

Prairie View A&M University

Digital Commons @PVAMU

All Theses

8-1962

A Descriptive Analysis of Problems and Procedures Related to the Establishment of a Classroom Unit for Mentally Retarded Children at the Intermediate Grade Level

Eugene Nathaniel King
Prairie View A&M College

Follow this and additional works at: <https://digitalcommons.pvamu.edu/pvamu-theses>

Recommended Citation

King, E. N. (1962). A Descriptive Analysis of Problems and Procedures Related to the Establishment of a Classroom Unit for Mentally Retarded Children at the Intermediate Grade Level. Retrieved from <https://digitalcommons.pvamu.edu/pvamu-theses/1322>

This Thesis is brought to you for free and open access by Digital Commons @PVAMU. It has been accepted for inclusion in All Theses by an authorized administrator of Digital Commons @PVAMU. For more information, please contact hvkoshy@pvamu.edu.

A DESCRIPTIVE ANALYSIS OF PROBLEMS AND
PROCEDURES RELATED TO THE ESTABLISHMENT
OF A CLASSROOM UNIT FOR MENTALLY RETARDED
CHILDREN AT THE INTERMEDIATE GRADE LEVEL



KING
1962

N-R
371.922
K581d
c.1

2-19-63

A DESCRIPTIVE ANALYSIS OF PROBLEMS AND PROCEDURES
RELATED TO THE ESTABLISHMENT OF A CLASSROOM
UNIT FOR MENTALLY RETARDED CHILDREN
AT THE INTERMEDIATE GRADE LEVEL

A Thesis
Presented to
the Faculty of the Department of Education
Prairie View Agricultural and Mechanical College

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

LC
4603.3
K56
1962

by
Eugene Nathaniel King
August 1962

copy of book by...

APPROVED BY:

Chairman:

[Redacted signature]

Committee:

[Redacted signature]

[Redacted signature]

[Redacted signature]

[Redacted signature]

ACKNOWLEDGEMENT

The author wishes to express his sincere appreciation for the valuable assistance rendered by the many individuals who cooperated to make this study possible. He is particularly indebted to Dr. R. J. Rousseve for the technical phases of planning, directing, guiding and constructively criticizing the writing of this manuscript. Grateful appreciation is extended to the members of the Advisory Committee: Dr. J. W. Echols, Mr. Norman Miller, Mrs. Thelma Price and Mrs. K. S. Gibson.

An expression of appreciation is also extended to the following persons, without whose sacrifices and encouragements this manuscript could not have been possible: To my mother and father, Mr. and Mrs. Willie King; to my mother-in-law and father-in-law, Mr. and Mrs. Wesley Mosie; and to my devoted wife, Mrs. Mary F. C. King.

DEDICATION

This manuscript is dedicated to my wife, Mary F. Collins King, with the hope that it will be an inspiration to her.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The Problem	1
Statement of the problem	2
Procedure	3
Importance of the study	4
Limitations of the study	5
Definitions of Terms Used	6
A classroom unit	6
Intermediate grade level	6
Mentally retarded	6
Organizational Format	7
II. REVIEW OF RELATED LITERATURE	9
Historical Perspective	10
Modern Perspective	12
Changing Trends	14
III. DEVELOPMENTAL PROBLEMS AND PROCEDURES INCIDENT TO THE ESTABLISHMENT OF SPECIAL PROVISIONS FOR MENTALLY RETARDED YOUTH AT "SCHOOL X"	20
Locale of the Study and Manner of Reference	20
Determination of Needs and Arousal of Interest	22

CHAPTER	PAGE
Preliminary Administrative Considerations . . .	25
Identification and Diagnosis of Cases of Retardation	26
Organization of An Instructional Program . . .	29
Tools of Evaluation	32
IV. SPECIAL AREAS OF DIFFICULTY ENCOUNTERED IN THE FIRST YEAR OF OPERATION	34
Attitudes	34
Personal Inadequacies of Teachers	35
Pupil Regression	37
Lack of Attention to Follow-up Adaptations in the Larger Community	38
Inadequacy of Philosophic Outlook	38
V. EVALUATIVE COMMENTS	40
Observed Weaknesses	42
Apparent Strengths	45
Overall Assessment	46
VI. SUMMARY AND CONCLUDING OBSERVATIONS	48
Resume	48
Final Comments	52
BIBLIOGRAPHY	54
APPENDIX	59
Samples of Literature Released by the Texas Education Agency to Publicize Approved Standards for the Opera- tion of Public School Units for Mentally Retarded Youth	

CHAPTER I

INTRODUCTION

In keeping with the American educational principle of "equal educational opportunity for all," in recent years much has been written concerning mental retardation and how it affects the individual child's physical and mental status and his social contacts with others.

The writer finds it very distressing that so little in-the-field emphasis is placed upon establishing an adequate classroom unit that will meet the needs of the individual child. Theory alone is not sufficient for this child to become a well adjusted person, for this academically oriented information must be used in a practical way, so that the individual will have adequate classroom facilities in which to work.

It is the desire of the writer that this paper will serve as an incentive to spur those aspiring to positions in the field of special education to action, rather than becoming as complacent as many of their colleagues before them. It is further desired that all people (whether teachers, parents, or community workers), whose lives touch these children should orient themselves, so as to adequately meet the needs of these children not only in their school life, but provide

a follow-up program that will serve them throughout their out-of-school lives as well. We must keep in mind the objectives of special classroom units--to develop social adjustments and relationships, physical competencies and desirable health habits, and the wise use of leisure time.¹

THE PROBLEM

Statement of the Problem. This investigation was conceived as a "directed observation" study of the development of a special education program for mentally retarded children in a particular school situation in southeastern Texas. Throughout his study, the writer envisioned it as "an evaluative undertaking," since his observations in the field were always compared against standards derived from the literature of the field of special education and from documents supplied by the state educational agency in Texas. Because of this unique evaluative aspect, nowhere in the pages that follow will the real identity of the site of the study be revealed. Instead, the particular focus of the investigation shall be referred to as "School X."

More specifically, as a descriptive analysis, this semi-evaluative investigation sought to provide answers to the following questions:

1. What were the methods used to identify the need for this special program?

¹Texas Plan for Special Education, September, 1960.

2. How was permission obtained to establish this unit, and what were the various developmental phases?
3. How is the program financed?
4. What kind of instructional program is involved?
5. How does the historical development of the "School X" Unit compare with guidelines found in the literature of the field?

Procedure. The general procedure followed in making this study included (1) extensive interviewing and observation in the "School X" Community for the purpose of collecting analytical and historical data. (2) Periodic visits to the special classroom unit in question to determine the actual status of the instructional program, and (3) a comprehensive review of relevant literature to identify established policies, procedures, and trends relative to the establishment of public school classroom units for mentally retarded youth.

Overall, approximately fifteen prearranged visits in-the-field were made by the writer during the period extending from September 1960 thru May 1961. These visitations ranged in length from two to eight hours each. Conferences with administrative and teaching personnel, and with parents and pupils were held during some of these visits. Others were devoted to extensive observation within the classroom unit in question and on the playground of

"School X."

Travel to and from the site of the study was facilitated by the benevolence of a teacher and a supervisor employed at "School X," each of whom regularly commuted by personal car from the Prairie View Community.

These visitations furnished the raw materials out of which most of the narrative parts of the paper at hand have been structured.

Importance of the Study. The writer has regarded the conducting of this study as an opportunity to learn in a first-hand fashion from teachers, parents, pupils, and administrative officers what is actually involved in the setting up of an adequate classroom unit for mentally retarded children at the intermediate grade level.

It is further felt that this evaluative undertaking has helped him to perceive the differences between an "operational philosophy" and a "verbalized philosophy" with regard to school programs for those who are diagnosed as mentally retarded. The study has also provided a chance to become better acquainted with mentally retarded children at the grass roots level, and to appraise the effectiveness of various instructional approaches utilized in guiding their educational progress. All of this suggests that the investigation has been of immeasurable professional benefit to the writer as a candidate aspiring to fully prepare himself to serve with competence as a teacher of youth who are

mentally retarded.

Worth mentioning, too, is the observation that other graduate students, educators and interested parties who use this manuscript may obtain richer and deeper insights regarding what is actually involved in the establishment-- "from scratch"--of an adequate classroom unit for those youth in our respective communities who are identified as being mentally retarded.

Limitations of the Study. In reality, the investigation of which this manuscript treats was largely restricted to the somewhat limited observation of a special education program which materialized in a single rural community situated in the southeastern region of the state of Texas. The program under consideration also dealt exclusively with Negro personnel, since even at this writing in the summer of 1962 not even token desegregation of school facilities has begun in many communities of the Southland.

Cognizant of these limitations the writer has judged it feasible to restrict the application of whatever conclusions are drawn from his evaluative and descriptive efforts, to situations pertaining to conditions associated with "School X" and the surrounding community. Larger implications and more far-reaching projections must wait upon the coming into being of more extensive and more fully scientific investigations.

"School X" was selected as the site for this study simply because of the factor of expediency--easily accessible; evidences of initial stirrings incident to the verbalized desire for special instructional provisions to serve the needs of the mentally retarded youths at hand; administrative sanction; and economic restrictions on the part of the writer.

DEFINITIONS OF TERMS USED

In order that the reader may be able to clearly understand the frames of reference involved in this manuscript the following words have been defined.

A classroom unit. In accordance with the administrative Guide and State Plan of Special Education (Texas Education Agency, September, 1960), a classroom unit may be described as a group of exceptional children utilizing a specified school room for developmental purposes, and the designated teacher.

Intermediate grade level. Those children assigned to the intermediate class are usually ten, eleven, twelve, and thirteen years of age. They represent the age group of elementary school children who are normally in grades four to eight.

Mentally retarded. The educable mentally retarded child is an exceptional individual whose intelligence level

is associated with an I. Q. designation between 75 and 50. Unable to profit sufficiently from the regular instructional program of the public schools, such a pupil can be educated to become socially adequate and occupationally competent provided special educational facilities are furnished.

ORGANIZATIONAL FORMAT

The remainder of this paper consists of five chapters.

Chapter II is entitled "Review of Related Literature."

It presents a comprehensive review of relevant literature to familiarize the reader with established policies and procedures that have been used in establishing adequate classroom units for mentally retarded youth.

Chapters III and IV are devoted to particular aspects of the findings of the study. They are concerned, respectively, with certain developmental problems, (that is, arousal of interest, administrative considerations, identification and diagnosis of retardation) encountered during the first year of operations; and with special areas of difficulty--such as attitudes, personal inadequacies of teachers, and lack of attention to follow-up in the community.

Chapter V is concerned with an overall evaluation of the entire program and the degree to which it coincides with the State Plan for Special Education.

The culminating chapter, "Summary and Concluding

Observations," consists of two parts--Resume and Final Comments.

Following the Bibliography at the end of the manuscript the reader will find a useful Appendix which furnishes selected samples of literature released by the Texas Education Agency to publicize approved standards for the operation of public school units for mentally retarded youth.

CHAPTER II

REVIEW OF RELATED LITERATURE

Recognizing the need for establishing adequate classroom facilities for children who deviate from the normal is a challenge. It is especially challenging to those teachers who are responsible for guiding and directing the growth of the mentally retarded. It is very important for these teachers to obtain a sound professional perspective. They need to know what methods have been used in the past to promote the education of the mentally retarded. Why these methods have been used; how to get the best results from known methods; and how to develop new ones, are questions which teachers in special education should be concerned about. It is possible that in the past some techniques have been involved that were successful even though one may not agree fully with the explanation or reasons given for their use.

The writer feels that in order to get a better view of establishing adequate classroom facilities for mentally retarded youth today, it would be wise to delve into the past to uncover whatever useful procedures and outlooks might be found there.

Unfortunately, however, most of the available resource materials (with the exception of directives and

guidelines prepared by state educational agencies) center principally around instructional programs, teaching procedures, general historical and philosophical considerations, diagnostic policies, and vocational provisions for mentally retarded youths. Apparently there is a dearth of literature pertaining specifically to the many administrative problems incident to the actual establishment "from scratch" of special educational programs for the mentally retarded. The Appendix found at the end of this manuscript shows useful material distributed by the Texas Education Agency, for example, but little if any, material of this character was pulled from the general professional literature. It is for this reason that the review of literature which follows is much more general than should be the case.

HISTORICAL PERSPECTIVE

A definite philosophy serving as a basis for the systematic treatment of the mentally retarded began to appear around the nineteenth century. Hutt and Gibby reported that:

The nature of mental retardation was brought to spectacular public attention during this period. Educators of that day worked and studied individuals who were considered retarded to determine the extent of their retardation, but prior to this a mental defective child was considered an outcast.¹

¹Max L. Hutt and Robert G. Gibby, The Mentally Retarded Child (Boston: Allyn and Bacon, Inc., 1958), p. 10.

In an attempt to rehash the treatment and diagnosis of mental retardation in the nineteenth century it is important to note how the various schools in Europe were established. In the first place, the factors pertaining to mental retardation were kept uppermost in the minds of the early pioneers in the field of treatment for the mentally retarded. They knew that cruelty was not the answer, nor was it helping the condition of those known to be mentally, physically, and socially defective. A school for the mentally retarded was started in Europe by Itard, who was one of the first persons of real stature in the field of mental retardation.

Educators interested in the mental development of boys and girls will strive to see that every opportunity for development is made available. In this regard, Itard's disciple, Seguin, who migrated to the United States, "became a leader in educating state legislatures and the public to the problems of the mentally defective."²

The writer, through a perusal of the literature, has found that those persons who dedicated themselves to the task of establishing schools for the mentally retarded frequently met opposition. Wallin has asserted that:

The work of pressure groups was very important in establishing schools and getting legislation governing mental retardation passed. Some of these groups campaigned to obtain legislative grants for the type of

²Ibid., p. 11.

exceptionality they were interested in, but also to defeat legislation designed to aid other groups.³

After a series of battles in the state legislature of Massachusetts, the first bona fide classes in public schools for the mentally retarded were established. What type of instructional program preceded the establishment of the public schools? According to Kirk and Johnson:

The instructional program for the mentally retarded of yesteryear was not unlike those of today. It stressed the use of the senses of learning, individualization of instruction, and the importance of studying the whole child.⁴

In spite of these early developments, research continues in the field of mental retardation. The outlook in this connection is brought out well by Christine Ingram who notes that because this is a changing world, techniques used in the education of the mentally retarded yesterday cannot be used in the same old fashion today. A multiplicity of techniques must be used in order to treat the physical, social and intellectual blockings, that this kind of child encounters.⁵

MODERN PERSPECTIVE

A philosophy concerning the treatment and diagnosis

³J. E. Wallace Wallin, Mentally Handicapped Children (New York: Harper and Brothers, 1958), p. 25.

⁴Samuel Kirk and Orville Johnson, Educating the Retarded Child (New York: Houghton-Mifflin Company, 1958), p. 93.

⁵Christine P. Ingram, Education of the Slow Learning Child (Yonkers: World Book Company, 1935), p. 35.

of the mentally retarded was developed after World War I. It grew out of research and experimentation carried on by the United States Government in its effort to stamp out or remedy the large number of soldiers in World War I who could not read or write.⁶ The Army Alpha Test was given to these soldiers and the results demonstrated that a large number of them were educationally and culturally retarded. After the war a program was set up, so that these soldiers would have an opportunity to develop themselves mentally and socially. This was done through the rehabilitation program set up by the Federal Government. Thus marked the beginning of modern research in the area of mental retardation. In view of the findings of recent research, it is clear that the mentally retarded must have a program designed to develop them socially as well as mentally. Kirk and Johnson have stated that:

Education of the mentally defective must utilize the natural activity of the pupils. This is learning by doing, which is a vital part of modern day teaching techniques of not only the mentally retarded but the average as well.⁷

Another perspective relative to the treatment of mental retardation, as seen from the modern point of view, is that expressed by Ingram as a result of her experiences with classroom units:

⁶Harry J. Baker, Introduction to Exceptional Children (New York: The Macmillan Company, 1958), p. 35

⁷Kirk and Johnson, op. cit., p. 87.

To make education an enterprise vitally and closely related to life needs, it is necessary to organize a classroom in such a way that units of work or centers of interest dominate the activities of the children in the classroom.⁸

It was further stated by Doll that:

The program for these children is essentially a supportive program in the academic area without much expectation of substantial forward progress. If the classroom unit will provide for the needs of this child it should be used as a center of activity to stimulate his interest.⁹

To better meet the needs of the child who is mentally retarded, educators are continually striving to make progress in the field of mental retardation. This is an ever growing problem in this country, however, because of fiscal limitations. At any rate, because our government has appropriated large sums of money to be loaned to various schools throughout the country to be used for research and teacher training in the field of Special Education progress does continue.¹⁰

CHANGING TRENDS

The older, less humane philosophy which influenced diagnostic procedures in the case of the mentally retarded child, is slowly but surely giving way to a more profound

⁸Ingram, op. cit., p. 79.

⁹Edgar A. Doll, "The Mentally Retarded," Exceptional Children Journal, Vol. 27, (May, 1961), 487.

¹⁰Cruickshank and Johnson, Education of Exceptional Children and Youth (New York: Harper and Brothers, 1958), p. 105.

one, centered around the services that can be rendered.

Hutt and Gibby report that:

There are three major areas that must be explored before a diagnosis of mental retardation may be properly established. These three important areas are (1) the maturational level; (2) the learning ability; and (3) the social adjustment of the child.¹¹

When the diagnostician completes his diagnosis, the educator then faces the administrative problem of selecting the children who will attend the special classes. In this regard, any program of worth must be based upon sound theory. Little real progress will be made in achieving goals until basic administrative problems have been solved.

In an interesting passage, Heck observes that:

The teacher and the principal should make recommendations for placement in the special class and these recommendations should be checked by the psychologist.

A group classification test may be given first. Those who do poorly on the group test should be given individual examinations. A physical examination should be given; the child's school record studied; his social reactions at school and at home noted; and other factors that might be affecting his school progress examined. Upon the basis of such a study the psychologist should make recommendations concerning the placement of each child.¹²

After the recommendations for placement have been made, the problem of determining who will actually be admitted to the class for mentally retarded children must be decided. Concerning the question of actual placement, Barden and Alprin asserted that:

¹¹Hutt and Gibby, op. cit., p. 29.

¹²Arch O. Heck, The Education of Exceptional Children (New York: McGraw-Hill Book Company, Inc., 1953), p. 348.

Practice varies considerably. Originally, it was usual for children under 70 I. Q. to be placed in special classes; occasionally pupils were admitted who had higher I. Q.'s. Martin defines the mentally retarded as the lowest two percent of our population.¹³

There are certain basic considerations that follow admittance to the special class. One of these is the problem of organization. Richey suggests that:

The choice of the center is a problem of major concern. A class should never be placed in a school where, because of lack of training or good common sense, the principal cannot arouse the interest in the community.¹⁴

The location, size and equipment of the classroom designed for those youth who are mentally retarded is of no value, unless there is a sound instructional program. Naturally there will be problems, but if these problems are dealt with constructively and objectively, they can be prevented from aggravating the adjustment of some of these children. Sanders explained it this way:

Children in these classes are not held to the regular grade requirements academically; they do not have academic work. Such work is simplified and reduced in amount; it tends to emphasize attitudinal development instead of informational material.¹⁵

The administrative problems incident to selecting a teacher for a group of mentally retarded youngsters are very

¹³Jack I. Barden and Stanley I. Alprin, "The Educational Classification of Mentally Retarded Children," Exceptional Children Journal, Vol. 27, (January, 1961), 235.

¹⁴Marjorie H. Richey, "Psychological Procedures in the Diagnosis of Mental Retardation," Exceptional Children Journal, Vol. 27, (September, 1960), 6.

¹⁵Josephine P. Sanders, "Programs for Mentally Retarded Children," Exceptional Children Journal, Vol. 27, (December, 1960), 196.

challenging. In connection with this, Goodenough has given some requirements for the selection of a teacher for the mentally retarded:

The teacher for sub-normal children needs a rich background in academic subjects at the college level. In the future no person should be considered as a teacher of these classes who does not have a master's degree. The work for the degree should be divided so that three years are devoted to academic training, one year to general professional training, and one year to special professional training.¹⁶

In reference to the selection of a teacher for the mentally retarded, Magnifico has asserted that:

The special teacher must present to the special class concrete illustrations relative to the instructional program. If repetition could be simple repetition, with no embellishment, the task would not be so great. The repetition required, however, must be such that interest is sustained.¹⁷

It has been the writer's experience to perceive "stigmas" become attached to special classes for mentally retarded youth. This seems especially so when the classroom in question is housed within the same building for the regular grades. According to Benjah and Goldberg, "The teacher's attitude toward the retarded class will serve to alleviate this problem of stigma."¹⁸

The stigma leveled against this child often creates

¹⁶Florence Goodenough, Exceptional Children (New York: Appleton-Century-Crofts, Inc., 1956), p. 78.

¹⁷L. X. Magnifico, Education for the Exceptional Child (New York: Longmans, Green and Company, 1958), p. 145.

¹⁸Michael J. Bejah, and Harriet L. Goldberg, "Security for the Retarded," Children Journal, Vol. 9, No. 1 (January and February, 1962), 225.

a feeling of inadequacy on the part of the parent and the child himself.

The administrator, teacher and all concerned about the welfare of this child must try and break down his unhealthy conception of himself. Beck says that:

The parents have to understand the nature and extent of the child's condition, face their own feelings of quiet rebellion, and learn adequate modes of handling the afflicted child.¹⁹

So many times the required funds for supporting special programs are lacking. For instance, the budget for the school year cannot exceed a certain amount according to local regulations. The administrator, because of certain restrictions, may not be allowed to make out a fully comprehensive budget. If that does happen to be the case, there may not be adequate supplies for the mentally retarded groups or for any of the other special classes. In accordance with this, Cromwell has offered the following comments:

Planning for care, education and treatment, or regulating behavior of the mentally retarded is often complicated by lack of resources and facilities, negative social attitudes, or limited opportunities.²⁰

It should be noted again that the sampling of material above does not constitute a review of literature pertaining solely to the particular focus of the manuscript at

¹⁹Helen L. Beck, "Parents of Retarded Children," Children's Journal, Vol. 6, (November and December, 1959), 225.

²⁰Rue L. Cromwell, "Services to Children," Children's Journal, Vol. 9, No. 1 (January and February, 1962), 35.

hand. What appears above is, instead, a pulling together of some generally applicable frames of reference in lieu of not having uncovered in the literature the kinds of sharply pointed materials which, under ideal circumstances, should be included in a chapter devoted to a review of pertinent literature.

CHAPTER III

DEVELOPMENTAL PROBLEMS AND PROCEDURES INCIDENT TO THE ESTABLISHMENT OF SPECIAL PROVISIONS FOR MENTALLY RETARDED YOUTH AT "SCHOOL X"

LOCALE OF THE STUDY AND THE MANNER OF REFERENCE

The site which served as the focus of attention for this investigation is a relatively small rural community situated in the southeastern region of the state of Texas. It is located "somewhere" within a radius of seventy-five miles from Prairie View A. and M. College, Prairie View, Texas, and is generally regarded as a farming area. The region has a scholastic population of about one thousand three hundred (1,300), including approximately 780 white and 520 Negro students.

Cattle raising and the growing of corn, cotton, and watermelons are the major occupational pursuits in the community. The general population shows a ratio of whites to Negroes of approximately three to one, even though this situation does not prevail as far as the school population is concerned. The immediate area is served by three educational institutions--two elementary schools and one high school. (The community in question, like so many others in the southern area of the United States, has not yet moved forward in

an effort to desegregate its schools. Accordingly, some eight years following the historic Supreme Court school desegregation ruling, one still finds here two white schools and one colored elementary school. (It is this latter school which was the center of focus for this study.) Worth noting, too, is the observation that the four Negro churches in the community are the major social agencies serving to lift the aspirational levels of the Negro populace.

It will be recalled that the investigation upon which this manuscript is based has been described previously as a directed observation study of an evaluative character. Consequently, the writer has judged it advisable to refrain from identifying by name the particular community in which his observations were made. In this connection it was also considered prudent to refrain from mentioning by name the particular persons who are or were associated with the school and community in question.

Obviously this effort at "anonymity" will serve to "objectify" this report much more effectively than could have been the case were actual names, places, and similar designations made public. In the light furnished by these observations, the writer, throughout this manuscript, will use the expression "School X" to designate the particular school in question. In a similar fashion, administrative personnel will be referred to as "Principal X," "Supervisor X," and "Superintendent X." Where necessary the community which

houses "School X" will be known as "Community X."

DETERMINATION OF NEEDS AND AROUSAL OF INTEREST

Early in the year 1959, one of the teachers in "School X" called upon "Principal X" at his office, and while there she spoke incessantly about the learning abilities of various children. They discussed this topic pro and con, and arrived at this conclusion. "All children have the ability to learn--some at a much slower rate than others, but still they learn."

Of major concern was how the school might better adapt itself to meet the needs of the slowest students enrolled at "School X." "Principal X" was very receptive and promised to talk this matter over with "Supervisor X" to determine what changes, if any, in the program should be made for the children. "Supervisor X" was not satisfied with the instructional program that had been provided for these children, and she began interviewing several students at the intermediate grade level to determine the extent of their dissatisfactions and blockings. When she picked up "Bob's" folder and began reading the anecdotal records on him kept by all of his previous teachers from the first grade up through the fourth, she found each teacher describing his mental capacity as being slow and sometimes retarded. After reading carefully the records of all children at the intermediate grade level, "Supervisor X" found eight more student

records that claimed her attention. These folders were taken to each individual classroom and given to the teacher.

The teachers were requested to observe closely the mental, social and physical behavior of these nine children over a period of six weeks, and to report their respective observations to "Principal X."

"Principal X" and "Supervisor X" carried the records of these children to "Superintendent X" for a review. The reaction of "Superintendent X" relative to this concern about an effective method of providing adequate learning experiences for these children was generally favorable. However, he cautioned against changing methods of teaching for the few, because the majority seemed to be adequately provided for.

"Superintendent X," "Principal X," and "Supervisor X" thought about trying to better meet the needs of the entire student body, with particular emphasis on the few, by instituting a special education program. "Supervisor X" was instructed by "Superintendent X" and "Principal X" to sell the idea to the personnel of "Community X."

During the regular teachers meeting "Principal X" presented the idea of the special education program to the faculty. Among other things the plan called for educating the parents, especially those parents who had children at the intermediate grade level.

"Supervisor X" thought it wise to inform the P.T.A.

in "Community X" and other interested personnel about the tremendous tasks they would face if they endorsed the idea of trying to provide a special program to meet the needs of certain of their children. Quite obviously, the supervisor felt that the parent-teacher association, which consisted of ten teachers and nine parents, must be aroused to the need for a more effective program that would meet the developmental needs of the very slow-learning children in the community more effectively.

Some members of the parent-teacher association did not understand what she was speaking about, and they had to be oriented personally concerning the elements which were involved.

Accordingly, "Principal X" sent out a questionnaire requesting all parents who had children in the fourth grade to answer the following questions:

1. Would you favor developing a special education program for some of our children at the intermediate grade level?
2. If it was found that your child would profit from this program, would you favor it?
3. Are you interested in your child becoming socially competent and emotionally happy?

Upon the return of these questionnaires "Principal X" was confronted with quite a challenge, and this challenge seems to have been, "When will you get started?" The response

from parents was quite favorable.

PRELIMINARY ADMINISTRATIVE CONSIDERATIONS

"Principal X" was presented with the responsibility by "Superintendent X" of finding a teacher for these children. Then, too, the problem of funds also had to be considered. There were also state specifications required for special classroom facilities. Then there was the problem of getting competent personnel to administer tests, make recommendations and in other ways provide momentum for the idea.

The initial stage for this program had begun on the local level, but now there was the state level to be considered where permission must be obtained and standards met in order to implement fully such a program. In discussing these problems with "Superintendent X," "Principal X" was given a somewhat inadequate plan of operation in which provisions would be secured for carrying on the instructional phases of this special class. For instance, when "Principal X" asked about a budget for establishing and maintaining this class he was told, "Don't worry; the money will be available."

"Principal X" requested that a room in "School X" be set up and fully equipped for a special class. However, his request was ignored. "The class will be set up," said the superintendent, "only if these students are found eligible."

"Principal X" also became concerned about finding a competent teacher for the special program which appeared

slowly but surely, to be materializing--despite some administrative delays. In discussing this teacher problem with "Superintendent X," the principal was told that there would not be a separate allowance provided for this particular person, and she would be required to teach several regular classes in "School X." "Principal X" also requested that a school nurse be hired at "School X" to assist with physical diagnosis. This request, however, was ignored. Consequently, the county nurse was asked to make herself available to assist the school if the need should arise.

These are a few of the problems and considerations which arose incident to the establishment of a special class for mentally retarded youth at the intermediate grade level in "School X."

IDENTIFICATION AND DIAGNOSIS OF CASES OF RETARDATION

"Supervisor X" has been working in "School X" and in the vicinity of "Community X" for some ten (10) years, and during part of this time she has worked with the parents of the slow-learning children. "Bob's" parents, in particular, did not get out of the first grade; and in addition to this, when "Bob" was pre-school age, he was run over by an automobile that struck his head and left him unconscious for an indefinite period.

Another interesting situation is that relating to

"Emily," who lives approximately five (5) miles from the nearest neighbors and is very slow considering the rate of progress of her classmates. There are six (6) other children who were referred by the classroom teachers to "Supervisor X," and their family backgrounds all reflect something similar to those cases mentioned above.

In April 1960, "Supervisor X" began studying various tests that would be applicable to these children's background of experience, educational level, social and physical characteristics. Her findings were shared with "Principal X," cumulative folders were re-examined; and medical reports from family physicians were obtained. Parents were also asked to report any irregularities noted during the sequence of their offsprings' growth and development. Around this time, a qualified psychologist from the staff of Prairie View A. and M. College was asked to come to "Community X" to render the kind of professional services needed to diagnose scientifically the cases of mental retardation that had been suspected. The psychologist was requested to observe the behavior patterns of these children and to obtain formal measures of their mental status. When this had been accomplished, "Superintendent X" called a meeting to compile a comprehensive diagnostic report. The findings which were uncovered proved to be quite revealing. The physical report from a family doctor showed that "Bob," from babyhood, had experienced developmental irregularities that could (if not corrected),

tend to hamper the child's mental faculties. The medical report for "Emily" revealed no significant facts relative to retardation. The overall picture was that in order to be sure, these kinds of non-test data on these children should be compared with their test profiles.

"Supervisor X" gave the first screening test herself. It should be mentioned here, incidentally, that it was an appropriate form of the Otis Quick Scoring Test of Mental Maturity. According to "Supervisor X," the scores on the Otis instrument of mental ability were relatively low, but the superintendent saw little evidence to support the mental retardation claim.

The Goodenough "Draw a Man Test" was also given by the supervisor and practically the same scores were made. At any rate, the findings of the psychologist proved to corroborate the suspicions of the supervisor and principal. The psychologist reasoned that since men must be able to work and get along together it is important to have the right kind of social outlook for getting along with people. Consequently, the Vineland Social Maturity Scale was also administered. This test revealed social inadequacies that must be remedied if these children are to become socially competent and economically secure. The Wechsler Intelligence Scale for Children was given by the psychologist to all of these children and all children assigned I. Q.'s from 50 to to 75 were identified as being mentally retarded.

The following information was released by the psychologist to the writer to be used in this manuscript as a basis for identifying mentally retarded youth:

1. About "Bob" . . . Age 12-1 . . . Grade 4th

Wechsler Intelligence Scale for Children: Verbal I. Q. = 50
 Full Scale I. Q. = 41
 Vineland: Social Age 6-4
 Performance I. Q. = 48
 Mental Age = 4-11
 Social Quotient = 52

2. About "Emily" . . . Age 12-1 . . . Grade 4th

Wechsler Intelligence Scale for Children: Verbal I. Q. = 85
 Full Scale I. Q. = 78
 Vineland: Social Age 9-10
 Performance I. Q. = 80
 Mental Age = 6-8
 Social Quotient = 114

With the actual figures used by the psychologist to diagnose cases of mental retardation in "School X," the reader should be able to gain insight into scientific procedures incident to the diagnosis of mental retardation.

ORGANIZATION OF AN INSTRUCTIONAL PROGRAM

A diagnosis of "mental retardation" was the developmental handicap attached to eight boys and girls by the

professional staff assigned to work with them. A copy of the findings was sent to the Texas Education Agency, Special Education Division, Austin, Texas, for approval.

The request was answered and permission was granted to establish this special class for mentally retarded youth at the beginning of the 1960-61 school year, with eight (8) students enrolled.

"Principal X" was given the task of "pinpointing" a teacher for this class. Subsequently, the young lady who was hired (on the basis of formal preparation and professional experience) presented to "Principal X" a schedule of activities designed to stimulate interest.

The schedules were made weekly, subject to change, and it was obviously a very flexible one. This was the tentative schedule for February 23, 1961:

8:00-8:30 Parent Conference
 8:30-8:45 Devotion: Lord's Prayer
 Salute the flag, sing "America"
 report, roll call, inspection, ar-
 ranging the furniture, windows and
 personal appearance.
 8:45-9:15 Reading, including oral reading to an
 audience; magazine articles, poems and
 riddles scale.
 9:15-9:30 Oral and related activities; oral lan-
 guage.

- 9:30-9:45 Pencil and paper work; work on forms, words and form recognition, kindergarten workbooks or practice the writing of the alphabets.
- 9:45-10:00 Coordination and sensory training beads; form beads, peg boards, etc.
- 10:00-11:15 Science and Health including weather charts; experiments with plants and animals.
- 10:15-10:30 Recess; milk and toilet; outdoor and indoor games; free play period.
- Fridays Supervised play
- 10:30-11:30 Choice of activity as to the needs of the group; picture discussion and audio-visual aid.
- 11:30-12:00 Drill on number sense.
- 12:00-12:10 Brush teeth and get ready for lunch.
- 12:10- 1:00 Lunch period and rest.
- 1:00- 1:20 Records and music
- 1:20- 1:40 Speech lessons, sounds of animals, sounds of letters, jingle, jargon, and individual drill.
- 1:40- 2:15 Handwork, tracing, coloring, making toys that a child can make.
- 2:15- 3:15 Physical exercise and activity.
- 3:15- 3:20 Dismiss.

This schedule is included here as an illustration or example of how the teacher "paintedly" tried to meet the needs of the mentally retarded youth who were placed in her care. The instructional level of these children had to be on a level which was commensurate with their mental capacity. Therefore, it kept the classroom teacher constantly repeating. One hundred and twenty-five dollars of the funds appropriated by the state of Texas in support of the program was the amount initially expended for teaching aids.

Learning experiences for these children (as well as those for regular classes) must involve a carry-over into the home in order to be truly meaningful. In a sense, then, the school and the home must overlap or connect. The first special teacher at "School X" seemed to realize this more than almost anyone else on the school team.

TOOLS OF EVALUATION

To appraise a Special Education Program in terms of learning progress on the part of students is very important. This task was assigned to "Teacher X" and "Supervisor X," by "Principal X."

They were asked to make an appraisal of the developmental phases of the special class and to give a comprehensive report of their findings to "Principal X," who in turn was to make a report to the superintendent.

Teacher-made tests were given by the classroom

teacher, and in addition to this, direct observations were made in the classroom, on the playground, and in "Community X." "Supervisor X" studied the results of the teacher-made tests and found a slight improvement. This was reported to "Principal X" and they agreed that teacher-made tests did not cover all the areas of experience encountered by these special children. Consequently, on April 12, 1961, the Stanford Achievement Test, the first of a series of achievement tests was administered. The full period of standardized testing covered four weeks.

"Principal X" carried this report to "Superintendent X," together with the actual test papers. They discussed the report pro and con relative to its worth in meeting the needs of these handicapped boys and girls. It was decided that "Teacher X" was doing a very good job in providing useful learning experiences for these retarded children.

On April 26, 1961, Achievement Tests were again given. The results of the two tests could not be compared by the writer, however, because "Principal X" left these test papers in the office of the superintendent. Generally, the writer was informed by "Principal X," "Supervisor X" and "Teacher X" that these children's improvement was quite evident in their more favorable social, mental, and physical behavior in the classroom.

CHAPTER IV

SPECIAL AREAS OF DIFFICULTY ENCOUNTERED IN THE FIRST YEAR OF OPERATION

ATTITUDES

No problem in the organization of these special classes is more important than that of developing the right kind of attitude toward the class on the part of teachers, parents, regular grade pupils, and special class pupils. In speaking of attitudes there are two important factors to consider: (1) Whether the attitudes were favorable or unfavorable, and (2) to what extent attitudes influenced the behavior of the persons in question.

According to "Principal X," the attitudes of the parents, teachers and students were generally favorable, but "Teacher X" reported a different story.

"Teacher X" stated that "sometimes" her class was called the "dumb class" by certain of her fellow teachers; children were often threatened to be sent to the special class as a form of discipline. There were two teenage boys in this class who seemed to resent the situation, because their peers were not identified with it. But "Teacher X" challenged them by using a variety of materials, and they

were happy with their work.

The writer interviewed one of the parents personally in "Community X" relative to her attitude concerning the special class in her community. Her response was, "Special classes, as I understand them, develop the child in areas where he is able to become a well adjusted person, by using the kinds of special equipment, special teaching techniques and individual assistance, which are not too available in the regular classroom."

"Supervisor X" considered the attitudes of all persons in "Community X" somewhat favorable toward the special class, especially those for whom the class was established.

PERSONAL INADEQUACIES OF TEACHERS

Those teachers who have been assigned the task of guiding and directing the developmental sequences of youngsters should never betray their trust. "Teacher X" was a very good teacher.

The children in the classroom seemed to enjoy every minute of the work assigned to them by her. The writer's observations revealed that "Teacher X," who had had experience in the field of special education before coming to "Community X," was a very good instructor.

The social relationship that existed between "Teacher X" and the regular classroom teachers, however, apparently left something to be desired. The tendency to have an

egotistical nature caused "Teacher X" to become disliked by her fellow teachers. In a long run, character weaknesses appear to have resulted in this teacher's untimely resignation. "Teacher X" terminated her teaching position in "Community X" at the end of April 1961.

"Principal X" then began teaching the special class without any prior knowledge or actual experience of the way these children react. The writer observed "Principal X" several times during the month of May as he attempted to carry on in place of "Teacher X." The students were left alone to listen to music. There was no patience exemplified. The expression "Can't you understand?" was often heard.

The writer would like for the reader of this manuscript to note some of the work assigned these mentally retarded children by "Principal X." The discussion for April 13, 1961, at "School X" was as follows: Use of capitals, place capitals where needed: (1) last year jane and i took a trip to washington, d. c. (2) on the way east we traveled through the states of indiana, ohio and pennsylvania.

This type of work requires abstract thinking, and these pupils are not able to do this to a considerable degree. "Principal X," because of the administrative problems that had to be carried on, had a helper, the third grade teacher who had had a few courses in special education.

Nevertheless, she had no real knowledge of the learning ability of these youngsters, and consequently her teaching was largely ineffective.

PUPIL REGRESSION

All students like to feel they are making progress, and when there is no progress made emotional instability occurs. "Teacher X" caused these mentally retarded children to learn to like school. They saw themselves progressing. A positive emotional tone had been set, and everyone (even "Bob"), was enjoying school.

The writer visited the school the week after "Teacher X" resigned, and he was asked by several of the students, "Is Mrs. X" coming back?" "Principal X" handled "Bob" as though he was a normal child, and "Bob" was accustomed to being praised by "Teacher X." All of this he missed.

"Principal X" began having dropout problems. "Bob" said that after "Principal X" made him cry, "I am not coming back here!" All of this can be interpreted as emotional and scholastic regression at its worst. "Bob" was beginning to learn to count; he would often say, " 'Mrs. X' let me count." Her reply would be, "Sure 'Bob,' you may count." But when "Principal X" took over regression took place and "Bob" left school.

The writer has stated before in this manuscript that theory alone is not sufficient for these children to become

well adjusted persons, but love and a desire to help will spur them into real progress. Regression should have no place in our classrooms today.

LACK OF ATTENTION TO FOLLOW-UP ADAPTATIONS IN THE LARGER COMMUNITY

A special class program, as previously stated, should be community oriented to the extent that job opportunities would be available. The "School X" Community has no program of follow-up. Accordingly, the classroom unit does not seem to have carried out one of the purposes for which such facilities are usually designed. What is needed, in terms of insights uncovered in the literature, is a long-time follow-up of all members of special schools or classes as a part of the regular routine of educating and caring for these retarded groups.

The follow-up of mentally retarded youth should be a part of the special education program. Such a program is incomplete without it. A functional program of special education will include follow-up services.

These boys and girls must be educated in our special classes to the extent that they can go on and enter the labor market, without fear of not being able to compete.

INADEQUACY OF PHILOSOPHIC OUTLOOK

There are those who misunderstand the purpose of a

special education program. Its purpose could be summed up in these words: Education for adjustment with special equipment and with special techniques being used.

There seem to have been elements of inadequacy in the organization of this special class at "School X." "Supervisor X" apparently had more initiative relative to the program than did "Principal X."

The curriculum of the special class, too, left something to be desired. More emphasis was placed upon reading and writing than upon social relations with one's fellowman. In short, the curriculum was narrowly conceived and did not seem to be "life centered."

The philosophy of the special class must be oriented and geared to the child's capacity for learning. It must extend beyond the immediate school setting. This was not the case with "School X." This program did not even succeed to a large degree in "School X," because as was mentioned previously, some of the students became disgusted with the program under the supervision of "Principal X" and dropped out. This, no doubt, was due to the needs of these children not being met in a realistic and functional manner.

CHAPTER V

EVALUATIVE COMMENTS

In this chapter the writer will set forth a series of appraisal statements relative to his observations of the special education program at "School X" during the 1960-61 school year. The general focus here will be on (1) what should be, (2) what actually is (or was) the case, and (3) what is the extent of the discrepancy, if any, between these two sets of data.

With regard to standards established in recent years by the state educational agency in Texas, the special education program for intermediate grade-level boys and girls diagnosed as mentally retarded at "School X" should have been designed to help these youth reach their maximum potentials in the scholastic world and to provide them with training fashioned to give them an opportunity to live a satisfactory life--as well as to at least partially earn a living-- in the larger community of which they are a part.

According to the general literature of the field of special education and with respect to guidelines laid down by the Special Education Division of the Texas Education Agency, in the first year of its operation, the special classroom unit in question here apparently did not carry out its proper

functions adequately. For one thing, the curriculum did not extend outside the boundaries of the immediate school area. There were no field trips scheduled during the 1960-61 school year, nor were there resource personnel brought in to broaden the learning experiences of these youngsters.

According to materials distributed by the Texas Education Agency,¹ in every special classroom unit there should be many centers of interest containing materials to arouse the child's curiosity, stimulate his imagination, and challenge his interest.

On this matter, too, the "School X" program was judged to be lacking in certain respects.

"Community X" should have seen to it that these children received the maximum benefit from this classroom unit. "Principal X," "Superintendent X" and "Teacher X" undoubtedly failed to grasp the full significance of this special class.

The standards of the Texas Education Agency concerning special classes have been carefully formulated. In choosing or selecting a building, it is desirable to choose one that will offer the greatest number of opportunities to participate in the activities of the school, to use the equipment and other facilities, and to receive the services

¹"Equipment and Materials for Special Education Classrooms," (Division of Special Education, Texas Education Agency, Austin, Texas, 1961).

of the special teaching staff such as nurse, counselor, speech correctionist, shop, homemaking, art and physical education teachers. The classroom should be designed to fit the educational needs of the particular children to be housed in the room. It is recommended that sixty square feet of floor space per child be allowed. The physical features should be flexible enough for a variety of arrangements of furnishings. It is clear that standards such as these had not been adequately applied in the establishment of this "School X" classroom unit. The reader is referred to the Appendix for further insights into the nature of the evaluative criteria and general standards prepared by the Special Education Division, Texas Education Agency, Austin, Texas, to govern the operation of special classroom units for exceptional children in the public schools of the state.

OBSERVED WEAKNESSES

According to the purposes of special education, the program at "School X" did not have a far-reaching effect. The program was set up to meet the needs of those boys and girls who were academically incompetent to profit from classes in the regular grades.

The administration appears not to have had full insight nor was foresight exemplified in organizing this program. For example, the special room is not large enough so that each child can have space for his individual activity.

The room had no built-in facilities as prescribed by standards laid down by the Texas Education Agency. "Superintendent X" seems to have been interested only in the three R's for these children and this did not reach their social and non-academically oriented needs.

The writer feels that history will judge "Principal X," "Community X," "Teacher X," and all those concerned with the education of these youngsters, for failing to provide a truly functional program designed to meet the full range of their needs.

Inadequacy of ministering to the needs of human beings continues to take its toll, especially among boys and girls who attend our regular and special classes in the public schools.

In more specific terms, the following appear to be some of the weaknesses observed by the writer as he visited the special classroom unit at "School X" during the first year of its operation:

1. Inadequate formulation of a general philosophy and of stated objectives to give real meaning and clear direction to the program. (Very little systematic thinking was projected on paper).

2. Insufficient scrutiny of the character and personal background of the charter teacher employed to give momentum to the special program at "School X."

3. Lack of full administrative commitment from the

level of the superintendency as reflected in the insufficient appropriation of funds required to purchase needed special equipment and supplies.

4. Inadequate "team spirit" and in-service education relative to teacher attitudes and cooperation at "School X" during the first year of operation of the special unit.

5. Poor handling of substitute provisions after the charter teacher was asked to resign.

6. Limited provision for basic occupational training and the learning of non-academically oriented skills.

7. Insufficient attention to the need for parental involvement with the program and to the matter of reporting in a systematic manner the general progress of the students.

8. Superficial planning prior to the actual start of the program.

9. Certain laxities relative to the placement of educationally retarded youngsters in the special classroom unit. (A case in point, "Emily.")

10. Administrative leadership weaknesses on the part of the principal of "School X" would include not filing pertinent records at "School X," lack of vision relative to long-range goals and systematic follow-up, limited familiarity with the functional nature of modern programs for exceptional children, and lack of professional courage in speaking up for that which he believes to be right.

APPARENT STRENGTHS

In our society we encounter strengths and weaknesses in all of our institutions, especially those which are dedicated to the task of lifting fallen humanity. In this section of the present chapter, attention is focused at some of the strengths which were noted by the writer during his visitations at "School X" during the 1960-61 school year.

At the outset it should be mentioned that there were certain strengths observed during the writer's visits to "Community X." Among them, the following may be cited:

1. The initial sensitivity of the teachers and other personnel in question to the need for a more adequate program to meet the special challenge posed by extremely slow-learning youngsters in "School X."

2. The involvement of a professionally trained psychologist in the scientific diagnosis of those suspected of having very limited potentials for learning.

3. The presence of a fairly far-sighted supervisor who, despite her limited preparation in this area, proved to be a competent advisor in providing the needed professional and moral outlook which this program doubtlessly would not have been sparked into being.

4. Effective participation of the mentally retarded group in the general social and recreational activities of

the school.

5. The employment of a charter teacher who, despite her character inadequacies, did prove to be a rather good instructor for mentally retarded youth, admirably inspiring them to develop their assets--limited though they might have been--to the full.

6. The development of an atmosphere in the special education classroom unit and on the school playground which generally tended to facilitate the acceptance of the mentally retarded group by their peers.

7. "Community X," despite its rural structure, apparently manifested a generally positive outlook relative to the overall worth of the special unit at "School X."

8. The original eight youngsters for whom the program was initially set up displayed a warm willingness to cooperate with "Teacher X" and develop the kinds of confidence in themselves and in their charter teacher which were most encouraging.

OVERALL ASSESSMENT

Generally speaking, it is the judgment of the writer that those whose lives were touched by the retarded youngsters at "School X," both prior to and during the 1960-61 school year, are due a word of commendation for having had the vision to lay the groundwork for the establishment of a special program to meet their particular needs.

To be sure, there were weaknesses--as some of the observations treated previously have shown. Nevertheless, the writer feels that a "beginning" has been effected, and with renewed administrative effort and full professional cooperation on the part of all concerned, the special intermediate classroom unit for mentally retarded youth at "School X" can become a truly functional opportunity in the not far distant future.

One of the "original eight" students remarked to the writer, "I am going to play ball with the all star team." The writer feels that the program has served to lift the aspirational level of some of these students, and rejuvenated their confidence in themselves. The writer considers it important to mention again the strength of character exemplified by these retarded youth. There was not a sign of malbehavior shown in these children and the writer feels that it is at least partially because of the impact of the special education program and the cooperation given by each home in the community that this was the case. There is and was a strong desire on the part of all concerned to better the conditions of the mentally retarded in the "School X" community, but the local community did not provide adequate funds. However, as long as the desire is there, every effort will be used to put this desire into action, and this is one of the pillars of strength in the area.

CHAPTER VI

SUMMARY AND CONCLUDING OBSERVATIONS

RESUME

This investigation was conceived as a "directed observation" study of the development of a special education program for mentally retarded children in a particular school situation in southeastern Texas. Throughout his study the writer envisioned it as an evaluative undertaking, since actual observations in the field were always compared against standards derived from the literature of special education and from documents supplied by the state educational agency in Texas.

Because of this unique evaluative aspect, no where in the pages of this manuscript has the real identity of the site of the study been revealed. Instead, the particular focus of the investigation has been referred to as "School X." In a similar fashion, administrative personnel has been referred to as "Principal X," "Supervisor X," and "Superintendent X." Where necessary the community which housed "School X" has been known as "Community X."

The site which served as the focus of attention for this investigation is a relatively small rural community located "somewhere" within a radius of seventy-five miles from

Prairie View A. and M. College, Prairie View, Texas, and is generally regarded as a farming area.

Overall, approximately fifteen pre-arranged visits in-the-field were made by the writer during the period extending from September 1960 thru May 1961. These visitations ranged in length from two to eight hours each, and were designed to furnish the writer with data for this study.

The need for special educational provisions at the school in question was felt early in 1959. At that time, one of the teachers in "School X" called upon "Principal X" at his office, and while there she began speaking about the learning abilities of various children. They discussed this topic pro and con, and arrived at this conclusion: "All children have the ability to learn, some at a much slower rate than others, but still they learn." Of major concern was how the school might better adapt itself to meet the needs of the slowest student enrolled at "School X."

"Principal X" discussed the instructional program with "Supervisor X." "Supervisor X" was not satisfied with the instructional program that had been provided for these children, and she began interviewing several students at the intermediate grade level to determine the extent of their dissatisfactions and blockings. It was finally decided that special classes must be set up to meet the special needs of these children.

There were many administrative considerations that

had to materialize before the class could become a truly functional one. One of these major administrative concerns was the identification and diagnosis of actual cases of mental retardation. Two of the cases brought to the attention of the writer, in this connection, both had low I. Q.'s. It is interesting to note, however, that scientific diagnostic procedures revealed that one of these youngsters ("Emily") was educationally retarded. The organization of the instructional program for these retarded youth had to be flexible and commensurate with their varying mental capacities.

After the "up and downs" of the first months of operation of this special unit, the eight children who were diagnosed as being mentally retarded were given achievement tests in April, 1961.

Generally, the writer was informed by all concerned and observed himself that these children, according to the evaluation rendered, had improved significantly in several important developmental areas. Overall, most of the attitudes displayed by parents, teachers, administrative personnel and the children themselves toward this special class were generally favorable.

There were unfortunate personal behavior deficiencies encountered on the part of the charter teacher for this special class. And as is described earlier, evidences of pupil regression did make their appearance.

With regard to evaluative impressions, the writer

observed several weaknesses that kept this special classroom unit from adequately providing learning experiences for these mentally retarded youth. Two of these were:

1. Inadequate formulation of a general philosophy and of stated objectives to give real meaning and clear direction to the program.

2. Insufficient scrutiny of the character and personal background of the charter teacher employed to give momentum to the special program at "School X."

Some strengths were outstanding also, and the writer wishes to enumerate two:

1. The initial sensitivity of the teachers and other personnel in question to the need for a more adequate program to meet the special challenges posed by extremely slow learning youngsters in "School X."

2. The involvement of a professionally trained psychologist in the scientific diagnosis of those suspected of having very limited potentials for learning.

To be sure, there were weaknesses--as some of the observations treated previously has shown. Nevertheless, the writer feels that a "beginning" has been effected, and with renewed administrative efforts and full professional cooperation on the part of all concerned, the special intermediate classroom unit for mentally retarded youth at "School X" can become a truly functional opportunity in the not far distant future.

FINAL COMMENTS

Since this study was begun, the writer has become employed in one of the elementary schools of the state of Texas as a teacher of retarded youth. The experience encountered in "School X" has served the writer well. Many insights derived from his observations in "Community X" have helped him to discharge his own new responsibility more effectively. It is quite clear that although we have come a long way since the time of Itard, frontiers in the field of mental retardation must still be pushed back.

The writer is suggesting that we broaden our horizon relative to those boys and girls who are retarded and let us accept these children with the endowments and limitations which an all-wise Creator has decreed; and let us lead them toward capacity development--spiritually, physically, mentally, morally and socially--so that they may become self supporting and respecting. Accordingly, Jordan states, "Mental retardation is a handicap to those boys and girls not only mentally but socially as well."¹

He further states that:

The personality characteristics of the mentally retarded child influence his behavioral reactions, to a significant degree,² and help to determine his responses to life situations.

¹Thomas E. Jordan, The Mentally Retarded (Ohio: Charles E. Merrill Books, Inc., 1961), p. 35.

²Ibid.

These are the kinds of challenges which the personnel of "Community X" are grappling with today. They are the kinds of challenges new generations of teachers must be prepared to cope with in the interest of bringing to full fruition the cherished American ideal of equal educational opportunity for all.

BIBLIOGRAPHY

BIBLIOGRAPHY

BOOKS

- Baker, Harry J. Introduction to Exceptional Children. New York: The Macmillan Company, 1958.
- Cruickshank, W. M. and Johnson, G. O. Education of Exceptional Children and Youth. New York: Harper and Brothers, 1958.
- Davies, S. P., and Ecob, K. G. The Mentally Retarded in Society. New York: Columbia University Press, 1960.
- Eichorn, J. R. and Magary, J. F. The Exceptional Child. New York: Holt, Rinehart and Winston, Inc., 1960.
- Featherstone, W. B. Teaching the Slow Learner. New York: Bureau of Publications, 1957.
- Garrison, K. C. The Psychology of Exceptional Children. New York: The Ronald Press Company, 1959.
- Garton, Malinda D. Teaching the Educable Mentally Retarded. Illinois: The State University Press, 1960.
- Gibby, R. G. and Hutt, M. L. The Mentally Retarded Child. Boston: Allyn and Bacon, Inc., 1958.
- Good, C. V. Dictionary of Education. New York: McGraw-Hill Book Company, 1959.
- Goodenough, Florence. Exceptional Children. New York: Appleton-Century-Crofts, Inc., 1957.
- Heck, Arch O. The Education of Exceptional Children. New York: McGraw-Hill Book Company, Inc., 1954.
- Heiser, K. F. Our Backward Children. New York: W. W. Norton and Company, 1959.
- Ingram, Christine P. Education of the Slow Learning Child. New York: The Ronald Press Company, 1959.
- Johnson, O. G. and Kirk, S. A. Educating the Retarded Child. New York: Houghton Mifflin Company, 1958.

- Jordan, Thomas E. The Mentally Retarded Child. Ohio: Charles E. Merrill Books, Inc., 1961.
- Louttit, C. M. Clinical Psychology of Exceptional Children. New York: Harper and Brothers Publishers, 1958.
- Magnifico, L. X. Education for the Exceptional Child. New York: Longmans, Green and Company, 1958.
- Inskeep, Annie D. Teaching Dull and Retarded Children. New York: Macmillan Company, 1957.
- Matherson, Charles W. Hospital Schools in the United States. Harper Brothers Publishers, 1958.
- Perry, Natalie D. Teaching the Mentally Retarded Child. New York: Columbia University Press, 1961.
- Pollock, M. and Pollock M. New Hope for the Retarded. Boston: Porter Sargent Publishers, 1954.
- Sarason, Seymour B. Psychological Problems in Mental Deficiency. New York: Harper and Brothers Publishers, 1957.
- Smith, Henry C. Personality Adjustment. New York: McGraw-Hill Book Company, 1961.
- Stanley, J. C. and Ross, C. C. Measurement in Today's Schools. New Jersey: Prentice-Hall, Inc., 1958.
- Wallin, J. E. W. Education of Mentally Handicapped Children. New York: Harper and Brothers, Publishers, 1958.

PERIODICALS

- Allen, Army A. "Program Trends for the Mentally Retarded," Journal of Exceptional Children, Vol. 26, No. 9, (May, 1960), 467-470.
- Baldwin, Willie Kate. "The Social Position of the Educable Mentally Retarded Child in the Regular Grades in the Public Schools," Journal of Exceptional Children, (November, 1958), 106-108.
- Bardon, Jack I. "The Educational Classification of Mentally Retarded Children," Journal of the Exceptional Children, (January, 1961), 235-237.

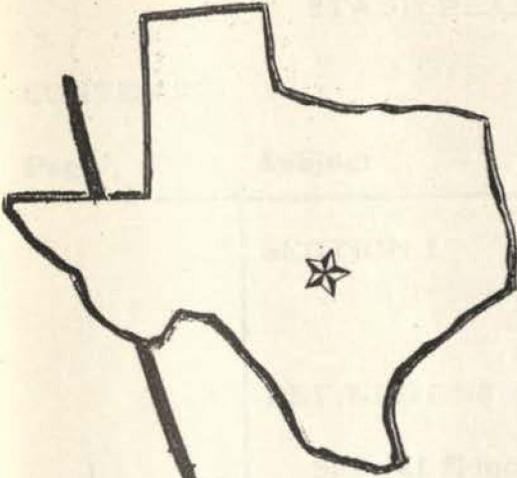
- Beck, Helen L. "Parents of Retarded Children," Children's Journal, Vol. 6, (December, 1959), 225-227.
- Blessing, Kenneth R. "Providing Special Educational Services for Exceptional Youth," Journal of Exceptional Children, Vol. 26, No. 8, (April, 1960), 241-245.
- Carr, Lela B. "Problems Confronting Parents of Children With Handicaps," Journal of Exceptional Children, Vol. 26, No. 6, (February, 1959), 251-255.
- Crowell, Rue L. "Selected Aspects of Personality Development in Mentally Retarded Children," Journal of Exceptional Children, (May, 1959), 233-235.
- Doll, Edgar A. "The Mentally Retarded," Journal of Exceptional Children, Vol. 27, No. 9, (May, 1961), 487-489.
- Goldberg, Harriet L. "Security for the Retarded," Children's Journal, Vol. 9, No. 1, (February, 1962), 21-24.
- Hill, Arthur S. "The Status of Mental Retardation Today," Journal of Exceptional Children, Vol. 25, No. 7, (March, 1959), 296-298.
- Howe, Clifford E. "A Comparison of Motor Skills of Mentally Retarded and Normal Children," Journal of Exceptional Children, Vol. 25, No. 8, (April, 1959), 352-354.
- Liddle, Gordon. "Experiential Room for Slow Learners," The Elementary School Journal, (December, 1958), 25-29.
- Richey, Margorie H. "Psychological Procedures in the Diagnosis of Mentally Retardation," Journal of Exceptional Children, Vol. 27, No. 1, (September, 1960), 6-10.

UNPUBLISHED MATERIAL

- Barlow, Michael K. "A Study of Retardation in Five Negro High Schools in Fort Bend County, Texas, 1942-1943." Unpublished Master's thesis, Prairie View A. and M. College, Prairie View, Texas, 1944.
- Bradley, Eddie. "A Study of Retardation in the Rosewald School, Luling, Texas, and Carser School, Lockhart, Texas, Grades Nine Through Twelve." Unpublished Master's thesis, Prairie View A. and M. College, Prairie View, Texas, 1950.

- Cashaw, Leon Ellington. "The Effect of Mental Retardation on Juvenile Delinquency." Unpublished Master's thesis, Prairie View A. and M. College, Prairie View, Texas, 1959.
- Nauls, Flora Dean (Barrett). "An Instructional Program for Intermediate Level Educable Mentally Retarded Children." Unpublished Master's thesis, Prairie View A. and M. College, Prairie View, Texas, 1960.
- Price, Thelma Harrison. "Suggested Curriculum Proposals for Educable Mentally Retarded Children." Unpublished Master's thesis, Prairie View A. and M. College, Prairie View, Texas, 1958.
- Sheffield, Ella Mae Sleet. "Providing for the Mentally Retarded Child in E. J. Campbell Primary Grades." Unpublished Master's thesis, Prairie View A. and M. College, Prairie View, Texas, 1953.

APPENDIX



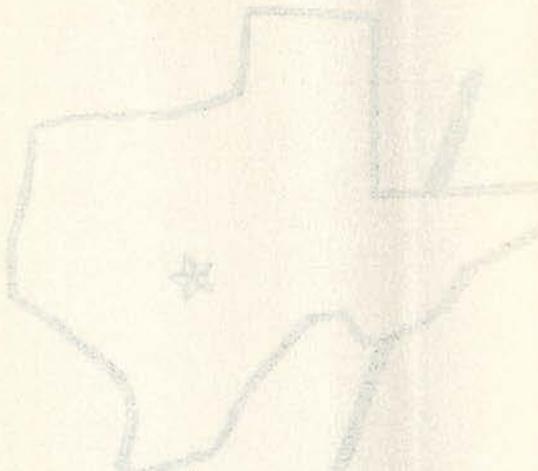
ADMINISTRATIVE GUIDE

and

STATE PLAN for SPECIAL EDUCATION



Texas Education Agency
Austin, Texas
September, 1960



INTRODUCTION

This manual is a revision of our State Plan for Special Education published in 1957. It is in no way intended to be a complete or final treatise on the operational policies and procedures of State or local special education programs. Rather it is designed to present in an orderly manner some policies and recommendations relative to the many problems which constantly arise in the administrative field of special education; to interpret special education legislation and define joint responsibilities of the State Department of Education and local school systems.

Through suggestions and guidance from administrators and teachers, it is expected and hoped that numerous changes and revisions will be made as a result of increasing experience and knowledge in the field.



ADMINISTRATIVE GUIDE
and
STATE PLAN for SPECIAL EDUCATION

CONTENTS

Page	Subject
	SECTION I
1	STATE PLAN FOR SPECIAL EDUCATION
	DEFINITIONS
1	Special Education
1	Exceptional Children
1	Blind
1	Partially Sighted
2	Orthopedically Handicapped (Crippled and/or Special Health Problems)
2	Deaf and/or Severely Hard of Hearing
2	Educable Mentally Retarded
2	Trainable Mentally Retarded
2	Speech Handicapped
2	Mildly Hard of Hearing
2	Unit
2	One-half Unit
2	Combination Unit
3	Cooperative Unit
3	Duties of Special Homeroom Teacher
3	Teacher-Coordinator

Page	Subject
3	PURPOSE OF PROGRAMS
3	For Blind
3	For Partially Sighted
3	For Orthopedically Handicapped (Crippled and those with Special Health Problems)
3	For Deaf and/or Severely Hard of Hearing
4	For Educable Mentally Retarded
4	For Trainable Mentally Retarded
4	For Speech and Hearing Handicapped
4	ESTABLISHING ELIGIBILITY FOR PLACEMENT
4	Placement Committee
5	Individual Psychological Evaluation
5	Standards for Admittance
5	Information Used to Determine Admission to Classes
6	For Blind and/or Partially Sighted
6	For Orthopedic at School, Hospital, and/or Home
7	For Deaf and/or Severely Hard of Hearing
7	For Educable Mentally Retarded
7	For Trainable Mentally Retarded
8	Additional Criteria on Trainable Mentally Retarded
8	For Speech and Hearing Therapy

Page	Subject
8	BASIS FOR ESTABLISHING AND OPERATING SPECIAL EDUCATION UNITS
8	Continuance of Special Education Units
9	New Special Education Units
9	Approval of Special Education Units
10	Programs for Nine Months
10	Programs for Ten Months
10	Instructional Programs for Ten or Eleven Months
11	FORMULA FOR USE IN ALLOCATION AND CONTINUANCE OF SPECIAL EDUCATION UNITS
12	Regular Schedules
13	Equivalency Schedule for Combination Units
	SECTION II
14	PROGRAM FOR PRESCHOOL - AGE DEAF CHILDREN
14	PURPOSE OF PROGRAM
14	PUPIL ELIGIBILITY
14	GENERAL REQUIREMENTS
15	CERTIFICATION REQUIREMENTS FOR TEACHERS
15	FINANCING

APPENDICES

Page	Subject
	APPENDIX A
16	OUTLINE FOR DEVELOPING A LOCAL PLAN FOR ORGANIZATION AND ADMINISTRATION OF SPECIAL EDUCATION PROGRAMS
	APPENDIX B
18	THE INDIVIDUAL PSYCHOLOGICAL REPORT
	APPENDIX C
21	PERTINENT INFORMATION RELATIVE TO SPECIAL EDUCATION PROGRAMS
21	Accreditation Standards
22	Financing
22	Pupil Personnel Accounting
23	Textbooks for Exceptional Children
23	Regulations Regarding Adoption Textbooks
24	Regulations Regarding Textbooks for Legally Blind Students
25	Graduation Requirements
26	Consultative Services Available to Local School District
	APPENDIX D
27	CERTIFICATION FOR SPECIAL EDUCATION TEACHERS
27	Requirements for the Permanent Provisional Certificate for Teachers of Exceptional Children According to the Specialized Areas
30	Colleges and Universities Offering Approved Programs for Areas of Special Education
32	Permits for Special Assignment for All Areas of Special Education

STATE PLAN FOR SPECIAL EDUCATION

Texas schools are committed to the principle of education for all children, regardless of variance in abilities. The basis for Special Education is found in the belief that every child is entitled to full recognition of his right to educational opportunity consistent with his capacity to learn.

DEFINITIONS

The following definitions shall be used in the administration of Special Education:

SPECIAL EDUCATION is the provision of services additional to or different from those provided in the regular school program by a systematic modification and adaptation of equipment, teaching materials, and methods to meet the needs of exceptional children.

EXCEPTIONAL CHILDREN include all those so different in mental and/or physical characteristics that special educational provisions must be made for them. Special Education programs are provided by law* under the Minimum Foundation Program for children and youth who are blind, partially sighted, orthopedically handicapped (crippled and those with special health problems), deaf, mentally retarded (educable and trainable), and those requiring speech and hearing therapy.

BLIND. Children who have central visual acuity of 20/200 or less in the better eye with correcting glasses, or a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees are considered blind.

PARTIALLY SIGHTED. Children whose visual acuity is 20/70 or less in the better eye (after all necessary treatment and compensating lenses have been provided when needed) are classified as partially sighted. These children must, however, have enough functional sight for use as a possible approach to learning.

or

Children with a visual deviation from normal (in the opinion of the eye specialist) who need and can benefit from the facilities provided for the partially seeing are designated as partially sighted.

* Refer to Article 2922-13, Section 1. (4) A for Public School Law pertaining to Exceptional Teacher Units

ORTHOPEDICALLY HANDICAPPED (Crippled and/or Special Health Problems). Children who are handicapped through congenital or acquired defects in the use of their bodies are considered orthopedically handicapped. When they are unable to function with normal individuals of the same age, they may be provided for in a class at school. Children, who because of illness or a crippling condition cannot attend classes in the public schools, may be provided instruction in a hospital or at home.

DEAF AND/OR SEVERELY HARD OF HEARING. Children whose sense of hearing is nonfunctional (after all necessary medical treatment, and/or surgery, and/or use of hearing aids) for understanding normal conversation which results in a delay in the development of language and/or speech are considered deaf.

EDUCABLE MENTALLY RETARDED. Children, limited in intellectual ability, who may be expected to learn at a slow rate and to profit from an organized program designed to promote social adjustment and vocational proficiency shall be considered educable mentally retarded.

TRAINABLE MENTALLY RETARDED. Children who because of severely retarded intellectual development are incapable of being educated through ordinary classroom instruction or special education facilities for educable mentally handicapped children, but who may be expected to benefit from training in a group setting designed to promote social adjustment and develop skills needed for daily living shall be considered trainable mentally retarded.

SPEECH HANDICAPPED. Children whose speech deviates so far from the speech of others that it attracts attention, interferes with communication, or causes maladjustment are considered speech handicapped.

MILDLY HARD OF HEARING. Children who have a hearing loss of 20 decibels or more in at least two frequencies in the speech range or a loss of 30 decibels in one frequency in the speech range in the better ear shall be considered mildly hard of hearing.

A UNIT in Special Education refers to a group of exceptional children and the designated teacher.

ONE-HALF UNIT is that unit which utilizes a teacher on a half-day basis, with a minimum of four children.

A COMBINATION UNIT refers to that unit which combines two types of handicaps. The children may be taught as a group provided they present common problems which will blend into a group teaching situation; or a teacher may divide her time between two different teachable groups.

A COOPERATIVE UNIT refers to that unit which is formed through a cooperative agreement between two or more adjoining school districts in the same county when a minimum number of eligible pupils is not present in a district. The unit shall be attached to one of the cooperating districts and allocation of funds will be made to that district. The pupils from the cooperating schools may attend a special education class at the school; or a teacher of hospitalized, and/or homebound, and/or a speech and hearing therapist may serve the pupils on an itinerant basis in their own district.

THE DUTIES OF A SPECIAL HOMEROOM TEACHER of exceptional children include a regular teaching day of instructional activities involving exceptional children who have been designated for the authorized unit. In addition to a regular teaching load, the teacher may be assigned to her share of routine responsibilities of operating the school provided her group is supervised at all times.

A TEACHER-COORDINATOR is one who assumes responsibility for a teaching load of exceptional children and who also devotes a part of her time to coordination of the Special Education program.

PURPOSE OF PROGRAMS

FOR BLIND. Blind children need to learn to read and write Braille, in addition to a regular program of education suited to their needs.

FOR PARTIALLY SIGHTED. The sight-saving class is designed to make it possible for partially sighted children to do regular school work without damage to their eyes while learning proper eye care.

FOR ORTHOPEDICALLY HANDICAPPED (crippled and/or those with special health problems), taught at school, home or in a hospital. The activities and experiences provided for these children parallel those provided normal children as nearly as the physical condition of each child permits.

FOR DEAF AND/OR SEVERELY HARD OF HEARING. The purpose of instruction for the deaf and/or severely hard of hearing is twofold--communication and regular academic learnings. The program shall also include speech reading, development of communication, and conservation of any residual hearing through auditory training.

FOR EDUCABLE MENTALLY RETARDED*. The objectives of programs provided for educable mentally retarded children emphasize development of satisfactory social adjustments and relationships, physical competencies and desirable health habits, the wise use of leisure time, the acceptance of home responsibilities, and the attainment of vocational proficiency. The pupils may be expected to achieve basic academic skills from second to fourth grade by the age of sixteen.

FOR TRAINABLE MENTALLY RETARDED. The objectives of training programs for the trainable mentally retarded children emphasize self-care in health, safety, and personal grooming routines; adequate patterns of social conduct; work habits and skills needed for daily living; speech and language development; and diversional activities.

FOR SPEECH AND HEARING HANDICAPPED. Speech Correction attempts to develop and improve the speech of those children whose social, educational, or vocational proficiency is reduced or endangered by atypical speech.

The objectives for the Mildly Hard of Hearing are conservation of residual hearing, and developing, and/or maintaining intelligible speech. The program shall include language development, speech reading, and auditory training.

ESTABLISHING ELIGIBILITY FOR PLACEMENT

A PLACEMENT COMMITTEE shall be established to determine the eligibility of exceptional children for original placement and continued enrollment in special classes. The membership may vary from time to time and consist of those persons who have had some contact with the child and/or his family. Such a committee may be composed from the following: the superintendent, principal, coordinator of Special Education, regular homeroom teacher, special education teacher, doctor, nurse, visiting teacher, and psychologist or psychometrist. This committee, after study of data from varied resources on each child, shall make recommendations concerning each child's admission to and/or dismissal from special education classes. This committee is also charged with the responsibility of requesting additional information, if the need for it is indicated to assist in educational planning and placement.

* Refer to CURRICULUM GUIDE--SPECIAL EDUCATION, Volume I, No. 1304 for details of an organized program.

AN INDIVIDUAL PSYCHOLOGICAL EVALUATION shall be a part of the data available on each child admitted to all types of special education, except speech and hearing therapy. The evaluation must include the administration, assessment and reporting of a standardized individual intellectual examination appropriate for the type of disability, as well as take into consideration other factors which would complete the psychological evaluation. The evaluation shall be done by a competent psychological examiner and a written report submitted. *

STANDARDS FOR ADMITTANCE. The following standards shall apply to ALL pupils placed in Special Education classes:

- . Children shall be six years of age on September 1 and under eighteen on that date.
- . Children admitted to classes for the blind, partially sighted, orthopedic in school, home or hospital, and deaf shall have the intellectual ability to achieve in the regular academic program of the public school.
- . In cases of multiple handicaps, mental retardation takes precedence for the purpose of establishing eligibility for classification.
- . All children must meet the minimum admission requirements set forth for each type of exceptionality.
- . All children shall be admitted and maintained on a trial basis. If, after a reasonable period, a child fails to show progress, physical or mental status deteriorates, he shall be re-evaluated to determine if he should continue in the program.

INFORMATION USED TO DETERMINE ADMISSION.**The following information shall be available on each child for those who must become informed (e. g., the teacher) or for those who must take action (e. g., the placement committee) regarding educational placement:

* See Appendix B. The Individual Psychological Report for details concerning the written report.

**The information on each child admitted to special education shall be on file and available to representatives of the Texas Education Agency for program review, audit and/or accreditation.

FOR BLIND AND/OR PARTIALLY SIGHTED

- . Chronological age
- . Grade placement and academic achievement
- . Doctor's report including information regarding visual acuity
- . Written psychological report
- . Signed recommendation of placement committee
- . Signed statement from parents approving admission to class for the blind and/or partially sighted.

FOR ORTHOPEDIC AT SCHOOL, HOSPITAL AND/OR HOME *

- . Chronological Age
- . Grade placement and academic achievement
- . Doctor's report indicating description of handicap
- . Written psychological report **
- . Signed recommendation of placement committee
- . Signed statement from parents approving admission to class for orthopedic in school, in the hospital or in the home

* A child may be included in a unit for the homebound or hospitalized provided the child shall be out of school for a minimum of six weeks. Each child enrolled in the program shall receive a minimum of three (3) hours of instruction per week.

** Standardized individual intellectual evaluation may be waived for a homebound or hospitalized pupil provided the child has been enrolled in a regular classroom and has been making satisfactory progress prior to illness and/or accident.

FOR DEAF AND/OR SEVERELY HARD OF HEARING

- . Chronological age
- . Grade placement and academic achievement
- . Doctor's report including description of handicap
- . Individual audiogram
- . Written psychological report
- . Signed recommendation of placement committee
- . Signed statement from parents approving admission to class for the deaf and/or severely hard of hearing

FOR EDUCABLE MENTALLY RETARDED

- . Chronological age
- . Minimum mental age of 3.5 (intelligence quotient approximately 50-70)
- . Written psychological report
- . Report of physical examination
- . Signed recommendation of placement committee
- . Signed statement from parents approving admission to a class for educable mentally retarded

FOR TRAINABLE MENTALLY RETARDED

- . Chronological age
- . Minimum mental age of 3 (intelligence quotient approximately 35-50 as determined by a qualified psychological examiner)
- . Written psychological report
- . Report of physical examination
- . Signed recommendation of placement committee
- . Signed statement from parents indicating their willingness to participate in the program as set forth in the local plan.

In addition, the TRAINABLE MENTALLY RETARDED should meet the following criteria to the satisfaction of the local placement committee:

- . Ambulatory
- . Developed some consistency in controlling body functions and dress habits
- . Able to follow simple directions
- . Indicated potentiality for social adjustment
- . Indicated potentiality for speech development

FOR SPEECH AND HEARING THERAPY

- . Chronological age and sex
- . Grade placement
- . Report from a certified speech and hearing therapist showing the type and difficulty of the disorder and a recommendation concerning need for speech and/or hearing therapy
- . Audiogram for those needing hearing therapy
- . Evidence that parent endorses placement in program

BASIS FOR ESTABLISHING AND OPERATING SPECIAL EDUCATION UNITS

CONTINUANCE OF SPECIAL EDUCATION UNITS. A Special Education unit shall be continued as long as it meets the standards set for that particular type of unit. In order to justify this continuance, an application shall be filed each year with the Director of the Division of Special Education prior to June 1 on forms prepared by and available from the Texas Education Agency. The application shall be accompanied by any revision of the local plan which has been made since last application.

NEW SPECIAL EDUCATION UNITS. The superintendent* shall make application for new Special Education units to the Director of the Division of Special Education prior to June 1** on forms prepared by and available from the Texas Education Agency.

- . All initial applications shall be accompanied by a local plan*** which has been developed for organizing and administering Special Education
- . Schools expanding a program to include a new area in Special Education shall submit a supplement to their local plan
- . Any unit, approved the previous year but not activated, shall be considered as a new unit on the application for the forthcoming year
- . All schools approved for initial special education units will be visited by a staff member from the Division of Special Education.

APPROVAL OF SPECIAL EDUCATION UNITS. Application for Special Education units shall be reviewed jointly by a committee from the Division of Special Education and the Division of Finance. Initial approval will be made by the committee and approval becomes final only when the name of a properly certified teacher is listed on the school's official personnel roster.

If a teacher is not available at the opening of school but employed later or if a teacher is replaced, the superintendent notifies the Division of Special Education and files a "Change in Personnel Form" (Form Number Fin-061-Rev. 59) with the Division of Finance.

An approved unit of one type may be changed to a unit of another type or to a combination unit, provided the pupils are eligible, the teacher properly certified in each area concerned, and a notice of change is sent to the Division of Special Education.

* Application for cooperative units which serve the county shall be made through the office of the county superintendent but shall be attached to one school district.

** Applications for units for the hospitalized and/or homebound pupils may be made at any time during the current school year when need is established.

*** See Appendix A for suggested outline.

PROGRAMS FOR NINE MONTHS. All special education unit approvals are effective at the beginning of each school year for nine months (175 days).

PROGRAMS FOR TEN MONTHS. A teacher-coordinator of the Special Education program in school systems operating three or more approved Special Education units may be approved for ten months.

In addition, school systems operating approved special education programs on more than one campus may assign one teacher to devote part time to coordination, provided three or more units are on a campus that is not under the direction of a building principal. Such a teacher may be approved for ten months salary.

INSTRUCTIONAL PROGRAMS FOR TEN OR ELEVEN MONTHS. Ten months (195 days) or eleven months (215 days) of instruction may be approved for programs in hospitals when the required minimum number of children need additional instruction. The justification for additional instructional services shall be made in the plan or supplement to the plan, presented with the application for approval.

All units for the homebound shall receive an initial approval of nine months (175 days). A unit may be extended to ten (195 days) or eleven (215 days) months when the required minimum number of children need additional instruction.

The justification for additional instructional services for the current year shall be made by letter to the Director of the Division of Special Education not later than May 1. The letter shall contain the following information:

- . Number of children to be served
- . Number of months of service required
- . Name of teacher

A "Change of Personnel Form" (Form Number Fin-061-Rev. 59) shall also be filed with the Division of Finance not later than May 1.

FORMULA FOR USE IN ALLOCATION AND CONTINUANCE OF SPECIAL EDUCATION UNITS

Special Education units shall be granted on the following basis:

- . A unit for single type of handicap
- . A unit for a combination of only two types of handicaps (In the organization of classes for trainable mentally retarded children, a combination unit cannot be approved.)
- . One-half unit for a single type of handicap
- . A cooperative unit for a single type of handicap
- . A cooperative unit for a combination of only two types of handicaps (excluding trainable mentally retarded)

The following formula shall be used as a basis for determining allocation of each type of Special Education unit (single, combination, and/or cooperative):

Code Number	Type of Unit	Min. No. Children For One- Half Unit	Min. No. Children For One Teacher	Min. No. Children For Two Teachers	No. Children For Each Unit Above Two Teachers
41	Blind	4	8	14	14
41A	Partially-Sighted	4	8	16	14
42	Orthopedic at school	4	8	14	14
42A	Orthopedic at home	4	7	12	9
42B	Orthopedic in hospital	4	8	14	10
43	Deaf	4	8	14	14
44	Educable Mentally Retarded	4	8	14	14
44A	Trainable Mentally Retarded	4	8	14	14
45	Speech and Hearing	30	60	110	100

REGULAR SCHEDULES. All single type units may be computed by the following regular schedules:

FOR BLIND (Code 41)	
No. of Units	Min. no. of children
1	8
2	14
3	28
4	42
5	56
Add 14 pupils for each additional unit	

FOR PARTIALLY SIGHTED (Code 41A)	
No. of Units	Min. no. of children
1	8
2	16
3	30
4	44
5	58
Add 14 pupils for each additional unit	

FOR ORTHOPEDIC					
IN SCHOOL (Code 42)		HOMEBOUND (Code 42A)		HOSPITAL (Code 42B)	
No. of Units	Min. no. of children	No. of Units	Min. no. of children	No. of Units	Min. no. of children
1	8	1	7	1	8
2	14	2	12	2	14
3	28	3	21	3	24
4	42	4	30	4	34
5	56	5	39	5	44
Add 14 pupils for each additional unit		Add 9 pupils for each additional unit		Add 10 pupils for each additional unit	

FOR DEAF AND/OR SEVERELY HARD OF HEARING (Code 43)	
No. of Units	Min. no. of children
1	8
2	14
3	28
4	42
5	56
Add 14 pupils for each additional unit	

**FOR MENTALLY RETARDED
EDUCABLE (Code 44) AND/OR TRAINABLE (Code 44A)**

No. of Units	Min. no. of children	No. of Units	Min. no. of children
1	8	11	140
2	14	12	154
3	28	13	168
4	42	14	182
5	56	15	196
6	70	16	210
7	84	17	224
8	98	18	238
9	112	19	252
10	126	20	266

Add 14 pupils for each additional unit

**FOR SPEECH AND HEARING THERAPY
(Code 45)**

No. of Units	Min. no. of pupils
1	60
2	110
3	210
4	310
5	410

Add 100 pupils for each additional unit.

EQUIVALENCY SCHEDULE FOR COMBINATION UNITS. Any combination of 8 pupils of any TWO types will justify a combination unit--trainable mentally retarded excluded

COMBINATION UNIT WITH SPEECH AND HEARING THERAPY

Children in Other type Unit	Children in Speech and Hearing Unit
1	52
2	45
3	37
4	30
5	22
6	15
7	8

SECTION II

PROGRAM FOR PRESCHOOL AGE DEAF CHILDREN

PURPOSE OF PROGRAM

The purpose of the instructional program for preschool age deaf children is to develop sufficient communication to enter the first grade.

The following policies will determine operation of the program under the jurisdiction of local school officials:

PUPIL ELIGIBILITY

Children whose sense of hearing is nonfunctional (after all necessary medical treatment and/or surgery, and/or use of hearing aids) for understanding normal conversation which results in a delay in the development of oral language and/or speech, are eligible for classes for the preschool age deaf.

Children three years of age on September 1 and under six on that date may be admitted to the program.

Admission to the program shall be on a trial basis after evaluation on the following:

- . physical status
- . otological examination
- . social maturity
- . educability
- . personal and family history

GENERAL REQUIREMENTS

Applications for units for the preschool age deaf shall be made on or before June 1 each year and filed with the Director, Division of Special Education, on forms prepared by the Texas Education Agency. Each application shall be accompanied by a plan* of operation for the program.

* See Suggestions for outline in Appendix A

Units for the preschool age deaf shall be allocated in accordance with the following formula:

1/2 unit 4 children

1 unit 6 children

2 units 12 children

The number of children for each additional unit above two (2) shall be eight (8). A cooperative unit may be approved for two or more adjoining school districts in the same county when a minimum number of eligible pupils is not present in any one district.

The program for the preschool age deaf child, though reimbursed from Minimum Foundation Program funds, is not a part of the regular special education program for exceptional children. Therefore, there can be no combination units where preschool age deaf children are combined with deaf children enrolled in special education classes. In order for a school system to utilize the services of one teacher for the two areas (preschool age and school age), it will be necessary to have a minimum of four (4) of each type to justify a half unit. Separate applications shall be made for each half unit.

CERTIFICATION REQUIREMENTS FOR TEACHERS

Standards governing certification of teachers of the deaf shall apply to teachers of the preschool age deaf.

FINANCING

The salary to be paid a teacher of the preschool age deaf shall be in accordance with the official salary schedule of the participating school district.

The cost of each unit shall be based on the salary of the teacher plus an operational allotment of \$50 per month.

The cost of operating the program shall be borne by the State and each participating district on the same percentage basis that applies to financing the Minimum Foundation Program in that respective district for the year immediately preceding the year for which the allocation is being made.

APPENDIX A

OUTLINE FOR DEVELOPING A LOCAL PLAN FOR ORGANIZATION AND ADMINISTRATION OF SPECIAL EDUCATION PROGRAMS

According to the basic philosophy of the Texas Education Agency, the responsibility for organizing and administering education programs lies with the local school district. With this concept in mind, each local school district making application for Special Education unit(s) is asked to submit a local plan for organizing and administering its program along with the application forms. A suggested outline may include:

Introduction

- . A statement or resolution of policy and philosophy for Special Education in the local system.

I. Organization of the Program

- . Types of units needed as revealed by survey of community
- . Readiness of home, community, and school to accept and support program
- . Facilities and agencies available for related services
- . Determining eligibility of pupils for each type of unit

How screened

Data available on each pupil

Content of psychological study including name(s) of individual tests used

- . Criteria for admission to and dismissal from classes for each type of unit
- . How program is coordinated
- . Transportation

II. Physical Facilities

- . Location and description of classrooms and buildings
- . Specialized equipment provided
- . Teaching aids and instructional supplies provided

III. Organization of Classes for Each Type of Unit

- . Objectives
- . Method used in reporting to parents
- . Plan for grouping students on elementary, junior high, and senior high campuses (e. g. If chronological age groupings are used for educable mentally retarded, how grouped and where)
- . Plan for participating in regular school program (other than in basic academic classes for educable mentally retarded)
- . Plan for incorporating the services of a Vocational Rehabilitation counselor for students at secondary setting
- . Plan for utilizing local business establishments for on-the-job training or laboratory training facilities

IV. Responsibility of Personnel

- . Superintendent
- . Principals
- . Teacher-Coordinator of Program
- . Special education teacher
- . Regular classroom teachers
- . Placement committee (include membership by title)

V. Evaluation and Re-evaluation

- . Of total program
- . Periodic re-evaluation of pupils

THE INDIVIDUAL PSYCHOLOGICAL REPORT

An individual psychological evaluation is a comprehensive process requiring the gathering of information from a variety of sources, the assessment of this information and the subsequent preparation of a written report of findings and recommendations. The primary purpose of the report is to assist the placement committee to make decisions concerning the placement of the child in an appropriate educational setting and for the teacher to become informed concerning the limitations and learning abilities of each child. To make recommendations appropriate to the educational setting, the placement committee must consider carefully all pertinent information. Some of this information is obtained by psychological techniques and some of it is available from and/or obtained by others. Hence an individual psychological report is one in which the psychological examiner takes into consideration information about physical condition, personal adjustment, social adjustment, intelligence, achievement, environment (e. g., home, school, neighborhood) and related factors.

To obtain information needed, the following resources are utilized:

- . Health records
- . Pupil personnel records
- . Anecdotal records
- . Standardized individual tests of intellectual functioning
- . Standardized and nonstandardized group and individual tests of achievement
- . Observations of behavior in classroom and in other situations
- . Interviews with parents
- . Conferences with teachers and other school staff
- . Records of community agencies
- . Sometimes projective tests and techniques when the need is indicated

The report of an individual psychological evaluation should be written with clarity and conciseness and in the language of the reader for whom it is intended, i. e., the teacher, school administrator, placement committee and other members of the school staff who need to be informed. Technical terms should be avoided. Additional data of a confidential or technical nature should remain in the psychological examiner's files, which should be kept in a secure location. The material which follows suggests what areas should be considered when preparing a written report:

IDENTIFYING DATA. The heading of a report of an individual psychological evaluation should identify the pupil and provide any other information needed for filing the report. Included should be the pupil's name, his birth date, the name of the school he attends, the date of the evaluation, and the date on which the report was submitted.

REASON FOR REFERRAL. The reason for making the referral for individual psychological evaluation should be given.

DEVELOPMENTAL HISTORY. Unusual developmental events (e. g., age of walking, talking, toilet training) should be reported. It is not necessary to write a detailed history if the pupil's development has been essentially normal.

SCHOOL HISTORY. Only those factors which are unusual need to be reported (e. g., grades repeated, prolonged or frequent absences).

PHYSICAL HEALTH. Reference to physical condition should be included. Special mention should be made of physical characteristics which may affect learning. Visual and auditory defects should be noted. Comments on physique or cosmetic defects may be included.

INTELLECTUAL FUNCTIONING. Findings in this area should be presented in terms understandable to the persons for whom the report is intended. Descriptions of the level or range of intellectual ability should be provided. Characteristics, strengths or limitations of intellectual function need to be elaborated. *

PERSONALITY AND BEHAVIOR. The report should include reference to attitudes, needs, and conduct and other aspects of personality, attitudes and social action. Material obtained from projective techniques should be incorporated into the total description rather than reported as isolated findings.

ACHIEVEMENT. Emphasis should be placed on evidence of unusual retardation or acceleration.

SUMMARY. The summary should consist of a brief recapitulation of all findings.

* Intelligence quotients and mental ages should be provided for the administrator to record on the summary sheet to justify eligibility of pupils in classes for special education.

RECOMMENDATIONS. Recommendations for further action should be made in the light of available information and subject to modifications as conditions change. A suggested date for re-evaluation should be provided. *

- * In the case of mentally retarded children, individual psychological re-evaluations should be provided no less than once every three years in relative uncomplicated cases. In cases where conditions in addition to mental retardation are indicated, re-evaluations should be accomplished each year, or as often as necessary to permit continuing estimates of the effects of complications over a reasonably short period of time.

PERTINENT INFORMATION RELATIVE TO SPECIAL EDUCATION PROGRAMS
FOR EXCEPTIONAL CHILDREN

ACCREDITATION STANDARDS

PRINCIPLE VII There is a planned instructional program in operation that leads to discovering and meeting the needs of each pupil.

Standard 18. If the minimum number of exceptional children live in the district, special classes are operated for them.

from--Principles and Standards for Accrediting Elementary and Secondary Schools, Bulletin 560, Texas Education Agency

Standards for special education programs are as follows:

- . The special education program is operated in accordance with the approved Local Plan for Organization and Administration of Special Education Programs.
- . The number and types of units operating are the same as those approved for the current school year.
- . Each teacher is properly certified in the area which he or she is assigned to teach. In the case of combination units, the teacher is certified in both areas.
- . A summary sheet which lists the number of pupils used to justify each unit is on file. The summary includes the name of each pupil, sex, age, intelligence quotient, disability and date of enrollment.
- . Each ten and/or eleven months approved program is justified by a calendar and schedule of activities.
- . The physical facilities, specialized equipment, and teaching aids are appropriate for the type unit in operation.
- . Pupil eligibility is determined by the placement committee upon the basis of the compiled data as set forth in the State Plan for Special Education (pages 5-8).

FINANCING

Exceptional Children's Units are approved on the basis of need in the community according to the formula in the State Plan for Special Education. The education of exceptional children in special education programs, as defined by law, is financed by state and local funds.

Budget balanced school districts, as defined by the Minimum Foundation Program Acts, pay the special education teachers' salaries and unit operating expenses from per capita and local funds. Schools qualifying for Minimum Foundation Funds receive one hundred per cent of the minimum state salary scale for special education teachers; however, school districts which border on being budget balanced schools may receive less than one hundred per cent of the minimum state salary scale.

In addition to minimum salaries for teachers of special education, some school districts are allocated funds which may be used for maintenance, supplies, utilities, insurance, etc. Districts eligible for one to seventy-four classroom teacher units will be allocated \$400 for each eligible classroom teacher unit and each approved special education unit; districts eligible for eighty-five or more classroom teacher units will be allocated \$350 for each eligible classroom teacher unit and each approved special education unit.

Districts eligible for seventy-five to eighty-four classroom teacher units receive a lump sum of \$29,700 for operational expenses. Approval of special education units in these districts does not increase this allocation; however, an additional credit, which reduces the local fund assignment, provides an extra \$100 for each approved special education unit to defray the same expenses as the \$350 or \$400.

PUPIL PERSONNEL ACCOUNTING

The average daily attendance (ADA) of exceptional children is reported separately from the ADA accrued on pupils in regular classes and cannot be used in the accrual to determine the number of eligible classroom teacher units (CTU's). The only exception to this is where a child is receiving speech and/or hearing therapy, and in such cases, his attendance, when enrolled in regular classes, may be reported as eligible attendance and counted toward the eligibility for CTU's.

All special education teachers keep attendance records and the following guide lines will assist in the procedures for attendance accounting:

- The Official Teacher's Daily Register is kept on pupils enrolled in classrooms for the blind, partially sighted, orthopedically handicapped (crippled and special health problems), deaf and/or severely hard of hearing, educable mentally retarded, and trainable mentally retarded. Pupils are coded as ineligible (I) and the same procedures outlined in the register are followed.
- The Official Teacher's Daily Register is also kept for the home-bound and/or hospitalized pupils and coded as ineligible (I). To meet the minimum requirement of three (3) hours instruction per week, a pupil may be taught twice a week for one and one-half hours (1 1/2) each period, or three (3) times a week for one (1) hour each period. Instruction is comparable to a five day week; however, for attendance accounting, average daily attendance should be recorded and computed ONLY for those days on which the child is in company of a teacher for purposes of instruction. Should the child miss one of the designated instruction periods because of illness, therapy, or surgery, the absence should be entered in the teacher's register as an absence for one day.
- Speech and Hearing Therapists are not required to keep an Official Teacher's Daily Register. A class roll book or forms developed by the local school may be used to record the length and number of therapy sessions for each pupil receiving therapy. Should a child miss a scheduled session, an absence for that session should be entered.

TEXTBOOKS FOR EXCEPTIONAL CHILDREN

REGULATIONS REGARDING ADOPTION TEXTBOOKS

Adoption textbooks used in the Texas Public Schools are available to exceptional children at the grade level in which they are achieving. Forms for obtaining textbooks are distributed from the Texas Education Agency, Division of Textbooks. The following plan shall be observed:

- . Include all pupils of special education classes in the total enrollment figures used as the basis for textbook requisitions.
- . Include all special education teachers in each grade and subject level that each is teaching in order that teacher's editions, manuals and guides can be provided.
- . Local school officials are to retain out-of-adoption books as may be needed to build a suitable library of such materials for use by teachers and pupils.
- . In subjects where pupils advance more than one grade level within a single year, additional textbooks will be allowed to meet such needs if they cannot be met from the normal quota of 110 per cent of the enrollment.
- . If the annual requisition for books for the past year did not include in the total enrollment the pupils of special education classes, a supplemental requisition for books to meet the needs of these classes may be filed.

REGULATIONS REGARDING TEXTBOOKS FOR LEGALLY BLIND STUDENTS

Braille books, Large Type books, Talking books and tangible apparatus are available for legally blind pupils under certain conditions.

- . Blind students must be registered and certified as legally blind through the Division of Special Education. *
- . Blind students enrolled in public schools on the first Monday in January each year are eligible for Federal per capita funds under Public Law 922 and also for State per capita funds under S. B. 226-56 Legislature.
- . Blind students enrolled in public schools after the first Monday in January are eligible for State per capita funds only.

* Forms to register and certify blind students are mailed to all public school superintendents each year prior to the first Monday in January and should be filed with the Texas Education Agency, Division of Special Education within fifteen (15) days after the first Monday in January.

- . Federal fund allotments may be spent for Braille books, Large Type books, Talking books and/or tangible apparatus. To state it another way, Federal funds may be spent for any item or items listed in any of the various catalogues and/or supplements published by the American Printing House for the Blind, Louisville, Kentucky.
- . State fund allotments may be spent only for Braille books and Large Type books. Braille books may be selected from those listed on pages 1-69 inclusive in the American Printing House Catalog, 1958 edition, and supplements thereto. In addition, state funds may be spent for Braille books published by the Texas Braille Press, Dallas.
- . Large Type books may be selected from the entire listing in the Large Type General Catalog and supplements thereto of the American Printing House for the Blind.
- . Catalogues, order forms, and procedures for ordering textbooks using state and/or federal funds will be supplied from the Texas Education Agency, Division of Textbooks.
- . Large Type books are available for those pupils registered and certified as legally blind who have sufficient vision to read large print. Large Type textbooks are NOT available for those pupils classified as partially seeing and enrolled in special education classes for partially sighted.

GRADUATION REQUIREMENTS

Graduation requirements for students in the special education program are the same as those required for other students, with the exception of the students in the program for the mentally retarded. This program is different from the regular program and a high school diploma may be earned when a pupil completes a planned curriculum* for the mentally retarded.

* Outlined in CURRICULUM GUIDE--SPECIAL EDUCATION, Volume I, Number 1304, Texas Education Agency. Pages 1-4 list objectives and describe seven levels of development or progress designed to correspond to the twelve grades of a regular school program.

The diploma of graduation shall be the same diploma that is issued to all high school graduates except that on the face of the diploma will appear this wording, using the same type of printing and script:

SPECIAL EDUCATION DEPARTMENT

A complete report on the student's achievements and progress at school should be revealed on the transcript and by attachments to the transcript. In issuing the same type diploma with the wording, SPECIAL EDUCATION DEPARTMENT, the regulation of the State Board of Education requiring high schools to issue only one type of diploma will not be violated.

CONSULTATIVE SERVICES AVAILABLE TO LOCAL DISTRICTS

Consultative services from the Division of Special Education of the Texas Education Agency are available to schools desiring assistance with special education programs. Upon request from the superintendent of schools, a visit may be arranged to assist with such problems as organization and administration, eligibility of pupils, curriculum development, equipment and supplies, developing a local plan, expanding the program, and/or specific problems which may be peculiar to a particular school.

CERTIFICATION FOR SPECIAL EDUCATION TEACHERS

REQUIREMENTS FOR THE PERMANENT PROVISIONAL CERTIFICATE
FOR TEACHERS OF EXCEPTIONAL CHILDREN
ACCORDING TO THE SPECIALIZED AREAS

REQUIRED OF ALL TEACHERS

- Completion of a baccalaureate degree (including 6 semester hours in American History and the course(s) in Texas and Federal Constitutions).
- Completion of a general education program of around 45 semester hours in courses that provide common backgrounds and foundations of our social and cultural heritage.
- 6 semester hours in preprofessional courses in education.

FOR A TEACHER OF DEFICIENT VISION

- Completion of content course requirements for the elementary or for the secondary schools, whichever is applicable.
- 12 semester hours in professional elementary or professional secondary education, whichever is applicable.
- 3 semester hours in a survey course in education for exceptional children.
- 12 semester hours in courses directly related to teaching children who are partially sighted or blind. The ability to read and write Braille and to teach the reading and writing of Braille must be included.
- 6 semester hours in directed teaching which shall be in both this area of special education and the regular classroom.

FOR A TEACHER OF ORTHOPEDICALLY HANDICAPPED

- Completion of requirements in content courses for teachers in elementary or secondary schools, whichever is applicable.
- 12 semester hours in professional elementary or professional secondary education, whichever is applicable.
- 3 semester hours in a survey course in education for exceptional children.
- 9 semester hours in courses directly related to teaching physically handicapped children.
- 6 semester hours in directed teaching which shall be in both this area of special education and the regular classroom.

FOR A TEACHER OF THE HOMEBOUND OR HOSPITALIZED

Hold a Texas permanent Provisional Certificate with elementary or secondary endorsement.

Have on file in the superintendent's office evidence of the successful completion of:

- . 3 semester hours in a survey course in education for exceptional children.
- . 3 semester hours in a course directly related to teaching orthopedically handicapped children.

No special certificate endorsement is required for the Homebound or Hospitalized.

FOR A TEACHER OF DEAF AND/OR SEVERELY HARD OF HEARING

Completion of content course requirements for the elementary or for the secondary schools, whichever is applicable.

12 semester hours of either elementary or secondary courses, whichever is applicable.

3 semester hours in a survey course in education for exceptional children.

24 semester hours in courses directly related to the teaching of deaf children; including courses in the areas of the anatomy of the ear, nose and throat, techniques and interpretations of hearing tests, speech development for the deaf, speech reading, auditory training, and specialized techniques for content subjects.

6 semester hours in directed teaching in classes for deaf children.

FOR A TEACHER OF MENTALLY RETARDED

Completion of requirements in content courses for teachers in elementary schools.

12 semester hours in professional elementary education.

3 semester hours in a survey course in education for exceptional children.

9 semester hours in courses directly related to teaching mentally retarded children.

6 semester hours in directed teaching which shall be in both this area of special education and the regular classroom.

FOR A SPEECH AND HEARING THERAPIST

- 18 semester hours in professional education courses, including at least 9 semester hours in psychology.
- 3 semester hours in a survey course in education for exceptional children.
- 27 semester hours of speech and hearing courses, with an area designated as speech and hearing therapy. This shall include 200 clock hours of clinical practice, one-half of which must be in a public school setting.
- 6 semester hours in directed teaching in the field of speech and hearing therapy. (100 clock hours in a public school may be earned concurrently with the 6 semester hours of student teaching.)

NOTE: For an individual who has already completed a baccalaureate degree with preparation for teaching and desires an endorsement in the field of special education, the college should consider the person's previous record of preparation and experience and should appraise on an individual basis the specific courses that should be taken to meet requirements for certification. A transcript of college credits should be presented to a senior college in Texas that is approved for preparation of teachers in the above specialized areas.

COLLEGES AND UNIVERSITIES OFFERING
APPROVED PROGRAMS FOR AREAS OF SPECIAL EDUCATION
as of September 1, 1960

DEFICIENT VISION

University of Houston - Houston
University of Texas - Austin

ORTHOPEDICALLY HANDICAPPED

Baylor University - Waco
Incarnate Word College - San Antonio
Texas College of Arts and Industries - Kingsville
Texas Woman's University - Denton
University of Houston - Houston
University of Texas - Austin

DEAF AND/OR SEVERELY HARD OF HEARING

Trinity University - San Antonio
University of Houston - Houston
University of Texas - Austin

MENTALLY RETARDED

Baylor University - Waco
East Texas State College - Commerce
Hardin-Simmons University - Abilene
Incarnate Word College - San Antonio
Pan American College - Edinburg
Prairie View A & M College - Prairie View
Southwest Texas State College - San Marcos
Stephen F. Austin State College - Nacogdoches
Texas College of Arts and Industries - Kingsville
Texas Technological College - Lubbock
Texas Western College - El Paso
Texas Woman's University - Denton
University of Houston - Houston
University of St. Thomas - Houston
University of Texas - Austin
West Texas State College - Canyon

SPEECH AND HEARING THERAPY

- Abilene Christian College - Abilene
- Baylor University - Waco
- East Texas State College - Commerce
- Hardin-Simmons University - Abilene
- North Texas State College - Denton
- Our Lady of the Lake College - San Antonio
- Southern Methodist University - Dallas
- Southwest Texas State College - San Marcos
- Texas Christian University - Fort Worth
- Texas Technological College - Lubbock
- Texas Woman's University - Denton
- University of Houston - Houston
- University of Texas - Austin
- West Texas State College - Canyon

PERMITS FOR SPECIAL ASSIGNMENT
FOR ALL AREAS OF SPECIAL EDUCATION

All initial applicants for Permits for Special Assignments after August 1, 1960, must meet the following requirements:

The Permit for Special Assignment is available only upon the request of an employing superintendent. Special forms for the Permit are available upon request from the Division of Certification.

GENERAL REQUIREMENTS for all persons who are to teach in an area of special education on a permit for special assignment:

- . Hold a baccalaureate degree from an accredited institution.
- . Hold a valid Texas teacher's certificate.
- . Have completed one year of teaching experience.
- . Superintendent will agree to make it possible for the teacher to attend a one or two day orientation workshop in the specific area to which assignment has been made. (The workshop to be held in a centrally located area and conducted by a consultant of the Division of Special Education.)

SPECIFIC REQUIREMENTS in addition to the above listed general requirements.

BLIND

- . There must be one or more units in operation in this specific area in the school system and staffed with a teacher fully certified in this area.
- . The person for whom the permit is requested must be able to read and write Braille.

PARTIALLY SIGHTED

- . There must be one or more units in operation in this specific area in the school system and staffed with a teacher fully certified in this area.

ORTHOPEDECALLY HANDICAPPED (Crippled and/or Special Health Problem)

- . Must meet all general requirements only.

HOMEBOUND OR HOSPITALIZED

- . Must meet all general requirements only.

DEAF AND/OR SEVERELY HARD OF HEARING

- . There must be one or more units in operation in this specific area in the school system and staffed with a teacher fully certified in this area.

MENTALLY RETARDED (Educable and/or Trainable)

- . Must meet all general requirements only.

SPEECH AND HEARING THERAPY

- . There must be one or more units in operation in this specific area in the school system and staffed with a teacher fully certified in this area.
- . The person for whom the permit is requested must have a major or a minimum of 24 semester hours in the field of speech.

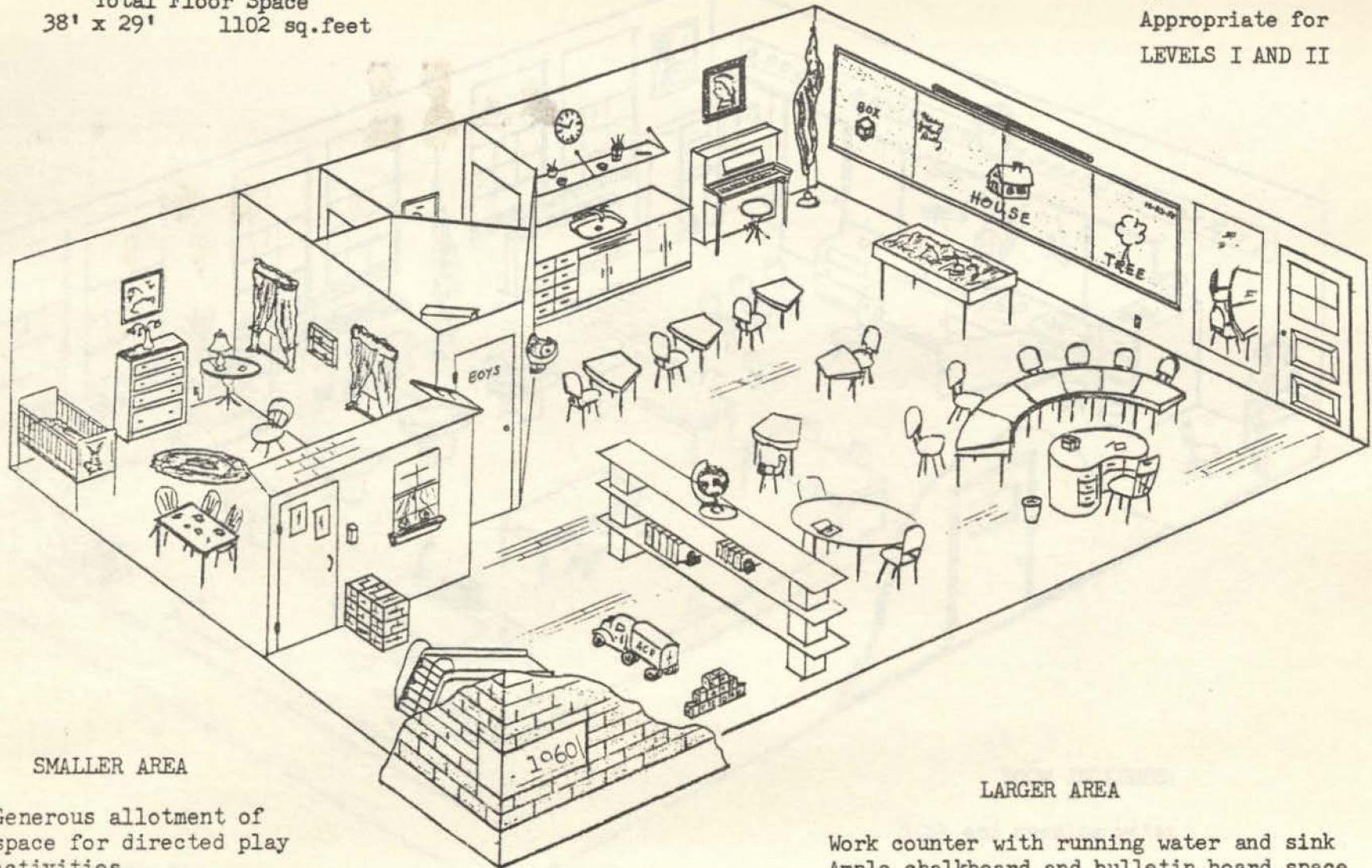
FOR RENEWAL OF A PERMIT for special assignment in any area of special education:

- . The teacher will present a college plan from an approved college or university outlining the requirements to be completed for securing a permanent Provisional Certificate in the designated area of special education.
- . The teacher will present an official college transcript showing the completion of 6 semester hours as required by the college. The first 6 semester hours to be taken must be directly related to the specific area of assignment.

LEARNING CENTER
Primary Class
Educable Mentally Retarded
Total Floor Space
38' x 29' 1102 sq. feet

TEXAS EDUCATION AGENCY
Austin, Texas

Appropriate for
LEVELS I AND II



SMALLER AREA

Generous allotment of space for directed play activities

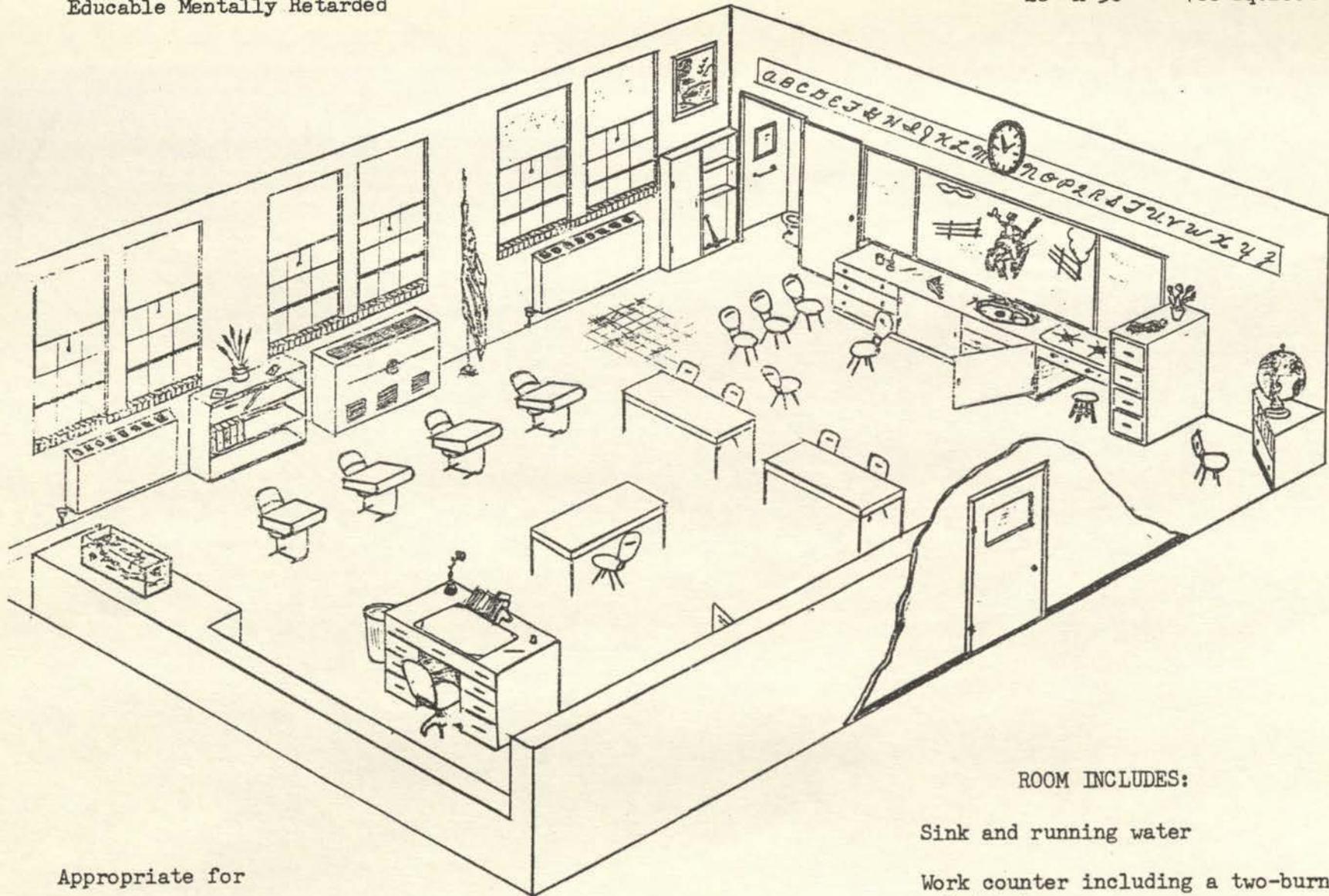
Realistic playhouse furniture easily removable

LARGER AREA

Work counter with running water and sink
Ample chalkboard and bulletin board space
A full length mirror
Furniture easily adapted to either individual work or unit work
Easily removed book cases used as a room divider
Separate toilet facilities for boys and girls and a drinking fountain inside the room

LEARNING CENTER
Intermediate Class
Educable Mentally Retarded

Total Floor Space
26' x 30' 780 sq.feet



ROOM INCLUDES:

Sink and running water

Work counter including a two-burner
hotplate

Ample storage space and filing cabinets

Furniture which can be used in individual
instruction as well as unit work

Appropriate for

LEVEL III

TEXAS EDUCATION AGENCY
Austin, Texas

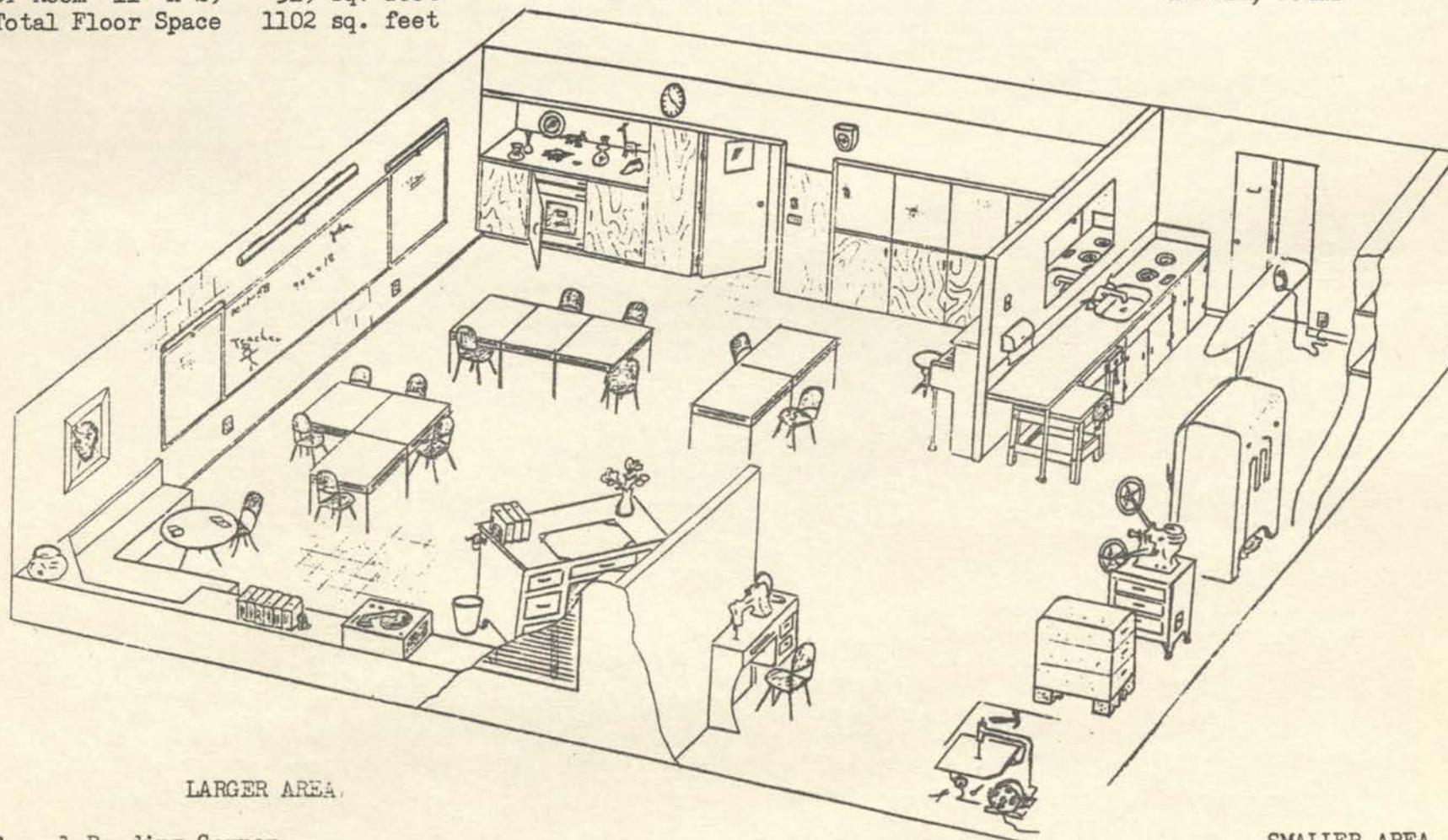
EDUCABLE MENTALLY RETARDED

LEARNING CENTER
Intermediate Class
or
Secondary Setting

Larger Room 27' x 29' 783 sq. feet
Smaller Room 11' x 29' 319 sq. feet
Total Floor Space 1102 sq. feet

Appropriate for
LEVEL III, IV, V

TEXAS EDUCATION AGENCY
Austin, Texas



LARGER AREA

SMALLER AREA

Informal Reading Corner
Tackboard at the ends of chalkboard and on front
of storage lockers
Display corner
Filing Cabinet under display case. Upper portion
of cabinet is large drawer for pictures and
charts
Furniture which lends itself to informal grouping
for small group instruction and unit work

Cabinet with sink and hotplate
Ironing Board mounted in wall
Back wall is storage cabinet
Ceramic Kiln
Sewing Machine
Jig saw

TEXAS EDUCATION AGENCY
 Division of Special Education
 Austin, Texas
 1961

EQUIPMENT AND MATERIALS FOR SPECIAL EDUCATION CLASSROOMS
 (Educable Mentally Retarded)

"In every classroom there should be many centers of interest containing materials to arouse the child's curiosity, stimulate his imagination, and challenge his interest. Expensive items are not always necessary. A library with orange-crate furniture, or a corner with spools, crude wooden blocks, and bits of board and a few tools for building appeal to children as much as expensive materials."

ACTIVITY CENTERS

MATERIALS

EDUCATIONAL VALUES

Arts and crafts

Tables, chairs, easels, paints, clay, finger-paint, puppets, looms, weaving materials, colored chalk, scissors, paste, paper, etc.

Creative expression
 Emotional release
 Manipulation
 Work habits
 Motor coordination
 Appreciation
 Participation
 Feeling of success

Construction

Lumber, work bench, vise, hammer, nails

Manipulation
 Creative expression
 Motor coordination
 Participation
 Social living skills

Game

Games, toys, blocks, trains, puzzles, air-planes

Self-expression
 Language Development
 Sharing, building,
 Social living, number concepts, Emotional release, Manipulation
 Motor coordination

Kitchen
 (for older elementary and secondary pupils)

Sink, water, stove, ironing board, broom, mop, kitchenware, etc.

Sharing
 Self-care
 Development of leadership and knowledge in every day living skills.

ACTIVITY CENTERSMATERIALSEDUCATIONAL VALUES

Music	Rhythm instruments, phonograph records, radio, piano, class-made musical instruments	Creative expression Appreciation, Participation Emotional release Development of leadership, Following directions Health education
Play	House, dolls, carriage, doll bed, ironing board, washboard, broom, telephone, kitchenware	Sharing, Participation Self-expression Emotional release Development of leadership, language, social living skills

COMMUNICATION CENTERSMATERIALSEDUCATIONAL VALUES

Bulletin boards	Charts, pictures, work of the pupils, announcements, surprises	Science Observation, language development, sharing, social living skills, Appreciation, Accomplishment, Participation
Class newspaper	Charts, newsprint, booklet, duplicated sheets	Creative expression Functional writing Accomplishment Sharing Arithmetic
Current events	Chart, blackboard, newspaper clippings	Participation Self-expression Sharing, social living skills Understanding Democratic living
Dramatization	Materials pertaining to a dramatic situation: post office, grocery, firehouse, candy store, stage	Self-expression Emotional release Participation Accomplishment Planning Development of leadership Social living skills
Exhibit	Charts, posters, articles, pictures, booklets, scrapbooks, etc., related to the unit underway	Accomplishment Appreciation Research Use of committees Correlation of curriculum areas

COMMUNICATION

CENTERS

MATERIALS

EDUCATIONAL VALUES

Library

Table, chairs, books, magazines, picture dictionaries, class dictionaries

Free reading
Research
Appreciation
Sharing

Science

Plants, seeds, bulbs, magnets, fish, turtle, shells, cork, magnifying glass, science books, bird's nest, aquarium, terrarium, weather chart

Observation
Firsthand experience
Thinking
Experimentation
Curiosity
Interest
Understanding
Participation
Basic concepts

Sequential Listing of Resource Materials
by Levels of Development

At a production workshop the following materials, compiled by the teachers of educable mentally retarded in the Abilene Public Schools, are examples of how various resource materials are used in the education and development of educable mentally retarded pupils in a public school.

Level I

Resource Material:

How It Is Used:

Curriculum Guide for Special Education
Texas Education Agency
Austin, Texas

Goals for the year and a pattern for daily schedule.

Reading Readiness Pre-Primer
by Gladys L. Chandler
Gel-Sten Supply Co.
Brookfield, Ill.

Spirit Duplicating materials to be used in developing the following skills:

1. observation
2. correct eye movement
3. ability to see likenesses and differences
4. comparisons in sizes and vocabulary concepts
5. eye-hand coordination
6. ability to classify according to relationship
7. completion - parts are omitted to develop the child's power of observation and recall

I Can Do Pre-Primer
Part One
Gel-Sten Supply Co.
Brookfield, Ill.

Reading Readiness Learning Forms
Book 1
Ditto Inc.
Chicago 45, Illinois

Weekly Reader Surprise (kindergarten)
Columbus 16, Ohio

Develop ability to make sentences to describe a picture.
Science study on a kindergarten level.

Readiness puzzle page
Vocabulary Development
Field trips may be motivated by use of the Weekly Reader.

Examples:

1. Escalator
2. Automatic car wash
3. Zoo
4. Grocery Store

Follow the Dots
Watkins-Strathmore Co.
Aurora, Ill.

Used to teach number sequence, eye-hand coordination

Highlights Magazine for Children
2300 W. Fifth Avenue
Columbus 16, Ohio

Column Headwork used to play a game similar to a spelling match may be played by answering questions, such as:

1. Does a hen have feathers?
2. Are your lips above or below your chin?
3. Is an apple round or square?

Arithmetic Readiness
Experiences in the Kindergarten
by Elda L. Merton
Co-author Winston Arithmetic

Suggestions for presenting and developing number concepts:

1. recognize groups of 2, 3, and 4
2. ordinals - 1st, 2nd, and 3rd
3. time - seasons, calendar, clock
4. shapes
5. measures
6. comparisons

Making Sure of Arithmetic, Book 1
by Robert L. Morton - Merle Gray
Silver Burdett Co.
Morristown, New Jersey

An adoption first grade workbook. Some pupils may be able to work independently in a large part of this book during the last semester or second year.

Count, Color, and Play
Whitman Publishing Co.
Racine, Wisconsin

Number work and suggested activities on a kindergarten and first grade level available in some super-markets and variety stores.

Read, Color and Play
Whitman Publishing Co.
Racine, Wisconsin

Pictures may be used in teaching the following of instructions.

Ten-In-One Coloring Book
Mother Goose Coloring Book
Whitman Publishing Co.
Racine, Wisconsin

Pack-O-Fun Magazine
14 Main St.
Park Ridge, Illinois

The Book of Games
For Home, School and Playground
by William B. Forbush
Harry R. Allen
The John C. Winston Co.
Philadelphia, Pa.

Play Activities For the Retarded Child
by Bernice Wells Carlson and
David R. Ginglind
Abingdon Press (1961)
Nashville 2, Tenn.

The Mentally Retarded Child and His Parent
by Stella Stillson Slaughter
Harper & Brothers (1960)
49 E. 33rd St.
New York 16, N. Y.

Childcraft Encyclopedia
W. T. Quarrie and Co.
Chicago, Ill.

Record Player and Records

Rhythm Band Instruments

Flannel Board
American Seating Co.
Dallas

Pictures for readiness activities may be used in study about farm, home, parks, circus, foods, nursery rhymes, etc.

Handicraft suggestions of things that may be made from scraps such as:

1. Halloween
2. Christmas
3. Valentine

Play activities for indoor and playground. Ways of varying games. Chapters include:

1. Active games
2. Quiet games
3. Singing games

Most games can be used in the room for times when children need to be active, but still need to learn to play and follow directions.

1. Finger plays
2. Games
3. Suggestions for play with music
4. Bean-bag games

Suggestions for:

1. Directional activities
2. Reading readiness activities
3. Blackboard activities for writing development.

Vol. I Book of Verse - Used for poetry hour

Vol. II Stories of Fact and Fancy - Used for story time.

Music for listening, marching, singing, rhythm, and rest time.

Rhythm activities.

Readiness for reading, arithmetic, telling stories, etc.

Picture-Alphabet Wall Charts
Sets I and II
F. A. Owen Publishing Co.
Danville, N. Y.

Pocket Wall Chart
Beckley-Cardy Co.
Chicago, Ill.

Music Hour
Silver Burdett Co.
Chicago, Ill.

Child Guidance Toys
1. Alphabet and numbers
2. Add-a-count scale
3. Magnetic arithmetic board
4. Pic-a-stamp
5. Others

Picture Word Builder
Milton Bradley Co.
Springfield, Mass.

Picture Readiness Game
by E. W. Dolch, Ph. D.
The Goddard Press
Champaign, Ill.

Arithmetic for Beginners
Milton Bradley Co.
Springfield, Mass.

12 Sifo Puzzles
9 Mother Goose Puzzles

Help Yourself Activity Books
Whitman Publishing Co.
Racine, Wisconsin

Community Helper Books
Whitman Co.
Racine, Wisconsin

A supplement in music; music course for teachers; songs and ideas for rhythm band and musical games.

Games may be used in teaching counting, simple arithmetic, and alphabet and words to spell, etc.

Aids for reading readiness.
Picture word matching.

Reading readiness activities.
Stories in pictures also may be dramatized.

Introduction to arithmetic.

Eye-hand coordination
Good housekeeping, etc.

1. Count, color, play
2. Beginning arithmetic
3. Simple things to learn about science
4. A B C coloring book

The True Book of Health

Childrens' Press

Chicago, Ill.

Telephone Unit

Telezonia Film

Southwestern Bell Telephone Co.

Who Gets It? (reading readiness game)

by Dolch

Gelles-Widmer Co.

St. Louis, Missouri

Seasons:

Cadmus Books

1. All Ready for Winter

2. The Storm Book

Childrens' Press

1. The True Book of Seasons

Telling Time:

1. Nifty Clock

2. Tell Time Clock Book

Jack Built Toy Mfg. Co.

Burbank, California

Bingo

Milton Bradley Co.

Tinker Toys

Lacing Boot

Playskool

Picture Lotto Games

Milton Bradley Co.

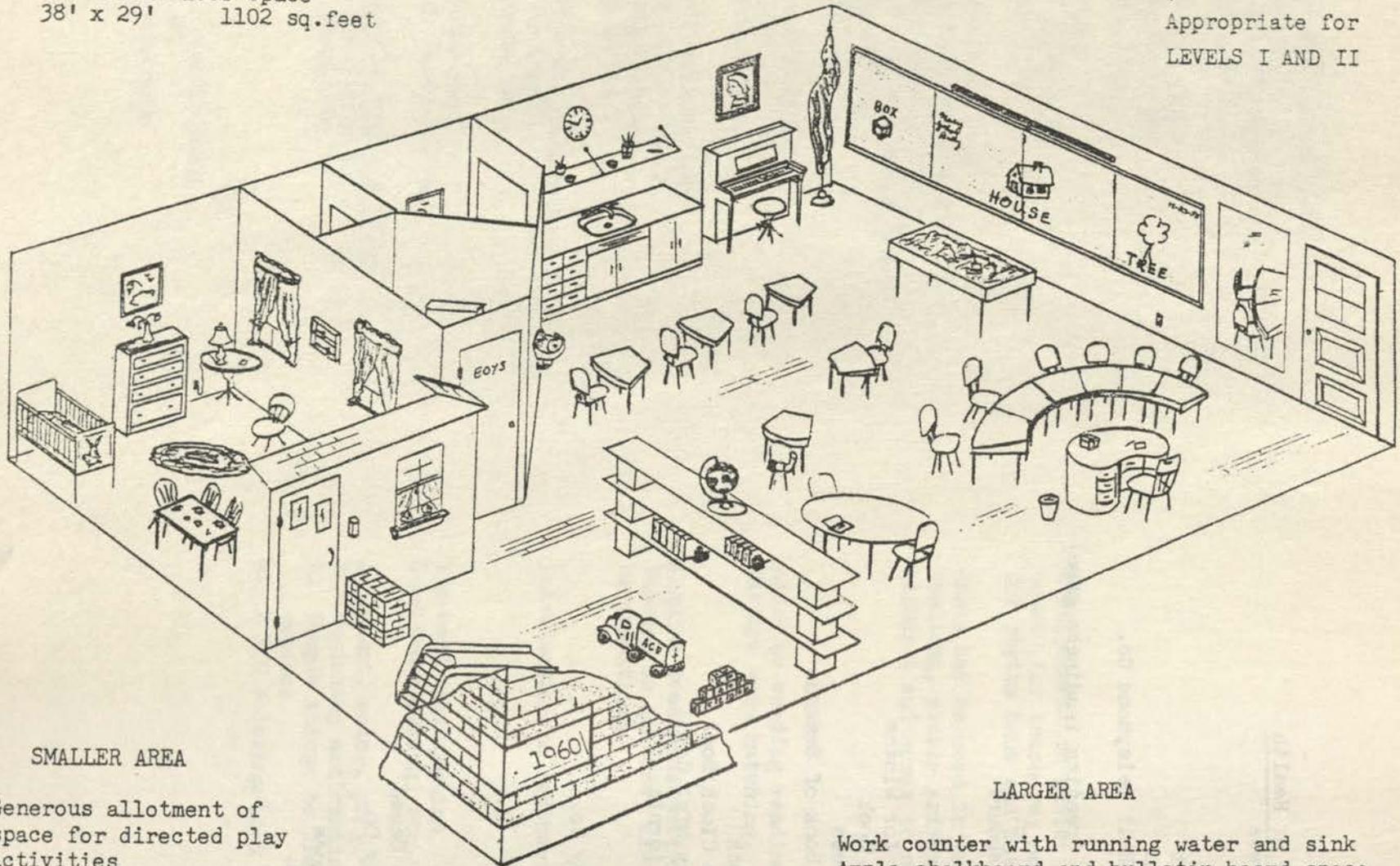
Picture Dominoes

Ed-U-Cards Co.

LEARNING CENTER
Primary Class
Educable Mentally Retarded
Total Floor Space
38' x 29' 1102 sq. feet

TEXAS EDUCATION AGENCY
Austin, Texas

Appropriate for
LEVELS I AND II



SMALLER AREA

Generous allotment of space for directed play activities

Realistic playhouse furniture easily removable

LARGER AREA

Work counter with running water and sink
Ample chalkboard and bulletin board space
A full length mirror
Furniture easily adapted to either individual work or unit work
Easily removed book cases used as a room divider
Separate toilet facilities for boys and girls and a drinking fountain inside the room

Level II

Resource Material:

Curriculum Guide for Special Education

Vineland Social Maturity Test

Music Through The Day

Teachers Book 1

Silver Burdett Co.

Dallas .

Music in Our Town

Teachers Book 2

Silver Burdett Co.

Dallas

The First Grade Program

Field Enterprises, Inc.

Merchandise Mart Plaza

Chicago 54, Ill.

Day by Day with Science

Gladys and Dorothy Forler

Whitman Publishing Co. (1954)

Racine, Wisconsin

A Folio for the Music Workshop

Silver Burdett Co.

Dallas

Best of Walt Disney (song album)

Published by Walt Disney

Telephone Activities in the Elementary

Grades

American Telephone and Telegraph Co. (1958)

Primary Social Studies Unit on Clothing

Mary Driscoll, Teacher

Newark, N. J.

How It Is Used:

Check for curriculum coverage

Check for social growth

Book and records for guiding
classroom singing.

Book and records for guiding
classroom singing and rhythm
band activities.

Suggestions for making the program
more attractive, especially in
art and crafts, reading charts,
etc.

Suggestions for presenting science
problems and solutions on the
primary level.

Material and songs with piano
accompaniment for singing and
rhythm band material

Selections for singing; choosing
appropriate songs for the occasion

A guide for directing the use
of the telephone.

Suggestions in directing a unit on
clothing with a practical approach.

The Book of Presidents
Amsterdam Printing Co.
Amsterdam, N. Y.

Etiquette of the Stars and Stripes
National Department of Americanism
Kansas City, Mo.

Concrete objects such as
spools, blocks, and number discs

Milk and ice cream cartons; jars
of various sizes

Clock

Money

Empty egg cartons, cookies, fruit,
and candy

Fruit, paper plates, notebook paper

Ruler, yard stick, tape measure

Thermometer

Flash cards

Newspaper

Telephone directory

Magazines

Weekly Reader

Library books on reading level

Wall writing charts

World globe and wall maps of
city, state, country, and world

Films on units

Suggestions for answering questions
regarding powers, qualifications,
and list of presidents in order.

Suggestions for teaching lessons on
the United States Flag - its history,
how to display, and how to respect it.

Used in counting

Used in measuring liquids

Used for telling time

Used in making change

Used in concepts of dozen
and half dozen

Used in teaching fraction concepts

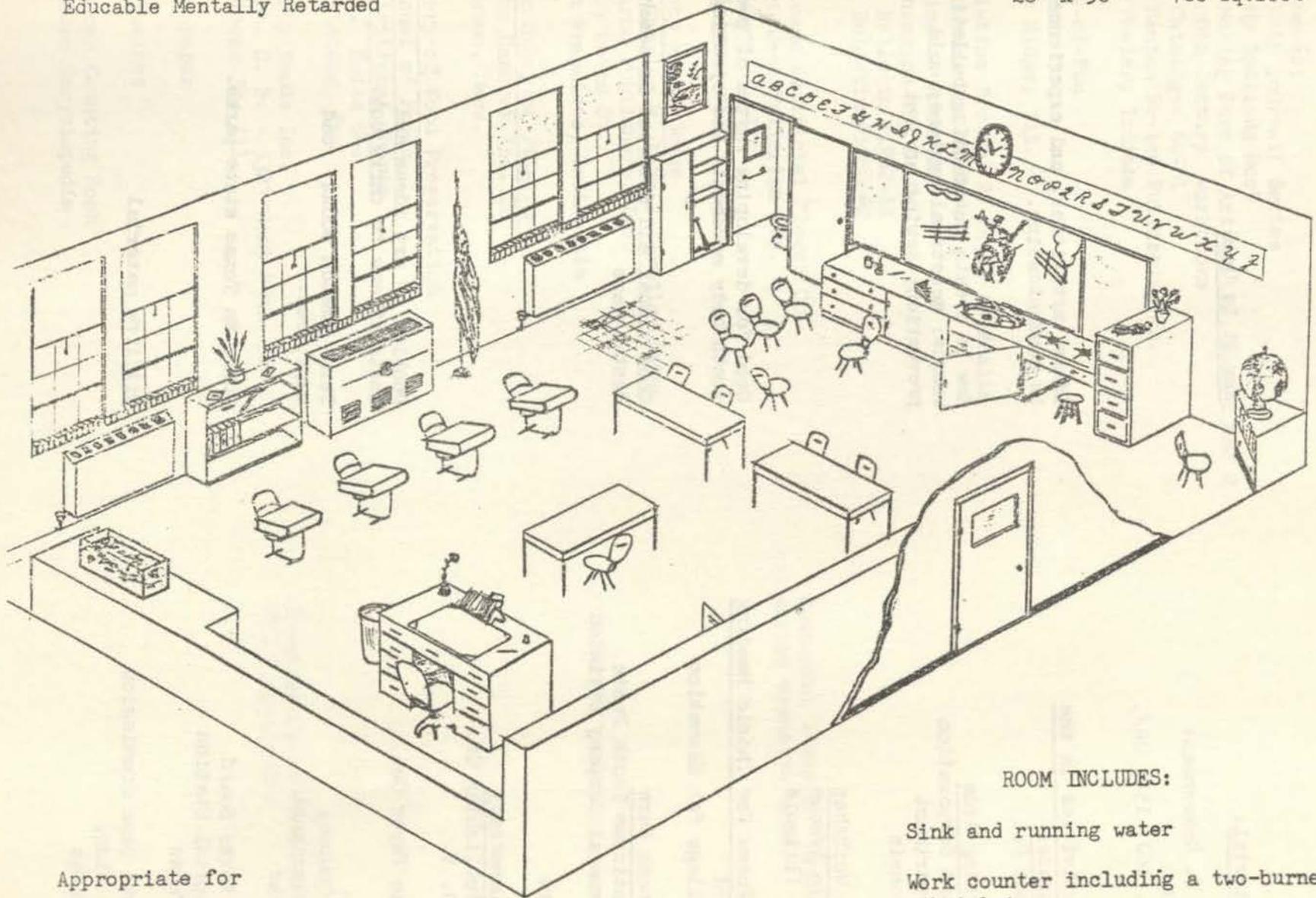
Used in measuring distance

Used in checking body and room
temperatures

Used in arithmetic, vocabulary,
phonics

LEARNING CENTER
Intermediate Class
Educable Mentally Retarded

Total Floor Space
26' x 30' 780 sq.feet



ROOM INCLUDES:

Sink and running water

Work counter including a two-burner
hotplate

Ample storage space and filing cabinets

Furniture which can be used in individual
instruction as well as unit work

Appropriate for

LEVEL III

TEXAS EDUCATION AGENCY
Austin, Texas

Resource Material:

How It Is Used:

Selected U. S. Government
Publications
#2J, 4J, 7J, 10J, 15J, 24J,
28J, 29J

Ideas, activities, and experiences
in communicating.

Telephone Activities in the
Elementary Grades
Bell Telephone Co.

How to create outstanding bulletin
boards; menstrual hygiene; cold
prevention; sewing project

Helpful Teaching Aids
Kimberly-Clark Corporation
Education Department
Neenah, Wisconsin

Ann Marie's Workshop
6048 Avondale Avenue
Chicago 31, Illinois

Childcraft Poems for Choric Reading
by Edith Ford
National College for Education

Good for developing rhythm of poetry
(both body movements and speaking)

Packet on Tooth Care
Listerine Antizyme Tooth Paste
Lambert Pharmacal Company Division

Good visual aid material in teaching
dental care

Flannel board

Symbols of Democracy
F. A. Owen Publishing Co.
Dansville, N. Y.

Denison Crepe Paper Co.

Booklet of art ideas and
instructions to carry out.

Humble Oil Company
Education Department
Houston, Texas

Texas sketch books, road
maps, etc.

Texas State Parks Board
Drawer E, Capitol Station
Austin 11, Texas

Guide to Texas state parks.

Texas Fish and Game Commission
Walton State Bldg.
Austin 14, Texas

Wildlife material

Workbooks:

1. Help yourself Series
2. My Spelling Book
3. Making Sure of Arithmetic, Book 1 and 2
4. 20th Century Workbooks
Catalogue 60-61
Benton Review Publishing Co.
Fowler, Indiana

Pack-of-Fun
14 Main St.
Park Ridge, Ill.

Bulletins from U. S. Dept. of Health
Education and Welfare
Office of Education
Washington 25, D. C.
1. Bulletin #1952-11
2. Bulletin #1950 #2

Chicago Artificial Flower Co.
3520 West Fullerton Ave.
Chicago 47, Ill.
Catalogue #65

Wonderful ideas for activity
period creative arts.

Money Makes Sense
by Charles H. Kahn-J. Bradley Hanna
Fearon Publishers, Inc.
2263 Union St.
San Francisco, California

The Story of Pilgrims
John Hancock Ins. Co.
Boston, Mass.

Story of Food Preservation
Manual of Foods
Nutritional Charts
H. J. Heinz Co.
Pittsburg, Pa.

Derby Foods Inc.
Dept. C. B. - 3327 West 47th Place
Chicago 32, Ill.

Preparation of foods-good, color-
ful visual aids.

Newspaper

Magazines

Golden Counting Book
Golden Encyclopedia

Flash Cards
Phonetic Loto Games
Dr. Dolch's Word Games

Phonetic Words
Weekly Readers

Clock

Counting Frame

Ice cream sticks

Blocks

Pop-up store

Regular playing cards (omit face cards)

Color chart

Pipe cleaners

Records

Rhythm band instruments

Reading, writing, spelling

Word-picture association

Beginning and ending sounds

Counting money

Group games - recognizing 1-10

Creative art

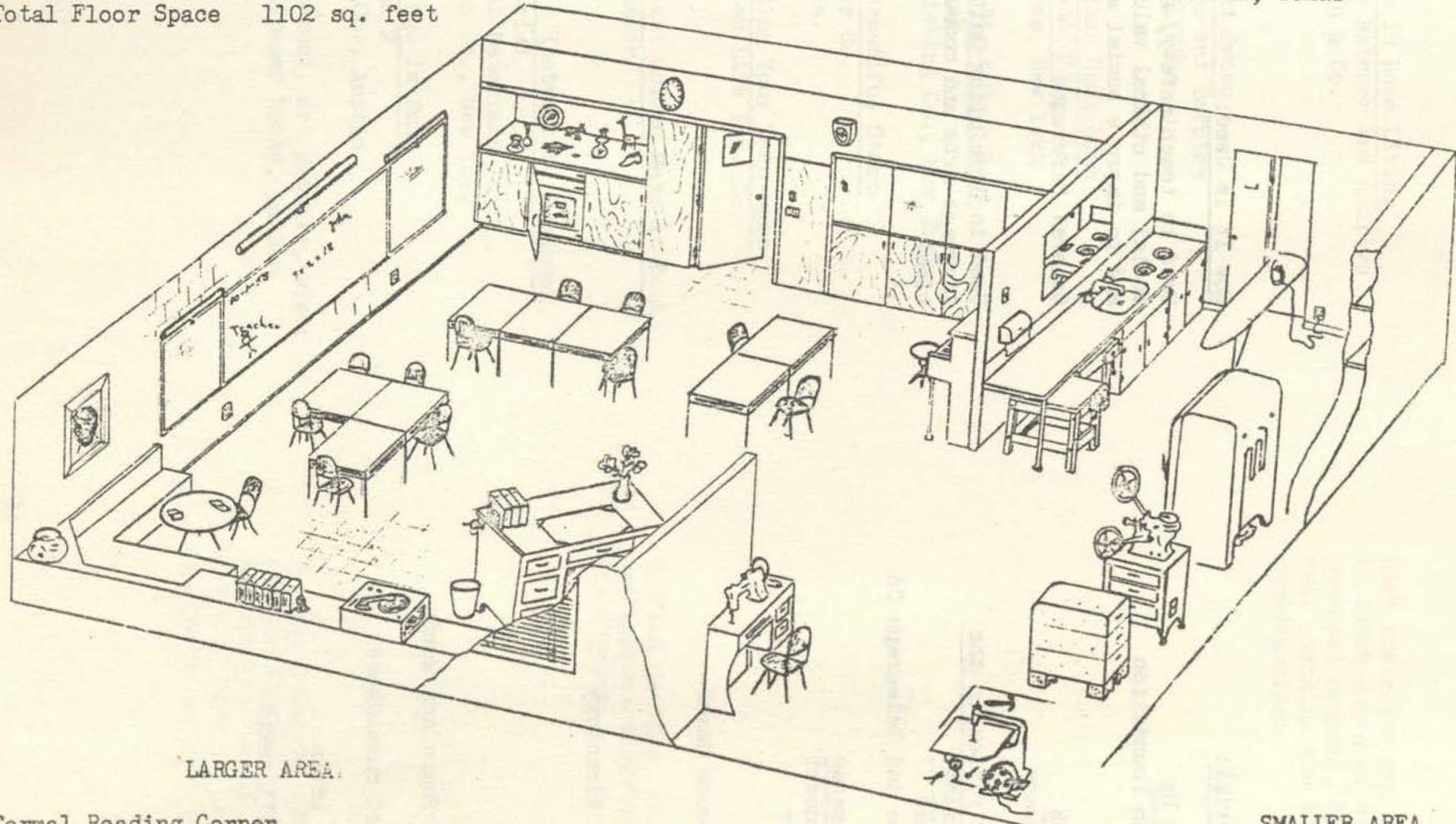
LEARNING CENTER
Intermediate Class
or
Secondary Setting

Appropriate for
LEVEL III, IV, V

Larger Room 27' x 29' 783 sq. feet
Smaller Room 11' x 29' 319 sq. feet
Total Floor Space 1102 sq. feet

TEXAS EDUCATION AGENCY
Austin, Texas

15



LARGER AREA

SMALLER AREA

- Informal Reading Corner
- Tackboard at the ends of chalkboard and on front of storage lockers
- Display corner
- Filing Cabinet under display case. Upper portion of cabinet is large drawer for pictures and charts
- Furniture which lends itself to informal grouping for small group instruction and unit work

- Cabinet with sink and hotplate
- Ironing Board mounted in wall
- Back wall is storage cabinet
- Ceramic Kiln
- Sewing Machine
- Jig saw

Levels IV and V

Resource Material:

About Growing Up
National Forum Foundation
Chicago

The World Book
Reference Library

Telephone Activities in the
Elementary Grades
Teacher's Guide
Bell Telephone and Telegraph Co.

The Golden Almanac
by Dorothy Bennett
Simon-Schuster
New York

Word and Sentence Games

The calendar

The telephone directory

The Bible

The newspaper

Catalogs from Sears and Wards

Garden and seed catalogues

Reading Skill texts

Arithmetic Skill texts

How It Is Used:

Used to teach safety, moral,
social and ethical values,
and to improve social adjustment.

General Reference

Used in developing units in
language arts and communica-
tion.

Adventures in Home Living
Book I, by Hatcher and Andrews
D. C. Heath & Co.
Dallas

Fabrics and Dress
by Rathbone and Tarpley
Houghton Mifflin Co.
Dallas

Betty Crocker Cook Book
for Boys and Girls
Golden Press, New York

A Child's First Cook Book
by Alma Lach
Hart Publishing Co., New York

Off to a Beautiful Start
Scott Paper Co.
Chester, Pa.

Understanding Your Teen-ager
Metropolitan Life Ins. Co.
New York

McCalls Giant Golden Make-it Book
Simon-Schuster
New York

Craftsman's Instruction Handbook
by Tony Parisi
Educational Materials Inc.
463 E. 11th St., New York

Making Things Is Fun
Books 1 and 2
The Steck Co., Austin

Beans, macaroni, art plaster, cigar
boxes, wallpaper books, paints

Used for reference materials
to teach units of work in
personal hygiene, cooking,
meal planning and clothing
construction.

To find designs, instructions,
and general directions for making
art objects.

To make plaques, pictures,
picture frames, pencil holders,
handkerchief boxes, waste paper
baskets, etc. so as to develop
skills to be used in leisure time.

The How and Why Wonder Book of the Human Body

by Keen, Sweet, Wolf
Wonder Books, New York

The Golden Book: Butterflies and Moths

by Carl Memling
Golden Press, New York

Telephone
Southwestern Bell

Television

Basic Reading Skills Workbook, p. 124
Scott Foresman & Co.

Morse Code

Basic Reading Skills Workbook, p. 12
Scott Foresman & Co.

Hand-craft

Pack-O-Fun
741 Devon Ave.
Park Ridge, Ill.

Communication Through the Ages

Film Library

The Factory

Film Library

Textiles

Textile Kit
Education guide to free teaching aids

Bread in the Making

American Institute of Baking
Education guide to free teaching aids

Railroads (16 page booklet)

Association of American Railroads

Andy Takes a Bath

Film Library

Boys and Girls with Pimples

Clearasil
Dept. CT3
122 E. 42nd, New York

To acquaint the children with the parts and functions of the human body.

Nature lessons.

Used in classroom

Visit to Television Studio

Visit to Western Union and T. & P. dispatcher

Make a tin can telephone

Visit to a garment factory

Visit to bakery

A Third of the Day (48 page booklet)
John Hancock Mutual Life Ins. Co.
Health Education Service
200 Berkeley, Boston 17, Mass.

Rating Scale for Personal Appearance
Bennett Co., Inc.
237 N. Monroe, Peoria, Ill.

Name Unknown
Film Library - Jr. Service League

How to Clean and Bandage for Faster Healing
Johnson & Johnson

Metropolitan Life Ins. Co.
1 Madison Ave. New York 10, N. Y.

National Dairy Council
111 North Canal Street
Chicago 6, Ill.

American Medical Association
535 North Dearborn
Chicago 10, Ill.

Lever Brothers Company
50 Memorial Drive
Cambridge 39, Mass.

Personal Products Association
Milltown, New Jersey

Bristol-Meyers Products Division
45 Rockefeller Plaza
New York 20, N. Y.

Hello, I am Fire
National Fire Prevention Association

Encyclopedia

Phonic Skilltext
Charles E. Merrill Book Co., Inc.

Classic funny books

Feet, Yards, and Inches
Film Library

Health Education Service
200 Berkeley, Boston 17, Mass.

Rating Scale for Personal Appearance
Bennett Co., Inc.

Mr. A. C. Adams, Promotion Manager
Peoria and Peoria, Ill.

Mr. A. C. Adams, Promotion Manager
Peoria and Peoria, Ill.

Mr. A. C. Adams, Promotion Manager
Peoria and Peoria, Ill.

Talk by school nurse.

Health Education Service
200 Berkeley, Boston 17, Mass.

Sources for free materials
on health, personal hygiene
and grooming

Health Education Service
200 Berkeley, Boston 17, Mass.

Quarts, Gallons, Dozens, Pounds
Film Library

Understanding of Addition with Whole
Numbers, No. 2

Laidlaw Brothers
Mr. A. C. Adams, Promotion Manager
Thatcher and Madison
River Forest, Ill.

Subtraction with Whole Numbers, No. 3
Laidlaw Brothers
River Forest, Ill.

Arithmetic in Action
Institute of Life Ins.
Educational Division
488 Madison Ave.
New York 22, N. Y.

Time Telling and Its Importance
Hamilton Watch Company
Public Relations Dept.
Lancaster, Pa.

Diversion for the Sick
John Hancock Mutual Life Ins. Co.
Health Education Service
200 Berkeley, Boston 17, Mass.

Level VI

T E A Curriculum Guide

Continental Press Duplicating Material:

- Special units on time, money, and measurement
- Geography - grade 3
- History - grade 3
- Arithmetic - grade 3, first semester and second semester
- Arithmetic - grade 4, first semester
- English - grade 3, first semester and second semester
- Phonics - E and G

Life Magazine

Reader's Digest Readers

City Map and list of city officers and their duties (from Chamber of Commerce)

Pamphlet on voting

Century workbook - Jr. High Civics

Texas Highway map

Newspaper

Bell Telephone Teletrainer Guide Book

Basal text for the non-reading adult or adolescent - My Country

Making Things is Fun

Book 1

Handcraft Series

Driver's Handbook

Classic Comic Book Series

Telephone directory

Sears and Wards Catalogues

Some Catalogues Featuring Concrete Teaching Aids

American Desk Manufacturing Co.
Temple, Texas

American Handicrafts Co.
306 E. Commerce
San Antonio, Texas
or

2840 White Settlement Rd.
Fort Worth 7, Texas

Milton Bradley Company
Springfield, Massachusetts

Childcraft Equipment and Supplies
634 Columbus Avenue
New York 24, N. Y.

Creative Playthings Inc.
5 University Place
New York 3, N. Y.

Educational Publishing Corporation
Daren, Connecticut

Eye Gate House Inc.
Jamaica 35, N. Y.

The Garrard Press
Champaign, Ill.

Handicraft Supplies
3301 Milam P. O. Box 6094
Houston 6, Texas

Ideal School Supply Company
Chicago 20, Illinois

The Judy Company
310 North Second Street
Minneapolis 1, Minnesota

Primary Educational Service
3217 South Halstead Street
Chicago 20, Illinois

Standard Education Society, Inc.
130 North Wells Street
Chicago 6, Ill.

ACADEMIC EXPECTANCY CHART

Reading* Level	Chronological Age	Dependent	Semi-Independent		
		IQ of 50	Unskilled IQ of 66	Semi-skilled IQ of 75	
Level I	6.0	PR	PR	PR	
	6.6	PR	PR	PR	
Prereadiness	7.0	PR	PR		R
	7.6	PR	PR		R
Level II = Readiness II ₁ = 1st Preprimer	8.0	PR			1
	8.6	PR	R		1
II ₂ = 2nd Preprimer II ₃ = 3rd Preprimer	9.0	R			1
	9.6	R	1		1
Level III Beginning Academic Skills	10.0	R			2
	10.6	R	1		2
III = Primer III ₁ = 1st Grade III ₂ = 2nd Grade	11.0	1			2
	11.6	1	2		2
Elementary School Program ↑	12.0	1			3
	12.6	1	2		3
May be Trainable	13.0	1			3
	13.6	1	3		3
Level IV Advanced Academic Skills	14.0	2			4
	14.6	2	3		4
Level V Pre-vocational Training	15.0	2			4
	15.6	2	4		5
V=5th Grade	16.0	2			5
	16.6	2	4		5
↑ Junior and/or Senior High School Program					

*Other academic subjects may be charted in a similar manner.