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A handbook for organization of trainable mentally retarded classes including suggested exercises for use with trainable children

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Boston University
A HANDBOOK FOR ORGANIZATION OF
TRAINABLE MENTALLY RETARDED CLASSES INCLUDING
SUGGESTED EXERCISES FOR USE WITH TRAINABLE CHILDREN

A Thesis
Presented to
the Faculty of the School of Education
Boston University

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of the Requirements for the Degree
Master of Education

by
Grace C. Duffy
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First Reader: Helen Blair Sullivan, 
Professor of Education

Second Reader: Albert T. Murphy, 
Associate Professor of Education
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CHAPTER I

THE PROBLEM, PURPOSE, SCOPE, AND JUSTIFICATION OF THE STUDY

In 1955 legislation was passed in the State of Rhode Island requiring cities and towns to provide training in public schools for severely mentally retarded children. Many classes have been organized but because of a lack of trained teachers and a scarcity of funds the task has been difficult. Much of the purchasable equipment and material is useful and some of it is necessary in carrying on a trainable program. Many items are expensive and because of constant handling must be replaced periodically. The writer believes it would be helpful to teachers of trainable children to compile a handbook which will be useful in setting up classrooms and carrying on a trainable program.

The statement of the problem. The problem of the study is to compile a handbook for use of teachers in classes of trainable children presenting ideas for organizing classrooms and suggesting exercises for use in these classes.

The purpose of the study. The ideas suggested in this study are such as may be used by teachers in organizing trainable classes and in carrying on a trainable program. In the organization of classrooms the suggestions for equipment have
been kept within limits which should not prove too expensive for most school systems. In presenting exercises for the children, paper has been used as a medium because it is inexpensive and, in the opinion of the writer, is easily adapted for use in providing aids for teachers carrying on a trainable program.

The scope and limitations of the study. The suggestions presented here are varied to include ideas for children with varied mental age levels in trainable groups. The purchasable equipment includes items for a primary group, an intermediate group, and a post-adolescent group. In suggesting exercises to be used in trainable classes the writer has included only ideas which may be worked out using paper. This has limited the collection but it is hoped that other teachers may find ideas suggesting themselves from those presented in this chapter.

The justification of the study. Many teachers of trainable classes are given very limited amounts of money to spend and many teachers are inexperienced in dealing with severely retarded children. For this reason the writer believes it is a worthy task to present a handbook for use of teachers for organizing classes, and suggestions for exercises to carry on the program.
The suggestions for organizing classrooms and selecting equipment are divided to meet the needs of different age levels of trainable children. The type of exercise presented in the study may give teachers ideas of useful and necessary skills which trainable children can develop.
CHAPTER II

REVIEW OF THE RELATED RESEARCH

Today there seems to be dawning new hope for the mentally retarded child. Modern thinking and planning for the children with undeveloped minds has changed by significant stages throughout the centuries, until now legislation requires that the retarded child be given his share of educational rights and privileges.

A descriptive paragraph on the cover of each copy of the American Journal of Mental Deficiency states that it is:

A Journal devoted to the training, care and welfare of those, who because of mental defect existing from birth or from an early age, are incapable of profiting from ordinary schooling and/or incapable of managing themselves and their affairs with ordinary prudence.1

This description of the American Journal of Mental Deficiency gives a good definition of the mentally deficient child. The severely retarded trainable child is one who cannot profit from an academic school program but he can be trained to live effectively and safely within his own limited environment.

There has been much confusion as to what constitutes mental deficiency. The criteria Edgar Doll has suggested

1 The American Journal of Mental Deficiency, (Albany: American Association on Mental Deficiency), cover.
has been accepted by professional thinkers as a definition of mental deficiency.

Mental deficiency is a state of social incompetence obtaining at maturity, or likely to obtain at maturity, resulting from developmental mental arrest of constitutional (hereditary or acquired) origin; the condition is essentially incurable through treatment and unremediable through training except as treatment and training instill habits which superficially compensate for the limitations of the person so affected while under favorable circumstances and for more or less limited periods of time.²

The Statistical Manual of the American Association on Mental Deficiency says:

Mental Retardation refers to that group of conditions which is characterized by:
1. Inadequate social adjustment;
2. Reduced learning capacity;
3. Slow rate of maturation;
present singly or in combination, due to a degree of intellectual functioning which is below average in range, and usually is present from birth or early age.

Mental Retardation is a generic term incorporating all that has been meant in the past by such terms as mental deficiency, feeblemindedness, idiocy, imbecility, and moronity, etc.³

Children with low intelligence have been of interest to numerous workers — physicians, psychologists, educators, sociologists, geneticists, and others — and each has evolved


his own classification, concepts, and terminology. As a result, the beginning student becomes quite confused with such different terms as feeble-minded, mentally deficient, amentia, dementia, slow learner, mentally handicapped, idiot, imbecile, moron, oligophrenia, exogenous, endogenous, and many other terms designed to denote children with low intelligence.4

The question often arises as to where trainable children fall in the classification of mentally retarded individuals. In classifying mental deficiency according to degree of defect, the child in the imbecile category is the trainable mentally retarded child.

Kirk and Johnson say:

An imbecile will probably develop some language, be trained to care for his bodily needs, and have trainable ability as far as daily habits and routines are concerned. He will, however, require supervision and care in his home or in institutions throughout his life. In terms of I. Q. the imbecile rates between 20 or 25 and 40 or 50 on intelligence tests. The criteria upon which an individual is classified as an imbecile also include whether he is uneducable in social and occupational areas. He requires or will require care and supervision as an adult as a result of a marked intellectual defect. A classification of imbecile means that the individual must remain dependent upon others for support and supervision throughout his life.5


5 Ibid., p. 4.
Mentally retarded children differ in degree of mental deficit. In classifying these children the following subdivisions have been used: 6

**CLASSIFICATION OF MENTAL DEFICIENCY**

<table>
<thead>
<tr>
<th>Classification</th>
<th>I. Q.</th>
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<tbody>
<tr>
<td>Idiot</td>
<td>0 to 20 or 25</td>
</tr>
<tr>
<td>Imbecile</td>
<td>25 to 50</td>
</tr>
<tr>
<td>Moron</td>
<td>50 to 70</td>
</tr>
<tr>
<td>Borderline Child</td>
<td>70 to 80 or 85</td>
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</table>

Kirk and Johnson 7 also speak of the category of "dull normal" to describe the child at the lower end of the average range. They state that although the foregoing categories serve their purpose, many children cannot be fitted into a specific category because each child is a unique individual. Each category merges into the other and between each are borderline cases.

From a review of the literature relating to the incidence of mental retardation it is evident that because the data and surveys are often meager and unsatisfactory,

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one must conclude that present knowledge can only be assumed to be estimates. The normal frequency curve cited by Stevens and Erdman shows that approximately 16% of all children have intelligence quotients below 84. About 20% of this group are imbeciles and would fall into the group called trainable mentally retarded.

Mental retardation is a serious problem for parents. It is a problem that concerns parents directly concerned and parents of normal children as well. The parents of the retarded child wonder what is wrong. They are puzzled as to why the child can't learn. They seek to know why he is like he is. The parents of normal children in a neighborhood hesitate to let their children associate with the mentally deficient child. Their attitude is often not so understanding as it would be in the case of a lame child or a blind child.

The parents of today's exceptional child are shocked to read that the early Greeks left their defective children to perish from neglect or persecuted them cruelly. Modern


10 Kirk and Johnson, op. cit., p. 69.
educators fail to be amused by the thought that the Romans used "natural fools" and imbeciles as buffoons or entertainers at social gatherings. Christian people are comforted by the thought that the teaching of Christ turned the tide for these unfortunate children. The early Christian people protected, housed, clothed, and fed the inferior and feeble-minded. During the Middle Ages there were changeable attitudes toward the "simpleton". At times they were exalted in public esteem and given sacred privileges. At other times they were cruelly treated. The Bicetre established in the sixteenth century in Paris by St. Vincent de Paul and the Sisters of Charity, as a place of refuge for the bodily and mentally infirm was one of the first organized attempts to help these people. From the time of this shelter the fate of the mentally retarded has steadily improved and today they seem to be coming into their own through modern educational thinking.

Jean Marc Gaspard Itard (1775-1858), who was a physician in the institution for the deaf in Paris, was a pioneer in the field of education for the mentally retarded. 

12 Ibid., pp. 2-4.
13 Ibid., p. 6.
Itard is noted for his work with a wild boy who was captured in the forest near Aveyron, France shortly before the end of the eighteenth century. The boy was more animal-like than human. Itard at first thought that by intensive training this boy could be restored to normalcy. After five years of intensive sensory training Itard concluded that his experiment was a failure. However, Itard's work with the boy stimulated further experimentation in the area of the mentally retarded and gave inspiration to Sequin to follow in the footsteps of Itard.\textsuperscript{14}

Edward Sequin (1812-1880), who had been a pupil of Jean Esquirol, (1772-1840), the physician who first defined mental defectiveness as a condition of arrested development, spent forty-two years of his life studying and training the feeble-minded. Sequin's "physiological method" is called the "Magna Charta" of the emancipation of the imbecile class. From Sequin was found the inspiration for much of the educational and social services undertaken on behalf of the mentally deficient in this country.\textsuperscript{15} He emigrated to America after the Revolution of 1848. Here his work furnished inspiration for educational and social services

\textsuperscript{14} Stevens and Erdman, \textit{op. cit.}, p. 429.

\textsuperscript{15} Wallin, \textit{op. cit.}, p. 8.
undertaken in behalf of the mentally deficient in the United States in both privately and publicly supported residential institutions.16

Dr. Deteressa Maria Montessori became interested in mental defectives about 1897. At that time it was thought that idiocy and other diseases of that nature were primarily medical. Working with mentally deficient children in Rome, Montessori concluded that the problem of mental deficiency was a pedagogical one rather than a problem for medicine. She organized and personally conducted the Orthnophrenic School for the Cure of the Feeble-minded. In this school she conducted a training center for teachers of mentally defective children.17

Dr. O. Decroly was a Belgian physician who, like others in the field, concluded that the best form of treatment for mental defectives was an educational program. Decroly and later his student Alice Descoedres developed many educational games and activities designed to cultivate spontaneous attention, to develop sensory discriminations and to train the child to observe likenesses and differences.18

16 Ibid., p. 9.
17 Kirk and Johnson, op. cit., p. 78.
18 Ibid., p. 82.
In the early years of the present century humanitarian concern for the insane, the feeble-minded, and the general misfit led to research and investigation aimed toward understanding their condition. This interest was particularly strong in France and it was here that Alfred Binet' and his colleagues developed the series of intellectual tasks that ultimately grew into tests of measures of intelligence.¹⁹

The work of Binet' was eagerly seized upon in this country. His tests were translated and produced in several versions, of which by far the most influential became the "Stanford-Binet!" produced by Lewis Terman in 1916. The testing movement seemed especially suited to the temper of this country and took hold here with a vigor and enthusiasm unequaled elsewhere."²⁰

Massachusetts had the first state supported school for the mentally deficient. In 1850 it was incorporated as the Massachusetts School for Idiotic and Feeble-Minded Youth. The school is now known as the Walter E. Fernald State School and is located in Waverly, Massachusetts.²¹

It was nearly a half century later that the first public school class for mental defectives was organized.

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²⁰ Ibid., p. 5.

²¹ J. E. Wallace Wallin, op. cit., p. 10.
In 1894 a special school was started in Providence, Rhode Island, for problem children. Two years later, in this same school, a class was organized to care for mentally defective children. A similar class was soon started in Springfield, Massachusetts. Soon Chicago, Boston, New York, Philadelphia, and Los Angeles organized special classes for these children. From then on most of the larger cities opened classes of this type.22

John Dewey with his philosophy of progressive education brought about changes in the education of the mentally retarded in the 1920's and the 1930's. He advocated the method of 'learning by doing'. Educators felt that children could be taught more effectively if the subject matter was related to their areas of interest. Thus was developed the 'project method' or 'unit of work'.23

Foremost in the field of education in these more recent years were Christine P. Ingram, Annie D. Inskeep, John Duncan, a British Specialist, and Richard Hungerford. Christine P. Ingram was noted for advocating the 'unit of experience' centered around meaningful life experiences


23 Stevens and Erdman, op. cit., p. 431.
of the child. Annie D. Inskeep felt that the retarded child needed a modification of the subject matter curriculum. John Duncan placed emphasis on handwork and crafts, preparation of food, housekeeping, physical education, etc. Richard Hungerford believed in occupational education emphasizing in his program the achievement of social and vocational competence.24

It was not until about the time of World War I that special education in local districts made significant advancement. By this time compulsory school attendance had become widespread in the United States. The schools could no longer neglect children, and parents could no longer permit children to remain at home without official exemption from school attendance. In addition, the mental testing movement had become general in the United States and provided an instrument for the study of the educational potentiality of each child. The use of these tests led to greater recognition of individual differences among school children and thus contributed to the development of special programs for those who were deemed exceptional.25

In recent decades the mentally retarded educable child has been cared for in special classes organized to meet his needs and during these last few decades much research has been done to improve the lot of the educable

24 Ibid., pp. 432-3.

child in the special public school classroom. But this still left the trainable mentally retarded child outside the realm of the public school. As late as 1950 the Forty-Ninth Yearbook says:

When a child is found to be uneducable, i.e., unable to profit or adjust to the offerings of the public school program because of extremely low mental ability, he is usually excused or excluded from further public school attendance.26

The trainable mentally retarded child has always presented a tremendous problem to the parents and siblings. In the past there was no place in the school system for these children and such children caused excessive demands on parents' time and finances. Groups of parents and individual parents have insisted, and are insisting, that trainable classes should be organized in the public school system to meet the needs of these children.27

Generally, programs which are not academic in nature have not been viewed by school administrators as a legitimate function of public schools. Some school administrators feel that programs for trainable mentally retarded children


should be the function of departments of welfare.

Elizabeth Boggs says:

Parents are caught between the apparent unwillingness of public schools and the inability of institutions to provide training. However, more pressure is being brought to bear on educational agencies to start training programs than is being applied to welfare to expand facilities essentially institutional in nature.28

During the past years while this controversy between welfare and education has been going on many parent groups have started schools of their own and have operated them privately. At the same time these parent groups have become a powerful force agitating for facilities for their trainable children within the framework of the public schools.

At first these groups were separate units, but as communication between groups improved larger units were formed. The coalescence of these groups resulted in the organization, in 1951, of the National Association of Parents and Friends of Retarded Children. This organization is now known as the National Association of Parents of Retarded Children.29


29 M. A. Wirtz, op. cit., p. 499.
In the State of Rhode Island, in 1951, the Parents Council for Retarded Children of Rhode Island was organized.30 It was through the effort of this active group that impetus was given for the passing of legislation and for granting appropriations for the organization of trainable classes by the Rhode Island Legislature in 1955.

In the State of Rhode Island in 1955, the General Assembly enacted "An Amendment of SECTION 3 of CHAPTER 2905 of Public Laws, 1952, Entitled "An Act Providing for the Instruction of the Handicapped Children of the State."

Part 3 of SECTION 3 of this amendment refers to education of the trainable child:

Each city and town where there are ten or more mentally retarded minors who cannot profit from ordinary classroom instruction and who do not qualify under subdivision 2 of this section but who may be expected to benefit from special educational facilities designed to educate and train them to further their individual acceptance, social adjustment and economic usefulness in their homes and within a sheltered environment shall establish such classes as may be necessary to provide instruction adapted to the mental attainment of such minors from their fifth birthday and upon their attaining a mental age of two until the end of the term during which they

attain their twenty-first birthday under regulations to be established by the State Board of Education.31

Part 5 of this Amendment says "Transportation shall be provided for all pupils attending such special class or suitable day schools."32

Since the enacting of this Amendment ten cities and towns in the State of Rhode Island have organized trainable classes. Approximately 180 children are enrolled in these classes.

The Rhode Island State Board of Education has established regulations concerning the placement of a child in a trainable class. There must be evidence that the child has achieved minimal ability in:

1. ambulation
2. feeding himself
3. toileting
4. understanding simple directions
5. expressing basic wants
6. participating in a group situation, and
7. conducting himself so as not to constitute a danger to himself or to others.33

31 An Act in Amendment of SECTION 3 of CHAPTER 2905 of the Public Laws, 1952, Entitled "An Act Providing for the Instruction of the Handicapped Children of the State." SECTION I. Section 3(b), Part 3.

32 Ibid.

33 Mimeographed information sent out by R. I. State Department of Education.
The Rhode Island State Board of Education limits the number of children in each trainable class as follows:

The maximum size of a class shall be ten where homogeneous grouping prevails (in terms of chronological age and mental age). In a heterogeneous situation, the maximum size shall be eight.

All approved "trainable" mentally retarded classes in the state have been reimbursed in the amount of 50% of the teacher's salary and 50% of the cost of transportation of pupils for the following years: academic years '55-'56, (the year the first "trainable" classes were established), '56-'57 and '57-'58.34

All of the children in the "trainable" classes in the City of Providence and most of the children in classes elsewhere in the state were screened and evaluated at the Clinic of Mental Hygiene Services, Rhode Island Department of Social Welfare.

An information sheet sent out by the Rhode Island Department of Social Welfare says:

In 1955 the Rhode Island State Legislature enacted legislation requiring Rhode Island Cities and Towns to expand facilities for the education of the mentally retarded. Highlights of the law included state financial aid and the definition of eligible retarded children for special classes as between the ages of 5 through 21 years with a minimum mental age of three years. As a result of this law, most of the larger cities and towns in Rhode Island have requested Mental Hygiene Services to screen and evaluate retarded children for their new special classes. During the

34 Ibid.
past school term, there were in existence eleven such classes containing 138 pupils and additional classes are contemplated for the next school year. This screening has increased our intake considerably and has resulted in our seeing many children who would not have otherwise sought our services.35

The Rhode Island Department of Education has established requirements for a certificate to teach classes for trainable mentally retarded children. To meet this requirement teachers must have fifteen semester hours credit for courses in the following areas:

Child Growth and Development
Mental Hygiene and Personality Adjustment
Characteristics and Needs of Retarded Children
Curriculum for Retarded Children
Theory and Methods for Severely Retarded Children36

To help teachers meet this requirement, The Amendment of SECTION 3 of CHAPTER 2905 of the Public Laws was passed as:

An act providing scholarship aid for advanced study to qualify teachers of Rhode Island who have been devoting all or part of their school time, or who will be willing to devote all or part of their school time to the education and training of the physically, emotionally, and mentally handicapped child.37

35 Information Sheet sent out from the Clinic of Mental Hygiene Services, R. I. Dept. of Social Welfare.


37 An Amendment of SECTION 3 of CHAPTER 2905, of The Public Laws, 1952, op. cit.
As a group, the trainable mentally retarded can learn to do very little, if any, academic work. An educational program designed for them consists of training in self-care, socialization, and limited economic usefulness. Their social competency is limited to a supervised environment. They need supervision in the management of their affairs and their participation in activity in the community is very limited. These children will not usually obtain a job in the community unless, as in some cases, in a sheltered environment such as a sheltered workshop. Their economic usefulness is often limited to helping with household tasks in their own homes.\(^\text{38}\)

The research, planning, and the organization of classes in public schools for the trainable child has lessened the burden carried by the parents of these children and has given the child, himself, a chance to develop his personality; to improve his behavior patterns; and to learn some little skills to make him more acceptable in the home and in the community. It has helped the trainable child to lead a happier life within his limited environment.

CHAPTER III

PHYSICAL AND EDUCATIONAL SET-UP
FOR TRAINABLE CLASSES

The writer believes that where the number of trainable children in an area is sufficient they benefit by being grouped as follows:

1. Primary Group
   Chronological Age - 6 to 10
   Mental Age - 2.5 to 5

2. Intermediate Group
   Chronological Age - 10 to 14
   Mental Age - 3.5 to 7

3. Post Adolescent Group
   Chronological Age - 14 to 21
   Mental Age - 4.5 to 8

The following pages give suggestions for classroom set-up and supplies to meet the needs of these three groups. The writer wishes to state that this chapter suggests equipment and supplies that seem necessary in these classrooms but that there are many materials both handmade and purchasable which teachers of trainable children would find useful which are not listed here.
The writer feels that the suggestions given in this chapter may be of value to teachers who are about to organize a trainable class. Using the materials listed here may give teachers a reference list with which to start a class. The writer believes that each teacher will add materials of her own liking and use them in her own way.
1. Primary Group

The primary classroom should have a center of interest area. This should include a piano, record player, flannel board, a large counting frame, and a supply table. There should be a group of small sturdy chairs assembled here for the children to use in a group for singing, stories, rhythms, conversation, and counting.

This class needs a set of three large work tables which may be used separately or pushed together as one big table. There should be three lower tables to use for lunch. These tables may be used separately when needed or pushed together to make a large table to accommodate the whole group. There should be two extra tables for utility purposes.

The classroom needs ample cupboard space and should have a set of open shelves for storing games and blocks. The walls should be covered with compo-board for decoration and displaying the children's work.

There should be a sink and some small heating unit. Wherever possible, toilet facilities should be available within the classroom area.

The primary classroom should have a corner set apart furnished as a doll house with furnishings big enough and sturdy enough for the children to use for playing house.
Primary Classroom Supplies:

Miscellaneous

The Follett Primary Kit
1. Come and Count
2. Come and See
3. Come and Hear

Records for Record Player
Rhythm Band Instruments
Two Easels
Set of Large Blocks
Puzzles
Peg Boards and Pegs
Bean Bags
Play Telephones
Play Cash Registers
Large Beads
Sewing Cards
Yarn
Roving
Hobby Knit Machine
Easy Card Games
Picture Lotto
Ring Toss Game
Jump Ropes
Art Materials

Large Crayons
Large Beginners' Pencils
Stapler and Staples
Scotch Tape
Blunt Scissors
Alabastine
Large Brushes
Finger Paints
Unprinted Newspaper
Manila Penmanship Paper
Large Manila Paper
Colored Construction Paper
Finger Paint Paper
Paste
2. Intermediate Group

The intermediate classroom should have the same set-up as the primary classroom with chairs a little larger to accommodate older children. In place of the doll house a play store with real canned goods, packages and articles for sale. A toy cash register and toy money would be used in this area.

The intermediate group should have some housekeeping unit. There should be a table for setting, a bed to make, a broom and dry mop, and dust cloths. These children could learn to use very simple cooking equipment using prepared packaged mixes which require little preparation.

**Intermediate Classroom Supplies:**

Miscellaneous

The Follett Primary Kit

1. Come and Count
2. Come and See
3. Come and Hear

Folk Songs and Popular Songs
Rhythm Band Instruments
Set of Safety Signs
Card Games
Lotto
Checkers
Parchesi
Ring Toss Game
Blocks
Cash Registers
Toy Money
Puzzles
Bean Bags
Paper Dolls
Educational Toys

Art Materials
Large Crayons
Large Beginners' Pencils
Stapler and Staples
Scotch Tape
Blunt Scissors
Alabastine
Large Brushes
Finger Paints
Unprinted Newspaper
Manila Penmanship Paper
Large Manila Paper
Colored Construction Paper
Finger Paint Paper
Paste
Handwork Materials

Yarn
Knitting Needles
Crochet Needles
Embroidery Materials
Easy Weaving Frames
Roving
Hobby Knit Machine
Unbleached Cotton Cloth
Needles and Thread
3. Post Adolescent Group

The post adolescent classroom should have a center of interest area similar to the other two classrooms. In this room a set of classroom desks and chairs would be suitable for the children to use for working at individual tasks.

This classroom should have an area set up for domestic science. This should be equipped with the following items:

- A real bed and bedding
- Table and Table Setting
- Sink and Stove
- Simple Cooking Utensils
- Measuring Cups and Spoons
- Supply of Prepared Mixes for Simple Food Preparation
- Broom
- Dry Mop
- Dusters
- Ironing Board
- Flat Iron

The post adolescent classroom should also have a large workbench equipped with a vise, and a set of woodworking tools where the older boys may do simple woodworking.
Post Adolescent Classroom Supplies:

Miscellaneous

- Folk Songs and Popular Songs
- Rhythm Band Instruments
- Set of Safety Signs
- Card Games
- Lotto
- Checkers
- Pachisi
- Basket Balls
- Ring Toss Game
- Dominoes
- Puzzles

Art Materials

- Large Crayons
- Large Beginners' Pencils
- Stapler and Staples
- Scotch Tape
- Blunt Scissors
- Alabastine
- Large Brushes
- Finger Paints
- Unprinted Newspaper
- Manila Penmanship Paper
Large Manila Paper
Colored Construction Paper
Finger Paint Paper
Paste

Handwork Materials
Woodworking Tools
Chip Board
Lathes
Boxes
Dowels
Glue
Nails
Skewers
Enamel Paint
Shellac
Sewing Machine
Unbleached Cotton Cloth
Shears
Needles
Thread

Materials for Simple Embroidery
Hand Weaving Looms
Roving
Knitting and Crochet Needles
Yarn
Play Areas For All Groups

There is need for a room where children assemble and enjoy free play at the beginning of each session. This room may be used during the session for free play, games, or as a gym.

Play Room Equipment:

Jungle Gym
Large Slide
Rocking Boat
See-Saw
Tricycle
Large Balls

For outdoor play a fenced-in area should be provided where children can play in fine weather. Since these children are often confined indoors, classes held outdoors in this area in the early fall and late spring would be beneficial to the children.

The writer believes that the organization of the classroom and the equipment and supplies listed is suitable where the number of trainable children in an area is sufficient to warrant dividing them into these groups. In an area where there are fewer children the plan would have to be revised to meet the particular needs of the group. Many of the things listed could be used in a setting where a
heterogeneous grouping is necessary.
This chapter is a presentation of suggested exercises to be used in classes of trainable children.

Within the last decade many classes for trainable mentally retarded children have been organized. In many areas legislation required the organization of these classes but provision for classrooms, equipment, and supplies was limited and inadequate because of a scarcity of funds in the school departments of the communities. There are many purchasable supplies for use in classes of trainable children but some of them are expensive and because of constant handling must be replaced periodically. Trainable children have varying needs and interests which must be met when the occasion arises and for this reason the teacher must be ever on the lookout for ideas. The writer believes that it is a worthy task to present a collection of exercises which can be used by the teacher using paper as a medium. The ideas presented in this chapter may be varied in many ways and with a little ingenuity each exercise should be suggestive of many more of a similar type.
The writer has divided the exercises into three main categories:

1. Teaching Devices
2. Games
3. Children's Handwork

Each of the exercises is explained in the chapter and from the examples worked out here the writer hopes that many new ideas will occur to other teachers of trainable children.
1. TEACHING DEVICES
TEACHING DEVICES

The teaching devices presented on the following pages may be adapted for use in many different ways. Teachers may simplify them or make them more difficult according to the abilities of the children in the group. The writer believes that the exercises shown here are best suited for use with children within the mental age range listed below:

<table>
<thead>
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<th>Device</th>
<th>Range</th>
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<td>Prayer</td>
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<td>Five Little Chickadees</td>
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<td>Toy Telephone</td>
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<td>The Balloon Man Chart</td>
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<td>Puzzles</td>
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<td>Counting Cards</td>
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<td>Color Matching Cards</td>
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<td>Pairing Mittens</td>
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<td>Matching Figures</td>
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<td>Arranging Graduated Strips</td>
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PRAYER

The pictures shown on the following page should be drawn on large cards and each card should be held up for the part of the prayer pictured.

God made the sun
God made the tree
God made the mountain
And God made me.

Thank you God for making the sun
Thank you God for making the tree
Thank you God for making the mountain
Thank you God for making me.1

---

1 Prayer and Prayer Cards as demonstrated by Mrs. Frieda Smith at Workshop for Trainable Children at Syracuse University, July, 1955.
WEATHER CHART

The weather chart is made by cutting the pieces shown on the next page in sizes to fit into an available wall section. Each day the symbol of the day's weather is placed in the center pocket by one of the children.

This chart serves to interest the children in the weather and the seasons of the year. It may prove helpful in motivating conversation and in making the children aware of the world about them.
FIVE LITTLE CHICKADEES

The five pictures on the two following pages may each be made on large cards and each card held up to demonstrate a section of the song:

Five little chickadees peeping at the door,
One flew away and then there were four,
Four little chickadees sitting in a tree,
One flew away and then there were three,
Three little chickadees looking at you,
One flew away and then there were two,
Two little chickadees sitting in the sun,
One flew away and then there was one,
One little chickadee sitting all alone,
He flew away and then there was none,
Chickadee--Chickadee happy and gay,
Chickadee--Chickadee fly away.2

Teachers may find other songs and verses of this type which could be adapted for similar use. Exercises of this type develop speech; and teach number concepts.

TWO LITTLE CHICKADEES

ONE LITTLE CHICKADEE
TOY TELEPHONE

This toy telephone is easily and inexpensively made and attracts the interest of the trainable child. The writer believes that children with very limited speech will be motivated to speak when they can use a play telephone. Children who are withdrawn may use the telephone to talk to another child or to play calling mother or the market. This handmade toy may prove to be an aid to speech therapy.
TOY TELEPHONE
THE BALLOON MAN CHART

The picture on the following page may be made as large as is feasible as a color teaching chart. The tickets for use with the chart are on the page following the chart. Each child is given a colored ticket which he learns to recognize as his color. He walks to the chart and touches the matching balloon with his ticket. This means he has bought his balloon and after much repetition most children will learn to name the colors of the balloons. As each child buys his balloon he puts his ticket in the box and returns to his place.
COLORED BALLOONS FOR TEACHING COLOR RECOGNITION
TICKETS MATCHING BALLOONS

Tickets
10¢
PUZZLES

There are many very good puzzles on the market but for teachers with a limited budget it is possible to make good puzzles. Puzzles may be very simple or hard according to the abilities of the children using them. The following pages show three samples of easily made puzzles and these may be varied in numerous ways. Any good bright picture cut from a magazine and pasted on cardboard may be cut in a puzzle.

Puzzles are fine exercises for trainable children in developing visual perception, eye and hand co-ordination, and in requiring attention and concentration on the part of the child.
THREE PIECE PUZZLE
FIVE PIECE PUZZLE
PUZZLE MADE FROM GREETING CARD

To a Fine Boy
CARBORUNDUM BACKING FOR USE ON
FLANNEL BOARD

A flannel board which can be made inexpensively is an invaluable aid in teaching trainable children. Many of the exercises explained in this chapter make use of the flannel board. The teacher may cover a large cardboard or thin piece of wood with outing flannel with very little effort and expense. The following page shows a sample of a patch of glue sprinkled with carborundum. A similar patch on the back of any card or picture makes it ready to adhere to the flannel board.
A SAMPLE OF BACKING FOR USE ON FLANNEL BOARD
CARBORUNDUM SPRINKLED ON GLUE
PERCEIVING OPPOSITES

The following seven pages are pictures of cards to be made for use on a flannel board teaching the child to notice things that are opposite in meaning. This exercise has numerous possibilities. Any conversation may bring to notice things within the child's range of understanding which are opposites. To make cards of this type teachers may look through magazines or coloring books for examples to cut out and paste on cards.

This type of exercise helps the child's visual perception and makes him alert to differences about him.

Big and Little
Tall and Short
Up and Down
High and Low
Light and Dark
Rough and Smooth
Shining and Dull
BIG AND LITTLE
TALL AND SHORT
UP AND DOWN
HIGH AND LOW
ROUGH AND SMOOTH
SHINY AND DULL
SAFETY SIGNS

Although the trainable child cannot read he can be taught the colors for safety signs. The following page gives an example of the type card which may be made for use on a flannel board. With this type card the child may learn the use of the meaning of red and green lights.
COUNTING CARDS

The following page shows pictures of five counting cards. These are for use with the flannel board. The cards should measure about two inches by three inches. They may be made in numerous ways. Pictures may be drawn or cut-outs pasted on. Some teachers may choose to use gummed stickers as an easy way to decorate the cards. Five cards of each kind should be made. The writer suggests that the teacher put three of one kind on the board as a beginning and teach the children to count them and to take from the board one card, or two cards, or three cards. As the children learn number concepts the number of cards may grow to five and more than one set may be placed on the board at once. Some children may learn to take two or three or four of two kinds of cards from the board at one time.

The writer is of the opinion that from this exercise the child will learn to count; to understand the concept of numbers; to follow directions; and to prolong his attention span.
COUNTING CARDS
COLOR MATCHING CARDS

The samples of color matching cards on the following page are for use on a flannel board. Five cards of each color should measure about two inches by three inches. The teacher may put one card each of several colors on the board and hold up a matching card. A child may take the matching card from the teacher and place it under the card of the same color. A child may be given cards of assorted colors and may then place them on the board in rows of matching colors. As the children become more experienced the teacher may adapt the use of the cards for use in more difficult patterns.

This exercise requires concentration on the part of the child and gives him practice in learning colors. It helps him to perceive differences in colors.
COLOR MATCHING CARDS
PAIRING MITTENS

On the following page are sets of mittens to be matched in pairs. The mittens should be cut out in sizes large enough to be easily handled by the children. The assorted mittens are given to the child who matches them in pairs. This type exercise may be varied by using socks or shoes or anything that is made in pairs.

This exercise may carry over into the child's everyday life in making him aware of similarities and differences in parts of clothing, household furnishings, etc.
PAIRING MITTENS
GEOMETRIC FIGURES

Large cards shaped in the form of simple geometric figures similar to those on the next page may be cut from cardboard. The teacher may place these on the flannel board and ask the children to pick out the square or circle or triangle.

This exercise helps the child gain in perception of shapes of figures and requires attention and concentration. It helps him to begin to realize differences in the things about him.
RECOGNIZING SIMPLE GEOMETRIC Figures
MATCHING FIGURES

The following page has samples of matched geometric figures. The teacher may cut out five figures of each geometric figure in several different colors. Each child is given an assortment of figures in different colors and places them in rows on a table matching colors and shapes.

This exercise requires concentration and while matching both color and shape the child lengthens his attention span.
MATCHING FIGURES
ARRANGING GRADUATED STRIPS

In this exercise the child is given a set of graduated strips cut from cardboard or heavy paper similar to those drawn on the following page. The number of strips may vary from three for a young child to ten for an older, more experienced child. The child then arranges them on a table according to size graduating from small to large or from large to small.

This is a good exercise for concentration and for teaching the child to note individual differences. It also develops the child's judgment in making a decision as to which strip is larger than the one next to it.
ARRANGING GRADUATED STRIPS
2. GAMES
All children love games and through them learn to socialize; to enjoy friends; to take turns; to win or lose gracefully; to concentrate; and to acquire the particular skill of the game. Games are necessary for trainable children and are enjoyed by them and from them they profit in the same way as normal children do. The ordinary games played by normal children must be simplified to meet the needs of the trainable child. This section of the chapter shows examples of traditional games simplified for use of trainable children in their classrooms. Games which ordinarily might have words or numbers have been made with pictures and colors. The games shown here may all be cut down for use with very young children or added to for the more experienced.
GAMES

The games presented on the following pages are suggested for use with children with mental ages as shown below:

Lotto  3.5 to 8
Bingo  3.5 to 8
Old Maid  3.5 to 8
Rummy  3.5 to 8
Dominoes  6 to 8
LOTTO GAME

The following four pages have pictures of eight cards for use in a Lotto Game for eight children or less. A teacher may make the game using cardboard as a base for the pictures. Any pictures may be used in place of those shown here. A card six inches by eight inches is practical. A second set of pictures is made on a single small card to match each picture on the large card. The teacher holds up the small card and asks who has the same picture on his large card. The child who has the picture on his large card takes the small card from the teacher and lays it on top of the picture on his large card. The child who has his card covered first wins the game.
LOTTO GAME

1

- Umbrella
- Apple
- Sailboat
- Circle

2

- Airplane
- Heart
- Triangle
- Dog
LOTTO GAME

3

4
LOTTO GAME

5

- Bird
- Sun
- Triangle
- Rabbit

6

- Butterfly
- Circle
- Flower
- Leaf
Lotto Game

7

8
BINGO

The following four pages show how to set up and play Bingo using pictures and colors in place of words and numbers. The game is planned for eight children but may be played with fewer. For younger children three rows of colors may be used on a card instead of five as shown here. The first card is made to demonstrate how to do it and the color combinations for the other eight cards are typed. The teacher must have a box of assorted colors to use as call colors. The child who covers one row of colors wins the game.
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**BINGO**
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OLD MAID GAME

The following page shows cards made for the traditional Old Maid Game using color matching instead of pictures. The cards should measure two inches by three inches. The teacher may cut two cards of each color and one of black. More colors and shades of colors are used as the children gain experience. It is better to play with a group of five children or less when beginning. The cards are dealt and then each child in turns pulls a card from the player on his left. The matching cards are placed on the table. The child who holds the black card at the end is the "Old Maid".
The pictures of cards on the following page are for use in a simplified game of Rummy. The cards should be cut to measure two inches by three inches and any picture may be drawn or pasted on the card. There should be four each of nine different cards. The cards are dealt and the first player puts one card down to start a row of cards. Each then takes a turn of looking for a card to complete a row of four. If a player has no card for the row he passes. When the first row is complete a second row is started. The first child out wins the game.
RUMMY

- Flower
- Butterfly
- Bird
- Sun
- Tree
- Chick
- Cat
- Leaf
- Apple
DOMINOES

A simple inexpensive game of dominoes may be made using cards measuring two inches by three inches. The teacher may make the game as simple or as difficult as the ability of the class requires. The cards are made with ink dots as shown on the cards on the following page. The cards are passed out to the players and each takes his turn in laying down cards matching the number of dots on the end cards. The first child out wins the game.
1. CHILDREN’S HANDWORK
CHILDREN'S HANDWORK

Trainable children enjoy handwork and profit from it even though the finished product may be very crude and difficult to recognize. Any slight gain in producing form in drawing or painting is accomplished only through long practice on the part of the child and with much patience on the part of the teacher. Through drawing, painting, cutting, pasting, and folding the children develop eye and hand coordination. They develop hand and finger control, and the imagination is stimulated. Through handwork the children realize a sense of accomplishment and pride in work well done. What may seem a poor product to an adult may be a great step forward in the life of a trainable child and the trainable child is in need of success within his limited capacity.

The types of handwork described in this part of the chapter are divided as follows:

- Follow the Dotted Lines
- Drawing with Crayon
- Tearing and Pasting
- Cutting and Pasting
- Drawing Combined with Cutting and Pasting
- Finger Painting
- Painting with Alabastine
Sewing on Sewing Card
Weaving
Folding
Folding and Cutting
Folding, Cutting, and Pasting
CHILDREN'S HANDWORK

The types of handwork presented in this chapter may be simplified or made more difficult to suit the ability of the group. The writer believes that these exercises may be used successfully with children of mental ages as shown below:

- Follow the Dotted Lines: 2.5 to 6
- Drawing with Crayon: 2.5 to 8
- Tearing and Pasting: 2.5 to 6
- Cutting and Pasting: 3.5 to 6
- Drawing Combined with Cutting and Pasting: 3.5 to 6
- Finger Painting: 2.5 to 8
- Painting with Alabastine: 2.5 to 8
- Sewing on Sewing Card: 3.5 to 8
- Weaving: 5 to 8
- Folding: 6 to 8
- Folding and Cutting: 6 to 8
- Folding, Cutting, and Pasting: 6 to 8
The exercises presented on the next three pages help the child to promote co-ordination of hand and eye movement. In each of these exercises the child uses a large pencil or a crayon to follow the broken line across the page.

In the first exercise the child is motivated by the thought of the ducks swimming across the pond.

In the second exercise the child takes the boat across the waves.

In the third exercise the child takes the bee from the flowers to the pot of gold.\(^3\)

This type exercise may be adapted in many ways to fit the needs of the young child with poor co-ordination and may be used also for older children. For older children varying types of lines may be used.

The writer suggests that in using these exercises the teacher uses larger paper with space for longer lines than it is possible to present here.

FOLLOW THE DOTTED LINES

Duck

Duckling

Duckling

Duckling
DRAWING WITH CRAYON

The following eight pages are examples of the type crayon work a trainable child can do. The examples show a progression from the simplest type of filling in a figure to freehand drawing. The finished product of the trainable child will be very crude and often difficult to recognize. In the beginning the teacher will expect nothing but scribbling with crayon for a long period of time but in most cases some form in the drawing will begin to show itself. Since the trainable child has little creative imagination any art work must first be suggested and demonstrated by the teacher. No matter how crude the finished product may be any crayon work gives the child a sense of accomplishment.

The crayon work demonstrated in this chapter progresses as follows:

- Coloring a Plain Figure
- Coloring a Divided Figure
- Coloring in a Stencil
- Tracing a Stencil
- Coloring on Folded Paper
- Freehand Pictures

The writer believes that crayon work of this type is beneficial to the trainable child because through it he finds
there is something he can do. He is proud of any little accomplishment and finds a means of self-expression. Hand and arm muscles are strengthened and co-ordinated by using crayons and the child enjoys himself while he works.
COLORING A PLAIN FIGURE
COLORING A DIVIDED FIGURE
COLORING-IN A STENCIL
TRACING A STENCIL
COLORING ON FOLDED PAPER
DRAWING WITH CRAYON
DRAWING WITH CRAYON
TEARING AND PASTING

The following five pages show samples of tearing and pasting work which the writer believes is a valuable type of handwork for even a young trainable child. Many of the children cannot use a scissors until they have been in school for a long period of time. Such children can tear and paste pieces of paper on a larger piece of paper. A child working by himself with a little practice may make a colorful abstract design which gives him the pleasure of accomplishing something by himself. With guidance from the teacher and help in placing torn pieces he may eventually learn to make a picture with form.

The samples shown here progress from very easy exercises to more difficult ones. Each sample is a type which may suggest many others which will interest the child.

The ideas suggested here are types that may lead to innumerable other ideas which the teacher of trainable children may adapt to this type work.

When the child has grasped the idea of tearing and pasting he is ready to go on to tasks which are a little more difficult.
TEARING AND PASTING A DESIGN FROM SCRAPS
TEARING AND PASTING
TEARING AND PASTING
TEARING AND PASTING
CUTTING AND PASTING

The samples of handwork on the following eight pages are suggestions of what a trainable child may do with cutting and pasting colored paper. His finished product will be crude but he can accomplish something through this medium.

As in the previous section these ideas are suggestions for many other ideas which the teacher may work out with the class. In most cases the children will realize more success if the teacher does a sample picture for them demonstrating each step as she goes along.

The Christmas card and the calendar shown in this section are samples of a useful and inexpensive way of teaching the children to cut and paste something useful and attractive. Cards such as these are a source of enjoyment to trainable children.

This type of handwork is beneficial to the children because cutting develops muscles, develops eye and hand coordination, and requires effort and concentration. Again, it is an area where the child may find success and enjoys himself.
CUTTING AND PASTING A DESIGN FROM SCRAPS
CUTTING AND PASTING
CUTTING AND PASTING
CUTTING AND PASTING
CUTTING AND PASTING
CUTTING AND PASTING
CHRISTMAS CARD
CALENDAR MADE FROM CHRISTMAS CARD

January 1958

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DRAWING COMBINED WITH CUTTING AND PASTING

The following three pages show samples of work a little more advanced for the more experienced child. It combines crayon work with cutting and pasting. Here the child will need suggestions and help from the teacher to achieve success. Pictures of this type are a delight to the child and with practice and guidance he may be able to accomplish a fairly good picture if the ideas are kept very simple.
DRAWING COMBINED WITH CUTTING AND PASTING
DRAWING COMBINED WITH CUTTING AND PASTING
DRAWING COMBINED WITH CUTTING AND PASTING
FINGER PAINTING

Finger painting is a form of art which even the very young inexperienced child may enjoy and in which he may find success. The writer believes that this type painting is a good means of self-expression for the trainable child. The child is happy while he is painting and is proud of his colorful picture and feels that he has found success in his work.

The following page is a sample of finger painting using three colors blended with finger tips.
FINGER PAINTING
PAINTING WITH ALABASTINE

Using paints with a brush on large paper tacked on an easel is a fine emotional outlet for the trainable child, this writer believes. Beginners may only daub the paint but they are accomplishing something that pleases themselves and is attractive to them. As they become experienced some form may emerge in the picture. Painting is a medium in which the child may develop some bit of creative imagination.

The three samples on the following pages show a progression from daubing paint to make an abstract design to making a picture with form such as might be accomplished by a trainable child.
PAINTING WITH ALABASTINE
PAINTING WITH ALABASTINE
PAINTING WITH ALABASTINE
SEWING CARD

The sewing card shown on the next page is made by hand using a simple cut-out heart with holes punched around the edges. Any pattern which is easily adapted to this purpose may be used. The writer suggests mounting the pattern on cardboard to make it more substantial. The yarn should be threaded into a large blunt needle.

This is a good exercise for trainable children because it develops eye and hand co-ordination and it requires concentration which leads to lengthening of the attention span.
SEWING CARD
WEAVING

Weaving may take many forms and the types using paper may progress from easy to difficult types. With young children wide strips of heavy paper are best to use. As the child gains experience the strips may be narrower and there may be more of them.

This exercise develops finger dexterity. It requires judgment in choosing to weave the strip over or under another strip and it develops the power of concentration.

This is a valuable exercise because something colorful and useful may be made. A child who feels he can make a mat for a table has really accomplished something.
WEAVING
FOLDING

In this section of the chapter the exercises require folding paper; folding and cutting; and finally, folding, cutting, and pasting. The ideas presented here may be used with children who have had experience in handwork over a period of time.

Folding requires practice and develops finger dexterity. It is useful training for the trainable child because folding is one type of work that he may be able to do in later life.

The exercises demonstrated here progress from simple to more difficult ones and each may be suggestive of many more of a similar type.
FOLDING A NAPKIN

The following page shows a paper folded as a napkin. Learning to fold a sheet of paper as a napkin may be done in several steps and will require much practice on the part of the trainable child. First he may be able to fold his paper only into two and later into four sections. This type exercise is one which the child may use later in helping at home or in a sheltered workshop and for this reason it is valuable.
FOLDING A NAPKIN
FOLDING A FAN

The following page shows a paper folded as a fan. A large piece of colored paper is good for the trainable child to use. Folding the fan will take much practice and will require effort and concentration on the part of the child. For this reason it is a useful exercise.

When the paper is folded the teacher may staple one end together to make the finished fan and the child has a finished product which he has learned to make.
FOLDING A FAN
FOLDING A GLIDER

The glider shown on the following page may be made with any convenient size paper and when opened out and held between two fingers the trainable child may toss it into the air and find that he has really made a plaything.

This exercise is good for the child because along with practice in folding he learns that something useful as a toy is made and he feels he has accomplished something.
FOLDING A GLIDER
FOLDING A SOLDIER HAT

The soldier hat may be made from a sheet of newspaper and provides fun for the children to wear marching. The following page shows a small folded hat. To make the hat follow this pattern.4

To make the soldier hat:

1. Fold up the bottom strips, A-B and C-D.
2. Bend over the corners, A, B, C and D.

A SOLDIER HAT
FOLDING AND CUTTING A TRUCK

The stand-up truck shown on the following page is suggestive of many such exercises which the teacher of trainable children may carry out. It is useful because it combines folding and cutting, both of which are good exercises for these children.5

A piece of heavy paper folded with an object sketched very simply by the teacher or the child himself, if he is able, is then cut to make a stand-up figure. In this exercise the child again finds he has constructed something which he can enjoy.

FOLDING AND CUTTING
A TRUCK
AN INDIAN HEADDRESS

The Indian headdress may take many forms. The following page shows a simple one which trainable children enjoy making and wearing. A band is folded long enough to fit around the child's head and is stapled to form a ring. As many feathers as the child makes may be stapled or pasted into the band.

This is a good exercise because it combines handwork with fun in wearing the finished product.
AN INDIAN HEADDRESS
FOLDING AND CUTTING A SNOWFLAKE

The following page shows a snowflake cut from paper folded several times and cut out along the folds. This exercise may be used with young children using only two folds or with older children using more. It is useful because it combines folding and cutting and requires thought and judgment in deciding where to cut.

The finished snowflake may be mounted on colored paper and used as a decoration. It is especially effective at Christmas time.
FOLDING AND CUTTING

A SNOWFLAKE
FOLDING AND CUTTING

JAPANESE LANTERN

The following page shows a paper folded and cut to be made into a Japanese lantern by pasting the two end strips together and adding the separate piece as a handle. Any convenient size colored paper may be used to make a pretty lantern and the size of the strips cut may vary according to the child's cutting dexterity.

This exercise is good for the trainable child because it combines folding, cutting, and pasting, but is simple enough for the child to do. It is an exercise for the experienced child rather than for the very young.
FOLDING AND CUTTING
JAPANESE LANTERN
PINWHEEL PATTERN

The following page shows a pattern for a pinwheel. The pinwheel may be attached to a stick or a cardboard roll and the child may have fun playing with it. It is a good exercise for the older experienced child and it combines cutting and pasting.6

The pattern on the following page is to be used with a piece of paper about six inches square. Drawing the pattern may require help from the teacher.

6 Joseph Leeming, Op. Cit., p. 87
PINWHEEL PATTERN

[Diagram of a pinwheel pattern]
The exercises suggested in this chapter are, in the opinion of the writer, exercises which teachers of trainable children should find useful in their classrooms. It is hoped that in using the ideas presented here teachers will develop other similar exercises which will meet the immediate needs of the children. Each teacher should choose the type exercise each day which will best serve the purpose of her class.

The collection of exercises presented here is by no means complete. The writer has limited the collection to things that may be made with paper. If other teachers find the ideas helpful and suggestive, the purpose of this chapter is accomplished.
CHAPTER V

MAJOR FINDINGS AND CONCLUSIONS

During the past decade the philosophy of education of severely retarded children has changed. This change has been brought about largely through the efforts of organized groups of parents who have succeeded in having legislation passed in many states requiring the organization of classes for their mentally deficient children.

In many instances classes have been established in a hurry and time did not warrant adequate training of teachers. Lack of sufficient funds did not allow the best housing and equipment for these classes. Most teachers when setting up such classes are at a loss as to what type work is best fitted to the needs of the trainable child. The purpose of this study has been to give teachers a handbook which will be helpful to them in these classes.

Arranging classes divided into three age groups is a workable idea in areas where there is a sufficient number of children to warrant such a grouping. In areas where there are fewer children such grouping is not possible. All teachers will not feel the need of all the equipment and material listed in this study, but may choose what is best suited to their needs.
Limitation of the study. The study has been limited by the fact that the program for trainables in Providence is only in its third year and for this reason the number of children participating has not been large. Most of the exercises presented in the study have been worked out with trainable children but because of lack of time all of them have not been used. The suggesting of exercises was limited because only those which could be worked out with paper were used.

Suggestions for further research.
1. A study might be made using the exercises presented here and revaluing them as to mental age level.
2. A collection of exercises might be made using as a medium materials other than paper.
3. A collection of ideas for music, rhythm, and activity games for trainable children might be useful.
4. A useful study might be to collect a set of stories and adapt them for telling to groups of trainable children of different age levels.
5. A curriculum for trainable children might be worked out by a group compiling ideas from different areas in the field of trainability.

If teachers find suggestions in this study which prove helpful to them and that suggest new ideas, the writer feels
that the purpose of the study is accomplished.
BIBLIOGRAPHY

A. BOOKS


B. PERIODICAL ARTICLES


C. PUBLICATION OF A LEARNED ORGANIZATION


D. PUBLICATIONS


E. UNPUBLISHED MATERIALS


SECTION 1. In any city or town where there is an educable child of school age resident therein who is physically, mentally, or emotionally handicapped to such an extent that normal educational growth and development is prevented, the school committee of such city or town shall provide such type of training or instruction as recommended by the State Department of Education that will best satisfy the needs of the handicapped child.

SECTION 2. It shall be the duty of the State Department of Education in cooperation with the State Department of Health, to provide criteria for the determination of who is to be included in the category of the exceptional child.

SECTION 3. The school committee of every city and town shall annually ascertain, under regulations prescribed by the State Department of Education, in cooperation with the directors of health and social welfare, the number of children in said town or city of school age and resident therein who are physically, emotionally, or mentally handicapped.

SECTION 4. The school committee of each city and town shall provide for the transportation to and from school either within the school district or in another school district of the state, for any child who is handicapped, if, in the judgment of such school committee such provision is advisable or necessary for the proper care and instruction of the child. The school committee of every school district in which a special class or classes for handicapped children are conducted shall provide for the transportation of such children to and from such class or classes.
SECTION 5. Wherever possible and practical two or more cities or towns may organize in providing educational facilities in a district center for the children in the respective cities or towns who are in need of special care and individual instruction.

SECTION 6. The State Department of Education shall employ a supervisor of handicapped children whose duty it shall be to assist the cities and towns in establishing programs that will be most beneficial to such children, and recommend when advisable and practical, joint cooperation of two or more cities or towns in the establishment of centers for the care and instruction of handicapped children.

SECTION 7. The state shall partially reimburse each city and town in a manner determined by the Department of Education and in any amount not exceeding 50% of the money expended by such cities or towns for providing educational opportunities for handicapped children.

SECTION 8. The general assembly shall annually appropriate such sums as it may deem necessary for the purpose of carrying out the provisions of this act; and the state controller is hereby authorized and directed to draw his orders upon the general treasurer for the payment of such sum or sums, or so much thereof as may from time to time be required, upon receipt by him of properly authenticated vouchers.

SECTION 9. The sum of $15,000.00 is hereby appropriated, out of any money in the treasury not otherwise appropriated, for the purpose of carrying out the provisions of this act for the period ending June 30, 1953; and the state controller is hereby authorized and directed to draw his orders upon the general treasurer for the payment of such sum, or so much thereof as may be required from time to time, upon the receipt by him of properly authenticated vouchers.

SECTION 10. This act shall take effect upon its passage.
AN ACT I AMENDMENT OF SECTIONS 1, 2, 4, 6, and 7 of Chapter 2905 of the Public Laws, 1952, ENTITLED "AN ACT PROVIDING FOR THE INSTRUCTION OF THE HANDICAPPED CHILDREN OF THE STATE."

SECTION 1. Sections 1, 2, 4, 6, and 7 of Chapter 2905 of the Public Laws, 1952, entitled "An Act Providing for the Instruction of the Handicapped Children of the State," are hereby amended to read as follows:

"Section 1. In any city or town where there is a child within the age range as designated by the regulations of the State Department of Education, who is either mentally retarded or physically or emotionally handicapped to such an extent that normal educational growth and development is prevented, the school committee of such city or town shall provide such type of special education that will best satisfy the needs of the handicapped child, as recommended and approved by the State Department of Education in accordance with its regulations.

"Section 2. It shall be the duty of the State Department of Education to set up regulations for the purpose of carrying out the intent of this chapter; such regulations should include:

1. criteria to determine who is to be included in the category of the exceptional child;
2. minimum criteria for the establishment and/or reimbursement of special facilities (such as public school classes, hospital schools, etc) for each category of exceptionality;
3. methods of reimbursement;
4. teacher-training recommendations, minimum teacher qualifications;
5. transportation; and
6. any other regulations the State Department deems necessary to implement this chapter."
"Section 4. The school committee of each city and town shall provide for the transportation to and from school either within the school district or in another school district of the state for any child who is handicapped in accordance with the regulations of the State Department of Education.

"Section 6. The State Department of Education shall employ a supervisor of handicapped children whose duties shall be in accord with the State Department of Administration job-specification as on file as of January, 1954.

"Section 7. The state shall reimburse each city and town in a manner prescribed by regulations of the State Department of Education."

SECTION 2. Appropriate $15,000.00 for the purpose of this Act for period ending June 30, 1955.

SECTION 3. This Act shall take effect upon its passage and all acts and parts of acts inconsistent herewith are repealed.

An act providing scholarship aid for advanced study to qualify teachers of Rhode Island who have been devoting all or part of their school time, or who will be willing to devote all or part of their school time to the education and training of the physically, emotionally, and mentally handicapped child.

Because there is an acute shortage in the nation as well as in our state of teachers who are qualified to supervise the education and training of the physically, emotionally, and mentally handicapped, and because some of the teachers who are now engaged in this work would be willing to attend advanced courses, whether during the school year or during the summer period, to become better acquainted with modern developments in the care of the physically, emotionally, and mentally handicapped, it is recommended that the General
Assembly appropriate to the State Department of Education a **sum of $15,000.00** in order that scholarships may be established to encourage those who are presently engaged in teaching the handicapped, as well as recent graduates of schools of education, who would be willing to specialize in the study of the handicapped to do advanced educational work.
CHAPTER 3464 (JANUARY SESSION, 1955)

AN ACT IN AMENDMENT OF SECTION 3 OF CHAPTER 2905 OF THE PUBLIC LAWS, 1952, ENTITLED "AN ACT PROVIDING FOR THE INSTRUCTION OF THE HANDICAPED CHILDREN OF THE STATE."

It is enacted by the General Assembly as follows:

SECTION 1. Section 3 of the chapter 2905 of the public laws, 1952, entitled "An act providing for the instruction of the handicapped children of the state," is hereby amended to read as follows:

"Sec. 3 (a) CENSUS. The school committee of every city and town shall annually ascertain, under regulations prescribed by the state board of education, in cooperation with the directors of health and social welfare, the number of children in said town or city of school age and resident therein who are physically, emotionally, or mentally handicapped.

1. As referred to in this section the term "mentally retarded minors" means all children between the age of five and twenty-one who because of retarded intellectual development as determined by individual psychological examination, are incapable of being educated profitably and efficiently through ordinary classroom instruction.

2. Each city and town where there are ten or more mentally retarded minors, who may be expected to profit from special educational facilities designed to make them economically useful and socially adjusted, shall establish such special classes as may be necessary to provide instruction adapted to the mental age of three, until the end of the term during which they attain their twenty-first birthday, under regulations to be established by the State Board of Education.

3. Each city and town where there are ten or more mentally retarded minors who cannot profit from ordinary classroom instruction and who do not qualify under subdivision 2 of this section
but who may be expected to benefit from special educational facilities designed to educate and train them to further their individual acceptance, social adjustment and economic usefulness in their homes and within a sheltered environment shall establish such classes as may be necessary to provide instruction adapted to the mental attainment of such minors from their fifth birthday and upon their attaining a mental age of two until the end of the term during which they attain their twenty-first birthday under regulations to be established by the State Board of Education.

4. Each city and town which contains less than eight mentally retarded minors may contract with another city or town for the education of such minors or may establish a special class pursuant to the foregoing provision with the consent of the Board of Education. In the event that a city or town does not establish a class for less than eight mentally retarded minors, or contract with another city or town, then such city or town shall contract with a suitable day school for instruction adapted to the mental attainments of such minors, provided that such day schools shall be subject to the regulations and supervision of the State Board of Education.

5. Transportation shall be provided for all pupils attending such special class or suitable day schools.

6. Whenever a city or town provides transportation, home teaching and/or tuition for mentally retarded minors, the city or town shall be reimbursed by the state in an amount, not to exceed one-half of the cost, provided the transportation, home teaching and/or tuition costs are approved by the State Board of Education. No cost incurred under this subdivision shall be considered in determining any other state aid to such city or town.

7. Classes under subdivisions two and three of this section shall be established in all the state institutions or state schools for the mentally retarded, subject to all regulations of the State Board of Education.
SECTION 2. The general assembly shall annually appropriate such sum as it may deem necessary for the purpose of carrying out the provisions of this act; and the state controller is hereby authorized and directed to draw his orders upon the general treasurer for the payment of such sum, or so much thereof as may be required from time to time, upon receipt by him of properly authenticated vouchers.

SECTION 3. The sum of $40,000.00 is hereby appropriated out of any money in the treasury not otherwise appropriated for the purpose of carrying out the provisions of this act for the period ending June 30, 1956; and the state controller is hereby authorized and directed to draw his orders upon the general treasurer for the payment of such sum, or so much thereof as may be required from time to time, upon receipt by him of properly authenticated vouchers.

SECTION 4. This act shall take effect upon its passage and all acts and parts of acts inconsistent herewith shall stand repealed.
Requirements for a Certificate to Teach
Classes of Mentally Retarded Children (TRAINABLE)

This certificate is valid for teaching classes of mentally retarded children (trainable) established under rules and regulations of the State Board of Education.

I. PROVISIONAL CERTIFICATE - valid for three years
   A. Bachelor's Degree from an institution approved by the State Board of Education
   B. Eligibility for a Rhode Island Teacher's Certificate
   C. Fifteen semester hours of courses in the following areas:
      - Child Growth and Development
      - Mental Hygiene and Personality Adjustment
      - Characteristics and Needs of Retarded Children
      - Curriculum for Retarded Children
      - Theory and Methods for Severely Retarded Children

Note: Applicants who have not fulfilled the requirement in Rhode Island Education will be allowed three years in which to meet this requirement.

Note: For the school year 1955-56, applicants who meet the requirements in I-A and I-B will receive Temporary Provisional Certificates upon appointments to positions as teachers of classes of mentally retarded children (trainable). Subsequent renewals of the certificate will be granted only upon completion of at least six semester hours of study annually of courses in the areas listed in I-C.

II. PROFESSIONAL CERTIFICATE - valid for five years
   A. Same as I-A.
   B. Same as I-B.
   C. Same as I-C.
   D. Three years' successful teaching experience in classes for mentally retarded children (trainable) in Rhode Island.

Note: This certificate may be renewed upon presentation of evidence of the completion of six semester hours of courses, two semester hours of which may be obtained by approved travel, work, or other educational experience.
III. LIFE PROFESSIONAL CERTIFICATE - valid for life

A. Master's Degree (or its equivalent) from an institution approved by the State Board of Education

B. Same as I-B.

C. Same as I-C.

D. Ten years' successful teaching experience in classes for mentally retarded children (trainable) in Rhode Island after receiving professional certification.
REGULATIONS GOVERNING REIMBURSABLE CLASSES
OF MENTALLY RETARDED CHILDREN (TRAINABLE)

I. PLACEMENT

The placement of a child in a trainable class shall be based upon the findings of an individual psychological examination administered and interpreted by a qualified psychologist approved by the State Board of Education and evidence that the child has achieved minimal ability in:

1. ambulation
2. feeding himself
3. toileting
4. understanding simple directions
5. expressing basic wants
6. participating in a group situation, and
7. conducting himself so as not to constitute a danger to himself or to others.

II. CLASS SIZE

The maximum size of a class shall be ten where homogeneous grouping prevails (in terms of chronological age and mental age). In a heterogeneous situation, the maximum size shall be eight.

III. EXCLUSION

The school committee may refuse to admit a child to a class or exclude for a reasonable time pending examination and classification. In the case of a multiply handicapped mentally retarded child, appropriate medical advice may also be required. The final decision regarding the child's eligibility for training may be based upon a trial enrollment for a period of one year.

IV. FACILITIES

The facilities for trainable classes shall be comparable to those for other classes in the community.

V. CERTIFICATION

Teachers shall be required to fulfill the requirements for a certificate to teach classes of mentally retarded children (trainable).
CONSULTATION SERVICES FOR CHILDREN WITH RETARDED MENTAL DEVELOPMENT
(A Clinic of Mental Hygiene Services, R. I. Dept. of Social Welfare)

A Brief Description of Its Activities

This clinic for the study and diagnosis of mentally retarded children is now entering its fifth year of operation. In this time it has extended its services to almost six hundred children. The following statement has been prepared for those individuals interested in learning about the Clinic's history, staff, procedures, functions, and related activities.

History: The Rhode Island Parents' Council for Retarded Children is a local group of parents who organized themselves in October of 1950. One of the major goals was the improvement of present services and creation of new resources for their mentally handicapped children. In August of 1952, the Parents' Council requested the Governor to allocate State funds for a number of projects relating to services for retarded children. One of the projects that was requested was the establishment of a diagnostic clinic for the evaluation of retarded children. After consultation with the Director of the Department of Social Welfare, the Commissioner of the Department of Education, and the Director of the Department of Health, the Governor approved the establishment of a consultation service for retarded children within Mental Hygiene Services.

Staff: New positions created for the unit were that of clinical psychologist, and casework supervisor (psychiatric).

Volume of Patients: The first application was received in January, 1953 and the total number of applicants was over 150 by May of the same year. An indication of our present activity is the fact that as of January 1956, a total of 585 applications have been received. Of this number over 500 have been fully evaluated to date.

Of the children seen so far, the largest single diagnostic group is Mongolism. Mongoloids represent almost one hundred children or about 20 per cent of the total evaluated. A special study describing the characteristics of the Mongoloid children seen at the clinic has been prepared and will soon be released.

Another characteristic of all the children seen is the unequal sex ratio. About 60 per cent are boys and 40 per cent are girls. More than half the children are in the age group of six to eleven years.
Classification: The classification used here is that of the Diagnostic and Statistical Manual of Mental Disorders, published by the American Psychiatric Association (1952). Children are also classified as educable, trainable, or not trainable in accordance with criteria presented in a pamphlet which has been published by Mental Hygiene Services.

Procedures: The following outline details our procedures:

(a) The application process.
An application blank is sent to the parents at their request. The application blank is filled out and returned to Mental Hygiene Services where it is date-stamped, recorded in the Intake register, and indexed. This application is placed in an individual folder and becomes the nucleus of the case record.

(b) Sequence of appointments.
The social worker, upon receipt of the case record, prepares a card for his chronological file and arranges the first appointment by phone or mail. All appointments are held at 40 Fountain Street, Room 707, Providence, R. I.

While the child is seen in psychological examination, the social worker interviews the parent or parents to obtain a brief picture of the family setting, a developmental history of the child, and interprets the program in general.

The second appointment is arranged after the psychological and social worker's reports are typed and all the outside reports, previously requested, are received. This appointment is with the physician who reviews the record, completes the medical history and gives the child a medical examination. Plans are made with the parents for training and education. Further diagnostic procedures utilizing local medical facilities may be recommended. Subsequent appointments are recommended at short or longer intervals, depending upon the individual situation.

Reports are sent to the child's physician (from whom we have received a signed referral) and also to the superintendent of schools in the city or town where the child resides.

Related Activities

Schools: The first year of the Clinic's operation was devoted primarily to the evaluation of retarded children and utilization of educational, training, and recreational resources which were available. The Clinic has worked closely with the
Rhode Island Department of Education in over-all planning and in individual cases where a special school placement seemed appropriate and desirable.

In 1955 the Rhode Island State Legislature enacted legislation requiring Rhode Island Cities and Towns to expand facilities for the education of the mentally retarded. Highlights of the law included state financial aid and the definition of eligible retarded children for special classes as between the ages of 5 through 21 years with a minimum mental age of three years. As a result of this law, most of the larger cities and towns in Rhode Island have requested Mental Hygiene Services to screen and evaluate retarded children for their new special classes. During the past school term, there were in existence eleven such classes containing 138 pupils and additional classes are contemplated for the next school year. This screening has increased our intake considerably and has resulted in our seeing many children who would not have otherwise sought our services.

Other facilities: Many heretofore unavailable resources for the training and education of retarded children in Rhode Island have recently come into existence or are in the planning stage. In the fall of 1956, a special vocational training unit for retarded young adults sponsored by Rhode Island Community Workshops and the Division of Vocational Rehabilitation was started, and our Clinic is assisting in the selection of applicants through psychological and psychiatric examination.

Within the past year pre-nursery classes (for those children too young or too severely retarded to enter the public school classes) were instituted and at the present time there are three such classes throughout the State (Providence, Warwick, and Barrington). This activity is subsidized at the present time as a pilot project by the Rhode Island Parents' Council for Retarded Children.

Consultation: The professional staff members of the Clinic team frequently consult with individuals, agencies, public officials and others regarding specialized problems in the field of mental retardation. Public interpretation through participation in panels and individual presentations is undertaken.

January, 1957
APPLICATION FOR STATE TEACHER'S SCHOLARSHIP

To the State Board of Education:

I hereby make application for a state teacher's scholarship for the following post-graduate course(s) in education at: ____________________________

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Date ____________________________ Signature of Applicant ____________________________

It is recommended that a state teacher's scholarship in the amount of $____________________ be granted for payment of the tuition of the above-named applicant for the course(s) listed in this application.

Date ____________________________ Signature of authorized agent of the college or university ____________________________

A state teacher's scholarship in the amount of $____________________ is hereby approved for payment of the tuition of the above-named applicant.

Date ____________________________ Signature of authorized agent of the State Board of Education ____________________________

The State Board of Education reserves the right to revoke scholarships for cause.

This application should be returned to the office of the Commissioner of Education, 205 Benefit Street, Providence, Rhode Island.