Multiply Handicapped: Exceptional Child Bibliography Series.

Information Center on Exceptional Children.
Bureau of Education for the Handicapped (DHEW/OE),
Washington, D.C.

Feb 71
14p.

EDRS Price MF-$0.65 HC-$3.29

*Annotated Bibliographies, *Bibliographies, Deaf
Handicapped, Rubella

The bibliography contains 52 references selected
from Exceptional Child Education Abstracts concerning various types
of multiply handicapped children. One in a series of over 50 similar
selected listings relating to the education of handicapped or gifted
children, the bibliography cites research reports, conference papers,
journal articles, texts, and program guides, and provides
bibliographic data, availability information, indexing and retrieval
descriptors, and abstracts. Author and subject indexes are included.
(RD)
MULTIPLY HANDICAPPED

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

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For documents over 1,000 pages in length, add $3.29 for each additional 1-100 page increment.
ABSTRACT 10134
EC 01:0134   ED 016 347
Pub Date May 67   192p.
Mansoff, Joseph G.
The Effectiveness of a Specific Program Based on Language Diagnosis in Overcoming Learning Disabilities of Mentally Retarded, Emotionally Disturbed Children.
OLEG-1-068757-1550
FDRS m/n/c
Descriptors: exceptional child research; mentally handicapped; emotionally disturbed; cognitive processes; multiply handicapped; learning disabilities; language; children; learning characteristics; language ability; language handicaps; remedial reading; remedial programs; psycholinguistics; speech handicaps; speech therapy
The objectives of this study were to (1) investigate and describe the learning characteristics of a group of mentally retarded, emotionally disturbed children, and (2) test the effectiveness of a psycholinguistic approach to the remediation of learning disabilities by comparing three groups—an experimental remedial treatment group; a comparison remedial treatment group, and a non-treatment group. In the descriptive aspect of the study, 32 educable mentally retarded, emotionally disturbed children (mean chronological age of 12-6, mean mental age of 7-4 and mean IQ of 61) were given a diagnostic battery based on an extended model of psycholinguistic functioning. The group did not evidence an overall deficit in the entire automatic sequential level of psycholinguistic functioning, a deficit which had been posited in other groups of the retarded. Emotional disturbance as well as gross heterogeneity in the group's performance were seen as factors predominate, as typical of the retarded. One of 15 of these children, matched in triads based on obtained psycholinguistic characteristics, were randomly assigned to three groups. Excluding the non-treatment group, subjects were tutored individually for 30 sessions. All 15 subjects were retested on the 17 test diagnostic battery. The experimental group, receiving remediation based on a learning disability (i.e. psycholinguistic) approach, showed greater gains in disability areas and overall level of psycholinguistic functioning than the other two groups. The non-treatment group should be compared with the comparison group which had received traditional remediation. The psycholinguistic approach to remediation of learning disabilities was seen as effective inasmuch as the group's achievement was as controlled by inclusion of a comparison treatment group. Fourteen tables and 77 references are included. (AA)

ABSTRACT 10154
EC 01:0154   ED N.A.
Pub Date Mar 67
Vernon, McCay
Characteristics Associated with Post-Rubella Deaf Children: Psychological, Educational, and Physical.
Michael Reese Hospital, Chicago, Ill. Institute For Psychosomatic And Psychiatric Research And Training
FDRS not available
Descriptors: exceptional child research; aurally handicapped; multiply handicapped; deaf; children; psychological characteristics; physical characteristics; student characteristics; residential schools; etiology; intelligence tests; achievement tests; stude it evaluation; intelligence; language development; speech; psychological evaluation; rubella
From a sample of 1,468 deaf children in a residential school, 129 were diagnosed as post-rubella deaf children. Critical psychological, educational, and physical factors were studied by means of standardized intelligence and achievement tests, teacher rating scales, school records of behavior, psychological evaluations, and psychodiagnostic measures. Prematurity was a factor in 43 percent of the rubella children and 53 percent of the rubella children were multiply handicapped. The IQ's of 95.3 percent of the rubella children were significantly below the general population IQ of 100. Almost one-third of the IQ's were below 90, and 8 percent were below 70. Written language of the deaf deaf group was significantly poorer than the genetic post-meningic deaf groups, but there were no significant differences in speech or speech reading. Of the rubella deaf, 21.9 percent were aphasic, while only 1.69 percent of the genetically deaf were thus diagnosed. Of the 103 for whom psychological tests were available, 27 percent were classified emotionally disturbed. Teachers' ratings and school records also indicated an elevated rate of severe emotional disturbance. About 47 percent of the rubella children responses on the Bender Visual Motor Gestalt Test were judged pathological, revealing significantly more organicity among the rubella children than the genetically deaf children. Techniques to facilitate academic learning and behavioral modifications need to be developed if these children are to benefit properly.

ABSTRACT 10235
EC 01:0235   ED N.A.
Pub Date Feb 66
Curtis, W. Scott
The Evaluation of Verbal Performance in Multiply Handicapped Blind Children.
FDRS not available
Descriptors: exceptional child education; visually handicapped; multiply handicapped; tests; language; children; auditory evaluation; aural stimuli; verbal ability; verbal communication; social relations; hyperactivity; blind; communication (thought transfer); speech evaluation; evaluation methods; Syracuse University Center for the Development of Blind Children.
At the Syracuse University Center for the Development of Blind Children, a team of specialists in pediatrics, neurology, ophthalmology, psychology, speech pathology, audiology, social work, and special education has been evaluating the communication skills of multiply handicapped blind children over periods of 3 to 5 days since 1957. After the child is first observed, he is classified as either a reticelaphic or as hyperactive. The technique with the reticelaphic child is to introduce and then withdraw auditory stimuli, forcing the child to initiate activities on his own, which the interviewers encourage by verbalization and play. With the hyperactive child the technique is to fatigue his hyperirritable behavior by leaving him completely alone, letting him develop a ritualized activity pattern, and then to offer relief from this behavior by rewarding him. With both classifications of children, social interactions and auditory assessment are thus established. An outline of response categories provides cues to behavior pattern, and modality capacities are listed for the receptive, the expressive, and the referential system. General recommendations are (1) the child should be seen on more than one occasion, (2) the child should be examined prior to exploring his case records and to interviewing his parents, (3) the examiner should probe capabilities and assets as well as liabilities, and (4) the examiner should recall the difference between isolated and multiple disabilities. This article was published in Exceptional Children, Volume 32, Number 6, pages 367-374, February 1966.
A pilot program to meet the needs of mentally retarded deaf children is proposed by two Wisconsin schools. The rationale for the program and the summary statement from a 3-day workshop which met to consider a possible program are given. The purpose of the proposed program is to demonstrate the feasibility of removing, at least for a time, deaf retarded children from classes for the deaf of normal intelligence and from classes of mentally retarded hearing children. The proposal specifies short range procedures for 1967-68, including identification of students and criteria for admission. Intermediate range procedures for 1968-69 outlined are limitation of class size, children to participate, staff facilities, equipment, curriculum, parent involvement, reporting, evaluation, funding possibilities, and projected cost. A long range program is also considered in terms of facilities, teacher certification, diagnostic procedures, and state guidelines. Survey data on incidence and a diagram of the program's administrative structure are provided. A bibliography lists seven items. (G.D.)

ABSTRACT 10589
EC 01 0589 ED 023 223 Publ. Date 67 120p. Wolf, James M. The Blind Child with Concomitant Disabilities. American Foundation for the Blind Research Series Number 16. American Foundation For The Blind, New York, New York EDRS not available American Foundation For The Blind, 15 West 16th Street, New York, New York 10011. Descriptors: exceptional child research; multiply handicapped; visually handicapped; educational needs; health; braille; incidence; national surveys; statistical surveys; questionnaires; age, sex differences; blind; children; mentally handicapped; speech handicapped; emotional problems; neurologically handicapped, aurally handicapped

In 1966, a national survey reported on 8,887 multiply impaired (MI) blind children. About 56% were boys; 83% had been blind since before age 3, and half were totally blind. The principal causes of blindness were retrolental fibroplasia and congenital cataracts. Almost 65% had two or more additional disabilities (86.8% of those under age 6) such as mental retardation (80.2%), speech problems (58.9%), sight damage (35.1%), emotional problems (16.7%), cerebral palsy (14.4%), epilepsy (14.0%), chronic medical problems (12.0%), crippling (4.9%), hearing impairment (10.6%), cosmetic defect (6.1%), orthodontic defect (4.0%), and cleft palate (1.0%). Although half of the sample was 13 or older, only 4.4% functioned at secondary school level. 120 children were reported who had reading vision but used braille; the reported mobility performance data were found unreliable. The estimated number of MI blind children in the United States is 1,000 with 300 more diagnosed each year. Suggestions were made for research and services. (1E)

ABSTRACT 10720
EC 01 0372 ED 012 521 Publ. Date 66 36p. A 1966 Summer Program for Children with Physical, Multiple and Mental Handicaps. Milwaukee Public Schools, Wisconsin. Division Of Curriculum And Instruction EDRS m.f.a. Descriptors: exceptional child research; recreation, mentally handicapped; phys-
mentally handicapped; multiply handicapped; summer programs; children; program evaluation; program descriptions; student results; physical fitness; parent attitudes; student attitudes; teacher attitudes; Doman Delacato Profile; Hayden Physical Fitness Test

This summer program for handicapped children was designed to meet the special needs of these children for socialization and to provide leisure time and to provide data which would enable the division of municipal recreation and adult education to plan future programs. Both the mentally handicapped children's program (54 participants) and the program for physically or multiply handicapped children (51 participants) consisted of games, crafts, musical activities, and field trips. Goal line data obtained from descriptions of the children by the director, the Hayden Physical Fitness Test; and an adaptation of the Doman-Delacato Profile. Questionnaires for children, staff, and parents were used for program evaluation. Results showed the range of physical fitness. The four children tested with the Doman-Delacato Profile scored on four of the five possible scoring levels, excluding the highest level. Children's questionnaire results showed a higher percentage of happy responders than either neutral or sad responses to questions about the program. Staff ratings of the program ranged from satisfactory to outstanding. Parent responses also indicated a high degree of satisfaction. (JZ)

ABSTRACT 10970
EC 01 0970 ED 026 775
Publ. Date 67
Silverman, Susan L.
EDRS not available
Describes: exceptional child education; multiply handicapped; curriculum; teaching methods; mentally handicapped; self care skills; blind; currently handicapped; music; reading readiness; braille; mathematics; social studies; poetry; self expression; base line data; activity; instructional materials; recreation; reading; handicrafts

Guidelines for a program of instruction with individual teaching for retarded blind children are provided. Areas covered are living skills, handicrafts, learning through music, reading readiness, recognition of the braille alphabet, mathematics, science, social studies, self expression and creativity, recreation, and suggested poetry and songs. An appendix discusses regional educational centers for the blind, parent-child relations, adjustment problems, and learning from and teaching the children. Photographs of 19 teaching aids are provided.

ABSTRACT 10941
EC 01 0941 ED 026 785
Publ. Date 68
EDRS m/fhc
Describes: exceptional child education; multiply handicapped; visually handicapped; curriculum; language arts; educable mentally handicapped; adolescents; communication skills; teaching methods; arithmetic; family life education; visually handicapped mobility; social skills; industrial arts; travel training; physical education; sciences; social studies; health

Suggestions for curriculum development for educable mentally handicapped, visually handicapped students aged 13 to 18 years are presented. A discussion of communication skills includes the areas of listening, oral communication, reading, writing, and spelling and teaching methods for each. The goals of the computation skills sequence, basic understanding of mathematical concepts, and transfer of knowledge to other situations are discussed along with skills to be taught. Units are described for instruction in family and social living and health. Also described is an industrial arts program involving machine operation techniques, woodworking, metal working, power mechanics, home repairs, electricity, and ceramics. Uses of a sighted guide, arm positions, trailing, squaring off, direction taking, orientation with others and self orientation, and skill testing are outlined in the unit on orientation and mobility. Recommendations are also made in the fields of physical education, science, and social studies. (I.F.)

ABSTRACT 11037
EC 01 1037 ED N.A.
Publ. Date Fal 67
Lazar, Alfred L. And Others
A Selected Bibliography on the Multiply Handicapped. Rocky Mountain Special Education Instructional Materials Center, Greeley, Colorado Office Of Education (DHEW), Washington, D. C., Bureau Of Handicapped Children And Youth
EDRS not available

Describes: exceptional child education; multiply handicapped; bibliographies, learning disabilities: aurally handicapped; minimally brain injured; visually handicapped; emotionally disturbed; multiply handicapped; cerebral palsy; blind; deaf; educational programs; vocational rehabilitation; special services: clinical diagnosis: autism: adjustment (to environment); slow learners: curriculum: attitudes: verbal ability, teaching methods; biographies

A bibliography cites 118 publications on children with a wide variety of multiple disabilities. Dating from 1903 to 1967, documents include biographies, research studies, descriptions of teaching and training techniques, curriculum guides, bibliographies, surveys, reports of educational programs, reports of services, and future projections. (I.D.)

ABSTRACT 11086
EC 01 1086 ED 023 240
Publ. Date Sep 65
Andrew, Gcen, Feuerfile, David
Programming Habilitation of the Hospitalized Deaf Retarded.
Michigan State Department Of Mental Health, Lansing.

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

EDRS mftc

RD 0805

Descriptors: exceptional child research; multiply handicapped; psychotherapy; vocational rehabilitation; auditory handicapped; mentally handicapped; sheltered workshops; deaf, work experience programs; communication skills; social adjustment; personal adjustment; academic achievement; institutionalized persons; job placement; community cooperation; homemaking education; intellectual development.

Thirty-two deaf retarded patients were diagnosed and classified: multiply handicapped; cerebral palsy-blind; spastic cerebral palsy; spasticity; and mental retardation. Eighty of the patients served as controls and 24 received 18 to 24 months of special treatment in communication skills, job experience, physical education, and homemaking. Twelve of the 24 also received psychotherapy. Formal vocational training in a sheltered workshop for males and participation in the institutional work program and community vocational placement for both sexes were initiated during the final year of the program. A result of the program, some of the patients were able to be placed at the open community on a day basis. Others were able to participate in the institutional work program. Communication, intellectual functioning, and social/personal adjustment improved significantly (p equals .02 or p less than .02), but academic achievement did not improve. The psychotherapy program was not shown statistically to be effective; in fact, the subjects without psychotherapy showed improved more in intellectual function and performance. The patients participated successfully in the sheltered workshop. (EC)

ABSTRACT 11218

EC 01 1218

FD N.A.

Publ. Date Oct 67

19p.

Vernon, McCoy

Meningitis and Deafness: The Problem. Its Physical, Audiological, Psychological, and Educational Manifestations in Deaf Children.


EDRS not available

Laryngoscope: V77 N10 P1856-74 Oct 1967

Descriptors: exceptional child research; academic achievement; auditory handicap; multiply handicapped; neurologically handicapped; sex differences; intelligence differences; preschool children; psychological evaluation; communication skills; speech intelligibility; environmental disease; etiology; deaf, testing, meningitis.

A study of the effects of meningitis on school age deaf children (81% postmenigitis). More boys than girls were in the postmenigitis group, and the prevalence of multiple handicaps among these children was 38%. Aphasia, mental retardation, emotional disturbance, and spasticity were the most common secondary effects. Age at onset of the disease was found to be usually prelingual. The average performance scale IQ for the sample was 95, significantly below that of the general population (p equals .05). Comparisons of educational achievement showed that the postmenigitis group was two-thirds of that of the genically deaf, one-half of that of normally hearing children, and equal to that of children deaf due to Rh complications, prematurity, or maternal rubella. Level of skill in written language, the key variable for deaf education, was significantly below that of the genetic deaf child (p equals .01). In emotional adjustment, teachers rated postmenigitic deaf children as well adjusted as the normal population. The educational evaluation indicated a 29.3% rate of serious maladjustment. Audiometric findings showed that relative to other deaf school-age youths, the postmenigitic have a profound hearing loss. (IB)

ABSTRACT 11517

EC 01 1517

ED 029 416

Publ. Date May 69

78p.

Franzoor, Verle E. And Others

Forgotten Children: A Program for the Multihandicapped.

EDRS not available

Porter Sargent Publisher, 11 Beacon Street, Boston, Massachusetts 02108

Descriptors: exceptional child education; multiply handicapped; program development; special programs; educational planning; educational problems, educational legislation; school responsibility; state legislation; teacher education; diagnostically teaching; curriculum development; case studies (education); parent attitudes; multiply handicapped; community problems; state programs; California.

The proceedings consider special education programs for the multiply handicapped. Papers describe a case study in community challenge. California trends for services, the multiply handicapped deaf child, the process of curriculum development, persistent educational problems, prescriptive teaching as an integration process, the clinical community, and educational planning. Panel discussions treat special programs, parental problems, innovations in teacher preparation, legislative needs, and problems confronting public schools in providing special services. (IE)

ABSTRACT 12013

EC 01 12013

FD N.A.

Publ. Date Jan 68

3p.

Doob, Dorothy

An Intensive Speech and Language Program In the Rehabilitation Process of Multihandicapped Children.

EDRS not available

Rehabilitation Literature. V29 N1 P8-10 Jan 1968

Descriptors: exceptional child research; speech handicapped; language handicapped; multiply handicapped; speech therapy; professional education; demonstration programs; program evaluation; community programs; clinical diagnosis.

Forty children were selected from among children aged 7 to 15 years who had hearing loss, cerebral palsy, brain damage, mental retardation, and problems of articulation and foreign language.
The need for separate units and special programs for the deaf retarded is described. (JH)

ABSTRACT 20284
EC 02 0284 ED N.A. Publ. Date May 69
8p. Anderson, Robert M.; Stevens, Godfrey D.

Practices and Problems in Educating Deaf Retarded Children in Residential Schools.

EDRS not available
Exceptional Children; V35 N9 P667-94 May 1969

Descriptors: exceptional child research; deaf; mentally handicapped; multiply handicapped; residential schools; academic aptitudes; visually handicapped; incidence; classification

Information was collected from pupils' cumulative folders at six schools for the deaf on the level of mentally retarded deaf children, the utility of intelligence tests for such children, classification and nomenclature, numbers and kinds of disabilities in addition to deafness and mental retardation, and project grade level at graduation for the retarded children. A total of 304 pupils (19% of the pupil population of 1,632) had IQ scores below 83, but only 132 of these children were classified as mentally retarded. Handicaps in addition to deafness and mental retardation were reported for 73 children. A mean grade level expectancy of 4.3 at time of graduation was predicted by school psychologists for 117 of the 304 children. (LE)

ABSTRACT 20465
EC 02 0465 ED N.A. Publ. Date 68
33p. Moor, Pauline M.

No Time to Lose
American Foundation For The Blind, New York, New York
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011

Descriptors: exceptional child education; visually handicapped; multiply handicapped; educational needs; teaching methods; self care skills; instructional materials; case studies; duration; elementary grades

Discussions of educational methods and techniques to use with multiply handicapped blind children include the variations among children, hints for teachers, three case studies, and needs for refinement in evaluation and parent and community involvement. Ten references; 24 related readings; suggestions for equipment to encourage gross motor coordination, to encourage manual dexterity, and to develop living skills; and a list of instructional devices are provided. (TF)

ABSTRACT 20540
EC 02 0540 ED N.A. Pub. Date Oct 47
52p. Worech, Philip; Dallenbach, Karl M.

Facial Vision: Perception of Obstacles by the Deaf Blind.
Cornell University, Ithaca, New York
EDRS not available
American Journal Of Psychology; V60 N4 P502-53 Oct 1947

Descriptors: perceptual child research; multiply handicapped; visually handicapped; perception; visually handicapped mobility; sensory experience; haptic perception; deaf blind; auditory perception; adults; visually handicapped orientation

To determine whether the aural mechanisms, shown to be the basis of the perception of obstacles by the blind, were auditory or cutaneous or both, 10 deaf blind adults with no outer ear defects who could travel alone were studied. In the first exploratory experiment, only one of the subjects could perceive a wall at a distance of 5 ft, but the other subjects definitely did not perceive it. A second experiment eliminated secondary cues derived from the floor by substituting a small movable screen for the wall. The results indicated that at least eight of the subjects lacked the obstacle sense and were incapable of learning it. Since the remaining two subjects who might possess this sense could not detect their aids, their aids were removed and their ears were stopped for the third experiment. One of the two subjects now lacked the obstacle sense and was unable to learn it. The possibility of the one remaining subject using vision was eliminated by rotating the experiment in the dark. Under these conditions this subject also failed to perceive the obstacle. In a further experiment with this subject a cardboard head shield reflected light from above his eyes, restricted him from seeing the obstacle, and left his cheeks and ears open to stimulation by reflected air and sound waves. The subject now lacked the ability to perceive obstacles and the capability of learning it. (CG)

ABSTRACT 20541
EC 02 0541 ED N.A. Publ. Date Jul 66
16p. Clark, Leslie, Ed.
American Foundation For The Blind, New York, New York
Vocational Rehabilitation Administration, Washington, D. C.
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011

Descriptors: exceptional child education; visually handicapped; multiply handicapped; institutionalized persons; educational needs; teacher education

The problems faced by the mentally retarded deaf child are considered from the aspect of rejection by family, community, and schools. The institution for the retarded is discussed as the place where these children frequently are accepted. The problems the children pose for the institutions and the programs for multiply handicapped residents provided by state and local schools are also discussed. The need for separate units and special programs for the deaf retarded is described. (JH)
ABSTRACT 20904
EC 02 0904 ED 016 345
Publ. Date Oct 67 81p.
Lazar, Alfred L. and Others
California State Department Of Education. Sacramento, Division Of Special Schooling. EDRS microfiche.
Descriptors: Exceptional child education; multiply handicapped; professional education; program planning; educational needs; institutes (training programs); study guides: Sacramento
This syllabus was developed to assist the participants in a 4 day institute designed to promote special education programs for multiply handicapped children. Section one of the syllabus describes the organization and operations of the institute including consultants, faculty, panel members, discussion leaders and recorders, the hotel plan, and the film schedule. The second section enumerates the theme for each day. The presentation topics, panel topics, and lists 68 suggestive questions with space for written reactions from institute participants. The third section lists a selected bibliography of about 325 items on five combinations of multiple disability in children. Section four presents an annotated list of 36 selected films. (DF)

ABSTRACT 20938
EC 02 0938 ED 032 663
Publ. Date May 68 101p.
Lowenfeld, Berthold
Multihandicapped Blind and Deaf-Blind Children in California. California State Department Of Education, Sacramento, Division Of Special Schools And Services. EDRS microfiche.
Descriptors: Exceptional child education; multiply handicapped; multiply handicap; incidence; visual acuity; etiology; out of school youth; blind; deaf blind; mentally handicapped; emotionally disturbed; physically handicapped; school children; speech handicapped; national programs: residential schools: psychosocial educational clinics; counseling services; California

Data elicited by two questionnaires on the characteristics (numbers, nature, extent, and location) of the multihandicapped population under 21 years of age in California are presented. Based on replies by 613 programs (477 responses) and estimated to include 80 to 90% of the state's multihandicapped blind children, statistics concern multihandicapped blind and deaf blind children, each in terms of the following categories: school, in state hospital schools, not in school but of school age, and of preschool age. Further data treat severity and average number of handicaps as well as frequency of handicaps for 240 multihandicapped blind and 240 deaf blind children. (ID)

ABSTRACT 20976
EC 02 0976 ED 033 516
Publ. Date 69 468p.
The Multiply Handicapped Child. EDRS not available
Charles C Thomas, 301-327 East Lawrence Avenue. Springfield, Illinois 62701. (221.00)
Descriptors: Exceptional child education; multiply handicapped; incidence; educational programs; clinical diagnosis; taxonomy; anomalies; rubella; etiology; cerebral palsy; mentally handicapped; learning disabilities; multiply handicapped; visually handicapped; preschool children; psychological evaluation; classification; educational diagnosis
Articles presented in the area of the medical and educational challenge of the multiply handicapped child are an overview of the problem, the increasing challenge, congenital malformations, children whose mothers had rubella, prematurity and deafness, the epidemiology of reproductive casualty, and new education for old problems. Discussions of incidence are the health of well children, handicapped children in Georgia, a followup study, a survey in Alamance County, North Carolina, and the Ondagaa Census. Concerned with education are selections on the multiply handicapped deaf, the multiply handicapped retarded, a multidisciplinary approach to preschoolers, the multiply handicapped cerebral palsyed and visually impaired, courageous action, and learning disabilities. Articles on evaluation include evaluation of cerebral palsyed preschoolers, advances in assessment of the cerebral palsied since 1958, psychological evaluation of the blind, diagnosis and recommendations for placement, and remediation for learning disabilities. Development of a taxonomy for special education, a proposed conceptual framework, consideration of issues in special education, a suggested classification for the handi-capped, and a compendium and comments comprise the concluding chapters. (RK)

ABSTRACT 21212
EC 02 1212 ED 014 069
Publ. Date Sep 69 18p.
Anderson, Robert M.; Stevens, Godfrey D.
The Education of Mentally Retarded Deaf Children: Suggestions for Improving Programs.

ABSTRACT 21147
EC 02 1147 ED 014 23p.
Publ. Date Jan 70 10p.
Larsen, Lawrence A.
Behavior Modification with the Multihandicapped. EDRS not available
New Outlook For The Blind. V64 N1 P6-15 Jan 1970
Descriptors: Exceptional child education; multiply handicapped; behavior change; teacher behavior; reinforcement; research; teaching methods; sequential approach
The article discusses behavior modification in light of teacher behavior and reinforcers as affecting student behavior. The teacher behaviors and helpful reactions to them which are noted are an increased rate of giving positive reinforcers depending upon appropriate behavior and decreasing for negative behavior, measuring behavior before, during, and after instructional programs, individual altering of programs depending upon behavior, and an ordering of complex behaviors in hierarchical manner and teaching the least complex behavior first. Additional areas covered are separating complex behaviors into component parts and teaching each part separately, working with behaviors that match the environment to the child, and measuring, adjusting, and reworking programs. Also considered are methods of assessing and remediating expressive and receptive deficits. (JM)

ABSTRACT 21149
EC 02 1149 ED N.A.
Publ. Date Jan 70 4p.
Rodden, Hannah
Teaching Techniques for Institutionally Blind and Handicapped Children. EDRS not available
New Outlook For The Blind. V64 N1 P25-8 Jan 1970
Descriptors: Exceptional child education; multiply handicapped; educational programs; visually handicapped; mentally handicapped; institutionalized persons; institutional schools; social development; behavior change
A discussion of teaching techniques for blind mentally handicapped children is concerned with the large numbers of institutionalized persons who have no programs in effect to help them relate to the sighted world and the narrowness of existing programs. Suggested techniques include encouragement of self care skills, counseling, remedial experience activities, and a nursery school to teach mobility and command responses. Brief case studies referred to concern acceptance of blindness, teaching productive goals, and training in socially acceptable behaviors. (SM)

FDRS not available

OEG-52-48-1-10-5008

Teacher Of The Deaf. V47 N397 J367-1605 Sept 1969

Descriptors: exceptional children research; mentally handicapped; aurally handicapped; multiply handicapped; visually handicapped; educational programs; residential schools; special services; program improvement; ancillary services; teacher qualifications; instructional design; curriculum; administrator attitudes

Conflicting viewpoints exist with respect to the most appropriate facilities for the education of mentally retarded deaf children. This paper presents opinions of administrators of residential schools for the deaf relative to optimum physical facilities and educational services for retarded deaf children. In general, administrators tended to lean toward the development of services outside their own schools. (Author)

ABSTRACT 21408

EC 02 1408 ED N.A.

Publ. Date Dec 69 5p.


The Exceptional Child and ORFF.

EDRS not available


Descriptors: exceptional child education; music education; multiply handicapped; visually handicapped; mentally handicapped; teaching methods; ORFF Method

A music program for the multiply handicapped blind developed by Carl Off is described. Flexibility, which offers opportunity for maximum participation and creative contributions is cited as the value of the program. Suggestions are made concerning musical instruments, singing, song development, and movement and dance. (RJ)

ABSTRACT 21686

EC 02 1686 ED N.A.

Publ. Date Apr 70 12p.

Mitra, Sudhansu B.

Educational Provisions for Mentally Retarded Deaf Students in Residential Institutions for the Retarded.

EDRS not available


Descriptors: exceptional child education; institutionalized persons; multiply handicapped; aurally handicapped; mentally handicapped; institutional schools; residential care; testing; educational programs; teacher qualifications.

Questionnaires for teachers and for administrators as well as a hearing scale - behavior rating scale were sent to institutions for the retarded. Results received from 71 residential facilities were as follows: team evaluation is common for identifying deaf retarded; psychological and audiological tests are invariably used in identification; facilities for speech therapy are available, in 85% of the institutions; a range of 21% to less than 1% of retardates are found to be deaf; only 33% of school age retarded deaf children are in some educational or training program; and 80% of the retarded deaf have borderline or mild retardation with severe to profound hearing loss. Program objectives revealed three common goals: communicative skills, social adjustment, and academic education. Types of instruction and teacher qualifications are considered, and conclusions and recommendations are provided. (RJ)

ABSTRACT 21765

EC 02 1765 ED 035-141

Publ. Date Apr 69 13p.

Rigby, Mary E.; Woodcock, Charles C.


Descriptors: exceptional child education; visually handicapped; multiply handicapped; residential programs; program evaluation; residential schools; interpersonal preference; social adjustment; physical activities; sensory experiences; teaching methods; learning activities; records (forms)

To design a residential school program for multiply handicapped blind children and to develop identifying procedures for prospects for this type of program, 15 children involved in a residential school program for the multiply handicapped blind. Each study provides information on developmental history, medical data, personal, gynecologic, eating habits, physical development, psychological adjustment, object recognition, classroom permanence, placement recommendation, and a psychological evaluation. Each study is accompanied by tables of performance. (LM)

ABSTRACT 22256

EC 02 2256 ED N.A.

Publ. Date Jan 67 111p.

Robbins Nan; Stenquist, Gertrude


EDRS not available

Perkins School For The Blind, 125 North Beacon Street, Watertown, Massachusetts 02172

Descriptors: exceptional child education; multiply handicapped; rubella; case studies; deaf blind; academic achievement; intelligence level; communication problems; clinical diagnosis; preschool programs; academic ability

Twenty-eight children at Perkins School for the Blind with a prenatal history of maternal rubella were studied, and data were compiled on their characteristics. The children were multiply handicapped, primarily partially sighted with either severely impaired hearing or a 60-80 db loss with the generally flat configuration. Three were a heavy preponderance of IQ scores below the average normal number between 50 and 70 on the Ontario School Ability Examination. Distractibility was found to be a significant problem in the classroom, and basic prosocial behaviors were absent in more than one half of the group. Those who light-gazed excessively appeared to have serious learning disorders, only one had an obsession with light-gazing, and toilet training problems were related to gener-
Presented of bilaterally blind persons blind person: with profound unilateral visually handicapped mobility; sensory deaf blind; hearing aids; mobility aids; EDRS not available

P284-8 Mar 1970 Archives Of Otolaryngology; V91 N.; Disorders Speech Sciences; Michigan State University. East Lansing.

Abstract: "Defects of auditory localization are usually slow to develop. In order to improve communicative abilities and foster language development, preschool-trained students who had been blind were taught to use two spatialized auditory cues which would include early introduction of amplification, glasses, and parent counseling. Additional information on the other children is appended (8)."

Abstract: "The article discusses the need for evaluating test results in dealing with the retarded (not only the mentally retarded but also the mentally retarded and hard of hearing persons). Results obtained using standardized tests with the deaf and hard of hearing are described as misleading, and it is expressed that progress hopefully will be made in the standardization of intelligence, achievement, and personality tests for this group. Factors considered are the attitude of the tester, methods of communicating, and testing techniques. Eight suggestions concerning daily life are listed to help the examiner establish rapport, and the means of using an interpreter for a test situation are presented. Possible tests adaptable to be administered to the deaf person are noted. It is suggested that test procedures make the most use of non verbaL sections and begin with areas in which the subject will do well. (10)"


Abstract: "A pilot project involved 21 emotionally disturbed deaf boys, all of whom had no success in regular school attendance and several of whom had been excused. Objectives were to modify behavior and to teach basic skills and subject content, enabling the boys to return to regular classes for the deaf. Features of the program were a small staff-pupil ratio, application of behavior modification, individualized self-instructional curriculum materials, coordinated classroom and dormitory activities, and parental communication and parent education. Results indicated significant changes in class conduct and self-control and significant gains in reading and arithmetic. Parents were enthusiastic about changes in the child, but made no meaningful changes in their own personal dimensions. Of the boys, one returned to a psychiatric hospital and nine successfully returned to regular classes for the deaf. (Author)"


Abstract: "Exceptional child education; visually handicapped; multiply handicapped; emotionally disturbed; educational diagnosis; educational needs; program planning; curriculum planning. The text, addressed to those educating the blind child who is retarded in development, defines the child, and discusses potentialities of family-oriented counseling, factors affecting development and appraisal (behavioral, cognitive, and development and communication problems), appraisal and evaluation (psychological, medical, neurological, and the child in school). The curriculum, administration policy, and discipline between student and teacher are also described. Appendices include case studies, psychological measurements, and a suggested day's program. (5)"


Abstract: "Dealers: Exceptional child education; multiply handicapped; behavior change; intervention; program descriptions; emotionally disturbed; deaf; academic achievement; parent education; interpersonal competence; programmed instruction; manual communication; reinforcement.

A pilot project involved 21 emotionally disturbed deaf boys, all of whom had no success in regular school attendance and several of whom had been excused. Objectives were to modify behavior and to teach basic skills and subject content, enabling the boys to return to regular classes for the deaf. Features of the program were a small staff-pupil ratio, application of behavior modification, individualized self-instructional curriculum materials, coordinated classroom and dormitory activities, and parental communication and parent education. Results indicated significant changes in class conduct and self-control and significant gains in reading and arithmetic. Parents were enthusiastic about changes in the child, but made no meaningful changes in their own personal dimensions. Of the boys, one returned to a psychiatric hospital and nine successfully returned to regular classes for the deaf. (Author)"


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ABSTRACT 22907
EC 02 2907
ED 040 559
Publ. Date Apr 69
43p.


Descriptors: exceptional child education; multiply handicapped; deaf blind; program proposals; educational legislation; services; supplementary educational centers; agencies; organization; program development; Public Law 93-247, Elementary and Secondary Education Act Title VI

Provisions for the establishment of centers and services for deaf-blind children under the Elementary and Secondary Education Act Title VI. Part C are described. Explained are criteria for agency eligibility, coordination among agencies, services provided by a comprehensive center, and activities authorized by the Act. Also discussed are developmental and operational projects, submission of proposals, the form of proposal information, and review and approval procedures. Information is also included on various regulations, grant terms and conditions, and special provisions of the Act. (JM)

ABSTRACT 23045
EC 02 3045
ED N.A.
Publ. Date 64
90p.

Robbins, Nan
Auditory Training in the Perkins-Deaf-Blind Department. EDRS not available
Perkins School For The Blind, Watertown, Massachusetts 02172 (52.00).

Descriptors: exceptional child education; multiply handicapped; deaf blind; auditory training; sensory training; auditory discrimination; aural stimuli; speech instruction; hearing aids; psychology

Written for teachers of deaf-blind children, the booklet describes methods for training and conserving residual hearing. Introductory material deals with the psychophysiology of hearing, nature of auditory training, and methods of amplification. Control of the auditory environment is discussed in relation to various types of hearing disorders. Types of sound stimuli are explored: gross sounds, environmental sounds, musical sounds, and speech. Specific teaching activities are listed for each sound area. (JB)

ABSTRACT 23058
EC 02 3058
ED N.A.
Publ. Date 59
152p.

Report of Committee on Services for the Deaf-Blind to the World Assembly of the World Council for the Welfare of the Blind. EDRS not available

Descriptors: multiply handicapped; deaf blind; communication (thought transfer); manual communication; special services; inter-personal relationship

The report of the Committee on Services for the Deaf-Blind contains their conclusions related to communication and services for the deaf-blind. Various methods of communication reviewed include the International Standard Manual Alphabet for the blind, other manual alphabets, braille, typing, and script writing, alphabet plates and gloves, mechanical devices and machines, speech, and lip-reading. Discussed are the first steps in the development of an International Rapid Manual Alphabet. The Basic Minimum Services Proposal for deaf-blind persons covers the areas of understanding, communication, work, play, and services. Guidelines are suggested for the helper of deaf-blind persons. Appendices include the interim report of the Committee, a verbatim except from a discussion at the 1957 Conference on Communication for the Deaf-Blind, questions asked of deaf-blind persons, a discussion of relocation to centers, a description of a series of volumes on the rehabilitation of the deaf-blind, comments on making friends with a deaf-blind person, and a bibliography of resource literature. (KW)

ABSTRACT 23067
EC 02 3067
FD N.A.
Publ. Date 37
157p.

Huffman, Mildred Blake
Pam Comes First for Blind Slow Learners. EDRS not available
Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($5.00).

Descriptors: exceptional child education; multiply handicapped; deaf blind; visually handicapped; mentally handicapped; slow learners; teaching procedures; elementary schools; institutions schools

Written for classroom teachers by a classroom teacher, the book illustrates through discussion, photographs, and annotated tape recorded conversations how growth was promoted in slow learning blind elementary age children in a residential school for the blind. The application of educational goals and principles to the teaching of these children and the procedures used by the teacher in directing the classroom activities and learning are described, including practical teaching suggestions. Fun experiences interesting to children are emphasized, and their effects on the emotional, social, and educational growth of the children are recounted. The annotated copies of classroom tape recordings are appended for further evaluation and explanation of the teaching procedures discussed. (KW)

ABSTRACT 23102
EC 02 3102
ED N.A.
Publ. Date 66
52p.

Lowe, Armin, Ed.
Multiple Handicapped Hearing-Impaired Children. EDRS not available
Siepmann, D 4330 Mulheinsruhr, Von Stock Strabe 7, West Germany.

Hercsgeschulde Kinder: Special Edition Number 5, Gehorslos-druckerei Heinrich

Descriptors: exceptional child education, Multiply handicapped; deaf blind; physically handicapped; cerebrally palsy; speech therapy; hearing aids; child development; medical treatment

The German Society for the Rehabilitation of People with Impaired Hearing has assembled a volume of reports to draw the attention of experts and the public to seriously disabled children. These include deaf-blind children, deaf children with malformed limbs, and deaf children with neuro-muscular disorders. Eleven reports by German specialists, some containing photographs, deal with the following subjects: deaf dysmelia (malformation of limbs), speech education and social behavior, investigations on school traditions among children with defective hearing, surgery for the improvement of the hearing of dysmelia children, deafness and cerebral palsy. Other subjects discussed are the deaf-blind, speech therapy for children with motility disorders, hearing aids for children with ear malformation, and early developmental disorders. (GD)

ABSTRACT 23115
EC 02 3115
FD N.A.
Publ. Date 58
982p.

Rehabilitation of Deaf Blind Persons: Volumes I-VII. Office Of Vocational Rehabilitation (DHEW), Washington, D. C.

EDRS not available

Industrial Home For The Blind, Nassau-Suffolk Home For The Blind, 329 Henrietta Tenbrook, West Hempstead, New York 11552 (Complete Series $150.00).

Descriptors: multiply handicapped; deaf blind; rehabilitation; professional services; communication skills; medical evaluation; psychological studies; voca-
12

social characteristics

of reports on deafblind rehabilitation comprises seven volumes. Information provided as a manual for professional workers, for communication, on a report of medical studies on deafblind persons, and on psychological study of the deafblind. Discussions also concern strategies, in the vocational adjustment of deafblind adults, recreation services, and a survey of selected social characteristics of deafblind adults in New York State in 1957. (JSM)

**ABSTRACT 23142**

EC 02 3142  ED N.A.  Publ. Date 63  75p.
Robbins, Nan

**Speech Beginnings for the Deaf-Blind Child: A Guide for Parents.**

EDRS not available
Perkins School For The Blind, Watertown, Massachusetts 02172 ($2.00).

Descriptors: Exceptional child education; multiply handicapped; language development; deafblind; oral communication; speech instruction; parent participation; guidelines; teaching processes; teaching techniques; behavior; social development; lipreading

Designed for parents of deaf-blind children, this booklet discusses processes by which children learn to speak and the relationships between communication and physical, mental, and social growth. Speech development in normal children is compared with that of deaf-blind children. Specific areas are outlined in which parents may assist their deaf-blind children in attaining speech readiness. Social development and life experiences are emphasized. The necessity for helping the child become independent is discussed with regard to eating, dressing, washing and toiletting, getting about, and playing with others. These experiences are related to the steps in learning speech: awareness, non-verbal communication, understanding speech, speech. Parental attitudes and activities are discussed, with recommendations for maintaining healthy relationships with the child. (JB)

**ABSTRACT 23195**

EC 02 3195  ED N.A.  Publ. Date 67  8p.
Corriss, Leland M

**Multiple Handicapped Children: Their Placement in the School Education Program.**

EDRS not available

Paper presented at The Joint Session Of The American Public Health Association And The American School Health Association (San Francisco, California; October 31, 1966).

Descriptors: Exceptional child education; multiply handicapped; special education; clinical diagnosis: education: special classes: handicapped child; learning disabilities; neuropsychiatrically handicapped; emotionally handicapped; multiply handicapped; special education: special classes: handicapped child; behavior; social development; deafblind; educational planning: teacher distribution: Oregon Severity Rating Scale for Multiply-Handicapped Children (ORS)

A Severity Rating Scale for multiply handicapped children was devised in the following way: starting with the premise that one average teacher can handle ten normal blind children, it can be stated quantitatively that blindness has a numerical value of six and therefore that one average teacher can handle a teaching load of sixty points. Placing weighted numerical scores on all other impairments and disabilities tentatively yields a table which will give individual scores for multiply handicapped children. A modified scale to reduce difference of interpretation by raters includes classifications or tests of functional vision, functional hearing, functional CA vs. academic level of achievement, functional intelligence, functional emotional abilities; speech problems, cerebral palsy, brain damage, epilepsy, and mobility. The scale was used to determine the academic loads for two successful residential schools for the blind and the computed need for teachers coincided closely with the actual number of teachers. (JL)

**ABSTRACT 23352**

EC 02 3352  ED N.A.  Publ. Date Jan 69  8p.
Robbins, Nan

**Educational Beginnings With Deaf-Blind Children.**

EDRS not available
Perkins School For The Blind, Watertown, Massachusetts ($1.00).

Descriptors: Exceptional child education; multiply handicapped; deafblind; educational methods; teaching techniques; child development; social development; motor development; mental development; motor development

Written primarily for the educator, this booklet presents a teacher's guide to activity with deaf-blind children including methods, principles, techniques, and goals. The functions of a diagnostic readiness program are presented. They include diagnosis and evaluation leading to recommendations for placement, and training in readiness for entrance into an academic program. The method of approach used by the Perkins School for the Blind (Massachusetts) in guiding the child and his parents is discussed along with teacher-pupil rapport and emotional climate. Guiding principles and techniques used by teachers are described. Other sections discuss development of personal-social behavior (self-care, social awareness and occupational activity), motor development (movements of the upper body and mobility), development of adaptive or intellectual behavior (perceptual training, language development and problem solving), and creative growth. (GD)

**ABSTRACT 23350**

EC 02 3350  ED N.A.  Publ. Date Mar 69  8p.
Graham, Milton D.

**Multiply Handicapped Children: An Experimental Severity Rating Scale.**

EDRS not available
New Outlook For The Blind, V62 N3, P73-81 Mar 1968

Descriptors: Exceptional child education; multiply handicapped; rating scales; teaching load; educational planning; teacher distribution; Oregon Severity Rating Scale for Multiply-Handicapped Children (ORS)

A Severity Rating Scale for multiply handicapped children was devised in the following way: starting with the premise that one average teacher can handle ten normal blind children, it can be stated quantitatively that blindness has a numerical value of six and therefore that one average teacher can handle a teaching load of sixty points. Placing weighted numerical scores on all other impairments and disabilities tentatively yields a table which will give individual scores for multiply handicapped children. A modified scale to reduce difference of interpretation by raters includes classifications or tests of functional vision, functional hearing, functional CA vs. academic level of achievement, functional intelligence, functional emotional abilities; speech problems, cerebral palsy, brain damage, epilepsy, and mobility. The scale was used to estimate the academic loads for two successful residential schools for the blind and the computed need for teachers coincided closely with the actual number of teachers. (JL)