Since patients entering the Minnesota School and Colony vary so widely in abilities, and even in achievement with the variable mental ages, it is necessary to consider each child individually and seek a program for him that will fit his own individual needs.

At the same time formal outlines of courses are useful suggesting classroom procedure and textbooks are useful Aides for the teacher, especially in the reading and numeracy areas in the primary grades where readiness and teaching programs are the result of continuous and expert research.

The modern philosophy of education assumes, (Forty Ninth Yearbook, Part II)

INSTRUCTION OF EXCEPTIONAL CHILDREN IS INDIVIDUALIZED. By keeping classes small and by securing adequately trained teachers, instruction becomes individual.

DIAGNOSTIC SERVICES ARE PROVIDED. Children should be referred for special education only after adequate diagnosis of the physical or mental condition.

CLASS PLACEMENT IS A FLEXIBLE MATTER. Special education admits of various procedures and situations, whatever may fit the child’s special needs.

PROBLEMS IN CURRICULUM CONSTRUCTION FOR THE MENTALLY HANDICAPPED ARE MORE COMPLEX THAN FOR NORMAL CHILDREN. It is necessary to retain the basic elements in the curriculum for the regular groups as well as adapt the materials to the abilities of the special classes if the mentally handicapped who are able to are to live successfully upon their return to society.

CURRICULUM GOALS FOR THE MENTALLY HANDICAPPED ARE THE SAME AS FOR NORMAL CHILDREN. They are the achievement of self-realisation, the development of proper human relationships, the attainment of economic efficiency, and the assumption of civic responsibility.

THE EXPERIENCE CURRICULUM SERVES AS THE BASIS OF LEARNING FOR THE MENTALLY RETARDED, being geared to their felt needs and dominant purposes. The CORE CURRICULUM offers units of experience based upon significant situations, phases of life, or problems which the pupils now face or will face in the future.


MIC COURSES OF STUDY – continued

The course of study used as a guide in our academic classes
he course of study and teacher's manual of the Mansfield
a training School and Hospital, Mansfield, Connecticut, one of
outstanding institutions of its kind. (1947)

Other curricula guides includes State of Minnesota, Department
ducation Curriculum Bulletins

1.- Elementary Curriculum
3.- A Guide for Better Instruction in Minnesota Schools,
 Curriculum Bulletin No. 1, 1946
3.- A Guide for Instruction in Arithmetic, Curriculum Bulletin
 Ho. 3, 1948
4.- A Guide for Instruction in the Social Studies, Curriculum
 Bulletin No. 6, 1949
5.- Bulletin No. 0-7 , Home Economics

Note: All of the other State Bulletins are on order from the
Syndicate Printing Co.

DARDS FOR THE SELECTION OF PUPILS IN THE SCHOOL PROGRAM

1.- New Admissions; After diagnostic medical and psychological
oks, new admissions of school age are referred to the school
artment at case conferences which the principal attends.

Some pupils are recommended for academic training, others
handicraft classes, still others for both. Handicaps are taken
to consideration.

2.- Individual Classification Study: Individual classification
ofies are made(group) of the present class lists. Study of
es, I.Q's, present programs furnishes data on which decisions
ly be made for individuals.

Where there is doubt that all possible patients have
ben reached in a grade, classification profiles are made of the
entire grade group and decisions made from the data to meet patient
needs. (Example : Annex III -hospital division - see montly report)

3.- School Life Span: The principal assumed his position
about October 1st, after the present selection of school pupils
had been made.

Present study indicates criteria must be set up for
another year which will set upper limits for chronological ages
in the school department. Whether this should be 16– 18 – 20 yrs.
will be determined after consultation with the medical, psychological,
and welfare services.

The end result would be to give more complete programs
for the children of reasonable school age and substitute some other
ype of leisure time activity for the older patients. It might also
able the school department to lower it educational or training
rogram to pre-kindergarten or nursery levels.
ELEMENTS IN DETERMINING THE PROGRESS OF THE PUPILS IN THE SCHOOL DEPARTMENT

GUIDANCE: Both the teacher and principal have guidance functions in determine the progress of the patients. They include

1.- collecting background information for each child and using it in determining the child's needs.
2.- recording on a cumulative folder the information obtained from tests, interviews, observations and using it in determining teaching and other activities.
3.- seeing the parents of the patients when visits are made and acquainting them with the progress and program for their child.
4.- studying the pupils readiness for learning and adjusting both the remedial work and the advanced teaching to his ability.
5.- observing the child's emotional and social adjustment and trying to provide experiences which will help him develop normally.

EVALUATING PUPIL PROGRAMS

In the Minnesota School and Colony, while grade placements are listed as a convenience in grouping, work is almost on a continuous progress basis in which the pupils is asked or encouraged to continuously improve over his own record.

In evaluating pupil progress at the end of the present school year, as many of the following criteria as Possible will be used.
1.- Careful observation of each child's progress by the teacher, a subjective report strengthened by a description of the program covered and a list of readers and other texts completed.
2.- Results of informal tests which may have been given by the teacher such as unit pretest-progress tests.
3.- A check and comparison with records kept by former teachers.
4.- Records of individual progress charts in which desirable attitude and habits are checked.
5.- Use of standardised tests to measure mastery of fundamental skills, to determine what skills a patient lacks and then assist him to acquire them.

TESTING PROGRAM

The following testing program(elementary) will be generally used in the Minnesota School and Colony.

Kindergarten - a reading readiness test in the spring

grade.1 (approx. level) - a reading readiness test in the fall.
In the spring a word recognition test or simple reading test.

(forward)
Grade 2 (approx. level) - a diagnostic readiness test in the fall. An alternate form in the spring.

grade 3 (approx. level) - a simple battery test in the fall. Individual profiles will then be made, pupils' needs analyzed and instruction adjusted accordingly. In the spring an alternate form of the battery test will be given to show growth. A personality development tent may also be given at this level.

(Grade 4 and over) - same type of battery tests as in grade 3.

Some of the tests which fit the above program and from which selections will be made are listed below.

1.- Reading-readiness

Gates reading readiness test. New York 2?: Bureau of publications, Teacher's College
Hildreth-Giffiths. Metropolitan readiness test. For Kindergarten. Chicago 16: World Book., 1933
Monroe reading aptitude tests. For first grade entrants. Chicago 16: Houghton-Mifflin
Van Wagenen reading readiness test. For kindergarten and first grade. Minneapolis 14: Educational Test Bureau

2.- Silent reading

Durrell- Sullivan reading capacity and achievement tests
Chicago 16: World Book (diagnostic)
Gates primary reading test. For grades 1, 2, and 3. New York 27: Bureau of Publications. Teachers College
Iowa every pupil test of basic skills (Test A, Reading comprehension; Test B, Work Study skills.
Chicago 16, Houghton-Mifflin
Iowa silent reading tests. Chicago 16: World book.

3.- Oral Reading


4.- Mathematics

Progressive arithmetic tests. 5916 Hollywood Blvd. Los Angeles 28: California test bureau

5.- Battery Tests, (scaled tests in up to 8 subjects)

Iowa every pupil test of basic skills, Chicago 16. World Book.

NO. OF PUPILS IN HANDICRAFT CURES WHICH MIGHT BE CLASSED AS OCCUPATIONAL THERAPY

BOY'S INDUSTRIAL CRAFTS: | Boys | Girls | Total
--- | --- | --- | ---
Instructor: Berghoff | 26 | 0 | 25

GIRL'S SEWING(NEEDLE CRAFT): | Boys | Girls | Total
--- | --- | --- | ---
Instructor: Taubman | - | 0 | 45
Smith | 0 | 56 | 56
Brazil | 0 | 47 | 47
Total | 0 | 148 | 148

GIRL'S WEAVING:

Instructor: Kennedy | - | 0 | 50
Burnett | 0 | 39 | 39
Total | 0 | 89 | 89

ROPE BRAIDING: (Handicapped)

Instructor: Kisor | 23 | 0 | 23

TOTALS | 49 | 237 | 286