Homebound or Hospitalized: Exceptional Child Bibliography Series.


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

Feb 71

12p.

EDRS Price MF-$0.65 HC-$3.29

Annotated Bibliographies, Bibliographies, Educational Planning, Exceptional Child Education, Homebound, Hospitalized Children, Rehabilitation

Containing 43 references selected from "Exceptional Child Education Abstracts," the bibliography cites research reports, conference papers, journal articles, texts, and program guides relating to homebound or hospitalized children. The bibliography is one in a series of over 50 similar selected listings in various areas of education for the handicapped and gifted, and includes bibliographical data, availability information, indexing and retrieval descriptors, and abstracts for each entry. Author and subject indexes are also provided. (RD)
HOMEBOUND OR HOSPITALIZED

A Selective Bibliography

February 1971

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

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

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.
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With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education I & IC/IRM Network. In addition, the CEC Center’s program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

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

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For documents over 1,000 pages in length, add $3.29 for each additional 1-100 page increment.
ABSTRACT 1198
EC 01 1198 Pub. Date: Jun 68 75p.
Naples, Victor J.; Todd, Joseph H.
Orthopedically Handicapped Children in Ohio Public Schools.
Ohio State Department Of Education, Columbus, Division Of Special Education.
EDRS mf.hc

Describes practices concerning identification and placement of mentally handicapped children in Ohio public schools. (Author)
level; occupational therapy; physical development; perceptual motor coordination; equipment; administration; standards; educational objectives; home instruction; telephone instruction; legislative units for transportation; and for boarding homes, and bibliographies on learning disorders, cerebral palsy, and muscular dystrophy. (RP)

ABSTRACT 17368
EC 01 1368
ED N.A.
Publ. Date 63
195p.
Davis Fred
EDRS not available
Descriptors: exceptional child research; physically handicapped; family (sociological unit); attitudes; adjustment (to environment); family attitudes; family life; family problems; parent-child relationships; orthopedically handicapped; diseases; clinics; physical therapy; adjustment problems; social attitudes; parent attitudes; variables; medical evaluation; psychological patterns; hospitalized children; poliomyelitis

Fourteen families were studied in a psychiatric setting during the period when one of their children was adjusting to the social-psychological impact of the illness. The children (eight boys and six girls, aged 4 to 12) and the families were studied longitudinally for 18 to 24 months with a variety of medical, psychological, and sociological methods. Stages of the crisis experience common to all cases and delineated through parental anecdotes were prelude, waking, impact, and inventory. Parental perspectives on recovery of the child shifted from a highly optimistic shortterm outlook to a longer perspective that permitted conceptions short of full recovery. Parents were often not informed or misinformed about the amount of irreducible residual paralysis; sustenance of parental optimism after the child came home depended on the child's physical and functional progress. Role performances and relationships within the family were studied; and despite stress, the families did not fundamentally change their life schemes but clung to sameness. Coping with negative meanings imputed to visible physical handicaps in society took two forms, either making light of these meanings or withdrawing from social contacts. (DF)

ABSTRACT 20117
EC 02 0117
ED N.A.
Publ. Date 66
12p.
Pouder School District R-1, Fort Collins, Colorado
EDRS not available
Pouder School District R-1, 317 South College Avenue, Fort Collins, Colorado 80522.

A Program for the Education of Emotionally and Perceptually Handicapped Children.

Hansen's Disease (leprosy), muscular dystrophy, tuberculosis, and those of the homebound and hospitalized. Various facets of the problems, the nature of the disorders themselves, and characteristics of the handicapped child, are described. Psychological, emotional, and social implications are discussed, as are methods of therapy, rehabilitation techniques, educational programs, teaching methods, vocational training and guidance, roles in employment, and current issues. Listings of relevant agencies, periodicals, and bibliographies are provided. (SN)

ABSTRACT 11487
EC 01 1487
ED N.A.
Publ. Date 77p.
Frampton, Merle E.; Gall, Eliza D.
Special Education, Volume II: The Physically Handicapped and Special Health Problems. (EDRS not available)
F. Porter-Sargent, Publishers, 11 Beacon Street, Boston, Massachusetts 02108 ($5.50).
Descriptors: exceptional child education; physically handicapped; special health problems; visually handicapped; aurally handicapped; blind; deaf; hard of hearing; speech handicapped; orthopedically handicapped; cardiac person; homebound; hospitalized children; agencies; partially sighted; multiply handicapped; educational programs; clinical diagnosis; rehabilitation; special services; parent child relationship; occupational therapy; aphasia; leprosy; muscular dystrophy; tuberculosis; Hansen's Disease.

Current thinking and methods in special education as they relate to the physically handicapped and individuals with health problems are presented. The physically handicapped are considered include the blind, the partially sighted, the deaf, the hard of hearing, the speech defective, the orthopedically handicapped, and the cardiopathic; special health problems examined include multiple handicaps.
Descriptions: exceptional child education; emotionally disturbed; psychophathy; delinquents; perceptually handicapped; behavior problems; special programs; federal aid; program descriptions; homebound; psychiatric hospitals; special services; Fort Collins; Colorado; Elementary and Secondary Education Act Title III.

The programs being carried out in Fort Collins, Colorado, under Title III of the Elementary and Secondary Education Act are described. One program serves emotionally disturbed children, aged 6 to 12, through psychological evaluation, psychiatric services, psychotherapy and counseling, occupational therapy, education, recreation, and parent group therapy. The second program, one of homebound instruction, serves children who moved delinquent or severely emotionally disturbed who cannot control their behavior in the group program. The third program provides for educational programs in non-institutional settings for children with learning disabilities. The three main functions of the center are re-education, remediation, and re-adaptation with the aim to return children to regular classes when they are functioning optimally. The following related points are touched on: parent counseling, in-service training, research, problems encountered, and program appraisal after 3 months of operation. (DF)

ABSTRACT 20191
EC 02 0315 Ed N.A.
Publ. Date Apr 68
8p.
Homebound and Hospitalized.
Council For Exceptional Children, Washington, D.C.

EDRS not available.

From CEC Selected Convention Papers From The Annual International Convention (46th, New York City April 14-20, 1968).

Descriptions: exceptional child services; homebound children; hospitalized children; conference reports; cerebral palsy; multiply handicapped; rural clinics; community programs; interdisciplinary approach; educational programs; day care programs.

The special children's center for cerebral palsied and multiply handicapped children in a rural area involving a community sponsored multidisciplinary day program is the topic of the presentation by Frances Berko. A rural outpatient program which provides services to children in a six county area previously without sufficient services is described. The purposes, structure, and functions of the program are reviewed. This unit of reports is available in microfiche. (WW)

ABSTRACT 20377
EC 02 0378 Ed N.A.
Publ. Date 62
44p.
Secondary Education in a State Mental Hospital. Final Report.
Vermont State Hospital, Waterbury.

Descriptions: exceptional child research; emotionally disturbed, institutionalized persons; adolescents; individualized programs; psychiatric hospitals; educational programs; secondary schools; hospital schools; teaching methods; teaching materials; educational therapy; program planning; Vermont.

A research and demonstration project attempted to adopt an educational program to the needs of adolescent patients in a state mental hospital. During a 3-year period, 33 patients, aged 13 to 22 years, were enrolled in the program. All students attended a life adjustment class to help them understand themselves and others while other subjects were selected to meet the students' individual needs. The school was much like a public school but not possible except for methods of instruction, emphasis of grades, and class discussion of problems. Teaching machines were more successful with regular teachers with some students. Twenty-three of the 33 students have shown significant clinical improvement; seven of the 23 students have left the hospital and none have returned. Problems encountered by the program included finding suitable instructional materials, cooperation of the entire hospital staff, tendency of the children to play one authority figure against another, discipline, the acting-out individual, and previous school experiences. (LE)

ABSTRACT 20551
EC 02 0255 Ed N.A.
Publ. Date 67
6p.
Homebound Services for Retarded Children in Wisconsin: Chapter III.
Wisconsin Department of Public Instruction, Bureau For Handicapped Children

EDRS not available.

Department Of Public Instruction, Bureau For Handicapped Children

Descriptions: exceptional child education; mentally handicapped; state programs; home instruction; homebound children; special education; day care programs; program administration; educationally handicapped; custodial mentally handicapped; Wisconsin.

Philosophy, policies, and implementation of homebound instruction and training of mentally retarded children in Wisconsin are described: 39 references for instructors are listed. (LE)

ABSTRACT 20663
EC 02 0663 Ed N.A.
Publ. Date 62
102p.
Condon, Margaret E.
Helping the Physically Disabled Student To Help Himself, a Guide for College Students; Facilitating the Education of the Physically Disabled College Student.
City University Of New York, New York, City College.

EDRS not available.

Margaret E. Condon. City College, City University Of New York, Lexington Avenue And East 23rd Street, New York, New York 10010.

Descriptions: exceptional child services; physically handicapped; educational needs; program planning; college students; adjustment problems; interpersonal competence; colleges; college programs; membership in homebound; cooperation; vocational rehabilitation; interagency cooperation; City University of New York.

The guide discusses the program for physically disabled college students at City College of the City University of New York, including purposes of the Health Guidance Board, identification, preregistration procedures, services, programs, personal and social and vocational guidance, special classes for extracurricular activities, placement, and cooperation with the college and with outside agencies. Findings are presented on a study of the homebound student with college potential, a survey of 34 colleges, Boston University, 1962-1963. (LE)

ABSTRACT 20365
EC 02 0665 Ed N.A.
Publ. Date 62
102p.
Condon, Margaret E.
Helping the Physically Disabled Student To Help Himself, a Guide for College Students; Facilitating the Education of the Physically Disabled College Student.
City University Of New York, New York, City College.

EDRS not available.

Margaret E. Condon. City College, City University Of New York, Lexington Avenue And East 23rd Street, New York, New York 10010.

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(Bilingual Rakoff). Also included is a panel discussion on the need for separate treatment facilities for adolescents (W.J. Hendrickson, H. Caplan, G.J. Surwen-Foner, H.E. Lehmann, and S.J. Sham-sie). (JM)

**ABSTRACT 21009**

EC 02 1009 ED N.A.

Publ. Date 64 237p.

Viscardi, Henry, Jr.

The School.

EDRS not available

Paul S. Erickson, Inc., 119 West 57th Street, New York, New York 10019 ($5.00).

Descriptors: exceptional child education; homebound; physically handicapped, v.d.; program development; special schools; innovation; school community relations; school of child psychiatry.

The founder of Abilities, Incorporate and its research wing, Human Resources Foundation, relates the genesis and growth of a school program for a group of severely crippled children and subsequent efforts to achieve the construction of a school building to house the program. Described in anecdotal narrative style are the children, their greatly circumscribed home situations, the beginnings of group instruction, and the battles from the local community to the state level in winning support for the erection of a special school building. (DF)

**ABSTRACT 21022**

EC 02 1022 ED N.A.

Publ. Date 55 344p.

Capin, Gerald, Ed.

Emotional Problems of Early Childhood.

EDRS not available


Descriptors: exceptional child services; exceptional child research; emotionally disturbed; preschool children; psychotherapy; prevention; parenting; counseling; research methodology; family relations; child psychology; psychotic children; clinical diagnosis; hospitalized children; schizophrenia; emotional problems; mental illness; social work; early childhood; case studies; parent-child relationship.

Clinical cases, discussions, and research reports are compiled in the area of preventin g emotional problems of early childhood. The relation of physical and emotional factors and problems of hospitalization, and problems of psychosis in early childhood is a commentary on additional observations of early childhood, psychosis, and an appendix containing the organization and procedure of the International Institute of Child Psychiatry is included. (ED)

**ABSTRACT 21184**

EC 02 1184 ED N.A.

Publ. Date Jul 68 11p.

Home-bound Instruction of the Physically Handicapped Children.

Wisconsin State Department Of Public Instruction, Madison. Bureau For Handicapped Children. EDRS not available

Bureau For Handicapped Children, Wisconsin State Department Of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53703.

Descriptors: exceptional child education; physically handicapped; home instruction; homebound; administrator role; identification; personnel selection; teacher role; parent role; state departments of education; teacher qualifications; state programs; Wisconsin.

The responsibility of the state department of public instruction to provide educational services to homebound physically handicapped children is described. The role of the administrator is delineated in the areas of identification, parental acceptance, personnel selection, selection of teaching methods, techniques of evaluation, and determination of student eligibility for state reimbursement. The teacher's role is treated in the areas of courses suggested for teacher training and recommendations of desired teacher attitudes and behaviors. Suggestions to parents regarding their role, and a summary of questions and answers are included. (RD)

**ABSTRACT 21679**

EC 02 1679 ED N.A.

Publ. Date Jan 70 7p.

Cox, Ruth Wade; James, Mary Hamilton

Rescue from Limbo: Foster Home Placement for Hospitalized, Physically Disabled Children.

EDRS not available


Descriptors: exceptional child services; physically handicapped; foster family; placement; welfare agencies; interagency coordination; hospitalized children; program descriptions; program coordination; nursing homes; social agencies; Rancho Los Amigos Hospital (Los Angeles).

The program at Rancho Los Amigos Hospital in Los Angeles providing foster home placement for hospitalized physically handicapped children is described. Included is information about the establishment of the program, recruitment of foster homes, and placement methods. Case examples of children are provided. The concept of organizational exchange between the hospital and the child welfare agency is presented. Procedures and their development are outlined as well as criteria for success and guidelines for planning foster home care. (MIS)

**ABSTRACT 21848**

EC 02 1848 ED N.A.

Publ. Date May 70 2p.

Wolinsky, Gloria F.

A Special Education Problem-Home Instruction: Status, Issues, and Recommendations.

EDRS not available

Exceptional Children; V36 N9 P674 7 May 1970.

Descriptors: exceptional child education; homebound children; home instruction; homebound teachers; handicapped children; teacher role; individualized instruction; student teacher relationship; standards.

The status, unique characteristics, and problems of homebound instruction for the handicapped are discussed. Recommendations for improving professional training and standards for the home instructor are listed. (RD)

**ABSTRACT 21983**

EC 02 1983 ED 035 997

Publ. Date 68 89p.

Rosen, Beatrice M. And Others


National Institute Of Mental Health, Bethesda, Maryland, Public Health Service.

EDRS mf PHSP-1868.


Descriptors: exceptional child services; emotionally disturbed; psychiatric services; incidence; family sociological units, geographic location; psychiatric hospitals; mental health clinics; hospitalized children; age groups; racial composition; sex differences; etiology; state programs; facility utilization research; suicide; statistical surveys; referral; institutionized persons; Maryland; Louisiana.

Data are presented concerning the total number of children served in psychiatric facilities and the utilization of specific facilities, including outpatient psychiatric clinics, state and county mental hospitals, private mental hospitals, inpatient psychiatric services of general hospitals, psychiatric day-night services, private psychiatric practice, and community mental health centers. Special studies on utilization trends are provided in the field of services in small geographical areas and the relationship of household factors in patterns of care for mental illness. Additional data describe the use of nonpsychiatric resources. The following are also discussed and their implications considered: sex differences, differences in utilization patterns among psychiatric facilities, patterns of living arrangements and household composition, suicide, impact of federal and state programs on patterns of care and length of stay in inpatient facilities, and current and projected mental health program needs. (RD)

**ABSTRACT 22018**

EC 02 2018 ED 036 031

Publ. Date 67 15p.

Smolka, Janet M.

Guides to Special Education In North Dakota. VII, Individual Instruction Programs for Children Who Are Homebound or Hospitalized Including Supplementary Instruction.

North Dakota State Department Of Public Instruction, Bismarck.

EDRS mf.

Director Of Special Education, North Dakota State Department Of Public Instruction.

Exceptional Child Bibliography Series.
Descriptors: exceptional child education; homebound children; hospitalized children; home instruction; state programs; homebound teachers; individual instructional, parent teacher cooperation; administrator responsibility; educational equipment; teacher responsibility; admission criteria; North Dakota

information on individual instruction for children who are homebound or hospitalized and in need of supplemental programs is defined as applied in North Dakota. The organization of the program, eligibility of pupils served, referral procedures, the responsibility of the local school administrator, the responsibility of the department of public instruction, qualifications and responsibilities of the teacher, special equipment requirements, and parent cooperation are discussed. Also treated is the status of a child on approved home study programs and an essay on why special education programs are needed. (WW)

**ABSTRACT 22091**
EC 02 2091 ED N.A. Publ. Date 69 270p.
Baker, Benjamin Harris, Ed. Psychotherapy of the Adolescent. EDRS not available

Descriptors: emotionally disturbed; psychotherapy; psychopathology; adolescents; psychiatric services; school involvement; clinics; hospitalized children

Papers are presented on psychotherapy of adolescents at the following levels: private practice by Irene Josselyn; private practice and school practice by William Peltz, school plus inpatient treatment by J. Franklin Robinson, clinic by Sidney Berman, combined clinic and inpatient hospital level by pediatrion and psychiatrist by Herbert Harris and Felix Heald, and intensive hospital treatment by Donald Greaves and Peter Regan. The text also includes discussions of the papers, a psychotherapeutic interview with an adolescent by Ruben Pottash, a schoolmaster's point of view by C. Thurston Chase, and a summary by Benjamin H. Baker, (UM)

**ABSTRACT 22697**
EC 02 2693 ED N.A. Publ. Date 70 4p.
Koon, Judith F. Higher Standards and Better Professional Training for Teachers of Homebound and Hospitalized Children. EDRS not available
Regional Special Education Instructional Material Centers, C. U. N. Y., Hunter College, 605 Park Avenue, New York, New York 10021.

Paper Presented At The 1963 Council For Exceptional Children Convention.

Descriptors: exceptional child education; homebound teachers; teacher education; standards; educational needs

In a discussion of teacher preparation standards for teachers of homebound and hospitalized children and youth, five types of desired standards are listed. Areas for study and decisions in the determination of standards are proposed. Professional personnel are urged to work for the establishment and implementation of standards. (MS)

**ABSTRACT 22700**
EC 02 2700 ED N.A. Publ. Date Sep 50 13p.
Ginis, Claudia D. A Study of Toys for Hospitalized Children. EDRS not available
Child Development, V21 N3 P149-61 Sep 1950

Descriptors: exceptional child research, hospitalized children; toys; research needs; nurses; recreation

The suitability of various types of toys for hospitalized children was studied in four pediatric wards of a large city hospital during a three month period. Information was collected through observations of children with toys. Criteria for toy suitability included characteristics of construction, noise, durability, cleanliness and sterilization, color, and design. The study suggested that nurses administer toys and guide recreation, that toys be stored in the ward accessible to children, and that research on use of group play as teaching and therapeutic aids be conducted. (MS)

**ABSTRACT 22706**
EC 02 2706 ED N.A. Publ. Date 67 87p.
Russel, Herbert And Others The Vocational Rehabilitation of Neighborhood-Bound Older Disabled Persons: A Program Guide. Federation Employment And Guidance Service, New York, New York Social And Rehabilitation Service (DHFW, Washington, D. C.

EDRS not available

Descriptors: physically handicapped; special health problems; vocational rehabilitation; adult education; program descriptions; homebound; neighborhood centers; community programs; age; program guides; sheltered workshops; vocational training programs

Described is a vocational rehabilitation demonstration program for older (over 55) disabled workers, coordinating a centrally-based service and two neighborhood-based facilities (to include those limited to their homes or neighborhoods). Services provided to the more than 1,500 clients and discussed here include intake, workshop, psychological, and interview evaluations, personal adjustment training, counseling, placement, long-term workshop employment, and follow-up. The program guide is intended as a model or manual for adaptation and use by others. In addition to the basic project description, other aspects of the problem of advancing age and severe disability considered are selecting and organizing a neighborhood, administrative considerations (locating and equipping a facility, staff selection and training, financing), and the values of a neighborhood-based vocational rehabilitation program for older disabled persons in terms of benefits to the clients, the community, and anti-poverty programs. (KW)

**ABSTRACT 22804**
EC 02 2804 ED N.A. Publ. Date 68 3p.
Hecher, Charles The Challenge of the Changing Needs In Programs for the Homebound and Hospitalized. EDRS not available
Director Of Publications, Eastern Michigan University, Ypsilanti, Michigan 48197.
A nursing team was created to take over complete care of thalidomide children who were hospitalized. Two large units—one for sleeping and the other for eating and playing—were given to the project. As a result, the children seemed more secure, observational skills were more constant, better pre-prosthetic training was easier, and toys and equipment could be more adequately controlled. The nurses watched the children closely and encouraged children to use their first names. Trips were introduced at times that could be coordinated with prosthetic training. It was found that children became relaxed about new human contacts, and developed a definite interest in clothing. Clothing had to be specially designed (Velcro closures were found to be best). A diagram is given to show closures.

**ABSTRACT 22849**
EC 02 2849
ED N.A.
Pub. Date: Apr 66
4p. Amend, Edith L.
A Parent Education Program in a Children's Hospital. EDRS not available

Parents and the nurse is discussed. The four areas of greatest impact are described as pre-surgery conferences with parents and child, instructions in post-hospital care, a change in visiting schedule and the teaching program for the nursing staff.

**ABSTRACT 22947**
EC 02 2947
ED N.A.
Lemler, Maxine

Home-Like Hospitals. EDRS not available

A hospital school program for hospitalized children are described with emphasis placed upon the role played by the parents' and children's reactions and interactions, parental preparation of the child for hospitalization, the child's anxiety with regard to the cause of the illness and guilt over supposed responsibility for it and the child's fear that his illness is a punishment (according to one study cited). In addition, constructive reactions to hospitalization are discussed, in which the role of the parent, teacher, occupational therapist, and physician, as well as play therapy, are described. Specific examples of the children's responses are included, and specific suggestions are offered to the physician for prevention or alleviation of such reactions.

**Summary Of A Speech Delivered At The CEC Western Regional Conference**

Habilitation of Thalidomide Children: The Nurse's Approach.

**Descriptors:** exceptional child education; homebound children; hospitalized children; emotionally disturbed children. In this summary of a speech, the types of emotionally disturbed children encountered by the homebound and hospitalized teacher are described. Types of intervention programs are noted. (MS)

**ABSTRACT 22848**
EC 02 2848
ED N.A.
O'Brien, Mary And Others

Habilitation of Thalidomide Children: The Nurse's Approach. EDRS not available

Canadian Nurse; V63 N26 P26-8 Jan 1967

Descriptors: exceptional child education; physically handicapped; the, specific environment, rehabilitation; nursing; hospitalization; teaching; clothing design; adjustment (to environment); thalidomide children.
Homebound or Hospitalized Children

The needs of hospitalized and homebound children are surveyed, and the role of the Red Cross and its programs is explained. Steps in the organization of the Junior Red Cross are outlined, and enrollment and participation of homebound and hospitalized children are discussed. Two special projects for such children are described: individual activity kits and a fund wagon. (JD)

ABSTRACT 23098
EC 02 3998  ED N.A.  Publ. Date Feb 70  7p.
Kaulina, Ruth
The Emerging Role of the Rehabilitation Teacher.
EDRS not available
Rehabilitation Teacher, V2 N4 P21-7
Paper Presented At The A.A.W.B. Conf. (South) Athol, Massachusetts, September, 1969.

Descriptors: exceptional child services; mentally handicapped; rehabilitation; homebound children; blind; self care skills; adjustment (to environment); adult education; teacher education curriculum

The history of the role of rehabilitation teachers (formerly called Home Teachers) in teaching the blind is summarized. Their current role, defined as that of giving instruction to blind adults in the basic skills of daily living (personal and home management), is discussed as it relates to other professional disciplines instructing the blind. The rehabilitation teacher training program at Western Michigan University is briefly outlined. (KW)

ABSTRACT 23105
EC 02 3105  ED N.A.
Publ. Date Mar 61  3p.
Pe coco, Anthony J.; Sinches, Raphael F.
Regional Special Education Instructional Materials Center, Hunter College, New York.
EDRS not available
New York State Education: V48 P18-9, 29 Mar 1961

Descriptors: exceptional child education; homebound; instructional aids; telephone communication systems; instructional technology

The School-to-Home telephone service for homebound children is described and its advantages. These include fuller participation in classwork, greater communication, and increased socialization. The role of the teacher in maximizing the telephone's advantages is discussed, and the minimum prerequisites for its successful use by the child are listed, including a minimum IQ of 85, a minimum school placement of fourth grade, and the abilities to hear, see, speak, hold a pencil, and manipulate a switch. The telephone's special importance for rural high school students is cited, and the reluctance of many col leagues to participate in the service is also mentioned. Two specific cases of homebound children who used the service are described. (BG)

ABSTRACT 23106
LC 02 3106  ED N.A.
Publ. Date 66  13p.
Service to and by Home-Bound and Hospitalized Children.
EDRS not available

Descriptors: exceptional child services; hospitalized children; homebound; recreational activities; community services; American Red Cross

The history of the role of rehabilitation teachers (formerly called Home Teachers) in teaching the blind is summarized. Their current role, defined as that of giving instruction to blind adults in the basic skills of daily living (personal and home management), is discussed as it relates to other professional disciplines instructing the blind. The rehabilitation teacher training program at Western Michigan University is briefly outlined. (KW)

ABSTRACT 23288
EC 02 3388  ED N.A.
Publ. Date Feb 67  4p.
Howell, Doris A.
A Homebound Therapy Program for Severely Retarded Children.
EDRS not available
Children: V14 N2 P63-8 Mar-Apr 1967

Descriptors: exceptional child services; mentally handicapped; home instruction; educational therapy; occupational therapy; social work; family counseling; program descriptions

The concept of a homebound therapy program for severely retarded children is described. The program is based on the belief that children with severe mental retardation can learn basic skills in the home environment and that they can benefit from individualized instruction and therapies. The program is designed to help families cope with the challenges of raising a severely retarded child and to provide support and resources for their families. (KW)
A Child Dies.
EDRS not available
Hospital Topics; V45 P93-94, 96, 101
Feb 1967
Descriptors: exceptional child services; hospitalized children; physicians; death; parent counseling; parent attitudes, medical treatment

The physician's attitude toward treating the dying child and is efforts to make death bearable for the family, and to salvage the family after death, are discussed as compassionate skills which the physician must learn to handle. Techniques are suggested for informing the family of a fatal illness directly and honestly, yet allowing them some small hope (of freedom from pain, of medical research progress). It is felt that the physician should anticipate and help to assuage guilt feelings, suggest outside confirmation of the diagnosis for reassurance, and counsel the family in maintaining normalcy to insure the security and happiness of the child. The physician's actions and relationship with the family during the course of the disease, in the terminal period, and at death are discussed. Day-to-day living to counteract disappointment can be encouraged by the physician. Treatment in the final days is his decision, it is felt, and should stem from his philosophy. (KW)