

Minnesota School and Colony

DEMIC COURSES OF STUDY - 1950-51

Since patients entering the Minnesota School and Colony vary so widely in abilities, and even in achievement with the 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 number courses in the primary grades where readiness and teaching programs are the result of continuous and expert research.

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

INSTRUCTION OF EXCEPTIONAL CHILDREN IS INDIVIDUALIZED. By opening 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

REFERENCES: 1.- "The Education of Exceptional Children", National Society for the Study of Exceptional Children, Forty Nineth Yearbook, Part II, 1950

2.- "A Guide for Better Instruction in Minnesota Schools," Curriculum Bulletin No. 1, State of Minnesota, Dept. of Education.

MIC COURSES OF STUDY - continued

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

Other curricula guides includes State of Minnesota, Department of Education 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 No. 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.

STANDARDS FOR THE SELECTION OF PUPILS IN THE SCHOOL PROGRAM

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

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

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

Where there is doubt that all possible patients have been 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 monthly 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 type of leisure time activity for the older patients. It might also enable the school department to lower its educational or training program 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'd 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)

TESTING PROGRAM - continued

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-Griffiths. 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

Gray - oral reading check tests. Bloomington, Illinois. Public School Publishing Co.

4.- Mathematics

Breuckner diagnostic tests. Minneapolis. Educational test bureau.
 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.
 Unit Scales of attainment. Minneapolis 14. Educational test bureau.

6.- Handwriting scales : Chicago 16. Houghton-Mifflin

MINNESOTA SCHOOL AND COLONY
(School Depart.)

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

BOY'S INDUSTRIAL CRAFTS:	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Instructor: Berghoff	26	0	25

GIRL'S SEWING(NEEDLECRAFT):

Instructor: Taubman - -	0	45	
Smith _____	0	56	
Brazil -	0	47	
	<u>0</u>	<u>148</u>	148

GIRL'S WEAVING:

Instructor: Kennedy - -	0	50	
Burnett _____	0	39	
	<u>0</u>	<u>89</u>	89

ROPE BRAIDING: (Handicapped)

Instructor: Kisor _____	23	0	23
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TOTALS	49	237	286
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