One in a series of over 50 similar listings relating to handicapped and gifted children, the bibliography contains 100 references selected from Exceptional Child Education Abstracts concerning programs for the educable mentally retarded. Bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are included for each entry. Entries include texts, journal articles, conference papers, and program guides. Author and subject indexes are provided. (KW)
EDUCABLE MENTALLY HANDICAPPED—
PROGRAMS
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
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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 Instructional Materials Centers Network for Handicapped Children and Youth (IMCNHCY). In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

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

How to Read the Abstract

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

How to Use the Indexes

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

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ABSTRACT 10037
EC 01 0037 ED 011 115
Ginglend, David R.; Gould, Kay
Day Camping for the Mentally Retarded.
National Assn. For Retarded Children,
New York, N.Y.
EDRS m,f,hc
Descriptors: exceptional child education;
recreation; program planning; administration; mentally handicapped; day camp programs; camping; recreational activities; children; personnel; admission criteria; personnel selection; objectives; community relations; program guides

Emphasis in day camping for the mentally retarded is placed on mental health, physical development and coordination (both motor and muscular), social adjustment, and language and intellectual development. Sections are devoted to organization of a day camping program, selecting the staff, and the campers, the day camp in operation, day camping as a training period, camp relations with the home and the community, and evaluation. Included are samples of a camp budget, staff responsibilities, communications with parents, and application and progress report forms. An 18-item bibliography is included. (JZ)

ABSTRACT 10038
EC 01 0038 ED 011 159
Hovet, Mary R.; Pumphrey, Franklin
Special Education Teacher’s Resource Guide for Educable Mentally Retarded
Children.
Howard Co. Board Of Educ., Maryland
EDRS m,f,hc
Descriptors: exceptional child education; mentally handicapped; student evaluation; home visits; grading; student development; achievement rating; parent conferences; opportunity classes; report cards; student records; evaluation methods; evaluation criteria; evaluation guidelines; students; check lists; curriculum; Baltimore

A comprehensive guide is presented for special education teachers who wish to evaluate the progress of their mentally retarded pupils. Pupil folders, anecdotal records, daily performance, and cumulative records are described. The special grading system is explained, and instructions for grading are provided. The progress report section lists qualities to be evaluated in the areas of personal and educational development. Checklists for language arts, arithmetic, health and safety, science, social studies, music, handicrafts, and physical education are included. Techniques for conducting interviews with parents are described. The purpose and function of home visits and communications with parents are also discussed. (JZ)

ABSTRACT 10093
EC 01 0093 ED 017 088
Recreation and Physical Activity for the Mentally Retarded.
Council For Exceptional Children, Washington, D. C.
American Assn. For Health, P. E. And Recreation, Washington, D. C.
EDRS
Descriptors: exceptional child education; physical education; curriculum; mentally handicapped; recreation; physical activities; recreational activities; recreational programs; art activities; creative activities; handicrafts; music activities; educational objectives; teaching guides

Special educators, physical educators, parents, and volunteers can provide recreation for the mentally handicapped. Background information about the mentally handicapped and their special needs in a recreational program are considered. Objectives of play and of recreational programs and suggestions for program implementation and instruction are presented. Specific examples of varied types of activities are listed. Included is a 114-item annotated bibliography. This document was published by the Council for Exceptional Children and the American Association for Health, Physical Education, and Recreation. 1201 16th Street, N.W., Washington, D.C. 20036, $2.00. (JZ)

ABSTRACT 10107
EC 01 0107 ED 012 529
Hovet, Mary R.; Pumphrey, Franklin
Howard Co. Board Of Educ., Maryland
EDRS m,f,hc
Descriptors: exceptional child education; mentally handicapped; social studies; teaching methods; curriculum; educable mentally handicapped; reading instruction; word recognition; handwriting instruction; teaching techniques; teaching guides; program planning; units of study; subject fields; curriculum guides; elementary grades; secondary grades; student evaluation; reading; arithmetic; spelling; creative expression; handwriting

As a source of information and techniques about the education of the educable mentally handicapped, this teaching guide discusses teacher planning, adjustment of instruction to meet the needs of these students, teaching techniques, and evaluation. Procedures are listed for instruction in reading, word recognition, handwriting, spelling, arithmetic, creative skills, and social studies. Ten resource units emphasizing social studies for primary, elementary and middle educational levels are outlined with appropriate activities and resources. Also included are a glossary of terms, suggestions to special subject teachers working with educable students, and an outline of the special education curriculum in the high school. (JK)

ABSTRACT 10109
EC 01 0109 ED 014 164
Kanner, Leo
A History of the Care and Study of the Mentally Retarded.
EDRS not available
Descriptors: exceptional child education; mentally handicapped; institutions; historical reviews; intelligence tests; foreign countries; periodicals; residential programs; special classes; public schools; classification; publications; etiology; mental retardation; educational trends; educational programs; educational theories; Binet Simon Intelligence Scales; Canada; Europe; Japan; Great Britain

The history and care of the mentally retarded are traced from antiquity to the present. A review of men who originated educational and institutional work with the feebleminded includes Jacob Pereir, Jean Itard, Johann Gugenbuehl, Edouard Seguin, and Samuel Howe. Publications by and about these men are listed. The development of institutions is traced chronologically for the countries of France, Germany, Great Britain, Netherlands, Switzerland, Scandinavia, Austria and Hungary, Eastern Europe, the United States of America, Canada, Belgium, Italy, and Japan. Origins and development of four early mental deficiency periodicals are traced. The breakdown of idiocy into endemic cretinism and mongolism, and the departure from the notion of homogeneity to the emergence of etiological classifications are reviewed. Descriptions of the history of special classes in public schools, the development of an intelligence test by Alfred Binet and Theodore Simon, efforts to improve the human species (eugenics), and new trends in care and study of the mentally retarded are given. Reference lists cite 310 sources. This document was published by Charles C Thomas, Springfield, Illinois, and is available for $6.50. (JZ)

ABSTRACT 10111
EC 01 0111 ED 014 165
Talbot, Mabel E.
Edouard Seguin, a Study of an Educational Approach to the Treatment of Mentally Defective Children, TC Series in Special Education.
EDRS not available
Descriptors: exceptional child education; mentally handicapped; teaching methods; educational theories; sensory training; children; historical reviews; individualized programs; educational equipment; teaching techniques; Edouard Seguin; J M G Itard
An account of Seguin's educational theories for mentally retarded children is presented from historical and developmental points of view. From 1837 to 1880 he developed and instituted a special education program following a description of relevant background factors influencing his ideas, his teaching method is traced through its various phases of development, beginning with techniques patterned after those of Hart and proceeding to the formulations of his own methods emphasizing an individual approach and the training of the senses and the muscles. His techniques are described within his theoretical framework. Seguin's influence in modern special education is discussed in terms of his contributions to theory and to pedagogy. Seguin's learning apparatus is illustrated. Documentary notes follow each chapter. The 127-item bibliography includes secondary sources classified in five categories. This document was published by Bureau of Publications, Teachers College, Columbia University, New York, New York, and is available for $2.75. (VO)

ABSTRACT 10200
EC 01 0200 ED 013 029
Publ. Date 65
Stubblefield, Harold W.
The Church's Ministry in Mental Retardation.
EDRS not available

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

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

ABSTRACT 10224
EC 01 0224 ED N.A.
Publ. Date 67
Kugel, Robert B.; Parsons, Mabel H.
Children of Deprivation: Changing the Course of Familial Retardation.
Children's Bur., Welfare Admin., Washington, D. C.
EDRS not available

Descriptors: exceptional child research; mentally handicapped; family; (sociological unit); environmental influences; preschool children; educable mentally handicapped; family life education; child development and family health; medical treatment; social opportunities; preschool programs; experimental programs; family environment; interdisciplinary approach; intelligence level; disadvantaged environment; culturally disadvantaged; economically disadvantaged; case studies; education; electroencephalography; etiology; socioeconomic background; interaction

Designed to record the growth and development of preschool familial retarded children and to alter the course of their development by enriching aspects of their lives and improving their homes, this year project used a multidisciplinary approach utilizing pediatricians, dentists, educators, psychologists, speech therapists, social workers, public health nurses, and economists. The 16 subjects (aged 3 to 6) had Stanford-BinetIQ scores between 50 and 84, no neurological deficits, one or both parents regarded as mentally subnormal, and were classified in the lower socioeconomic class. All 16 children and 21 of their 93 siblings attended an experimental nursery school for 1 to 3 years. Intervention consisted of medical and dental care, psychological testing and observation, training of mothers in nutrition and food preparation, and social interaction among mothers through group meetings and sewing classes. Intensive medical diagnoses revealed that children classified as retarded were so partially because of mild encephalopathy, partly because of psychosocial factors, and frequently both. The growth rate of the children (who were 81 percent below the average for North American children in weight and 8+ percent below average in height) over the course of the project ranged from 0 to 24.4 percent partly due to increase from nutritional intake. Although 32 of the 35 children who attended the experimental school showed some increment in IQ, the greatest gain was found in the group who had normal electroencephalographs (EEG's). The group meetings gave the mothers a feeling of belonging and being accepted and were more successful than the sewing classes. The data suggest that intensive work with these preschool children and their families is beneficial. Case studies of several families are included. Tables present data on age, parents' IQ's, changes in children's IQ's, EEG's, family income, housing, child growth rates, nutritional intake, and medical histories. This document is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for $0.35. (J2)

ABSTRACT 10285
EC 01 0285 ED 017 092
Publ. Date 66
Kelly, Elizabeth M.
The New and More Open Outlook for the Mentally Retarded.
Catholic Univ. Of America, Washington, D.C.
EDRS mf.hc

Descriptors: exceptional child education; curriculum; mentally handicapped; legislation; administration; rehabilitation; federal legislation; curriculum development; adolescents; adults; children; conference reports; creative thinking; curriculum planning; educational change; emotionally disturbed; school administration; social development; workshops; educational needs

The proceedings of this 1965 Workshop on Mental Retardation are presented as a collection of nine papers and summaries of three seminar discussions. In the introduction, Maynard C. Reynolds discusses The New and More Open Outlook for the Mentally Retarded. Other papers are (1) The Impact of Federal Legislation on Development of Comprehensive Progress for the Mentally Retarded by Elisabeth M. Boggs, (2) fostering Independent Creative Thinking in Educable Mentally Retarded Children by Herbert Goldstein, (3) Influence of Changes in Education on the Mentally Retarded by Roselle Miller, (5) Emotional Disturbances by Ralph Branciale, (6) The Administration of a School Program for the Mentally Retarded by Kuhn Barnet, (7) Sheltered and Cooperative Program for the Mentally Retarded as a Guide to Independent Living by Arthur Bierman, and (8) Rehabilitation Problems of the Mentally Retarded by Herbert Kusamel. Seminars summarized are on federal legislation and realistic curriculum planning, newer concepts in mental retardation, and rehabilitation. The appendix lists 54 participants. The reference list includes 43 items. This document was published by the Catholic University of America Press, Washington, D.C. 20017. (DF)
To aid physicians and other specialists in diagnosing cases of mental retardation and in counseling parents, the book presents non-technical information, including recent advances. Thirty-two authorities contribute chapters in such areas as diagnosis, metabolism, nutrition, etiology, medical and surgical aspects, birth injuries, infections, genetics, hormones, medical treatment, and the child in society. Most chapters include summaries and references. Author and subject indexes are provided for the complete collection. This document was published by Charles C Thomas, Bannister House, 301-309 East Lawrence Avenue, Springfield, Illinois 62703, and is available for $32.75. (EB)

ABSTRACT 10362
EC 01 0362 ED 019 765
Publ. Date 25 Aug 65
Leland, Henry; Smith, Daniel B.
Play Therapy with Mentally Subnormal Children
EDRS not available
Descriptors: exceptional child services; mentally handicapped; behavior; play therapy; behavior theories; children; human development; intelligence; learning processes; methods; instructional materials; clinical diagnosis; evaluation techniques; psychotherapy; behavior change; social influences; personality
The use of play therapy with mentally subnormal children is explored, as it enables such children to realize their potentials and to interact more adequately with their environment. A consideration of general and theoretical problems and a conception of the development of man's essential qualities are presented. A generalized theory of play therapy is established and related to the learning process. Theoretical implications of play therapy appropriate for subnormal children are discussed. Techniques and procedures of play therapy are outlined. Descriptions are given of various methods which use combinations of structured or unstructured materials and structured or unstructured techniques. Techniques of diagnosis and evaluation employing play therapy are considered. Indication is made of the use of various types of play therapies in reference to the child's adaptive behavior, intelligence, and his relationship to his environment. Play therapy as related to other possible treatment modalities, diagnosis, and research is also discussed. References are provided. This document was published by Grune & Stratton, Inc., 381 Fourth Avenue, New York, New York 10010, and is available for $7.75. (MU)

ABSTRACT 10377
EC 01 0377 ED 015 590
Publ. Date 63
Johnson, G. Orville
Education for the Slow Learners. Prentice-Hall Psychology Series.
EDRS not available
Descriptors: exceptional child education; mentally handicapped; program planning; curriculum; slow learners; diagnostic tests; educational principles; grading; educational programs; elementary grades; grouping procedures; instructional programs; junior high school; students; language instruction; mathematics instruction; program development; reading instruction; report cards; secondary grades; characteristics; student placement; student promotion; educable mentally handicapped; curriculum planning; program administration
Designed to define, from an educational point of view, the problem posed by slow learners, this volume presents the clinical education approach as a tool in the planning of solutions relating to the fundamental problem of providing an appropriate school experience for the slow learner through curriculum planning. Part 1 focuses on the problem of the slow learner, including chapter discussions describing the problem, the characteristics, and diagnosis of slow learners. In part 2, topics related to school organization such as grouping for instruction, the necessary considerations at different levels of instruction from primary grades through high school are discussed. Part 3 concentrates on actual instructional material and subject matter for the slow learner at all levels. Part 4 treats reporting and general program principles including grading, promotion, school organization and program planning. Select instances follow each chapter. This document was published by Prentice-Hall, Inc., Englewood Cliffs, New Jersey, and is available for $8.95. (MU)

ABSTRACT 10380
EC 01 0380 ED 015 591
Publ. Date 64
Garton, Malinda Dean
Teaching the Educable Mentally Retarded, Practical Methods.
EDRS not available
Descriptors: exceptional child education; mentally handicapped; teaching methods; curriculum; educable mentally handicapped; units of study (subject fields); teaching guides; curriculum planning; educational objectives; educational principles; educational programs; elementary grades; group relations; instructional materials; secondary grades; sensory experience; student characteristics; teaching techniques
Addressed to problems related with teaching the educable mentally retarded, this volume contains non-technical information, sample lessons, and methods of teaching from the prereading stage to the previsuala stage. The contents which are directed to parents, teachers, and other workers discuss characteristics of the educable mentally retarded, objectives in education, curriculum suggestions, and methods for implementing the suggestions. Chapter 1 is devoted to objectives for the educable mentally retarded including purposes and promotion of a program and a discussion of motivation and mental health. Chapter 2, characteristics of the educable mentally retarded, discussion, etiology, history, and discovery of the child are discussed. Teaching techniques and general experiences are the topics of chapter 3 with reference to discipline and teacher-parent relationships. Chapters 4 and 5 contain an analysis of the curriculum, units of work at various levels, and related problems encountered by teachers and students. Chapters 6 through 13 deal with the presentation of various subject matter and sensory training to the educable retarded including writing, spelling, music, arts and crafts, arithmetic, and audio-visual training. A summary and references follow each chapter. This document was published by Charles C Thomas, Springfield, Illinois, and is available for $8.50. (MU)

ABSTRACT 10437
EC 01 0437 ED 013 506
Publ. Date 66
Jordan, Thomas E.
The Mentally Retarded.
EDRS not available
Descriptors: exceptional child education; mentally handicapped; family (sociological unit); language; mental retardation; psychological tests; medical treatment; residential schools; language handicaps; speech handicaps; diagnostic tests (education); case studies (education); etiology; psychotherapy; children; adolescents; adult genetics; prenatal influences; heredity; ironmineral influences; diseases; injuries; child development; behavior; tests; special programs
A guide to the basic concepts and issues in the field of mental retardation, this book explains the following sources of causes of mental retardation: (1) genetic or chemical disorder, (2) birth trauma, (3) subsequent accidents or disease, and (4) environmental influences. It is noted that most cases involve a combination of factors not easily ascertained. Developmental patterns that occur with various types of retardation and the many physical, personality, and behavioral characteristics associated with the condition are discussed. Various methods of intellectual, educational, and social evaluations are presented along with future possibilities for more effective diagnostic procedures. The many difficulties of family adjustment, methods of home care, and requirements for residential living are evaluated. Various programs and problems from elementary through the vocational level are considered. Cross referencing between chapters is provided and reference lists ranging from 53 to 173 items are included for each chapter. This document was published by Charles C. Merrill Books, Inc., Columbus, Ohio, and is available for $7.50. (RS)

ABSTRACT 10439
EC 01 0439 ED 019 775
Publ. Date 65
Best, Harry
Public Provision for the Mentally Retarded in the United States.
EDRS not available
Descriptors: exceptional child research; mentally handicapped; legislation; statistical surveys; statistical data; mental retardation; etiology; incidence; sex differences; age differences; racial differences; multiply handicapped; marital status; education; state legislation; institutions; admission criteria; day care programs; institutional facilities; boarding homes; sheltered workshops; federal programs; organizations (groups); changing attitudes; special schools; employment opportunities; court litigation

Written from the standpoint of the sociologist or social scientist, this book reports data obtained from statistical research on mental retardates. Its chief purpose is the scientific study of the mentally retarded and provisions made for them in the United States. Discussion of the general condition covers definitions, classification, etiology, trends, incidence, and proportions by sex, by age, by race and nativity, as well as presence of other defects, death rates, marital condition, and extent of schooling. Pertinent legislation and judicial decisions regarding mental defectives are outlined. Information on institutional provisions treats the following—history, conceptions, provisions by states, organization of institutions, admissions and separations, work, costs, county and city institutions, private benefits, day training centers, mentally retardates in hospitals for mentally ill, and private institutions. Some non-institutional provisions described are employment, sheltered workshops, colonies, paroles, private or foster homes, provision in one's own home, and public pension systems. A brief account of various organizations historically concerned with mental retardation is given. Conclusions are drawn about changing public attitudes and about work opportunities. Data appear tabulated in 16 appendices. A 34-page bibliography concludes the study. This document is available from the Tyco Shipping Service, Inc., 788 Bloomfield Avenue, Clifton, New Jersey 07012, for $10.00. (DF)

**ABSTRACT 10468**
EC 01 0468 ED 019 766
Publ. Date 65
The Mentally Retarded Child in the Classroom: The Psychological Foundations of Education Series.

EDRS not available

Descriptors: exceptional child education; mentally handicapped; curriculum; teaching methods; program planning; educable mentally handicapped; etiology; identification; individual characteristics; school services; school personnel; preschool programs; elementary programs; secondary education; parent responsibility; community responsibility; secondary grades; elementary grades

Background information is provided to enable teachers and others involved in the education of mentally retarded children to recognize and to meet effectively the children's needs. Eight topics are considered—(1) nature and causes, (2) identification, (3) services (personnel), (4) program planning, (5) preschool program, (6) elementary school program, (7) secondary school program, and (8) parent and community responsibility. References are cited for each topic. This document was published by the MacMillan Company, 866 Third Avenue, New York, New York 10022, and is available for $1.35. (DF)

**ABSTRACT 10494**
EC 01 0494 ED 019 779
Publ. Date 64
Tizard, J.
Community Services for the Mentally Handicapped.

EDRS not available

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

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

**ABSTRACT 10557**
EC 01 0557 ED 021 353
Publ. Date Aug 65
52p.
Computer Assisted Instruction for the Mentally Retarded.

EDRS not available

Descriptors: exceptional child education; mentally handicapped; programmed instruction; audioinstructional aids; computer assisted instruction; teaching machines; computers; teacher workshops; teachers; programing; programing problems; guidelines; teacher role

Computer Assisted Instruction (CAI) for the mentally retarded is described; the advantages of CAI (which generally follows the pattern of programmed instruction) are listed; and the roles of the teacher and the student are summarized. The coursewriter is explained, and its use as an experimental tool discussed. Guidelines are given covering objective and demonstration, liaison between instructors, CAI as a tool, the teacher and the computer, and the relationship between the teacher and the program. A synopsis is given of comments by teachers enrolled in the CAI workshop. Samples are provided of three problems involved in computer instruction: analyzing a beginning balance sheet, the electric circuit, and calculating and estimating paper costs. Sample coursewriter sheets, two figures, and a list of teachers participating in the workshop are included. (BW)
Descriptors: exceptional child education; mentally handicapped; recreation; program planning; family (sociological unit); activities; group activities; adolescents; young adults; music; games; recreational programs; hobbies; handicrafts; community involvement; social development

Intended for recreational leaders, classroom teachers, volunteers, and parents, the text presents guidelines for planning and conducting activities for mentally retarded youth and young adults. Consideration of understanding the maturing retardate and his social needs includes different kinds of beneficial social experiences, the maturing retardate, establishing purposes and goals for organized recreation, and areas of development. Discussion of an organized program treats the roles of director, parent, and volunteer; the program structure; flexibility and growth. Also presented are the following: group activities such as music, games, and parties; special interests in sports, handcraft, nature and hobbies, and homemaking hobbies; and family centered activities in the community and at home. Supplementary materials listed are 17 periodical articles, 35 books and pamphlets, and 15 sources of continuing information.

Descriptors: exceptional child services; mentally handicapped; special health problems; emotionally disturbed; psychosomatic diseases; psychopathology; psychophysiology; emotional adjustment; etiology; mental retardation; genetics; clinical diagnosis; psychotherapy; psychiatry; medical case histories; medical treatment

The reciprocal relationship between the child's emotional state and physiological disturbances is explored, and the effect of emotional disturbance on varieties of mental retardation or on obvious brain damage resulting from genetic metabolic disorders is assessed. Psychosomatic disorders of childhood are discussed in six papers on genetic considerations and six on diagnosis and treatment. Six articles review mental retardation of various etiology; and four present case studies. Each paper provides a list of references.

Descriptors: exceptional child services; mentally handicapped; special health problems; emotionally disturbed; psychosomatic diseases; psychopathology; psychophysiology; emotional adjustment; etiology; mental retardation; genetics; clinical diagnosis; psychotherapy; psychiatry; medical case histories; medical treatment

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The reciprocal relationship between the child's emotional state and physiological disturbances is explored, and the effect of emotional disturbance on varieties of mental retardation or on obvious brain damage resulting from genetic metabolic disorders is assessed. Psychosomatic disorders of childhood are discussed in six papers on genetic considerations and six on diagnosis and treatment. Six articles review mental retardation of various etiology; and four present case studies. Each paper provides a list of references.
Play Activities for the Retarded Child; How to Help Him Grow and Learn through Music, Games, Handicraft and Other Play Activities.

Descriptors: exceptional child education; recreation; mentally handicapped; art activities; music activities; recreational activities; dramatic play; art materials; children's games; choral speaking; classroom games; dance; educable mentally handicapped; games; handicrafts; instrumentation; painting; play-ground activities; singing; trainable mentally handicapped; music; art

Activities suitable for mentally retarded children of less than 6 years in mental age are described in detail. The need to play and goals for play are discussed. Chapters consider informal and imaginative play, follow the leader, choral speaking, table work and games, handicrafts, music, and miscellaneous games. A list of 32 books and pamphlets of project ideas and background information on retardation is included. (JW)

ABSTRACT 10738
EC 01 0738 ED N.A. 308p.
Faber, Nancy, ed.
The Retarded Child.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; mental retardation; early childhood education; clinical diagnosis; prognostic tests; special services; vocational training centers; sheltered workshops; international organizations; family attitudes; family relationships; institutions; instructional aids; special programs; residential schools; National Association for Retarded Children; NARC

The challenge of mental retardation is presented, and visits to both programs and parents in the following countries are reviewed: Hawaii, Japan, Taiwan, Hong Kong, Thailand, Israel, Turkey, Greece, Italy, Switzerland, Denmark, England, and Portugal. The help that the National Association for Retarded Children can give parents and the impact of retardation on the family are discussed. The nature of retardation and the importance of the preschool or early years are considered, as are diagnosis, prognosis, and services for the retarded. The following are also treated: workshops and training centers, institutions, halfway houses and hostel living, new programs and schools, institutes for achievement of human potential, and the talking typewriter. Lists are provided of 100 references and of programs for retarded, trainable, and older day care trainable children. An index provides information on 10 New York state schools. (UD)

ABSTRACT 10789
EC 01 0789 ED 025 868
Publ. Date 67 43p.
Scouting for the Mentally Retarded.
Boy Scouts Of America, New Brunswick, New Jersey
EDRS not available

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

The handbook for leaders discusses ways in which scouting helps and how the unit serves the boys. Advancement, rank, and the boys are discussed; boy scout tests (tenderfoot and second class interpretation for mentally retarded boys), group activities, and a sample ceremony are detailed. Listings are given of membership provisions, helps for leaders, 20 scout publications, and 23 references. (LE)

ABSTRACT 10801
EC 01 0801 ED 025 077
Publ. Date Oct 68 72p.
Reporting Pupil Progress in Special Classes for the Mentally Retarded.
Special Education Curriculum Development Center;
An Inservice Training Program.
Iowa State Department Of Public Instruction, Des Moines; Iowa University, Iowa City, Special Education Curriculum Development Center
Office Of Education (DHEW), Washington, D. C.
EDRS mt/nc OEG-3-7-00283-0499 BR-6-2983

Descriptors: exceptional child education; mentally handicapped; achieve- ment; administration; educable mentally handicapped; home visits; special classes; parent school relationship; teacher conferences; report cards; academic achievement; student evaluation; evaluation criteria; guidelines; statistical surveys

An attempt to improve procedures for reporting the progress of mentally handicapped children in special classes, the guidelines state considerations related to the intent and design of report cards and describe a survey of 188 report cards used in special classes. Four sample report cards are included, which are designed to cover identification information, academic progress, personal and social progress, and subjective information. Parent-teacher conferences are discussed in terms of preparing for and conducting the conference. The purposes, problems, and evaluation of home visits are considered. (RP)

ABSTRACT 10810
EC 01 0810 ED 025 878
Publ. Date 68 314p.
Love, Harold D.
Teaching the Educuable Mentally Retarded.
EDRS not available
McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704.

Descriptors: exceptional child education; mentally handicapped; curriculum; tests; sensory training; units of study (subject fields); vocational education; psychological evaluation; educable mentally handicapped; teacher qualifications; perceptual motor coordination; parent attitudes; work study programs; teaching methods; research reviews (publications); social development; Itard; Seguin; Montessori

The text discusses the behavior, evaluation, and education of mentally retarded children. Harold D. Love presents an overview of the retarded, a description of intelligence and personality tests, and a historical survey of retardation; Virginia Cantrell reviews the educational philosophies and methods of Itard, Seguin, and Montessori. Shirley K. Henderson, Loretta Holder, and Mary K. Storyard discuss curricular approaches emphasizing the integrated life experience, and curriculum and methodology for teaching reading, writing, spelling, arithmetic, physical education, and art. Also included are Love's paper on parental attitudes toward their retarded children and Philip C. Chin's on
high school work-study programs for the educable retarded. (LE)

**ABSTRACT 10813**
EC 01 0813  ED 025 881
Publ. Date 68  267p.
Kat, Elias
The Retarded Adult in the Community
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illi-

nois 62703 ($10.75).

Descriptors: exceptional child services; mentally handicapped; adult education; community programs; vocational reha-

bilitation; parent counseling; case records; vocational adjustment; behavior problems; curriculum diagnosis; individual needs; job training; sheltered workshops; evaluation; adjustment to environment; personal adjustment; social adjustment.

The discussion of a series of questions with case illustrations delineates the problems and possibilities of helping retarded adults become valuable, productive members of society. Among topics considered are: school definition of retarded adults in the community, the need for concern, and community evaluation and needs of the retarded adult. Also discussed are the way in which the general and vocational needs of retarded adults of different levels of ability may be met, and the availability of parent counsel-

sing. Principles and services underlying an effective community program are enunciated, and attention is directed to six illustrative community approaches to program planning and to current trends and ideas for further program development. An appendix presents an array of direct services for the retarded and a report of an on-the-job training project; each chapter includes a series of questions for discussion and its own list of pertinent references. (DF)

**ABSTRACT 10931**
EC 01 0931  ED 026 775
Publ. Date 68  262p.
Jervis, George A., Ed.
Expanding Concepts in Mental Retarda-


Joseph P. Kennedy, Jr., Foundation, Washington, D. C.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illi-

nois 62703.

Descriptors: exceptional child research; mentally handicapped; family (sociolog-

ical unit); disadvantaged youth; health; minority group children; socioeconomic influences; cultural differences; cultural disadvantagement; illiteracy; migrant children; Latin American culture; Mexi-

can Americans; Anglo Americans; Ne-

gro culture; ethnic groups; migrant health services; migrant problems; mi-

nority groups; Texas.

Citing relevant studies and providing statistical data in 29 figures and 28 tables in the text and 15 appended tables, the report describes the charac-

teristics of Texas' three major ethnic groups, Anglos, Latin Americans, and Negroes; discusses mental retardation in relation to socio-cultural factors, depre-

viation, health factors, education and illiteracy, and migrant; and considers the characteristics of residential school enrollment. One bibliography cites 70 items, a second annotates 32 items. Guide questions for Negro and Latin American migrant labor. Guide questions for Negro and Latin American group meetings and excerpts from the Texas migrant health project are includ-

ed. (JD)

**ABSTRACT 11195**
EC 01 1195  ED 027 684
Publ. Date 69  483p.
Sarason, Seymour B.; Doris, John
Psychological Problems in Mental De-

ficiency.

EDRS not available

Descriptors: exceptional child research; mentally handicapped; identification; etiology; institutional environment; case records; research reviews (publications); disadvantaged youth; educational programs; family (sociological unit); intel-

ligence tests; clinical diagnosis; mongol-

ism; heredity; minimally brain injured; autism; social attitudes; environmental influences; biological sciences; followup studies

stations, which were part of a broader core curriculum stressing work experi-

ences, family living, and community living, are described and the results of the exploratory program, which enrolled 14 students in the fall and spring semes-

 ters, are presented in the form of a curriculum and teaching guide. The gen-

eral readiness unit focuses on under-

standing the handicap. The five learning stations considered are two public util-

ities (the gas and electric company and the telephone company), a department store, the employment office, and the post office. In addition, eight miscella-

neous learning stations that developed from classroom activities are mentioned. For each unit, steps are detailed in terms of possible experiences, examples of materials, principles and suggested learnings, setting, and procedure. Also, a section of frequently used lessons gives information on how to do things for both students and teachers. The bibliogra-

phy cites 34 entries and the appendix contains examples of study guides and pretest questions. (AP)

**ABSTRACT 10568**
EC 01 0896  ED 003 084
Publ. Date Sep 65  222p.
Hudson, Margaret
A Pilot Study of the Effectiveness of the Rehabilitation and Utilizing Community Learning-Stations for Educable Mentally Retarded Youth.
Santa Cruz City Schools, California Office Of Education (DHEW), Washing-

ton, D. C., Division Of Handicapped Children And Youth
EDRS m/hc

Descriptors: exceptional child educa-

tion; mentally handicapped; curriculum; teaching methods; educable mentally handicapped; community resources; learning experience; instructional trips; field trips; learning activities; community involvement; school community cooperation; lesson plans; high school students

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

ABSTRACT 11379
EC 01 1379
ED N.A.
Pub. Date 68 167p.
Holt, K. S.; Ed.; Coffey, V. P., Ed.
EDRS not available
Williams and Wilkins Company, Baltimore, Maryland 21202 (54.75).

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

Eleven articles are presented concerning inborn errors of metabolism. The role of pteridines in metabolic disorders, maternal phenylketonuria and brain damage in the fetus, early detection and prevention of metabolic errors, EEG findings in patients with phenylketonuria and other disorders, and inborn errors affecting cerebral electrogenesis are discussed. Also considered are disaccharide and monosaccharide intertollerances, galactokinasenase deficiency, histochemistry of the intrinsic nerves of the rectum and colon, and biochemical and clinical aspects of gargoylism. A list of exhibits on muscular dystrophy and aminoaciduria is included. (LE)

ABSTRACT 11407
EC 01 1407
ED N.A.
Pub. Date 66 171p.
Dresser, Maurice H. And Others
International League Of Societies For The Mentally Handicapped, Brussels, Belgium
EDRS not available
Ligue Internationale Des Associations D'Aide Aux Handicapes Mentaux, 12, Rue Foretiers, Bruxelles 5, Belgium.
Descriptors: exceptional child education; mentally handicapped; family (sociological unit); mental retardation; parent counseling; family life; family problems; boarding homes; self concepts; religious factors; child development; counseling; social services; day care services; institutions; financial support; community attitudes; changing attitudes; public opinion; family relationship

Fourteen papers in English, French, or German, each with a summary in all three languages, consider mental retardation and family stress. Papers on the following are provided: breaking the news, developmental stresses on families of the mentally handicapped, problems of the retarded when their parents age, and members of the retarded person toward himself. Also considered are respect for life, spiritual welfare, counseling, social provision, financial help, public acceptance of the mentally retarded, the role of parents, and research and the future. A conference introduction, summary, and conclusion are included. (JD)

ABSTRACT 11491
EC 01 1491 ED N.A.
Publ. Date 66 463p.
Philips, Irving, Ed.; Esser, Mary Ann, Ed.

Prevention and Treatment of Mental Retardation.
EDRS not available

Descriptors: exceptional child services; mentally handicapped; environmental influences; prevention; clinical diagnosis; vocational rehabilitation; emotional problems; family relationship; family counseling; preschool programs; genetics; identification; community services; psychomotor; medical treatment; legal problems; residential care; neurology; educational programs; etiology

A collection of 25 articles on mental retardation focus on aspects of clinical care. Treated under diagnosis are an historical view, current concepts and implications, neuropathology, clinical neurology, early detection, and school age identification. Considerations of emotional impact are the affect on family members, developmental difficulties, and emotional problems. Recent progress, sociology's impact, genetics and eugenics are discussed in prevention; also discussed is comprehensive care including medical treatment, psychopharmacology, preschool programs, school programs, consultation and special education, vocational rehabilitation, the role in the adult community, and residential care. Theoretical problems and implications, new program concepts, community services, legal aspects, and future implications are mentioned as community aspects. (RD)

ABSTRACT 11511
EC 01 1511 ED 029 409
Publ. Date 67 314p.
Edinsonson, Barbara And Others

Social Perceptual Training for Community Living: Pre-Vocational Units for Retarded Youth.
Kansas University Medical Center, Kansas City

Vocational Rehabilitation Administration (DHEW), Washington, D.C.
EDRS mf,he

Descriptors: exceptional child education; mentally handicapped; instruction; materials; curriculum; role perception; educational methods; handicapped; pre-vocational education; interpersonal competence; social adjustment; lesson plans; adolescents; learning motivation; teaching methods; consumer education

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

ABSTRACT 11514
EC 01 1514 ED 029 413
Publ. Date 68 144p.
Canner, Norma

And a Time to Dance.
EDRS not available
Beacon Press, 25 Beacon Street, Boston, Massachusetts 02108 ($5.95).

Descriptors: exceptional child education; mentally handicapped; creative activities; teaching methods; physical activities; music activities; dance; photographs; creative expression; preschool programs; history; image; teacher role; perceptual motor activities; 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 parts, locomotor movements, activities with second, instruments, and other materials, and rest period objectives and procedures. A discussion of teachers' workshops is included. (LE)

ABSTRACT 11598
EC 01 1598 ED N.A.
Publ. Date Apr 69 5p.
Junkala, John

Film Production with the Mentally Retarded.
EDRS not available

Education And Training Of The Mentally Retarded; V4 N2 P75-9 Apr 1969

Descriptors: exceptional child education; film production; mentally handicapped; teaching methods; audiovisual aids; student motivation

Making 8 millimeter movies with mentally retarded students is a highly motivating and relatively inexpensive activity which provides unparalleled opportunities for the teaching and reinforcement of almost any set of skills and concepts. Specific examples of the successful use of film making to help a class become more cohesive, to enhance the study of a topic, and to tie a unit together are presented. The steps taken in filming a movie on outer space are outlined. (Author/RI)

ABSTRACT 11669
EC 01 1669 ED 030 228
Publ. Date 10 Jan 69 428p.
Kugel, Robert B., Ed.; Wolfensberger, Wolf, Ed.

Changing Patterns in Residential Services for the Mentally Retarded: A President's Committee on Mental Retardation Monograph.
President's Committee On Mental Retardation, Washington, D. C.
EDRS mf,he

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

Facts about public residential facilities for the mentally retarded in the United States introduce the following subjects: personal reactions by an American and by a Scandinavian visitor to typical state institutions for the retarded; the history of U.S. institutions and the theoretical constructs of role and role perception; service concepts which have been successful or feasible innovations including proposals for the improvement of institutions, a presentation of the normalization theoretical construct underlying much of the Scandinavian legal and service structure, continuum of services for the institutionalized retarded, and small, special service residential facilities, and four model service programs located in the urban-metropolitan area of Copenhagen, the rural geographical area of Malmöhus County in Sweden, the urban-rural area of Essex County in England (with emphasis on development of residen- tial services for severely retarded children and vocational services for retarded adults), and in the state of Connecticut. Proposals of new solutions considered are the importance of viewing residential facilities as human service settings, and a human service system based on a cost-benefit rationale. Also considered are a translation of theoretical notions into concrete proposals and a judgment of these proposals as to their feasibility and priority. (LE)
ABSTRACT 11814
EC 01 1814 ED N.A. Publ. Date 31 Jul 67 Mental Retardation Report. Number 67-9. Foster Grandparent Program. A Progress Report. Secretary’s Committee On Mental Retardation, (DHEW), Washington, D. C. EDRS not available U. S. Department Of Health, Education, And Welfare, Secretary’s Committee On Mental Retardation, Washington, D. C. 20201. Descriptors: exceptional child services; older adults; mentally handicapped; low income; disadvantaged youth; program evaluation; program costs; nonprofessional personnel; Foster Grandparent Program The Foster Grandparent Program, designed to help both the aged poor and the retarded child, is described. The administration of the program, problems of older persons, and services to children are reviewed, including those in New Haven, Connecticut, and Charleston, South Carolina; the evaluation of the program as a whole is summarized. (JD)

ABSTRACT 11865
EC 01 1885 ED N.A. Publ. Date 67 15p. We Are Concerned: Three Youth Programs in Mental Retardation as Told by the Young People Who Got Involved. Social And Rehabilitation Service (DHEW), Washington, D. C., Division Of Mental Retardation EDRS not available Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.20). Descriptors: exceptional child services; mentally handicapped; student volunteers; recruitment; organizations (groups); youth programs; youth agencies; federal programs; state programs; innovation; South Carolina Youth Task Force; YTF; Student Work Experience And Training; SWEAT; Teens Aid The Retarded Three programs which utilize the efforts of teenagers, the South Carolina Youth Task Force, (YTF), Student Work Experience And Training (SWEAT), and Teens Aid The Retarded (TARS) are presented through a description of their origin, structure, and services. Additional information about each program is provided in articles written by program participants who relate their experiences and impressions. (RD)

ABSTRACT 11951
EC 01 1951 ED N.A. Publ. Date 66 12p. Abbott, Burton; Kaplan, Fred Christmas in Purgatory: A Photographic Essay on Mental Retardation. EDRS not available Allyn Aead Bacon, Inc., 150 Tremont Street, Boston, Massachusetts 02111. Descriptors: exceptional child services; mentally handicapped; institutional environment; institutional facilities; institutions; institutionalized persons; photographs; residential programs; residential care; residential centers Four large, overcrowded, understaffed, and unnamed residential institutions for the mentally retarded in four eastern states are contrasted in a photographic essay with Seaside, a State of Connecticut Regional Center for the Mentally Retarded. Photographs form the major portion of the report, and illustrate the lack of adequate facilities and the treatment of inmates. The photographs of Seaside (250 residents, over 100 staff) picture a unique approach to the institutionalized retarded. Patients are shown playing, learning, and contributing as adults through their work. Page-long introductions at the beginning of each section and literary quotations along with the photographs present both additional information and viewpoints. Recommendations for improvement of state, institutional programs and facilities are listed, with the primary needs of reduction of institutional population and doubling of per capital expenditures. (SB)

ABSTRACT 11966
EC 01 1966 ED 030 999 Publ. Date 68 76p. Ventura, Martha J. And Others Suggested Basic Materials for Educable Mentally Retarded Children. Ohio State Department Of Education, Columbus. Division Of Special Education EDRS mf,he Descriptors: exceptional child education; mentally handicapped; instructional materials; curriculum; audiovisual aids; educable mentally handicapped; elementary grades; secondary grades; language arts; mathematics materials; science materials; social studies; books; educational equipment Printed materials, classroom equipment, and audiovisual resources are listed for language arts, arithmetic, social studies, and science for the primary, intermediate, junior high, and senior high levels. Publishers' addresses and descriptions of the materials are given; also included are lists of professional books, bulletins, and curriculum guides. (MS)

ABSTRACT 11973
EC 01 1973 ED 031 005 Publ. Date Apr 69 104p. Developing Appropriate Seatwork for the Mentally Retarded. Iowa State Department Of Public Instruction, Des Moines; Iowa University, Iowa City, Special Education Curriculum Development Center Office Of Education (DHEW), Washington, D. C. EDRS mf,he OEG-3-7-00283-0499 BR-6-2883. Descriptors: exceptional child education; mentally handicapped; teaching methods; instructional materials; teacher developed materials; classroom materials; selection; evaluation techniques; material development; independent study Meaningful and challenging seatwork, different kinds of work, minimum teacher preparation time, writing and explaining directions, evaluating seatwork, and organization and management are discussed. Preparatory steps for planning seatwork activities are described which consider identifying information, specification of major skills, objectives, description of activities, listing of materials needed, directions to students, and checking work. Suggested form for planning and sample seatwork activities are also presented. (LE)
The following articles on mental retardation are provided: translating research findings into classroom activity; camping programs; a measurement device for educable mentally retarded adolescents on their self-concept as a worker; an investigation of the Doman-Delacato Theory in a training program in the public schools; and problems of sex education for educable mental retardates. Abstracts of articles treat these topics: camping; using sight, sound, and symbol development learning abilities; a rehabilitative cultural design for moderately retarded adolescent girls; remediation of psycholinguistic disabilities; milieux therapy for parents; developing teacher made instructional materials; language development instructional aids in the trainable program; centralized facilities; a program for public school integration; audiovisual instruction techniques; good practice conference for teachers; segregation; and parent and teacher communication. (WW)

**Abstract 20329**

Responsive Environments Corporation, Englewood Cliffs, New Jersey  EDRS not available
Responsive Environments Corporation, Englewood Cliffs, New Jersey 07632.

Descriptors: Exceptional child education, teaching methods, audiovisual aids, educational technology, programed instruction, typewriting, autism, mentally handicapped, reading instruction, creative (taught), learning activities; EDN.A.: Responsive Environments

A meeting of educators utilizing Responsive Environment Learning Centers includes speeches and discussions on Englewood Cliffs, New Jersey 07632. Descriptors: Topical: Topics treated are the following: a panel program on beginning and remedial language arts; ERE as a research instrument in programing; the relationship of ERE to the education profession; the response of teenagers to remedial arts; the role of the social aid agency in ERE programs; and project implementation. A speech by Marshall McLuhan focuses on the human sense, the environment, and technological change. Exceptional learners, a panel discussion, and these subjects are also presented: childhood autism, adaptation of the phonovisual method for the ERE, use of the ERE in England, use of the ERE with the retarded, future plans, comments on psychological development by J. McVicker Hunt, and closing remarks. (RJ)

**Abstract 20330**
EC 02 0330  ED N.A.  Pub. Date 64  26p.

National Association For Retarded Children, Inc., New York, New York  EDRS not available

National Association For Retarded Children, 420 Lexington Avenue, New York, New York 10017. ($0.50).

Descriptors: Exceptional child services; day care centers; mentally handicapped; historical reviews; program planning; personnel; administration; facility requirements; transportation

The historical development of day care centers, the development of the National Association for Retarded Children's services, and the need for day care centers are supplied as background material. Day care centers are ascribed two objectives: to facilitate the adjustment of the child in his own home and to provide a developmental program for the child while he is at the center. Day care centers for retarded children are organized into three basic designs: a community program designed to provide care for retarded children and assistance for their parents, a program of preschool activity designed to help prepare retarded children for entrance into public school classes, or a center providing care after school hours for children who attend day classes. In order to fulfill these functions, the services of education, health, and social work specialists are required. Included are considerations for day care center programs, for administration and personnel, and for buildings and equipment, and sources of additional information. Forty-two references are listed. (Author)

**Abstract 20809**
EC 02 0609  ED N.A.  Pub. Date 64  155p.

Egg, Maria  When a Child is Different: A Basic Guide for Parents and Friends of Mentally Retarded Children.
EDRS not available

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

The author describes the various emotions which many parents of retarded children experience as they discover and try to accept their child's condition. Suggestions are provided for improving the retarded child's interaction and acceptance in relationships with parents, sisters, brothers, relatives, neighbors, and strangers. Specific guidelines are presented for parents in the selection and instruction of good habits and special training to facilitate the improvement of the child's overall behavior and social ability. Techniques for parental training include the ability areas of walking, speech, eating, drinking, table manners, undressing and dressing, cleanliness, and toilet training. Services to assist parents are also suggested. (RD)

**Abstract 20671**
EC 02 0671  ED N.A.  Pub. Date Dec 53  152p.

Mental Retardation: A Family Crisis, The Therapeutic Role of the Physician.
Group For The Advancement Of Psychiatry, New York, New York  EDRS not available


Descriptors: Exceptional child services, mentally handicapped, family (sociological unit), adjustment (to environment); parental counseling; physicians; counselor acceptance; emotional adjustment; family problems

Discussed in the text are the parents' emotional reactions to mental retardation, the physician's own reaction and his role in helping the parents to accept the diagnosis, and the child's emotional needs. Levels of retardation are defined. Appendices include classifications, an 18-item reading list for physicians, and a 14-item reading list for parents. (LE)

**Abstract 20806**
EC 02 0806  ED N.A.  Pub. Date 58  216p.

Kirk, Samuel A.  Early Education of the Mentally Retarded.
EDRS not available
University Of Illinois Press, Urbana, Illinois 61801 ($6.00).

Descriptors: Exceptional child research; mentally handicapped, preschool children; environmental influences; educable mentally handicapped, foster family; preschool programs; disadvantaged youth; educational development; social development; case studies (education); institutionalized (persons);
early childhood education; family influence; evaluation techniques; family background

To provide factual data for or against the general contention that special educational provisions at a young age can alter the rate of development of mentally retarded children, 81 children between the ages of 3 and 6, with IQ's between 45 and 80, were studied for 3 to 5 years. The children were divided into four groups: the community preschool group; community contrast (did not attend preschool) group; institutional preschool group; and institutional contrast (did not attend preschool) group. Case studies of the experimental children and statistical comparisons of the preschool and contrast groups indicated that 70% of the children who received preschoo1 training showed an acceleration in the rates of growth and retained that level during the follow up period. The over all IQ and Social Quotient (SQ) increases of the preschool groups beyond those of the contrast groups on the Binet, Kuhlmann, and Vineland Scales were all significant beyond the .05 level. Children living in psycho-socially deprived homes who did not attend preschool tended to remain at the same rate of development or to drop to lower levels. Both community and institutional preschool groups increased about 10 points in IQ and SQ during the preschool period. The community contrast group children generally retained their original IQ's and SQ's but the IQ and SQ of the institutional contrast group tended to drop during the preschool period. Case histories are included. (LE)

ABSTRACT 20810
EC 02 0810 ED 032 673 Pub Date 67 86p.
American Association for Health, Physical Education And Recreation, Washington, D. C., School Health Division; Sex Information And Education Council Of The United States, New York, New York.
EDRS mf,hc
Director, Project On Recreation And Fitness For The Mentally Retarded, AAHPER, 1201 16th Street, N. W., Washington, D. C. 20036.

Descriptors: exceptional child education; mentally handicapped; sex education; curriculum guides; instructional materials; program planning; body image; sex characteristics; sexual role; relationship; social relations; dating (social); social responsibility; peer relationship; child care; pregnancy; marriage; audiovisual aids; books

A rationale for sex education introduces a curriculum guide which includes suggested steps for developing programs with the retarded and which is organized into units to direct, sample activities, and resource material. Expanded in outline form are these topics: awareness of self, physical changes and understanding of self, peer relationships, and responsibilities to society. The resource section lists printed materials, audiovisual aids, and packets, indicates their pertinence to one or more of the topics, and gives the level of difficulty. A form for evaluating the publication is included. (RJ)

ABSTRACT 20846
EC 02 0846 ED 019 798 Pub Date 67 69p.
Allen, Robert M.; Allen, Sue P.
EDRS not available Western Psychological Services, Box 775, Beverly Hills, California 90213.

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

Designed for the psychologist, the handbook describes instruments commonly used for intellectual evaluation of children suspected of being mentally retarded. Information is given concerning definitions, identification, and characteristics of mental retardation, test selection, and the test situation. Tests described and discussed include standardized tests (the revised Stanford-Binet Intelligence Scale, Form I-M 1960, the Wechsler Adult Intelligence Scale, and the Wechsler Intelligence Scale for Children), tests for preschoolers (the Cattell Infant Intelligence Scale, the Minnesota Preschool Scale, the Merrill-Palmer Scale of Mental Tests, and the Arthur Point Scale of Performance Tests), and picture vocabulary tests (Children's Picture Information Test, the Van Alstyne Picture Vocabulary Test, the Full-Range Picture Vocabulary Test, and the Picture Test of Intelligence). Also treated are formboards (the Seguin Formboard, the Portable Maze Test, and the Progressive Matrices), drawing tests (the Bender Gestalt Test and the Goodenough-Harris Drawing Test), nonverbal intelligence tests (the Columbia Mental Maturity Scale and the Stanford International Performance Scale), and psychometric or paper and pencil tests of intelligence (the Revised Beta Examination, the Chicago Non-Verbal Intelligence, and the Thorndike-Longen test Intelligence Test). The Frostig Developmental Test of Visual Perception, the Illinois Test of Psycholinguistic Abilities, and the Haptic Intelligence Scale for the Blind are reviewed. Third person tests (the responses to which come from informants) considered are the Gesell Preliminary Behavior Inventory, the Caz-Levine Social Competency Scale, the Vineland Social Maturity Scale, and the Slosson Intelligence Test. A final chapter considers the psychologist's report and stresses its importance. Examples, record forms, and profiles from several tests are included. The bibliography contains 115 references. (DF)

ABSTRACT 20847
EC 02 0847 ED 017 117 Pub Date 65 192p.
Charney, Leon; Lacrosse, Edward
The Teacher of the Mentally Retarded.

Descriptors: exceptional child education; professional education; personnel; mentally handicapped; career opportunities; classroom environment; college programs; educable mentally handicapped; educational programs; financial support; home visits; parent attitudes; professional training; program descriptions; special programs; student teacher relationship; teacher certification; teacher recruitment; trainable mentally handicapped; teacher education

Intended for prospective teachers of mentally retarded children, the text describes the following: the mentally retarded child as he appears to the teacher; a typical day in the classroom and the problems which confront the teacher of mentally retarded children; the teacher's visits to the homes of some of his students and the parental reactions to her visits; and the teacher of the mentally retarded as a professional person. Information is also provided on program organization for educable and trainable retardates, teacher certification requirements in the 50 states, and financial assistance available to persons receiving professional training. A bibliography cites six references. (MU)

ABSTRACT 20858
EC 02 0858 ED 028 553 Pub Date 67 192p.
Dental Health for the Handicapped.

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

Guidelines to aid attendants to maintain good dental health among institutionalized mentally retarded persons are presented. Aspects considered include reasons for taking care of the mouth and teeth of the mentally handicapped, and hygiene programs for each individual. A program of oral hygiene is described for each group. Oral hygiene programs now existing in group living settings and methods of resistance to the oral hygiene program are discussed. Appendices list sources for additional readings and materials, and present study questions with their answers. (LE)
ABSTRACT 20874
EC 02 0874 ED 028 570
Nutrition and Intellectual Growth in Children.
Association For Childhood Education International, Washington, D.C.
EDRS not available
BULL-25-A

Descriptors: exceptional child research; disadvantaged youth; nutrition; child development; intellectual development; educational needs; health; food; economic disadvantage; incidence; disfigurement; poverty programs; foreign countries; school programs; federal aid; government role; biochemistry; infants; dietetics; mothers; mentally handicapped; mental retardation

A consideration of nutrition and intellectual growth opens with a glossary of 12 terms and two reports on hunger in America, one by J.L. Frost and B.L. Payne, the other by the Citizens' Board of Inquiry into Hunger and Malnutrition. Included are articles on nutrition and intellectual development in children, by M. Winick; maternal diet, growth, and behavior, by M. Simonson and B.F. Chow; international nutrition and later learning, by M.C. Latham; and medical care of children in Poland, as told to H.T. Suchara. Also, D. Rosenberg and F.J. Stare discuss nutritional prospects for the future; M.L. Cronon describes the role of the school in providing for nutrition; and M.J. Brennan treats evaluation, resources, and education. (JD)

ABSTRACT 20903
EC 02 0903 ED 020 589
Publ. Date Aug 67 129p.
Clark, Gary M.
A Study of the Effects of Two Experimental Curriculum Units on the Social Perception and Occupational Readiness of Educable Mentally Retarded Adolescents.
George Peabody College For Teachers, Nashville, Tennessee
EDRS mhc
OEG-2-7-068962-2370 BR-6-8926

Descriptors: exceptional child research; mentally handicapped; perception; behavior; curriculum; adjustment (to environment); educable mentally handicapped; adolescents; experimental curriculum; interpersonal competence; curriculum; prevocational education; behavior change; personality; behavior rating scales; test results; social maturity; visual perception; self concept; sex differences; social relations; social adjustment

The major purpose of the study was a trial and evaluation of an experimental curriculum unit designed to provide a structural program in social perception and behavior for educable mentally retarded adolescents. The program was devised in the form of sequential simulations or illustrations leading to skills in perceiving which cues are relevant, inferring from these what is occurring, and determining what social responses would be most appropriate. The 56 subjects were selected from young adolescents (ages 13 to 16) enrolled in six special classes from three schools and were randomly assigned either to an experimental or to a placebo group. The experimental group's treatment consisted of 48 1-hour lessons from the experimental curriculum (Perceptual Training for Community Living-A Pre-vocational Unit for Retarded Ynads, the 1965 revision by E.C. Sondor, Leach, and Leland). The control group followed a conventional special education curriculum with selected elements of the environment manipulated. Pretest and posttest measures were taken on the following instruments: Vineland Social Maturity Scale, Furtun's Test of Occupational Readiness, Test of Social Inference, Bown Self-Report Inventory, and Behavior Rating Scale. Results were also obtained on teacher and pupil evaluations and weekly unit tests. The experimental variables of curricula, schools, and time were analyzed in terms of the dependent variables (measures of social behavior). Analyses indicated no significant difference between the experimental and the placebo groups following the treatment period. It was found, however, that female pupils performed significantly better (beyond the .025 level) than male pupils on four of the seven measures. The relationship between achievement on weekly unit tests and scores on two posttest measures was significant beyond the .05 level. Teacher and pupil evaluations indicated general approval. One figure and 24 tables provide data, and a bibliography lists 98 items. Appendices include material on the tests and rating forms, lesson plans and guidelines, teacher personnel data, identifying data and scores on all subjects, teacher evaluation of the social perception training unit, and analysis of variance and covariance summary tables. (TM)
Factors and general characteristics. A presentation of diagnostic methods leads into discussion of the problem of medical- dental management and as-sessional management of the retarded child. Specific diagnosis of communication disorders, and management of and therapy procedures for communication disorders are discussed and include the following suggestions for assistance: individual attention in speech programs; social group situations; and the establishment of socially useful goals in communication skills. Also provided are notes on future trends in the field. (JM)

ABSTRACT 20985

Descriptors: exceptional child education; physically handicapped; mentally handicapped; psychologically handicapped; cooperative programs; program planning; community facilities; a volunteer program in a residential setting; community recreation; arts and crafts with the handicapped; handicapped; program planning; cooperative programs; Texas

The following guidelines for establishing cooperative school programs are presented: investigating local needs, informing the public, selecting the coordinator, conferring with the counselor, explaining the program to school personnel, informing and involving parents, surveying on-campus and off-campus training, and establishing the evaluation committee and the responsibility of school personnel. The characteristics and job description of the vocational adjustment coordinator are discussed along with his duties of supervising job training and placement and of utilizing community resources. His responsibilities in the classroom, in counseling, in record keeping, and in suggested activities throughout the year are considered. The duties of the vocational rehabilitation counselor are also listed. A revised state rehabilitation program involving the administrative organization and purpose is described. Appendixes include state and local agencies to be investigated, national agencies which provide information, suggested curriculum materials, graduation requirements, and professional organizations; sample forms are provided. (JM)

ABSTRACT 20989

Bureau Of Publications, Teachers College, Columbia University, 525 West 120th Street, New York, New York 10027

Descriptors: exceptional child services; recreation; recreational programs; mentally handicapped; community recreation programs; program planning; annotated bibliographies; program development

The needs of the mentally retarded for recreational services from birth through adulthood, and guidelines for developing these social recreation programs within the community are analysed. Methods are outlined for establishing model programs and pilot demonstrations, and four examples of community based programs are summarized. Sources of consultative material, a master plan for promoting community interest and action, and two speeches concerning national trends and legislation influencing services for the retarded are considered. An appendix includes sample forms used in recreation planning. (SB)

ABSTRACT 21000

Descriptors: exceptional child services; mentally handicapped; attending; institutionalized persons; attendant training; residential care; institutional environment; adjustment (to environment); child development; counseling; rehabilitation; etiology; clinical diagnosis; environmental influences; behavior patterns

The book for attendants in institutions supplies basic information about mental retardation, and discusses each of the problems attendants face in their day-to-day work with retarded children. Areas of concern are causes of mental retardation, the diagnosis of mental retardation, child development and environment, the institution as a community for the mentally retarded, counseling, and guiding the mentally retarded, helping the retarded child grow in learning and adjustment, emotions and the mentally retarded, and rehabilitation. (LE)
facilities; case records; institutional personnel; evaluation criteria; special services; physical facilities; educational programs; employment qualifications; admission criteria; administrative policy

A manual of standards, offering reasonable levels of operation, is presented and is considered attainable in state institutions by 1974 without disruption to the economy of any state. The minimal standards involving the philosophy, practices, and goals of institutions are as specific as possible. Included are standards on management services, admission and release, institutional programming, personnel, training and staff development, physical plant, records, reporting, and research. (LE)

ABSTRACT 21152
EC 02 1152 ED N.A. Pub Date 70 Spellman, Charles R. And Others Domestic Work Training of Adolescents: Educable Mentally Retarded Girls. EDRS not available Teaching Exceptional Children; V2 N2 P67-72 Win 1970 Descriptors: exceptional child education; mentally handicapped; vocational education; homemaking skills; work study programs; student evaluation; educable mentally handicapped; vocational adjustment; work attitudes; adolescents

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

ABSTRACT 21464
EC 02 1464 ED 034 342 Pub Date 69 Orzek, 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 m,h,c

Descriptors: exceptional child services; mentally handicapped; camping; recreation; day camp programs; recreational activities; 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 recrea

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

ABSTRACT 21483
EC 02 1483 ED 034 361 Pub Date 69 Jacobs, Jerry The Search for Help: A Study of the Retarded Child in the Community. EDRS not available Brunner/Mazel, Publishers, 80 East 11th Street, New York, New York 10003 ($5.95).

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

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

ABSTRACT 21562
EC 02 1562 ED N.A. Pub Date 69 Roberts, Esther H. Their Beginning Years. EDRS not available Vantage Press, Inc., 120 West 31st Street, New York, New York 10001 ($4.50).

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

Designed as a guide to practical solutions to problems in teaching trainable and educable retarded children, the text presents typical situations, activity suggestions, teaching hints, and resource books. Areas discussed are the typical school day, language and language activities, mathematical concepts, colors, handwork, socialization, physical activity and games, table games and quiet activities, self help, music, speech concepts, and the relationship of parents and teachers. (JM)

ABSTRACT 21739
EC 02 1739 ED 035 118 Pub Date 68 Kirk, Samuel A. And Others You and Your Retarded Child. EDRS not available Pacific Books, Publishers, P. O. Box 558, Palo Alto, California 94302 ($1.50).

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

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

ABSTRACT 21751
EC 02 1751 ED 035 130 Pub Date 69 80p. Baumgartner, Bernice B.; Shultz, Joyce B. Reaching the Retarded Through Art. EDRS not available Mafex Associates, Inc., P. O. Box 519, Johnstown, Pennsylvania 15907.

Descriptors: exceptional child education; mentally handicapped; art activities; teaching methods; multiply handicapped; art materials; program guides; psychomotor skills; art; freehand drawing; painting; self concept

Included in the manual on art are suggestions concerning growth through a good classroom climate orderly and rangement display and a good visual experience of a view of development through art concept differentiation modor and sensory skill self fulfillment and thought processes and art as ather pyg and the art program itself. The program consists of drawing and painting, playing with blocks, making, cutting, folding, and pasting; printing; modeling; using fabric; creating three dimensional objects with cardboard, wood, and scrap materials; and learning to
think, write, use the body, and learn number concepts. Also provided are numerous examples of art work and a program illustrating the materials used, the learning process involved, possible related experiences, and utilizing art techniques throughout the school curriculum. (JM)

ABSTRACT 21754

EC 02 1754 ED 035 133
Publ. Date 68 287p.
Farber, Bernard
EDRS not available
Houghton Mifflin Company, 110 Tremont Street, Boston, Massachusetts 02107 ($5.75).

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

Concerned with mental retardation as a social product, the following topics are discussed: mental retardation as a social phenomenon, the concept of the retarded as surplus population, labeling and incompetence in relation to life chances, mental retardation as deviance and as incompetence, and findings on the prevalence of retardation in the United States and Europe. Variations in the prevalence of retardation according to age, sex differences, community differences, heredity and environment, differential fertility, and differential death rates are considered as are public and private cultures and the private and public self. Regarding treatment in contemporary society, 19th century views, current social movements, and ideas of local parent groups are explored. Attention is given to families of the severe and educable mentally retarded; revision of age and sex roles and of community relationships; the history and role of institutions in relation to the family and social organization; educational programs, occupations, and social mobility; and the social context and consequences of mental retardation. (JM)

ABSTRACT 21777

EC 02 1777 ED 035 156
Publ. Date 69 276p.
Fulton, Robert T., Ed. And Others
EDRS not available
The Williams And Wilkins Company, 472 East Preston Street, Baltimore, Maryland 21202 ($12.75).

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

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

ABSTRACT 21778

EC 02 1778 ED 035 157
Publ. Date 68 65p.
Mental Retardation Film List.
National Library Of Medicine, Bethesda, Maryland; National Institute Of Health, Bethesda, Maryland; Public Health Service (DH&H), Washington, D.C.
Rehabilitation Services Administration (DH&H), Washington, D.C.; Social And Rehabilitation Service (DH&H), Washington, D.C.
EDRS mfrc

Descriptors: exceptional child students; mentally handicapped; films; bibliographies; audiovisual aids

A list of films on mental retardation includes titles, publication information, physical descriptions, language revisions when other than English, series reference, technical description of film content, sale source, and distributor. Films intended for the general public are grouped under the heading Nonprofessional; others are listed as Professional. A distributor list is also provided. (RJ)

ABSTRACT 21779

EC 02 1779 ED 035 158
Publ. Date 69 161p.
A Practical Guide for Teaching the Mentally Retarded.
American Association For Health, Physical Education And Recreation, Washington, D.C.
EDRS mf

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

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

A guide for teaching the retarded to swim begins with a general discussion of retardation, the need for individualization, and staff qualifications. Factors discussed in program organization and administration include community agencies, staff training, examples of records and forms, and first aid procedures. Suggestions methods consider perceptual motor abilities, a multisensory approach, breaking down skills for "mentally, transfer of training, recreation, awards, discipline, swimming readiness, orientation, entering the water, innovations, assistive devices, movement exploration, and circuit and interval training. Step-by-step procedures for mastering different floating and swimming positions are described and illustrated by sketches. A variety of water games and activities are included as recommendations for pool facilities. Behavior modification techniques are discussed and photographs are provided throughout. (RJ)

ABSTRACT 21786

EC 02 1786 ED N.A.
Publ. Date 66 18p.
Gitter, Lena L.
Montessori: A Therapeutic Tool for the Mentally Retarded Child.
EDRS not available


Descriptors: exceptional child education; teaching methods; mentally handicapped; teacher role; interpersonal competence; classroom environment; self concept; lesson plans; instructional materials; educational games; manipulative materials; Montessori Method

The Montessori Method is discussed with reference to its application to mentally handicapped children. The teacher's role and aspects of the prepared environment are considered. Means of developing social skills and self concept are described as are the following teaching methods and materials: the 3-period lesson, sandpaper letters, the moveable alphabet, walking on the line, and the silence game. Ways of teaching without Montessori apparatus are also explained. (JNDC)

ABSTRACT 21939

EC 02 1939 ED 036 918
Publ. Date 69 31p.
Jolles, Isaac; Southwick, Salma I.
EDRS not available
Western Psychological Services, Publishers And Distributors, 12031 Wilshire Boulevard, Los Angeles, California 90023 ($6.50).

Descriptors: exceptional child education; mentally handicapped; teaching methods; educable mentally handicapped; arithmetic; reading; handwriting; attention; motivation; language development; exception; concept; concept teaching; sensory training; individualized instruction; individual characteristics; concept formation; learning disabilities

The use of methods found effective with the brain injured with educable mentally handicapped children is discussed; the clinical approach to teaching and the
psychology of the educable are explained; and educational implications are outlined. The following are then considered: sensory deficiencies and intensified stimulation; training perception; training language and conceptional thinking; and developing attention and motivation. Methods for teaching arithmetic, reading, and handwriting to the educable are described; and the clinical approach is described in action. (JD)

**ABSTRACT 21954**

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

Descriptors: Exceptional Child Education; Mentally Handicapped; Music; Teaching Methods; Singing; Educable Mentally Handicapped; Musical Instruments; Music Activities; Audiovisual Aids; Curriculum Guides

The goals of teaching music to the educable mentally handicapped are discussed and a sample unit lesson plan is provided. Also considered are presenting and teaching the song, using rhythm in movement, the autoharp, and planning. (RD)

**ABSTRACT 22202**

EC 02 2202 ED 037 654 Pub. Date Dec 69 52p. File:Y35-83;0: A Plan for the Youthful Mentally Retarded Offender. South Carolina Department Of Mental Retardation, Columbia Rehabilitation Services Administration (DHEW), Washington, D.C. EDRS mf;hc

Descriptors: Exceptional Child Services; Mentally Handicapped; Delinquency; Program Planning; Delinquent Rehabilitation; Identification; Juvenile Courts; State Programs; Delinquency Prevention; In-Service Education; Police; Interagency Coordination; Rehabilitation Programs; Rehabilitation Centers; Special Services; Testing; Evaluation; Program Improvement; South Carolina

The problem of the youthful mentally retarded offender is studied and a plan devised to meet it. Recommendations called for special units for retarded offenders, placement as retardates rather than delinquents, periodic evaluation of the individual's rehabilitation program, and coordination of follow-up services.

Further recommendations concerned development of a state system of detention-evaluation centers and of programs to identify and evaluate handicaps in offenders and to utilize local resources in care and treatment. A statewide system of juvenile courts was also proposed along with the following preventive measures: inschool testing and special placement to establish motivation for professionals, interagency coordination, juvenile police divisions or officers, and agency-police cooperation. (JD)

**ABSTRACT 22221**

EC 02 2221 ED 037 873 Pub. Date Mar 70 45p. Instructional Objectives: Developing Teaching Strategies for the Mentally Retarded. Iowa State Department Of Public Instruction, Des Moines; Iowa University, Iowa City, Special Education Curriculum Development Center, Iowa State Department Of Public Instruction, Des Moines; Iowa University, Iowa City, Special Education Curriculum Development Center EDRS mf;hc

Descriptors: Exceptional Child Education; Mentally Handicapped; Educational Objectives; Teaching Methods; Lesson Plans; Inservice Teacher Education; Instructional Materials; Learning Activities; Individualized Instruction; Curriculum Development

The general plan of a teaching activity is described in terms of specificity, component composition, and techniques of preparing such plans. Recommendations for writing behavioral and instructional objectives for the mentally retarded are outlined, and writing exercises are presented for practice by the teacher in implementing these recommendations. Examples of lesson plans which include lesson objectives, instructional objectives, activities, resource materials, and experience charts are provided. (RD)

**ABSTRACT 22231**


Descriptors: Exceptional Child Education; Mentally Handicapped; Slow Learners; Teaching Methods; Curriculum Development; Physical Activities; Social Adjustment; Vocational Education; Activity Units; Reading Instruction; Mathematics Curriculum; Physical Education; Employer Attitudes; Motivation Techniques; Vocational Adjustment

The collection of readings on the slow learner contains articles on understanding the educable and mentally handicapped, slow learners; teaching methods; curriculum development; physical activities; social adjustment, vocational education; activity units; reading instruction; mathematics curriculum; physical education; employer attitudes; motivation techniques; vocational adjustment

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**ABSTRACT 22221**

EC 02 2221 ED 037 873 Pub. Date Mar 70 45p. Instructional Objectives: Developing Teaching Strategies for the Mentally Retarded. Iowa State Department Of Public Instruction, Des Moines; Iowa University, Iowa City, Special Education Curriculum Development Center EDRS mf;hc

Descriptors: Exceptional Child Education; Mentally Handicapped; Educational Objectives; Teaching Methods; Lesson Plans; Inservice Teacher Education; Instructional Materials; Learning Activities; Individualized Instruction; Curriculum Development

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teachers, a teacher's aide, and 17 partici-
pant-observers took part in a project. At first the lead teachers conducted morn-
ing sessions with children while criti-
critiques were held in the afternoons. For the remainder of the 2 weeks small or whole group sessions were conducted in the mornings by the participant-observ-
ers. (These morning activities and com-
ments on them are listed.) Each partici-
pant submitted an evaluation which in-
cluded a description of their attitudes toward the retarded prior to the project and the extent to which the experience increased their knowledge or ability to work with the children. The majority favored an expansion of the in-service training and a more comprehensive ori-
entation. Those who had little experi-
cence with EMR children reported a positive change in their understanding of the children. It was felt that non-spe-
cial education personnel could benefit from such a workshop enough to be more effective in working with the re-
tarded. (RJ)

ABSTRACT 22531
EC 02 2531 ED 038 801


descriptors: exceptional child education; mentally handicapped; disadvantages; youth; health services; economic disavantage; welfare problems; educational responsibility; health needs; educational needs; mental retardation; environmental influences; etiology; social; special area; educational diagnosis

Rodger L. Hurley discusses the causal relationship between poverty and men-
tal retardation; John W. Kidd describes limitations in special education systems. Also, David L. Cowen considers health problems and health care of the poor. (JD)

ABSTRACT 22581
EC 02 2581 ED 038 826
Pub. Date Jun 69 228 pp.
Bust, Charlotte A.; Schulman, Jerome L.
Toys and Games for Educationally Handicapped Children.

EDR not available

Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($9.50).

descriptors: exceptional child education; mentally handicapped; learning disabilities; instructional materials; bib-
liographies; toys; educational games; manipulative materials; visual perception; auditory perception; sensory train-
ing; memory; concept formation; motor development; psychomotor skills; verbal development; annotated bibliographies; intellectual development; language de-
velopment; perceptual motor learning

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

ABSTRACT 22613
EC 02 2613 ED N.A.
Pub. Date Nov 67 31 p.
1,500,000 Bits of Information: Some Implications for Action. Annual Meet-
ing of the American Association on Mental Deficiency, A Symposium (91st, Denver, Colorado, May 18, 1967).

Western Interstate Commission For Higher Education, Boulder, Colorado National Institute On Child Health And Human Development (DHHEW), Washing-
ton, D. C.

EDR not available

PH-43-65-989
Western Interstate Commission For Higher Education, University East Campus, Boulder, Colorado 80302.

descriptors: exceptional child services; mentally handicapped; data collection; data processing; administration; institu-
tionalized (persons); institutional admin-
istration; information retrieval; etio-

logy; demography; genetics; anomalies; sex differences; mental retardation; be-

havior problems; racial composition; physical characteristics; intelligence dif-

ferences; rating scales; behavior rating scales; statistical surveys; phenylketonu-

ria; Western Interstate Commission for Higher Education

To stimulate research activity in mental retardation and to promote awareness of the joint data collection project of the Western Interstate Commission for Higher Education (WICHE), an explana-
tion of WICHE, its available data, and the possibilities for its utilization is presented. Dan Payne offers an explana-
tion of the WICHE regional data collection system, its reliability, 25 pages of tabulated data listing over 1,700 items of information about 23,443 institutional-
ized retarded individuals, and a summa-

ty of data highlights. The implications of the data utilization for institutional administration are discussed by Garth Thorne, and Robert Perry gives an account of general data utilization at the Colorado State Hospital in Pueblo. Spec-
cific research possibilities from available data are suggested by Horace Thuline. Information concerning the 219 known phenylketonurics in the sample is pre-
sented by Ronald C. Johnson who also discusses five possible explanations for the preponderance of males among those diagnosed retarded. John R. Marks looks at limitations of the pro-
ject's scope and direction. (MK)

ABSTRACT 22641
EC 02 2641 ED N.A.
Pub. Date May 70 10 pp.
Adams, Margaret E.
Foster Care for Mentally Retarded Children: How Does Child Welfare Meet This Challenge?

EDR not available

Child Welfare; V49 N5 P260-9 May 1970


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

A discussion of child welfare and foster care for the retarded is based largely on the results of a study in seven cities involving monitoring all applications for foster (residential) care during a 3 month period. A brief history of residen-
tial care in institutions is given, along with a view toward foster care by families as a workable alternative. Similarities and differences in caring for retarded and normal children are considered. For the 78 legally retarded children in the Seven Cities study (5.2% of the sample) intel-
ligence, and age factors and reasons for referral are presented. Types of foster care in various communities are illus-
trated by case examples. Also discussed are administrative problems and the practice of placing children in foster homes while awaiting institutional-
ization. (RJ)

ABSTRACT 22710
EC 02 2710 ED 039 652
Zarnari, Olga
Group Work with Parents of Mentally Retarded Children.

Center For Mental Health And Research, Athens, Greece

EDRS mf,hc

descriptors: exceptional child services; mentally handicapped; parent counseling; parent conferences; parent role; developmental guidance; parent atti-
u
des; agency role; administrative or-
ganization; group counseling; family counseling; behavior problems; foreign countries; Greece

Topics include the role of the family in the development and growth of the mentally handicapped (MH) child, the psychological impact of the MH child on the family, parental attitudes, and the need for guidance and counseling of parents of MH children. Also of concern are the agency framework, the goals aimed at by the group guidance pro-
gram, the method of their work, and the organization of the groups. Also discussed are the problem of mental handicaps, the effect of MH on behavior, attitudes and feelings of parents, and the

Exceptional Child Bibliography Series

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ABSTRACT 22730
EC 02 2730 ED 039 672
Publ. Date 66 24p.
The Church and the Mentally Retarded Person.
Canadian Council Of Churches, Toronto (Ontario);
Canadian Association For The Mentally Retarded, Toronto (Ontario)
EDRS not available
Canadian Association For The Mentally Retarded, Toronto (Ontario)
EDRS mf,he OEG-0-9-362020-0790(032)
BR-36-2020
Descriptors: exceptional child research; mentally handicapped; rural education; educational needs; educational programs; educable mentally handicapped; individual characteristics; vocational education; parent attitudes; administrator attitudes; counselor attitudes; student attitudes; consultants; curricular activities; individual development; Montana
A study was made of 20 rural high schools with enrollments of less than 110 and with an educable mentally handicapped student currently enrolled. Administrators, counselors, the educable students, and their parents were interviewed to determine provisions made for these students. In addition, the interviewers were concerned with what people thought could be included in the school curriculum. These current and conceivable practices were submitted to six special education experts who rated them as to suitability. Each of the experts in turn composed a list of suggested practices in the areas of intellectual, social, emotional, moral, physical, and occupational development. These lists were submitted to parents who rated them on the basis of feasibility.

ABSTRACT 22735
EC 02 2735 ED 039 677
Publ. Date 69 85p.
Abbott, Margaret And Others
Language Development: Educable Mentally Handicapped.
Grand Forks Public Schools, North Dakota;
North Dakota State Department Of Public Instruction, Bismarck;
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,he
Descriptors: exceptional child education; mentally handicapped; language development; instructional materials; teacher aides; educable mentally handicapped; special programs; audiovisual aids; morphology (languages); grammar
With the help of a consultant and the special teachers, a teacher aide provided language development work in primary and intermediate classes for educable mentally handicapped children. Speech activities and a language development kit were planned. The aide's role differed in different classes, but as the year progressed she worked more with specific language handicapped children. Over three-fourths of the document consists of the kit materials developed in the areas of plurals and singulars, verbs, names, and comparisons and analogies.

ABSTRACT 22743
EC 02 2743 ED 039 685
Publ. Date 69 301p.
Hurley, Rodger L.
Poverty and Mental Retardation: A Causal Relationship.
EDRS not available
Descriptors: economic disadvantage; disadvantaged youth; lower class; migrant problems; mentally handicapped; incidence; environmental influences; health conditions; welfare; educational programs; intelligence; public education; etiology; New Jersey
The incidence of mental retardation among the poor and the reasons for such high prevalence are the focus of the text which is based largely on the state of New Jersey. Mental retardation is viewed as a social pathology which thrives in the ghetto; the effects of poverty and racial prejudice are explored as are the assessment of intelligence and adaptive behavior. Also discussed are the following: poverty and organic impairment, deprivation and intellectual performance, public education and mental retardation, the health crisis of the poor, welfare, and food assistance programs. The plight of the poor in Newark is cited as an example of urban poverty, while rural poverty is examined through a case study of migrant laborers.

ABSTRACT 22748
EC 02 2749 ED 039 691
Publ. Date May 70 35p.
President's Committee On Mental Retardation, Washington, D. C.
Descriptors: exceptional child services; mentally handicapped; residential care; residential centers; administration; residential programs; architectural elements; volunteers; program improvement
In an effort to indicate the needs and goals of residential care for the mentally handicapped, the booklet defines residential care and presents a statement of its purpose. Discussed are conditions under which residential care is appropriate, the legal rights of the individual, needed services, regional and community resources, and the living environment. Additional topics concern architectural design needs, programs and research, administrative and management services, advisory services, technology and new methodology for improvement, and parent and citizen volunteer workers.

ABSTRACT 22357
EC 02 2357 ED 042 310
Publ. Date Jun 70 77p.
New England Materials Instruction Center, Boston, Massachusetts
Boston University, Massachusetts, School Of Education
EDRS mf,he
Descriptors: exceptional child education; mentally handicapped; work study programs; instructional materials; bibliographies; educable mentally handicapped; adolescents; resource materials; curriculum guides; audiovisual aids
Compiled are materials related to work study programs for the educable mentally handicapped adolescent. Items listed include professional books, textbooks, resource aids, journals and articles, curricular guides, instructional materials, and audiovisual aids. The materials are grouped according to academic areas (mathematics, science, social studies, English, reading), vocational education (general, industrial arts, home economics, jobs, trades), and social skills (general, safety, driving, recreation, home care, health, social adjustment). Also included are sections on supplementary audiovisual materials, tests, and professional books. Some materials are briefly annotated; detailed descriptions of the others are available from the retrieval filing system at New England Materials Instruction Center.
Educable Mentally Handicapped Programs

Social Problems 21754.
Social Mobility 21754.
Social Isolation 20905.
Social Influences 10362.
Social Experience 10224.
Social Adjustment 10813, 11511, 20609.
Singing 10679, 10789, 21954.
Sex Education 20195, 20810.
Sex Differences 10439, 20903, 21754.
Social Attitudes 11195, 22531.
Social Education 10224.
Social Influences 10362.
Social Isolation 20905.
Social Mobility 21754.
Social Problems 21754.
Social Relations 10224, 20810, 20903.
Social Services 20933, 22641.
Social Studies 10107, 11966.
Social Work 20933.
Social Workers 20933.
Socioeconomic Background 10224, 20905.
Socioeconomic Influences 11094.
Socioeconomic Status 20905.
Socioeducational Techniques 12024.
South Carolina 22202.
South Carolina Youth Task Force 11885.
Special Classes 10109, 10437, 10494, 10738, 10801, 10809, 20847, 22733.
Special Health Problems 10616.
Special Schools 10439, 20195.
Special Services 10738, 21077, 22202.
Speech Handicaps 20981.
Speech Handicaps 20981.
Speech Skills 20609, 21562.
Speech Therapy 20981.
Spelling 10107.
Staff Role 20985.
Standardized Tests 20846.
Standards 21077.
Stanford Binet Intelligence Test 20846.
State Legislation 10439, 11332.
State Programs 10809, 11332, 11885, 22202.
Statistical Data 10439, 10494, 10801, 22613.
Student Attitudes 22736.
Student Evaluation 10038, 10107, 10377, 20903, 21754.
Student Placement 10377.
Student Promotion 10377.
Student Records 10038.
Student Teacher Relationship 20847.
Student Volunteer 11885.
Summer Programs 10810, 21152.
Swimming 21779.
Teacher Aides 22735.
Teacher Attitudes 21483.
Teacher Certification 20847.
Teacher Developed Materials 11973, 20195.
Teacher Education 20847.
Teacher Qualifications 10810.
Teacher Role 10557, 11514, 21786.
Teacher Supervision 21562.
Teach,rs 10557, 10809.
Teaching Guides 10092, 10107, 10380.
Teaching Machines 10557.
Teaching Methods 10107, 10111, 10380.
Toys 20258.
Trainable Mentally Handicapped 10629, 10679, 20847, 20858.
Training Techniques 20609, 22271.
Transportation 20330, 20951.
Typewriting 20329.
Underachievers 10527.
Units Of Study (Subject Fields) 10107, 10380, 10810.
Verbal Ability 22581.
Verbal Tests 20846.
Visual Perception 20903, 22581.
Vocabulary 11332.
Vocational Adjustment 10813, 21152, 22231.
Vocational Education 10615, 10651, 10810, 10813, 20985, 21152, 22231, 22736.
Vocational Rehabilitation 10813, 10931, 11491.
Vocational Training Centers 10738.
Voice Disorders 20981.
Voluntary Agencies 10789, 10809.
Vocational Rehabilitation 10813, 10931, 11491.
Vocational Training Centers 10738.
Western Interstate Commission For Higher Education 22613.
Word Recognition 10107.
Work Attitudes 21152.
Work Study Programs 10810, 21152, 23577.
Workshops 10285, 10357, 11514, 22318.
Young Adults 10570.
Youth Agencies 11885.
Youth Programs 10789, 11885.