Teacher Aides and Nonprofessional Personnel: Exceptional Child Bibliography Series.


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

Feb 71

20p.

MF-$0.65 HC-$3.29

*Annotated Bibliographies; Attendants; *Bibliographies; *Exceptional Child Education; Institutional Personnel; *Nonprofessional Personnel; Research Projects; *Teacher Aides

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TEACHER AIDES AND NONPROFESSIONAL PERSONNEL

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

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ABSTRACTS

ABSTRACT 10078
EC 01 0078  ED 012 985  Pub. Date May 66  EDRS Price $3.00
Role of the Cottage Personnel in Residential Care Facilities.
EDRS md.hc
Descriptors: exceptional child education; personnel: mentally handicapped; attendants; inservice programs; attendant training; residential care; residential centers; trainable mentally handicapped; educable mentally handicapped; child care; federal aid; custodial mentally handicapped; medical services; supervisor; education; supervisors; grants; program descriptions; teaching methods; inservice education; attitudes; Colorado; E R Johnstone Center; National Institute of Mental Health; Columbus State School; Southern Regional Education Board.
Focusing on the cottage attendant as an educator for the rehabilitator in residential centers, these papers presented at the 89th meeting of the American Association of Mental Deficiency in June 1965 discuss training programs for attendants and supervisors of attendants. Objectives and techniques from the Columbus State School (Ohio) and the Pine, 1st State School (Louisiana) are cited and interrelationships between ward personnel and professional staff are examined. A survey made at the Rainier School (Washington) and the Fircrest School (Washington) reports counselor attitudes toward duties and relationships to parents. Available resources for the study and establishment of inservice training programs through National Institute of Mental Health programs, procedures used for review of grant applications, and suggestions for those applying for grants are outlined. The attendant counselor program at the Colorado State Home and Training School (Wheat Ridge) is discussed in terms of growth, content of program, and an evaluation. A 27-page outline of topics and teaching methods is presented. Evaluation of the program was conducted by means of a questionnaire. Ratings of topics in the training program are presented along with planned changes. Reference lists or bibliographies accompany several of the articles. (CF)

ABSTRACT 10138
EC 01 0138  ED N.A.  Pub. Date Jul 67  Irwin, John W.
Supportive Personnel in Speech Pathology and Audiology.
Kansas University, Lawrence Fearing and Speech News, Volume 35, 1967
EDRS not available
Descriptors: exceptional child education; speech handicapped; personnel; recruitment; needs; nonprofessional personnel; professional personnel; speech pathology; audiology
The personnel shortage in speech pathology and audiology is discussed in the areas of direct service, education and training, and research. Possible solutions are explored--recruitment and training of additional professional personnel, an analysis of manpower situation in speech and hearing, and other alternatives of funding, programming, case selection and evaluation, training, and use of supportive personnel. The use of supportive personnel in health related fields and in speech pathology and audiology is explored. Various problems in the use of supportive personnel are discussed definitions, status and recognition, role, education, recruitment, and relation with professional personnel. A reference list cites nine items. This article was published in Hearing and Speech News, Volume 35, Number 4, pages 32-40, July 1967. (JB)

ABSTRACT 10194
EC 01 0194  ED 018 910  Pub. Date 67  Leibrock, John Beecher
Manual of Skilled Houseparentry. EDRS not available
Descriptors: exceptional child services; delinquency; emotionally disturbed; personnel; institutionalized (persons); institutional environment; institutional personnel; nonprofessional personnel; adolescents; socially maladjusted; socially deviant behavior; rehabilitation programs; residential programs; qualifications; scheduling; youth agencies; management; staff role; males
Written by a former houseparent who has the responsibility for indoctrinating new houseparent personnel, the book examines what is required of mature, active houseparents in a residential setting which serves disturbed adolescents. Topics on treatment include the treatment team, houseparents and emotions, a houseparent speaks, so you want to be a houseparent, the runaway boy, togetherness, adolescence, relationship, delinquency, and staff responsibility in a child care agency. Information contained in a houseparent manual of daily procedures treats the following: general cottage management, arising, chores, meals, shifting bays between areas, procedure of daily contact, the weekly cottage team meeting, staff committee procedures, intake, unauthorized items, transfer of cottage responsibility, end of day procedures, and the status of houseparents. This document was published by the Whitmore Publishing Company, Philadelphia, Pennsylvania, and is available for $3.00. (DF)

ABSTRACT 10214
EC 01 0214  ED N.A.  Pub. Date Apr 66  Bensberg, Gerard J.
Job Families in Mental Retardation.
Southern Regional Education Board, Atlanta, Ga. National Institute of Mental Health, Bethesda, Md.
EDRS not available
Descriptors: exceptional child education; personnel; mentally handicapped; manpower needs; manpower development; personnel needs; teacher education; educable mentally handicapped; trainable mentally handicapped; behavior change; administrative personnel; administrator background; credentials; clinics; visiting homemakers; educational programs; community programs; community service programs; community services; standards; qualifications; nonprofessional personnel
The dilemma of an increasing need for educational and training programs for the mentally retarded and an increasing shortage of well qualified teachers leads to consideration of more efficient teaching methods or a greater manpower pool. Three jobs are explained in which personnel work under the supervision of a fully qualified person—teaching assistants in educable mentally retarded classes (not aide), trainable class teachers, and behavior shaping technicians. Additional needs could be met by training personnel for the development and coordination of community programs. Jobs that might be filled by persons with 2 years of college and practicum training are those of executive directors of associations for retarded children, mental retardation referral clinic workers, and homemaker service directors. This article was published in The Community College in Mental Health Training, Chapter 9, Report of a Conference to Explore the Role of the Community College in Training Mental Health Workers, pages 59-62, April 1966. (DF)

ABSTRACT 10215
EC 01 0215
ED N.A
Publ. Date Apr 66
Chandler, Charles S.
Needs of Vocational Rehabilitation Clients Which Could Be Met by Middle-Level Mental Workers.
Southern Regional Education Board, Atlanta, Ga.
National Institute of Mental Health, Bethesda, Md.
EDRS not available

Descriptors: exceptional child services; vocational rehabilitation; personnel; counseling; mental health programs; vocational counseling; mental illness; manpower needs; institutional personnel; personnel needs; rehabilitation programs; counselors; counselor training; manpower development; counselor qualifications; counseling programs; guidance programs; institutionalized persons; staff role; individual needs; nonprofessional personnel; emotional adjustment; psychiatric hospitals; community resources

The needs of vocational rehabilitation clients are discussed. Eight of those needs which could be met by middle-level mental health workers are explained—program orientation and clarification, psychological isolation reduced, treatment center; resources mobilized, occupational exploration and training, social skills developed, self confidence and motivation, family and community support, and community resources mobilized. This article was published in The Community College in Mental Health Training, Chapter 9, Report of a Conference to Explore the Role of the Community College in Training Mental Health Workers, pages 75-79, April 1966. (JD)

ABSTRACT 10216
EC 01 0216
ED N.A
Pub Date Apr 66
Benton, Martha W.

Mental Health Workers in Rehabilitation Therapies.
Southern Regional Education Board, Atlanta, Ga.
National Institute of Mental Health, Bethesda, Md.
EDRS not available

Descriptors: exceptional child services; personnel; therapists; rehabilitation; rehabilitation programs; individual needs; institutionalized persons; manpower needs; manpower development; personnel needs; credentials; nonprofessional personnel; qualifications; mental health; emotionally disturbed; adults

Concerned with mental health workers in rehabilitation therapies, the paper (1) defines rehabilitation therapies, (2) describes the patient's needs, (3) specifies which needs are not being met and how these needs can be met by a mental health worker, and (4) explains what should go into the training of such a worker. Percentages of patients being treated by these programs are given. This article was published in The Community College in Mental Health Training, Chapter 15, Report of a Conference to Explore the Role of the Community College in Training Mental Health Workers, pages 81-83, April 1966. (JD)

ABSTRACT 10482
EC 01 0482
ED 014 177
Pub Date Sep 66
Carollo, Elizabeth and Others
An Emerging Program for Emotionally Disturbed and Neurologically Impaired Pupils in the Warwick Public Schools, Grades 1-6.
Warwick School District, Rhode Island
EDRS mf. hc

Descriptors: exceptional child education; administration; learning disabilities; emotionally disturbed; neuropsychologically handicapped; curriculum; behavior change; children; class management; elementary grades; interprofessional relationship; parent; school relationship; records (forms); teacher aides; teacher role; teaching guides; testing; physical facilities; program descriptions

Intended for teachers this manual resulted from a special workshop held in 1966 to plan a better program for emotionally disturbed and neurologically impaired elementary school age students. Admission policy, administration of both types of classes, and the duties of the teacher and teacher's aide are described. Relationships with parents, the principal supportive personnel; student teachers, and non-teaching personnel are discussed. The philosophy and techniques of management of behavior are presented. The academic program for the neurologically impaired which includes training for general academic improvement, improvement of perception, reading, handwriting, language and spelling, and mathematics is presented. Sources of materials are listed. Problems in testing intelligence and achievement and in preparing student reports and records are noted and some suggestions are given. Physical facilities for the class are described. Appendices give examples of a report card and a check list of academic skills and behavior traits of brain-injured children. The bibliography lists 33 items. (JA)

ABSTRACT 10576
EC 01 0576
ED 022 272
Pub Date 66
Bensberg, Gerard J.; Barnett, Charles D.
Southern Regional Education Board, Atlanta, Georgia
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS not available

MH-644
Southern Regional Education Board. 130 Sixth Street, N. W., Atlanta, Georgia 30313.

Descriptors: exceptional child research; mentally handicapped; program planning; curriculum; personnel; attendants; attendant training; inservice programs; curriculum development; program evaluation; institutional personnel; program administration

A 5-year attendant training project for institutional attendants of the mentally retarded was begun in 21 institutions and expanded to 37 participating institutions in 15 southeastern states. A description of the actual events of the 5 years of the project is provided and is meant to serve as a guideline for those setting up or conducting similar programs. Participating institutions, their residents, employees, training programs, and the role of the attendant are discussed. The curriculum developed cooperatively during the project, frequently encountered problems in implementing training programs, methods which might be used in teaching adults, and the importance of evaluation as a part of any training program are also treated. An evaluation of the project and a summary with seven recommendations are included. Twenty-six references are distributed at the ends of the chapters. Appendices present annotated lists of 105 books and pamphlets and 38 audiovisual aids, the information and opinion questionnaires used in the project, data on participating institutions, committee members, seminars and workshops sponsored by the project, the inservice exchange program, excerpts from project newsletters and seminars, and publications of the project. (DF)

ABSTRACT 10742
EC 01 0742
ED N.A
Pub Date 05 Feb 68
Donahue, George C.; Nichtern, Sol
Teaching the Troubled Child.
EDRS not available
The Free Press, 866 Third Avenue, New York, New York 10022 ($2.45).

Descriptors: exceptional child research; emotionally disturbed; learning disabilities; community programs; adjustment
The Elmont Project was a community project initiated, low cost program supported by the regular school system which began with a teacher-mom and six disturbed children, aged 6 to 8. The principle was that the disturbed child is not to be isolated from his family, peers, and community, but rather helped by a team of educators, psychologists, psychiatrists, and a teacher-mom. The school system supplied a teacher to be in charge, transportation, supportive music, psychological and psychiatric services, and educational "walk-through" teachers. Insurance were supplied by the Kiwanis Club; classroom space was provided by the Elmont Jewish Center; and 12 volunteer teachers worked with the teacher in charge with two moms alternating teaching one child on a one-to-one basis two mornings a week. For evaluation of how this project achieved its goals, six case histories described children who were psychotic, neurotic, pseudo-retarded, sociopathic, brain damaged, and unteachable. In 5 years, 31 children were included in the project with 21 successfully returned to regular classrooms, one was hospitalized, and one entered part-time regular classes; the program was expanded to 38 teacher-moms who teach 11 children.

**ABSTRACT 10747**

EC 01 0746
ED N.A.
Publ. Date May 68
Hornburg, Jane M.
So You Have an Aide; A Guide for Teachers in the Use of Classroom Aides
Wilmington Public Schools, Delaware
EDRS not available

Descriptors: exceptional child education; personnel; teacher aides; educational improvement; educational needs; noninstructional responsibility; teacher role; teacher responsibility; teaching assistants; nonprofessional personnel; personnel evaluation; staff role; elementary school teachers; staff orientation; teacher attitudes

Developed to assist teachers in the use of aides, this resource is intended to help teachers in relation to teacher needs, duties of aides, the expanding role of paraprofessionals, and the changing attitudes of professional educators toward these paraprofessionals. Aspects discussed include methods of developing positive relationships between teachers and aides, orientation, training and professional growth, and procedures and policies of the Wilmington (Delaware) School System concerning professional responsibilities and the ethics of teaching. A question and answer section considers fundamental principles of aide-personnel and techniques that can be adapted to many varied teaching situations. Illustrated practical suggestions are offered for working with aides. Appendices outline city policies regarding the use of aides, suggest schedules for kindergarten and primary aides, consider utilization of aides, and provide self evaluation and teacher evaluation forms for aides. A reference list cites 39 items. (Aitor/SN)

**ABSTRACT 10834**

EC 01 0834
ED 025 893
Publ. Date 66
Flint, Betty Margaret
The Child and the Institution; A Study of Deprivation and Recovery
EDRS not available
University of Toronto Press, 1061 Kingston Avenue, Buffalo, New York 14215 ($7.50).

Descriptors: exceptional child research; disadvantaged youth; behavior; environmental influences; institutional environment; infants; play therapy; preschool children; self care skills; staff orientation; perceptual motor coordination; volunteers; inservice education; child development; individualized programs; behavior change; emotional adjustment; social adjustment; case records; facility requirements; Neil McNeill Infants Home

To attempt to rehabilitate infants and preschool institutionalized children who were emotionally and culturally deprived, an experiment in environmental adaptation was established in a children's home. An original experiment involving nine children indicated the need to make staff and building changes. Inservice training emphasized child development and the individuality of each resident; volunteer mothers were recruited. Building modifications included child-sized facilities and stimulating materials. Staff members rated the 83 children on security scales appropriate to the child's age. A regular schedule of daily events and play therapy was established. The staff found that children gradually showed emotional, social, and speech development and became increasingly competent in self help skills. After 15 months, 44 children had been returned to their parents or placed in foster or adoptive homes. Results indicated that an institution could promote healthy development by recognizing the individuality of the children, providing close relationships with other people, encouraging initiative, and being consistent in care and discipline. Five case histories are provided. (RP)

**ABSTRACT 10791**

EC 01 0971
ED N.A.
Publ. Date Dec 67
DeLura, Lane E.
Teacher Aides in the Junior High Schools.
Fairleigh Dickinson University, Teaneck, New Jersey
EDRS not available

Clearinghouse: V42 N4 P234-7 Dec 1967

Descriptors: exceptional child education; personnel; program planning; administration; disadvantaged youth; teacher aides; junior high schools; volunteers; program descriptions; instructional programs; program evaluation; reading instruction; homemaking education; individualized instruction

A program was established on a pilot basis in a junior high school and has developed over a 3-year period. Six aides were assigned in September 1964. A coordinator gathered information, recruited volunteers, gave out assignments, and generally supervised the program. Orientation was given to the aides, and the program was explained at faculty meetings. Several growing pains received attention over a period of time: clerical tasks were reassigned; aides worked more directly with individual instruction particularly in reading; students immigrating from Hong Kong required instruction in English as a foreign language; and the program was integrated with the compensatory and reading resources programs. Twelve aides currently work in the program: three aides assist the homemaking teacher in her classes, and the others work with individual students in reading and English as a foreign language. Each semester, 20 to 30 students receive an extra hour of individual attention weekly, which the school could not provide without such a service. The dedication of the aides to their responsibilities is seen as a significant factor in the program's success. (DF)

**ABSTRACT 11101**

EC 01 1101
ED N.A.
Publ. Date Jun 65
Gorton, Chester E.; Hollis, John H.
Redesigning a Cottage Unit for Better Programming and Research for the Severely Retarded.
Parsons State Hospital and Training Center, Kansas; Kansas University, Lawrence; Parsons Research Project
National Institute of Mental Health, Bethesda, Maryland
EDRS not available
Mental Retardation; V3 N3 P16-21 Jun 1965

Descriptors: exceptional child research; mentally handicapped; behavior change; custodial mentally handicapped; institutionalized (persons); institutional facilities; design needs; self care skills; attendant training; perceptual motor coordination; stimulus behavior; institutional research

To meet needs evident at the state hospital and training school, a system of care, treatment, and training for the severely mentally handicapped was developed. Subjects were 18 girls, aged 6 to 12, with IQ's less than 25. The cottage unit in which the girls lived was modified from a single large room, which appeared to limit social interaction between the girls and the aides to physical environmental structure and control. A cubicule system was designed, but later abandoned to facilitate monitoring: an operant area with three large tables was then established and found successful in keeping the subjects off medication and out of diapers. A 12-session training program was conducted for the aides in methods.
of observation, reinforcement, and grouping; interaction increased and personnel turnover decreased. Feeding training was also given the subjects, nine of whom did not spoon feed themselves; after 18 months, all 18 achieved self feeding. Additional progress was made in other self care skills over 3 years of the study. Studies were also conducted concerning perceptual motor skills, effects of social and nonsocial stimuli on behavior, communication behavior, social dominance, and differential responses to social stimuli. Three figures and two photographs present the architectural modifications. (JD)

**ABSTRACT 11122**

EC 01 1122    ED N.A.  
Publ. Date Oct 67 4p.  
Maier, Henry W.  
Designing Residential Living Units for Persons with Mental Retardations.  
Washington University, Seattle. School of Social Work  
EDRS not available  
Descriptors: exceptional child services; mentally handicapped; institutional facilities; design needs; self care skills; group living; attendants; commun. involvement  
Residential living units for the mentally handicapped are discussed. The following suggestions are made and elaborated upon: the unit as an arena for a program in daily living; such an arena requires space for multiple activities; and the unit needs to be planned for what the residents can do. Also considered in terms of design needs are the importance of the attendant and teamwork; of contact with the ordinary community life; and of small groups that the residents themselves can manage. (JD)

**ABSTRACT 11145**

EC 01 1145    ED N.A.  
Publ. Date Jun 69 4p.  
Brierton, Gary and Others  
Practical Problems Encountered in an Alde-Administered Token Reward Cottage Program.  
Dixon State School, Illinois  
EDRS not available  
Mental Retardation; V7 N3 P40-3 Jun 1969  
Descriptors: exceptional child research; mentally handicapped; oper. conditioning; institutionalized (persons); nonprofessional personnel; positive reinforcement; behavior change; staff role; program evaluation  
A ward token project is described. Problems encountered in administration are presented along with suggestions to solve or minimize these problems. The results demonstrate how nonprofessional personnel can be a positive factor in the therapeutic process of improving the behavior of residents. (Author)

**ABSTRACT 11449**

EC 01 1449    ED N.A.  
Publ. Date May 69 9p.  
Bennett, Fay W.  
Ward Language Development Program for Institutionalized Retardates.  
Augusta College, Georgia. Psychology Department  
Georgia University, Athens. Speech and Hearing  
Department;  
Georgia Department of Education, Atlanta. Speech and Hearing Consultant Service  
Office of Education (DHEW), Washington, D.C.  
EDRS not available  
Training School Bulletin; V66 N1 P23-31 May 1969  
Descriptors: exceptional child research; mentally handicapped; language development; institutionalized (persons); staff utilization; verbal stimuli; reinforcement; language for attendants; attendant training; program evaluation  
A program was instituted to raise the language skill levels of 100 mentally retarded institutionalized children by rewarding any attempt on the part of ward personnel (attendants) to stimulate these skills. Language development technicians, one for each 25-bed unit, remained on the ward daily to support and positively reinforce any attendant attempts to stimulate the ward environment of the children. Within three months, significant gains were shown in language skills of the retardates. Also, attendants expressed increased awareness of developmental needs of the patients, and increased confidence in working with patients throughout the day in both incidental and planned activities. (Author)

**ABSTRACT 11500**

EC 01 1500    ED N.A.  
Publ. Date Aug 69 3p.  
Minge, M. Ronald; Bowman, Thomas F.  
Attendants' Views of Causes for Short-Term Employment at an Institution for the Mentally Retarded.  
EDRS not available  
Mental Retardation; V7 N4 P28-30 Aug 1969  
Descriptors: exceptional child research; mentally handicapped; attendants; institutional personnel; salaries; personnel evaluation; personnel policy; job satisfaction; administrator attitudes.  
An overlooked but potentially valuable method for identifying causes of high attendant turnover rates is to survey the views of remaining attendants. Attendants, charge attendants, and superintendents at Lakeland Village completed a three-page questionnaire. The high return rate (82.8%) indicated considerable employee concern with the problem. A variety of causes were implicated; salient among them were the low wage level and limited creative opportunity. Responses suggested that short-term attendants were not appreciably different from remaining attendants. Respondent's suggestions for changes to reduce the turnover rate are differences among three groups of respondents are discussed. (Author)

**ABSTRACT 11535**

EC 01 1535    ED 029 437  
Publ. Date Mar 69 34p.  
Eisenbud, Robert E., Comp.  
Career Opportunities in the Field of Mental Retardation.  
Department of Health, Education, and Welfare, Washington, D.C. Secretary's Committee on Mental Retardation  
EDRS mf hc  
Descriptors: exceptional child services; mentally handicapped; career opportunities; nursing; physical therapy; occupational therapy; psychologists; dietitians; speech therapists; rehabilitation counselors; general educators; teacher aides; social workers; child care occupations; administrative personnel; physicians; researchers; dentists; dental hygienists; chief administrators  
Addressed to high school and college students interested in working with the mentally retarded, the booklet describes opportunities in the field. Careers considered include social work, speech and hearing services, and administrative positions. Research careers are also treated. For all, a description of the career is included, and educational and training requirements and sources of further information are stated; information regarding financial assistance is provided when relevant. (JD)

**ABSTRACT 11542**

EC 01 1542    ED 029 444  
Publ. Date Jun 69 5p.  
A Guide for Programs in Recreation and Physical Education for the Mentally Retarded.  
American Association for Health, Physical Education, and Recreation, Washington, D.C.  
EDRS mf  
Descriptors: exceptional child education; mentally handicapped; physical education; teaching methods; physical fitness; psychomotor skills; athletics; athletic activities; special equipment instruments; reinforcement; rewards; tests; athletic equipment; medical evaluation; inservice teacher education; volunteers; parent participation; public relations; program evaluation  
The Project on Recreation and Fitness for the Mentally Retarded and the objectives of such programs are reviewed. Activity areas surveyed include physical fitness, motor ability, sports skills, special events, and recreation. Also considered are the following: testing and measuring individual progress, including psychomotor and physical fitness tests, developmental profiles, and awards; medical examinations; and facilities.
equipment and supplies. Inservice education and training are discussed, as well as activities for volunteers and parents; public relations and information needs are considered. A guide for program evaluation and a 38-item bibliography are provided. (JK)

**ABSTRACT 11574**
EC 01 1574  ED N.A.  
Publ. Date 66  10p.  
Educational Programming for the Trainable Mentally Retarded.
Proceedings of a Conference (Daytona Beach, Florida, August 9-12, 1966).
EDRS Not Available

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

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

**ABSTRACT 11814**
EC 01 1814  ED N.A.  
Publ. Date 31 Jul 67  7p.  
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

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 surveyed. Three particular programs are reviewed, including those in New Haven and Manchester, Connecticut, and Charleston, South Carolina; the evaluation of the program as a whole is summarized. (JD)

**ABSTRACT 11885**
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

Descriptors: exceptional child services; mentally handicapped; student volunteer 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 11886**
EC 01 1886  ED N.A.  
Publ. Date Aug 66  10p.  
Department of Public Instruction, Madison, Wisconsin, Bureau for Handicapped Children EDRS Not Available
Hearing Conservation Program, Bureau for Handicapped Children, 110 North Henry Street, Wisconsin Department of Public Instruction, Madison, Wisconsin 53703.

Descriptors: exceptional child services; aurally handicapped; auditory evaluation; state programs; hearing conservation; audition (physiology); screening tests; records (forms); hearing clinics; Wisconsin

Addressed to nurses, parents, and volunteers, the pamphlet lists Wisconsin speech and hearing centers as well as day classes for the deaf and hard of hearing. Further information concerns procedures and numbers of children and volunteers involved in the hearing conservation program, techniques for giving hearing tests, diagnoses found in oto logic clinic examinations, and participating otologists. Also provided are a state map with areas and programs marked, a diagram of the ear, a glossary of terms, a diagram of the audiometer with instructions on its use, and forms used in the program, including those for screening results, parent contact, otologic examination, and hearing history. (JD)

**ABSTRACT 11890**
EC 01 1906  ED 015 304  
Publ. Date 30 Jun 67  63p.  
Retarded Infants Services, Inc., New York, New York Children's Bureau (DHEW), Washington, D.C.
EDRS mf. hc D233.

Descriptors: exceptional child services; mentally handicapped; personnel; nonprofessional personnel; recruitment; program evaluation; personnel evaluation; trainees; field experience programs; training; attendant training; demonstration programs; participant characteristics; low income groups; program development; program descriptions; job placement; employment; job skills

Unskilled personnel were recruited for a pilot training program in mental retardation. Of the 52 trainees, 50 were female and most were minority group members with low level employment. The average education was 11.5 years of school (63% were high school graduates) and residential stability was high. There was little evidence of family instability, and half had histories of regular fulltime employment. In all, 45 individuals (87%) completed the training program in three groups. Conducted by a social worker, the program was designed to provide awareness of developmental psychology and knowledge of facts of retardation, direct contact with the realities of retardates and their care, understanding of institutionalization as opposed to community maintenance, understanding of the role and functions of different fields in the handling of the problems of retardation, and practicum work in the specific skills needed. Methodology stressed relating training to the trainees' goal of a job and making the program's content meaningful. A stipend was provided, symbolic status rewards were used, and group interaction was utilized. The placement program resulted in 73% employment with 69% in mental retardation. Rated by their agencies on 15 traits 3 months after placement, trainees were high in motivation and effort, medium in social behavior, low in interpersonal skills, and low in level of knowledge, initiative, resourcefulness, and punctuality. (DF)

**ABSTRACT 11894**
EC 01 1964  ED N.A.  
Publ. Date 68  13p.  
A Chance to Help; The Story of SWEAT.

8
The Santa Monica Project: Demonstration and Evaluation of an Engineered Classroom Design for Emotionally Disturbed Children in the Public School. Phase I-Elementary Level.

California University, Los Angeles. Graduate School Of Education; Santa Monica Unified School District, "California".

Office of Education (DHEW), Washington, D. C., Bureau of Research EDRS m.h. OGE-4-7-062893-0377 BR-6-2893

Descriptors: exceptional child research; emotionally disturbed; behavior change; attention span; academic achievement; reinforcement; student evaluation; arithmetic; testing; teaching methods; program evaluation; rewards; behavior rating scales; class size; teacher aides; classroom design; scheduling; reading instruction; teacher role

To evaluate the effectiveness of an engineered classroom design, 54 educationally handicapped children were placed in six classrooms, each with a teacher and an aide. Each classroom was set up with three major centers: mastery-achievement, exploratory-social, and attention-response-order. Children were assigned task centers in keeping with their individual problems and were awarded check marks every 15 minutes for behavior and work according to behavior modification principles. Achievement was tested three times over the year; daily task attention was recorded by two observers who clocked the number of seconds each child's eyes were on an assigned task during 5-minute sample tasks five times daily. Children in the experimental classroom utilizing the engineered design enjoyed a 5 to 20% task attention advantage over children in the control classrooms not using the check mark system and all aspects of the design. Experimental classes which abruptly withdrew the design at mid-year showed no decrease in task attention, in fact they improved. While reading and spelling gains were not significantly different between experimental and control conditions, gains in arithmetic fundamentals were signaled with the presence of the engineered design. (Author/RJ)

ABSTRACT 12067
EC 01 2067 ED N.A. Pub. Date Jun 65

Roos, Philip Development of an Intensive Habit-Training Unit at Austin State School. Austin State School, Texas EDRS not available Mental Retardation; V3 N3 P12-5 Jun 1965

Descriptors: exceptional child research; mentally handicapped; reinforcement; self care skills; institutions; positive reinforcement; rewards; discrimination learning; institutionalized (persons); attendants; attendant training; inservice programs; institutional personnel; institutional research; pilot projects; operand conditioning; administrator attitudes; teamwork; cooperative planning; Austin State School

A pilot project to develop self-help skills in 30 severely retarded children, aged 6 to 12 years, utilized operand conditioning techniques. Additional objectives were the training of attendants and the development of new procedures and equipment. Each child was assigned to a specific attendant on each of three shifts who attempted to shape behavior by the method of successive approximations, reinforcing only desired behavior. The physical environment was modified to facilitate discrimination and to simplify desired responses. Improved skills of many of the children and improved attitudes of the attendants were apparent although no quantitative results were derived. Project success depended upon staff acceptance, regarding the project as a learning situation, using the team approach, involving the whole institution in the project, and supporting the project by administrative participation. Six references are listed. (RK)

ABSTRACT 20053
EC 02 0053 ED N.A. Pub. Date Nov 67


Descriptors: exceptional child services; mentally handicapped; recreational activities; work experience programs; attendants; employment opportunities

The work and recreation program described has employed nine mentally retarded adults at a recreation center for the handicapped for the past 3 years. They work as aides or helpers for several hours and then participate in group recreational activities. Jobs include providing custodial care of small children, helping with the recreation program, or working as a transportation, housekeeping, janitorial, office or library aide. Three case histories illustrate progress made by participants. (LE)

ABSTRACT 20064
EC 02 0064 ED N.A. Pub. Date 68 64p.

Sunderlin, Sylvia, Ed. Aides to Teachers and Children. Association for Childhood Education International, Washington, D. C. EDRS not available AAHPER, Recreation and Fitness for the Mentally Retarded, 1201 16th Street, N. W., Washington D. C. 19836. Appeared in Challenge. Published By Project on Recreation and Fitness for the Mentally Handicapped, American Association for Health, Physical Education, and Recreation. Descriptors: exceptional child education; nonprofessional; school aides; teacher aides; training; training objectives; job training; student volunteers; volunteer training; community resources; parent participation

A collection of 13 articles provides information on the following: the need for aides; finding, screening and using aides; use of parents as aides; sixth-grade aides for the kindergarten; teen-age aides; curriculum resources in the community.
developing professional skills in paraprofessionals; the teacher and the paraprofessional; staff parents become better teachers. The text is illustrated with photographs and a 25-item bibliography is included. (LE)

ABSTRACT 20113
EC 02 0113 ED N.A.
Publ. Date Dec 65
Baumeister, Alfred; Klosowski, Raymond
An Attempt to Group Toilet Train Severely Retarded Patients.
EDRS not available
Mental Retardation; V3 N6 P74-6 Dec 1965
Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; reinforcement; behavior change; institutionalized (persons); attendant training
Group toilet training was given to 40 profoundly retarded males, aged 10 to 25. Attendants received instruction in the project and in reinforcement principles. Subjects were reinforced with food or other appropriate items. The training lasted 70 days. By the fifth day, behavior began to improve. When subjects were allowed a change in their environment, successes were practically eliminated. Success with the program was judged incomplete. (GB)

ABSTRACT 20280
EC 02 0280 ED N.A.
Publ. Date Mar 68
Berryman, Doris L.
Unemployed Young Adults: A Manpower Resource for Therapeutic Recreation.
EDRS not available
Journal of Rehabilitation; V34 N2 P11-3 Mar-Apr 1968
Descriptors: exceptional child services; nonprofessional personnel; unemployed; trainees; recreation; young adults; participant characteristics; on the job training; course content; career opportunities
A 6-month program to train unemployed or underemployed young adults as aides to professional therapeutic recreational personnel consisted of development of skills and on the job training. Three groups of 25 trainees participated. Criteria for trainee selection were an interest in working with disabled people and a high school diploma or certificate or the willingness to work for one. The training program avoided the traditional classroom atmosphere, utilizing question-answer and role playing sessions, lectures, seminars, and demonstrations. Class content was basically the same for all three groups and the sessions covered record-keeping, leadership, and development of language and recreation skills. Of the trainees, 85% completed the course and 58% were subsequently employed. Nine percent entered college or vocational training. One problem of the program was failure to provide a thorough initial physical examination for trainees including indicated medical psychological care. Because of difficulty in establishing jobs with real career opportunities, the training program was discontinued until a job analysis could be implemented. (JM)

ABSTRACT 20349
EC 02 0349 ED N.A.
Publ. Date Nov 69
Cleland, Charles C.
EDRS not available
Schooling Bulletin; V66 N2 P115-26 Nov 1969
Descriptors: exceptional child research; attendants; occupational surveys; age differences; sex differences; residential patterns; labor turnover; personnel needs; institutional personnel; program planning
This survey, based on 682 attendants' responses to a 23-item questionnaire, reflected an effort to define constraints that discourage effective utilization of existing manpower. Commuting practices, transportation modes, labor market boundaries, retirement, and demographic characteristics of attendants from two institutions located within the same city were studied to determine how these parameters might relate to partial resolution of the manpower shortage. Results revealed the following factors: over 67% were 37 to 46 years old; in 5 years, age will deplete the existing work force 20%; over two-thirds of the attendants were female; the index of discrepancy between actual and preferred residence indicated that as a group, willingness to relocate would be low; over 44% of the long-tenure, as opposed to 21.37% of new employees, preferred rural living. Additional results and population growth reports of the two institutions are reported. (Author)
Descriptors: exceptional child research; dyslexia; remedial programs; individualized instruction; reading improvement; nonprofessional personnel; testing; reading achievement; learning disabilities

A Title III grant made possible a 3-year experimental program to determine if children with the specific reading disability, dyslexia, could be remediated by the use of a structural-linguistic procedure taught through a multisensory approach. This remedial procedure was taught on a one-to-one basis of instruction through the use of para-educational personnel under close supervision in a regular public school setting. During the years of the program 78 students attended the full day Perceptual Development Center Program and 545 students participated in an hour-a-day reading program. Test-retest data revealed that students receiving this specialized training improved in reading skills and retained this gain or further improved after dismissal from the program. (Author)

ABSTRACT 20745
EC 02 0745 ED N.A.
Pub. Date 67 17p.
Swift, Marshall S. and Others
A Preliminary Investigation of Houseparent Intervention with a Child with a History of Eating Disturbance.
EDRS not available
Devereux Schools Forum; V3 N2 P71-87
Win 1967

Descriptors: exceptional child services; emotionally disturbed; behavior; reinforcement; behavior change; behavior problems; residential care; staff meetings; staff role; behavior rating scales; eating habits; nonprofessional personnel

Houseparents of the Devereux Academy and Gateway units met weekly with the Department of Psychological Research to focus on the houseparents’ methods of dealing with specific problem behaviors rated as high in occurrence through the use of the Devereux Child Behavior (DCB) Rating Scale. Discussion focused upon a 13-year-old girl with a 6-year history of eating disturbance. Tape recorded excerpts from the weekly meetings illustrate which methods had failed and how a new plan was devised. Staff discussions show how the child’s behavior and attitude changed and improved in reaction to the new system of selective reinforcement. Eight generalizations summarize the procedures employed. (TE)

ABSTRACT 20790
EC 02 0790 ED 026 665
Publ. Date Jan 68 10p.
Thomson, Ruth
Volunteers to Prevent Emotional Problems in Children, Summary Progress Report.
Counseling Service of Addison County, Inc., Middlebury, Vermont
National Institute of Mental Health (DHHEW), Bethesda, Maryland
EDRS mf,he

Descriptors: behavior problems; college students; elementary school students; mental health clinics; mental health programs; tutorial programs; prevention; student volunteers; underachievers; counseling services; emotional problems

The Counseling Service of Addison County, a community mental health clinic, began in 1966 as a four-year project to determine whether emotional problems could be prevented by the early assignment of college student volunteers to underachievers in the early grades of elementary school is presented. The progress report of the second year, records, report cards, and achievement test scores are reviewed. The California Test of Personality, the Goodenough-Harris Drawing Tests and the Bender Visual Motor Gestalt Test are reported as administered along with a behavior-rating scale completed by the teachers. Although the data is not yet statistically significant, it is pointed out that observations by teachers and parents were favorable. It appears that the volunteer college student is generally more stable than the average student. While all data is tentative and too early for definite conclusions, the project has continued to progress in its second phase according to the original plans. (KP)

ABSTRACT 20858
EC 02 0858 ED 028 553
Publ. Date 67 40p.
Dental Health for the Handicapped.
Alabama University, Birmingham, Dental Advisory Committee
Public Health Service (DHHEW), Washington, D. C., Mental Retardation Division
EDRS mf,he
MR-0102B67

Descriptors: exceptional child services; 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 means of adapting the oral hygiene program to each individual. Also described are oral hygiene programs now existing in group living settings and methods of recognizing special mouth problems. Appendices list sources for additional readings and materials, and present study questions with their answers. (LE)

ABSTRACT 20972
EC 02 0972 ED 033 512
Publ. Date May 68 180p.
The Utilization of Supportive Personnel in Speech Correction in the Public Schools.
Colorado State Department of Education, Denver
Office of Education (DHHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,he

Descriptors: exceptional child research; speech therapy; speech therapists; teacher aids; program evaluation; nonprofessional personnel; administration; standards; language development; speech evaluation; speech handicapped; aurally handicapped; auditory evaluation; teaching methods; teacher attitudes

A pilot program for supportive personnel in speech pathology and audiology began with 3 weeks of formal training. Ten speech aids then worked for 10 weeks in nine school districts. Speech correctionists evaluated the aids and indicated that they were most helpful in articulation and language drills, carry-over activities, ear training, preparation of therapy material, and record keeping. Eleven of 14 correctionists felt that they would like to have the continued services of an aide although many negative attitudes toward aides were in existence (many correctionists felt threatened). The speech aides also evaluated the program; favorable reactions were expressed toward the field of speech correction, and seven aids said they would like to continue their work. Speech aides made to the trainees are presented and include the following: public school organization and administration; the role of the speech specialist; professional responsibilities and ethics; child growth, speech, and language development; the speech mechanism; disorders of speech and language and their evaluation and rehabilitation; the hearing mechanism; hearing disorders, evaluation, and rehabilitation; and identification audiometry. (RJ)

ABSTRACT 21000
EC 02 1000 ED N.A.
Pub. Date Mar 65 155p.
Thorne, Gareth D.
Understanding the Mentally Retarded.
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($3.95)

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

ABSTRACT 21105
EC 02 1105 ED 027 386
112p.

Exceptional Child Bibliography Series
Preparing Competent Special Education Teachers.

EDRS not available
Education in Canada: V9 N4 P31-6 Dec 1969

Descriptors: teacher education; teacher improvement; handicapped children; educational needs; teaching skills; teacher certification; paraprofessional school personnel

Two ways of looking at the needs of exceptional children are considered with a focus on providing environments to enable individuals to learn effectively. Problems encountered in placing children in special classes and the status of special class teachers are examined. Suggestions are made for improving teacher education programs in the direction of developing five specific competencies. The process of implementation is described with attention given to teacher certification, the use of paraprofessional personnel, evaluation of teacher performance, and skill maintenance.

The programs for blind retarded patients at the Plymouth State Home and Training Hospital in Michigan are described. The programs are divided in four subgroups by age and ability, emphasize language and speech, use the token system of motivation, and stress the learning of socially acceptable behavior. The staff and attendants work closely together, and individual realistic goals are set.

**ABSTRACT 21416**

EC 02 1416 ED N.A.
Pub. Date Dec 69
McClennen, Sandra

Teaching Techniques for Institutionalized Blind Retarded Children.

EDRS not available
New Outlook for the Blind; V63 N10 P32-5 Dec 1969

Descriptors: exceptional child education; multiply handicapped; teaching methods; institutionalized persons; mentally handicapped; visually handicapped; residential schools; attendants; reinforcement

Incorporated in the method described is expected that additions and deletions will be made. The body of the manual is an outline which indicates the topic and purpose for each lesson and presents in parallel columns suggested content, teaching methods and aids, and reading references in relation to each sub-topic. Lesson topics include: background on mental retardation, growth and development, social and emotional needs, housekeeping in the cottage, safety, civil defense, training, feeding, and clothing the resident, personal health and hygiene, nursing care, common diseases and conditions, body mechanics, leisure time, sex education, religion, discipline, referring problems, and the responsibility of the attendant to the patient. The appendix includes a glossary, bibliography, film list, and list of agencies from which resource materials may be obtained.

The effectiveness of operant conditioning procedures implemented by attendants was evaluated by comparing the progress of three groups of severely and profoundly retarded institutionalized young children. In addition to the experimental and control groups, a placebo group, which received classroom-type training, was included. The results indicated significantly greater improvement in the group trained by operant conditioning. (Author)
supportive personnel in school speech and hearing programs. A preface presents the institute’s purposes, and an introduction by the editor describes the concerns, attitudes, and conclusions of the institute participants. The report includes the following 10 speeches: Welcome and Introductory Remarks by M.C. Fitzgerald, The Development of Professional Teams in Education and Services for the Handicapped by J. Gallagher, New Careers in New Fields by A. Brody, Help for the Professional by L. Goldman, Education by D. Davies, Nursing by E. Utz, Physical Therapy by F.S. Linduff, Counseling by C. Daniels, Our Crisis by M. Marge, and Supportive Personnel—Current Legislation by J.H. Scheuer. An appendix lists the institute participants. (JD)

**ABSTRACT 21517**

EC 02 1517  ED N.A.  97p.

Penny, Ruthanna

Substitute Parents: Training the Profoundly Retarded Patient for Return to the Community.

EDRS not available

Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Descriptors: exceptional child services; mentally handicapped; custodial mentally handicapped; trainable mentally handicapped; institutionalized (persons); training techniques; self care skills; nurses; attendants; case studies; communication (thought transfer); nonverbal communication

Profoundly and moderately retarded children are the focus of a discussion of training techniques for nursing personnel or others assuming the responsibility of care. The author believes that most severely retarded persons can learn self care and may be able to return to their own or to foster homes. An introduction provides training goals and methods, scheduling suggestions, and examples of rewards. The one-to-one relationship of an 8 year old institutionalized nonverbal boy and a psychiatric technician is described as he gradually began to talk and was eventually discharged. A project involving six females from 18 to 38 (IQs 20 to 60) is reported through excerpts from group interaction meetings. Profound retardation accompanied by physical handicaps is considered as are communication in therapy and suggestions for training prospective foster parents. (RJ)

**ABSTRACT 21560**

EC 02 1560  ED N.A.  49p.

McGahan, F. E.; McGahan, Carolyn

The Paraprofessional Teacher in Action.

Northeast Texas Educational Services, Inc., Paris

EDRS not available

Learning Designs, P. O. Box 234, Manchester, Missouri 63011.

Descriptors: exceptional child education; learning disabilities; paraprofessional school personnel: teacher aides; staff role: remedial instruction; supervisory activities; learning activities

Designed as a guide for the paraprofessional teacher, the text offers hints and proposes activities for enabling the aid to fulfill her role effectively. Discussed are the dynamics and attitudes of the paraprofessional. Hints for acquiring the best attitudes, personal mental health, understanding important terminology, work responsibilities, and the developmental learning continuum. Other areas that the paraprofessional must comprehend are knowing and coping with social and emotional factors which interfere with learning, knowing and coping with low potential factors, and understanding and remediating gross motor difficulties and fine motor factors that interfere with learning. (JM)

**ABSTRACT 21563**

EC 02 1563  ED N.A.  34p.

Summarization: The Role of the Volunteer in Alternate Planning for Patients.

Harrisburg State Hospital, Pennsylvania

Pennsylvania Department of Public Welfare, Harrisburg, Office of Mental Retardation

EDRS not available

Office of Mental Retardation, Pennsylvania Department Of Public Welfare, 423 Walnut Street, Harrisburg, Pennsylvania 17101.

Descriptors: exceptional child services; mentally handicapped; emotionally disturbed; institutionalized (persons); volunteer training; staff role; conference reports; Pennsylvania

Conference participants consisting of physicians, psychologists, social workers, superintendents of facilities, and volunteer workers discuss the role of the volunteer worker with the emotionally disturbed and mentally handicapped. Brief speeches include the following topics: the community’s relationship to the institution, volunteer training and assigned tasks, the volunteer’s relationship to the hospital staff, program success, alternate programs, long term patients, and a history of volunteer programs. Outlines of six regional area meetings with highlights of content and proposals for the future are provided. (JM)

**ABSTRACT 21568**

EC 02 1569  ED N.A.  18p.

Tomlinson, T. M. and Others

Psychotherapy and the Nonprofessional Therapist: Responses of Naive Therapists to Therapeutic Contact with Chronic Schizophrenics.

EDRS mf/ce

Descriptors: college students; institutionalized (persons); nonprofessional personnel; psychotherapy; schizophrenia; student experience; training techniques; emotionally disturbed

The current interest in using non-professional therapists to work with chronic schizophrenics is usually focused on the effect on the patients. Relatively little attention has been paid to the effect this particularly intransigent patient population may have on clinically unsophisticated students, especially students who are planning a career as professional psychotherapists. The question is asked about the advisability of engaging naive students in the task of helping patients who are unlikely to exhibit identifiable behavior or personality change. Biographical and rating scale data from untrained student therapists are examined, and the conclusion is reached that in most instances, the experience has a positive outcome. Students attain insights into the nature of psychopathology and achieve a more realistic view of psychotherapy. The warning is issued, however, that the experience can be extremely frustrating and unnecessarily disconcerting to the naive therapist who expects but does not receive reinforcement in terms of a productive patient relationship or observable patient behavior change. It is suggested that unless considerable supervision is available a more responsive group of patients might provide a more suitable patient sample for the first therapeutic encounter. (Author)

**ABSTRACT 21641**

EC 02 1641  ED N.A.  4p.

Shawmeker, William F. and Others

A Multi-Dimensional Approach to Child Care Aide Training.

EDRS not available

Training School Bulletin; V63 N3 P124-7 Nov 1966

Descriptors: exceptional child education; child care workers; child development; mentally handicapped; college credits; attendant training; residential centers

A child care training program for aides at a residential center for mental retardates is described. Offered as a college course, the 6 week program which stresses child development consists of two daily class periods at the college supplemented by 6 hours of activities at the center. (DT)

**ABSTRACT 21680**

EC 02 1680  ED N.A.  7p.

Eastman, F. Elhine

The Establishment of State Wide Volunteer Services in Oregon.

EDRS not available

New Outlook for the Blind; V64 N4 P97-103 Apr 1970

Descriptors: exceptional child services; visually handicapped; voluntary agencies; volunteers; community programs; volunteer training; adult programs; administrative organization

The administrative and organizational arrangements and problems in establishing a state wide volunteer group are discussed. Described are the needs for volunteer workers, the services they can provide, methods of providing independence for the blind, tailoring each program to the specific community, and the
coordination necessary in each program. An example of a successful program is provided including information on area served, its group activities, volunteer recruitment, volunteer training classes, selecting a coordinator, the basic skills and knowledge emphasized, the mutual satisfaction achieved, and its ultimate success and development into a permanent organization. (JM)

**ABSTRACT 21728**

EC 02 1728 ED N.A.
Publ. Date Jun 65 5p.
Bennett, Charles D.; Bensberg, Gerard J.


EDRS not available

Mental Retardation; V3 N3 P7-11 Jun 1965

Descriptors: exceptional child research; mentally handicapped; institutions; discipline; questionnaires; surveys; administrative policy; institutionalized (persons) discipline policy; attendant training

Reported are the responses of 23 Southern state residential facilities to a questionnaire concerning resident behavioral management. Responses to questions are grouped under the law and its implementation, institutional disciplinary practices, the attendant and behavioral management, and some correlates of problem behavior. Increased training, involvement, and authority of attendants are discussed. Administration efforts to evaluate current policies and to implement realistic behavioral management are recommended. (TL)

**ABSTRACT 21770**

EC 02 1770 ED 035 149
Publ. Date Aug 69 61p.
Guess, Doug and Others


Kansas University, Lawrence;
Kansas Neurological Institute, Topeka Office of Education (DHEW), Washington, D. C. Bureau of Education for the Handicapped
EDRS mf.hc
OEG-0-8-070815-0216
BR-7-0815

Descriptors: exceptional child research; mentally handicapped; nonprofessional personnel; language development; teacher aids; institutionalized (persons); speech instruction; speech improvement; language instruction; intellectual development; reinforcement; language programs; oral expression; custodial mentally handicapped

The utilization of non-professional personnel as language teachers was investigated using forty residents and an equal number of controls who were matched on the variables of CA, IQ, and Language Age (mean CA 13.28 and mean IQ 33). Two former psychiatric aids were trained as language developmentists by classroom experiences, informal discussions and reading material pertinent to language acquisition. The language aids were provided with appropriate language development materials and supervised by a speech pathologist. A token reinforcement system was used in all classes. Results showed the children attending language classes made significantly greater raw score gains in the Illinois Test of Psycholinguistic Abilities than did the control group (CG) over the 18 month period. Significantly greater gains in IQ scores were made by the Language Training Group; their mean pre to post IQ score gains were 3.64 points compared to .22 points for the controls. Results suggested greater use of nonprofessional persons in the education of retarded children, while utilizing professionals as consultants. Lesson plans for this project can be found in EC 004 827. (Author/WW)

**ABSTRACT 21782**

EC 02 1782 ED 034 911
Publ. Date Dec 69 57p.

EDRS mf.hc

Descriptors: exceptional child education; early childhood education; paraprofessional school personnel; inservice education; teacher aides; educational programs; course content; course objectives; program evaluation; teacher role; conference reports

Four papers discuss training and personnel in early childhood education. The concepts developed by the Division of Training Programs in seeking to award a grant for planning inservice training programs are described by J. Gerald Minniski as is the role of a training coordinator. An evaluation of a pilot program to train teacher aides is presented by Fred L. Gross, while Leonard Kaplan and Vallis Fink discuss the effective use of paraprofessionals in the classroom. Also included is a paper by Richard Ater on the use of paraprofessionals for speech and language development in young children. (RJ)

**ABSTRACT 21808**

EC 02 1808 ED N.A.
Publ. Date Nov 69 4p.
Schlepper, Ann; Rosenfeld, A.
Volunteers--A Resource in Remedial Teaching.
EDRS not available

Special Education in Canada; V44 N1 P9-12 Nov 1969

Descriptors: exceptional child education; volunteers; disadvantaged youth; remedial programs; paraprofessional school personnel; tutorial programs; volunteer training; program evaluation

A description of a remedial teaching project conducted by 25 undergraduates tutoring disadvantaged kindergarten, first, and second-grade children with learning problems is presented. Procedures of tutor orientation, student selection and testing, and implementation of the project are described. Favorable results, deficits, and implications of the project are also included. (RD)

**ABSTRACT 21833**

EC 02 1833 ED N.A.
Publ. Date Mar 70 4p.
Northcott, Heather Huntington
A Teacher's Aide--Color Me Satisfied.
Volta Review; V72 N3 P181-4 Mar 1970

Descriptors: exceptional child education; aurally handicapped; teacher aides; day schools; summer programs

The experiences of a high school senior working with a 6 week summer program for the deaf are described. The typical day included meeting the children at the bus and assisting them in art work, music, experiences, physical activity, industrial arts, dramatic arts, arithmetic, language, and reading readiness. The article presents the aide's impressions and enthusiasm. (JM)

**ABSTRACT 21841**

EC 02 1841 ED N.A.
Publ. Date Jan 70 27p.
Shaw, Robert A.
Aides for the Mentally Handicapped, Arizona Children's Colony Mental Retardation Center, Randolph
EDRS not available

Department of Training and Education Services, Arizona Children's Colony Mental Retardation Center, Randolph, Arizona 85243.

Descriptors: exceptional child education; mentally handicapped; inservice training; teacher aides; paraprofessional school personnel; Arizona Children's Colony Mental Retardation Center

Designed to help teacher aides, recreation aides, training aides, students, and others with little preservice training who work with the mentally handicapped, the manual discusses interpersonal relationships with the mentally handicapped. Proper procedures and situations to avoid are presented. Specific areas discussed are establishing rapport-communication, maintaining proper social-psychological distances, and assuming the responsibilities assigned. Illustrations are included. (MS)

**ABSTRACT 21894**

EC 02 1894 ED N.A.
Publ. Date Dec 69 3p.
Bozarth, J. D.; Daly, W. C.
Three Occupational Groups and Their Perceptions of Mental Retardates.
EDRS not available

Mental Retardation; V7 N6 P10-2 Dec 1969

Descriptors: exceptional child research; mentally handicapped; attitudes; institutional personnel; institutionalized (persons); behavior rating scales; performance supervisors; teacher attitudes; attendants

The investigation examines the perceptions of three groups of employees in...
relation to the performance of a sample of institutionalized mentally retarded. Work supervisors, education and activities employees, and child care aides were asked to rate all residential subjects between the ages of 16 and 21 with IQ's ranging from 40 to 80 on 14 variables, using the Likert Rating Scale. Results indicate highly significant differences between the groups of raters. Work supervisors tended to rate residents' performance significantly higher than either of the other two groups. Child care aides in turn rated residents' performance lower than work supervisors did, but higher than education and activities employees did. (Author)

**ABSTRACT 22101**
EC 02 2101 ED 035 579 Publ. Date 69
Abbot, Margaret Evaluation Handicapped Component Implementation of the Teacher and His Staff. Grand Forks Public Schools, North Dakota Office of Education (DHEW), Washington, D.C., Bureau of Elementary and Secondary Education EDRS mf,lc Descriptors: reinforcement; educable mentally handicapped; elementary school students; junior high school students; physical education; pilot projects; public schools; speech handicapped; staff utilization; tape teacher aides; teaching methods; behavior change.

This document contains reports of three projects in the handicapped component of the Grand Forks, North Dakota, Teacher and His Staff program supported by ESFA Title III. The first project reported is A Pilot Study Using a Teacher Aide Employment Procedure to Assist a Speech Clinician in a Public School Setting. Included is description of the development of new methods and materials (e.g., an innovative reinforcement device which dispenses the tokens, which are trading stamps) for use by the teacher aide in working with nine children with severe articulation disorders. The second report, an Evaluation of Teacher-Aide Directed Taped Instruction in the Educable Mentally Retarded Classroom, describes an attempt to determine whether seven educable retarded junior high school students could learn and retain information through directed audio tapes. It describes the use of a teacher aide to transcribe textbook information onto tapes, to direct instruction using the tapes, and to administer and record results of pre- and posttests used to determine the technique's effectiveness. The third paper The Development of a Physical Education Program for Mentally Educable Students in Winshpine Elementary School describes the general organization and content of the program are described. Each report contains description of project results, evaluation (all were considered generally successful), and recommendations for further study or modification. (JS)

**ABSTRACT 22122**
EC 02 2122 ED N.A. Publ. Date May 70
Sloan, James D. and Others Teacher Aide Attitudes Toward the Mentally Retarded. EDRS not available Training School Bulletin; V67 N1 P15-9 May 1970 Descriptors: exceptional child research; mentally handicapped; teacher aides; attitudes; semantics.

A semantic differential was administered to ten teacher aides employed in a six-week summer program at a residential institution for the retarded. These subjects had no previous contact with retarded children. The following concepts were measured (pretest and post-test) with the semantic differential: State Training School, Children I Work With, Normal Children, and Institutionalized Retarded Children. The effect of contact with retarded children was found to be significant (p less than .05), with the subjects' attitudes becoming more positive on all four of the concepts. The means for the concepts were also found to differ significantly (p less than .01). (Author)

**ABSTRACT 22227**
EC 02 2227 ED 037 879 Publ. Date Feb 70
Project for Preparing Teacher Aides to Facilitate a Tutorial Reading Program with Emphasis on Perceptual Training for Primary School Age Children of Low Socioeconomic Status. Final Report. Vigo County School Corporation, Terre Haute, Indiana, Department of Pupil Personnel Services EDRS mf,lc Descriptors: exceptional child education; disadvantaged youth; remedial reading programs; tutorial programs; teacher aides; educational programs; volunteer training; program guides; child development; primary education; perceptual motor learning.

Described is a training program to prepare teacher aides to tutor in a remedial reading program for children of low socioeconomic status. Instruction emphasized early childhood growth and development, visual motor perception training, language and auditory development, and emotional and social development. Trainee selection, the training program, its use in the regular school program, an evaluation of the project, and recommendations are discussed. The course curriculum, with suggested teaching techniques, materials, and approaches to classroom management, is included. (IM)

**ABSTRACT 222414**
EC 02 22414 ED N.A. Publ. Date Jan 70
Stoffler, Dean L. Investigation of Positive Behavioral Change as a Function of Genuineness, Nonpossessive Warmth, and Empathic Understanding. EDRS not available Journal of Educational Research; V63 N5 P225-8 Jan 1970 Descriptors: exceptional child research; behavior problems; learning difficulties;
Elementary school students; nonprofessional personnel; volunteers; school aides

Each of 35 married women met voluntarily twice a week with a child with a behavior and academic problem. The women were instructed to establish a good relationship and choose their own activities. Helpers were rated for nonpossessive warmth, accurate empathy, and genuineness. Some of the helpers were found to be warm and understanding; they tended to have a therapeutic effect on the children with whom they worked. Those who were not warm and understanding tended to effect no positive change on the children. It is suggested that better selection procedures be used in choosing school volunteers and that the volunteers be given training. (RJ)

**ABSTRACT 22439**

EC 02 2439 | ED N.A.
Publ. Date Jun 70 | 4p.
Thorne, D. Eugene; Shinedling, Martin
Volunteer Student Behavior Engineers: Should They Attempt to Establish or Eliminate Target Behaviors?
EDRS not available

**ABSTRACT 22474**

EC 02 2474 | ED N.A.
Publ. Date 70 | 3p.
Hartlage, Lawrence C.
Subprofessional Therapists' Use of Reinforcement Versus Traditional Psychotherapeutic Techniques with Schizophrenics.
Indiana University Medical Center, Indianapolis
EDRS not available
Journal of Consulting and Clinical Psychology; V34 N2 P121-3 1970

**ABSTRACT 22501**

EC 02 2591 | ED N.A.
Publ. Date 70 | 7p.
Artes, Richard
Project Expand: The Use of Communication Aides in Speech and Hearing Programs.
EDRS not available

**ABSTRACT 22781**

EC 02 2781 | ED N.A.
Publ. Date Sep 67 | 19p.
Sinnott, E. Robert; Niedenthal, Linda K.
The Use of Indigenous Volunteers in a Rehabilitation Living Unit for Disturbed College Students. Research Report No. 1.
Kansas State University, Manhattan, Kansas
Student Health Service Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS not available

**ABSTRACT 22579**

EC 02 2579 | ED N.A.
Publ. Date Feb 70 | 3p.
Cook, John J.
Noise Levels in the Classroom.
EDRS not available

**ABSTRACT 22586**

EC 02 2586 | ED N.A.
Publ. Date 68 | 67p.
You're the Tutor.
EDRS not available

**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.0c

**ABSTRACT 22419**

EC 02 2419 | ED N.A.
Publ. Date 70 | 4p.
Katz, Max S.; Mayer, Rosemary
Those who were not warm and understanding tended to effect no positive change on the children. It is suggested that better selection procedures be used in choosing school volunteers and that the volunteers be given training. (RJ)
emotionally disturbed; college students; student volunteers; therapeutic environment; dormitories; peer relationship

Normal College student volunteers lived in a coeducational rehabilitation living unit with clients referred by counselors and psychiatric staff. Diagnostic categories in the group of 28 clients served in three semesters of the project were schizoid personality, schizophrenic, psychoneurosis, personality trait disturbance, and adjustment reaction of adolescence. During the project both volunteers and clients consistently ranked informal contacts with project members as first or second choice when choosing the most helpful type of assistance from five or six alternatives. Analysis of agreement among clients, volunteers, and combined groups yielded statistically significant coefficients of concordance (p less than .05). Counselors and psychiatric staff judged the living unit a significant resource for use with conventional services in helping seriously disturbed college students. (MS)

ABSTRACT 22810
EC 02 2810  ED N.A.
Publ. Date May 66  5p.
Lloyd, Glenn T.
A Proposal for Better Educational Opportunities for the Deaf Child.
EDRS not available
American Annals of the Deaf; V111 N3  P505-9 May 1966

Descriptors: exceptional child education; aurally handicapped; residential schools; personnel; educational programs; communication problems; manual communication; nonprofessional personnel

Communication difficulties in residential schools for the deaf tend to arise when non-teacher staff members need to communicate with the children. When they experience problems, another staff member intervenes, the matter is dropped or another child acts as intermediary for communication. Therefore, since effective communication is essential to care and welfare, all personnel should be specially prepared not only in the areas of development and psychology of deaf children, but also in the skills necessary for communication with them. The oral approach is not adequate, for not all deaf children are skilled in the art of speech and speechreading. The alternative apparently has to be manualism. Personnel should learn to communicate by the use of signing and finger spelling along with speech. The program for communication development would thus be supported out of class and the needs of the majority would be met. (JD)

ABSTRACT 22858
EC 02 2858  ED N.A.
Publ. Date 67  20p.
Auxiliary School Personnel.
National Commission on Teacher Education and Professional Standards, Washington, D. C.
EDRS not available
Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (50,50).

ABSTRACT 22905
EC 02 2905  ED 040 557
Publ. Date Jun 69  180p.
Smith, Donald C.

Ohio State University, Columbus Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf.hc
OEG-3-6-061181-1596
BR-6-1181

Descriptors: exceptional child research; learning difficulties; behavior problems; community service programs; volunteers; academic achievement; intervention; counseling; remedial instruction; individual characteristics; program effectiveness; student adjustment

A community helper project involved 37 untrained volunteers in a one-to-one relationship with children manifesting behavioral and learning problems in school. Most volunteers were nominated by principals; all passed screening and all were women despite efforts for recruiting men. Seventy-four problem children, from grades 1 through 6, and not manifesting mental retardation or physical or sensory handicaps, were involved. Mean age of experiments was 9.2; controls were an average of 1 year older, but of similar class (low to upper middle) and intelligence (low to high average). Experiments met for 22 interviews over 18 weeks with a helper; 13 children received remedial tutoring or counseling; 24 controls received no special services. Ratings of behavior, personality, academic achievement, and intelligence indicated no significant differences between the groups. It was suggested that the treatment period be extended and need frequencies analyzed; also, it was recommended that selection procedures for subjects and volunteers be refined. Principals, teachers, and helpers all saw the program as effective. (Author/JD)
also used to evaluate results. Results showed that the procedures and reinforcers, when used, were effective in producing better attention and work behavior in the students and in the utilization and upgrading of unemployed black adults, although longer, more extensive programs are suggested to remediate long-standing cases of educational failure, and to contribute to the solving of social as well as learning problems. (KW)

ABSTRACT 23008
EC 02 3006  ED N.A.
Noar, Gertrude
Teacher Aides at Work.
National Education Association, National Commission on Teacher Education and Professional Standards, Washington, D. C.
EDRS not available
Publication-Sales Section, National Education Association, 1201 16th Street, N. W., Washington, D. C. 20036 ($0.75).
Descriptors: teacher aides; paraprofessional school personnel; teacher attitudes; school aides
As a result of visiting teachers and teacher aides across the country to get their reactions and impressions on the use of teacher aides, the author discussed how and by whom teacher aides are selected, trained, and assigned; why they are used; how it feels to be a teacher with an aide, or an aide; how administrators support auxiliary personnel; programs; who becomes teacher aides; and what their future prospects are. Observed failures and disenchantment with auxiliary school personnel are reported as well as achievement and successful relationships. (KW)

ABSTRACT 23310
EC 02 3310  ED N.A.
Gilmore, Alden S.; Rich, Thomas A.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($5.75).
Descriptors: exceptional child education; mentally handicapped; volunteer training; learning characteristics; behavior; psychomotor skills; recreational activities; social relations; language proficiency; rehabilitation
The manual is intended for volunteer workers and other beginners who need background information and orientation to work with the mentally handicapped. Information is not directed to performance of specific tasks, but rather is basic to any aspect of service or association with the mentally handicapped. The programmed instruction technique of presentation is designed for self instruction or may be adapted for group instruction. The manual covers fundamental knowledge in the areas of causes and types of mental handicaps, learning potential, behavioral expectations, physical ability, recreational techniques, social and emotional relationships, brain damage, speech and language development, health problems, and vocational problems and rehabilitation. (KW)

ABSTRACT 23457
EC 02 3457  ED 041 421
Klaber, M. Michael
Retardates in Residence: A Study of Institutions.
Hartford University, West Hartford, Connecticut
EDRS mf, hc
Descriptors: exceptional child research; mentally handicapped; institutionalized (persons); evaluation; institutional environment; institutional personnel; attendants; adjustment (to environment); interpersonal relationship; social relations; attitudes; behavior; institutional facilities; comparative analysis
An introduction by Dr. David D. Komisar provides background and objectives for a study which eventually involved observations in six residential institutions. Two institutions were judged to be ineffective as residents appeared to be not happy or self-sufficient, showed little intellectual growth (or were rarely, if ever, tested), had many stereotyped behaviors, and manifested excessive needs for social reinforcement. One institution emerged as clearly effective and one as moderately so. In five of six institutions, other ward residents were the greatest source of interpersonal contacts; in only one institution did attendants and other nonretarded adults interact as frequently with residents. Between one third and one half of the time of severely retarded residents of the typical institution was spent in doing nothing. The attitudes of attendants at the different institutions showed remarkable consistency. While verbal and psychological attitudes of parents did not differentiate between effective and ineffective institutions, parents of children in an effective residence visited children more frequently. Additional research results and implications are presented, and schedules of a typical day at each institution are included. (RJ)
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