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ABSTRACT

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

A Selective Bibliography

November, 1973

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

Exceptional Child Bibliography Series No. 612

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

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

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

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

How to Read the Abstract

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

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

How to Purchase Documents

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

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Institution(s)
Contract or grant number
Descriptors—subject terms which characterize content

EDRS mf, hc indicates document is available in microfiche and hard copy.*
Summary

Abstractor’s initials

*NOTE: EDRS mf indicates microfiche reproduction only.
INDEXING TERMS SEARCHED

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

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

JOURNALS USED

Abstracts of articles from the following periodicals in this bibliography:

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

The abstracts in this bibliography were selected from Exceptional Child Education Abstracts, Volumes I-V, No. 1.
A Demonstration Project In Art Education for Deaf and Hard of Hearing Children and Adults

New York Society for the Deaf, New York

OE1-77-008588-2038

EDRS mf,hc

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

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

Recreation for the Mentally Retarded - A Community Based Program

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

EDRS mf,hc

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

The major objective of this 3-year research and demonstration project was to test the feasibility of extending the responsibilities of community work agencies in New York to include the mentally retarded. The 13 participating group work agencies received financial support as well as consultation, intake, and professional training services from the project staff. In all, 27 groups of retardates (IQ's 35 to 75) were created, numbering from 10 to 15 members. Activities were predominantly task oriented for the youngest group (ages 8 to 12), unfocused and carried out by the adolescents (ages 13 to 17), and concerned with group goals and needs for the young adults (ages 18 to 30 and over). Self care skills were stressed with the peer groups serving as mechanisms to increase social skills. The turnover rate, about 50 percent of the participants, was highest the children's and adolescents' groups, low income areas. Parent questionnaires, coming primarily from the families of children remaining in the program, indicated satisfaction with the program's content and context as well as with the changes noticed in the retarded child or adult. However, concerns with group goals and needs for the young adults (ages 18 to 30 and over), Self care skills were stressed with the peer groups serving as mechanisms to increase social skills. The turnover rate, about 50 percent of the participants, was highest in the children's and adolescents' groups, low income areas. Parent questionnaires, coming primarily from the families of children remaining in the program, indicated satisfaction with the program's content and context as well as with the changes noticed in the retarded child or adult. However, concerns with group goals and needs for the young adults (ages 18 to 30 and over), 58 percent of 36 respondents, and need was demonstrated for a continuation of programs to reduce social isolation less than one-third of the participants established friendships which carried over outside the meetings). Agency directors, whose attitudes were conductive to the permanent establishment of suitable recreational programs, revealed in personal interviews a favorable view of serving the handicapped. The maintenance of favorable attitudes by agency directors and staffs and of interagency cooperation was found essential to the continuation of the recreational program as was the presence of the following environmental conditions: outside rather than local funding, lack of social organization in the community, and less need for comprehensive programs. Results indicated that expansion will occur in the next 10 years and that the program was both needed and feasible. Future plans are outlined. A seminar program, a weekly group progress record form, and a narrative meeting record are provided. (JD)

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

EDRS not available


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

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

**ABSTRACT 11319**
EC 01 1319  ED N. A.  Publ. Date 66  241p. 
Buell, Charles E.  
**Physical Education for Blind Children.**
EDRS not available  
Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62701 ($9.00).

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

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

**ABSTRACT 11514**
EC 01 1514  ED N. A.  Publ. Date 68  144p. 
Canner, Norma  
**And a Time to Dance.**
EDRS not available  
Beacon Press, 25 Beacon Street, Boston, Massachusetts 02108 ($5.95).

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

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

**ABSTRACT 11550**
EC 01 1550  ED 029 451  Publ. Date 68  60p. 
Davis, Patricia A.  
**Teaching Physical Education to Mentally Retarded Children.**
EDRS mf.hc  
T. S. Denison and Company, Inc., 5100 West 82nd Street, Minneapolis, Minnesota 55431 ($4.98).

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

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

**ABSTRACT 11584**
EC 01 1584  ED N.A.  Publ. Date May 68  3p. 
Duggar, Margaret P.  
**What Can Dance Be to Someone Who Cannot See?**
American Association for Health, Physical Education, and Recreation, NEA, Washington, D.C.

EDRS not available  

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

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

**ABSTRACT 11856**
Thermal, Joachim H.; Steinman, Carolyn T.  
**The Formative Power of Art.**
EDRS not available  

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

Art and the individual experience it provides are presented as the countergroup to group living in an institution. Timing of art experiences is discussed in relation to the needs of the emotionally disturbed; emotional and artistic growth are also considered. (JD)

**ABSTRACT 20166**
EC 02 0168  ED N.A.  Publ. Date 68  11p. 
Lindsay, Zalde  
**Art is for All; Arts and Crafts for Less Able Children.**
EDRS not available  

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

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

**ABSTRACT 20177**
EC 02 0177  ED N.A.  Publ. Date 69  48p. 
Pattemore, Arnel W.  
**Arts and Crafts for Slow Learners. Instructor Handbook Series.**
EDRS not available  
The Instructor Publications, Inc., 5 Bank Street, Danville, New York 14437 ($1.25).

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

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

EDRS not available

Mental Retardation: V7 N5 P14-6 Oct 1969

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

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

Day Camping and Leisure Time Recreation: Activities for the Mentally Retarded

Parents and Friends of Mentally Retarded Children of Bridgeport, Inc., Connecticut


EDRS not available

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

An introduction to the need for day camp activities and recreational facilities for the retarded precedes a discussion of the problems involved: the recreational needs must be defined along with the nature of the programs; locations must be found; the recreation 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 V.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)

Abnormal Vision: Causes and Accommodation

EDRS not available

The Importance of Music in the Life of a Visually Handicapped Child

EDRS not available

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

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

Art and the Deaf

EDRS not available

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

Two studies exploring opportunities in art for assessing and developing abilities of deaf children are described. Art of deaf and aphasic children was evaluated by a panel of psychologists, psychiatrists, and educators. Responses to questionnaires indicated the art showed evidence of opportunities to generalize, imagine, express ideas and feelings, remember, associate, and evaluate; evidence was found that would aid in assessing attitudes, interests, knowledge, abilities, and needs. Another panel compared the art with art of hearing children. Eight judges found no significant differences. Judges found deaf children less mature, and two judges found deaf children superior in aptitude. Judges also indicated the art provided evidence of technical skill and sensitivities to art values. In the second study five assessments of art of deaf children, and adults rated by art professors received slightly higher scores than hearing peers, while deaf teenagers scored lower than hearing adults; when rated by art teachers and painters, the combined average score for the deaf was slightly higher than for hearing; nine of 11 teachers rated deaf equal or superior to hearing in independence, originality, sensitivity, expressiveness, and interest in art; a painting by a deaf adult received an award in an open juried competition; on one of Torrance’s Tests of Creative Thinking eight of 12 deaf students scored in the 99th percentile. Of 38 replies received to a questionnaire sent to 50 employers and craftmen in the arts, 35 felt a deaf person could be competent in their fields. Additional experiences of the author are noted and some art work is pictured. (MS)
Three articles consider physical education for the severely handicapped. James N. Oliver discusses blindness and the child's sequence of development; Martha Lynn Bolt describes softball for the blind student; and Charles Buell treats the school's responsibility for providing physical activities for blind students and Thomas M. Treves explains integration of the sightless student into regular physical activities. (JD)

**ABSTRACT 30013**

EC 03 0013

ED 043 140

Publ. Date Aug 70

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

**ABSTRACT 22728**

EC 02 2228

ED 039 670

Publ. Date 69

Fait, Holis-F., Ed.

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

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

EDRS mf.hc

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

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

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

**ABSTRACT 30173**

EC 03 0173

ED N.A.

Publ. Date Oct 70

Grove, Frances; Weber, Yvonne

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

EDRS not available

JOPER: V41 N8 P65-6 Oct 70

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

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

**ABSTRACT 30570**

EC 03 0570

ED N.A.

Publ. Date 70

6p.

Programs for the Handicapped: Competitive Sports for the Handicapped.

EDRS not available

JOHER: V41 N9 P91-6 Nov-Dec 1970

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

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

**Exceptional Child Bibliography Series**
ABSTRACT 30602
EC 03 0602   ED 044 844
Publ. Date 70  98p.
Ellis, T. B., Comp. and Others
Book of Proceedings of Workshops
Held on Physical Education for the Mentally Retarded.
Jackson State College, Mississippi. Physical Education Department
EDRS mf hc

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

Proceedings are presented from three workshops concerning physical education for the mentally retarded held at Mississippi State University, University of Mississippi, and University of Southern Mississippi in 1967. Topics covered in the workshops include program development of physical education with the mentally handicapped, reports of research studies conducted in the Meridian schools, recreation and fitness in junior high school, special education, recreational programs for the retarded, balance beam exercises, and suggested activities with balls, skipping ropes, and tires. A general bibliography on physical education and the mentally handicapped, a special bibliography on music activities, and programs of the workshops are provided. (RD)

ABSTRACT 30604
EC 03 0604   ED 044 846
Publ. Date 62  107p.
Burris, W. R., Ed.
A Handbook on the Theory and Practice of Arts and Crafts for Educable Mentally Retarded Children and Youth.
Mississippi State Department of Education. Jackson
EDRS mf hc

Descriptors: exceptional child education; educable mentally handicapped; handicrafts; teaching guides; art materials; mentally handicapped; Mississippi

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

ABSTRACT 30892
EC 03 0892   ED N.A.
Publ. Date 68  5p.
Alkema, Chester Jay
Art and the Exceptional Child. Part I.
EDRS not available

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

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

ABSTRACT 30893
EC 03 0893   ED N.A.
Publ. Date 68
Alkema, Chester Jay
Art and the Exceptional Child. Part II.
EDRS not available

Children's House; V3 N1 P12-5 Win 1968

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

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

ABSTRACT 31022
EC 03 1022   ED 046 147
Publ. Date 70  38p.
Boninger, Walter B., Ed.
Proceedings of the Special Demonstration Workshop for Integrating Blind Children with Sighted Children Into Ongoing Physical Education and Recreation Programs (Cleveland, Ohio, October 9-10, 1969).
EDRS mf hc

Descriptors: exceptional child services; mentally handicapped; physically handicapped; emotionally disturbed; music; adults; older adults; dance; research methodology; music therapy

Numerous music therapists have contributed to the volume surveying research and clinical practice in music therapy. Foundations of music in therapy are explained, and music therapy for both children and adults who are mentally retarded, physically disabled, or have behavior disorders is detailed. Music therapy for geriatric patients is also covered. Other chapters treat music therapy and music education. Dance therapy, the development of music therapy in the community, and planning and understanding research. (KW)

ABSTRACT 31257
EC 03 1257   ED 046 173
Publ. Date Apr 69  37p.
Slick, Myrna H.
Recreational Reading Materials for Special Education Students.
EDRS mf hc
Submitted By the Author in Partial Fulfillment for Masters Degree. University of Pittsburgh.

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

**ABSTRACT 31470**

EC 03 1470 ED 046 205
Pub. Date 70 351p.
Carr, Dorothy B. and Others
Sequenced Instructional Programs in Physical Education for the Handicapped.
Los Angeles Unified School District, California
EDRS mfhc

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

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

**ABSTRACT 31536**

EC 03 1536 ED N.A.
Pub. Date Feb 71 4p.
Petit, Milton H.
Programs for the Handicapped: Physical Education for Orthopedically Handicapped Children.EDRS not available
JOHPER: V42 N2 P75-8 Feb 1971

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

Methods of class organization, general teaching considerations, and the importance of physical education for the physically handicapped are described. An archery program and activity day at the Cypress Orthopedic School in Ontario (California) are presented with sample activities, specific techniques (concerning equipment, scheduling, and staff involvement), and objectives to be used in work with the physically handicapped. (RD)

**ABSTRACT 31632**

EC 03 1632 ED N.A.
Pub. Date 70 398p.
Rathbone, Josephine L.: Lucas, Carol, Recreation in Total Rehabilitation.EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($10.50).

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

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

**ABSTRACT 31784**

EC 03 1784 ED 048 680
Pub. Date Jan 71 19p.
Deschin, Celia S.; Nash, Marygold V.
Children Together: The Effect of Integrated Group Experiences on Orthopedically Handicapped Children. New York Service for the Handicapped, Inc.
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS mfhc

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

To study the effect on physically handicapped children's mental health of organized group activities in community centers and settlements, 230 children participated in a 2 year demonstration project. Mental health was defined as the child's social functioning in home and school and as reflected in the child's self image, and it was hypothesized that the mental health of mildly physically handicapped children improved through recreational activities with their non-handicapped peers. It was also speculated that no special or additional staff would be needed. Data was obtained through interviews with the children, families, teachers, group leaders, and placement counselors. Researchers felt that, after comparing factors concerning the families, the school and the children's self evaluations, the children showed improvement attributed to associating with their non-handicapped peers. The second hypothesis concerning staffing was not confirmed. Recommendations for community centers, schools, and adult education to benefit the mental health of physically handicapped children were made. (CD)

**ABSTRACT 31892**

EC 03 1892 ED 047 169
Pub. Date 71 93p.
EDRS mfhc
National Easter Seal Society for Crippled Children and Adults, 203 West Ogden Avenue, Chicago, Illinois 60612 ($1.00).

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

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

**ABSTRACT 31956**

EC 03 1956 ED N.A.
Pub. Date Mar 71 4p.
Curren, Elizabeth A.
Teaching Water Safety Skills to Blind Multi-Handicapped Children.EdRS not available
Education of the Visually Handicapped, V3 N1 P29-32 Mar 1971

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

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

ABSTRACT 32014
EC 03 2014
ED N.A.
Pub. Date Apr 71
6p.
Miller, Oral O. and Others
Programs for the Handicapped.
EDRS not available
JCPPR: V42 N4 P99-64 Apr 1971.
Descriptors: exceptional child education: visually handicapped: physical education; recreational physical activities; games; regular class placement.

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

ABSTRACT 32599
EC 03 2399
ED N.A.
Pub. Date Apr 71
18p.
Dawson, Yvette Nadine
Physical Education for the Blind.
EDRS not available
Rehabilitation Teacher: V3 N4 P15-32 Apr 1971


The discussion of physical education for blind students points out why and in what ways they have even greater need of physical education than their physically normal children. Basic plans used in the teaching of blind classes are described, but it is urged that in most cases it is best for the blind students to be integrated into the activities of regular physical education classes. Characteristics of a good physical education teacher of the blind, and factors which the teacher must consider in program planning are enumerated. Touched upon are the child's need for individual attention and teaching methods. Guidelines for selecting games and activities are presented, including descriptions of the ways in which the blind can participate in various sports and games by modifying the activity involved. (KW)

ABSTRACT 32628
EC 03 2628
ED N.A.
Pub. Date Jul 71
96p.
Scouting for the Physically Handicapped.
Boy Scouts of America, North Brunswick, New Jersey
EDRS not available
Boy Scouts of America, North Brunswick, New Jersey 08802 ($1.50).


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

ABSTRACT 32933
EC 03 2933
ED N.A.
Pub. Date Jul 71
100p.
Alkema, Chester J.
Art for the Exceptional.
EDRS not available
Prentess Press, Inc., Box 1560, 2920 Pearl Street, Boulder, Colorado 80302 ($6.95).


Designed for teachers of exceptional children, the book discusses various exceptional children's problems in society, and explains that once art experiences foster a multitude of values relative to the mental, social-emotional, and motor development of children that help them become adjusted, useful citizens in society. The physically handicapped child, emotionally disturbed child, juvenile delinquent child, gifted child, mentally retarded child, and blind child are discussed in terms of their unique places in life, the value of creative art for each of them, and the many special techniques effective in stimulating their artistic development. Emphasis on the mentally retarded child focuses on motivating artistic capabilities, evaluation of art products, and a comprehensive discussion of special techniques, methods and materials. Many pictures accompany the book. The author appended a bibliography on art for teachers of exceptional children. (CB)

ABSTRACT 33001
EC 03 3001
ED N.A.
Pub. Date Jul 71
107p.
Harvat, Robert W.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($1.95).

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

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

ABSTRACT 33009
EC 03 3009
ED N.A.
Pub. Date Jul 70
154p.
Taylor, Frank D. and Others
Creative Art Tasks for Children.
EDRS not available
Love Publishing Company, 6635 East Villanova Place, Denver, Colorado 80222.


Based on the theory that art can provide motivation and materials to help exceptional children attend, respond, follow directions, and explore the environment around them. 146 art tasks are presented. One page is devoted to each art task, with pictorial representations of the task to help initiate student response, and simple directions to suggest materials, sequence, and variations. Two to 22 art tasks are found in the following categories: scribble designs, mixing colors, finger painting, mosaics, printing fun,
paper construction, making images, creating designs, magic paper, spliting areas, using imagination, paper weights, greeting cards, collages, using molds, figurines and faces, classroom crafts, and potpouri. (CB)

ABSTRACT 33053
EC 03 3053 ED N.A. Publ. Date Sep 71 1p.
Programs for the Handicapped: A Clarification of Terms.
EDRS not available
JOHPER: P69-8, 68 Sep 1971
Descriptors: vocabulary; handicapped children; physical education; recreation; therapy
Briefly clarified are terms relating to the concepts handicapped, adapted physical education, and therapeutic recreation. Differences among impaired, disabled, and handicapped individuals are cited. Adapted physical education is discussed briefly, focusing on the official definition of adapted physical education as seen by the American Association for Health, Physical Education, and Recreation. Likewise, the official definition of therapeutic recreation, as defined by the National Therapeutic Recreation Society, is presented with brief explanation. Differentiated characteristics of physical education and therapeutic recreation services are explored, with the recognition that both processes provide special, half-way, and regular services. (CB)

ABSTRACT 33148
EC 03 3148 ED N.A. Publ. Date 71 1p.
Recreation: Special Teens Project.
EDRS not available
Exceptional Parent: V1 N2, P27 Aug-Sep 1971
Descriptors: exceptional child services; handicapped children; recreational programs; student volunteers; adolescents; volunteers
Briefly described is Special Teens Project (STP) in Leeswick, Pennsylvania, a volunteer organization designed to serve physically and mentally handicapped teenagers. Social, recreational, and athletic activities are carried out by volunteers, both nationally and presented so that such teachers will be able to use it for instructional purposes. The theoretical framework for the selection of activities is presented, in addition to descriptions of activities, to help teachers plan a sound physical education program. The first five chapters are of a general and/or theoretical nature and deal with the nature and causes of mental retardation, fitness and motor characteristics of retardates, the learning process, and planning physical education programs for the retarded. The last seven chapters are more practical and present specific activities and teaching techniques for the improvement of physical fitness, basic motor skills, perceptual motor skills, and sports skills. Also described are low organized games, lead-up activities for various sports, and rhythm or music-based activities for teaching physical skills. Various teaching aids, special equipment ideas, and other useful resources for teaching the retarded are listed. (KW)

ABSTRACT 40299
EC 04 0299 ED N.A. Publ. Date 71 16p.
EDRS not available
Descriptors: exceptional child services; handicapped children; leadership; recreational programs; females; program planning; recreation; social adjustment; Camp Fire Girls
The booklet is intended to answer questions about program adaptations and guidance for group leaders who work with physically or mentally handicapped girls in the Camp Fire Girls program. It is explained that the program is flexible and can be adapted to accommodate nearly any handicap. Outlined are the qualities needed by the leader and the particular needs of handicapped children. Suggestions are made to facilitate the social acceptance of the handicapped girl into the group. Other general suggestions concern program adaptation and planning, with particular reference to camping. A list of resources for the leader includes information sources, books on recreation, and books about handicapped children intended for children. (KW)

ABSTRACT 40493
EC 04 0493 ED N.A. Publ. Date Jan 72 234p.
Kramer, Edmund A.
Art as Therapy with Children.
EDRS not available
Schoken Books, 67 Park Avenue, New York, New York 10016 ($10.00).
Descriptors: emotionally disturbed; art; aggression; emotional development; art therapy; sublimation
Art therapy with emotionally disturbed children is discussed from the point of view of a practicing artist and educator with a general knowledge of normality and pathology in childhood. The theoretical framework is based primarily on Freudian and psychodynamic thought, although emphasis is placed on therapy...
rather than on psychotherapy using art as a tool. Art therapy is seen as a means of supporting the ego, fostering development of a sense of identity, and promoting emotional maturation. Vogel's and longer case histories of emotionally disturbed children and their art work illustrate the discussion. Psychological problems focused upon are submission, defense, and aggression. Art work is further related to problems of all children in today's society, such as struggle for identity, feelings of emptiness, and the loss of artistic values through commercialization. Also examined is the rise of art therapy as a profession and its relation to art education. (KW)

ABSTRACT 40537
EC 04 0537 FD N.A. Publ. Date 71 8p. Perlmutter, Ruth Constructing, EDRS not available Teaching Exceptional Children; v4 n1 p34-41 Fall 1971 Descriptors: exceptional child education; mentally handicapped; art; art materials; guidelines
Described are construction guidelines for 13 art projects that are said to have been developed during a 3-year experiment at a school for mentally handicapped children. The overall goal of the art work sessions is to bring pleasure and imaginative creativity to both children and adults. Three rules are stated to govern each project: the brief project is to last 30 to 45 minutes at most; the project must not become monotonous; and the adult must successfully complete the project before introducing it to the children. Art projects explained in detail include styrofoam roses, pipe cleaner skier, hand puppet, tile patterns, yarn and stone mosaic, yarn geometrics, shadow box, show in a shoe box, bumblebees and flies, pine cone rabbits, plaster relief, nutshell sailboats, and merry-go-round. Many completed projects are pictured, and all are said to require inexpensive art materials found at home or in the dime store. Comments by advocating that the children's work be displayed for all to see. (CB)

ABSTRACT 40541
The manual of programmed instruction for motor skills and recreational activities for trainable mentally handicapped children includes guidelines on basic recreation movements, rhythm in music, handicrafts, and miscellaneous activities. The guidelines employ principles of behavior change and change. Detailed programed instruction lists terminal behaviors required from the child when the final task request is mastered. The justification of each skill selected, prerequisites, skills, necessary instructional materials and advanced skills are explained. Evaluation criteria for the model lesson plans are provided. Model lesson plans are presented for 18 basic movements that involve one or a combination of the following gross motor movements: balance, object projection, object reception, body projection, and body reception. The rhythm section consists of model lesson plans on music with clay, drawing, pasting with glue, painting, and cutting with scissors. The last section concerns 12 miscellaneous activities such as bead threading. (For related programmed instruction guidelines, see EC 040 485-6, 040 539-40.) (CB)

ABSTRACT 40703
EC 04 0703 FD N.A. Publ. Date Oct 71 10p. Plessier, Aileen W. Print Art: Sequential Task Programming for the Trainable Mentally Retarded. EDLS not available Education and Training of the Mentally Retarded: v6 n3 p93-107 Oct 1971 Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; art; sequential learning; handicrafts; program descriptions; curriculum design
An experimental program is described in which the classroom teacher of trainable mentally retarded children incorporates an extensive hierarchy of logical sequences in structuring an arts and crafts curriculum to attain cognitive, emotional, sensory, and motor objectives. This program is based on a 3-month continuum of print art activities completed by trainable mentally retarded children enrolled in the Margaret Roane Day Care Center, Ruston, Louisiana. Ranging from the simple to the complex, a total of 149 individual activities in 15 categories of print art were considered during the study. (Author)

ABSTRACT 40924
San Jose State College, California, Institute of Interdisciplinary Studies EDRS not available Institute of Interdisciplinary Studies, San Jose State College, San Jose, California 95114 ($2.50)
Papers Presented at an Institute and Two Workshops Held in San Jose (April 22, 1971), Palo Alto (May 12, 1971), and San Francisco, California (May 18, 1971)
Descriptors: exceptional child education; handicapped children; recreation; recreational programs; physical activities; physical education; program development; conference reports; regional programs; state programs; national programs; financial support; legislation; community role
Presented are more than 20 conference reports on expanding and improving programs at the local, state, and national levels in recreation and physical education for handicapped children. Conference objectives set forth are to exchange views on types of assistance available for development of recreational programs, to analyze a model of coordinated and comprehensive recreation program development drawing on several sources, and to consider coordinated measures that can contribute to recreation program development, and to serve as a means of information dissemination on existing recreation for handicapped children related to training. General topics discussed include the handicapped child's need for recreation, community and university cooperation, selected list of federally funded programs relating to the handicapped children, federal-state programs, California state and local programs, suggested resources for financing community recreation programs for the handicapped and retarded, federal laws supporting recreation programs for the handicapped and mentally retarded, remedial physical education, and handbook on the therapeutic recreation service for handicapped children. (CB)

ABSTRACT 40958
Descriptors: handicapped; recreational programs; program descriptions; community services
The discussion of recreation for severely handicapped and retarded persons focuses upon the program of the Recreation Center for the Handicapped, Inc., in San Francisco, which provides recreation and physical activity within a community setting. Benefits of such programs are summarized. Described are the open enrollment policy of the recreation center, the basic goals of community recreation, general objectives of the program, and qualifications. Also covered are the types of activities, five major pro-
The Discussion of grants: national organizations; scouting

Descriptors: handicapped children: cost and availability are also described

Exceptional Parent, VI N5 P19-21 Feb 1972

EC 04 1409
ED N.A.
Publ. Date 72
Pait, Hollis F.
Special Physical Education: Adapted, Corrective, Developmental.
EDRS not available
W. B. Saunders Company, West Washington Square, Philadelphia, Pennsylvania (19105 ($9.25).)


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

ABSTRACT 41432

EC 04 1432
ED N.A.
Publ. Date Mar 72
Nezol, A. James
Physical Education for Integrated Blind Students: Its Relationship to Sociometric Status and Recreational Activity Choices.
EDRS not available
Education of the Visually Handicapped; V4 N1 P16-8 Mar 1972

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

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

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

ABSTRACT 41544

EC 04 1544
ED 060 594
Publ. Date (71)
Collingwood, Thomas R.
Survival Camping: A Therapeutic Mode for Rehabilitation Problem Youth.
Arkansas University, Fayetteville, Arkansas Rehabilitation Research and Training Center
Social and Rehabilitation Service (DHEW), Washington, D. C., Division of Research and Demonstration Grants

EDRS mf 8c

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

The report details specifics of developing and implementing a rugged 3-week camping program for problem boys (delinquents and dropouts) ages 15-18 years. The survival camping experience functioned as an integrated part of the total rehabilitation agency. Described is how the camping program is therapeutic in the sense that the youth learn effective physical, intellectual, and emotional interpersonal behaviors and undergo an intensive success experience, with increased feelings of self respect and responsibility resulting. Also described are staff selection and training, camp stages and process, and organizational considerations related to the rehabilitation agency program and to community resources. A section on program assessment explains how the effect of the program on the participants was evaluated, lists the measuring instruments used, and concludes that the camping program made a substantive impact on the participants (physically and emotionally) and facilitated behavioral and attitudinal changes relevant to rehabilitation success vocationally and avocationally. (KW)
The guide is intended to assist physical education teachers in teaching handicapped children in regular physical education classes by understanding their special needs and how to deal with them. It outlines policies and procedures of the school system, as well as general educational objectives for the handicapped child. Focused upon are 18 specific health-related, sensory, orthopedic, mental, and neurological disabilities. Brief discussion of each disability offers definitions, pictures, programs, related problems, and general teaching suggestions. The following section lists recommended physical activities for 15 major categories and additional subcategories of handicaps. Selection criteria for measurement and other evaluative procedures are listed. (KW)
ABSTRACT 41971
EC 04 1971   ED N.A.
Publ. Date Jun 72  2p.
Jacobson, Marilyn
Art as an Experience: An Experiment In Film.
EDRS not available
American Annals of the Deaf; VI17 N3 P401-2 Jun 1972

Descriptors: exceptional child education; aurally handicapped; art; sensory experience; class activities

The manual contains instructions for teaching trampoline skills to learning disabled children. Emphasized is utilization of the unique qualities of the trampoline to help the child develop balance, coordination, differentiation, laterality, and other time-space dependent perceptual-motor skills basic to more advanced learning. Explained is how the trampolineline encourages experiments with movement and awareness of self and surroundings, and teaches awareness of space and time through coordinating activities. Photographs illustrate the instructions for teaching such procedures as getting on and off, safety, standing, walking, the standing bounce, various leg patterns, body control, and more advanced variations on the basic movements. (KW)

ABSTRACT 42017
EC 04 2017   ED N.A.
Miles, Nancy R.
Learning Through Individualized Trampoline Activities.
EDRS not available
Developmental Learning Materials, 3505 North Ashland Avenue, Chicago, Illinois 60657 ($2.00).

Descriptors: exceptional child education; learning disabilities; physical education; teaching guides; perceptual motor learning; physical activities; teaching methods: trampolines

The textbook on adapted physical education is defined as a program of physical activity designed for individuals with physical limitations who may not safely or successfully engage in regular, unrestricted physical activities. Physical development and a conditioning program are discussed from the viewpoint that the value of adapted physical education is the physiological effects of physical activity. Different phases of posture development are clarified. The fundamental mechanisms of the musculoskeletal structures are discussed and illustrated, muscles and supporting musculature are pictured. Three chapters examine specific forces that often cause physical deviations. Covered are postural adaptations resulting from effect of gravity on feet and total body posture, congenital and pathological conditions that involve musculoskeletal trauma and musculoskeletal injuries that result from trauma frequently found in physical education and athletics. Suggestions for re habilitation of athletic injuries are provided. Following are principles of exercise, including objectives, purposes, and recommended dosages of the exercises. Also covered are exercise programs for common disabling conditions, exercise routine method, therapeutic exercises, and a conditioning program. Bases for sports in the adapted physical education program and organization and administration of the adapted physical education program are also discussed. (CB)

ABSTRACT 42129
EC 04 2129   ED N.A.
Logan, Gene A.
Adapted Physical Education.
EDRS not available

Descriptors: exceptional child education; physically handicapped; physical education; physical activities; physical fitness; physical development; textbooks; muscular strength; anatomy; administration

The textbook on adapted physical education is intended as a theory text for college students majoring in physical education. Adapted physical education is defined as a program of physical activity designed for individuals with physical limitations who may not safely or successfully engage in regular, unrestricted physical activities. Physical development and a conditioning program are discussed from the viewpoint that the value of adapted physical education is the physiological effects of physical activity. Different phases of posture development are clarified. The fundamental mechanisms of the musculoskeletal structures are discussed and illustrated, muscles and supporting musculature are pictured. Three chapters examine specific forces that often cause physical deviations. Covered are postural adaptations resulting from effect of gravity on feet and total body posture, congenital and pathological conditions that involve musculoskeletal trauma and musculoskeletal injuries that result from trauma frequently found in physical education and athletics. Suggestions for rehabilitation of athletic injuries are provided. Following are principles of exercise, including objectives, purposes, and recommended dosages of the exercises. Also covered are exercise programs for common disabling conditions, exercise routine method, therapeutic exercises, and a conditioning program. Bases for sports in the adapted physical education program and organization and administration of the adapted physical education program are also discussed. (CB)

ABSTRACT 42173
EC 04 2173   ED N.A.
Publ. Date 72  84p.
Stevens, Ardis
Exceptional Child Education.
EDRS not available
Charles C. Thomas, Publisher, 301-327
ABSTRACT 42274
EC 04 2274 ED N.A. Publ. Date 72 Lindsay, Zaided
Art and the Handicapped Child. EDRS not available
Van Nostrand Reinhold Company, 450 West 33rd Street, New York, New York 10001 ($8.95).

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

Intended primarily for special education teachers, the book contains suggestions and ideas for creative art activities for physically and mentally handicapped children. So that the teacher will be familiar with the various handicapping conditions and the special problems each poses to artistic endeavor, the following handicaps are discussed briefly: visual handicaps, auditory handicaps, autism, brain damage, and mental retardation. The major portion of the book is devoted to descriptions, directions for, and photographs of art projects and activities suggested for handicapped children. Art activities are suggested in the areas of drawing, painting, modeling, carving, placing, printing, and puppets. (KW)
configuration, with a selection of pictures which were done spontaneously by schizophrenic patients. Originally published in 1922 in Germany, Hans Prin- dahl's psychological method is said to derive from three main sources: phenomenology, Gestalt psychology, and the empathy theory of artistic communi- cation. For both schizophrenic and normal artists the following six roots are said to be basic to the configurative urge: expressive urge, urge to play, ornamental urge, ordering tendency, tendency to imitate, and need for symbols. The major portion of the book is devoted to a study of specific pictures, many of which are reproduced in the book. Ten case histo- ries of schizophrenic artists are given such as that of Peter Moog who, after a dark period and a bad marriage, was said to be in continuous conflict with his sexuality as seen in his vow of celibacy and painting of only religious pictures. The pictures are classified as either unobjective scribbles, playful drawings coming from a predominant ordering or copying tendency, visual fantasy, or symbolic dream art. It is said to show similarities to the pictures of children. The manual is intended to assist teach- ers in teaching handicapped children; educational methods; educational objectives; gifted; program planning. The discussion of physical education for both handicapped and gifted children is intended to assist administrators and teachers in planning, presenting, and evaluating well-balanced physical education programs. The need for physical education is discussed in terms of pur- poses, objectives, and the value of a well-balanced program. Examined briefly are various aspects of an adapted physical education program: recognizing individual differences, health examination and physician's recommendations, re- source personnel, parental involvement, public relations, records and forms, tacit. and preventive pro- grams. Defined are three activity levels (unrestricted, moderate, and limited ac- tivity) at which children may be placed in the learning experience. Using visual arts like sculpture and painting to stimu- late creative thinking, and stimulating appreciation of nonverbal expression through color and light shows the au- thor indicates the importance of educat- ing children to respond to beauty and states that a great amount of learning would result simply from exposure to artistic works. (GW)

Exceptional Child Bibliography Series

**ABSTRACT 50161**
EC 05 0161 ED 069 078
Publ. Date Dec 71 136p.
Fink, Albert H. and Others
The Effects of Games on Motivational Aspects of Teacher-Pupil Interaction. Indiana Univ., Bloomington. Center for Innovation In Teaching the Handicapped
Bureau of Education for the Handicapped (DHEW/JOE) Washington, D. C.
EDRS mt f.hc
OEG-2 42178-4149-032
Descriptors: exception child research; culturally disadvantaged; educable men- tally handicapped; games; motivation techniques; disadvantaged youth; mental- ly handicapped; attention span

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

**ABSTRACT 50223**
EC 05 0223 ED N.A.
Publ. Date Oct 72 5p.
Ray, Henry
Media and Affective Learning. EDRS not available
Descriptors: exception child education; handicapped children; educational methods; mass media; imagination; learning processes; affective behavior; art education

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

**ABSTRACT 50233**
EC 05 0233 ED N.A.
Publ. Date Nov 72 7p.
Lovano-Kett, Jessie; Savage, Steven
Incremental Art Curriculum Model for the Mentally Retarded. EDRS not available

**ABSTRACT 50322**
EC 05 0322 ED 071 213
Publ. Date 72 57p.
Physical Education for the Exceptional Child. New York State Education Department, Albany
EDRS mt.fhc
Descriptors: exception child education; handicapped children; physical educa- tion; physical activities; educational objectives; gifted; program planning

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

**ABSTRACT 50324**
EC 05 0324 ED N.A.
Publ. Date 72 22p.
Winsor, Maryan T.
Arts and Crafts for Special Education. EDRS not available
Fearon Publishers, Education Division of Lear Siegler, Inc., 6 Davis Drive, Bel- mont, California 94002 ($2.95).

Exceptional Child Bibliography Series
Descriptive: exceptional child education; handicapped children; childhood; early childhood; handicrafts; art; art materials

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

ABSTRACT 50525
EC 05 0235    ED N.A.
Publ. Date 72  186p.
Cherry, Clare
Creative Art for the Developing Child: A Teacher's Handbook for Early Childhood Education.
EDRS not available
Fearon Publishers. Education Division of Lear Siegler, Inc., 6 Davis Drive, Belmont, California 94002 ($2.95).

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

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

ABSTRACT 50464
EC 05 0464    ED 071 228
Publ. Date 71  79p.
National Park Guide for the Handicapped.

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

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

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

ABSTRACT 50465
EC 05 0465    ED N.A.
Publ. Date 68  94p.
Barnett, Marian Weller
EDRS not available
Girl Scouts of the U.S.A., 830 Third Avenue, New York, New York 10022 ($2.50).

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

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

ABSTRACT 50478
EC 05 0478    ED N.A.
Publ. Date Oct 72  3p.
Van Osdom, Bob M.
Art Education for the MR.
EDRS not available
Mental Retardation: V10 N5 P51-3 Oct 1972

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

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

ABSTRACT 50555
EC 05 0555    ED N.A.
Publ. Date Apr 72  3p.
Smith, Marsha C.
Reversing Reversals.
EDRS not available
Education and Training of the Mentally Retarded; V7 N2 P91-3 Apr 1972

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

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

ABSTRACT 50575
EC 05 0575    ED N.A.
Publ. Date Fall 72  6p.
Fletcher, Henriette L.
Getting Results from Movement Exploration.
EDRS not available
Academic Therapy Quarterly; V8 N1 P27-32 Fall 1972

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

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

ABSTRACT 50711
EC 05 0711    ED N.A.
Publ. Date 72  223p.
Frye, Virginia; Peters, Martha
Therapeutic Recreation: Its Theory, Philosophy, and Practice.
EDRS not available

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

**ABSTRACT 51094**

EC 05 1094

ED 072 584

Outdoor Education Experiences for Emotionally Handicapped Children and Youth

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

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

State University of New York, Plattsburgh. College at Plattsburgh

EDRS microfiche

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

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

Presented are proceedings from a 3 day conference at which physical education and recreational personnel and teachers of emotionally disturbed children considered the educational and therapeutic possibilities of outdoor education for emotionally disturbed children. The introductory address explains that the outdoor educational process is especially suited to needs of the emotionally disturbed because a residential outdoor educational experience can minimize feelings of institutionalization which may threaten the emotionally handicapped child, and because outdoor experiences offer the added dimension of adventure to learning. Described is a summer program which accepts emotionally disturbed boys and girls in 2 week sessions, and attempts to enhance self concepts and change attitudes toward school and the learning process. Noted are resources available for outdoor education programs as well as administrative concerns related to financing such programs. Four speakers provide practical guidelines (which comprise the major part of the proceedings) showing how science, mathematics, social studies, and art curricula could be enriched by using outdoor education techniques. Final sections deal with evaluations of proposed outdoor education programs as well as evaluations of the institute. (GW)

**ABSTRACT 51480**

EC 05 1480

ED N.A.

Publ. Date Spr 73

Hughes, Ann H.; Dudley, Harold K.

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

EDRS not available

Adolescence: V8 N29 P43-50 Spr 1973

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

Camping is proposed as an alternative to the more traditional treatment of hospitalization or institutionalization for emotionally disturbed children and adolescents. Beneficial results of camping programs are said to include activation of the reality principle and subordination of the pleasure principle through the necessity of living together in a natural setting where survival is contingent upon the recognition of reality; continuous group therapy through a process of self and peer examination and understanding of feelings; a weakening of traditional defense mechanisms due to the new surroundings; and the development of feelings of pride, self-esteem, and self discipline. Camping is also recommended because it costs less than hospitalization and because it permits utilization of nonprofessional and paraprofessional personnel. (GW)
Social Relations 20435.
Space Orientation 11584.
Special Classes 10991, 30013.
Special Education Teachers 42119.
Special Health Problems 31632, 31892.
Special Programs 11072.
Speech Handicaps 31061.
Spina Bifida 30173.
State Programs 11072, 40924.
Statistical Data 41712.
Student Evaluation 22728, 50125.
Student Volunteers 33148.
Sublimation 40493.
Summer Programs 31892, 51094.
Swimming 30173, 31956, 40076, 41985, 50159.
Teacher Education 50325.
Teacher Role 11514, 11856, 20177.
Teacher Workshops 11514.
Teaching Guides 10991, 30604, 41771, 42017, 50159.
Teaching Methods 11514, 11550, 11584, 20177, 22728, 30893, 32399, 32933, 40076, 41499, 41589, 41985, 42017, 42842, 50555.
Teaching Techniques 30173.
Texting 50125.
Tests 22728.
Textbooks 41409, 42129.
Theater Arts 20168, 20177.
Theories 50711.
Therapeutic Environment 51480.
Therapy 33053, 41921, 42842, 50478, 50711, 51094, 51480.
Torrance Test of Creative Thinking 10450.
Trainable Mentally Handicapped 10456, 11550, 22728, 40541, 40703.
Trampolines 33168, 42017.
Tumbling 11550.
Verbal Learning 30893.
Visual Arts 10450, 22040.
Visually Handicapped 11319, 11584, 21467, 21610, 22953, 31022, 31956, 32014, 32399, 41432, 42446.
Visually Handicapped Mobility 11584.
Visually Handicapped Orientation 11584.
Vocabulary 33053.
Volunteers 33148.
Wheelchair Sports 30570.
Workshops 31022.
Young Adults 10456.

Education and Leisure Time