

## TMR Eligibility Standards

From Directives Relating to Public School Programs for Trainable Mentally Retarded Children, Appendix I to Community Health and Welfare Council, Mental Retardation in Greater Minneapolis (December 1965).

(There is no explicit indication on this 20-page document that it was prepared by the Minnesota Department of Education, but it certainly appears to have been. Compare Minnesota. Dept. of Education. Division of Instruction. Special Education Section.

Title Directives relating to special education for educable mentally retarded children.

Edition Rev. 1963. in the Historical Society Library catalog.)

### Part II. 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. To be eligible for placement in a special class for the trainable retarded, a child must meet the following qualifications:

Score (approximately) between 30 and 55 I.Q. on an individual intelligence test administered by a qualified psychologist;

be ambulatory and have no major physical or sensory defects which would require a disproportionate amount of the teacher's time;

be toilet trained;

be able to communicate his needs to others;

be socially adjusted to the degree that he will not endanger himself or others by his personal behavior;

be of school age, but within reasonable age range of the other pupils in the class.

2. In certain instances, a child who does not meet all of the above standards may be placed in the trainable program on a trial basis. For example, children with cerebral palsy or other physical handicaps usually will not meet all of the above requirements. For pupils in this category, a trial placement in the trainable class, in addition to the differential diagnosis, is often necessary to determine whether their needs can be met through such a program. See Chapter III, Item D.