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An Instructional Program For Intermediate Level Educable Mentally Retarded Children Based On A Study Of Parental Expectations

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BARRETT-NAULS

1960

AN INSTRUCTIONAL PROGRAM FOR INTERMEDIATE LEVEL EDUCABLE MENTALLY RETARDED CHILDREN BASED ON A STUDY OF PARENTAL EXPECTATIONS

By

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A Thesis

Presented to

The Faculty of The School of Education

In Partial Fulfillment

Of The Requirements for The Degree

Of

Master of Science in Education

Prairie View Agricultural and Mechanical College
Prairie View, Texas

August, 1960

66940

Approved:

[redacted]

8-1-60

DEDICATION

This manuscript is dedicated to my children, Patsy Evelyn, Thomas Allen, Sandra Arnita and Christopher Anthony with the hope that it will be an inspiration for them.

F. D. B. N.

ACKNOWLEDGEMENTS

The author wishes to express her grateful appreciation for the valuable assistance rendered by the many individuals who coopeated to make this study possible. She 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, Dr. W. L. Cash, Jr., Mr. N. T. Miller, 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, Rev. and Mrs. T. M. Barrett; to my mother-in-law, Mrs. M. G. Nauls; and to my devoted husband, Mr. L. V. Nauls.

F. D. B. N.

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Chapter I

Introduction

In recent years various studies have been made in regard to a program designed to stimulate the growth of educable mentally retarded children. However, this study was done with the idea that an effective educational program for these children requires close cooperation between the parents and the teacher. Today the home and the school share the responsibility of child guidance. The understanding, interest, and development of all children can best be served by cooperation between the home and the school. This is especially important when the children are mentally retarded. It is important that the teacher knows the needs and problems of the children, and that the parents know the needs and problems of the school. This can best be done if the teacher is acquainted with the background from which the children come, and if the parents are well acquainted with the operations of the school program. Hastings brings this point out very clearly when he says, "The two professions, parenthood, and teaching, are bound together in unity of purpose...the education of children. If they can learn to cooperate more closely, even more toward the greatest human goal, what miracles of achievement the future holds. As equal partners, parents and teachers have the supreme opportunity of shaping tomorrow through today's children."[1]

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[1]Minneta A. Hasting, "Can Teachers Help Parents," National Education Association Journal, May, 1946, p. 227.

A. Statement of the Problem.

It was the purpose of this study to seek answers to the following questions:

1. What are the changes which the parents of the retarded children of the intermediate level of the Washington Elementary School, Bryan, Texas expect the school to effect in their offsprings over the course of a year?
2. What do these parents expect their children to accomplish over the course of a year?
3. Can these parental expectations be used effectively to formulate realistic instructional objectives and teaching-learning units?
4. Will asking the parents to evaluate the progress made by their retarded children over the course of a year improve home-school relations? Will it help the teacher determine her effectiveness?
5. What effect will it have on the children in knowing that their parents have contributed to the planning of their learning experiences?

B. Importance of the Study.

The writer feels that this study will give her an opportunity to learn from the parents what they expect the program of special education to do for their children; and whether these expectations can be utilized effectively in preparing a realistic program for these children. It is believed that the evaluation by the parents will help her to know whether

the instructional program is measuring up to their expectations. This study will also help the writer in understanding these children and their problems and deciding on the most fruitful approaches in guiding their educational experiences. The writer believes that it will give other educators an interested individuals, who read this manuscript a richer insight into what parents of retarded children expect their children to be taught and what part they expect the teacher and the school to play in the education of their children.

C. Definition of Terms Used.

In order that the reader may be able to clearly understand this study, the following words have been defined:

Instructional Program. According to Good, the term instructional program is "that which is taught or has been taught by the school or teacher in question, and the manner of instruction."[2]

Intermediate Level. Intermediate level, as used in this study, refers to an educational grouping of retarded children whose chronological ages range from nine to thirteen years, whose mental ages range from six to ten years, and whose academic achievement is from the first through the fourth grades.

Educable Mentally Retarded. Children who because of limited mental potential, as evidenced by I. Q. ratings

[2]Carter V. Good, Dictionary of Education, (New York: McGraw-Hill Book Company, Inc., 1959), p. 418.

from 50 to 75 generally, are unable to profit adequately from regular classroom instructional provisions but who may be expected to benefit from special educational facilities designed to make them economically useful and socially adjusted.[3]

Parental Expectation. As used in this study, parental expectations are desired outcomes expressed by parents concerning the training of their retarded children in a special educational program.

All other terms are interpreted the same as those found in Webster's New International Dictionary of the English Language, Second Edition, Unabridged, 1958.

D. Procedure.

The general procedure followed in making this study included an investigation involving the classroom situation in which the writer functions and the parents of the students in question. At the beginning of the 1959-60 academic year, informal interviews were conducted to obtain the views of parents concerning the expected accomplishments of their retarded children in a special education class. Subsequently an instructional program adjusted, where possible to these parental expectations was developed and tried out. At the end of the school year, contacts with parents were arranged for evaluative purposes. The original

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[3]See State Plan for Special Education (Austin: Texas Education Agency, Revised, 1957, p. 2, and Christine P. Ingram, Education of the Slow-Learning Child, (New York: The Ronald Press Co., 1953), p. 6.

phase of the study was supplemented by a review of pertinent literature.

E. Review of Previous Studies. Recognizing the need for closer cooperation between parents of mentally retarded children and teachers an effort has been made to select and summarize previous studies most pertinent to the subject of parent-teacher relations and parent-teacher participation in school activities and school programs. In the writer's search for literature pertaining to expectations of parents of mentally retarded children it was found that there were only a limited number of articles or books dealing with only retarded or exceptional children. Most articles dealt with parents of normal children.

In any event, McDonald, speaking of parents and teachers relations said:

> When parents and teachers and other agencies interested in the welfare of youth join together in cooperative efforts, one of the noblest of all partnerships is formed. The school needs the encouragement and above all, the child needs the understanding and guidance of both.[4]

Teachers of mentally retarded children realize how important it is that parents and teachers cooperate for the total development of the child. In fact, every teacher who is conscious of children's needs is constantly seeking better ways of bringing about a better understanding between parents and teachers on problems relative to child growth and development. Colwell[5] states that ninety per cent of the relation that exists between the home and the school is created by the things that are carried by the child from his school to his home. Children who are

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[4]Donald McDonald, "Partners in Education," Parent-Teacher, 36:4, January, 1958.

happy and getting along have a positive reaction toward education. The reverse is likewise true.

Rice[6] thinks, however, that in many instances parents receive the wrong impression of the school if the only information received is from the child, since some children are inclined to blame failure on the teachers or the school.

The child is an important channel of information between the school and the home. However, this is not enough, there must be parent-teacher conferences both at home and in the school room----At home so that the teacher may gain insight into the type of "setting" from which the child operates. At school so that the parent will be given an opportunity to see the child's work and the program being followed.

According to Hilbreth:

> The friendly conference between parent and teacher, or principal, appears to be the best method so far devised for avoiding misunderstanding and promoting good feelings between the home and the school, and the chief values of parent-teacher conferences are:
>
> 1. The parent can be made to feel that he is a participant in the child's education.
>
> 2. The parent can be informed in a personal way about the school program.

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[5]Ruth Colwell, "Let's Get Acquainted," Parent-Teacher, 35:12, February, 1957.

[6]Arthur H. Rice, Today's Techniques, (Ann Arbor: The Ann Arbor Press, 1943), p. 181.

3. The parent can learn directly from the teacher about the child's behavior and his adjustment at school.

4. The parent can furnish the school with information about the child's behavior and his adjustment at home.

5. Teachers and parents can work together toward agreement on the best plan for dealing with the child at home and at school.[7]

The way in which the school and home should cooperate is brought out by Wortham when he says:

> There are many things important to a child's education that he learns from living in the home. Likewise, many of the things which he needs to be a successful member of society can best be learned at school. It is not possible for the home to do the work of the school or for the school to take the place of the home. It is very important that both work together to provide for the child a consistency of living necessary for his maximum development.[8]

Hymes[9] points out that parents and teachers have had to create an instrument which is called home-school relations in order to link the home and the school together. This is a man-made bridge, a modern invention that tries, through various techniques,to achieve a unity that once came naturally.

In this connection Sowers says:

> Parents and teachers are partners whether they wish it or not. How effective this partnership is, is dependent upon a common understanding of their goal, upon the way they pool these resources to

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[7]Gertrude Hilbreth, Child Growth Through Education, (New York: Ronald Press Company, 1948), pp. 380-381.

[8]Josiephine Wortham, "We the People," The Texas Parent-Teacher, 32:5, Sept., 1954.

[9]James L. Hymes, "Effective Home Relations," (New York: Prentice-Hall, 1953), p. 80.

strengthen the contributions of each.[10]

Teachers and parents are partners in the work of providing for the most wholesome development of children. Just as a good school requires a good community, so the best teachers in school require the understanding and help of parents.

Mentally retarded children's interests in school and their success as members of the school society are affected by their relationships in their home. Likewise the interests, attitudes and social meanings they learn in school produce changes in the way they behave at home. The kinds of mental and emotional living they experience under the guidance of their parents and teachers shape the children's emerging personalities. Therefore, the safeguarding of the child's personality is an important responsibility of both parents and teachers ---one which requires effort and cooperative understanding. There should be a mutual understanding between: the parents and the teacher.

> The two most important influences in the life of any child- the home in which he receives his earliest concepts of life, nature, and responsibility, and the school in which so great a part of his developing years must be spent. In the education of a child the cooperation of every participant is not only desirable but essential. It is the school, and it is no less every teacher's concern what is being taught in the home. Too frequently we tend to limit our concept of education. Many of us act as though we believe the end of all schooling to be the accumulation and retention of skills, rules, and formulas. But, as Ruskin has said, "Education is not to teach them to behave

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[10] Alice Sowers, "Parents and Teachers as Partners," The Christian Home, 23:31-32, November, 1947.

> as they do not now behave." With this idea as a premise, it is at once apparent that cooperation between home and school is the only thing that can secure the desired result.[11]

It is worthy of note too that Goodykoontz[12] conducted a study and concluded that where there is understanding of, and interest in, the growth and development of the child on the part of parents and teachers they become excellent partners in the educational enterprise. Parents are deeply interested in what the purposes of our schools actually are. Parents have their own purposes and hopes for their children, and they want to know in what way they are related to those of the schools. They should be well acquainted with the school's program, problems, and needs. The educator should welcome and actively solicit the cooperation of parents in participating in the school's program.

Hildreth believes that parents will develop the needed understanding if given the opportunity to contribute:

> By participating in the planning of their children's education, parents come to learn more about and lose their doubts concerning innovations in school procedure.[13]

Misner believes that parents should be active partners in school programs because:

> Public education in a democracy should be conceived as a partnership between the home and the school.

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[11]National Congress of Parents and Teachers, The Parent-Teacher Organization, (Chicago: National Congress of Parents and Teacher Association, 1947.

[12]Bess Goodykoontz, "Parents Know What They Want for Their Children," Educational Leadership, 7:286-291, February, 1950.

[13]Hildreth, Op. Cit., p. 381.

> Too frequently the home has been a silent partner, except when the school did something of which the home did not approve.[14]

Most parents want an opportunity to participate in the development of their children. They want to be given the opportunity to help plan the program for their children. According to the Franks, parents believe that they can do more than ever to help their children grow up and become healthy personalities. It is farther stated that:

> Parent and teacher, each with his own skills and knowledge, can supplement each other's efforts. Their common meeting ground is the child. This is the kind of close cooperation and unification in education that every child needs. From what we have learned in the past twenty years or so about children in relation to their formal schooling, one assumption is clear: a child does not learn reading, nor writing, nor arithmetic,nor any of the academic subjects by itself alone. He learns them in a setting where there are parents, teachers, other children, and where there are feelings and attitudes of his own.
>
> One of the aims of modern schooling is the preservation of the curiosity and the eagerness that are natural to a young child; these qualities mark his earliest efforts to learn, and if they are fortified by adults around him, he will not be apt to lose them in later years. A child's reading for example, may be a pleasurable or an unhappy experience, according to whether home and school jointly provide the atmosphere of confidence and interest which is so important to learning. A child who feels that his teacher and his parents are standing by to help him,....will be able to meet his school work with greater confidence, and consequently with more success.[15]

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[14]Paul J. Misner, Together We Learn, (Glencoe, Illinois: Board of Education, 1942, Foreword.

[15]Mary and Lawrence K. Frank, How to Help Your Child in School, (New York: The Viking Press, 1952).

Misner and Lacasse say that:

> Historically public education in a democracy has been conceived as a partnership between home and school. Parents resist changes unless they know why they are being made and what they are being made for. Parental participation in planning will also greatly increase their awareness for better financial support of the schools. Another result of active participation of parents is that they will realize that nearly all citizens, as parents and members of various civic, social, and church groups, contribute directly or indirectly to the educational program; and that unless provision is made for the coordination of all phases of community education, confusion and conflict are inevitable.[16]

It is also pointed out by Misner and Lacasse that parents become intensely interested when the program of the school is initiated and selected by them. It is only logical to make parents partners as they become acquainted with our educational program. Education is a process in which all the people of a community share, particularly parents of the children. Parents and other interested individuals of the community should be organized into civic, educational, and religious groups to plan and direct experiences which are a part of the education of the children even though they may occur out of school.

Educators should take the initiative in forming parent-teacher relations for many reasons. The school needs contact with parents to secure their confidence. That confidence is needed to obtain the support and cooperation of the parents in the school programs and activities, as well as that of the child.

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[16]Paul J. Misner and Robert Lacasse, "Parents are Partners," The Educational Digest, 12:41-42, November, 1946.

Osborne believes that more and more educators are beginning to realize that family experiences have a tremenduous influence on the child. He gives two duties that parents and schools must face together if our education is to function effectively in our ever-changing society. He says that:

> First, we must break down the "closed-shop" attitude of teachers, and open the school to all the adults concerned with the child. Educators, realizing the importance of unifying the child's family life.[17]

Osborne does not think that parent conferences and discussion groups are enough. The close cooperation between the school and the home can come only through the participation of each in the activities of the other.

> Such participation will not only make the education of the child more significant, but will continue the education of parents and teachers alike.[18]

This author also gives an illustration of home-school relationships in the programs of two schools in New York. In one school parent contacts with the school were made through a few discussion groups. Parents were also given the opportunity to furnish transportation for school trips, but plans and decisions were made by the local school personnel. The school administration indicated that the parents realized that the educators were experts and accepted the policies and decisions of the school.

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[17]Earnest G. Osborne, "New Duties of Parents and Schools," Progressive Education, 12:270-274, September, 1935.

[18]Ibid.

In the other school which was based upon more progressive trends, each parent was expected to undertake some major school responsibility. One mother was a librarian, some helped in the office, others assisted visitors, did repair work at the school, and the like. By participating in necessary and important activities, each parent feels that the school is his and not just the place where his child happens to go.

In short, according to Osborne, real parent participation is essential to any functional education. He points out that:

> The second major duty of parents and teachers is to think through educational processes together in terms of those experiences making for sound emotional and social development. Parents and teachers must develop educational approaches to the qualities of self-confidence, integration of thought activities and cooperation. We can develop an effective educational program only through participation of parent in the child's activities, of teacher in home activities of all in worthwhile social activities.[19]

Neagley[20] believes that the wise administrator tries in every way to win the support and confidence of his parents. If the parents are properly informed of the needs of the educational program they will not only approve but will assist.

As Happock puts it:

> If we want parents to understand curriculum planning we'll have to get them active in it... We can agree that we want parents to understand so they can help. When they help, they do support; they do free us to use what we know about

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[19] Ibid.

> children. But more than anything else, parent-teacher planning improves the quality of education which home and school both must provide. Neither home nor school can plan well for children in isolation.... We must remember that parents have primary responsibility for their children. They pay for the schools. They are in position to know their children more intimately than we can. They are aware of community problems and resources---an important part of our curriculum materials. They have certain kinds of know-how which we must use if the curriculum is to have richness and reality. What a powerhouse for curriculum planning we have when the assets, real and potential, of partners and teachers are pooled! ---Participation becomes general only when the classroom teacher enters into partnership with the parents of the children in her group.[21]

With respect to the field of special education: parents of mentally retarded children are like any other parents. They have the same feeling, desires, and hopes for their children. Denhoff says:

> Parents of exceptional children have dynamic impacts on the growth and developmental potential of their offsprings. Parents can directly influence, favorably or adversely, an exceptional child's ability to adjust into society. A handicapped child can never achieve the same excellence of performance as a non-handicapped child, and a mildly handicapped child performs better than a moderately handicapped one. However, an efficient, well-motivated, happy handicapped child will excel the performance of a sloppy, anxious, poorly motivated normal child. Here is where parental attitudes, which have been accepted from early life, have a great impact on a child's adjustment.[22]

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[21] Anne Happock, "Parents and the Curriculum," Childhood Education, 29:164-167, December, 1952.

[22] Eric Denhoff, "The Impact of Parents on the Growth of Exceptional Children," Exceptional Children, 26:271-274, January, 1960.

Frampton and Gall[23] support this position when they suggest that a parent can better describe the importance, responsibility, joy, and work of guiding the exceptional child than any one else.

Another author, Frances A. Mullen, in a very moving passage (quoted in its entirety below) has had this to say about exceptional children and teacher-parent relations:

> Teamwork between the home and school is basic for effective service to any child. When that child is exceptional, such teamwork is doubly needed and sometimes doubly difficult. The child who differs significantly from the average in mental ability, in physical traits, or in emotional adjustments needs teachers and parents who understand each other, who believe in each other and who can work together. Teamwork implies interdependence. The school has as much to learn from the parents, as it has to give. Each can help the other understand the child more fully and to meet the problems each day brings forth.
>
> Sometimes we in the school resent a barrier which the parent seems to erect in the face of inquiries. We forget that the parent feels equally frustrated when he or she tries to get some information from us. Frankness begets frankness. When the teacher is willing to discuss facts realistically in words the parent can understand, without glossing over the possible seriousness of symptoms noted, when she can admit difficulties and failures, and when she can face fears that the trouble may be deep seated, she can expect similar reactions from the parents. As we come to know parents of exceptional children as co-workers, we find them (even some of the difficult ones) to be the most responsive of all the parents with whom we deal. From them we in the school should have much to learn.[24]

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[23]Merle E. Frampton and Elena D. Gall, Special Education for the Exceptional, (Boston: Porter Sargent Publishers, 1956).

[24]Frances A. Mullen, "The Teacher works with the parents of the Exceptional Child," Education, 80: , February, 1960.

Justison[25] in his concern for programs for the severely retarded has suggested that teachers can help such children only in so far as parents help them, for what such children do, see and feel at home has far greater influence on learning than what any school teaches.

In short the most effective program for all children and especially retarded children requires home-school teamwork of a high order. According to Justison:

It comes slowly and costs more in terms of time, effort, and real understanding, than the isolated efforts of each. But...the dividends are rewarding for the children, for the parents, and for us.[26]

F. Statement of Organization.

This study is divided into five parts. Chapter I presents the introduction, which states the purpose of the problem, gives the importance of the study, defines and explains terms used, outlines the procedure, and reviews briefly the literature on the subject.

Chapter II, entitled, "Parental Backgrounds and Expectations Relative to the Education of Their Retarded Children," describes the "Study Setting," the educational history, occupational status, and maritial status of the parents, and the recreational and religious advantages provided for the children by their parents. This chapter also includes what these parents expect the school to do for their children

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[25]Gertrude G. Justison, "Parents in Programs for the Severely Retarded," Exceptional Children, 25:99, November, 1958.

[26]Ibid., p. 100.

along academic and developmental lines.

Chapter III, "An Instructional Program for Retarded Children Structured Largely in Reference to the Expectations of their Parents," describes the pupils in question and the program structured as a result of the expectations of these parents.

Chapter IV, entitled, "Discussion of Selected Results of the Study," discusses major findings, problems, and unique implications encountered in the study.

Chapter V, the final chapter gives the "Summary and Conclusions." Following the summary; the Bibliography and the appendix are to be found. The appendix includes samples of the forms used to collect the data used in the study.

Chapter II

Parental Backgrounds and Expectations Relative to the Education of Their Retarded Children

A. Description of the "Study Setting"

Washington Elementary School is located in Bryan, Texas, a town in the east Central part of the state. Bryan, with a population of approximately 30,000, is the county seat of Brazos County. It is the county center of agricultural, industrial, educational, and military activities. Industries include agricultural concerns, chemicals, cotton, oil, and fertilizer products, furniture, shoes, dairy products, and salt. The educational institutions include two colleges, Texas A. and M. College and a leading private junior college, Allen Academy.[1] There are nine public schools with a total scholastic population of 6, 126, including 4, 590 white and 1, 536 negro students.[2] At this writing there are three Negro schools, one senior high and two elementary schools.

Washington Elementary School has an enrollment of approximately 370 students, in grades one through seven. There are fifteen faculty members including two special education teachers; the writer is one of these. The special education program has been organized on two levels, the primary and intermediate. This study deals with the latter.

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[1] Dallas Morning News, Texas Almanac, 1959, p. 533.

[2] Annual Statistical Report, Texas Education Agency, 1957-58, p. 2.

B. Parental Backgrounds.

Many authorities agree that heredity and environment are important in the development of any child. Millard says that:

> Today we know that although gene inheritance is determined at conception, modification begins almost immediately as a result of conditions under which the embryo is nourished. Development at any stage, even during the pre-natal, is the result of relationships between gene potentiality and environmental forces. Capacity for development, then, is not a matter entirely of gene effect, but rather the result of inner gene constitution, reacting under given environmental conditions.[3]

The writer, believing this to be true, deemed it necessary to obtain information concerning the educational history, occupational status and martial status of the parents of the mentally retarded children in question, as well as information about the recreational and religious advantages provided for the children. The data used in this study were obtained through personal interviews made by the writer and recorded informally. Each mother and father of a retarded child used as a subject in this study, living in Bryan, was contacted personally at the beginning of the regular 1959-60 school year. The information obtained is analyzed as follows:

1. Educational History. The striking fact in this analysis is that the general educational level of the mothers was higher than the level for the fathers. Table I shows that the highest level of education for the mothers was

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[3]Millard, Cecil V., Child Growth and Development, (Boston: Heath and Company, 1951), p. 379.

at the college level, (actually, the completion of one year of college training) and the highest for the fathers was a high school diploma. Another interesting aspect of this survey is that more of the parents "completed" their formal schooling at the third grade level than at any other level.

Table I

Parental Educational Level

Grade Level	Father	Mother	Total
College	-	1	1
12	1	-	1
11	-	-	0
10	1	-	1
9	-	-	0
8	-	2	2
7	1	1	2
6	-	-	-
5	-	3	3
4	3	-	3
3	2	3	5
2	1	-	1
1	-	-	0
No training	1	-	1
Total	10	10	20

2. Occupational Status. The summary of the occupational status of both parents is presented in Table II. It reveals that there were only three housewives, or mothers who did not work away from home. The most frequently mentioned items were "maid" for the mothers, and "carpenters" for the fathers. Two of the fathers gave two items as their occupations. One father was a minister and a carpenter while the other was a policeman and a carpenter

Table II

Occupational Status of the Parents

Occupation	Frequency of Mention
Housewife	3
Maid	7
Day Laborer	1
Cook	2
Carpenter	3
Retired	1
Minister	1
Janitor	1
Policeman	1
Butcher	1
Repairman	1

3. Maritial Status. The marital status of the parents is shown in Table III. From the study of this Table it can be seen that only four of the ten parents were living together and one of these couples occupied two houses, next door to each other - the parents slept in separate houses but ate their meals together. The remaining parents were divorced, separated or never had been married. These conditions are very significant with regard to the happiness and development of the growing child.

Symond says:

> Homes with poor marital adjustments led to severity in handling children, which produced thirty years later, adults who hated their parents, quarreled with associates, were unable to live on a mature and independent basis, were socially maladjusted...and definitely unhappy.[4]

The survey also showed a total of eighty-seven children born to the ten families, an average of 8.7 children per family.

Table III

Marital Status of Parents

Item	Frequency
Married Couples Living Together	4
Divorced	1
Unmarried	3
Separated	2
Total	10

[4]Percival M. Symonds, The Psychology of Parent-Child Relationships, (New York: Appleton-Century Co., 1939), p. 30.

4. Recreational and Religious Advantages Provided for Children by Parents.

In the life of every individual, child or adult, leisure and organized social life have as much value in the development of one's life as perhaps many other experiences he might have. If the parents are to function effectively they must assume the responsibility of providing attitudes and opportunities that promote the best growth and development of the children in their homes. Table IV, shows the recreational and religious advantages provided for the children by their parents. It can be seen that all children were permitted to attend school events and nine of the ten were permitted to work outside the home for the purpose of earning funds to be used for recreational purposes. Most of the parents provided radios for children and half of them owned televisions. Six families subscribed to a daily newspaper while only one family provided children's magazines for the home. Most of the children were encouraged to attend a community church, the others attended churches out of town.

Table IV

Recreational and Religious Advantages Provided for Children by Their Parents

Item	Frequency of Mention
Radio in the home	8
Television	5
Daily Paper	6
Children's Magazine or Books	1
Work outside the home	9
Children attend movies	7
Children participate in school sports	5
Children attend school events	10
Children attend parks and playgrounds	6
Children have membership in community clubs or organizations	3
Children attend community churches	8

C. Parental Expectations.

Parents usually seem to have in mind some goals which they expect their children to achieve through an educational program. Whether the children are able to reach these goals depends largely on how realistic they are from the point of view of the limitations inherent in their mental, social, and physical make-up. Any well conceived educational program should help children develop or achieve to the highest potential of which they are capable at their own individual rate of physical, mental, social and emotional growth. The parents in question were well aware of the fact that their youngsters had limited mental abilities. Many of the youngsters having been special education classes for as many as four years.

What are some of the expectations actually expressed by the parents in question? Table V shows the various developmental expectations expressed by the parents. Two items seem to occur with greater frequency than any others and were discussed at length by the parents during the interview. These have to do with the child's personal grooming and courtesy. The concern which appeared to be the most important to parents was that of grooming and personal appearance. Most of the parents apparently wanted their children to become more conscious of their personal appearance.

Table V

Parental Expectations - Developmental Areas

Item	Frequency of Mention
Grooming and personal appearance	8
Manners and courtesy	8
Responsibilities in the home	7
Citizenship in the community	3
Knowledge of governments (local, state, national)	4
Patriotism	5

Most parents expressed desires for their children to improve along specific academic areas also. Table VI shows that most parents were concerned with their children improving their reading and arithmetic abilities. Only two mentioned everyday science.

Table VI

Parental Expectations - Academic Areas

Item	Frequency of Mention
Arts and Crafts	4
Reading	8
Language	7
Arithmetic	8
Handwriting	3
Spelling	4
Everyday science	2

Chapter III

An Instructional Program for Retarded Children Structured Largely in Reference to the Expectations of their Parents

A. Description of the Pupils.

At the time of this study the Intermediate class for mentally Retarded Children of the Washington Elementary School was composed of ten pupils, seven boys and three girls. The students ranged in chronological age (at the beginning of the study) from nine years, ten months to thirteen years, nine months. Their mental age range was from 5-10 to 9-10. And their I. Q. range from 47 to 73. Table VII gives a description of each child according to sex, chronological age, mental age, I. Q., and most persistent personality tendency. Their physical development on the whole closely resembled that of average children.

Table VII

A Description of the Pupils

Pupil	Sex	C. A.	M. A.*	I.Q	Personality tendency
A	M	12-7	7-0	56	bold, sullen
B	M	12-4	8-2	66	bold, sensitive
C	F	12-9	6-10	66	timid, nervous
D	M	10-11	7-0	64	mischievous, cooperative
E	M	12-0	7-2	60	timid, cooperative
F	F	12-5	5-10	47	shy, nervous
G	M	13-9	7-8	57	cooperative, obedient

Table VII (Cont'd)

Pupil	Sex	C. A.	M. A.	I. Q.	Personality Tendency
H	M	9-10	6-0	61	quarrelsome
I	M	12-2	7-10	60	cooperative, obedient
J	F	12-9	9-10	63	cooperative, trustworthy

*Test used: Stanford-Binet - Form L

B. Nature of the Educational Objectives.

Table V and VI in Chapter II list the specific items which the parents in question expected the teacher to emphasize in the school situation. The general objectives of the instructional program for this particular group of children were not significantly different from those of any other group of children: teaching them how to live better, how to use all of their capacities; how to become useful members of society.

The specific objectives of education for this group of mentally retarded children follows:

1. Develop as healthy a physique as possible through good health practices and safety.
2. Help each child to become a happy, well-adjusting personality with feelings of security, belongingness, adequacy, and achievement in keeping with his potentiality.
3. Guide each child to a better understanding and fuller participation in homelife, thereby, developing social assets and practi-

cal skills that will help him become a worthy home member.

4. Develop a better understanding of group and community relationships and social attitudes that will enable the child to recognize and take part in community life.
5. Develop at least a minimum mastery of the fundamental tool subjects for practical use in life situations.
6. Develop good work habits, skills, and attitudes as a basis toward earning a livelihood, that is, the development of partial or total economic independence and occupational competency.
7. Develop interests, activities, and skills that will have carry-over value, in and out of school, for worthy use of free time.

C. Instructional Units Relative to Developmental Areas.

The writer felt that the best way to achieve the specific objectives listed above is to permit the child to experience day by day working and playing with companions; actually preparing food and clothing for use; spending money for necessities; and mastering the skills that are needed for carrying out in reality and in a functional manner the activities of his daily life.

It will be recalled that a major concern of the parents used in the study had to do with grooming and the personal appearance of their retarded offsprings. With that frame of reference in view, the following unit was devised to give the children actual life experience in the selection and care of clothing:

I - The Selection and Care of Clothing

A. Where to shop for clothes

1. Stores that sell clothing exclusively-dress shops, hat shoes, etc.
2. Mail order catalogs - look to see what types are available.
3. Other places where clothing may be secured
   (a) general stores - socks, underwear
   (b) chain stores including supermarkets
   (c) discount stores
   (d) rummage sales, Salvation Army, etc.

B. What clothes are made of

1. Discuss common fabrics - wool, cotton, rayon, nylon, rubber, etc.
2. Show sample and/or illustration
3. Discuss origin of common fabrics
   (a) Cotton - understanding that it is a plant- samples, pictures growing, harvesting, etc.
   (b) Wool- understanding that it comes from sheep-illustrate.
   (c) Rayon - understanding what a synthetic is
   (d) Nylon - synthetic and chemical - concept of man-made
   (e) Rubber - from a tree and transported
   (f) Plastic- synthetic, chemical, man-made concept
   (g) Leather - from a steer hide

C. Care of different kinds of cloth

1. Which can be washed and which must be dry cleaned - suggest idea that washable clothes that cost more may be cheaper in the end.
2. Wearability of the fabric-cotton blouse more practical buy than silk.
3. How to care for clothes
   (a) hanging them up
   (b) pressing
   (c) removing spots
   (d) polishing shoes
   (e) avoiding puddles, paint, etc.

D. Size of clothes

1. Shoe and stockings - suggest need for correct fitting in children
2. Dress, coat, and suit size
   (a) alowance for shrinkage or some growth
   (b) explain that sizes do not run according to age
   (c) other sizes - underwear, hat, gloves, etc.

E. How to select a wardrobe

1. Appearance - discuss correct length, roominess (especially jeans and straight skirts), good combinations of color colors, colors that are becoming, slenderizing, broadening, etc.

2. Suitability - good choices of fabrics and types for school, dress, play, or special occasions.

F. How to shop for clothes

1. Quality concept - cheapest not always the best buy idea
2. Appearance - see above (1)
3. Price - suggestion of weighing how much service they will get from the garment in determining whether or not it is "expensive."
4. Durability and service-see above (1, 2, under C).
5. Workmanship - explain the advantages of in time, money, etc.
6. Proper fit - (see size under E)
7. Collect clothing ads and try to judge whether or not they would be suitable, bargains, good investments, etc.
8. Make use of catalogs that feature "good," "better," quality markings.
9. Make some use of labels, tags, union labels, etc., as means of determining quality.

Activities

A. Caring for clothes

1. Caring for clothes in the classroom - washing, ironing, mending
2. Standing boots together in closet corner
3. Hanging clothes up

4. Shining shoes - why have them repaired

B. Selection of wardrobes - use of paper dolls and catalog pictures

C. Calling up stores in regard to ads - concerning clothes

D. Making and caring for children's clothes

E. Washing and ironing small articles in classroom

F. Comparing prices of stores

G. Getting meaning out of clothing described and pictured in magazines, newspapers, and catalogues.

H. Visit a tailor shop

I. Visit a cleaning establishment

J. Visit a laundry

K. Use cleaning fluids for clothing spots

L. Use of polish on shoes, etc.

M. Make a wardrobe booklet by using catalogue, ads, magazines, etc.

N. Visual aids

1. Dress patterns for style, size, etc.
2. U. S. Rubber company literature
3. National association of manufacturers literature on fabrics
4. Department stores, tailor shops, local seamstress for samples
5. Consumer report magazine for information on wear, wash, shrink.
6. Fashion magazines, pattern magazines, advertisements from all over.

7. Films - Choosing Clothes for Health, How Cotton is Picked (by hand and machine and the processes until woven into cloth),George's New Suit (Processes by which wool, cotton, silk, nylon, leather and rubber are made into articles of clothing).

Since personal cleanliness was a major concern of most parents and since the writer felt that it was not fully covered in the unit on "The Selection and Care of Clothes," the following unit was devised and carried out to stress personal cleanliness as well as an awareness of his duty to the health of the community.

II - Health and Personal Cleanliness

A. Personal Appearance

1. Getting ready for school
2. Care of face, neck, hands, nails, hair teeth, etc.
3. Clothing: Coat, hat, shoes, socks, buttons, etc.

B. Personal health hygiene and cleanliness

1. Bathing
2. Cleaning teeth
3. Washing hands, etc.
4. Cleaning and cutting hails
5. Using handkerchief correctly (Using a kleenex if there is no handkerchief
6. Combing and shampooing hair

7. Toilet habits, going to the bathroom regularly
8. Covering mouth when sneezing or coughing
9. Use and need for deodorant
10. Emphasize clean clothes and clean body as necessary for attractive appearance

C. Play and Exercise
   1. Need for play
   2. Playing with school equipment
   3. Playing at the park

D. Rest and sleep
   1. Preparation for bed
   2. Healthy sleeping
   3. Use of individual toilet accessories

E. People who keep us well
   1. What mother does to keep us well
      (a) Food
      (b) Clothing
      (c) Medicine
      (d) Rest
   2. What teacher does to keep us well
      (a) Controls room environment - fresh air, heat, light
      (b) Provides kleenex
      (c) Watches for signs of illness
   3. School nurse

(a) Examines eyes, ears

(b) Takes care of accidents

(c) Takes care of illnesses in school

(d) Acts as contact with local welfare agencies

4. Family doctor

(a) Physical examination

(b) Value of regular check-ups

(c) Value of shots

(d) Need for knowing doctors name and phone number

5. Family dentist

(a) Need for dental examination

(b) Free dental care available

6. Inspectors

(a) What inspectors look for

(b) Role of children in inspection

F. Proper use of public facilities

1. Why we should keep toilet rooms clean

(a) Not throwing paper towels or toilet tissue on floor

(b) Flushing commode

(c) Turning off faucets

2. Dangers of disease from public toilets

3. Proper use of public fountains

(a) Not putting gum in fountain

(b) Danger of pushing heads down

(c) Keeping mouth from touching

(d) Rules for taking turns

4. Stress toilet and fountain facilities in connection with movies, churches, stations, etc.

5. Citizen's duty to keep streets and sidewalks clean

(a) Paper

(b) Food

(c) Gum

(d) Rules for sidewalk and street behavior: running, crowding, pushing, etc.

G. How to prevent spread of disease

1. Prevention of Colds and Childhood diseases

2. Stress keeping well by proper food, clothing, rest, etc.

3. Avoid contacts with others who are ill or when you are ill

4. General home nursing rules for care of sick

(a) Good care speeds recovery

(b) Explain some after effects of childhood disease, flu, etc.

(c) Concepts of cleanliness as an aid to disease control

5. Need for obeying instructions of doctors, nurses, health departments

(a) Possible effects of wrong medicine or wrong dosage

(b) Give poison symbol and label

(c) Quarantine - rules regarding it

Activities

1. Good grooming corner
   (a) Mirror for grooming
   (b) Dressing table (orange crate) for combing hair cleaning nails, etc.
   (c) Shoe polish and brush for polishing and shining shoes
2. Washing hands before snacks and lunch
3. Personal comb and cake of soap in each desk
4. Making picture book on "how to keep clean"
5. Making chart on "what I can do to be healthy"
6. Selecting proper foods for lunches or in the cafeteria
7. Daily practice in cleaning room, closets, desks, etc.
8. Locating and using trash cans on playground and in neighborhood
9. Making posters showing clean home, clean towns, etc.
10. Study and effective transfer to home of good methods of cleaning room, gathering trash, and caring for garbage, etc.

Other major concerns of the parents in this study had to do with manners and courtesy, responsibility at home, and citizenship in the community. As a result, the following unit was devised to satisfy each of these items in a general way. The writer entitled it:

III - Our Growing Family

A. The Family at Home

1. Members of the family

(a) Immediate family in the household

(b) Relatives who visit or are visited

2. Mother's work

(a) Cooking

(b) Cleaning

(c) Washing

(d) Sewing

(e) Shopping

(f) Dressing and caring of children

(g) Helping children to school

3. Father's work

(a) Helping at home

(b) Working away from home

4. Children's work

(a) Helping with household tasks

(b) Caring for pets

(c) Caring for personal belongings

(d) Respecting and obeying older people

5. Manners at home

(a) Courteous greetings, requests, replies

(b) Party manners

B. The Family at School

1. Members of the school family

(a) Classmates and teacher

(b) Children and teachers in other rooms

(c) Principal

(d) Nurse

(e) Cook

(f) Janitor

2. Work in school

(a) Work of teacher

(b) Work of principal

(c) Children's work- reading, numbers, music, art, etc.

(d) Work of nurse

(e) Work of cook and janitor

3. Manners in school

(a) Courteous greetings, requests, replies

(b) Waiting turn pleasantly

(c) Courtesy to visitors

C. Friends and Neighbors nearby

1. How to choose friends

(a) Manners

(b) Behavior

2. How we enjoy friends

(a) By sharing

(b) By taking turns

(c) By working together

3. Why we need friends

4. Who are neighbors

(a) What we owe them

(b) What we can expect of them

D. Classroom membership - participation in

1. Working together to keep room in order

2. Working together to plan and give parties

3. Working together in arithmetic, reading, etc.

4. Discussions about things we like, do, would like to do together

E. School membership

1. School as a neighborhood - opportunities to develop friendship with the school group through

(a) Invitations to visit class exhibits, etc.

(b) Playing on teams

(c) Taking part in a school project

(d) Contributing to a school project

(e) Cooperating in obeying school rules

(f) Accepting punishment or consequences of disobedience to group or school laws.

F. Neighborhood anc Community Membership - use of citizenship as a new "grown up" term for membership in the widening community

for example:

1. Junior Red Cross

Activities and Situations

A. In the home - meeting parental authority

1. Doing what is asked by parents
2. Helping younger children
3. Doing what you say you will do
4. Taking care of clothes
5. Being pleasant even though you do not get what you want

B. In school- meeting authority - (school personnel)

1. When the teacher leaves the room
2. Waiting in line for a turn
3. Caring for equipment
4. Returning things that are found
5. Making and obeying classroom rules
6. Choosing and electing officers
7. Belonging to the school council

C. In the community - meeting authority as law

1. Taking care of public property
2. Helping older people
3. Protecting younger children
4. Removing hazards
5. Reporting damages
6. Using trash cans

7. Speaking politely to everyone
8. Being polite at the movies and other public places
9. Getting acquainted with names of local officials and using respectful address when talking about them
10. Trips to see work of community helpers: firemen, policemen, milkman, postman, etc.
11. Trips to community agencies: Salvation Army, Red Cross, Bank, etc.

D. Visual Aids

1. Chart on room jobs
2. Chart of playground and cafeteria schedule
3. Chart on family living and working together
4. Chart, booklet, etc, on manners
5. Booklet on school jobs - how to do it, what skills are needed, etc.
6. Booklet on "Choosing our Friends"
7. Chart on "Being a Good Neighbor"

The following unit of experience was developed to further knowledge, insure meaning, develop values, and give practice in skills needed in handling food in the home, school and community:

IV - Our Food

A. Recognition and names of food

1. For a good breakfast

2. For a good lunch

3. For a good dinner or supper

B. Care in eating

1. Over-eating

2. Under-eating

3. Too many sweets

4. Eating between meals

5. Washing down food at meals

C. Good eating habits

1. Chewing food well

2. Eating some of each kind of food daily

D. Manners when eating

1. Taking small bites

2. Handling utensils

3. Keeping mouth closed

4. Emptying mouth before talking

5. Not beginning to eat before others

6. Not getting more than one can eat

Activities

A. Preparation of simple dishes

1. Orange juice

2. Toast

3. Dried milk

4. Sandwiches

5. Salads

6. Cooked cereals

B. Learning names of common foods

1. Using pictures

2. Using models

C. Eating together in school

1. Snack time

(a) Learning how to pass food

(b) Learning how to accept food

(c) Getting acquainted with various utensils

(d) Doing dishes

2. Cafeteria

(a) Keeping in line

(b) Carrying a tray

(c) Trying new foods

3. Parties

(a) Preparing the food

(b) Serving the food

(c) Cleaning up after the party

D. Proper garbage disposal

1. Scrape plates

2. Use garbage holder in sink

3. Wrap

4. Use waste can

E. Care and storage of foods

1. Cans for crackers, sugar, flour
2. Refrigerator for milk, butter, eggs, etc.
3. All lids tightly closed

F. Visual Aids

1. Kellogg breakfast club charts
2. American Can Company booklets
3. Metropolital Life Insurance Company booklets on food
4. Prudential Life Insurance Company booklets on food
5. Pictures from the dairy council
6. Films
   (a) Judy Learns about Milk
   (b) Milk

A fifth unit developed by the writer was used to further knowledge, insure meaning, develop values, give practice in skills needed for communication at home, school, and for the use of communication facilities in the community. It was entitled:

V - Ways of Communicating

A. Means of Communication

1. Talking - telling a story
2. Posters in hall
3. Simple note- invitation, thank you, etc.
4. Telephone
5. Newspaper
6. Loudspeaker from office

7. Television
8. Radio
9. Mail
   (a) Postcard
   (b) Letter
   (c) Air Mail
   (d) Special delivery
   (e) Registered mail
   (f) Parcel post
10. Telegraph
11. Billboards
12. Place cards

Activities and Situations

A. Talking - telling - listening activities
   1. News period in daily schedule
   2. Planning period in daily schedule
   3. Evaluation period in daily schedule
   4. At snack time
   5. In group work periods
   6. In play periods
   7. When giving or taking directions, assignments, etc.

B. Visit to telephone and telegraph office, post office, newspaper office

C. Making telephone calls for class needs and information

D. Using daily radio reports for weather, time, local news, etc.

E. Writing social letters, asking for information, sending orders, thank you letters.

F. Packing and mailing packages for teachers

G. Using films on telephone, telegraph, and postal services

H. Making booklets on postal rates, telephone and telegraph rates

I. Analyzing television pictures

J. Analyzing posters, advertising sketches, cartoons and funnies

The unit which is outlined below was devised to give the children the historical facts concerning Thanksgiving and to make them realize the significance of the day.

VI - Thanksgiving

A. Historical facts

1. Pilgrims

(a) Why and how they left their native land

(b) Voyage to America

(c) Landing

(d) First year in America

(1) Hardships

2. Indians

(a) Helping Pilgrims

(1) Making canoes, bow, arrows

(2) Making clothes, baskets, pottery

(3) Planting corn, etc.

(4) Hunting wild game

3. First Thanksgiving

(a) Who came

(b) Menu

(c) Recreation

B. Encourage feelings of thankfulness for

1. Comforts

2. Pleasures

3. Advantages of home and community

C. Create a feeling of respect and honor for those who fought for our Country.

D. Encourage students to appreciate Thanksgiving through

1. Song

2. Ceremony

3. Beautiful symbol of autumn feast

4. Gratitude to God.

Activities and Situations

A. Place a poster "We Thank Thee" on the bulletin board

B. Children read and discuss Thanksgiving stories

C. Dramatize the Pilgrims' ways of giving thanks for the harvest and our modern ways, also a day in the life of a Pilgrim boy or girl

D. Painting a mural about "Why Americans are Thankful"

E. Make up problems on Indians and Pilgrims

1. How many Indians were at Thanksgiving feast?
2. How many Pilgrims?
3. What year the Pilgrims came to America?
4. How many years ago has that been?

F. Write sentences on

1. Life of the Pilgrims in England, Holland, and America
2. Indians, buffaloes

G. Plan a Thanksgiving play

H. Plan a Thanksgiving menu

I. Make miniature canoes, bows and arrows, straw baskets

D. Instructional Procedures Relative to Academic Skills.

The academic skills for the mentally retarded children in question were integrated, wherever possible, with each unit of work.

1. Reading. A majority of the parents in question expressed concern about improving the reading abilities of their youngsters. With that in mind the writer, in addition to the integration of reading into each unit, from time to time, tried to develop other skills of reading such as:

   a. Auditory discrimination

      (1) Recognizing the sound and form of word variance with adding - s, ed, or ing to sight words

      (2) Recognizing sound and form of d, l, m, s, and t when in final position

(3) Clearly recognizing thought units in oral reading

b. Visual Discrimination

(1) Recognizing by sight certain words with comprehension

(2) Recognizing slight as well as marked differences in word forms

(3) Associating two words that have the same meaning

(4) Matching words that have opposite meaning from a given list

c. Mechanics

(1) Finding known words in unknown words

(2) Recognizing words rapidly in thought units

(3) Matching words and sentences

(4) Increasing silent reading ability

(5) Making use of periods, quotation marks, and question marks as aids to good oral interpretation

(6) Reading to answer specific questions

(7) Reading to get factual information

(8) Reading part of a story to prove or disprove a point

d. Actual reading of:

(1) Newspapers for want ads and advertisements

(2) Menus and shopping lists

(3) Important items relating to admission to various recreational activities

(4) Simple printed directions with understanding

(5) A variety of materials related to units used in developmental areas

(6) Short stories and reports orally

2. Language. Oral and written language was integrated with each unit of work, for the children in question. Some of the activities and skills used to improve language usage were as follows:

A. Oral

1. Speaking

a. Supplying Information

(1) Month, day, and year of birth

(2) Number of brothers and sisters-names

(3) Telephone number, if any

b. Telephoning

(1) Taking messages

(2) Responding courteously to requests

(3) Requesting specific information

c. Developing vocabulary and usage

(1) Participating in discussions

(2) Reporting on work to be done

(3) Discussing visual aids

d. Developing good speech habits

(1) Using sentence structure that roughly approximates that of adults

(2) Reproducing short poems from memory

2. Listening

a. Following directions

(1) Remembering at least two oral directions

b. Participating in answering in group situations

B. Written

1. Composing short social notes

2. Addressing envelopes

3. Writing post cards

4. Filling out forms

5. Using a ball-point pen

6. Capitalizing

a. Necessary words in own address

b. Teacher's name

c. Days of the week

d. Months of the year

e. Holidays

7. Using periods in abbreviations

3. Spelling. Only words which were likely to be included in the children's written vocabulary were involved in spelling. The units carried on in the classroom provided the basis for introducing new words, as they were meaningful to the children. They were already a part of every written activity which they engaged in. They were taught to consult the dictionary for correct spelling of needed words.

4. Handwriting. Cursive writing was used in all units of work, special attention being directed toward the following skills:

   1. Developing individual form
   2. Increasing accuracy in copying and dictation
   3. Increasing speed in taking notes
   4. Comparing quality with previous specimen of own work to show improvement.

5. Arithmetic. Problems in arithmetic were developed in connection with all units of work carried on in the classroom. Some of the basic concepts and skills developed are listed below:

   A. Time

      1. Concept of A. M. - before noon
      2. Concept of P. M. - afternoon
      3. Concept of 24 hours in a day

4. Concept of a clock face being composed of 60 minutes
5. Understanding that an hour is equivalent to 60 minutes
6. Understanding that each number on the clock represents five minutes
7. Relationship between numbers one through twelve on the face of the clock to the corresponding five, ten, fifteen -- sixty minutes used in telling time.
8. Ability to read clock by intervals of five minutes

B. Numbers

1. Meaning and place value
   a. ones, tens, hundreds place
2. Zero
   a. Meaning of zero as a placeholder
   b. Zero in numbers
3. Counting
   a. To one hundred
   b. By ones, twos, fives, tens, and hundreds
4. Writing numbers
   a. From dictation
   b. Roman numerals

5. Addition

a. Column addition (no carrying, with sums not to exceed 19) as follows

3	3	8
2	3	6
4	6	2

Two and three place numbers:

22	23	
31	3	421
42	12	332

b. Column addition (with carrying) as follows:

26	21
36	13
—	37

The meaning of carrying must be carefully related to number concepts- place value - and not introduced until these are carefully understood.

1. Carrying in one's place only:

326	247	345
234	136	337

2. Carrying in tens' place only:

462	383	555
273	242	191

3. Carrying in both ones' and tens' place:

362	445	286
279	376	424

6. Subtraction

a. Subtraction of two and three-place numbers (no borrowing) as follows:

49	49	493	490
- 23	-41	-291	-230

b. Subtraction of two and three-place numbers (borrowing) as follows:

1. Borrowing in the tens' place:

96	962	936
-28	-248	-288

2. Borrowing in the hundreds' place:

927	836	948
-252	-384	-477

3. Borrowing in the tens' and hundreds' place:

833	942	721
-356	-387	-372

4. Borrowing with zero in the minuend:

90	960	906	900
-28	-248	-241	-246

The meaning of borrowing must be carefully related to number concepts, and should not be introduced until the number concepts are thoroughly understood.

7. Multiplication and Division

a. Meaning of multiplication as a short method of addition.

b. Oral expression of multiplication as two twos, two fives, two eights and the reverse of each of these

c. Establishment of the generalization that a combination and its reverse will yield thesame product, for example:

$$\begin{array}{cccc} 5 & 2 & 5 & 3 \\ \times 2 & \times 5 & \times 3 & \times 5 \end{array}$$

d. Meaning of the multiplication sign (x)

e. Meaning of division and its relationship to multiplication shown as follows:

$$\begin{array}{cc} 4 & 3 \\ \times 3 & \times 4 \end{array} \quad \text{and} \quad 4\overline{)12} \qquad 3\overline{)12}$$

f. Meaning of the division sigh (÷)

8. Measurement

No particular arrangement followed. Introduced and Proceeded from large unit to smaller as measured appeared in experiences.

a. Inch, foot, yard

b. Gallon, $\frac{1}{2}$ gallon, pint, quart

c. Ounces, pound

d. Concept of bushel

9. Money concepts

a. Use of toy and "real" money (when practiceable)

b. Understanding of money value through one dollar

c. Relationship of one hundred pennies to one dollar

d. Meaning of the ¢ sign

e. Ability to identify and write money with ¢ through ninety-nine cents

f. Ability to make change of a dime with pennies and/or nickels

g. Concept of fare

h. Introduce the use of decimal point in money as $.25

i. Money as used in the cafeteria or for school milk or snack

j. Money as used to pay for minor damages in school-breaking window panes, etc.

k. Money as used when purchasing groceries, supplies, etc., for class or teacher.

10. Problem solving:

a. Simple verbal problems

b. Simple verbal problems requiring choice of process

c. Simple problems in addition and subtraction with emphasis on identifying the process to be used with the use of representative materials, visual aids and oral discussion.

6. Everyday Science. Utilizing a realistic and functional approach, the children were given simple science instructions which they could apply to everyday living and which they could see, feel, and hear each day.

This was done through repeated observations and experiences with natural and physical occurrences. They were encouraged to to watch the trees bud, leaf, and blossom in the spring; they gathered many kinds of leaves, nuts, and acorns in the fall; and observed the bare trees in winter. For illustrative pur-

poses, some objects of the science activities of the children and expected values related thereto are described below:

Activity	Expected values
Caring for aquariums containing gold gish, simple aquarium plants, a turtle, and a tadpole	1. Responsibility for feeding animals 2. Counting fish 3. Cleanliness 4. Changing water 5. Concept of air in water and plants 6. Regulation and control of water 7. Temperature 8. Balance (Ratio of 1 gal. water to 1 fish)
Looking after and observing a parakeet	1. Responsibility of feeding, watering, and cleaning of bird's cage 2. Beauty and appreciation of birds 3. Adaptation of feet, wings, beaks, etc., of birds 4. Bird as man's friend a. Pet b. Pollination of flowers, etc c. Destroys insects 5. Color harmony

7. Arts and Crafts. The arts and crafts were closely co-ordinated with the units of work, where the various skills were taught as the need for them arose. In this way the completed arts and crafts became functional. They were actually used in a situation in which the children realized their need. They also helped to increase the children's learning and understanding of the processes, materials, and end products. The art was used as a means of expression by the children and a means of conveying an idea by the teacher. In this manner it aided in making concepts and ideas more meaningful to the children.
8. Music. Even though none of the parents in question mentioned music, the writer (believing that music is a means of artistic expression which all individuals should learn to appreciate and to enjoy) correlated it with all units of experience. This was done through the selection of songs and music that were related to the particular content of the various units.

Chapter V

Discussion of Selected Aspects and Results of the Study

A. Some Observations and Reflections of the Writer.

When the writer began making contacts with the parents, they appeared to be somewhat reluctant to give any idea of what they expected the school to do for their youngsters, or what they expected of their youngsters. They would give such replies, as "You are the teacher, You should know more about school than I do," or"School is different from what it was when I was going to school." However, once the writer got the idea over to them that she was trying to formulate a program to try and satisfy their expectations they began to discuss freely what they would like to see their children taught or the activities they would like them to participate in. It appeared to the writer that the parents came to look upon this opportunity as a privilege that they really enjoyed --that of helping to plan a program for their children.

Once the program was begun, it is interesting to note that the writer received full cooperation from both parents and children.

The parents were invited to attend all parties culminating the units of work. Those who were not working at the time usually came. All parents helped to furnish whatever was needed for these parents. They were also invited to accompany the youngsters on each field trip or excursion. On several occasions some of them went along and seemed to have enjoyed the outings.

The children were especially interested in their science and good

grooming corners in the classroom. Interestingly, the boys seemed to have appreciated the good-grooming corner even more than the girls did. They were always seen combing their hair and polishing their shoes.

One mother furnished the parakeet; the writer purchased the cage and feed. The children brought money for gold fish, which were purchased for fifty cents a dozen. Another mother sent a large pickle jar to serve as the aquarium and the writer purchased the plants and feed. The boys went to ponds and found the turtle and tadpole and brought them to school. The children were given the responsibility of caring for all the animals --an experience which they seemed to thoroughly enjoy. Each child was given a fish to take home and care for during the summer; the writer has two. A child was also given the turtle to take home during the summer months. Incidentally, the writer along with the children enjoyed watching the tadpole change into a frog. The children also collected all kinds of shells, a magnifying glass, a magnet, and several types of nests, including those wasps, birds, etc. They also collected many kinds of rocks and many types of soils.

In time the children were given a hobby corner, to which they became quite attached. They brought all kinds of games, puzzles, toys, and funny books to school. One child even brought a record player and several of them brought records. They would enjoy these during their activity periods.

Most of the children seemed to be very contented with their class. Only three worried about when they would go to another class or a

regular classroom with children of their own chronological ages.

B. Parental Evaluation.

Most of the parents when contacted near the close of the school year for their own evaluations of the progress of their children gave complimentary remarks concerning the activities of the year.

The one negative criticism expression by most parents was the fact that they thought the writer did not use corporal punishment enough. The writer felt that this was mentioned largely because corporal punishment is permitted and in some instances encouraged, by the school system in question. However it was the judgment of the writer that there were no major disciplinary problems requiring such punishment. There were minor difficulties such as arguments concerning marbles or play equipment, and "verbal persuasion" invariably proved to be an effective disciplinary technique permeated by productive and positive satisfactions.

Several parents expressed hopes of their children remaining another year with the writer. About two of the parents were concerned with when their children would "be ready for high school" Some of the things the parents wanted to know about their children were:

1. "How do you think my child is doing in his work?"
2. "Do you think he is really improving?"
3. "What else can we do to help you?"

Chapter V

Summary and Conclusions

The major purpose of this study was to determine the extent to which parental expectations can be utilized effectively in formulating realistic instructional objectives and teaching learning units in the case of mentally retarded children. Secondary purposes were to determine whether the utilization of these expectations will improve home-school relations significantly, and to ascertain what effect familiarity with such cooperative efforts will have on the scholastic motivations and progress of the children themselves.

At the beginning of the 1959-60 academic year the writer conducted informal interviews to obtain the views of the parents of the ten children of the intermediate level of the Washington Elementary School, Bryan, Texas, concerning the expected accomplishments of their retarded children in a special class. As a result of obtaining expressions of their expectations, an instructional program adjusted, as much as possible, to those concerns was developed and tried out.

Most parents expressed hopes for changes in developmental areas as follows: Grooming and personal appearances, manners and courtesy, responsibilities at home, citizenship in the community, patriotism, and knowledge of governments (local, state, national.

Parents also expressed desires for improvement along academic lines as follows: reading, language, arithmetic, spelling, handwriting, everyday science, arts and crafts. The instructional program construct-

ed on the basis of these major concerns as expressed by the parents featured the following units: The Selection and Care of Clothing, Our food, Ways of Communicating and Thanksgiving, Our Growing Family, Health and Personal Cleanliness.

Near the end of the school year, contacts with parents were arranged for evaluation purposes.

On the basis of data collected and in terms of the educational outcomes achieved in this investigation the following conclusions seem to be justified:

1. Parents are major resources in guiding children and should be accepted as partners in preparing educational programs for them.
2. If teachers will conscientiously seek the help of parents it will improve home-school relations, as well as the effectiveness of the teacher in the teaching-learning situation.
3. Teachers must be conscious of the concerns of parents and should regard these people as human beings with feelings, sensitivities, and expectations relative to the educational growth of their offsprings.
4. Through the assistance of teachers, parents can be helped to develop realistic educational objectives for their children-particularly where parental concerns appear to be somewhat unrealistic.
5. Teachers should be encouraged to plan programs which take into consideration the objectives of parents, the child's readiness, and the total community environment of the child.

6. Teachers should assist parents and children in developing a healthy attitude toward school and school work in relation to life outside of the school setting.
7. When pupils know that their teachers and parents are cooperating to devise a program designed to satisfy their particular needs they (the pupils) are motivated to participate more actively through realistic instructional units.
8. Overall, this investigation has revealed that resourcefulness and genuine interest is home-school relations, other things being equal, will aid immeasurably a teacher's development of functional educational experiences for young people based largely upon the expectations of their parents. This reflection would appear not to be limited, incidentally, to the field of special education, but would seem to be applicable to the sphere of "regular" school programs as well.

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Appendix

Key Questions Used In Initial Interview with Parents

1. Mr. or Mrs. Patron do you have in mind any particular concerns that you would like for me to place importance on in my teaching of (Name of child)?
2. Are you having difficulties at home with (Name of child) along any particular line that you would like me to stress in my teaching of him or her at school?
3. Do you have in mind any particular items which you think (Name of child) needs to improve on?
4. Is (Name of child) making the progress that you think he or she should be making?

Major Questions Used During End-of- the-School Year Interview with Parents

1. Mr. or Mrs. Patron, what do you think of your child's progress and what do you think about the program worked out for your youngster so far?
2. Has the program done what you expected it to do?
3. Have you any criticisms to offer?
4. Do you feel that efforts to cooperate with one another (home and school) in the interest of children should be continued and encouraged?

EDUCATIONAL HISTORY

Pupil_____Chronological Age_____

Mental Age_____I. Q. _____Test Used_____

Father_____Education_____Occupation_____

Mother_____Education_____Occupation_____

Number of children born in family_____Brothers_____

Sisters_____

Number of children living in home_____Brothers_____

Sisters_____

Parents: Living together_____Yes_____No

Separated_____Yes_____No

Divorced_____Yes_____No

Unmarried_____Yes_____No

Pupil Lives with: Both parents_____Mother_____Father_____

Guardian_____

Religious and Recreational Advantages Provided for Children

Parents:

1. own a radio_____
2. own a television_____
3. take a daily paper_____
4. buy Children's magazines or books_____
5. permit child to attend movies_____
6. permit child to work outside the home_____
7. permit child to participate in sporting events sponsored by the school*_____
8. permit child to attend sporting events sponsored by the school_____
9. permit child to attend the parks and playgrounds in the neighborhood_____
10. permit child to take membership in community sponsored organizations (Boy Scouts, Girl Scouts, Y. M. C. A., etc.)

_____

11. child attends a community church_____

EDUCATIONAL HISTORY

Pupil_____Chronological Age_____

Mental Age_____I. Q. _____Test Used_____

Father_____Education_____Occupation_____

Mother_____Education_____Occupation_____

Number of children born in family_____Brothers_____

Sisters_____

Number of children living in home_____Brothers_____

Sisters_____

Parents: Living together_____Yes_____No

Separated_____Yes_____No

Divorced_____Yes_____No

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9. permit child to attend the parks and playgrounds in the neighborhood_____
10. permit child to take membership in community sponsored organizations (Boy Scouts, Girl Scouts, Y. M. C. A., etc.)

    _____
11. child attends a community church_____