

Department Faribault State School & Hospital *Office Memorandum*

TO : M. E. Krafve, Assistant Superintendent
Dr. Thorsten Smith, Clinical Director

DATE: 1/26/66

FROM : Delbert E. Knack, Director Educational Programs

SUBJECT: Progress Report of School Department

I. School Population: (Comparative table for five year period based on Jan. reports)

1961-62	198	enrolled (current)
1962-63	207	
1963-64	228	
1964-65	271	
1965-66	288	(Total enrollment 298; dropped 10)

Total enrollment and current enrollment continue to climb. Last year we enrolled 30 new male students to 1 female. This year, to date, we enrolled approximately 20 female, while male population (due to termination) dropped. We still show an increase of 17 new students compared to a year ago and 4 more than the total enrolled one year ago. The average C.A. of our students are boys, 12 C.A.; girls, 14 C.A.; total population, 14 C.A. The M.A. holds between 4.0 years and 4.6 years. The I.Q. level averages .37 which is designated as severely retarded. In classifying the "educables" and "trainables" we find that comparative figures (between this school year and last school year) have tended to stabilize at 83% "trainable" and 17% "educable".

II. Classes and Grouping:

Last year we operated 23 classes for our school children; this year we are operating 33 classes (smaller in size and more homogeneous). In addition we are involving all classes in a central physical education program, and in a number of physical fitness, team sports and modified sports in building programs. Music is departmentalized as well as organ programming for approximately 40 individuals. Library programming is arranged by Miss Sundin wherever possible. A special class exists for the deaf mentally retarded and an attempt has been made to include a few blind mentally retarded on an integrated basis. We have tried to keep maximum size of class at 10 (only 4 of 33 classes have as many as 12 compared to maximum of 15 per class a year ago). Of particular interest is the "home-bounding" program which includes from 20 to 25 students, once or twice a week, for a period of one-half hour. As a result of this service we have been able to include those not able to attend a central school program, screen and orientate prospective school enrollees, and serve as a link between school and other therapeutic or medical prescribed programs.

III. School Programs:

- A. Home bounding (refer to above paragraph)
- B. Organ Project:
Successful - forty involved - two organs (one on loan) - two volunteers under Mr. Ruehling's supervision.

- C. Blind retardates:
Seemingly successful - Both group and individual services (on one to one basis).
- D. Deaf class:
Ten in class doing well (Should explore class for adult deaf retarded that might benefit).
- E. Preparation for daily living experiences:
An apartment functioning as a setting to teach teen-age girls "persisting live experiences" for daily living. Much equipment donated through Volunteer Council members. Hair styling, cooking, baking, homemaking, etc., are proving both challenging and motivating.
- F. Pre-vocational preparation:
Mr. Koski and Mr. Ruthenbeck have been experimenting with habit and attitude training in preparation for vocational selection as well as skill development to better assess student for future job placement. This project shows promise and indicative of the time and effort put forth by those in charge.
- G. School patrol:
Still operating efficiently and under the supervision of Mrs. Roseland. All teen-agers from Wylie are being escorted by school patrol without aid of teachers.
- H. Physical Education program:
Programming the physical needs of the school children has been directed primarily to Physical Fitness. Growth and Development patterns have been reviewed in grouping children. We have just received new materials drawn up by the Joseph Kennedy Foundation for Physical Education of the Mentally Retarded and find that our program not only follows the basic goals but that we were on the "right track" the past few years. We've noted definite areas of physical weakness that can be rectified with proven and accepted physical education programming. Because we lack proper facilities (lack of full use of gym) we cannot offer physical education more than once a week. Where 10 to 20 minutes are spent each day in body building we've noted some remarkable advances, (Example: 1964-65 Cedar-Spruce school population). If our observations are correct then a 20 to 30 minute period of body building per day would prove most desirable. We are thinking along the lines that a "sound body goes along with emotional and mental development". This program can help in developing work tolerance in our mentally retarded of tomorrow. Evaluation of this program is being carried out by Mr. Rappe and Mrs. Davis at this time. They feel the system is workable and would like to try a project, involving school population, on a five-day schedule for a minimum of one-half hour per student through the summer months. I feel this should be done on a research basis using a control group for a period of not less than a year. I'm convinced that this method—the first researched) has merit for our population (especially if begun early enough). Our physical education instructors would like to explain the program and its merits to the Administration and would be willing, if given the opportunity, to demonstrate.

IV. Professional Advancement:

- A. Staff: The fall quarter saw Mr. Ruthenbeck, Mrs. Caron, and Mrs. Hjertstedt attending classes offered by Mankato State College. This quarter Mr. Rappe and Mr. Ruthenbeck are attending on-campus courses towards their Masters.

A workshop in "Organ for Mental Retardates" was successfully completed by Mr. Ruehling. Observations at six different points were made by our staff. All attended the S.E.M.E.A. convention held at Rochester. Mr. Ruehling is serving as an Education Committee member of M.A.R.C. Mrs. Petersen received national recognition in "Women: Who's Who of America". We sent representatives to the Rehabilitation Conference at Owatonna and Handicraft Arts workshops.

- B. Off-campus courses have continued to be held successfully. Twenty-five attended the "Mental Health" course in the fall. Another 25 are attending "Principles of Guidance" during winter quarter.

V. Problem Areas:

- A. Speech Therapy:

Applicants are being solicited. If we do get a recruit a teaching station (classroom) must be located elsewhere.

- B. Lack of budget funds has curtailed requisitions which effect experimentation with new media and expansion of crafts and arts. At least a portion of these funds were restored and we shall be able to operate within these limits.

- C. Clarification of program titles:

One of our programs is directed toward pre-vocational training and all that it embodies. If the Greenhouse project or any training aspects allied with this project develop into vocational training at a future date then it is to the advantage of the institution and must not be misconstrued as infringing upon industrial training or rehabilitation. Vocational rehabilitation is begun at the earliest developmental stages, but does not intend to conflict with any other discipline or department's responsibility. We do feel that training staff, both professional and non-professional, are needed. However, the organizational pattern must be determined by the administration. We all can offer services but until such time as these services are integrated or managed the real advantages of vocational rehabilitation will not be realized.

- D. Staff vacancies:

We do realize that staff vacancies will occur and therefore will be recruiting for 1966-67 school year when such vacancies are indicated.

- E. Facility needs:

In addition to school buildings for school age population we are still in need of a junior gymnasium and additional classroom space.

- F. Staff requests: biennium requests:
Program development in adult educational (preparation for community life) and teaching personnel to expand our program for teenagers (100+) from 1 hours daily to a minimum of 2½ hours, and hopefully more. This means that 100 teenagers getting 2½ hours daily would call for three more teachers. Six classes now are operating above the maximum of ten pupils.(When we set a goal of eight last fall we exceeded it within the first month, and are operating over this set goal for over one-half of our classes.)
- G. Secretarial and filing work is multiplying to the point where part-time assistance is needed. For example more changes due to transfer between classes and buildings were made in the first two months of this school year than the entire last year. Note: 89 changes or entries made within five months.
- H. Volunteer assistance:
Evidently unethical changes were made of assigned volunteers by the Volunteer Coordinator. I was given to understand that these volunteers were assigned to do additional work, per agreement. I had cautioned Mrs. Stabbert that under no circumstances would I accept any transference from assigned tasks, namely, "Rob Peter to pay Paul", and I was assured that this was not the case.

Respectfully submitted,

Delbert E. Knack, Director
Educational Programs

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FARIBAULT STATE SCHOOL AND HOSPITAL REPORT

SCHOOL DEPARTMENT

January 24, 1966

SCHOOL POPULATION

I. Males 182 Approximate ratio 2:1 (2 out of 3 males)
Females 106
Total 288

II. Classes: 31 (22 students tutored by home-bounder)

Breakdown of classes 17 male
 11 female
 3 mixed

III. Buildings:

(Male)	Osage	85	(Female)	Rose	37
	Mohawk	60		Laurel	34
	Pine	31		Cedar	15
	Linden W.	4		Spruce	14
	Linden E.	1		Birch	5
	Rice	182		Total	106

Aggregate Total: 288