperation, interaction, parallel play, self-irritated activity, non-activity and aggression. The findings imply that the mentally retarded are capable of functioning and interacting with the non-retarded in a recreational setting. (Author)

ABSTRACT 21464

EC 02 1464 ED 034 342
 Publ. Date Jan 69 41p.
 Orzak, Louis H. and Others
Day Camping and Leisure Time Recreation Activities for the Mentally Retarded.
 Parents and Friends of Mentally Retarded Children of Bridgeport, Inc., Connecticut
 Department of Health, Education, and Welfare, Washington, D. C., Social and Rehabilitation Service
 EDRS mf. hc

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

An introduction to the need for day camp activities and recreational facilities for the retarded precedes a discussion of the problems involved; the recreational needs must be defined along with the nature of the programs; locations must be found; the costs of transportation and salaries must be assumed and budgeted; programs must be flexible and properly evaluated; and parents must cooperate with recreational staff. Information is supplied concerning various day camp programs with special attention to the Kennedy Center and the Y.M.C.A. Camp Tepee. Also considered is leisure time recreation centering around a program to supplement the half day school with a half day recreation program. The activities are reported as successful and it is suggested that they continue and increase. (JM)

ABSTRACT 21467

EC 02 1467 ED 034 345
 Publ. Date 68 91p.
Physical Education and Recreation for Handicapped Children; Proceedings of a Study Conference on Research and Demonstration Needs.
 American Association for Health, Physical Education, and Recreation, Washington, D. C.;
 National Recreation and Park Association, Washington D. C.
 Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
 EDRS mf. hc

Descriptors: exceptional child education; handicapped children; physical education; recreational programs; program evaluation; mentally handicapped; visually handicapped; aurally handicapped; physically handicapped; emotionally disturbed; camping; community recreation programs; services; recruitment; evaluation needs

Included are articles on the status of physical education for the retarded, the visually handicapped, the hearing impaired, and the emotionally disturbed. Concepts in research and demonstration needs in physical education and recreation for the physically handicapped are presented. Papers consider the status of recreation for the handicapped as related to the following: community agencies, institutions, and schools. Also discussed are research on recreation camping, an assessment and evaluation of projects, the methods of collecting and disseminating information, legislation, recruitment and training, and available services. (JM)

ABSTRACT 21610

EC 02 1610 ED N.A.
 Publ. Date Mar 70 5p.
 Goodenough, Forrest; Goodenough, Dorothy
The Importance of Music in the Life of a Visually Handicapped Child.
 EDRS not available
 Education of the Visually Handicapped: V2 N1 P28-32 Mar 1970

Descriptors: exceptional child education; visually handicapped; music; music activities; music appreciation; music education; enrichment

Discussed are the influences of music on the blind child in the following areas: physical development in auditory discrimination and motor development; emotional development involving participation which aids his self concept, gives an opportunity for emotional outlet, and increases creativity; the intellectual level by increasing span of attention and the ability to memorize; and the social level involving listening in groups thereby forming relationships with others. Information is also presented on the benefits of music for the gifted blind child and for the multiply handicapped child. (JM)

ABSTRACT 22040

EC 02 2040 ED N.A.
 Publ. Date Jan 70 15p.
 Silver, Rawley A.
Art and the Deaf.
 EDRS not available
 American Journal of Art Therapy: V9 N2 P63-77 Jan 1970

Descriptors: exceptional child research; aurally handicapped; deaf; art; art education; visual arts; employment opportunities; aptitude

Two studies exploring opportunities in art for assessing and developing abilities of deaf children are described. Art of deaf and aphasic children was evaluated by a panel of psychologists, psychiatrists, and educators. Responses to questionnaires indicated the art showed evidence of opportunities to generalize, imagine, express ideas and feelings, remember, associate, and evaluate; evidence was found that would aid in assessing attitudes, interests, knowledge, abilities, and needs. Another panel compared the art with art of hearing children. Eight judges found no differences, seven judges found deaf children less mature, and two judges found deaf children superior in art aptitude. Judges also indicated the art provided evidence of technical skill and sensitivities to art values. In the second study five assessments of art of deaf, aphasic, and hard of hearing children and adults found: deaf children and adults rated by art professors received slightly higher scores than hearing peers, while deaf teenagers scored lower than hearing subjects; when rated by art teachers and painters, the combined average score for the deaf was slightly higher than for hearing; nine of 11 teachers rated deaf equal or superior to hearing in independence, originality, sensitivity, expressiveness, and interest in art; a painting by a deaf adult received an award in an open juried competition; on one of Torrance's Tests of Creative Thinking eight of 12 deaf students scored in the 99th percentile. Of 38 replies received to a questionnaire sent to 50 employers and crafts men in the arts, 35 felt a deaf person could be competent in their fields. Additional experiences of the author are noted and some art work is pictured. (MS)

ABSTRACT 22149

EC 02 2149 ED N.A.
 Publ. Date 70 157p.
 Cox, Artelia Moore
Arts and Crafts Are More Than Fun in Special Education.
 EDRS not available
 Interstate Printers and Publishers, Inc., 19 North Jackson Street, Danville, Illinois 61832.

Descriptors: exceptional child education; art activities; handicrafts; art materials; art education; creative activities; enrichment

Enrichment techniques involving arts and crafts for exceptional children are described. Suggestions are presented for the workshop, sewing materials, display-

ing finished products, motivation and reinforcement, and activities for an individual and isolated learning area. Areas discussed are projects in science, arithmetic, language, arts, and social studies; and arts and crafts in health education, music, family living, group participation, as a means of class integration, and for encouraging creativity. Other results of arts and crafts education are the fostering of personal ownership concepts, community service, prevocational training, and enhancing sibling relationships. Holiday art and recipe suggestions are also provided. (JM)

ABSTRACT 22724

EC 02 2724 ED 039 666
Publ. Date 69 60p.

Art Projects and Activities for the Mentally Retarded.

Buffalo Public Schools, New York, Division of Curriculum Evaluation and Development

EDRS mf, hc

Descriptors: exceptional child education; mentally handicapped; art activities; art education; art materials; handicrafts; curriculum guides

Forty-two art activities are suggested for use with mentally handicapped children. These include miscellaneous activities as well as activities appropriate to the four seasons of the year. For each activity, materials, instructional level, procedure, and variations are specified. In addition, display ideas are presented and recipes given for making materials such as finger paints and the like. (JD)

ABSTRACT 22728

EC 02 2728 ED 039 670
Publ. Date 69 18p.

Fait, Hollis F., Ed.

Curriculum Guide for Teaching Physical Education to the Profoundly and Severely Retarded.

Mansfield Training School, Mansfield Depot, Connecticut, Department of Physical Education

EDRS mf, hc

Descriptors: exceptional child education; physical education; mentally handicapped; curriculum guides; trainable mentally handicapped; custodial mentally handicapped; physical activities; teaching methods; physical fitness; tests; student evaluation

For use with the profoundly and severely retarded, the guide to physical education curriculum describes methods and techniques, objectives, and core activities. The following are also considered: supplementary activities for the hyperactive and emotionally disturbed; suggestions for the teacher; and evaluation, including records, motor skills tests, and behavior rating scales. (JD)

ABSTRACT 22953

EC 02 2953 ED N.A.
Publ. Date 70 7p.

Oliver, James N. and Others

Physical Education for the Visually Handicapped.

EDRS not available

Journal of Health, Physical Education and Recreation; V41 N6 P37-43 1970

Descriptors: exceptional child education; visually handicapped; physical education; blind; physical activities

Four articles consider physical education for the visually handicapped. James N. Oliver discusses blindness and the child's sequence of development; Martha Lynn Bolt describes softball for the blind student. Also, Charles Buell treats the school's responsibility for providing physical activities for blind students and Thomas M. Trevena explains integration of the sightless student into regular physical activities. (JD)

ABSTRACT 30013

EC 03 0013 ED 043 140
Publ. Date Aug 70 40p.

Liechti, Carroll D.; Walker, Ralph E.

ESEA Title VI Evaluation Report: Adaptive Physical Education Project.

Wichita Unified School District 259, Kansas;

Kansas State Department of Education, Topeka, Division of Special Education

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

EDRS mf, hc

Descriptors: exceptional child research; handicapped children; physical education; experimental programs; physical activities; physical fitness; exceptional child education; special classes; Kansas

An adaptive physical education project was started in the Wichita Public Schools for children who were unable to participate in regular physical education classes due to one or more handicaps. Sixty-nine students in grades seven through nine participated the first year, and 103 students the second year. The program and class procedures were geared to the individual students' needs. Evaluative data was secured from student records, teacher plans, pre and post physical fitness testing, teacher reports, student activity checklists, and interviews with parents and participating physicians. Case studies of three randomly selected students, one from each grade, were also part of the evaluation. Evaluation data showed an increase in physical skills and ability and the program was judged successful. Approximately 1/4 of the students were able to return to the regular physical education program by the end of the second year. Appendixes include forms and information used in the program evaluation. (KW)

ABSTRACT 30114

EC 03 0114 ED N.A.
Publ. Date 70 364p.

Lowenfeld, Viktor; Brittain, W. Lambert

Creative and Mental Growth, Fifth Edition.

EDRS not available

Macmillan Company, 866 Third Avenue, New York, New York 10022 (\$7.95).

Descriptors: art education; creative development; art materials; creative art; painting; freehand drawing; child development

The meaning of art and the importance of creative activity in education are discussed; art in the elementary and secondary school is surveyed. The following six stages of development in art, from age 2 to 17, are reviewed: scribbling, preschematic, schematic, the gang age, pseudonaturalistic, and adolescent. The development of aesthetic awareness is also treated. (JD)

ABSTRACT 30173

EC 03 0173 ED N.A.
Publ. Date Oct 70 2p.

Grove, Frances; Weber, Yvonne

Programs for the Handicapped: Aquatic Therapy: A Real First Step to Rehabilitation.

EDRS not available

JOHPER; V41 N8 P65-6 Oct 1970

Descriptors: exceptional child services; physically handicapped; swimming; physical therapy; physical recreation programs; mentally handicapped; teaching techniques; Spina Bifida

Four articles deal with swimming and aquatic therapy for the handicapped. Aquatic Therapy--A Real First Step to Rehabilitation, discusses the aquatic therapy portion of a recreational therapy program, emphasizing the motivational aspects and methods used for overcoming fear of the water. Handicapped Swim Clinic describes clinics held to give aides and volunteers a general exposure to what is involved in working with the handicapped in the water. Swimming for the Spina Bifida describes how problems were overcome in teaching such children to swim. The Wedde Handiswimmers explains a swim program for persons with physical, mental, or emotional handicaps designed to overcome immobility and provide opportunities to gain self-confidence and meet friends. Two books on swimming for the handicapped and an annotated bibliography are described. (KW)

ABSTRACT 30570

EC 03 0570 ED N.A.
Publ. Date 70 6p.

Programs for the Handicapped: Competitive Sports for the Handicapped.

EDRS not available

JOHPER; V41 N9 P91-6 Nov-Dec 1970

Descriptors: physically handicapped; recreation; recreational programs; physical activities; athletics; wheelchair sports

Competitive sports for the handicapped are discussed through brief features and a history of the development of such activities. Facts about wheelchair sports and the classification system for participants are presented. Events described include track and field, slalom racing, square dancing, and basketball. Additional sports are listed, the Wheelchair Sports Hall of Fame is discussed, and information is provided on travel guides, the paralympics, and sports information sources. (RJ)

ABSTRACT 30602

EC 03 0602 ED 044 844
 Publ. Date 70 98p.
 Ellis, T. B., Comp. and Others
**Book of Proceedings of Workshops
 Held on Physical Education for the
 Mentally Retarded.**
 Jackson State College, Mississippi, Phys-
 ical Education Department
 EDRS mf,hc

Descriptors: exceptional child education;
 mentally handicapped; physical educa-
 tion; conference reports; recreational
 programs; physical activities; physical
 fitness; Mississippi

Proceedings are presented from three
 workshops concerning physical education
 for the mentally retarded held at Missis-
 sippi State University, University of
 Mississippi, and University of Southern
 Mississippi in 1967. Topics covered in
 the workshops include program develop-
 ment; of physical education with the men-
 tally handicapped, reports of research
 studies conducted in the Meridian
 schools, recreation and fitness in junior
 high special education, recreational pro-
 grams for the retarded, balance beam
 exercises, and suggested activities with
 balls, skipping ropes, and tires. A gen-
 eral bibliography on physical education and
 the mentally handicapped, a special bibli-
 ography on music activities, and pro-
 grams of the workshops are provided.
 (RD)

ABSTRACT 30604

EC 03 0604 ED 044 846
 Publ. Date (62) 107p.
 Burriss, W. R., Ed.
**A Handbook on the Theory and Prac-
 tice of Arts and Crafts for Educable
 Mentally Retarded Children and
 Youth.**
 Mississippi State Department of Educa-
 tion, Jackson
 EDRS mf,hc

Descriptors: exceptional child education;
 educable mentally handicapped; handi-
 crafts; teaching guides; art materials;
 mentally handicapped; Mississippi

Guidelines are presented for educational
 experiences in arts and crafts for the
 educable mentally retarded (EMR). A
 general discussion summarizes principles
 of teaching EMRs, and the place, value,
 and vocational implications of arts and
 crafts in the curriculum. Arts and crafts
 projects with various materials are de-
 tailed. Also included are some recipes,
 suggestions for equipment and supplies,
 hints, sources of material, and a list of
 resources. (KW)

ABSTRACT 30892

EC 03 0892 ED N.A.
 Publ. Date 68 5p.
 Alkema, Chester Jay
Art and the Exceptional Child, Part I.
 EDRS not available
 Children's House: V2 N6 P6-10 Fall 1968

Descriptors: exceptional child education;
 mentally handicapped; gifted; art; art
 education; child development; perceptual
 development; art therapy

Implications of art for the gifted and
 mentally handicapped child (part one of
 a two part series) are discussed. The
 importance of art in the development of
 the child as a helpful tool in his growth
 and perception is stressed. Illustrations
 of work by gifted and normal as well as
 retarded children are given, and criti-
 cisms in their work that reveal their
 varying degrees of perceptual develop-
 ment are identified. (CD)

ABSTRACT 30893

EC 03 0893 ED N.A.
 Publ. Date 68 4p.
 Alkema, Chester Jay
Art and the Exceptional Child, Part II.

EDRS not available
 Children's House: V3 N1 P12-5 Win 1968

Descriptors: exceptional child education;
 mentally handicapped; teaching methods;
 art; art materials; instructional materials;
 verbal learning; creative development;
 creative expression; art therapy

The challenge presented in the teaching
 of art to the mentally handicapped is
 explored in the second part of a two part
 series. Selected materials, techniques,
 and teaching methods designed to meet
 the creative needs of the mentally handi-
 capped are presented. The author cau-
 tions against the repetitious use of mate-
 rials and overly involved demonstrations
 of materials and techniques. Techniques
 to develop the child's verbal expression
 through art are also described. (CD)

ABSTRACT 31022

EC 03 1022 ED 046 147
 Publ. Date 70 38p.
 Boninger, Walter B., Ed.
**Proceedings of the Special Demon-
 stration Workshop for Integrating Blind
 Children with Sighted Children into
 Ongoing Physical Education and Recre-
 ation Programs (Cleveland, Ohio,
 October 9-10, 1969).**
 Cleveland Society for the Blind, Ohio
 American Association of Health, Physi-
 cal Education, and Recreation, Washing-
 ton, D. C.;
 American Foundation for the Blind, New
 York, New York
 EDRS mf,hc

Descriptors: exceptional child services;
 visually handicapped; workshops; recrea-
 tional programs; regular class placement;
 blind; physical education

A special education workshop (Cleve-
 land, Ohio, October 9-10, 1969) for inte-
 grating blind childrn with sighted chil-
 dren into ongoing physical education and
 recreation programs is described. Phys-
 ical education and blind children
 from the viewpoint of ophthalmology,
 social and psychological aspects of blind-
 ness as they relate to participation in
 physical activities, mobility and orienta-
 tion in relation to physical education,
 highlights of Dr. William Freeberg's
 banquet presentation, and a summation
 of the workshop's activities given by
 Robert Holland are included. The ques-
 tion and answer periods at the end of

each presentation are also recorded, as
 well as an evaluation form used at the
 end of the conference. (CD)

ABSTRACT 31061

EC 03 1061 ED N.A.
 Publ. Date 70 4p.
 Silver, Rawley A.
Art Breaks the Silence.
 EDRS not available
 Children's House: V4 N4 P10-3 Win 1970

Descriptors: exceptional child research;
 aurally handicapped; deaf; speech handi-
 caps; aphasia; art; art education; abstract
 reasoning; art therapy

To explore the opportunities in art for
 assessing and developing the abilities of
 deaf (and other special education) chil-
 dren, 25 students (ranging in age from 8
 to 17 years), deaf or aphasic, were
 placed in experimental art classes for
 approximately ten weeks. The drawings
 and paintings were evaluated by psychol-
 ogists, psychiatrists, and special educa-
 tion teachers. General consensus (93%)
 was that evidence could be found that
 art had afforded opportunities to gener-
 alize, associate, evaluate, and express
 ideas and feelings. The author concluded
 that there was no reason why an individ-
 ual who has impaired hearing or language
 should not have artistic talent, and that
 art experiences could serve to develop
 the capacity for abstract thought. (CD)

ABSTRACT 31230

EC 03 1230 ED N.A.
 Publ. Date 68 490p.
 Gaston, E. Thayer, Ed.
Music in Therapy.
 EDRS not available
 Macmillan Company, 866 Third Avenue,
 New York, New York 10022 (\$8.95).

Descriptors: exceptional child services;
 mentally handicapped; physically handi-
 capped; emotionally disturbed; mental
 illness; music; adults; older adults;
 dance; research methodology; music
 therapy

Numerous music therapists have contrib-
 uted to the volume surveying research
 and clinical practice in music therapy.
 Foundations of music in therapy are ex-
 plained, and music therapy for both chil-
 dren and adults who are mentally retard-
 ed, physically disabled, or have behavior
 disorders is detailed. Music therapy for
 geriatric patients is also covered. Other
 chapters treat music therapy and music
 education, dance therapy, the develop-
 ment of music therapy in the community,
 and planning and understanding research.
 (KW)

ABSTRACT 31257

EC 03 1257 ED 046 173
 Publ. Date Apr 69 37p.
 Slick, Myrna H.
**Recreational Reading Materials for
 Special Education Students.**
 EDRS mf,hc

Submitted by the Author in Partial Ful-
 fillment for Masters Degree, University
 of Pittsburgh.

Descriptors: exceptional child education;
 educable mentally handicapped; library

services; reading materials; annotated bibliographies; leisure time; secondary schools; school services; recreational reading

The provision of recreational reading materials and programs for the special education student, defined for this study as the educable mentally retarded, is considered. The role and responsibility of the high school librarian in this area is defined, emphasizing cooperation with the special education classroom teachers. Methods which librarians can use to reach and interest the students in reading are discussed. Sources to help the librarian find appropriate available books are listed. The major section of the paper is an annotated list of suggested books to purchase for library use for special education students. The list is limited to recreational reading materials currently being published (at the time of writing). Recommended publishers to contact are also included. (KW)

ABSTRACT 31470

EC 03 1470 ED 046 205
Publ. Date 70 351p.

Carr, Dorothy B. and Others
Sequenced Instructional Programs in Physical Education for the Handicapped.

Los Angeles Unified School District, California
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; physical education; handicapped children; curriculum guides; program guides; sequential learning; skill development

The curriculum guidelines for a comprehensive physical education program consist of developmentally sequenced skills and instructional activities appropriate for handicapped children from early preschool age (18 months) through high school. Suggested activities and materials are arranged in color-coded sections on motor and movement skills, playground and recreation skills, rhythm, swimming, and physical fitness. Information provided for each activity includes level of difficulty, sequences, teaching progressions, suggestions for lesson implementation, source materials, and codes to indicate appropriateness to the handicapping condition. (KW)

ABSTRACT 31536

EC 03 1536 ED N.A.
Publ. Date Feb 71 4p.

Pettit, Milton H.
Programs for the Handicapped: Physical Education for Orthopedically Handicapped Children.

EDRS not available
JQHPER: V42 N2 P75-8 Feb 1971

Descriptors: exceptional child education; physically handicapped; physical education; program descriptions; California

Methods of class organization, general teaching considerations, and the importance of physical education for the physically handicapped are described. An

archery program and activity day at the Cypress Orthopedic School in Ontario (California) are presented with sample activities, specific techniques (concerning equipment, scheduling, and staff involvement), and objectives to be used in work with the physically handicapped. (RD)

ABSTRACT 31632

EC 03 1632 ED N.A.
Publ. Date 70 398p.

Rathbone, Josephine L.; Lucas, Carol.
Recreation In Total Rehabilitation.

EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$10.50).

Descriptors: handicapped; recreation; special health problems; rehabilitation; physical activities; hobbies; games; art; music; dance

The concrete suggestions in the textbook on recreation for the ill and handicapped re intended to be useful to institutional administrators, medical personnel, students, and all those providing or planning recreation for patients. The philosophy of recreation in rehabilitation, and general procedures in developing a broad recreation program are presented. Problems in institutions serving the ill and handicapped, such as hospitals, special schools, and rehabilitation centers, are pointed out. Following this general orientation to the subject, Part 2 concentrates upon the needs of various patients and the medical indications for recreational activities. Attention is given to the following categories of illness or handicap as related to recreation: acute illness, convalescence, and chronic disease; motor or physical disabilities; impaired vision, hearing, and speech; mental divergence and asocial behavior; and psychopathology (reactions to stress, classification and causes for psychopathic reactions, and psychological needs which recreation may satisfy). Part 3, covering media for recreation, details how various types of recreation can be applicable for the ill and handicapped. Examined are music, the graphic and plastic arts, crafts, hobbies, literature and the theater, games and sports, dancing, and special events and parties. (KW)

ABSTRACT 31784

EC 03 1784 ED 048 680
Publ. Date Jan 71 197p.

Deschin, Celia S.; Nash, Marygold V.
Children Together: The Effect of Integrated Group Experiences on Orthopedically Handicapped Children.

New York Service for the Handicapped, New York
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child research; physically handicapped; mental health; recreational programs; group relations; peer relationship; self concept

To study the effect on physically handicapped children's mental health of organized group activities in community centers and settlements, 230 children partici-

pated in a 2 year demonstration project. Mental health was defined as the child's social functioning in home and school and as reflected in the child's self image; and it was hypothesized that the mental health of mildly physically handicapped children improved through recreational activities with their nonhandicapped peers. It was also speculated that no special or additional staff would be needed. Data was obtained through interviews with the children, families, teachers, group leaders, and placement counselors. Researchers felt that, after comparing factors concerning the families, the school and the children's self evaluations, the children showed improvement attributed to associating with their non-handicapped peers. The second hypothesis concerning staffing was not confirmed. Recommendations for community centers, schools, and adult education to benefit the mental health of physically handicapped children were made. (CD)

ABSTRACT 31892

EC 03 1892 ED 047 169
Publ. Date 71 93p.

The Easter Seal Directory of Resident Camps for Persons with Special Health Needs.

National Easter Seal Society for Crippled Children And Adults, Chicago, Illinois
EDRS mf,hc
National Easter Seal Society for Crippled Children And Adults, 2023 West Ogden Avenue, Chicago, Illinois 60612 (\$1.00).

Descriptors: exceptional child services; handicapped children; camping; directories; recreation; special health problems; outdoor education; residential programs; summer programs; National Easter Seal Society for Crippled Children and Adults

The directory of resident camps is designed for persons with special health needs (children and adults with physical, mental, social, or emotional handicaps). Published by the National Easter Seal Society for Crippled Children and Adults, the listing contains residential facilities only (day care camp program information is not included). Listed by state, the information includes the name of the camp, location, handicap eligibility, age range and capacity, nature of sessions, camperships available, sponsor, and descriptions of various services. (CD)

ABSTRACT 31956

EC 03 1956 ED N.A.
Publ. Date Mar 71 4p.

Curren, Elizabeth A.
Teaching Water Safety Skills to Blind Multi-Handicapped Children.

EDRS not available
Education of the Visually Handicapped; V3 N1 P29-32 Mar 1971

Descriptors: exceptional child education; multiply handicapped; swimming; visually handicapped; program descriptions

A swimming program for multiply handicapped blind children is detailed. The

stated objective is to encourage freedom of movement and develop needed muscle control. Each child was assisted individually, and allowed to develop and proceed at his own rate. Descriptions of water orientation and adjustment, and problems dealing with physical limitations are cited. Results of the program were positive, with 75% of the 13 children swimming without any support in deep water and 100% of the eight transitional children swimming without support. (CD)

ABSTRACT 32014

EC 03 2014 ED N.A.
Publ. Date Apr 71 6p.
Miller, Oral O. and Others
Programs for the Handicapped.
EDRS not available
JHOPER: V42 N4 P59-64 Apr 1971.

Descriptors: exceptional child education; visually handicapped; physical education; recreation; physical activities; games; regular class placement

Four articles deal with physical education or recreational activities for the visually handicapped. Oral O. Miller explains bowling for the blind, mentioning in particular the activities of the American Blind Bowling Association. The integration of visually handicapped children into a public elementary school physical education program is discussed by Gladys Johansen. Activities used to attain the listed objectives of such an integrated program are described (body conditioning exercises, rope jumping, physical fitness tests, games and relays, tumbling, pole climbing, balance beams, stunts, self-testing activities, and ice skating). In the third article, Charles Buell suggests some adaptations which have proved effective in enabling blind students to participate in physical education activities with the rest of their sighted class. Suggestions pertain to ball games, track and field and physical fitness tests, tag games, races, and other activities. The final article, by Lester Citron, points out fun, exercise, and perceptual training benefits blind children can obtain from kicking tin cans, and outlines a game which can be played with them. (KW)

ABSTRACT 32399

EC 03 2399 ED N.A.
Publ. Date Apr 71 18p.
Dawson, Yvette Nadine
Physical Education for the Blind.
EDRS not available
Rehabilitation Teacher: V3 N4 P15-32
Apr 1971

Descriptors: exceptional child education; visually handicapped; blind; physical education; teaching methods; physical activities

The discussion of physical education for blind students points out why and in what ways they have even greater need of physical education than do physically normal children. Basic plans used in the teaching of blind classes are described, but it is urged that in most cases it is best for the blind students to be integrated into the activities of regular physical education classes. Characteristics of a

good physical education teacher of the blind, and factors which the teacher must consider in program planning are enumerated. Touched upon are the child's need for individual attention and teaching methods. Guidelines for selecting games and activities are presented, including descriptions of the ways in which the blind can participate in various sports and games by modifying the activity involved. (KW)

ABSTRACT 32628

EC 03 2628 ED N.A.
Publ. Date 71 96p.
Scouting for the Physically Handicapped.
Boy Scouts of America, North Brunswick, New Jersey
EDRS not available
Boy Scouts of America, North Brunswick, New Jersey 08902 (\$1.50).

Descriptors: physically handicapped; hobbies; recreational programs; physical activities; males; scouting

Designed to assist Scout leaders working with physically handicapped boys, the booklet offers ideas for program content and for aiding the handicapped boys in Boy Scout advancement. How Scouting can help handicapped boys physically and emotionally, and what the Scout leader should know about a boy's handicap are discussed. Suggestions are made for leading an all-handicapped unit and for leading a nonhandicapped unit containing one or two handicapped boys. Suggestions concern program planning, level of activity, help from parents, how to deal with physical activities and sports, and how to help handicapped boys meet the advancement requirements in Scouting. Information on equipment and appliances often used by the physically handicapped is given, and some of the common physical disabilities which the Scout leader may encounter are described. (KW)

ABSTRACT 32933

EC 03 2933 ED N.A.
Publ. Date 71 100p.
Alkema, Chester J.
Art for the Exceptional.
EDRS not available
Pruett Press, Inc., Box 1560, 2930 Pearl Street, Boulder, Colorado 80302 (\$6.95).

Descriptors: exceptional child education; handicapped children; art education; art materials; handicrafts; teaching methods

Designed for teachers of exceptional children, the book discusses various exceptional children's problems in society, and explains that creative art experiences foster a multitude of values relative to the mental, social-emotional, and motor development of children that help them become adjusted, useful citizens in society. The physically handicapped child, emotionally disturbed child, juvenile delinquent, deaf child, gifted child, mentally retarded child, and blind child are discussed in terms of their unique places in life, the value of creative art for each of them, and the many special techniques effective in stimulating their artistic development. Emphasis on the mentally

retarded child focuses on motivating artistic capabilities, evaluation of art product, and a comprehensive discussion of special techniques, methods and materials. Many pictures accompany the book. The author appends a bibliography on art for teachers of exceptional children. (CB)

ABSTRACT 33001

EC 03 3001 ED N.A.
Publ. Date 71 107p.
Harvat, Robert W.
Physical Education for Children with Perceptual-Motor Learning Disabilities.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 (\$1.95).

Descriptors: exceptional child education; learning disabilities; perceptual motor learning; perceptual motor coordination; physical development; physical education; physical activities

The volume presents a series of physical education activities for teaching basic perceptual-motor processes to children with inadequate or incomplete perceptual-motor learnings. Believing that a relationship exists between perceptual-motor development and academic achievement, the author advises children to experience motor experimentation. The author adapts common procedures in physical education to emphasize perceptual-motor learnings and adds new procedures where needed. Games and group activities are stressed to increase fun. Although organized around the physical education program, some of the following activities may be adapted for use in the classroom: fundamental locomotor movements, exercises, game activities, jump rope activities, balancing activities, rhythmic activities, stunt activities, bean bag and ball handling activities, obstacle course, movement exploration, and auxiliary activities. (CB)

ABSTRACT 33009

EC 03 3009 ED N.A.
Publ. Date 70 154p.
Taylor, Frank D. and Others
Creative Art Tasks for Children.
EDRS not available
Love Publishing Company, 6635 East Villanova Place, Denver, Colorado 80222.

Descriptors: exceptional child education; handicapped children; art education; art materials; handicrafts; creative expression; guidelines

Based on the theory that art can provide motivation and materials to help exceptional children attend, respond, follow directions, and explore the environment around them, 146 art tasks are presented. One page is devoted to each art task, with pictorial representations of the task to help initiate student response, and simple directions to suggest materials, sequence, and variations. Two to 22 art tasks are found in the following categories: scribble designs, mixing colors, finger painting, mosaics, printing fun,

paper construction, making images, creating designs, magic paper, splicing areas, using imagination, paper weights, greeting cards, collages, using molds, figures and faces, classroom crafts, and potpourri. (CB)

ABSTRACT 33053

EC 03 3053 ED N.A.
Publ. Date Sep 71 5p.
Programs for the Handicapped: A Clarification of Terms.
EDRS not available
JOPHER; P63-6, 68 Sep 1971

Descriptors: vocabulary; handicapped children; physical education; recreation; therapy

Briefly clarified are terms relating to the concepts handicapped, adapted physical education, and therapeutic recreation. Differences among impaired, disabled, and handicapped individuals are cited. Adapted physical education is discussed briefly, focusing on the official definition of adapted physical education as seen by the American Association for Health, Physical Education, and Recreation. Likewise, the official definition of therapeutic recreation, as defined by the National Therapeutic Recreation Society, is presented with brief explanation. Differentiated characteristics of physical education and therapeutic recreation services are explored, with the recognition that both processes provide special, half-way, and regular services. (CB)

ABSTRACT 33148

EC 03 3148 ED N.A.
Publ. Date 71 1p.
Recreation: Special Teens Project.
EDRS not available
Exceptional Parent; V1 N2 P27 Aug-Sep 1971

Descriptors: exceptional child services; handicapped children; recreational programs; student volunteers; adolescents; volunteers

Briefly described is Special Teens Project (STP) in Levittown, Pennsylvania, a volunteer organization designed to serve physically and mentally handicapped teenagers. Social, recreational, and athletic activities are carried out by volunteer teenagers who have been trained via workshops in pertinent areas. The volunteers interact with and befriend the special teens, providing examples of behavior to imitate and motivate. The low-cost program is dependent upon personal contributions of interested citizens. In particular, some activities for wheelchair-bound teens are mentioned. (KW)

ABSTRACT 33168

EC 03 3168 ED N.A.
Publ. Date 71 8p.
Winnick, Joseph P.; Landers, Daniel M.
Try Trampolining with Handicapped Children.
EDRS not available
Teaching Exceptional Children; V3 N4 P181-8 Sum 1971

Descriptors: exceptional child education; handicapped children; physical activities; physical education; physical develop-

ment; equipment utilization; skill development; trampolines

Use of the trampoline as a tool for motor diagnosis, remediation, and development with low performing handicapped children is discussed. Cited is previous use of the trampoline to diagnose finer motor disturbances which remain unnoticed in other physical movements, to assess gross body control (postural adjustment, balance, coordination), and to encourage physiomotor development. Also reviewed are studies concerning accidents on the trampoline. A lower accident incidence with handicapped children is expected if the suggested safety procedures and appropriate steps in learning stunts are followed. Gradual familiarization to encourage confidence and security in the child is emphasized. Trampolining as a reinforcer is suggested. A trampolining checklist for handicapped children is presented, outlining the gradual progression of skills from the familiarization level through elementary bounces and stunts. (KW)

ABSTRACT 40076

EC 04 0076 ED N.A.
Publ. Date Oct 71 2p.
Newman, Judy
Swimming for the Child with Multiple Birth Defects.
EDRS not available
JOPHER; P68-9 Oct 1971

Descriptors: exceptional child education; multiply handicapped; swimming; motor development; muscular strength; teaching methods; physical education

Intended for swimming instructors working with severely impaired children, the paper presents techniques and progressions used with three multiply handicapped children who were originally afraid of the water. After spending 3 months getting used to the water, the children learn to put their faces in the water, breath control exercises, back float, forms of swim patterning, sculling, and front crawl. The author advocates extreme patience in teaching motor skills and in developing muscular strength in multiply handicapped children. (CB)

ABSTRACT 40269

EC 04 0269 ED N.A.
Publ. Date 71 188p.
Drowatzky, John N.
Physical Education for the Mentally Retarded.
EDRS not available
Lea and Febiger, Washington Square, Philadelphia, Pennsylvania 19106 (\$9.50).

Descriptors: exceptional child education; mentally handicapped; physical education; physical fitness; physical activities; motor development; perceptual motor learning; equipment; program planning

The discussion of physical education for mentally retarded children is intended primarily for special teachers of such children with little or no training in physical education, and material is simplified and presented so that such teachers will be able to use it for instructional purposes.

The theoretical framework for the selection of activities is presented, in addition to descriptions of activities, to help teachers plan a sound physical education program. The first five chapters are of a general and/or theoretical nature and deal with the nature and causes of mental retardation, fitness and motor characteristics of retardates, the learning process, and planning physical education programs for the retarded. The last seven chapters are more practical and present specific activities and teaching techniques for the improvement of physical fitness, basic movement skills, perceptual motor skills, and sports skills. Also described are low organized games, lead-up activities for various sports, and rhythm or music-based activities for teaching physical skills. Various teaching aids, special equipment ideas, and other useful resources for teaching the retarded are listed. (KW)

ABSTRACT 40299

EC 04 0299 ED N.A.
Publ. Date 71 16p.
Leaders of Handicapped Girls.
Camp Fire Girls, Inc., New York, New York
EDRS not available
Camp Fire Girls, Inc., 1740 Broadway, New York, New York 10019.

Descriptors: exceptional child services; handicapped children; leadership; recreational programs; females; program planning; recreation; social adjustment; Camp Fire Girls

The booklet is intended to answer questions about program adaptations and guidance for group leaders who work with physically or mentally handicapped girls in the Camp Fire Girls program. It is explained that the program is flexible and can be adapted to accommodate nearly any handicap. Outlined are the qualities needed by the leader and the particular needs of handicapped children. Suggestions are made to facilitate the social acceptance of the handicapped girl into the group. Other general suggestions concern program adaptation and planning, with particular reference to camping. A list of resources for the leader includes information sources, books on recreation, and books about handicapped children intended for children. (KW)

ABSTRACT 40493

EC 04 0493 ED N.A.
Publ. Date Jan 72 234p.
Kramer, Edith
Art as Therapy with Children.
EDRS not available
Schocken Books, 67 Park Avenue, New York, New York 10016 (\$10.00).

Descriptors: emotionally disturbed; art; aggression; emotional development; art therapy; sublimation

Art therapy with emotionally disturbed children is discussed from the point of view of a practicing artist and educator with a general knowledge of normality and pathology in childhood. The theoretical framework is based primarily on Freudian psychoanalytic thought, although emphasis is upon art as therapy

rather than on psychotherapy using art as a tool. Art therapy is seen as a means of supporting the ego, fostering development of a sense of identity, and promoting emotional maturation. Vignettes and longer case histories of emotionally disturbed children and their art work illustrate the discussion. Psychological problems focused upon are sublimation, defense, and aggression. Art work is further related to problems of all children in today's society, such as struggle for identity, feelings of emptiness, and the loss of artistic values through commercialization. Also examined is the rise of art therapy as a profession and its relationship to art education. (KW)

ABSTRACT 40537

EC 04 0537 ED N.A.
Publ. Date 71 8p.
Perlmutter, Ruth
Constructing.
EDRS not available
Teaching Exceptional Children; V4 N1
P34-41 Fall 1971

Descriptors: exceptional child education; mentally handicapped; art; art materials; guidelines

Described are construction guidelines for 13 art projects that are said to have been developed during a 3-year experiment at a school for mentally handicapped children. The overall goal of the art work sessions is to bring pleasure and imaginative creativity to both children and adults. Three rules are stated to govern each project: the brief project is to last 30 to 45 minutes at most; the project must not become monotonous; and the adult must successfully complete the project before introducing it to the children. Art projects explained in detail include styrofoam roosters, pipe cleaner skier, hand puppet, life patterns, yarn and stone mosaic, yarn geometrics, shadow box, show in a shoe box, bumblebees and flies, pine cone rabbits, plaster relief, nutshell sailboats, and merry-go-round. Many completed projects are pictured, and all are said to require inexpensive art materials found at home or in the dime store. The author concludes by advocating that the children's work be displayed for all to see. (CB)

ABSTRACT 40541

EC 04 0541 ED 056 449
Publ. Date Aug 70 120p.
Linford, Anthony G.; Jeanrenaud, Claudine Y.

Systematic Instruction for Retarded Children: The Illinois Program--Experimental Edition. Part IV: Motor Performance and Recreation Instruction.

Illinois University, Urbana, Institute for Research On Exceptional Children
Office of Education (DHEW), Washington, D. C.; Bureau of Research

EDRS mf. hc
OEO-0-8-001025-1777(032)
BR-7-1025

Descriptors: exceptional child education; mentally handicapped; programed instruction; motor development; recreation; trainable mentally handicapped;

programed materials; music; handicrafts; lesson plans; guidelines

The manual of programed instruction for motor skills and recreational activities for trainable mentally handicapped children includes guidelines on basic recreation movements, rhythm in music, handicrafts, and miscellaneous activities. The guidelines employ principles of behavior change and direct instruction. Detailed programed instruction lists terminal behaviors required from the child when the final task request is mastered. The justification of each skill selected, prerequisite skills, necessary instructional materials and advanced skills are explained. Evaluation criteria for the model lesson plans are provided. Model lesson plans are presented for 18 basic movements that involve one or a combination of the following gross motor movements: balance, object projection, object reception, body projection, and body reception. The rhythm section consists of model lesson plans on four attributes thought to be necessary for musical rhythm readiness: stop and go, loud and soft, fast and slow, and combining dimensions of loudness and fastness. The arts and crafts section includes model lesson plans on modeling with clay, drawing, pasting with glue, painting, and cutting with scissors. The last section concerns 12 miscellaneous activities such as bead threading. (For related programed instruction guidelines, see EC 040 485-6, 040 539-40.) (CB)

ABSTRACT 40703

EC 04 0703 ED N.A.
Publ. Date Oct 71 10p.
Freasier, Aileen W.

Print Art: Sequential Task Programming for the Trainable Mentally Retarded.

EDRS not available
Education and Training of the Mentally Retarded; V6 N3 P98-107 Oct 1971

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; art; sequential learning; handicrafts; program descriptions; curriculum design

An experimental program is described in which the classroom teacher of trainable mentally retarded children incorporates an extensive hierarchy of logical sequences in structuring an arts and crafts curriculum to attain cognitive, emotional, sensory, and motor objectives. This program is based on a 3-month continuum of print art activities completed by trainable mentally retarded children enrolled in the Margaret Roane Day Care Center, Ruston, Louisiana. Ranging from the simple to the complex, a total of 149 individual activities in 15 categories of print art were considered during the study. (Author)

ABSTRACT 40924

EC 04 0924 ED N.A.
Publ. Date 71 403p.

Nesbitt, John A., Comp.
Papers on Program Development in Recreation and Physical Activity for Handicapped Children.

San Jose State College, California, Institute of Interdisciplinary Studies

EDRS not available
Institute of Interdisciplinary Studies, San Jose State College, San Jose, California 95114 (\$2.50).

Papers Presented at an Institute and Two Workshops Held in San Jose (April 22, 1971), Palo Alto (May 12, 1971), and San Francisco, California (May 18, 1971).

Descriptors: exceptional child education; handicapped children; recreation; recreational programs; physical activities; physical education; program development; conference reports; regional programs; state programs; national programs; financial support; legislation; community role

Presented are more than 20 conference reports on expanding and improving programs at the local, state, and national levels in recreation and physical education for handicapped children. Conference objectives set forth are to exchange views on types of assistance available for development of recreational programs, to analyze a model of coordinated and comprehensive recreation program development drawing on several sources, to consider coordinated measures that can contribute to recreation program development, and to serve as a means of information dissemination on existing recreation for handicapped children research, training, and services. General topics discussed include the handicapped child's need for recreation, community and university cooperation, selected list of federally funded programs relating to the handicapped children, federal-state programs, California state and local programs, suggested resources for financing community recreation programs for the handicapped and retarded, federal laws supporting recreation programs for the handicapped and mentally retarded, remedial physical education, and handbook on the therapeutic recreation service for handicapped children curriculum. (CB)

ABSTRACT 40958

EC 04 0958 ED N.A.
Publ. Date Feb 72 7p.
Pomeroy, Janet

Recreation for Severely Handicapped Persons in a Community Setting.

EDRS not available
New Outlook for the Blind; V66 N2 P50-5, 58 Feb 1972

Descriptors: handicapped; recreational programs; program descriptions; community services

The discussion of recreation for severely handicapped and retarded persons focuses upon the program of the Recreation Center for the Handicapped, Inc., in San Francisco, which provides recreation and physical activity within a community setting. Benefits of such programs are summarized. Described are the open enrollment policy of the recreation center, the basic goals of community recreation, general objectives of the program, and staff qualifications. Also covered are the types of activities, five major pro-

gram areas (children, teenagers, young adults, older adults, homebound), transportation, and program funding. (KW)

ABSTRACT 41222

EC 04 1222 ED N.A.
Publ. Date Jan 72 18p.
Haimes, Norma
Guide to the Literature of Art Therapy.

EDRS not available
American Journal of Art Therapy: VII
N1-2 P25-42 Oct 71-Jan 72

Descriptors: art; psychotherapy; annotated bibliographies; bibliographies; emotionally disturbed; art therapy

The annotated bibliographic listing of the English-language literature on art therapy is intended to assist persons doing research in the field of art therapy. Resources of medical libraries are amply represented in the guide. The 71 sources listed are grouped into the following categories of literature: bibliographies, indexes, abstract journals, journals, reviews, congresses, catalog collections, picture collections and exhibition catalogs, case studies, general works on art and mental illness, general works on art and psychoanalysis, general works on art therapy, and bibliographic and annotation aids. (KW)

ABSTRACT 41248

EC 04 1248 ED N.A.
Publ. Date Feb 72 7p.
Harcum, Phoebe M.

Classroom Techniques: Using Clay Bodies In Multidimensional Teaching of the Retarded.

EDRS not available
Education and Training of the Mentally Retarded: V7 N1 P39-45 Feb 1972

Descriptors: exceptional child education; mentally handicapped; art; skill development; manipulative materials; social development; perceptual motor learning; instructional materials

The article describes successful uses of ceramics in educational programs of broad application to handicapped and gifted children. It discusses the value of such programs for the social, emotional, and mental growth of the child, with emphasis on applications with retarded children. The thesis is that the versatility of clay bodies as a tool promotes child development in many target dimensions, personal and social, as well as informational. Practical advantages, such as low cost and availability, are also described. (Author)

ABSTRACT 41387

EC 04 1387 ED N.A.
Publ. Date 72 3p.

Disabled Girls Can Be Girl Scouts.
EDRS not available
Exceptional Parent: VI N5 P19-21 Feb/Mar 1972

Descriptors: handicapped children; females; parent education; recreational programs; national organizations; scouting

The Discussion of Girl Scouting for handicapped girls recounts scouting's history of recruiting and encouraging

handicapped girls from ages 7 to 17 years (mentally retarded girls to 21 years) and suggests how parents can get their handicapped daughter involved in scouting. Placement in a regular troop versus formation of a special troop of similarly handicapped girls is evaluated. Publications of the Girl Scouts, including Braille editions, are listed. (KW)

ABSTRACT 41409

EC 04 1409 ED N.A.
Publ. Date 72 442p.
Fait, Hollis F.

Special Physical Education: Adapted, Corrective, Developmental.

EDRS not available
W. B. Saunders Company, West Washington Square, Philadelphia, Pennsylvania 19105 (\$9.25).

Descriptors: exceptional child education; handicapped children; physical education; physical activities; textbooks; teaching methods; athletic equipment

Designed for use as a basic text in physical education for the handicapped, the volume integrates information from various disciplines with educational theories and special techniques for teaching those with physical, mental, and emotional handicaps. In addition to discussions of historical background, administration of special physical education, and teaching methods, physical education for the following categories of handicaps is individually considered: visual handicaps, auditory handicaps, cerebral palsy, orthopedic handicaps, cardiopathic conditions, convalescence, nutritional disturbances, learning disabilities, disadvantage, mental retardation, social and emotional maladjustment, and aging. Additional chapters are devoted to specific activities or types of programs: rhythms and dance, individual sports, dual games, team games, swimming, weight training, outdoor education, a corrective program for body image and posture, and a developmental program for physical fitness. Appended is information concerning resources and supplementary materials. (KW)

ABSTRACT 41432

EC 04 1432 ED N.A.
Publ. Date Mar 72 3p.
Nezel, A. James

Physical Education for Integrated Blind Students: Its Relationship to Sociometric Status and Recreational Activity Choices.

EDRS not available
Education of the Visually Handicapped: V4 N1 P16-8 Mar 1972

Descriptors: exceptional child research; visually handicapped; adolescents; physical education; social attitudes; regular class placement

Examined was the relationship of high quality physical education programs for 60 blind junior and senior high school students placed in regular classes to the social attitudes of their seeing peers and to the kind of recreational activity they favored. The major finding was that a significant intercorrelation existed among

the blind students' higher sociometric status, higher quality physical education opportunities, and a choice of active recreational activity. (CB)

ABSTRACT 41544

EC 04 1544 ED 060 594
Publ. Date (71) 55p.
Collingwood, Thomas R.

Survival Camping: A Therapeutic Mode for Rehabilitating Problem Youth.

Arkansas University, Fayetteville, Arkansas Rehabilitation Research and Training Center
Social and Rehabilitation Service (DHEW), Washington, D. C., Division of Research and Demonstration Grants
EDRS mf.hc

Descriptors: exceptional child services; delinquents; camping; rehabilitation programs; emotional development; adolescents; males; program descriptions; physical activities

The report details specifics of developing and implementing a rugged 3-week camping program for problem boys (delinquents and dropouts) ages 15-18 years. The survival camping experience functioned as an integrated part of the total rehabilitation agency. Described is how the camping program is therapeutic in the sense that the youths learn effective physical, intellectual, and emotional-interpersonal behaviors and undergo an intensive success experience, with increased feelings of self respect and responsibility resulting. Also described are staff selection and training, camp stages and process, and organizational considerations related to the rehabilitation program and to community resources. A section on program assessment explains how the effect of the program on the participants was evaluated, lists the measuring instruments used, and concludes that the camping program made a substantive impact on the participants (physically and emotionally) and facilitated behavioral and attitudinal changes relevant to rehabilitation success vocationally and avocationally. (KW)

ABSTRACT 41589

EC 04 1589 ED N.A.
Publ. Date 72 127p.

Bauer, Joseph J.
Riding for Rehabilitation: A Guide for Handicapped Riders and Their Instructors.

EDRS not available
Canadian Stage and Arts Publications, Ltd., 49 Wellington Street, East, Toronto, Ontario, Canada (\$9.75).

Descriptors: handicapped children; handicapped; physical activities; recreation; horses; equipment; teaching methods; rehabilitation

The volume deals with the technical problems that confront a handicapped horseback rider as well as his instructor and assistants. Provided is a detailed description of equipment and methods employed by the author and a number of European organizations prominent in the field of riding for the handicapped. The

author also recounts how riding was therapeutically beneficial to him in overcoming the disabling results of sciatica and several major accidents, and how he helped organize a group to sponsor riding possibilities for handicapped adults and children. Seventy-eight photographs illustrate useful adaptations of riding equipment and specific teaching or riding techniques. (KW)

ABSTRACT 41687

EC 04 1687 ED N.A.
Publ. Date 72 8p.
Perlmutter, Ruth
Papercrafts and Mobiles.
EDRS not available
Teaching Exceptional Children; V4 N3
P134-41 Spr 1972

Descriptors: exceptional child education; mentally handicapped; handicrafts; art; guidelines; art materials

Presented are practical guidelines for making selected papercrafts and mobiles that are said to stimulate mentally handicapped children's imaginations. The majority of the materials used in the art projects are inexpensive items frequently found in the average home. Pictures accompany most of the art projects. Projects include tissue paper designs and cutouts, paper fold cutouts for a seascape, a paper mosaic, a cerebral collage of a sailboat, a pipe cleaner mobile, a pine cone mobile, and origami bird mobile, a butterfly mobile or wall decoration, and a fish mobile. (CB)

ABSTRACT 41712

EC 04 1712 ED 061 670
Publ. Date 71 102p.
Berryman, Doris L. and Others
Enhancement of Recreation Service to Disabled Children. Part I.
New York University, New York,
School of Education
Children's Bureau (DHEW), Wash-
ington, D. C.
EDRS mf. hc

Descriptors: exceptional child services; handicapped children; national surveys; agencies; recreational programs; recreation; statistical data

A total of 616 representative agencies were visited and studied in terms of recreation services provided to handicapped children and youth. Of the 616, 88% provided some recreation services. Findings are presented by category of agency; commercial agencies, libraries and museums, 4-H clubs, churches, community agencies, public recreation agencies, health agencies, hospitals and residential schools, and public and private schools. Data are provided on increase or decrease in services, problems, types of disabilities served, facilities, activities, integration with normal children, community resources used, assistance obtained, transportation provided, and publicity. Comparative data from selected categories of agencies is further discussed in terms of personnel, types of activities provided, and types of disabilities served. Sixty-five tables are included.

ABSTRACT 41739

EC 04 1739 ED N.A.
Publ. Date 72 254p.
Adams, Ronald C. and Others
Games, Sports and Exercises for the Physically Handicapped.
EDRS not available
Lea, J. E. and J. G. 600 South Washington
Square Philadelphia, Pennsylvania 19106
(\$11.00).

Descriptors: exceptional child education; physically handicapped; adults; physical activities; games; recreation; physical fitness; material adaptation; athletics; athletic equipment; recreational programs

The need of the physically handicapped child and adult for physical activities in daily life is emphasized in the book of games, sports, and physical fitness exercises for the physically handicapped. General characteristics of various physically handicapping conditions and various medical problems encountered in public schools and hospital settings are clarified. The book focuses on the actual recreational programs, procedures, and athletic equipment (much of which is materially adapted for the physically handicapped) to be used, numerous pictures and diagrams accompany the discussion. A brief history of therapeutic exercise is presented, followed by an historical background of wheelchair sports. Prevalent defects surveyed include amputations, auditory impairments, cardiovascular diseases, cerebral palsy, chronic obstructive lung disease, diabetes mellitus, epilepsy, hemophilia, hernia, kidney disorders, leg-calve-perthes, mongolism, obesity, progressive muscular dystrophy, rheumatoid arthritis, scoliosis, slipped femoral capital epiphysis, spina bifida, spinal cord injuries, undernutrition, and visual impairments. Adapted sports, games, and activities explained include table tennis, air riflery, angling, archery, badminton, bowling, cosom hockey, crossbow target shooting, cross-country biathlon, fencing, horseback riding, paracanoeing, pistol shooting, pocket billiards, precision javelin, putt-putt golf, trap shooting, three-track skiing, target tennis, finger shuffleboard, tabletop croquet, miniature t-tether ball, games with limited equipment, games with no equipment, bean bag activities, and parachute activities. Therapeutic exercises are outlined for the upper back, lower back, abdominal muscles, hip, knee, ankle and foot, fingers, wrist, elbow, shoulder, head and neck, deep breathing, and for the patient with scoliosis in a Milwaukee brace.

ABSTRACT 41771

EC 04 1771 ED 061 683
Publ. Date Nov 70 69p.
Bodley, Dean and Others
Physical Education Guide for the Exceptional Child.
Ann Arbor Public Schools, Michigan,
Physical Education Department
EDRS mf. hc

Descriptors: exceptional child education; handicapped children; physical educa-

tion; teaching guides; physical activities; regular class placement; guidelines

The guide is intended to assist physical education teachers in dealing with atypical children in their classes. Adaptive physical education is seen as integration of handicapped children into regular physical education classes by understanding their special needs and how to deal with them. Outlined are policies and procedures of the school system, as well as general educational objectives for the handicapped child. Focused upon are 18 specific health-related, sensory, orthopedic, mental, and neurological disabilities. Brief discussion of each disability covers definition, causes, symptoms, related problems, and general teaching suggestions. The following section lists recommended physical activities for 15 major categories and additional subcategories of handicaps. Selection criteria for measurement and other evaluative procedures are listed. (KW)

ABSTRACT 41921

EC 04 1921 ED N.A.
Publ. Date Apr 72 18p.
Denny, James M.
Techniques for Individual and Group Art Therapy.
EDRS not available
American Journal of Art Therapy; V11
N3 P117-34 Apr 1972

Descriptors: art; therapy; painting; guidelines; attitudes; self concept; self expression; interpersonal relationship; group therapy

Presented are selected techniques for teaching of art therapy and for use in individual and group art therapy. The article's emphasis is on the instructions given the patients and the attitudes encouraged. Exploratory tasks are said to encourage release of conscious controls and spontaneous expression. Exploratory tasks discussed include automatic drawing (scribble technique), free drawing, blob and wet paper techniques, media exploration, color exploration, and drawing completion. Art therapy sessions are explained to be divided into periods of painting followed by periods of discussion. Rapport-building activities covered include conversational drawing, other ways of working in pairs, painting completion by the group, and painting with an observer. Then discussed are topics related to expression of inner feelings: affective words, problems and feelings, dreams and fantasies, three wishes, first memory, road of life, music, poetry, and expressive movement. Covered next are variations on direct self-portrayal: immediate states, draw-a-man and draw-a-person, self-portraits, phenomenal self-portraits, ideal self-portraits, and real self-portraits, self-portrait with time limits, and draw yourself as an animal. Briefly explained are techniques designed to improve interpersonal relations and to increase the individual's awareness of his place in the world. (CB)

ABSTRACT 41971

EC 04 1971 ED N.A.
 Publ. Date Jun 72 2p.
 Jacobson, Marilyn
**Art as an Experience: An Experiment
 in Film.**
 EDRS not available
 American Annals of the Deaf; V117 N3
 P401-2 Jun 1972

Descriptors: exceptional child education;
 aurally handicapped; art; sensory experi-
 ence; class activities

Described is an art experience using film
 and rhythm instruments which was creat-
 ed by four deaf fifth grade students in an
 art class. Working with clear 16mm. film,
 they applied color, line, and shape di-
 rectly on the film and then reacted to the
 projected imagery with variations in
 rhythmic responses. The project is de-
 scribed as an opportunity to explore and
 respond to visual and emotional sensa-
 tions. (KW)

ABSTRACT 41985

EC 04 1985 ED N.A.
 Publ. Date Jun 72 4p.
 Bundschuh, E. L. and Others
Teaching the Retarded to Swim.
 EDRS not available
 Mental Retardation; V10 N3 P14-7 Jun
 1972

Descriptors: exceptional child education;
 mentally handicapped; swimming; recrea-
 tion; teaching methods

The purpose of the summer project de-
 scribed was to modify the Gabrielsen's
 Total Push-Kick Method for teaching
 preschool children to swim in order to
 determine its applicability to a retarded
 population. With this method, the in-
 structor gently persuaded the children to
 perform the desired task regardless of
 inhibitions. Forty mentally retarded chil-
 dren (14 TMRs and 26 EMRs ranging in
 age from 5 to 19 years, participated in
 the modified swimming program for 20
 days. The success demonstrated, in
 terms of skill acquisition, that the meth-
 od employed was an excellent approach
 in teaching TMR and EMR students to
 swim. (Author)

ABSTRACT 42011

EC 04 2011 ED N.A.
 Publ. Date 72 91p.
 Crary, Bryant J.; Breen, James E.
**Educational Games for Physically
 Handicapped Children.**
 EDRS not available
 Love Publishing Company, 6635 East
 Villanova Place, Denver, Colorado 80222
 (\$3.50).

Descriptors: exceptional child education;
 physically handicapped; games; recrea-
 tion; physical activities

The games for physically handicapped
 children which are described were select-
 ed according to the following qualities:
 novelty and complexity, utilization of
 easily obtained equipment, intellectual
 involvement, total participation, and re-
 semblance in appearance and intent to
 games played by normal children. Modi-
 fications of the games described are list-
 ed in order of difficulty. Games are di-

vided into five major categories: basic
 lead-up activities, games requiring mod-
 erate effort, vigorous games, learning
 games with academic or intellectual con-
 tent, and circuit or terminal types of
 games (such as obstacle courses).
 Sketches of equipment and of the game
 in progress accompany the textual de-
 scriptions. (KW)

ABSTRACT 42017

EC 04 2017 ED N.A.
 Publ. Date 72 40p.
 Miles, Nancy R.
**Learning Through Individualized
 Trampoline Activities.**
 EDRS not available

Developmental Learning Materials, 3505
 North Ashland Avenue, Chicago, Illinois
 60657 (\$2.00).

Descriptors: exceptional child education;
 learning disabilities; physical education;
 teaching guides; perceptual motor learn-
 ing; physical activities; teaching meth-
 ods; trampolines

The manual contains instructions for
 teaching trampoline skills to learning dis-
 abled children. Emphasized is utilization
 of the unique qualities of the trampoline
 to help the child develop balance, coordi-
 nation, differentiation, laterality, and
 other time-space dependent perceptual-
 motor skills basic to more advanced
 learning. Explained is how the trampo-
 line encourages experiments with move-
 ment and awareness of self and sur-
 roundings, and teaches awareness of
 space and time through coordinating ac-
 tivities. Photographs illustrate the in-
 structions for teaching such procedures
 as getting on and off, safety, standing,
 walking, the standing bounce, various leg
 patterns, body control, and more ad-
 vanced variations on the basic move-
 ments. (KW)

ABSTRACT 42100

EC 04 2100 ED 063 693
 Publ. Date 72 93p.
 Zabel, James D.

**Physical Education Curriculum-Re-
 source-Units: A Teacher's Manual.**
 Macomb County Intermediate School
 District, Mount Clemens, Michigan
 Bureau of Elementary and Secondary
 Education (DHEW/OE), Washington, D.
 C.

EDRS mf, hc
 Discovery Through Outdoor Education,
 M.I.S.D., 4401 Garfield Road, Mount
 Clemens, Michigan 48043 (\$2.00).

Descriptors: exceptional child education;
 handicapped children; physical educa-
 tion; physical activities; curriculum
 guides; physical fitness; special education
 teachers; preschool children; elementary
 school students; junior high school stu-
 dents; secondary school students

The teacher's manual on physical educa-
 tion curriculum is designed to serve all
 handicapped children, preschool through
 high school. The manual first states the
 problem of physical education, its scope,
 limitations, and the value and importance
 of physical education in the special edu-
 cation area. Instructions and guidelines

are then provided for teaching basic
 body movements and movement experi-
 ences for children. Six sample units are
 presented for balance, body awareness,
 spatial awareness, muscular strength,
 rhythm and dance, and group events.
 The majority of the manual is devoted to
 describing the activities, which are nu-
 merous for each of the six areas. Special
 consideration is said to have been given
 to age level, seasons, and indoor and
 outdoor types of units. A sample listing
 of testing and measuring devices, sug-
 gesting individual evaluation possibilities,
 is then included. (CB)

ABSTRACT 42129

EC 04 2129 ED N.A.
 Publ. Date 72 254p.

Logan, Gene A.

Adapted Physical Education.

EDRS not available
 William C. Brown Company, Publishers,
 135 South Locust Street, Dubuque, Iowa
 52001 (\$6.50).

Descriptors: exceptional child education;
 physically handicapped; physical educa-
 tion; physical activities; physical fitness;
 physical development; textbooks; muscu-
 lar strength; anatomy; administration

The textbook on adapted physical educa-
 tion is intended as a theory text for col-
 lege students majoring in physical educa-
 tion. Adapted physical education is de-
 fined as a program of physical activity
 designed for individuals with physical
 limitations who may not safely or suc-
 cessfully engage in regular, unrestricted
 physical activities. Physical development
 and growth are discussed from the view-
 point that the value of adapted physical
 education is the physiological effects of
 physical activity. Different phases of
 posture development are clarified. The
 fundamental mechanisms of the musculo-
 skeletal structures are discussed and il-
 lustrated; major joints and supporting
 musculature are pictured. Three chapters
 examine specific forces that often cause
 physical deviations. Covered are postural
 adaptations resulting from effect of gravi-
 ty on feet and total body posture, con-
 genital and pathological conditions that
 involve musculoskeletal system, and
 musculoskeletal injuries that result from
 trauma frequently found in physical edu-
 cation and athletics. Suggestions for re-
 habilitation of athletic injuries are pro-
 vided. Following are principles of exer-
 cise, including objectives, purposes, and
 recommended dosages of the exercises.
 Also covered are exercise programs for
 common disabling conditions, exercise-
 routine method, therapeutic exercises,
 and a conditioning program. Bases for
 sports in the adapted physical education
 program and organization and adminis-
 tration of the adapted physical education
 program are also discussed. (CB)

ABSTRACT 42173

EC 04 2173 ED N.A.
 Publ. Date 72 84p.

Stevens, Ardis

Fun Is Therapeutic.

EDRS not available
 Charles C. Thomas, Publisher, 301-327

East Lawrence Avenue, Springfield, Illinois 62703 (\$6.50).

Descriptors: handicapped; recreation; leisure time; games; creative expression

Written for therapeutic recreation leaders, the book describes activities, programs, and techniques which are fun and can be used therapeutically with persons who are ill, aged, or mentally or physically handicapped. Introductory chapters define what is therapeutic and what characteristics exemplify good recreation leaders and volunteers. In a short discussion of philosophy and theory for working with handicapped persons, the principles and methods of testing and adapting activity are defined. Remaining chapters are devoted to descriptions of and directions for recreational activities. Covered are how to have fun with parties, music, nature, crafts, games, and in the community. (KW)

ABSTRACT 42274

EC 04 2274 ED N.A.
Publ. Date 72 144p.

Lindsay, Zaidee

Art and the Handicapped Child.

EDRS not available

Van Nostrand Reinhold Company, 450 West 33rd Street, New York, New York 10001 (\$8.95).

Descriptors: exceptional child education; handicapped children; art; art materials; freehand drawing; painting; class activities

Intended primarily for special education teachers, the book contains suggestions and ideas for creative art activities for physically and mentally handicapped children. So that the teacher will be familiar with the various handicapping conditions and the special problems each poses to artistic endeavor, the following handicaps are discussed briefly: visual handicaps, auditory handicaps, autism, brain damage, and mental retardation. The major portion of the book is devoted to descriptions, directions for, and photographs of art projects and activities suggested for handicapped children. Art activities are suggested in the areas of drawing, painting, modeling, carving, placing, printing, and puppets. (KW)

ABSTRACT 42446

EC 04 2446 ED N.A.
Publ. Date Aug 72 2p.

Fisher, David

Blind Students Learn Karate.

EDRS not available

Journal of Rehabilitation; V38 N4 P26-7 Jul-Aug 1972

Descriptors: exceptional child education; visually handicapped; physical education; physical activities; karate

Benefits of physical education for the visually handicapped are noted and karate is cited as a sport which is excellent for developing many of the critical aspects of coordination. In addition to instances in which the roots of the basic movement skills and training methods of karate have been used to develop other fundamental skills with blind persons (such as in posture correction exercises),

instances of actual participation in karate classes by the blind are described. The training sequences in karate are said to employ the same type of concepts, expounded by Newell Kephart, as perceptual motor training sequences. Improvement in sound localization and reaction time (skills critical in mobility training) are among the many side benefits of karate training noted. (KW)

ABSTRACT 42842

EC 04 2842 ED N.A.
Publ. Date 72 146p.

Uhlin, Donald M.

Art for Exceptional Children.

EDRS not available

William C. Brown Company Publishers, 135 South Locust, Dubuque, Iowa 52003 (\$3.50).

Descriptors: exceptional child education; handicapped children; mentally handicapped; physically handicapped; emotionally disturbed; learning disabilities; neurologically handicapped; art; art education; therapy; teaching methods; psychological evaluation; child development; personality development; freehand drawing; graphic arts

The discussion of art for exceptional children considers interrelationships of physical, emotional and rational forces through which an individual develops a consciousness of reality, and suggests ways of establishing sensitivity to reality through material experiences. Numerous illustrations interpreted psychologically or symbolically accompany the discussions. The ability of art to reflect the process of reality structuring is considered with reference to the human personality as composed of rational, affective and responsive functions, communication through somatic function, the importance of body image projection, and the importance of seeing symbolic meaning in physical content for the individual and in history. The analysis of artistic development in normal children covers basic theories of child art, the importance of drawing forms in early childhood which both reflect visual motor organizational ability and symbolize the life tasks of the child, aesthetic quality and spatial organization, schematic storytelling, and the social self concept of an older child. Characteristic art expressions of mentally handicapped persons are discussed with the aid of numerous examples, and strategies for developing physical and emotional sensitivity such as large motor games, kinesthetic activity, manipulative games, puppet productions, mosaics, sandcasting, collage making, weaving and jewelry making are reviewed. Art by physically handicapped children is discussed specifically for the orthopedically handicapped, the neurologically handicapped, and the visually or aurally handicapped. For example, understanding dysfunction through drawings, the effects of medical therapy, and therapy through art material strategies such as working with light colored materials on dark backgrounds are discussed with reference to neurologically handicapped children. Emotional disturb-

ance is related by means of particular examples to emphases on circles, crosses and rectangles in children's drawings. Teaching therapy is discussed by means of a case study of a manic 13 year old girl. The progress of two multiply handicapped children as reflected in their art work is presented. (GW)

ABSTRACT 50125

EC 05 0125 ED N.A.
Publ. Date 73 308p.

Vodola, Thomas M.

Individualized Physical Education Program for the Handicapped Child.

EDRS not available

Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$9.95).

Descriptors: exceptional child education; handicapped children; physical education; program planning; physical activities; student evaluation; testing

Presented are precise and pragmatic procedures for planning and implementing a comprehensive physical education program for handicapped students. Included is the program used in the Township of Ocean School District, Oakhurst, New Jersey. Part I, providing an overview of organizational and administrative aspects of a program, covers current status of programs for the handicapped and administrative problems encountered in starting a program. Part 2, concerning program implementation, includes information on identifying students in need of developmental or adapted activities, statistical procedures and assessment, prescription, evaluation, and teacher and pupil role requirements for individualizing instruction. Specific procedures for individualizing instruction are suggested. Developmental activities are suggested for children with low physical vitality, nutritional deficiencies, and abnormalities. Adapted activities are given for the physically handicapped (blind, deaf, language impaired, motor disabilities, cardiorespiratory restrictions), perceptually handicapped, and mentally handicapped. The final section presents information on availability of local, state, and federal funding and guidelines for submitting a grant request. Five appendixes include forms and other materials related to administering and implementing a developmental and adapted physical education program. (KW)

ABSTRACT 50153

EC 05 0153 ED N.A.
Publ. Date 72 274p.

Prinzhorn, Hans

Artistry of the Mentally III.

EDRS not available

Springer-Verlag New York, Inc., 175 Fifth Avenue, New York, New York 10010 (\$14.80).

Descriptors: exceptional child education; emotionally disturbed; schizophrenia; mental illness; handicapped; art; freehand drawing; painting; psychosis; psychology; case studies

Discussed are the phenomenological, underlying, expressive tendencies of the psychological foundations of pictorial

configuration, with a selection of pictures which were done spontaneously by schizophrenic patients. Originally published in 1922 in Germany, Hans Prinzhorn's psychological method is said to derive from three main sources: phenomenology, Gestalt psychology, and the empathy theory of artistic communication. For both schizophrenic and normal artists the following six roots are said to be basic to the configurative urge: expressive urge, urge to play, ornamental urge, ordering tendency, tendency to imitate, and need for symbols. The major portion of the book is devoted to a study of specific pictures, many of which are reproduced in the book. Ten case histories of schizophrenic artists are given such as that of Peter Moog who, after a dissolute youth and a bad marriage, was said to be in continuous conflict with his sexuality as seen in his vow of celibacy and painting of only religious pictures. The pictures are classified as either unobjective scribbles, playful drawings coming from a predominant ordering or copying tendency, visual fantasy, or symbolism. Schizophrenic art is said to show similarities to the pictures of children and primitives and to have many of the qualities of serious contemporary art, such as a concentration on psychic attitudes. (DB)

ABSTRACT 50159

EC 05 0159 ED 069 076
 Publ. Date 72 146p.
Special Olympics Instructional Manual. . . From Beginners to Champions.
 American Association for Health, Physical Education, And Recreation, Washington, D. C.;
 Joseph P. Kennedy, Jr. Foundation, Washington, D. C.
 EDRS mf,hc
 AAHPER Publication Sales, 1201 16th Street N. W., Washington, D. C. 20036 (Stock #245-25322 \$2.00).

Descriptors: exceptional child education; mentally handicapped; physical education; athletic activities; teaching guides; recreation; physical fitness; swimming; guidelines

The manual is intended to assist teachers, volunteers, and parents in providing physical education or recreation activities for mentally retarded children. Presented in each of the four basic activity areas (fitness and conditioning, track and field, volleyball) and swimming) are activities, drills, methods, teaching/coaching suggestions, and sequenced progressions for children at all age and performance levels. Basic, intermediate, and advanced fundamentals of each activity are described, with progressive teaching sequences and detailed practice schedules or lesson plans. Also explained is the philosophy and rationale for physical education and recreation programs for the retarded, with special reference to the Special Olympics (a yearly national sports competition for retarded children). Line drawings illustrate the manual. (KW)

ABSTRACT 50161

EC 05 0161 ED 069 078
 Publ. Date Dec 71 136p.
 Fink, Albert H. and Others
The Effects of Games on Motivational Aspects of Teacher-Pupil Interaction.
 Indiana Univ., Bloomington, Center for Innovation In Teaching the Handicapped

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

EDRS mf,hc
 OEG-9-242178-4149-032

Descriptors: exceptional child research; culturally disadvantaged; educable mentally handicapped; games; motivation techniques; disadvantaged youth; mentally handicapped; attention span

Examined was whether systematic use of motivational games by teachers of the culturally disadvantaged and educable mentally retarded (EMR) can improve students' attending behaviors (operationally defined in terms of teacher-pupil interaction). Teachers of five randomly selected regular inner city first and second grade classes and five primary EMR classes were trained in games stimuli and systematic introduction of games into class curricula. Results showed that use of games did not significantly affect overall frequency of off-task behavior in either regular or EMR classes, although individual teachers produced considerably different results. Noted were differences in deviancy patterns between the two types of classes and games' effects on specific forms of deviant behavior. (KW)

ABSTRACT 50223

EC 05 0223 ED N.A.
 Publ. Date Oct 72 5p.
 Ray, Henry
Media and Affective Learning.
 EDRS not available
 American Annals of the Deaf; VI17 N5 P545-49 Oct 1972

Descriptors: exceptional child education; handicapped children; educational methods; mass media; imagination; learning processes; affective behavior; art education

Teaching strategies intended to foster imagination and affective learning are discussed including sensitizing children to linguistic imagery, involving students in the learning experience, using visual arts like sculpture and painting to stimulate creative thinking, and stimulating appreciation of nonverbal expression through color and light shows. The author indicates the importance of educating children to respond to beauty and states that a great amount of learning would result simply from exposure to artistic works. (GW)

ABSTRACT 50233

EC 05 0233 ED N.A.
 Publ. Date Nov 72 7p.
 Lovano-Kerr, Jessie; Savage, Steven
Incremental Art Curriculum Model for the Mentally Retarded.
 EDRS not available

Exceptional Children; V39 N3 P193-9 Nov 1972

Descriptors: exceptional child education; educable mentally retarded; art; curriculum; lesson plans; mentally handicapped; models; research reviews (publications); behavioral objectives

The article reviews the relative position of art in special education curriculums, summarizes existent research literature related to art and the mentally retarded, and presents the beginnings of a structured, sequential, behaviorally based art program for educable mentally retarded children. The curriculum model proposed includes a method of assessing the individual's increment of learning in the areas of visual analysis, perceptual discrimination, self awareness, and self concept. Brief descriptions of three introductory lesson plans and an abbreviated synopsis of activities from the unit on self awareness and self concept are included as illustrative material. (Author)

ABSTRACT 50322

EC 05 0322 ED 071 213
 Publ. Date 72 57p.
Physical Education for the Exceptional Child.
 New York State Education Department, Albany
 EDRS mf,hc

Descriptors: exceptional child education; handicapped children; physical education; physical activities; educational objectives; gifted; program planning

The discussion of physical education for both handicapped and gifted children is intended to assist administrators and teachers in planning, presenting, and evaluating well-balanced physical education programs. The need for physical education is discussed in terms of purposes, objectives, and the value of a well-balanced program. Examined briefly are various aspects of an adapted physical education program: recognizing individual differences, health examination and physician's recommendations, resource personnel, parental involvement, public relations, records and forms, facilities and scheduling, and preventive programs. Defined are three activity levels (unrestricted, moderate, and limited activity) at which children may be placed for physical education purposes. Major physical, emotional, and special health problems affecting children are described and specific physical activities are suggested as appropriate for each condition. Finally, purposes of measurement and evaluation are set forth. (KW)

ABSTRACT 50324

EC 05 0324 ED N.A.
 Publ. Date 72 72p.
 Winsor, Maryan T.
Arts and Crafts for Special Education.

EDRS not available
 Fearon Publishers, Education Division of Lear Siegler, Inc., 6 Davis Drive, Belmont, California 94002 (\$2.95).

Descriptors: exceptional child education; handicapped children; childhood; early childhood; handicrafts; art; art materials

Designed to enable the special education teacher to offer a wide variety of simple but rewarding self expressive opportunities to mentally handicapped children, the booklet provides art activities organized by months with five to 15 activities for each month. Each chapter suggests seasonal and holiday projects to make such as an apple tree (September) and reindeer (December), and nonseasonal activities such as stuffed paper animals (June). Each activity listing includes materials needed, instructions, and illustrations when useful. (DB)

ABSTRACT 50325

EC 05 0325 ED N.A.
Publ. Date 72 186p.
Cherry, Clare

Creative Art for the Developing Child; A Teacher's Handbook for Early Childhood Education.

EDRS not available
Fearon Publishers, Education Division of Lear Siegler, Inc., 6 Davis Drive, Belmont, California 94002 (\$2.95).

Descriptors: exceptional child education; creativity; early child education; art; art education; creative expression; creative development; guidelines; art materials; child development; teacher education

Presented are principles and activities of a creative art program designed as part of the developmental sequence of the 2 to 6 year old child's growth. Because the program relies on choice of materials and the way they are presented, it is said that a child of any age may pursue the activities according to his abilities and level of creative growth. The sequence of child development from head outwards to the fingers is given as the basis for the art program, and evaluation is suggested in terms of the sequential nature of child development. Keeping hands off and helping the child to please himself are two of the suggested guidelines for the teacher implementing the creative art program. Specifics of the room environment such as careful arrangement of furnishings and child proofing are presented as practically necessary and encouraging to creative development. Suggestions are given for sources of materials, and illustrations show young children engaged in a variety of art activities. Examples of art activities included are string paintings, wet chalk designs, paper collage, and cardboard box construction. A chapter is given to each art idea in the following areas with the approximate number of activities in parenthesis: paper (seven), color (12), crayons (10), other drawing materials (10), painting (42), past (five), scissors (four), manipulative materials (10), wordworking (three), styrofoam (three), print making (two), and special activities (seven). (DB)

ABSTRACT 50464

EC 05 0464 ED 071 228
Publ. Date 71 79p.

National Park Guide for the Handicapped.

Department of the Interior, Washington, D. C. National Park Service
EDRS mf, hc

Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 2405-0286 \$.40).

Descriptors: exceptional child services; handicapped children; recreational facilities; guidelines; national programs; recreation

The national park guide for handicapped persons describes the accessibility of national battlefields, national historic parks, national lakeshores, national monuments, and national recreational areas to handicapped persons including deaf, blind, or physically handicapped individuals and persons with heart or respiratory ailments. Tips on numbers of steps, availability of ramps, assistance from park personnel, and elevation are provided for approximately 250 sites which are listed alphabetically according to state location. (GW)

ABSTRACT 50465

EC 05 0465 ED N.A.
Publ. Date 68 94p.

Barnett, Marian Weller
Handicapped Girls and Girl Scouting. A Guide for Leaders.

EDRS not available
Girl Scouts of the U.S.A., 830 Third Avenue, New York, New York 10022 (\$2.50).

Descriptors: exceptional child services; handicapped children; females; recreation; guidelines; leisure time; girl scouts

Issues related to the extension of Girl Scout membership to handicapped girls are discussed. The merits of placing handicapped youngsters in groups of nonhandicapped girls are compared with the benefits of forming troops all of whose members are handicapped. Explanations are given of a variety of handicapping conditions (visual impairment, hearing impairment, orthopedic problems, cerebral palsy, cardiac problems, diabetes, epilepsy, mental retardation, and emotional disturbance), and guidelines for dealing with each condition are provided for group leaders. Presented are principles for adapting suggested activities, especially camping, to specific handicapping conditions. (GW)

ABSTRACT 50478

EC 05 0478 ED N.A.
Publ. Date Oct 72 3p.

Van Osdoi, Bob M.
Art Education for the MR.
EDRS not available
Mental Retardation: V10 N5 P51-3 Oct 1972

Descriptors: exceptional child education; mentally handicapped; art education; educational philosophy; historical reviews; therapy; psychology

The histories of educational philosophy and psychology are surveyed in so far as they relate to art education for the mentally retarded (MR). Reviewed are current studies thought to have direct impli-

cations for art education therapy for MR children. (GW)

ABSTRACT 50555

EC 05 0555 ED N.A.
Publ. Date Apr 72 3p.

Smith, Marsha C.
Reversing Reversals.
EDRS not available
Education and Training of the Mentally Retarded: V7 N2 P91-3 Apr 1972

Descriptors: exceptional child education; learning disabilities; reading difficulty; body image; teaching methods; physical education; guidelines

It is recommended that body exercises be used to teach directionality and laterality to children who exhibit reversals in writing, reading, or speaking. Described are body awareness exercises involving rolling, crawling, balancing, following a leader, tracing rhythmic patterns, and identifying body parts. Also explained are exercises designed to work directly on the reversal problem in question through reversal charts, ink blots, art projects, kinesthetic and tactile approaches, and mirror techniques. (GW)

ABSTRACT 50575

EC 05 0575 ED N.A.
Publ. Date Fall 72 6p.

Fletcher, Henriette L.
Getting Results from Movement Exploration.

EDRS not available
Academic Therapy Quarterly: V8 N1 P27-32 Fall 1972

Descriptors: exceptional child education; learning disabilities; emotionally disturbed; physical education; behavior problems; equipment utilization; physical activities; movement education

Described are benefits and techniques of movement exploration, a nontraditional way of teaching physical education to students with attitudinal, emotional, and/or learning problems and to regular students. Equipment used in movement exploration is described, basic guidelines for conducting a class are listed, and instructions are given for activities using three typical pieces of equipment: a rubber ball, a hula hoop, and an old tire. Several anecdotal accounts illustrate how movement exploration helped improve the physical, social, and even academic skills of children with various learning and/or behavior problems. (KW)

ABSTRACT 50711

EC 05 0711 ED N.A.
Publ. Date 72 223p.

Frye, Virginia; Peters, Martha
Therapeutic Recreation: Its Theory, Philosophy, and Practice.
EDRS not available
Stackpole Books, Cameron and Kelker Streets, Harrisburg, Pennsylvania 17105 (\$12.50).

Descriptors: exceptional child services; handicapped children; therapy; recreation; play therapy; medical treatment; rehabilitation; theories; educational philosophy; guidelines; historical reviews

The role of recreation in medical treatment and rehabilitation is described and guidelines are suggested for persons interested in maximizing the therapeutic benefits of recreation with various disability groups. The authors trace the history and philosophical foundations of theories and practices in therapeutic recreation from the times of ancient Greece to the present. Therapeutic possibilities of recreation are related to the effects of various illnesses and disabilities (mental illness, physical or medical disability, and mental retardation) which affect an individual's ability to realize his potential socially, physically, intellectually and creatively. Also indicated are possibilities for self realization and integration provided by recreational activities. The presentation is organized around the benefits of recreation experiences as they apply to the effects of handicapping conditions rather than around medical or diagnostic categories. Examined are practical concerns such as the qualifications of a therapeutic recreator, administrative aspects of recreational services in a variety of settings including institutions and community programs, and program resources (volunteers, facilities, supplies, and financial and legal resources). Issues and trends in the future of recreational therapy are identified on the basis of a review of various research studies and their applications. (GW)

ABSTRACT 50857

EC 05 0857

ED N.A.

Publ. Date Dec 72

3p.

Resnick, Rose

The Specialized Camp as Preparation for Integration.

EDRS not available

New Outlook for the Blind; V66 N10 P374-6 Dec 1972

Descriptors: exceptional child services; handicapped children; camping; recreational programs; program effectiveness

Reviewed are some of the characteristics and benefits of camps for handicapped children. The specialized camp is seen to be a chance for handicapped children to be free from over-protective parents, to live and learn in an atmosphere of understanding and encouragement, and to experience their potential for self reliance.

Noted are some of the adaptations in camp procedures and equipment dictated by the nature of the handicap accommodated. Described is how the skills, knowledge, and success experiences gained at the specialized camp will help the handicapped campers participate more fully and happily with nonhandicapped children in other camp, school, or social situations. (KW)

ABSTRACT 51094

EC 05 1094

ED 072 584

Publ. Date 72

170p.

Outdoor Education Experiences for Emotionally Handicapped Children and Youth.

New York State Education Dept., Albany, Division for Handicapped Children

New York State Education Dept., Albany, Division Of Health, Physical Education and Recreation;

State University of New York, Plattsburgh, College at Plattsburgh

EDRS mf,hc

Institute Proceedings, June 7, 8 and 9, 1972, Valcour Conference Center, Plattsburgh, New York

Descriptors: exceptional child education; emotionally disturbed; conference reports; outdoor education; educational opportunities; physical education; therapy; summer programs; curriculum guides; program evaluation

Presented are proceedings from a 3 day conference at which physical education and recreational personnel and teachers of emotionally disturbed children considered the educational and therapeutic possibilities of outdoor education for emotionally disturbed children. The introductory address explains that the outdoor educational process is especially suited to needs of the emotionally disturbed because a residential outdoor educational experience can minimize feelings of institutionalization which may threaten the emotionally handicapped child, and because outdoor experiences offer the added dimension of adventure to learning. Described is a summer program which accepts emotionally disturbed boys and girls in 2 week sessions and attempts to enhance self concepts and change attitudes toward school and

the learning process. Noted are resources available for outdoor education programs as well as administrative concerns related to financing such programs. Four speakers provide practical guidelines (which comprise the major part of the proceedings) showing how science, mathematics, social studies, and art curricula could be enriched by using outdoor education techniques. Final sections deal with evaluations of proposed outdoor education programs as well as evaluations of the institute. (GW)

ABSTRACT 51480

EC 05 1480

ED N.A.

Publ. Date Spr 73

8p.

Hughes, Ann H.; Dudley, Harold K.

An Old Idea for a New Problem: Camping as a Treatment for the Emotionally Disturbed in Our State Hospitals.

EDRS not available

Adolescence: V8 N29 P43-50 Spr 1973

Descriptors: exceptional child education; emotionally disturbed; childhood; adolescence; institutionalized (persons); therapy; therapeutic environment; camping; milieu therapy; self esteem; nonprofessional personnel; cost effectiveness

Camping is proposed as an alternative to the more traditional treatment of hospitalization or institutionalization for emotionally disturbed children and adolescents. Beneficial results of camping programs are said to include activation of the reality principle and subordination of the pleasure principle through the necessity of living together in a natural setting where survival is contingent upon the recognition of reality; continuous group therapy through a process of self and peer examination and understanding of feelings; a weakening of traditional defense mechanisms due to the new surroundings; and the development of feelings of pride, self-esteem, and self discipline. Camping is also recommended because it costs less than hospitalization and because it permits utilization of non-professional and paraprofessional personnel. (GW)

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