

DEPARTMENT Faribault State Hospital

Office Memorandum

TO Dr. E.J. Engberg, Superintendent
Mr. M.E. Krafve, Assistant Superintendent
Dr. Thorsten Smith, Clinical Director

DATE: May 23, 1967

FROM :Mr. Delbert E. Knack, Director of Training Programs

SUBJECT: Request for Extension of School year from a ten months program to a twelve months, or year round, program.

As a matter of record the School Program has been established for that segment of Faribault State Hospital population referred to as "school population"— ages 5 through 20 chronologically*

In the past 5 years we have seen considerable growth in the number of children enrolled as well as an ever growing number of classes established. At present the school program involves some 275 children, placed in more than 30 separate classes and home-bound services. In addition to these regular classes Physical Education, Music and Library services are offered.

Heretofore— the school has operated on the basis of a ten months school year— for the following reasons (vacation— July and August) :

1. Vacation during summer months for those children desiring to spend time at home with their families.
2. Vacation period for teachers:
 - a. to attend summer school for securing credentials, certificates, and professional advancement
 - b. travel and educational equivalencies (Cultural)
 - c. rest and plans with their families,
3. School calendar patterned to that of the public, private, and parochial schools, so as to plan joint vacations with their "families"

With a changing population—especially more severely retarded and multiply handicapped— there appears to be an ever growing need to expand, extend, as well as to develop new programs. More "life situational programs" are presently being developed which include a year round program.

We have recently completed a survey as to "Who is Going Home *on* Vacation?", "How many are Going Home?", and for "How Long a Period of Time?" The results indicated that out of 272 children presently enrolled in school some 149 or better than 50% remained at the Faribault State Hospital during the summer months of July and August 1966. It was also discovered that another 47 spent from one week to not more than two weeks of a ten week period. This would indicate that nearly 3/4 of the school enrolled children were at the Faribault State Hospital during the summer months of July and August of last year. Only 25 out of the 272 enrolled spent an entire summer with their families.

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Hence, the conclusion that if we have some 200 to 250 children remaining here at Faribault Hospital for better than 8 weeks during the summer it would be remise of us not to program them.

Since it is our responsibility to develop, extend, and expand programs of learning, wherever feasible, and since facilities, classrooms, equipment are available and remain unused during this period of two months, and since approximately 75% of the school population remain here at Faribault State Hospital a greater portion of the summer (50% remain for total summer) therefore we recommend that : The School program be extended from a ten months program to a twelve months school program to further assist in the mental, physical and emotional growth of those children classified as school age children.

We strongly believe that the expansion of the school program to a 12 months or year round program will better serve the individual's (school child) need, provide learning situations allied to summer activities, and promote greater continuity of curriculum content.

Some six teachers (from the Faribault State Hospital staff) are available for school programming this summer, we would therefore submit that these Special Teachers be retained on a 12 months working basis and that the program begin July 1st.

The class size (of this program) would vary from 6 to 8 children carefully screened and selected on basis of childs' needs and curriculum offered.

Attached are samples of 5 programs (Pre-voc. has two sections staffed by 2 male) which we submit for your evaluation.

DK:lb
Attach.

Pre-vocational program (on a twelve month basis) for boys. (Note: the summer project is a continuation of the regular ten month program.)

Major aims and activities

1. Adequate habits of personal behavior.
2. Efficient use of communication skills.
3. Useful coordination of the body.
4. Acceptable habits of work.
5. Ability to make adequate adjustments to work and social situations.
6. Ability and willingness to follow directions.

Specific Objectives:

- I. Communication skills
 - A. Ordinary conversation geared to daily living and also the unit being studied.
 - B. Vocabulary - Recognition and use of words used in the units being implemented.
 - C. Written expression, where possible, at least name.
 - D. Reading and understanding the menu.
- II. Health and safety
 - A. Continue teaching and stressing good personal health. This will include the following:
 1. Cleanliness
 2. Resting
 - J. Appropriate dress for weather conditions.
 4. Reporting any illness or accident.
 - B. Knowledge and respect of and for safety signs. This would include warning signs as well.
- III: Good grooming - This would include using proper attire for activity being performed whether it be a work situation or a social activity.
- IV. Social adjustment
 - A. Continue stressing concern for the rights of others as well as one-self.
 - B. Using common courtesy both at the institution and in the community when field trips are a part of the activities.
- V. Skill development - Various units will be taught which will hopefully develop the following skills.
 - A. Observation - Seeing how various activities are performed and so learning ways of practicing and perfecting the performance of the activity.

- B. Listening - learning to listen to their instructor and others who may demonstrate and explain how a particular job should be done. Listening for enjoyment as in music appreciation will also be a part of the program.
- C. Writing - Continue manuscript writing. Names, addresses, etc.
- VI. Orientation to community services and helpers. Field trips will be made when possible and feasible to work areas on institutional grounds and in the city of Faribault.
- VII. Sensory discrimination will be used as a means to an end rather than an end in itself as needed.
- VIII. Money and budgeting.

The skills, attitudes, etc. mentioned in our aims and activities will be taught and improved upon as the following curriculum units will be carried out:

1. Hand tools unit. Use of saws, hammer, screw driver, wrenches as needed. Hopefully each participating student would make some simple object.
2. Gardening - work habit training in cooperation with the manager of the greenhouse. This could include weeding, transplanting, or any other activity where we would be welcomed. This unit would be interspersed throughout the summer.
3. Unit on means of communication with emphasis placed on the use of the telephone. (We can borrow necessary material for this from Mrs. Lee.)
4. Telling time - Use a large homemade clock and practice telling time daily.
- 5- Orientation to community services and helpers as explained in specific objectives.
6. Alphabetizing - Using names from unit; on cards especially made for this project.
7. Money and budgeting. Recognition of coins and their value also how to make change up to \$1.

Evaluation

This would be a day to day procedure. The evaluation will be based on pupil participation, pupil progress, and pupil interest as noted by observation, testing, and anecdotal notes. Progress reports to be placed in the student file and also the center unit file.

LANGUAGE DEVELOPMENT

I. Origin

Outgrowth of a need which was realized by the instructor for an extension of the school program during the months of July and August for boys and girls of school age who remain at the Faribault State Hospital during this time, as well as pupils **who** may have vacations for a short period and also pupils who may have just recently been admitted to Faribault State Hospital.

II. Description

- i. An extended language development program for:
 - A. Pupils being oriented into class room procedures for the first time (Pupils who have been transferred from other cottages into Center Unit and pupils who are new admits) to Faribault State Hospital.
 - B. Pupils who need further motivation so as to create a desire to perform within their capabilities.
 - C. Pupils who at this time show a need for individual help and supervision.
 - D. This project includes a teacher as instructor working with two groups of 6 - 8 pupils each, 2 1/2 hours per day, 5 days a week, making a total enrollment of 12-16 pupils per day.

III. Goals

1. To continue classes during the months of July and August to help fulfill the needs of the pupils at Faribault State Hospital.
2. To plan, direct and supervise carefully guided activities appropriate to the individual needs of the pupils and the development of the project as outlined so that the pupils will:
 - A. Be able to join acceptance in and enjoy group situations.
 - B. Be helped to learn to the best of his ability the meaning of words and to increase his vocabulary.
 - C. To develop acceptable language habits.
 - D. To learn to listen and to watch.
 - E. To imitate sounds, actions, words.
 - F. To use and understand connected language such as questions, requests, stories, sentences, directions and conversations.
 - G. To perform skills of writing, counting, tell time, recognition of coins, and reading.
 - H. To name person, things, places, and social words.

IV. Suggested Activities in Language Development

1. Field trips for observation, watching, listening, imitating, identifying, reading signs, counting, describing, relating, safety rules on trip.
2. Film strips - Relating to the unit - discussion of objects and events seen in the film.

3. Arts and crafts - incorporated into the activity as part of the lesson or as a "free time" choice following completion of seat work to develop initiative and worthwhile leisure time activities.
4. Party - Picnic or Social hour with other groups for the purpose of participating in and enjoying activities in a group situation,
5. Physical Education - motor skills for development of coordination.
6. Music - Singing games, rhythms

This project is planned for educable pupils as well as pupils who may be on the borderline between trainable and educable. With such groups we usually find a great divergence within the age range. Pupils will be working on different levels. Many and varied activities and daily scheduling must be made to meet the needs of the groups.

V. Evaluation

1. Teacher will keep anecdotal notes of the pupils.
2. Teacher will make progress reports to be added to the pupils files, as well.

VI. Facilities

Room #102 with supplies and equipment used by teacher during the months of September through June inclusive.

CONTINUATION OF HOMEMAKING (SUMMER) 1967

I. Origin -

Out growth of a need, which was felt by the instructor, for extending the school program to the boys and girls of school age who remain at the Faribault State Hospital campus during July and August and for those who go on vacation for a short period of time.

II. Description of the project -

This project is an extended homemaking program for:

- A. Pre-homemaking class for younger girls (Rose Cottage) being oriented into the homemaking procedures (pupils who have been transferred from various cottages into the Center Unit; new admits to F.S.H.; and the girls that are re-grouped from the academic classes at Rogers memorial.)
- B. Girls who lack motivation.
- C. Girls who show a need for individual assistance and supervision.
- D. This project includes an instructor working with two groups:
 - 1. Pre-homemaking class of 6-8 girls, 2½ hours per day, 5 days a week.
 - 2. Homemaking class of 6-8 girls, 2½ hours per day, 5 days a week, who are already enrolled in homemaking, but need individual help with personal appearance (make up, wardrobe, personal cleanliness); social living; and sewing. (Simple sewing, mending, buttons and alterations.)
 - 3. Total enrollment of the summer class will be 12 - 16 girls.

III. Goals and Activities:

- A. To continue the Homemaking classes and services during the months of July and August to help fulfill the needs of the pupils at F.S.H.
- B. To plan and supervise direct and carefully guided activities appropriate to the interests and levels of the physical and mental development of the girls to help them:
 - 1. Develop proper attitudes toward homemaking skills and develop a habit of sharing responsibilities such as:
 - a. Recognition and comprehension of homemaking tools used at this level (Pre-homemaking or primary.)
 - b. Proper procedures used in washing and drying dishes.
 - c. Performing simple errands.
 - d. Preparing snacks and simple foods for parties and outdoor activities (Picnics, weiner roasts, and field trips.)
 - e. Acting as a helper.
 - f. Practice in preparing, serving, and eating simple foods and snacks. (Orientation to equipment and supplies.)
 - g. To help the girls develop simple good manners and show appreciation of others.
 - h. To make appropriate use of thank you, please, and the like; greetings; listening; and use of table manners.
 - i. To help girls respect rights of others.
 - j. To give individual aid to help the girls become more adapt in doing:
 - 1. Simple sewing skills (Needle threading, cutting, sewing, mending and etc.)

2. Care and selection of wardrobe.
3. Importance of proper attire at social functions.
- c. To help the girls develop social skills and attitudes through extra curricular activities:
 1. Parties (dancing, music, games, physical education and other activities.)
 2. Outdoor cooking, (Picnics and field trips.)
 3. Field trips (Observe and learn about workers at F.S.H., in the community, and surrounding areas.)
 4. Use of leisure time.
 - a. Hobbies and interests
 - b. Selection of a hobby (cost, skill and interest.)
 - c. Sharing in leisure time
 1. Alone
 2. With others

IV. Evaluation:

Use of progress reporting by the instructor to be attached to the student's school file. These evaluations will be based on teacher observations; anecdotal attitudes, and habits; and added to the students file periodically. One copy of the final progress report will be submitted to the Center Unit Team.

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SUMMER PROGRAM

Origin

Developed out of a need which was felt by the teachers for extending the school program to boys and girls of school age and ability who remain for the most part at the Faribault State Hospital throughout July and August.

Children who live at home and attend school outside of the Institution from September to June but spend their summer vacation months at the Faribault State Hospital could be included in this program.

Description

This project will include a teacher who will instruct 2 or 3 groups of 6 to 8 pupils each for 1 or 2 1/2 hours per group per day. Length of time spent in school will depend on the level of development of the children involved. Instruction will be for 5 days a week.

Pupils included:

1. Pupils being oriented into new every day living procedures.
 - a. Those transferred from various cottages into Center Unit.
 - b. New admits to the Faribault State Hospital.
 - c. Those who show need for more individual help and supervision.
 - d. Pupils who lack adequate motivation and can profit from being in a smaller group situation.

Facilities

Room 100 with materials and facilities used throughout the regular school year.

Out of door and playground equipment will be used for development of motor skills.

Goals

To continue during July and August a training program of self-care, social adjustment and economic usefulness consistent with the abilities of the children.

Activities

- A. Self - care
 1. Personal grooming
 - Dressing
 - Putting on shoes correctly
 - Tying shoe laces
 - Buttoning
 - Zippering zippers
 - Fastening snaps
 - Proper care of clothing

2. Personal appearance
 - Washing hands and face
 - keeping lavatory neat and clean
 - Combing or brushing hair
 - Cleaning fingernails
 - Brushing clothes
 - Brushing teeth
 - Use of handkerchief
- B.Social adjustment
 1. Simple good manners and appreciation of others. Make appropriate use of thank you, please, and the like.
 - Greeting and responding
 - Listening while others are talking
 - Respect the rights and properties of others
 - Sharing, taking turns
 - Helping others
 - Taking responsibility for a social role
 - Playing with others at as socialized a level as possible
 - Recognizing limits
 - Taking directions and following them
- C.Economic Usefulness
 1. Assist in routine tasks
 - Clean tables and desks
 - Clean blackboards
 - Sweep floor
 - Care for house plants
 - Run errands
 2. Trips to community
- D.Physical Education
- E.Music and rhythm activities

PHYSICAL EDUCATION PROGRAM

The physical education program at the Faribault State Hospital is a diversified program of developmental activities, games, and sports suited to the interests, capabilities, and limitations of the students who cannot safely or successfully engage in unrestricted participation in the vigorous activities of the general or regular physical education programs. Generally the program has two basic functions, namely to (1) increase or develop physical fitness in the school population, and (2) to teach those skills which are necessary, to fully participate in recreational activities.

Physical fitness is a state in which the individual possesses the natural qualities of strength, power, ability, flexibility, endurance, balance, speed, and general coordination to the extent that he is able to meet his everyday needs and emergency situations adequately. This implies the functions of the cardiovascular system is also attuned to meet these same everyday needs and emergency situations.

The basic motor, or muscular, movement to be attained in the program are:

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|-------------|---------------|--------------|
| 1. Walking | 8. Lifting | 15. Tagging |
| 2. Running | 9. Carrying | 16. Kicking |
| 3. Jumping | 10. Hopping | 17. Tossing |
| 4. Leaping | 11. Skipping | 18. Catching |
| 5. Throwing | 12. Sliding | 19. Striking |
| 6. Hanging | 13. Galloping | 20. Stopping |
| 7. Climbing | 14. Dodging | 21. Pushing |

The general objectives of the program are:

1. To improve the physical fitness of the school children.
2. To teach the basic skills which are necessary for playing a better game.
3. The program should be complimentary to the recreational program.
4. To provide a good educational atmosphere which is conducive to better learning.
5. To provide successful experiences for every child in the school program.
6. To promote an interest in games and activities.
7. To promote an interest and pride in oneself and his accomplishments.
8. To provide adequate equipment which will afford opportunity for the individual or group to act in situations that are physically wholesome, mentally stimulating, satisfying, and socially sound.

The expected outcomes in development from the program are:

1. Development of organic systems.
2. Development of neuromuscular skills.
3. Development of interest in play and wise use of leisure time.
4. Development of acceptable social and moral standards of behavior.

Evaluation is based on Dr. Hayden's Metropolitan Toronto Association for Retarded Children Physical Fitness Rating Scales. These scales generally test muscular and organic fitness. These two main categories are then divided into anatomical parts, and then sub-divided into the individual test items. They are as follows:

- I. Muscular Fitness
 - A. Arm and shoulder strength
 - 1. Hang time
 - 2. Medicine ball throw
 - B. Back strength
 - 1. Speed back lifts
 - C. Abdominal strength
 - 1. Speed sit-up
 - D. Legs
 - 1. Vertical jump
 - E. Flexibility
 - 1. Floor touch
 - 2. Back extension
- II. Organic Fitness
 - A. Heart: and lungs
 - 1. 300 yard run

Other means of evaluation are observation, and progress reports.

The selection of activities is based on the background, needs, interests, and abilities of each individual. Activities must be challenging, and there must be opportunity to introduce new ones to the group.

The basic physical education needs and interests of the handicapped are not radically different from those of the non-handicapped, they differ only in degree and in method of expression. However, the intellectual capacities are such that activities should have few rules, require little memorization of rules, strategy, or movement patterns, and stress concrete rather than abstract approaches.

Since a group of retarded children is homogeneous because of mental handicap there is a great range of physical abilities and potentials within any group. There is not as much variation from the normal in physical abilities as in mental abilities.

Once the retarded child is motivated some are capable of learning relatively complex motor skills. Games and activities which are utilized in the program are listed below. The more highly organized games are used, of course, only after much modification.

- 1. Physical fitness set to music
- 2. Tumbling
- 3. Volleyball
- 4. Softball
- 5. Rope skipping
- 6. Track and field events