

NOTICE: This material may be
protected by copyright law
(U.S. Code Title 17)

DIRECTIVES RELATING TO SPECIAL EDUCATION
FOR
EDUCABLE MENTALLY RETARDED CHILDREN



STATE OF MINNESOTA
DEPARTMENT OF EDUCATION
ST. PAUL 1
October 1963

63-DRS-DatEd

State of Minnesota,
Department of Education,
Special Education Section

Code XVI-B-32
(Revised 1963)

DIRECTIVES RELATING TO SPECIAL EDUCATION

FOR

EDUCABLE MENTALLY RETARDED CHILDREN

Pursuant to Minnesota Regulations Relating to Education, 1956 Edition, and
Annual Supplements, July 1, 1959 through September 1, 1963.

*LC4692

.M6A3

1963

CONTENTS

PAGE

I.	INTRODUCTION	1
	Provisions in the Law	1
	Implementation.	1
	Definition.	1
	Objectives.	2
	School and Community Understanding.	2
	Purpose of the Manual	2
II.	INITIAL STEPS IN SELECTING PUPILS FOR SPECIAL CLASSES.	2
	Problems in Identifying Children.	2
	Screening or Admissions Committee	3
	Screening	3
	Employing a Psychologist.	4
	Talking with Parents.	5
III.	ELIGIBILITY AND SELECTION OF PUPILS.	6
	Responsibility.	6
	Standards of Eligibility.	6
	Individual Evaluation	6
	Final Determination of Eligibility.	9
IV.	PARENT CONSULTATION.	9
V.	ADMISSION TO SPECIAL CLASSES	11
	Admissions Committee.	11
	Placement of Eligible Pupils.	11
	Trial Placement	11
	Transfer to Regular Class	12
VI.	APPROVAL OF THE SPECIAL CLASS FOR REIMBURSEMENT.	12
	Basis of Approval	12
	Forms and Procedures.	13
	Reimbursement of the Program.	13
VII.	ADMINISTRATIVE STANDARDS FOR SPECIAL CLASS OPERATION	13
	Application	13
	Special Class Organization.	14
	Grouping and Programming.	17
	Housing Facilities.	18
	Class Size.	18
	Length of School Day.	18
	Records	19
	Equipment and Supplies.	19

Jan. 64 Minn. Dept. of Education. g.

CONTENTS

	PAGE
VIII. STANDARDS RELATING TO FINANCIAL ASPECTS	19
Annual Reports	19
Reimbursement: Salaries and Services	20
State Aid: Equipment and Supplies.	20
Non-reimbursable Items	20
Reimbursement for Transportation and Board and Lodging	21
Foundation Aid	21
Nonresident Tuition.	21
IX. CERTIFICATION OF TEACHERS	21
Regular Certification.	21
Provisional Certification.	22
Certification of Supplemental Teachers	22
Colleges with Approved Programs.	22
Certification Procedures	22
X. TRANSPORTATION.	23
XI. SPECIAL CLASS CURRICULUM AND PROGRAM.	26
Suggested Program Activities	26
Graduation	27
Vocational Rehabilitation Services	27
 APPENDIX	
Suggested Group Tests.	i
Bibliography	ii

I. INTRODUCTION

In 1957 the Minnesota Legislature enacted new laws relating to the education of handicapped children. Chapter 867 of these laws requires school districts to provide special instruction and services for mentally retarded children of school age who are educable as determined by the standards of the State Board of Education. The local school board is responsible for carrying out such programs in compliance with State Board of Education regulations and directives.

A. Provisions in the Law

1. School districts have a mandatory responsibility to provide special instruction and services for educable mentally retarded children of school age.
2. Such programs are to be established and operated in accord with the rules and standards set forth by the State Board of Education.
3. Reimbursement will be paid to school districts operating approved special classes for educable retarded children to help offset the excess cost of the program.
4. Additional state aid is available to any school district for special transportation or board and lodging of an educable retarded child.
5. A pupil enrolled in an approved program for educable retarded children qualifies for foundation aid on the same basis as children enrolled in regular classes.

B. Implementation

Minnesota's program of special education provides services for educable mentally retarded children through the establishment of a special class (or special services) in the pupils' district of residence or by inter-district cooperative planning. The second approach is one in which two or more school districts cooperate together in developing a special class center, an itinerant program or other special services. Small schools in rural areas are particularly encouraged to use an inter-district approach in meeting the needs of their mentally retarded children.

C. Definition

The term "educable mentally retarded" refers to children who because of their degree of low intelligence are unable to be adequately educated in school without provision of special educational services and facilities. About one or two per cent of the total school population is in this category.

The key characteristics of this group of children are slow rate of learning and difficulty in abstract thinking. However, it is often difficult to identify these pupils outside of the academic setting. Educable mentally handicapped children will require specialized assistance during all or part of the time they are enrolled in school. With special education and training the majority of these children will be able, at maturity, to maintain themselves economically and socially in open society.

D. Objectives

The broad objectives of education for all children are applicable to the retarded child. Everyone, including the retarded, needs the inner self-satisfaction that rewarding human relationships and self-realization can provide. Economic efficiency and civic responsibility are objectives that have application to the retarded, though their realization may differ in degree from that of children with "normal" intelligence.

E. School and Community Understanding

If schools and communities are to support a special education program they must have some knowledge of mental retardation as well as an understanding of the role education plays in meeting the needs of this group. Public education programs can be arranged through P.T.A.'s or through local associations of parents of retarded children. When there is good public understanding, it is much easier for parents to favor and accept having their child enrolled in a special class.

F. Purpose of the Manual

This manual outlines the means by which local school districts may establish and maintain state aided classes for educable retarded children. Most questions relating to important elements of these programs are answered in this manual. However, there is no single or simple answer to many of the problems which will arise. This is particularly true in questions dealing with individual children. When such problems occur, school districts should consult with the Special Education Section.

II. INITIAL STEPS IN SELECTING
PUPILS FOR SPECIAL CLASSES

A. Problems in Identifying Children

It will become increasingly apparent to school districts initiating a special education program that proper identification and placement of pupils is not a simple task. Although the majority of children with I.Q.'s between approximately 50 and 80 will require special class assignment, there may be problems encountered in the placement of pupils who score at the upper or lower extremes of this range.

The greatest problems will occur in the selection of children who score in the upper borderline range of intelligence (75 I.Q. and above). Some of these pupils are able to succeed fairly well in the regular class setting, while others will require placement in a special class. For this group of children, the decision for special class assignment will depend on factors and conditions in addition to intelligence.

More than a few "borderline" children, who would otherwise be able to remain in regular classes, have been indiscriminately assigned to the special class solely on the basis of an I.Q. determination. Certainly this procedure is unfair to the pupils involved since their potential capacity is generally greater than that of the mentally retarded. Such unjust and injudicious placement may also adversely affect the social and emotional adjustment of these pupils. On the other hand, to exclude pupils

solely on the basis of higher I.Q. scores, when they plainly need special class placement, may be fully as costly and serious in social consequences as the opposite error. The importance of assessing and considering the "whole" child in making a determination of eligibility is clearly evident.

There may also be problems in determining the most effective placement for those who score in the lower "educable" or upper "trainable" range of intelligence (50 I.Q., plus or minus 5 points). Some of the pupils in this category will be placed in a class for educable children; others who are noticeably immature, multiple handicapped or lack educability for reasons other than low I.Q. may be more appropriately served in a class for trainable children (30 to 50 or 55 I.Q.). In all cases, each child must be considered on an individual basis and other factors, in addition to his I.Q., need to be taken into account.

B. Screening or Admissions Committee

Many superintendents have found it useful to appoint a committee of several faculty members to assist in the general planning of a special education program. These groups have been particularly helpful on problems involved in the identification, placement and individual programming of handicapped pupils.

1. Such a committee might consist of the professional personnel who have obtained the information on the children and other persons designated by the superintendent such as the special class teacher, the building principal and a counselor.
2. Since identification, placement and programming of handicapped pupils are continuing problems, it is recommended that the committee continue to function after the class has been established.

C. Screening

1. One of the first steps in the planning process is to screen the school population for children who are possible candidates for the special class. A careful screening procedure will include all of the steps listed below. Children who qualify on all three parts are a likely group for further study and should be given an individual psychological examination.

a. group intelligence tests

The most effective single method of identifying these pupils is to conduct a group mental testing program. Where it is not possible or desirable to test the entire student body at this time, students for screening purposes may be selected from previous group test scores. Generally, pupils who score 80 I.Q., or below should be given an individual intelligence test.¹

b. group achievement tests

Districts may wish to include the administration of standardized achievement tests in the group testing program since these tests

¹See Appendix for list of suitable intelligence and achievement tests.

are helpful in determining a pupil's academic achievement. Children who score markedly below grade level on these tests may be possible candidates for the special class.

c. teacher referral

Teachers should refer those pupils who are failing to make normal progress in school and also are not getting along in the regular class setting.

2. It should be anticipated that all of the pupils identified by these screening techniques will not be mentally retarded. All too frequently children with certain other handicaps or disabilities appear on the surface to be mentally retarded, while in reality their needs are quite distinct from those of pupils with low intelligence.

Some may be of average intelligence but have a specific learning disability as in reading achievement. Others may function at a low level because of emotional disturbance or a severe hearing or visual loss rather than low mental ability. Other pupils may be slow learners whose needs can best be served in the regular classroom with an understanding teacher and adjustments in the curriculum.

For these reasons no child can be identified as mentally retarded or be placed in a special class solely on the basis of these group screening procedures. A careful individual study of each child in the group of possible candidates is necessary before an accurate determination of his abilities, disabilities and educational needs can be made.

D. Employing a Psychologist

In the past, many school districts have depended upon community mental health centers and the Bureau for Psychological Services under the Department of Public Welfare to evaluate children for special class assignment. However, for the most part, neither of these agencies is equipped or designed to handle psychological evaluation as it relates to academic progress and special class placement. The mental health centers are concerned with the evaluation and treatment of children suffering from emotional or mental disorders. The professional staff is able to provide consultation to school systems in regard to situations which may have a direct bearing on the mental health of their pupils.

The psychological evaluation of children as it relates to determination of educability, academic progress and selection for special class placement is clearly the direct responsibility of the school. There are two avenues of approach that are available to school districts in helping them to meet this responsibility.

1. School Psychologists. The first approach is for school districts to hire school psychologists as full or part-time members of the school staff. Under the law, a school system can employ a school psychologist either independently or jointly through a cooperative inter-district approach. In the latter case, this means that a district would employ a psychologist on a continuing contract basis and share his services with one or more school districts. Each participating district would share the net cost after state aid. Reimbursement is available to the

employing district for two-thirds of the salary of a qualified psychologist; however, this amount cannot exceed \$3600 for the normal school year for a full-time person, or a prorata amount for a part-time person.

The school psychologist can serve in a number of ways: identifying children who need special instruction and services; making recommendations on placement; providing parent consultation; consulting with school staff members; and coordinating with other agencies in obtaining additional services for children. It is recommended that school districts give consideration to this first approach, for it is only through such a method that the opportunity for full utilization of this professional discipline can be achieved.

2. Private Psychologists. The second avenue of approach is for school districts to employ a private psychologist for a limited period of time. Under this arrangement, the cost of the psychologist is offset by a state reimbursement of two-thirds of the cost, the reimbursement not to exceed \$20 per day.

School districts utilizing the services of a private psychologist have found it wise to arrange for a block of time which allows for more than individual evaluation of pupils. Consultation with parents and school staff results in a better understanding of the child's needs and a greater appreciation of the value of the school psychologist in the total education program of the school.

If a school district does not know of a private psychologist who is available for this service, the Special Education Section will attempt to be of assistance to the school in finding a qualified person.

E. Talking with Parents

Children who are mentally retarded will generally have a history of failure and poor performance during all of the time they are enrolled in regular classes. The time for parents to be informed of this is when the child first has difficulty in school - not when he is ready to be placed in the special class. If the school has maintained a close, constant line of communication with parents and has actively tried to help the child, it will not be so surprising or distressing to them when the possibility of special class placement is discussed. Many parents will favor such a program, especially when the purpose of the class is carefully interpreted to them. (See Chapter IV)

1. Regulations. "Provision shall be made for early parent consultation in all cases of handicapped children requiring any evaluation which goes beyond the routine individual intelligence test and group surveys and screening procedures. . ." (Minnesota Regulations, Article VII, 5034.)
2. Although regulations do not require consultation in regard to individual intelligence tests, group surveys and screening procedures, many administrators feel that it is advantageous to do so. Each superintendent must make this decision in accord with the particular situation at hand. The important point, however, is that parents are made aware of the child's difficulty and the school's efforts

to remedy the situation. The success of the special education program is to a great extent dependent upon the cooperation of parent and school.

III. ELIGIBILITY AND SELECTION OF PUPILS

A. Responsibility

"The eligibility of each pupil for special services and instruction shall be determined by the administrative officer of the school district, prior to admission, on the basis of substantial and competent evidence. . ." (Minnesota Regulations Relating to Education, Article VII, 5033.)

B. Standards of Eligibility

1. In general, pupils who are eligible for special class placement are those who:

score (approximately) between 50 and 80 I.Q. on an individual intelligence test administered by a certified psychologist (See point 2 under C);

are markedly below grade level in academic achievement and are not profiting from the regular school curriculum;

are not getting along in the regular class and (who) may be expected to benefit from placement in a special class.

2. In certain instances, a child who does not meet all of the above standards may be placed in the educable program on a trial basis. See Chapter III, item D for information as to procedure for placement in such instances.

C. Individual Evaluation

The determination of a child's eligibility for admission to an educable class will be based on the results of an individual study of the child as outlined below:

1. Health and Medical Record

- a. The health record for each pupil should be examined to rule out or confirm the possibility that his difficulties in school are due primarily to a hearing or visual impairment, or to some other medical problem. If a pupil has not had his hearing and vision tested, arrangements should be made for this to be done through the school or county nurse or other resource.
- b. When a pupil's health record indicates a medical problem which might affect his school performance, arrangements should be made for a more extensive evaluation by an appropriate medical person, i.e., otologist, ophthalmologist, etc.

NOTE: Pupils enrolled in the special class should be included in the requirements for physical examinations on the same basis as pupils enrolled in regular class.

- c. Health records are to be filed in the child's pupil record folder in the district, and are not to be sent to the Special Education Section unless requested.

2. Mental Ability

- a. Psychological evaluation. An assessment of the child's mental ability must be made by a certified psychologist using the 1937 or 1960 revision of the Stanford Binet Intelligence Scale, the Wechsler Intelligence Scale for Children or other comparable instruments. Whenever possible, the psychological evaluation also should include measures and/or clinical judgments of emotional and social behavior that might affect the child's adjustment in the class.
- b. Psychological report form. Generally, psychologists have appropriate forms for reporting test results to school districts. This report is to be filed in the child's record folder at school, and is not to be sent to the Special Education Section unless requested.
- c. Continued evaluation of pupils. Special class pupils should be re-examined by a psychologist every three years, and more frequently if necessary in individual cases.

3. School Record and Teacher Observation

Regular class teachers who are currently handling these boys and girls should be consulted about the child's level of functioning in the classroom as it compares with his scores on achievement (and intelligence) tests. Also the cumulative record on the child should be checked to obtain additional information and to get reactions of teachers who formerly worked with him. Comparing teacher observation and judgment with test results serves as another means of checks and balances in determining the eligibility of a child.

a. Achievement level in the classroom

Children who are eligible for special class placement are those who are markedly below their chronological grade level in the academic areas. They not only score below their chronological age grade level on standardized and teacher-made achievement tests, but also function below most of their CA peers in daily classroom work. This is because their level of functioning in the academics generally is more in relation to their mental ages than their chronological ages.

It should be pointed out that many pupils who are educationally retarded (in the academic subjects) will not be mentally handicapped. Pupils who are retarded academically for reasons other than low intelligence, e.g., emotional disturbance or physical handicaps, will require special planning to meet their individual needs, but they are not eligible, generally, for enrollment in a class for the mentally retarded. On the other hand, all

children who are mentally retarded will be educationally retarded in terms of their chronological grade placement. These children cannot profit from a remedial program as it is generally conceived, which supposes that remedial instruction in the tool subjects will enable a child to be restored to his grade level in academic achievement.

The child who is mentally retarded will learn at a slower rate than children of normal intelligence, and will also have difficulty in abstract thinking. This will be manifested in the school situation by the child's retardation in academic achievement when compared to children with normal intelligence who are the same age. Generally, the most capable of the mentally retarded group will not attain much beyond a sixth grade achievement level at maturity. For the majority of these students, maximum achievement level in the tool subjects will be third to fifth grade.

b. Social standing in the classroom and behavior in daily activities

The teacher who is constantly working with a child in the classroom is in the most favorable position to report on his daily behavior and his social standing in the room. Information by former teachers will also be helpful. This is a very crucial area in deciding upon the proper placement for a child, especially when the decision has been deferred until he is an adolescent.

Generally, there are two main areas of concern in this part of the evaluation: (a) how does the child relate with the other children in the room (and school) and with the teacher; and (b) how does the child accept and react to his academic and intellectual inferiority. Information on these two questions can be obtained through sociometric techniques and by observation.

Children who are mentally retarded will generally welcome the opportunity to be placed in a special class, especially if placement is made during the elementary years. They usually have few friends in the regular classroom, and because of their limited potential, each day they are allowed to remain in the regular class and compete academically with their "normal" peers compounds their feelings of frustration and inferiority. Where they have experienced repeated failure or rejection, they respond much as others do, becoming often timid, withdrawn or overly aggressive. These children can, in reality, be more isolated in the regular room than they would be in the special class.

Occasionally, a child who would otherwise be eligible for special class placement on the basis of his achievement and intelligence test scores is able to remain in the regular class setting. For example, because he is an "over-achiever", or because of error in testing or for other reasons, such a pupil may be functioning at a high enough level to profit marginally from the content or curriculum of the regular class. This often happens when a child is with an understanding teacher and/or in a situation where the class enrollment is comparatively small.

A pupil in this category is usually one whose personal and social adjustment are very adequate. Generally, he accepts and is accepted by his classmates, and profits considerably from social contact with the other students. In terms of his own particular needs, he is already receiving an appropriate educational accommodation. For this child, placement in a special class as such may do more harm than good. The fact that such cases do exist makes it imperative for schools to assess the "whole" child in making a determination of eligibility.

NOTE: There will be many students who fall between the extremes of the two examples given above. These pupils will require partial placement in the special class, but will be able to return to their regular grade (room) for non-academic work.

D. Final Determination of Eligibility

In making a final determination of eligibility, all of the members of the school staff who know a particular child should be in general agreement that the special class will be more suitable for him than the regular classroom. The judgment of the faculty in this regard must involve more complex calculation of factors than the mere fact that the student has a "hard time" in the regular curriculum. The decision to place a child in a class for the mentally retarded will in all probability affect his whole life, and thus should be made with extreme care. This decision should be predicated on the belief that such placement will:

1. have the most salutary and psychological effect on the pupil involved.
2. provide a specific and appropriate educational accommodation which will outweigh the effects of segregation and (possible) labeling.
3. promote the general social welfare of the individual by enhancing the probabilities of his effective performance as an adult.

IV. PARENT CONSULTATION

Once a pupil has been adjudged as eligible for placement in a class for the mentally retarded, the parents (and child) are entitled to an explanation of this decision. Generally, no pupil should be assigned to the class without the consent of the parents. However, each district must decide upon the best policy in this regard as it relates to each set of parents, the effect on the child, and the attitude in the community.

- A. Who Should Consult with the Parents. Some districts prefer to have the psychologist interpret the need for special class placement at the time he has evaluated the child. However, this can have repercussions if the psychologist is not a member of the regular school staff and does not know the attitude of the community or the parents involved. Often the superintendent, principal or counselor is the one who meets with the parents. Whoever has this responsibility must carefully consider the parents' feelings, and should endeavor to help them to see the need for and value of the special education program.

- B. What Should be Said to Parents. First, the child's need for special class placement should be carefully interpreted to his parents. In talking with parents, it is unwise to tell them their child is "mentally retarded" unless the condition has been diagnosed beyond the shadow of a doubt. This is especially true for children who test in the borderline range of intelligence. In such cases, it is often best to describe the child's difficulty in terms of what he can or cannot do in the academic or total school situation.

The emphasis should be on the advantage of special class placement and this should be pointed out to parents in a simple, direct manner; the advantages of having the child in a small class situation, the need for and benefit of individual instruction in the tool subjects and the mental health and happiness of the child. If the value of the special class is carefully interpreted to parents, they can more readily understand and accept the child's need for special educational services.

- C. What if Parents Will Not Consent to Having Their Child Transferred.

1. First, there will be surprisingly few parents who will not consent. If a parent does refuse, the school should put forth every effort to gain his cooperation and understanding. It may be helpful to have the parents visit the special class and talk with the teacher. Often they will be willing after several months to permit their child to be admitted. In general, the essence of reaching an understanding with the parents is the actual emotional acceptance on their part of the child's condition and needs. The evidence should be cumulative and as objective as possible.
2. When a child is plainly in need of a special education program and his mental health is being impaired by continued enrollment in the regular room, it may be necessary for his future success and adjustment to transfer him to the special class even if the parents are adamantly opposed.

NOTE: The school board has complete jurisdiction legally for the placement and grading of pupils who are residents of the district. (Minnesota Laws 1959, Section 123.35, Subdivision 2.)

- D. How the School Can Help all Parents Accept the Program. Every effort should be exerted to make the special class a part of and not apart from the total school program. The classroom should be as attractive and as much like other classrooms as possible and should not be identified as the "special education department" or other terms. It should not be advertised or used as a threat for children who are behavior problems in the regular grades. Whenever possible the special teacher should be given an opportunity to work with other children so that she will be accepted and regarded (by students and faculty) as a regular member of the school staff and not as "the special teacher." These pupils should be located in buildings with other children of the same approximate chronological age; and they should be routinely included in the regular recess, assemblies, lunch period and other school activities.

- E. Appropriate placement is a school responsibility and can best be effected when every effort is made to secure the parents cooperation and understanding.

V. ADMISSION TO SPECIAL CLASSES

- A. Admission Committee. See Chapter II, item B.
- B. Placement of Eligible Pupils

Children who meet all of the standards for admission to the educable class, as outlined in Chapter III, item b of this manual may be placed in the program without prior approval of the Special Education Section.

- C. Trial Placement

Generally, children with I.Q.'s between 50 and 80 are approved for placement in an educable class. However, in certain instances, pupils with I.Q.'s above 80 and below 50 may justifiably qualify for placement in such a program.

NOTE: A child in this category may not be admitted to the special class until notification of approval has been received from the Special Education Section.

1. Procedure

- a. When the administration wishes to place a child with an I.Q. above 80 or below 50 in an educable class, a written request for trial placement must be sent to the Special Education Section.
- b. A complete record on the child is to be submitted with the written request, including all information outlined in Chapter III, item B of this manual, and any additional information which may be helpful in making a judgment as to the feasibility of enrolling the child in such a program.
- c. Following review of the child's records by the Special Education Section, notice of approval or non-approval of the request for trial placement will be sent to the district.

2. Length of trial period

The length of the trial period for such pupils will be for one school year unless otherwise indicated. For children who are enrolled in the class after the school term has begun, the trial period will be for the remainder of that school year.

3. Trial placement: Follow-up

- a. At the end of the school year an evaluation of each such pupil must be made by the school administration for purposes of determining the most appropriate placement for the pupil for the next school year. Notification of plans for such children are to be submitted to the Special Education Section on Code XVI-B-60.

NOTE: Copies of this form (Code XVI-B-60) will be sent to school districts in April of each school year.

- b. Since trial placement of a pupil is on a year to year basis, such a child may not be readmitted to the special class until notification of approval has been received from the Special Education Section.
- c. If the school administration wishes for a "trial placement" child to be re-enrolled in the special class for the next school year, a request for continued trial placement must be submitted with Code XVI-B-60 (item 3-a above).
- d. A report of the child's progress, and recommendations of teachers and principals (or admissions committee), must accompany the request for continued trial placement.
- e. Following a review of the information (under 3-c & d above) by the Special Education Section, notice of approval or non-approval of the request for continued trial placement will be sent to the district.

D. Transfer to Regular Class

1. There should be continuing evaluation of all children who are enrolled in special classes; this is especially true where a child has been approved for trial placement. Some children in the upper borderline range of intelligence may profit sufficiently from the special class program to enable them after a period of time to be returned to the regular class on a full time basis. No child should be allowed to remain in the special class program if there is indication that he can profit as much or more from the regular class curriculum.
2. The decision to return a child to the regular class on a full time basis should be made by the school staff of the district where the child is enrolled. In such cases the parents should be informed of the plan. Notification of the transfer should also be sent to the Special Education Section.

NOTE: If it is necessary after a trial period in the regular class to have the child readmitted to the special class, this may be effected at the local level, but the Special Education Section should be informed.

- E. The placement of each pupil enrolled in an approved special class is subject to review at any time during the school year by the Special Education Section.

VI. APPROVAL OF THE SPECIAL CLASS FOR REIMBURSEMENT

A. Basis of Approval

Reimbursement paid to a school district for its special education program is contingent upon approval by the Special Education Section. Such programs are approved when: (1) all pupils in the program have been approved; (2) the teacher of the class holds a valid Minnesota certificate to teach mentally retarded children; and (3) all other standards relating to the operation of state aided classes, as outlined in this manual, have been met.

B. Forms and Procedures

1. Reporting and approving the program (and pupils)

- a. At the beginning of each school year a form entitled, "Information on Special Classes for Mentally Retarded Children," (Code XVI-C-30) will be sent to each school district operating a special class. This form contains spaces for including summary information on the program, the teacher, and the pupils.
- b. The form is to be completely filled out in triplicate for or by each special teacher and two copies submitted to the Special Education Section by October 1.
 - (1) If the form is properly completed and all aspects (teacher and pupils) of the program are qualified, the program will be approved and notice of this will be sent to the district.
 - (2) If the form is not properly completed, or if all aspects of the program do not qualify, notification to this effect will be sent to the district.

2. Reporting changes in enrollment

- a. Notice of children enrolled in or dropped from the special class after Code XVI-C-30 has been submitted (see section 1 above) is to be sent on Code XVI-C-30a, "Notice of Change in Enrollment in Special Classes for Mentally Retarded Children."
- b. This form is to be completely filled out and submitted in duplicate to the Special Education Section at any time during the school year enrollment changes occur. One copy will be returned to the school district.

NOTE: The change in enrollment form need not be completed for pupils terminated at the end of a school year or enrolled at the beginning of a school year. Code XVI-C-30 (see item B-1) properly filled out will be sufficient notice in these cases.

C. Reimbursement of the Program (See Chapter 7, Item B)

VII. ADMINISTRATIVE STANDARDS FOR SPECIAL CLASS OPERATION

A. Application (Preliminary Report)

1. Each year a "Preliminary Report of Plans for Special Instruction and Services" is to be filed with the Special Education Section by the administrative officer of the school district.
2. The purpose of this report is to inform the Special Education Section of the district's plans for the establishment or continuance of special education programs for the next school year so that appropriate forms may be sent to the district for reporting and claiming reimbursement for the program.

3. The preliminary report forms (Code XVI-C-1) will be forwarded to all district and county superintendents in March of each year. These forms are to be completed in duplicate and one copy returned to the Special Education Section by April 15.

B. Special Class Organization

The kind of program a school establishes will depend on the number of eligible pupils in the district, their ages and range of ability. Larger districts may find it necessary to establish several kinds of special classes at different age levels. In districts having two classes, one teacher is usually assigned to the elementary grades and one to the junior high school level.

The elementary special class is usually the one most frequently started in districts with only one program. The (elementary) classes are composed primarily of students in the intermediate grades, but occasionally it is necessary to include a few primary age children and others who are 12 or 13.

A school district with only a few children should contact the Special Education Section so that a program can be worked out that best fits the unique and individual problems of its particular community.

1. Organization of full time programs.

- a. Segregated or self-contained programs. The self-contained special class is organized primarily in the elementary school setting. In this program the students are in the special room all day and are not integrated into regular classes. They are, however, routinely scheduled for lunch and recess periods with the rest of the student body, and take part in assemblies and other all-school functions.
- b. Integrated program. In this plan, pupils spend approximately one-half of the school day in the special class for academic work and are integrated with other students in regular non-academic classes during the remainder of the day. This type of program is the one most frequently organized at the secondary level, but there are an increasing number of such classes being established in elementary schools. At the elementary level, this plan is most effectively used for upper "borderline" children and/or pupils with greater social and academic potential.

It is possible under this arrangement for pupils to be grouped according to their chronological ages. For example, the special teacher in an elementary building could work with children in the primary grades during the morning hours and the upper elementary pupils in the afternoon. In buildings housing all twelve grades the teacher could work with the elementary pupils in the morning and secondary pupils in the afternoon.

- c. Combination program. It may be necessary to organize a program that has elements of both the self-contained and the integrated plans. For example, some pupils may, because of their limited academic and social potential, require full time placement in the special class. On the other hand, some of the more able children may be integrated into regular classes for certain selected subjects.

2. Other types of programs.

a. Individual supplemental instruction. This type of program makes it possible for a retarded child to receive special instruction and services in conjunction with attending regular classes. That is, the pupil attends most of his regular classes but receives individual instruction from a supplemental teacher in another room for one hour per day.

- (1) **PURPOSE.** The basic purpose of the supplemental program is to provide tutorial assistance - or a supportive program - in the academics in order to make it possible for certain handicapped children to achieve some degree of success in the regular school program.

The supplemental program is usually most effective with upper educable retarded pupils who are enrolled in regular junior and senior high school classes and who are relatively well accepted in the regular school setting. In fact, the supplemental program may be more beneficial for some of these pupils than placement in a full time special class.

Supplemental instruction is also provided as a temporary measure for other, more retarded, pupils at both the elementary and secondary level where, for various reasons, establishment of a full time special class is not immediately possible. However, for these pupils, supplemental instruction must be seen as being a stop-gap temporary arrangement to assist them in getting along in school until a full time program can be provided.

- (2) **CERTIFICATION.** The supplemental teacher does not have to be certified as a teacher of the mentally retarded. However, he must hold a basic teachers' certificate, preferably at the elementary level. Some schools have used the services of their substitute and home instruction teachers in this capacity.
- (3) **AMOUNT OF TIME PER CHILD.** Under this program, each eligible pupil is entitled to one clock hour of instruction per day, or five hours per week.
- (4) **STATE AID.** The reimbursement pattern for supplemental instruction is the same as in the home instruction program, i.e., it is computed on the basis of two-thirds ($2/3$) of the hourly rate paid to the teacher, with a maximum reimbursement of \$4.00 per hour.

b. Group supplemental instruction. The group supplemental program is essentially the same as the individual program (item 2-a above), except that several pupils of approximately the same age and ability come to the supplemental teacher at the same time. For example, two pupils might be scheduled with the supplemental teacher for two hours per day, or three (or more) students could be assigned to the supplemental teacher for up to a three hour block of time.

- (1) CLASS SIZE AND TIME ALLOTMENT. The number of children participating in a group supplemental program is usually smaller (less than 5) than a full-time special class. Because of the small group setting, the optimum amount of time for such a program is two hours. The maximum amount of time that a group of students may be scheduled with the supplemental teacher is three hours.
 - (2) REIMBURSEMENT. State aid for the group supplemental program is based on the number of hours (per day) the instruction is provided. For example, if two pupils received two hours per day, reimbursement would be paid for this amount of time. However, if four pupils received three hours of instruction per day, the reimbursement would be based on the number of hours (3) and not on the number of pupils (4).
- c. Two half-day programs. Under this plan the teacher is employed full-time and works with two age groups of educable children, one age group in the morning and the other in the afternoon. For purposes of special reimbursement aid, this would be considered one full-time program.
 - d. Itinerant (teacher) program. In certain instances it may be desirable to establish a part-time program in two separate school districts. In this plan the teacher would work with one group of children in one school district in the morning and travel to another school district to work with the second group of children in the afternoon. This makes it possible for the children to remain in their own school and have services brought to them.
 - e. Half-day educable - Half-day trainable. Occasionally, it may be necessary to establish a half-day educable - half-day trainable program. Under this arrangement (for example) the educable pupils would be assigned to the special teacher during the morning hours and would attend regular classes in the afternoon; the trainable group would be enrolled in school on a half-day basis and assigned to the special teacher for the afternoon session only.
3. Inter-district approaches. Following are possible approaches to providing special educational services and facilities for educable retarded children on a cooperative inter-district basis:
 - a. Nonresident children may be enrolled in an existing special class in an adjoining district. Educable children in the operating district will be served first. When space is available nonresident students may be enrolled in the class at the discretion of the school board of the operating district on a tuition basis.
 - b. Two or more districts may enter into an agreement to establish a special class for educable children. When a group of districts enters into such an agreement, one of the participating schools must serve as the operating (employing) unit.

- (1) Each participating school is to pay the employing district a prorata amount per child of the net cost of the program. This tuition charge will be the actual cost less state reimbursement. (A tuition worksheet, Code XVI-B-61, is available to school districts upon request to the Special Education Section.)
- (2) Reimbursement for the cost of the educable program will be paid to the operating district. (See Minnesota Regulations Relating to Education, Article VII, Section 5034.)

C. Grouping and Programming

1. Age grouping. The practice of grouping children by chronological age is almost as universal in a special program as in the regular class setting. The physical development and the social interests of the educable retarded child are generally quite similar to "average" children of the same age. Thus, grouping and promoting on the basis of the life age of the pupil will be warranted in the majority of cases.

a. In larger school districts or in districts engaged in cooperative inter-district efforts, grouping presents less of a problem. Whenever possible, consideration should be given to a plan which brings together the following age groups:

ELEMENTARY	Primary group, ages 5 or 6 to 9;
	Intermediate group, ages 9 to 12 or 13;
SECONDARY	Junior High group, ages 12 or 13 to 15 or 16;
	High school group, ages 15 and older

b. In all districts, large or small, a separation between elementary and secondary age children must be maintained. All classes should be designed to accommodate children of either elementary age or of secondary age. Combined classes of elementary and secondary age children generally will not be approved for reimbursement without prior approval by the Special Education Section.

c. Assistance in programming for pupils who no longer qualify for an elementary class because of age may be obtained by contacting the Special Education Section.

2. Ability grouping

It is becoming increasingly apparent that even in the special class setting, a wide range of abilities is represented. Thus, ability grouping within the special education program is another factor that deserves consideration. Communities having two or more special classes for children of the same age level, i.e., two junior high classes, may wish to institute a "two-track" program.

Under this procedure, students who are markedly inferior in academic and social potential would be placed in one class, while the academically more able and the children with a greater degree of social competence would be placed in a second class.

School districts desiring to set up a program of this nature should contact the Special Education Section.

3. Programming

Pupils enrolled in special education programs should be given every opportunity to participate in various all-school functions and, whenever possible, should be integrated into regular school classes during periods when non-academic courses are taught. They should be segregated from other students only when such a procedure is essential.

Generally, most pupils in secondary school programs for educable mentally retarded are scheduled with the special teacher for only a part of the school day. They should be encouraged and permitted to enroll in classes with other students, such as general shop or homemaking, physical education, art, music, or any other courses which they are capable of taking.

In all instances, programming of pupils at both the elementary and secondary levels should be done on the basis of individual pupil need. Some children may require only selected parts of the school day with the special teacher, while others may need to spend considerably more time. This shows the need for careful planning and close cooperation between all of the members of the school staff who have a part in the special education program.

D. Housing Facilities

1. Classes should be located in a building where there are grades that serve normal children of the same age. Whenever possible this should be the neighborhood school so that the child can walk or ride to and from school in the same manner as other children.
2. Whenever possible, a complete regular sized classroom should be provided.
3. Approval to house educable classes in facilities other than public school buildings must be obtained from the Special Education Section prior to establishment of the program.

E. Class Size

1. Elementary Classes. Elementary school classes for educable mentally retarded may be established with a minimum of five students and a maximum of fifteen. Variations in the maximum enrollment (per teacher) are possible, but any plan for change must be approved by the Special Education Section. Where there is a wide age difference among pupils, or where the students show a high incidence of multiple disability, an effort should be made to limit the number of pupils to a class size that lends itself to optimum instruction.
2. Secondary Classes. Secondary classes for educable mentally retarded may be established with a minimum of five pupils. Maximum class size is generally set at 15 pupils. However, variations in the total enrollment and maximum class size (per teacher) are possible, but any plan for change must be approved by the Special Education Section. The number of students enrolled in the special program should not

remain static from year to year, but should be set at a class size that is workable in terms of individual programming and instruction.

Students at the secondary level should spend a minimum of 2 to 3 hours per day with the special teacher. However, programming may result in certain modifications. Some pupils may need a larger block of time with the special teacher. There will also be isolated cases where an individual student may require only a short period of time in the special room.

F. Length of School Day

The length of the school day for special classes should be equal to that of the regular grade pupils. Variations in the length of a pupil's daily session will be considered when a request is made to the Special Education Section.

G. Records

1. Every school district operating an educable program is to maintain a complete record of each resident and nonresident pupil enrolled in the class.
2. The file on each pupil is to include: (1) psychological reports, (2) health records and medical reports, and (3) school record. Notes on parent-teacher conferences, progress reports, behavior check lists and other pertinent information should also be included in the file.
3. Pupil record files must be available to the special teacher at all times. This information is also to be available for interpretation to appropriate professional personnel, to the state supervisory staff and the parents or guardian of the child. (Minnesota Regulations, Article VII, 5034)

H. Equipment and Supplies

1. The selection of supplies and equipment for an educable program should be the ultimate responsibility of the special class teacher.
2. Assistance in the selection of materials may be obtained from the Special Education Section.
3. Reimbursement. See Chapter VIII.

VIII. STANDARDS RELATING TO FINANCIAL ASPECTS

A. Annual Reports

1. Annual report forms, Code XVI-C-33, will be forwarded at the close of each school year to every district operating an approved special education program for educable retarded children.
2. These forms must be properly completed and returned to the Special Education Section by June 15, or within one week after the close of school, in order to qualify for payment of aids at the regular time.

B. Reimbursement: Salaries and Services

1. Salaries - General. State aid will be computed on the basis of two-thirds ($2/3$) of the salary of each approved teacher employed in the school's program for educable retarded children, subject to the following limitations:
 - a. Maximum aid for each full-time person may not exceed \$3600.
 - b. Maximum reimbursement of salaries for part-time personnel will be prorated in proportion to the amount of time such personnel are employed in the special education program.
2. Supplemental Instruction. See Chapter VII, item B-2 (a and b).
3. Examinations. State aid is provided for medical, psychological and psychiatric diagnostic services when these are essential to the educable program. School districts will be reimbursed for two-thirds ($2/3$) of the cost of such services, the reimbursement not to exceed \$20 per full-day of time actually devoted to diagnostic work. A full-day, for reimbursement purposes, is considered to be five (5) hours.

C. State Aid: Equipment and Supplies

Minnesota laws provide for reimbursement of special supplies and equipment purchased or rented for use in the educable program. The maximum aid that may be reimbursed under this law is one-half ($1/2$) the cost of the items purchased, not to exceed \$50 per child per year in reimbursement.

D. Non-Reimbursable Items.

1. Services. The following types of services are not reimbursable.
 - a. Counseling and Nursing Services. (These are non-instructional needs common to all pupils.)
 - b. Diagnostic services provided by public agencies, i.e., community mental health centers, University Hospital, and the Department of Welfare's Bureau for Psychological Services.
 - c. Treatment services such as psychotherapy. (This type of service is considered outside of the realm of the school's responsibility and therefore is not reimbursable.)
2. Equipment and Other Items. The following types of expenditures are not reimbursable.
 - a. Capital outlay for desks, chairs, black-boards or other items which are considered as standard equipment.
 - b. Fixed charges, i.e., rent and insurance.
 - c. Operational and maintenance costs.
 - d. Transportation expenses of special education personnel.

e. Tuition charged for a handicapped child attending a special class in another district.

E. Reimbursement for Transportation and Board and Lodging. See Chapter IX.

F. Foundation Aid.

1. School districts are eligible for foundation program aid for pupils attending classes for educable retarded children on the basis of pupil units in average daily attendance.
2. The foundation program aid for such children will be paid to the district of the pupil's residence.
3. Attendance. Attendance for educable retarded children is to be counted in the same way and reported on the same form that is used for all pupils. The rules outlined in the Manual of Instructions for Uniform Child Accounting (Code I-A-7) also apply to educable retarded children.
4. Classification of Pupils. For purposes of recording attendance, pupils enrolled in special classes at the elementary level are to be classified as elementary pupils, and counted for one (1) unit of foundation aid. Students enrolled in junior and senior high special education programs are to be classified as secondary pupils and counted for one and one-half (1½) units of foundation aid.

G. Nonresident Tuition.

1. When a pupil is enrolled in a special class in a school district other than his district of residence, the school providing the service will make a tuition charge to the child's resident district.
2. This tuition charge is not reimbursable. The special reimbursement aids are paid only to the district providing the special education program. However, the child's district of residence benefits since the reimbursement lowers the tuition charge.
3. A suggested procedure to follow in arriving at tuition costs for nonresident pupils in special classes (Code XVI-B-61) may be obtained from the Special Education Section.

IX. CERTIFICATION OF TEACHERS

A. Regular Certification. Completion of requirements under plan a. or b. or c. following will qualify a person for the certificate in this area:

1. Plan a. Graduation from a four-year college or university course with a major in the education of the mentally retarded.
2. Plan b. Graduation from a four-year college or university course with a certificate to teach in the elementary or secondary schools and an approved college minor in the teaching of mentally retarded.

3. Plan c. To qualify under this plan a person must: (1) hold a valid Minnesota teaching certificate for elementary or secondary schools, (2) have two years of successful teaching experience, and (3) have an approved college minor, or its equivalent, in the teaching of the mentally retarded evaluated by an approved teacher training institution.

a. A minor is usually considered to be a minimum of 23 quarter hours of approved college coursework.

b. Whether a particular pattern (of coursework) is equivalent to a minor is decided by the staff members of the teacher training institution approved to offer a minor in this field in consultation with the Special Education Section.

c. The coursework which comprises the minor may include courses taken at both the graduate and undergraduate level. However, this plan does not require a bachelor's degree.

B. Provisional Certification

1. A provisional certificate to teach the mentally retarded is issued if a teacher: (1) holds a regular Minnesota teaching certificate; (2) has had two years of successful teaching experience, and (3) has completed at least eight quarter hours of coursework in special education, including two of the following required special courses:

Introductory courses on the education or psychology of exceptional children

Psychology of Mental Retardation

Methods courses in the education of the mentally retarded

2. The provisional certificate is a two year non-renewable certificate. A teacher with a provisional certificate must complete the requirements for the regular certificate within the two year period.

C. Certification of Supplemental Teachers. See Chapter VII, item B-2-a.

D. Colleges with Approved Programs.

1. The University of Minnesota, and the State Colleges at Mankato, Moorhead and Saint Cloud have approved teacher training programs in the education of the mentally retarded.

2. Questions pertaining to college credits and approved coursework in this special field should be directed to the appropriate teacher training institution listed in 1 above.

E. Certification Procedures. The provisional or regular certificate to teach the mentally retarded is issued by the Teacher Personnel Section of the Department of Education on receipt of all of the following items:

1. Provisional Certificate

Recommendation of the college where the required coursework (toward provisional certification) was taken

Request of the superintendent

Fee of \$3.00

2. Regular (Full) Certificate

Recommendation from the college

\$3.00 fee or a valid Minnesota certificate to which the certificate to teach the mentally retarded is added

NOTE: Request by superintendent is not required when application for full certification is made.

3. Questions pertaining to the actual issuance of a teaching certificate should be sent directly to the Teacher Personnel Section.

X. TRANSPORTATION

A. General Rules

1. It is the responsibility of the school board of the pupil's district of residence to provide for the transportation of an educable retarded child.
2. Transportation aid will be paid to the district of the pupil's residence.
3. In case daily transportation is impracticable, the school board may make arrangements to board and lodge the child, thereby making school accessible for him.
4. Aid will be paid only for actual days such pupils are transported or boarded and in attendance at school.
5. Where other pupils are transported on the same school bus with the mentally retarded children, the costs to be used in determining the reimbursement aid for transportation will be prorated on the basis of the average cost per pupil for all pupils conveyed on such bus or buses.
6. In no case will the aid exceed the actual sums paid out by the school district for transportation or board and lodging.
7. Whenever mentally retarded children can travel comfortably on a school bus, or a regular commercial bus and that mode of transportation costs less than other means, aid will be allowed only at the lower rate.
8. Where two or more mentally retarded children from the same family are transported to the same school and a family conveyance is used for such transportation, aid will be granted on the basis of one child only.

9. If someone other than a parent or guardian is the carrier, such carrier must comply with the regulations governing the transportation of public school pupils as stated on pages 31-42, Minnesota Regulations Relating to Education, 1956 Edition, as amended, July 1, 1959.

B. Board and Lodging
Educable Retarded Children

1. The district of residence has the responsibility to initiate board and lodging arrangements.
2. Before enrolling a handicapped pupil in another district on a board and lodging basis, the district of residence must have approval for such enrollment from the Special Education Section.
3. The request for approval submitted to the Special Education Section must include the following:
 - a. Evidence that the pupil is eligible for enrollment in a special class for educable retarded children.
 - b. Information substantiating the need for enrollment in another district on a board and lodging basis.
4. Following review of the information submitted to the Special Education Section, notice of approval or non-approval will be sent to the district.
5. If the request is approved, the administrative officer of the resident district is to contact his county welfare department for purposes of securing an approved foster home in the district where the child is to be enrolled.
6. Reimbursement for board and lodging will be authorized by the School Transportation Section only when the pupil's enrollment has been approved by the Special Education Section.

C. Contract for Board and Lodging*

1. The resident district should negotiate a contract with the facility providing the board and lodging.
2. The contract should include:
 - a. A rate for board and lodging that is in line with the prevailing rate in the area where the pupil is boarded according to the records of the county welfare agency.
 - b. A stipulation that the boarding and lodging facility shall meet the standards approved by the state and local welfare agencies to safeguard the well-being of the pupils involved.
 - c. A stipulation that pupils who return to the home district on non-school days, such as week ends, will be charged less than those pupils who remain at the boarding and lodging facility over the non-school period.

*Recommendation of the School Transportation Section, included in Section 5046 of the Administrative Manual, Code X-A-1.

D. Claiming State Aid for Transportation or Board and Lodging

1. Transportation. In the spring of the year an application and report form, Code VII-C-11b, will be forwarded to each graded school that received transportation aid for mentally retarded pupils attending an approved special class during the previous school year. The forms will also be sent to county superintendents for distribution to ungraded schools.
2. Board and Lodging. The "Application and Report on the Board and Lodging and Transportation of Handicapped Children," (Code VII-C-11c) will also be sent in the spring to all districts that have pupils enrolled in an approved board and lodging facility.

NOTE: If it is necessary for special transportation to be provided from the boarding home to the school, this expenditure is also to be reported on Code VII-C-11c.

3. In order to qualify for payment of aids at the regular time, the report forms must be submitted to the School Transportation Section and postmarked not later than July 10 after the close of the school term for which aid is claimed.

E. Reporting Nonresident Pupils

1. Information on nonresident attendance is obtained from schools having approved special classes by means of Code VII-C-11c (3).
2. When the form is completed and returned to the School Transportation Section, the districts transporting pupils to approved special classes in another district are forwarded the application and report form, Code VII-C-11b.

F. Reimbursement for Transportation or Board and Lodging

1. Transportation. Aid for this service will be made from state funds for an amount not to exceed \$1.35 per child per day or \$225.00 per child annually.
2. Board and Lodging.
 - a. The reimbursement aid for board and lodging for an educable handicapped or mentally retarded pupil in a district maintaining special classes will be limited to \$5.30 per day boarded and lodged, not to exceed \$100.00 per calendar month of 30 days, or cost whichever is lower, but not to exceed \$900.00 per annum (the legal maximum). See Ex. Sess. Laws 1961, Chapter 559.
 - b. Reimbursement for board and lodging will be authorized only when the pupil's enrollment and need for board and lodging has been approved by the Special Education Section.

- c. Additional reimbursement for transportation of such pupil between his boarding home and the school building may be allowed, but reimbursement for transportation of such pupil between his resident home and his non-resident place of boarding will not be allowed.

G. Questions relating to transportation or board and lodging should be sent directly to the School Transportation Section.

XI. SPECIAL CLASS CURRICULUM AND PROGRAM

The organization of the special class, with its reduced class size, makes it possible for the mentally handicapped child to be removed from the frustrating circumstances he faces in the regular classroom, and to be placed in a situation where he feels accepted by his peers and by his teacher. In addition, he can be provided with the individual instruction he needs in order to learn the academic essentials.

Because of these advantages, this special organization is, in itself, an important part of the total program. But the mere segregation of these pupils into a special class for purposes of academic instruction does not mean that they will be given the kind of program they require. Just as the regular course of study entails considerably more than the mere teaching of the tool subjects, so special class students require something in addition.

It has been pointed out that, "where special class programs have failed in the past, it has been largely because they failed to point in any particular direction. In what may be referred to as 'regular education,' there are specific goals with which all teachers in a given system are familiar; in regular classes teachers and children alike have goals to work towards, and while the goals may not be appropriate for all, they at least lend a kind of stability to what goes on in the classrooms each day."¹

Thus, a comprehensive program of education for the mentally retarded also calls for the establishment of a curriculum guide or educational frame of reference. Such a guide would give direction, purpose and continuity to the educational program for these boys and girls.

The Special Education Section is aware of the need for the development of a curriculum guide to be used in Minnesota's special classes, and steps in this direction are now being taken. However, until such a guide can be made available, the individual special teacher will find it necessary to continue to adapt and modify whatever curriculum materials are available to him.

A. Suggested Program Activities

Following is an overview of suggested program concentrations and activities for various age groups:

1. Primary Level: concentration on social experiences and readiness work, and the introduction of basic skills. Promotion at nine or ten years.

¹Allen, Amy A. Let us Teach Slow Learning Children, Columbus, Ohio: State Department of Education, 1955

2. Intermediate Level: emphasis on progress in reading, writing, arithmetic and continued development of social experiences. Promotion at 12 or 13 years. Physical and social maturity and the capacity to deal with the complexities of the junior high school's demands must be carefully considered in the promotion decision.
3. Junior High School Level: at this level, there is continued development of basic academic skills. Social studies activities should whenever possible deal with practical, everyday living experiences. (This is not meant to entirely exclude other more traditional social studies content areas.) The study of jobs and job opportunities, as well as social and community agencies that can be helpful to this group, is sometimes included in the later stages of this level.
4. Senior High School Level: this level is an extension of the junior high program, with more emphasis being placed on converting academic skills into competencies required in everyday adult life. Attention is also given to assisting pupils in making an adequate social and occupational transfer from school to work and community living. Generally, senior high programs should be designed to provide school-work experiences leading toward self-supportive occupational placement in the community.

B. Graduation

Individual school districts may decide which method of culminating school attendance is best for those special class pupils who have satisfactorily completed the special class requirements and who are of graduation age. It is generally conceded that these students deserve some kind of recognition for having successfully completed the school program required of them. Just what form this recognition takes should be determined by local school board policy.

NOTE: Further information on graduation may be obtained by contacting the Special Education Section.

C. Vocational Rehabilitation Services

Job counseling, training and employment services for mentally retarded persons of employable age are provided by the Division of Vocational Rehabilitation in cooperation with other state and local agencies. Generally, the rehabilitation counselor prefers to start planning with the student and the school counselor a year or two in advance of the date of graduation.

The Division of Vocational Rehabilitation presently has a staff of forty-one counselors throughout the state. These counselors generally carry a diverse caseload with one counselor serving the Owatonna State School. The backlog of referrals has limited the number of retarded who can be served, but the Division plans in the future to expand its services to this disability group. Referrals to the Division should be made directly to the district office nearest the school. Following is a list of these offices and the counties they serve:

BEMIDJI

410 Minnesota Avenue
Tel: PLaza 1-1340
(Wadena, Cass, Hubbard, Bel-
trami, Lake of the Woods,
Clearwater, Mahnomen, and
Becker)

CROOKSTON

123 West Second Street
Tel: ATLantic 1-1946
(Kittson, Roseau, Marshall
Polk, Pennington, Red Lake,
Norman, and Clay)

DULUTH

405 Ojibway Building
Tel: RANDolph 2-0526
(Aitkin, Carlton, Pine,
Lake, Cook)

VERGINIA

710 Ninth Street North
Tel: SHERwood 1-5855
(Koochiching, St. Louis,
and Itasca)

MANKATO

106 East Liberty Street
Tel: 388-2969
(Yellow Medicine, McLeod,
Renville, Lincoln, Lyon,
Redwood, Sibley, Nicollet,
LeSueur, Rice, Brown, Watonwan,
Blue Earth, Waseca, Steele,
Martin, Faribault, Freeborn)

WORTHINGTON

919 Fourth Avenue
Tel: 376-3180
(Pipestone, Murray,
Cottonwood, Rock, Nobles
and Jackson)

ST. PAUL BRANCH

Room 745, Court House
Tel: CAPital 4-4612, Ext. 539

ROCHESTER

415 Fourth Street S.E.
Tel: ATLAS 2-3861
(Goodhue, Wabasha, Dodge,
Olmsted, Winona, Mower,
Fillmore, and Houston)

ST. CLOUD

518 South First Street
Tel: BLACKburn 2-3010
(Todd, Crow Wing, Morrison,
Stearns, Benton, Mille Lacs,
Kanabec, Isanti, Sherburne,
Swift, Kandiyohi, Meeker,
Chippewa, Lac Qui Parle)

FERGUS FALLS

Schacht Building
Tel: REGent 6-2718
(Wilkin, Otter Tail, Grant,
Douglas, Traverse, Stevens,
Pope, and Big Stone)

MINNEAPOLIS DISTRICT

1516 East Lake
Tel: 721-6555
(Wright, Carver, Hennepin,
and Scott)

MINNEAPOLIS BRANCH

807 Northeast Broadway
Tel: FEderal 2-4284

ST. PAUL DISTRICT OFFICE

1821 University Avenue
Tel: MIDway 5-4633
(Anoka, Chisago, Ramsey,
Washington, and Dakota)

Administrative Office

Division of Vocational Re-
habilitation
Centennial Building
St. Paul 1, Minnesota
Tel: 221-2891

SUGGESTED GROUP TESTS

The following list of tests are included to assist those districts without a group testing program in selecting tests for screening purposes. Manuals for all tests should be consulted for a description of each test and the grade levels covered. It should be especially noted that a district is not required to use only the tests included in this list.

1. Group Intelligence Tests

- a. California Test of Mental Maturity (California Test Bureau).
- b. Detroit Test of Learning Aptitude (Public School Publishing Co.).
- c. Kuhlman-Anderson Intelligence Tests.
- d. Kuhlman-Finch Intelligence Test (Educational Test Bureau).
- e. Otis Quick Survey Test of Mental Ability (World Book).
- f. SRA Primary Mental Abilities (Science Research Associates).
- g. Terman-McNemar Group Test of Mental Ability (World Book).

2. Achievement Test Batteries

- a. California Achievement Test (California Test Bureau).
- b. Co-ordinated Scales of Attainment (Educational Test Bureau).
- c. Iowa Every Pupil Tests of Basic Skills (Science Research Associates and Houghton Mifflin).
- d. Metropolitan Achievement Test (World Book).
- e. Modern School Achievement Test (Teachers College, Columbia Univ.).
- f. Stanford Achievement Test (World Book).

3. Addresses of Publishers

Bureau of Educational Research, Univ. of Iowa, Iowa City, Iowa
Bureau of Publications, Teachers College, Columbia Univ. New York 27,
New York
California Test Bureau, 5916 Hollywood Boulevard, Los Angeles 28,
California
Educational Test Bureau, 720 Washington Ave. S.E., Minneapolis 14,
Minnesota
Educational Testing Service, Princeton, New Jersey
Houghton Mifflin Co., 2 Park St., Boston 7, Massachusetts
Public School Publishing Co., 509 North East St., Bloomington, Ill.
Science Research Associates, 57 West Grand Ave., Chicago, 10, Ill.
World Book Co., 313 Park Hill Ave., Yonkers 5, New York

BIBLIOGRAPHY

The following references were used as a guide in preparing this manual. Certain specific statements were taken from these references and included in the manual because of their universal applicability to the general problem of providing special educational services and facilities for mentally retarded children.

Graham, Ray. "The Educable Mentally Handicapped", The Illinois Plan for Special Education of Exceptional Children, Circular Series B, No. 12. Springfield, Illinois: Superintendent of Public Instruction, 1950

_____. and Seigle, Dorothy M. A Guide for Establishing Classes for the Educable Mentally Handicapped, Superintendent of Public Instruction, State of Illinois, 1953.

Ingram, Christine P. Education of the Slow-learning Child, New York: The Ronald Press Company, 1953

Kirk, Samuel A. and Johnson, G. Orville. Educating the Retarded Child, Chicago: Houghton Mifflin Company, 1951

_____. "What is Special About Special Education? The Child Who Is Mentally Handicapped," Exceptional Children, 19 (January, 1953), 138-142

Porter, Rutherford B. and Rayburn, Russell H. How to Organize a Special Program for Mentally Retarded Children in Indiana, Division of Special Education, Indiana State Department of Public Instruction, undated, (Single Printed page.).

Sarason, Seymour B. Psychological Problems in Mental Deficiency, New York: Harper and Brothers, Publishers, 1953

State of Indiana, Department of Public Instruction, Exceptional Pupils, Special Education Bulletin No. 1, Revised 1959

State of Kansas, Department of Public Instruction, Educable Mentally Retarded in Kansas Schools, 1960

State of Oklahoma, Department of Education, A Program of Education for Exceptional Children in Oklahoma, Bulletin S. E. No. 4, 1957

Williams, Harold M. The Retarded Child Goes to School, U.S. Department of Health, Education and Welfare, pamphlet No. 123, U.S. Government Printing Office, Washington 25, D.C., 1960

_____. and Melcher, John W. A Public School Program for Mentally Handicapped Children. Wisconsin Department of Public Instruction. 1953