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# The Educational Program for the Mentally Retarded in Henrico County (Virginia) Public Schools

Betty Parrish Knott

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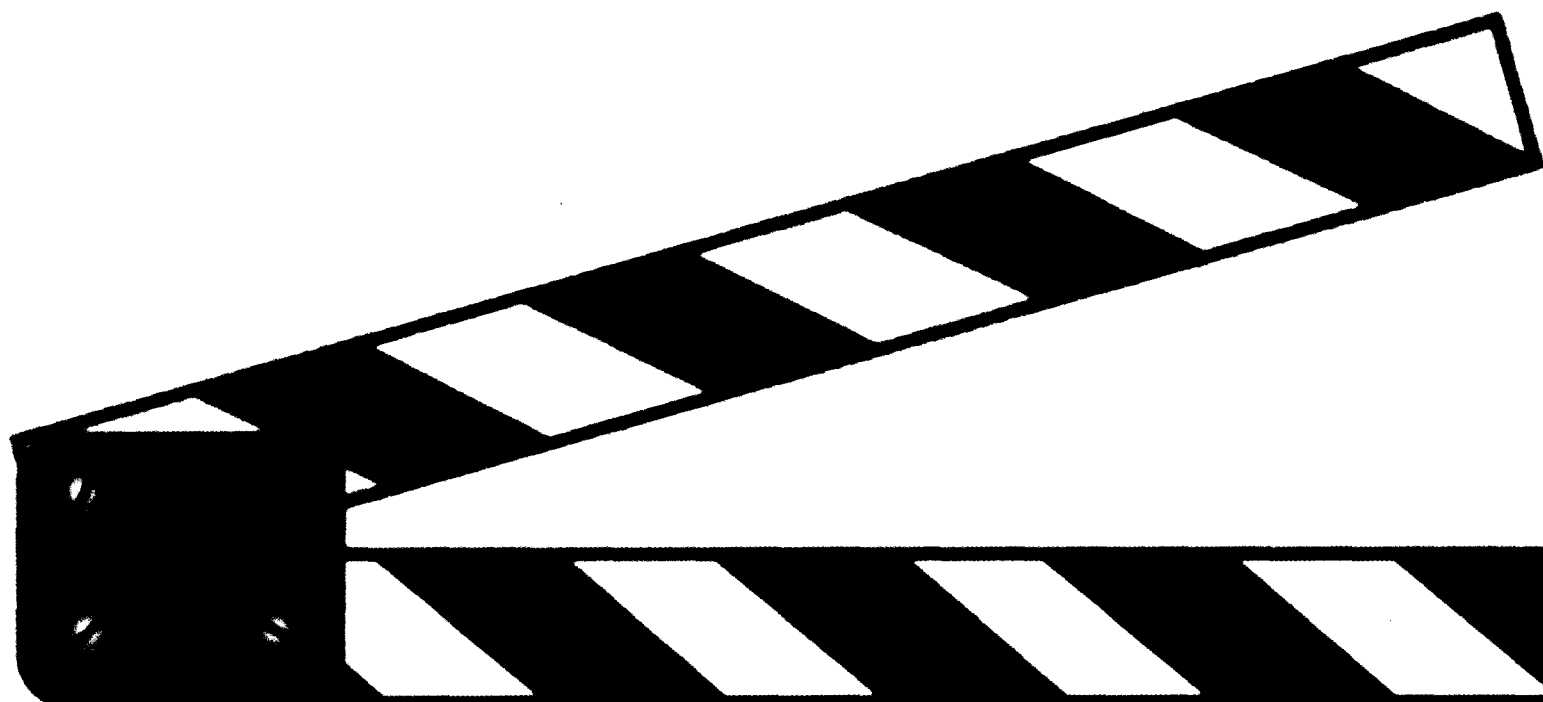
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THE EDUCATIONAL PROGRAM FOR THE MENTALLY RETARDED  
IN HENRICO COUNTY (VIRGINIA) PUBLIC SCHOOLS

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A Thesis  
Presented to  
the Graduate Faculty of the  
University of Richmond

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

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by  
Betty Parrish Knott  
August 1965

APPROVAL SHEET

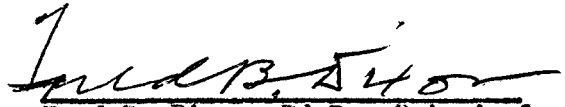
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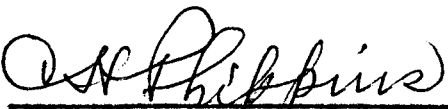
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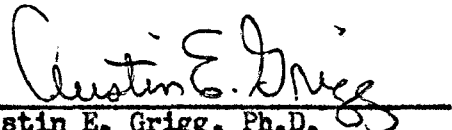
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DEDICATED TO

The parents and professional personnel who devote their time and effort to educating mentally retarded children. May God grant them love and understanding with which to continue their tasks.

## ACKNOWLEDGEMENTS

For their assistance in supplying information used in this study, the author wishes to express appreciation to the following members of the Henrico County School System: Mr. George H. Moody, Superintendent; Mr. Roderick J. Britton, Director of Research; Mr. Malcolm P. McConnell, Visiting Teacher; and the teachers and principals of the elementary schools. She would also like to express appreciation to Dr. Kuhn Barnett, State Director of Elementary and Special Education; Mr. Harry Derr, Jr., Director of Social Services at Memorial Guidance Clinic; Miss Minnie Passamaneck, Social Worker at the Consultation and Evaluation Clinic; and the registrars of the Virginia colleges and universities.

The thesis was prepared under the supervision of Dr. Edward F. Overton, Chairman of the Department of Education, University of Richmond. Many suggestions were given by Dr. Austin E. Grigg, Associate Professor of Psychology, University of Richmond.

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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

Mental retardation is not a disease or a sickness but an impairment of the mind. Therefore, the mentally retarded learn at a slower rate and often by different methods than do normal pupils. This impairment of the mind often has caused problems in social adjustment; but with proper training, many of the retarded can make an adequate adjustment to life. Each year there are approximately 126,000 additional retarded children. For at least 80 per cent of these children, there are no educational or training programs available. The necessity of establishing such programs is quite evident in view of the fact that at least 85 per cent of the mentally retarded can support themselves to some degree if properly trained.<sup>1</sup>

The belief that equal educational opportunities should be provided for all pupils does not imply that identical opportunities should be provided. On the contrary, because of the differences in ability, identical opportunities often imply unequal opportunities. The quality of education provided the mentally retarded will determine their contributions to society. Instead of being a debit to the community and nation the retarded, within their limited capacity, can become a self-

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<sup>1</sup>United States President's Committee on Mental Retardation, How to Bring New Hope to the Mentally Retarded (Washington: Government Printing Office, [n.d.]), p. 1.

sustaining asset.<sup>2</sup>

## I. THE PROBLEM

It was the purpose of this study (1) to review the growth which has taken place in educating the mentally retarded in the public schools on a national and state level; (2) to review the actions being taken in Virginia colleges and universities to educate teachers in the field of mental retardation; (3) to investigate Henrico County's educational program for the mentally retarded; and (4) to determine the number of fourth, fifth and sixth grade pupils in Henrico County who need screening for possible admission into Special Education Classes.

## II. DEFINITIONS OF TERMS USED

Mentally Retarded. The mentally retarded have been classified in numerous ways such as clinical types, etiology, and degree of retardation as determined usually by the Revised Stanford Binet scale. Children who scored 50-75 on the Binet compose the educable group and those who scored 30-50 compose the trainable group.<sup>3</sup> Children who scored below 30 require custodial care and were not included in this study.

Exceptional Children. The term exceptional children refers to

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<sup>2</sup>Virginia State Department of Education, Services for Exceptional Children: A Guide for Program Improvement (Richmond: State Department of Education, 1962), p. 5.

<sup>3</sup>Ibid., p. 21.

"those who deviate from what is supposed to be average in physical, mental, emotional, or social characteristics to such an extent that they require special educational services in order to develop to their maximum capacity."<sup>4</sup>

Special Education. The special adjustive school services for exceptional children such as the blind, deaf, crippled, mentally retarded, gifted, speech defective, socially and emotionally maladjusted are referred to as special education.<sup>5</sup>

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<sup>4</sup>Karl C. Garrison and Dewey G. Force, Jr., The Psychology of Exceptional Children (New York: The Ronald Press Company, 1959), p. 13.

<sup>5</sup>United States Department of Health, Education, and Welfare, Office of Education, Biennial Survey of Education in the United States--1952-54, Chapter 5: Statistics of Special Education for Exceptional Children--1952-53 (Washington: Government Printing Office, 1954), p. 1.

## CHAPTER II

### REVIEW OF THE GROWTH OF PUBLIC SCHOOL CLASSES FOR THE MENTALLY RETARDED

Throughout history there have evolved three periods of treatment for the mentally retarded members of society. Early history told of the period of rejection and persecution of these less fortunate members. Next came the period of pity and protection followed by a slow developing period of acceptance and attempted integration.<sup>1</sup> This acceptance and integration into community life were made possible only by training and educating the mentally retarded.

#### I. GROWTH OF PUBLIC SCHOOL CLASSES FOR THE MENTALLY RETARDED ON THE NATIONAL LEVEL

A glimpse of the early history of special education in the city school systems in the United States (Table I) showed that a total of 23,252 mentally retarded pupils were enrolled in 1922. The public school program for the mentally retarded experienced a steady growth of 20,000 or more pupils approximately every five years until 1936. From 1936 to 1940 there was a decrease of about 1,000 pupils.<sup>2</sup> This slight

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<sup>1</sup>Classroom lecture by Mrs. Eva Belle Valney, Course entitled The Psychology of Exceptional Children, University of Virginia, February, 1964.

<sup>2</sup>Federal Security Agency, Office of Education, Biennial Survey of Education in the United States--1946-48, Chapter 5: Statistics of Special Schools and Classes for Exceptional Children--1947-48 (Washington: Government Printing Office, 1950), p. 10.

decrease was followed by an even larger one during the next eight years, during which time the general school enrollment decreased 7 per cent. The 1940-1948 period experienced a decrease of 11,237 mentally retarded pupils. This represented a net decrease of 4,371 after taking into consideration the expected 7 per cent decrease. The acute shortage of teachers during the postwar period plus the educational philosophy of some administrators accounted for a great deal of this decrease. It was the philosophy held by some administrators that "in the modern school program the capable classroom teacher should be able to care for children of varying levels of ability and that only the most serious cases of mental retardation should be placed in special classes."<sup>3</sup>

War and postwar emergencies prevented the studying of special schools and classes from 1939-1940 until 1947-1948.<sup>4</sup> The 1947-1948 Biennial Survey of Education in the United States reported forty-one states having laws authorizing or requiring local school divisions to have programs of special education and thirty-four of these offered financial aid to the local divisions. There were also thirty-four states with a staff in the State Department of Education for the purpose of carrying out a special education program.<sup>5</sup>

A total of 87,142 mentally retarded pupils were enrolled in public classes for the year 1947-1948 with 85.6 per cent on the elementary

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<sup>3</sup>Ibid., p. 6.

<sup>4</sup>Ibid., p. iv.

<sup>5</sup>Ibid., p. 1.

TABLE I  
HISTORICAL SUMMARY OF MENTALLY RETARDED PUPILS IN  
SPECIAL SCHOOLS AND CLASSES IN CITY SCHOOL SYSTEMS

Year	States	Pupils
1922	23	23,252
1927	32	51,814
1932	39	75,099
1936	43	99,621
1940	42	98,416
1948	47	87,179

Source: Biennial Survey of Education in the United States--1946-48, Chapter 5: Statistics of Special Schools and Classes for Exceptional Children--1947-48 (Washington: Government Printing Office, 1950), p. 10.



level and 14.4 per cent on the secondary level.<sup>6</sup> The study concluded that only approximately 11 per cent of the exceptional children who needed special education were receiving these adjustive services.<sup>7</sup>

The next survey in 1952-1953, pointed out that the rate of increase on the secondary level was much larger than on the elementary level, the latter being below the general enrollment increase for that period of time.<sup>8</sup> There was a total enrollment of 113,565 mentally retarded pupils with 74.7 per cent on the elementary level and 25.3 per cent on the secondary level.<sup>9</sup> The 1952-1953 survey included the rural areas as well as the urban. The editors, however, believed that limiting the 1947-1948 survey to urban schools had a very minimal effect on the findings because of the limited special education programs found in the rural areas at that time.<sup>10</sup> It was estimated that only one out of five or 20 per cent who needed these adjustive services were receiving them.<sup>11</sup> A major conclusion of both surveys was "there is no doubt . . . that many exceptional children are still going without the special instruction they should have."<sup>12</sup>

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<sup>6</sup>Ibid., p. 12.

<sup>7</sup>Ibid., p. 3.

<sup>8</sup>United States Department of Health, Education, and Welfare, Office of Education, op. cit., p. iii.

<sup>9</sup>Ibid., p. 15.

<sup>10</sup>Ibid., p. 5.

<sup>11</sup>Ibid., p. 6.

<sup>12</sup>Ibid., p. iv.

The latest survey made in 1957-1958 showed an enrollment of 889,560 exceptional children. The mentally retarded composed the second largest group with an enrollment of 223,447 in 3,600 public school divisions.<sup>13</sup> This survey stressed the outstanding growth in the field of special education which had taken place during the decade of 1948-1958. There was an increase in special education enrollment of approximately 536,000 exceptional children. This was a numerical gain greater than the total number of exceptional children reported in the 1947-1948 survey. This gain was an increase of 122 per cent which was more than three times that of the nation's school-age population rise. There were also two and a half times as many local school systems with special education programs in 1957-1958 as at the beginning of the decade. There were only 1,459 classes for exceptional children in 1947-1948 as compared to 3,641 in 1957-1958. As shown in Table II, there were 86,980 mentally retarded pupils enrolled in 1947-1948 as compared to 223,447 pupils ten years later. This represented an increase of 136,467 pupils which was an increase of 157 per cent.<sup>14</sup>

The survey in 1957-1958 included, for the first time, a study of the number of mentally retarded children in pre-school classes. The report showed 66 in nursery programs, 787 in kindergarten programs, and

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<sup>13</sup>United States Department of Health, Education, and Welfare, Office of Education, Biennial Survey of Education in the United States--1956-58, Chapter 5: Statistics of Special Education for Exceptional Children and Youth, 1957-58 (Washington: Government Printing Office, 1963), p. 3.

<sup>14</sup>Ibid., p. 5.

TABLE II

NUMBER OF MENTALLY RETARDED CHILDREN ON A NATIONAL  
LEVEL AND PERCENTAGE ON THE ELEMENTARY LEVEL,  
SECONDARY LEVEL, AND ESTIMATED PERCENTAGE RECEIVING  
ADJUSTIVE SERVICES: 1947-1958.

	Mentally Retarded Pupils	Elementary Level	Secondary Level	Estimated Percent Receiving Adjustive Services
1947-48	86,980	85.6	14.4	11
1952-53	113,565	74.7	25.3	18
1957-58	223,447	- 1	- 1	25

Source: Biennial Survey of Education in the United States for the years indicated.

<sup>1</sup>This breakdown was not available for the year 1957-1958.

143 in a nursery-kindergarten combination.<sup>15</sup>

Although forty-eight states and the District of Columbia reported having some adjustive services for the exceptional children,<sup>16</sup> it was estimated that only one out of four children who needed these services were receiving them in 1957-1958. The editors concluded that, "The findings suggest that there is increasingly widespread public acceptance--perhaps even demand--for the program."<sup>17</sup>

## II. GROWTH OF PUBLIC SCHOOL CLASSES FOR THE MENTALLY RETARDED IN VIRGINIA

A special education program for exceptional children was begun in Virginia in 1938, made possible by the General Assembly appropriating \$50,000 for each year of the 1938-1940 biennium. Also personnel was employed by the State Department of Education to supervise this new program. At this time, Virginia was one of a few states having personnel in their state education departments specifically assigned to a special education program for exceptional children.

Because of strong national and local movements by parents of the mentally retarded, physically handicapped and cerebral palsied children, the Department of Health, Mental Hygiene and Hospitals and the Department of Education began in the late forties to cooperate in studying the

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<sup>15</sup>Ibid., p. 10.

<sup>16</sup>Ibid., p. 4.

<sup>17</sup>Ibid., p. 18.

needs of these children. In 1952, the General Assembly created a legislative commission to study the educational needs of this group. As a result of these studies, the 1954 General Assembly passed laws giving the State Board powers and responsibilities for the special educational program.<sup>18</sup> This Assembly provided for state funds to be used in aiding the local school divisions to employ teachers for these special classes for the handicapped.<sup>19</sup>

The 1956 General Assembly continued the policy of giving state funds to develop a special education program throughout the state by providing state reimbursement up to 50 per cent of the cost for transporting pupils who "because of physical incapacity or mental retardation . . . are unable to use existing school transportation facilities."<sup>20</sup> In addition, the Assembly extended the state's services to the special education program to include financial aid for psychological evaluations of mentally retarded children and for the employment of attendants in special classes for the severely retarded and the physically handicapped. The State Department of Education received for the 1959-1961 biennium appropriations sufficient to initiate these additional services on a modest scale.<sup>21</sup>

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<sup>18</sup> Virginia State Department of Education, op. cit., p. 9.

<sup>19</sup> Code of Virginia: Title 20, "Education" (Charlottesville: The Michie Company, Law Publishers, 1950), p. 4.

<sup>20</sup> Ibid., p. 4, 106.

<sup>21</sup> Virginia State Department of Education, op. cit., pp. 9, 10.

The continuing interest which the General Assembly had in the special education program and its advancement was evidenced by the 1964 legislation which increased the number of members on the Overall Advisory Council on Needs of Handicapped Children from twelve to fourteen members. It was the duty of this Council to study the problems of the handicapped and submit reports and recommendations to the Governor.<sup>22</sup>

A study of the Annual Reports of the State Special Education Services for the five year period from 1959-1964 showed an increase of six cities and twelve counties. This gave a total of twenty-three cities and thirty-five counties participating in special education for the mentally retarded. The total number of retarded pupils enrolled in 1963-1964 was 5,712 representing an increase of 2,178 during the five year period. These pupils were taught in 324 educable classes and 72 trainable classes. These figures represented an increase of 147 educable classes and 27 trainable classes. The amount of state reimbursement increased \$183,749.16 during this same period with local expenditures, including state reimbursement, increasing \$990,901.22. Table III depicts the growth of the special education program in the area of mental retardation for the five year period from 1959-1964.<sup>23</sup>

The school session of 1963-1964 was the twenty-sixth year of

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<sup>22</sup>Code of Virginia: Title 20, op. cit., Supplement, 1964, pp. 5, 6.

<sup>23</sup>Virginia State Board of Education, Annual Report of the Superintendent of Public Instruction (Richmond: State Board of Education, 1960-1964), pp. 33-37, and supplemented by unpublished data from the State Office of Special Education Services.

TABLE III  
GROWTH OF SPECIAL EDUCATION FOR MENTALLY RETARDED  
CHILDREN IN VIRGINIA: 1959-1964

Year	Cities	Counties	Total Pupils	Pupils in Educable Classes	Pupils in Trainable Classes	Assistants in Trainable Classes	State Reimbursement	Local Expenditures Including State Reimbursement
1959-60	17	23	3,534	177	45	16	\$304,640.65	981,447.83
1960-61	19	26	4,203	203	49	25	--- <sup>1</sup>	--- <sup>1</sup>
1961-62	19	29	4,497	262	52	21	\$396,876.99	\$1,439,770.26
1962-63	24	32	5,404	292	61	--- <sup>2</sup>	\$444,448.26	\$1,626,623.53
1963-64	23	35	5,712	324	72	--- <sup>2</sup>	\$488,389.81	\$1,972,349.05

<sup>1</sup>Data not available for the year 1960-1961.

<sup>2</sup>Data not available for the years 1962-1964.

special education for the handicapped in Virginia and the tenth year since the General Assembly gave the State Board of Education specific responsibilities for expanding such a program. This ten year period experienced outstanding growth from a meager 15 classes in 1953-1954 session to 396 special education classes in 1963-1964. In spite of the noteworthy increase as cited here and in Table III, this program has experienced only moderate growth. The number of retarded children enrolled in special classes, therefore, fell far short of the estimated number of children who could benefit from special education. For this school session only approximately 23 per cent of the mentally retarded children were receiving instruction in special education classes. This relatively slow growth of the special education program was the result of the shortage of trained teachers in this field and the shortage of state funds available for reimbursement to the local school divisions. During the school year 1963-1964, each local school division spent \$2.65 for each dollar allotted them from state funds.<sup>24</sup>

Many school divisions attempted to improve their instruction for the retarded as evidenced by:

1. The employment of directors or supervisors of special education in twelve divisions;
2. The increase in the number of requests for consultative services;
3. The increase in the number of requests for scholarships for teachers in the field of special education;
4. The increase in the number of in-service education conferences on the local level; and
5. The increase in attempt to expand the program from the primary level through the senior high school level.<sup>25</sup>

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<sup>24</sup>Ibid., pp. 1-3.

<sup>25</sup>Ibid., pp. 3-5.



## III. TRENDS FOR FUTURE GROWTH

The school divisions are constantly striving to improve their facilities and instruction for the mentally retarded pupils. If these pupils are to become law-abiding, self-sustaining citizens of our society, the school systems must place more emphasis on post-school facilities and opportunities. To meet this challenge there has been an increase in sheltered workshops or vocational centers for the trainable mentally retarded. More educable mentally retarded are being referred by the schools to vocational rehabilitation centers for terminal training. A marked improvement is needed in coordinating school and community responsibilities for job placement of the educable mentally retarded.<sup>26</sup>

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<sup>26</sup> Virginia State Board of Education, Trends in Curriculum Development for the Mentally Retarded (Richmond: State Board of Education, October, 1963), p. 4.

### CHAPTER III

#### THE EDUCATIONAL PROGRAM FOR THE MENTALLY RETARDED IN HENRICO COUNTY

##### I. GROWTH OF SPECIAL EDUCATION CLASSES IN HENRICO COUNTY

The growth of special education in Henrico County began primarily as a program for the mentally retarded and paralleled the growth of special education in Virginia. Although the program was initiated in 1956, it began to show noticeable progress during the past three or four years. There was a total of sixty-five mentally retarded pupils enrolled in five special classes for the school session 1959-1960. Six years later there were 206 pupils enrolled in seventeen special education classes. This represented three times as many classes for the 1964-1965 session as in 1959-1960 and a little more than three times the number of pupils who received these adjustive services.<sup>1</sup> These figures included one class (enrollment of five) which was begun in 1963-1964 for the emotionally disturbed children and two classes for the perceptually impaired or brain damaged children which were begun for the school session 1964-1965. There were seventeen brain damaged children enrolled in these two classes. The mentally retarded classes were grouped into four sections:

- (1) Trainable mentally retarded with three classes and thirty-

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<sup>1</sup>Unpublished data from Mr. Roderick J. Britton, Director of Research, March, 1965.

four pupils;

(2) Educable elementary retarded with seven classes and ninety-two pupils;

(3) Educable junior high with three classes and forty-three pupils: and

(4) Educable senior high with one class and sixteen pupils.

Henrico County has continued improving and increasing its special education program as shown by its plans for the school year 1965-1966. Seven more special education classes were planned, three of which were designed for the emotionally disturbed. The other four were designed for the educable mentally retarded and were divided in the following manner: (1) two on the elementary level, (2) one on the junior high level, and (3) one on the senior high level.<sup>2</sup>

A relatively new and ever expanding program such as this called for competent and dedicated supervision. Mr. Owen Baird, elementary supervisor, served as director of the special education program in addition to his regular duties until the school session 1962-1963. At that time Mr. John Gallien was appointed full-time Supervisor of Special Education for Henrico County. This was indeed a step forward for the program since only twelve Virginia school divisions had employed Special Education Supervisors as of 1963-1964 (as was previously mentioned on page 14). Mr. Gallien served in this capacity for two years, and then was granted a leave of absence to continue study toward his doctorate

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<sup>2</sup>Interview with Mr. Malcolm P. McConnell, Visiting Teacher and Acting Supervisor of Special Education, April 22, 1965.

TABLE IV

DISTRIBUTION OF HENRICO COUNTY ELEMENTARY SPECIAL EDUCATION  
CLASSES, NUMBER OF STUDENTS, AND NUMBER OF TEACHERS: 1959-1965

Schools	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65
Highland Springs	14	11	16	16	14	14
Lakeside	17	13	13	13	10	11
Ridge	9	10	15	9	12	16
Glen Lea		7				
Maybeury			12	12	9	**9
Maude Trevvett			10			
Baker				9		
Dumbarton				12	12	13
Seven Pines				12		
Chamberlayne					11	*25 (3 classes)
Glen Echo					12	**13
Laburnum					9	
Varina					12	10
Central Gardens						12
Virginia Randolph					15	***15
Total Students	40	41	66	83	116	138
Total Teachers	3	4	5	7	10	12

\* There were two classes for the brain damaged and one for the trainable mentally retarded group at Chamberlayne Elementary.

\*\* The classes at Maybeury and Glen Echo were for the trainable group.

\*\*\* This class was for the colored educable mentally retarded pupils.  
As the result of transportation problems, it was often necessary to relocate classes from time to time.

TABLE V

DISTRIBUTION OF HENRICO COUNTY JUNIOR AND SENIOR HIGH SCHOOL  
SPECIAL EDUCATION CLASSES, NUMBER OF STUDENTS, AND NUMBER OF  
TEACHERS: 1959-1965

Schools	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65
Fairfield Jr.	13	15	16	13	10	17
Tuckahoe Jr.	12	11	12	12	18(2)	14
Brookland Jr.		16	14	15	9	*22(2)
Henrice High					11	15
Total Students	25	42	42	40	48	68
Total Teachers	2	3	3	3	5	5

\* One of the classes at Brookland Junior High was for the  
emotionally disturbed.

in Special Education at the University of Virginia.

For the school term of 1964-1965, Mr. Malcolm McConnell, Visiting Teacher, and Mr. Cashell Donahoe, Assistant Superintendent in Charge of Instruction, served as directors of this program.<sup>3</sup>

## II. TEACHER REQUIREMENTS AND TEACHER PREPARATION

"ONE EMPLOYS THE CURRICULUM WHEN HE HIRES THE TEACHER"<sup>4</sup> vividly tells the importance of having competent teachers in all classrooms. This is especially true for the teacher of the mentally retarded since there is so little use of textbooks in many situations.

The teacher selected for the organization and education of the mentally retarded should be thoroughly trained in the education of the mentally handicapped. Regular elementary school teachers without special training tend to pattern the special class after the curriculum of the elementary grades.<sup>5</sup>

In addition to proper training, a teacher of mentally retarded children must possess certain personal characteristics. Good physical and mental health are essential. She must have the ability to see the children in proper perspective, should not become emotionally involved in the problems of the pupils, and should try at all times to be objective and impersonal in her reactions to the pupils. The children need to be aware of their teacher's personal interest in their welfare. The teacher

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<sup>3</sup>Ibid.

<sup>4</sup>Virginia State Department of Education, op. cit., p. 8.

<sup>5</sup>Samuel A. Kirk and G. Orville Johnson, Educating the Retarded Child (Cambridge, Massachusetts: The Riverside Press, 1951), p. 127.

should be creative, energetic, and resourceful.<sup>6</sup>

For the school session 1964-1965, the county employed a total of seventeen teachers and three attendants in its special education program; all but one were teaching the mentally retarded. These teachers' salaries were not subsidized by the state, but a portion of their regular salary was reimbursed to the county. The reimbursement was on the basis of one half of the teacher's salary with a maximum of \$1,600 annually. Reimbursement for salaries of attendants of the trainable classes was on the basis of one half of an annual salary with a maximum of \$800 per attendant. The state reimbursed Henrico County for 1964-1965 a total of \$1,600 for two of the three attendants, while the county's total expenditures for attendants' salaries amounted to \$4,600. The total teachers' salaries amounted to \$83,200 with a state reimbursement of only \$16,000. This amount was allotted for ten teachers at a rate of \$1,600 per teacher.<sup>7</sup> The state did not require the special education teachers to be certified in this area before reimbursement was made; however, it was anticipated that by 1968 reimbursement would be given only for certified teachers.<sup>8</sup>

Two teachers holding a Master's degree in special education were employed by the county for the 1963-1964 school year. One left the county the following year, however, to work in a clinical setting with

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<sup>6</sup>Virginia State Department of Education, op. cit., p. 26.

<sup>7</sup>Interview with Mr. Kuhn Barnett, State Director of Elementary and Special Education, April 9, 1965.

<sup>8</sup>McConnell, op. cit.

the mentally retarded and emotionally disturbed. All of the teachers employed in the special education program for 1964-1965 held collegiate professional certificates, but only three of the seventeen were certified in the area of special education. (See Appendix, page 78, for required courses for certification.) The other teachers were working toward certification in this area.

An effort was constantly being made to help the teachers increase their knowledge of the special education program and of the children involved. When the county employed a full-time supervisor, monthly inservice training meetings were held. Similar meetings have been planned for the 1965-1966 school term. These meetings will consist of courses for university credit and/or a revision of the report cards and development of a county curriculum guide for special education. A pre-school conference for special education has been planned by the state for the fall of 1965 and Henrico County personnel will participate.<sup>9</sup>

Henrico County was not alone in its lack of certified teachers. The President's Committee on Mental Retardation estimated that in 1964 the nation needed 55,000 teachers for the mentally retarded.<sup>10</sup> The 1963-1964 Annual Report of Special Education Services in Virginia stated:

The shortage of trained teachers in the field of Special Education continues to hinder the development of programs for exceptional children; however, the cooperation of college personnel, local

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<sup>9</sup>Ibid.

<sup>10</sup>United States President's Committee on Mental Retardation, op. cit., p. 7.



school officials, parent groups and civic organizations is helping partially to overcome this obstacle.<sup>11</sup>

In an attempt to determine what was being done in Virginia to eliminate the shortage of trained teachers in the field of special education and specifically in the area of mental retardation, a survey was made of the 33 four-year colleges and universities in the state. With a return of 100 per cent, the questionnaires showed that only ten of the colleges and universities offered one or more courses for the preparation of teachers in the field of special education. Three of these ten offered only one course which could be considered dealing specifically with special education; two offered a number of courses which could be taken to meet certification requirements; three offered degrees in special education; and two were in the process of beginning programs which would result in their being able to award degrees in this area. Speech courses were not included in this survey.

The College of William and Mary did not give degrees in special education; however, graduate and undergraduate courses in this field were offered. "Two courses are offered each summer and are rotated so that in the course of several contiguous summers a student can meet the degree requirements for special education of the mentally retarded." Extension courses in this area were also offered by the College of William and Mary with thirty undergraduates enrolled.

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<sup>11</sup>Virginia State Board of Education, Annual Report of Superintendent of Instruction, 1963-1964, p. 22.

One undergraduate course, "The Exceptional Child," was offered by Eastern Mennonite College with fifteen students enrolled during the 1964-1965 session. The questionnaire reported that they "may expand with a few other courses."

Madison College offered courses on the graduate level in this area, two of which dealt specifically with the mentally retarded. A Bachelor of Science degree with a concentration in special education was to be offered for the first time in the 1965 summer session and the 1965-1966 regular session.

Undergraduate courses in special education were offered by Norfolk Division of Virginia State College, three of which dealt with the exceptional child and one specifically with the mentally retarded. Fourteen students were enrolled in these courses.

A Bachelor's degree in this field was offered by Old Dominion College and there were forty to fifty students enrolled. Teachers attending summer sessions and evening college composed the majority of this number. Four of the courses offered dealt strictly with the mentally retarded. Since 1961 Old Dominion has offered during the summer session the required courses leading to certification in the field of mental retardation. Approximately four teachers were working for the Master's degree in Elementary Education and at the same time taking courses concerning the mentally retarded. The college was awaiting approval to grant the Master's in Education of the Exceptional Child.

Richmond Professional Institute's Evening School offered eight courses on the graduate and undergraduate levels. Three of these dealt

directly with the mentally retarded. There were approximately fifteen students enrolled in the undergraduate program and twenty-five in the graduate program during the 1964-1965 session.

Within the next two years a program both at the undergraduate and master's level will be instituted. At the undergraduate level the program will consist of twelve to fifteen hours as part of Elementary Education. At the graduate level there will be a Master's degree in Education with concentration on special education for (1) mentally retarded, (2) emotionally maladjusted, and (3) speech therapy.

The course, "The Exceptional Child," was offered by the University of Richmond.

Doctor's, Master's and Bachelor's degrees were offered by the University of Virginia. There were eight, sixteen and sixty-eight students, respectively, enrolled in these programs for the session of 1964-1965. Five of the courses offered in the field of special education dealt solely with the mentally retarded. The University of Virginia also offered special education courses in extension programs at the University of Virginia extension centers and the University of Virginia School of General Studies.

Virginia State College offered a Bachelor's and Master's degree in special education. During the 1964-1965 session three students were enrolled in the graduate program and twenty-six in the undergraduate program. Three of the courses dealt specifically with the mentally retarded. Virginia State College also offered extension courses at Maggie Walker High School, Richmond, Virginia.

"Psychology of Exceptional Children and Youth" was offered by Virginia Union University.

The existing programs plus those planned for the immediate future indicated that the need for preparing teachers in the field of special education was being realized and met to a greater degree now than in the past. Approximately 272 students were enrolled in the graduate and undergraduate programs of special education including eight on the doctoral level.

There were numerous teaching scholarships available to those who wished to become certified for special education. The State of Virginia did not offer any scholarships specifically to teachers of the handicapped; however, a general teacher's scholarship was offered. The state allotted a certain number of scholarships to the various cities and counties and the local divisions in turn awarded them to the individual students. This scholarship gave \$350 for a school year, \$117 per quarter, or \$20 per semester hour for summer students. The amount of \$350 plus 3 per cent interest was canceled each year that the recipient taught. These scholarships were usually limited to second, third, and fourth year students.<sup>12</sup> These state scholarships greatly aided the special education program as shown by the fact that sixty state scholarships were awarded to teachers during the summer of 1963 in order that they might become certified for teaching the mentally retarded.<sup>13</sup>

Teachers could also receive aid from the National Defense Student Loan Fund provided by the National Defense Education Act. This scholar-

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<sup>12</sup>Barnett, op. cit.

<sup>13</sup>Virginia State Board of Education, Annual Report of Superintendent of Instruction, 1962-1963, p. 36.

ship offered \$1,000 for twelve months of study up to a maximum of \$5,000 for five years. There was no interest charged until one year after the recipient graduated. A period of ten years was given to repay the loan, with 10 per cent of the loan being canceled by one year of teaching up to a maximum of five years. Therefore, as much as 50 per cent of the loan could be repaid by the recipient's teaching school.<sup>14</sup>

The federal government offered aid to students who wished to prepare themselves for teaching special education. Under the provisions of Public Law 85-926, as amended by Section 301 of the Public Law 88-164, the federal government authorized the Commissioner of Education to issue grants to public or nonprofit institutions of higher learning and to state educational agencies, for the purpose of preparing personnel in the education of handicapped children. The Amended Law 88-164 substituted the words "handicapped children" for "mentally retarded children." This law in its amended form eliminated the limit of \$1,000,000.00 to be spent in a fiscal year for the purpose of preparing personnel in the education of handicapped children. Congress authorized \$11,500,000.00 for the fiscal year ending June 30, 1964; \$14,500,000.00 for the fiscal year ending June 30, 1965; and \$19,500,000.00 for the fiscal year ending June 30, 1966.<sup>15</sup>

The purpose of this grant program provided for by Public Law

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<sup>14</sup>Bulletin, Madison College, Vol. XXII, No. 4 (April, 1964), pp. 202-203.

<sup>15</sup>United States Code Annotated, Title 20, "Education," Cumulative Annual Pocket Part (Brooklyn: Edward Thompson Co., 1964), p. 51

88-164 was to encourage the training of the following competent personnel:

1. Teachers of handicapped children
2. Instructors in college and university programs for the preparation of teachers of handicapped children
3. Supervisors of teachers of handicapped children
4. Speech correctionists
5. Research workers in the education of handicapped children
6. Other specialists providing special services in the education of handicapped children.<sup>16</sup>

There were five types of grants provided for by this program.

First was the traineeship. Traineeship grants were for full-time senior year undergraduate study. An individual could be awarded only one traineeship under this program, and he received a stipend of \$1,600.

The second type of grant was the fellowship which was for full-time graduate study. Each fellowship was awarded for one academic year. However, an individual could receive a total of four fellowships under this program. Two thousand dollars were given for the first graduate year of study, \$2,400 for the second, \$2,800 for the third, and \$2,800 for the fourth year. Also, the recipient received \$400 for each dependent excluding himself.

The short-term traineeship was the third type of grant. One example of this type of grant was the full-time summer session traineeship for undergraduate or graduate full-time study during a summer session.<sup>17</sup> Thirty-eight of these traineeships were awarded for the 1964-

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<sup>16</sup>U. S. Department of Health, Education, and Welfare, The Grant Program for the Preparation of Professional Personnel in the Education of Handicapped Children.

<sup>17</sup>Ibid.

1965 summer session to students in Virginia who wished to prepare themselves for working with the mentally retarded.<sup>18</sup> The other example was the traineeship for participation in a special study institute of handicapped children. Under this type of grant each recipient received a stipend of \$15 a day with a maximum of \$75 a week.

The fourth type of federal grant under Public Law 88-164 went to the institutions to help support the cost of these programs. The participating institution was given \$2,000 per traineeship, \$2,500 per fellowship, \$75 a week under the full-time summer session and also program support for the Special Study Institutes.

Stimulation grants were the fifth type, and were awarded to the participating institutions for development or expanding programs in the area of the handicapped. These grants were for a one-year period and did not exceed \$20,000. An institution could not receive more than two stimulation grants for the improvement of one area of the handicapped.<sup>19</sup>

### III. TRANSPORTATION

All mentally retarded pupils in Henrico County's special education program were transported at public expense. For those unable to make the adjustment to the regular scheduled bus the county school buses made an additional trip to transport them. Four special buses were used

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<sup>18</sup> Barnett, op. cit.

<sup>19</sup> U. S. Dept. of Health, Education, and Welfare, The Grant Program . . ., op. cit.

to transport the severely mentally retarded pupils.<sup>20</sup> State reimbursement was made for these trainable pupils on a matching basis but did not exceed \$150 per child annually.<sup>21</sup>

#### IV. CURRICULUM AND FACILITIES

The teacher of a special class for the mentally retarded should be given freedom in organizing the curriculum according to the needs, interests and abilities of her pupils. Each teacher needs a planned program, but it often differs from the programs set up by other special education teachers.

During the session 1964-1965 Henrico County had no printed curriculum guide for the mentally retarded. The Virginia State Board of Education was in the process of printing a curriculum guide and until this guide was published the county was using the Illinois curriculum guide.<sup>22</sup>

Two of the state regulations concerning facilities for exceptional children found in the School Plan and Management stated:

- (1) Mentally retarded boys and girls are much like normal children in their physical development, and classes for these children should be located in the building where there are grades that serve children of the same age group.
- (2) Mentally retarded children should have privileges of recess, assemblies, work in art, music, library facilities, physical education, excursions, and visual aids that are provided for other children. When participating in these activities the

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<sup>20</sup>McConnell, op. cit.

<sup>21</sup>Barnett, op. cit.

<sup>22</sup>McConnell, op. cit.



children should be with their own age group.<sup>23</sup>

Henrico County complied with these regulations in regard to the location of classes and to the activities offered. The retarded children were integrated with others of their age group whenever feasible.

#### Curriculum and Facilities for Trainable Mentally Retarded

The trainable mentally retarded classes consisted of children with I.Q. scores of 30-50 and/or mental ages of four years. They had to be eight years old by October 1 of the year they were placed in special education.<sup>24</sup> The enrollment of these classes did not exceed twelve and an attendant or assistant was needed for this number. The attendant was not required to hold a teacher's certificate since she worked directly under the supervision of the teacher. It was not part of her function to assume responsibilities of a janitorial nature.<sup>25</sup>

The curriculum objectives of the trainable classes were self-care and social adjustment for living in a protective environment. To implement the desired program the following were needed: (1) ample space for physical activities, (2) cots for rest period, (3) equipment for home-making activities, and (4) a toilet and lavatory adjacent to the room. The lavatory facilities were most important since the development of good health habits and good grooming was a vital phase of their train-

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<sup>23</sup>Virginia State Board of Education, School Plan and Management, Section 2217, p. 166.

<sup>24</sup>Henrico County, "Statement of Special Education Policy," April, 1965 (Mimeographed).

<sup>25</sup>Virginia State Department of Education, op. cit., p. 28.

ing.<sup>26</sup> When the trainable retarded children reached the ages of sixteen or seventeen, the school cooperated with the Virginia Rehabilitation Service in screening them for possibilities of a future training program consisting possibly of jobs in sheltered workshops sponsored by the Goodwill Industries. Henrico County planned to include more of this work with the Rehabilitation Service in its future program.<sup>27</sup>

In addition to the personal gains of the pupils, three main services had been gained from entering children in a trainable class. First, it had aided in their acceptance by the other children and the community. Second, it had offered much needed information and guidance to the parents. Third, it had served as a screening device for future placement of children, whether it be into an educable class, an institution, or a sheltered workshop in the case of older pupils.<sup>28</sup>

#### Curriculum and Facilities for Educable Mentally Retarded

The educable classes were composed of children with I.Q. scores of 50-75 and who were seven by October 1 of the year they were placed in special education.<sup>29</sup> They possessed one-half to three-fourths the intellectual capacity of the "average child" and the upper group may at maturity achieve fifth grade level in reading. The class enrollment for the educable retarded could not exceed sixteen if state reimbursement

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<sup>26</sup>Ibid., pp. 26-28.

<sup>27</sup>McConnell, op. cit.

<sup>28</sup>Lecture by Mrs. Valney, op. cit.

<sup>29</sup>Henrico County Policy Statement, op. cit.

was to be received.<sup>30</sup> Henrico County had only one class which exceeded this number; the enrollment of that class was seventeen.<sup>31</sup>

The program suggested by the State Department of Education in 1962 for the educable classes was structured in the following manner:

- (1) Pre-academic or primary classes - Chronological Age 6 or 7  
9 or 10  
Readiness stage for learning.
- (2) Intermediate - C.A. 10-14  
Reading, writing, practical math and units which emphasize problems of every day living.
- (3) Jr. High or Advanced Intermediate - C.A. 14-16  
Training in Citizenship and world of work.
- (4) Secondary - C.A. 16-18  
Training in citizenship and knowledge of reading, writing and math correlated with job training and job experience.<sup>32</sup>

In a more recent pamphlet, published by the State Board of Education in 1963, it was stated that the trend in structuring the curriculum for the educable retarded was:

- (1) Primary - C.A. 7-10 Mental Age 3-8  
Social and motor skills plus academic readiness
- (2) Intermediate - C.A. 11-13 M.A. 5-10  
Basic academic skills, on level of ability, plus homemaking and prevocational readiness
- (3) Advanced - C.A. 14-19 M.A. 7-12 (Junior and Senior High)  
Prevocational with classroom instruction supplementing needs of on-the-job training.<sup>33</sup>

<sup>30</sup>Virginia State Department of Education, op. cit., pp. 21-25.

<sup>31</sup>Britton, op. cit.

<sup>32</sup>Virginia State Department of Education, op. cit., pp. 22-23.

<sup>33</sup>Virginia State Board of Education, Trends in Curriculum . . ., op. cit., p. 3.

There were some differences in the chronological age and mental age of the various divisions as structured by these two plans, but the curriculum objectives were very similar. Details of curriculum planning for these divisions of the special education program were given by Kirk and Johnson in Educating the Retarded Child.<sup>34</sup>

Henrico County structured its special education program similar to the above examples with advancement from one division to another depending on chronological age and achievement in relation to ability. The basic skills were introduced on the primary level and expanded at the intermediate stage. History and geography were introduced on the junior and senior high school level. Stress was placed on training the pupils to be independent; they were taught to write letters, fill in applications and other forms, and many other activities which prepared them for every day living in the community. Pupils may remain in the senior high program until the age of twenty at which time the School Board must approve the county's payment of the tuition or the parents bear the expense. This action is necessary because the state aid based on average daily attendance is dropped when the pupils reach the age of twenty. During their final year of schooling some of the pupils are referred to the Vocational Rehabilitation Service for further training.<sup>35</sup>

Some people have felt that in a school system providing a twelve year program for the educable retarded pupils some type of recognition

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<sup>34</sup>Kirk and Johnson, op. cit.

<sup>35</sup>McConnell, op. cit.

should have been given to those who completed the program.

When high school age youth satisfy the requirements of a prescribed Special Education program, they should receive a certificate in recognition of their achievement and attendance. Because of their perseverance and attainments, these children merit the same privilege of receiving a certificate during the graduation exercises as the graduate with the regular diploma.

In addition to the intrinsic values for the youth concerned, the certificate awarded gives emphasis to the child's desire to remain in school to the completion of the prescribed course. It also indicates to the prospective employer the fact that the child who has been awarded the certificate has certain characteristics which merit consideration as a potential employee.<sup>36</sup>

Henrico County began its special education program on the elementary level but a class on the secondary level was begun for the school year 1963-1964. A policy of awarding certificates to the educable mentally retarded children who complete the twelve years of schooling provided for them had not been established as of the 1964-1965 session. It was Mr. McConnell's belief that such a policy would be adopted in the future, but such a certificate would probably not be awarded at the regular graduation exercises.

The teachers of the educable mentally retarded were encouraged to supplement their curriculum by entering the pupils into activities with other school children of their age. This was done especially in music and physical education classes. Through play and recreation the mentally retarded had experienced success, enjoyment, and a sense of accomplishment. On the junior and senior high level, the mentally retarded children also joined in such activities as art, wood-working, typing,

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<sup>36</sup>Virginia State Department of Education, op. cit., p. 23.

and band.

The pupils in the Lakeside special education class were in charge of a "school post office" which was located just outside their room. They delivered the mail which was brought there by the other pupils in the school. Mail was especially heavy at such times as Christmas, Valentine's Day, and Easter.<sup>37</sup> Another example of this interactivity among the pupils was the retarded pupils going on excursions with children of their age group. This was done during the school year 1963-1964 when the older children in the special education class at Dumbarton went to Williamsburg, Virginia, with the fourth grade students. These activities supplemented the special education curriculum.<sup>38</sup>

#### Trends in Curriculum Development

The State Board of Education had given the following trends in curriculum development for the mentally retarded based on nationwide studies and current literature in the area of mental retardation.

(A) Curriculum based on objectives mentally retarded children can reasonably be expected to meet in so far as current findings may indicate

(B) Curriculum which emphasizes the practical and realistic approach toward preparation for living in the present and in the future on the basis of individual needs and mental potential

(C) Concrete instruction which emphasizes the development of concepts through the media of:

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<sup>37</sup>McConnell, op. cit.

<sup>38</sup>Miss Louise Johns, Teacher at Memorial Guidance Clinic and formerly the Special Education Teacher at Dumbarton Elementary School.

1. The five senses
2. Illustrations
3. Demonstrations
4. The use of concrete objects which portray such concepts as size, color, texture, shape, amount, degree, etc.

(D) Emphasis on understanding the family unit, its duties, responsibilities and relationships

(E) Emphasis on understanding various facets of community living.<sup>39</sup>

### Criteria for Judging the Curriculum

In their book, Educating the Retarded Child, Kirk and Johnson stated the following four well known objectives of education which may serve as criteria for judging the curriculum of an educational program:

1. The objectives of self-realization
2. The objectives of human relationship
3. The objectives of economic efficiency
4. The objectives of civic responsibility<sup>40</sup>

The Henrico County School Board stated in its recent "Statement of Special Education Policy" that these were applicable to exceptional children as well as all other children.<sup>41</sup> The following questions were given by which a teacher of special education may judge her curriculum and the classroom activities used in carrying out these objectives:

1. Does it promote health, both mental and physical?
2. Does it promote a practical application of the tool subjects?
3. Does it promote better home membership?
4. Does it promote better group and community living?

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<sup>39</sup>Virginia State Board of Education, op. cit., pp. 2, 3.

<sup>40</sup>Kirk and Johnson, op. cit., p. 117.

<sup>41</sup>Henrico County Policy statement, op. cit.

5. Does it promote a better use of leisure time?
6. Does it promote desirable working habits and attitudes?<sup>42</sup>

### Materials for Implementing the Curriculum

Since the mentally retarded learn best by using illustrations, demonstrations, concrete objects, and actually doing the activities repeatedly, many materials are needed to implement the curriculum. Henrico County's special education program grew rapidly in size during the past few years. The physical facilities and instructional materials did not keep pace with the advancement in the number of pupils enrolled in special classes. For instance, some of the schools did not have adjacent toilet facilities, adequate arts and crafts material, or reading material specifically designed for use with the retarded. The classes did have an adequate supply of educational games, use of audio-visual aids, library facilities, physical education equipment, record players and homemaking centers or the like. Four of the elementary classes had televisions which were given them and the county planned to place a television in two of the junior high classes on an experimental basis for the school year 1965-1966. The junior and senior high classes had special reading material which appealed to their interest and at the same time met their reading level. All of the classes on the secondary level had typewriters.

Each child enrolled was asked to pay a \$3.00 instruction fee just

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<sup>42</sup>Christine P. Ingram, Education of the Slow-Learning Child (Yonkers: World Book Company, 1935), p. 23.



as the children in the regular primary grades did.<sup>43</sup> In addition, the county allotted each class \$50 per year to purchase needed equipment. This allotment plus other purchases of materials made by the county amounted to approximately \$2,000 per year.<sup>44</sup> Civic organizations in the community were most cooperative in helping the special classes acquire the needed materials. For instance, in the school year 1962-1963, the Hermitage Woman's Club donated \$120.59 to the educable class at Dumbarton. A large raised map of the United States, a set of encyclopedias and a set of science books were purchased with this money.<sup>45</sup> For the current session 1964-1965 the Hermitage Woman's Club donated \$20 to the special education classes in the Brookland school district.<sup>46</sup>

Garden clubs also worked with the special education classes at Dumbarton Elementary and Tuckahoe Junior High School teaching the pupils about horticulture and flower arrangement.<sup>47</sup>

#### V. SCREENING PUPILS FOR ADMISSION TO SPECIAL EDUCATION CLASSES IN HENRICO COUNTY

Proper screening of pupils who were to be admitted into special

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<sup>43</sup>McConnell, op. cit.

<sup>44</sup>Interview with Mr. James F. Ogburn, Finance Officer of Henrico County, April 26, 1965.

<sup>45</sup>Interview with Mrs. Evelyn Mallory, Secretary Dumbarton Elementary School, March, 1965.

<sup>46</sup>Interview with Mrs. George Lester, Chairman of Special Projects, Hermitage Woman's Club, April 23, 1965.

<sup>47</sup>McConnell, op. cit.

education programs followed by placement into classes whose curriculum best suited their needs was essential to having a successful program for these exceptional children.

It is essential that only those children for whom these classes are organized shall be placed in them. These classes lose their value when they become a "dumping ground" for the slow learner, the educationally retarded or handicapped, the socially maladjusted, in addition to the mentally deficient or retarded. No adequate program can be organized to meet the needs of all of these students in one classroom.<sup>48</sup>

An adequate identification of a child's ability included a study of the whole child. This study included evaluation and diagnosis by qualified psychological examiners who were able to administer a psychological examination to determine the level of mental ability of the child. In addition to a valid measurement of mental ability, the study also included the following:

- (1) A medical examination for the purpose of determining possible etiology and need for medical treatment.
- (2) A social and personality study for the purpose of determining personality and social needs and possible etiological factors in these areas.
- (3) An educational evaluation to determine the degree of retardation and possible educational disabilities. School records and teacher judgment would be two sources for this information.
- (4) A developmental history obtained from interviews with the parents is very vital to the study.<sup>49</sup>

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<sup>48</sup>Kirk and Johnson, op. cit., p. 38.

<sup>49</sup>Ibid.

In Henrico County, a child who, for various reasons, was believed by his teacher to be eligible for a special education class was referred to the visiting teacher by the principal. The visiting teacher in turn requested that the parents have the child tested individually by a private psychologist. If the family were financially unable to do this, the County School Board employed two visiting teachers who were certified to give the Stanford-Binet and the Wechsler Intelligence Scale for Children. These results offered the school personnel a more adequate knowledge of the pupil's mental ability, but it did not attempt to give any psychological interpretations. After the individual testing was done by the visiting teacher and other pertinent data collected, the information was presented by the visiting teacher to a special screening committee organized in the school year 1962-1963. This committee consisted of the Assistant Superintendent in Charge of Instruction, the Director of Research, the Director of Instruction, Director of Special Education, and visiting teachers. Recommendations, based on the data collected, were then given by the committee. The committee recommended that the child remain in the regular class and be given additional help by the teacher, that the child be admitted to a special education class, that the parents seek outside professional help for the child, or that other action be taken. If the child, however, appeared to have other difficulties in addition to being mentally retarded and the parents were not able to afford private professional advice, he often was referred to the Consultation and Evaluation Clinic or the Memorial Guidance Clinic. The findings of the personnel of these clinics were then sent to the

screening committee of the school system to be used in future recommendations.<sup>50</sup>

### The Consultation and Evaluation Clinic

The Consultation and Evaluation Clinic began in 1955 as a clinic for handicapped children, with support from the Richmond Health Department, Medical College of Virginia, Council of Jewish Women, and the Association of Mentally Retarded Children. In 1957 it became a clinic especially for the mentally retarded with emphasis on the preschool child. At this time the Consultation and Evaluation Clinic, along with clinics in Arlington and Norfolk, received collectively a grant of \$60,000 per year as provided by the Research and Demonstration Project of Public Law 635 of the 84th Congress.<sup>51</sup> The Children's Bureau of U. S. Department of Health, Education and Welfare was chosen by Congress as the agency to head this program for retarded children. To carry out this new program the Committee on Appropriations of the House of Representatives increased by \$5,000,000 the amount of the grants for maternal and child health activities and stated that, "It was the desire of the Committee that approximately half of the increase provided be spent on the very important and much neglected problem of mentally retarded children."<sup>52</sup>

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<sup>50</sup>Interview with Mr. Roderick J. Britton, Director of Research, February, 1965.

<sup>51</sup>Interview with Miss Minnie Passamaneck, Social Worker, Consultation and Evaluation Clinic, March 31, 1965.

<sup>52</sup>"Child Health Projects for Mentally Retarded Children," A Report of a Workshop on Mental Retardation for Social Workers in Maternal and Child Health Projects April 3-7, 1961 (U. S. Dept. of Health, Education, and Welfare, Welfare Administration, Children's Bureau, 1963), p. 6.

At the Consultation and Evaluation Clinic provisions were made for diagnostic evaluation as well as planning and carrying out necessary measures for care and/or follow-up services for the mentally retarded. No fees were charged for services offered by the clinic or for consultations conducted under its auspices. Children from the ages of three to six constituted the majority of patients but any under the age of nine at the time of initial study were accepted. Because of this age limit, the county's use of the clinic's services was restricted to those children who were suspected of being mentally retarded during their first two or three years of school. The clinic offered consultation services only and its program is a long term one. Each child was followed-up and studied for approximately three to four years. There were cases, however, when the child was seen only once and the findings turned over to the family physician.

The staff consisted of three secretaries, one nurse, one psychologist, and one social worker. The home visits were made by a public health nurse. The services of other professional people were provided by the clinic. In 1963 Dr. Ralph Ownby was appointed director of the clinics in the Research and Demonstration Project.

In the seven years of the clinic 1,300 children were seen and as a result of the ever increasing public awareness of the clinic, there were more and more applicants seeking its services. The growth in services offered may be demonstrated by the fact that for the three month period of January through March fifty-two applicants were seen in contrast to ninety-six during the six months period prior to that. The

waiting time was still eight months to a year. From July 1, 1963, to June 30, 1964, twenty-two applicants from Henrico County were accepted for evaluation. This represented 12 per cent of the clinic's work for that year.

The future plans for the Consultation and Evaluation Clinic included moving its quarters to St. Philips Nursing Home which was being renovated for this purpose and increasing the professional staff.<sup>53</sup> It was very important to increase the work of clinics of this nature because it was imperative to recognize children's conditions and degrees of retardation as soon as possible. The earlier their abilities were determined the sooner the school was able to plan a program for them.

#### The Memorial Guidance Clinic

The Memorial Guidance Clinic was established in 1924 to serve the areas of Richmond, Henrico, and North Chesterfield. This clinic was among the original ten child guidance clinics to be formed in the United States. For the past few years Memorial Guidance Clinic received over 50 per cent of its support from the United Givers Fund. For the current year 1964-1965 the United Givers Fund supplied 45 per cent of the clinic's financial aid. More and more of the expenses, however, must be met by the local institutions which use its services.

The clinic had numerous and varied activities but dealt mostly with those retarded children who also possess tendencies of emotional disturbances. The Henrico County school system was mainly interested in

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<sup>53</sup>Miss Passamaneck, op. cit.

the diagnostic work of the clinic. The psychodiagnostic evaluations were done on pupils known or believed to be mentally retarded by a staff consisting of a psychiatrist, a psychologist, and a psychiatric social worker.

After the psychodiagnostic evaluations were completed, the clinic gave the parents, school, or other parties involved its recommendations. A series of recommendations was given in case the most desirable ones could not be carried out. By giving these most desirable recommendation, even though at times it was quite evident they could not be enforced, the community was educated and was given a better idea of the facilities for which they needed to strive.

The fees for the services offered by the clinic were based on a graduated scale according to the family income and number of dependents. They ranged from 0 to \$100 for diagnostic fee and 0 to \$32 for treatment per week for the entire family. A fee of \$5 was charged for the initial interview.<sup>54</sup> When it was necessary for Henrico County to refer a child to the clinic for evaluation and the family was unable to pay for the services, the county assumed the responsibility. The Henrico County budget allowed \$1,500 to \$2,000 for psychological evaluations. Fees for this service were reimbursed to the county by the state, the amount of reimbursement depending upon the availability of special education funds.<sup>55</sup>

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<sup>54</sup>Interview with Mr. Harry Derr, Jr., Director of Social Services, Memorial Guidance Clinic, March 31, 1965.

<sup>55</sup>Ogburn, op. cit.

After a child has been enrolled in a special education program, it is important that he be retested at regular intervals in order that correct placement be assured.

A pupil, called Billy for this discussion, demonstrated the necessity of a retesting program. Billy entered first grade in Henrico County in 1956-1957, was promoted to the second where he remained for two years. At the request of his parents, he was tested and placed in an educable special education class. During the fourth year of this program he showed signs of being superior to his classmates in all areas; his main handicap was the slow rate at which he completed his assignments. Based on teacher opinion, retesting by Memorial Guidance Clinic, and the child's school work during a six week period in the fifth grade, Billy was placed in a regular fifth grade class for the next school term, 1963-1964. The adjustment to the classroom situation and work load was made with little difficulty and he was promoted to the sixth grade. According to his sixth grade teacher Billy is "a good student and is treated as a regular class member." According to the Science Research Associates Achievement Test scores, Billy had a reading comprehension level of 6.0 and a vocabulary level of 6.8. These scores indicated that he was functioning adequately on grade level, although it must be remembered that he was enrolled in a grade which was below his chronological age level.<sup>56</sup>

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<sup>56</sup>Notes from author's observation, interview with the child's mother, and notes from his fifth and sixth grade teachers.



Realizing that situations like this had happened and being aware of the necessity for correct placement of these children, Henrico County school personnel have planned to initiate a retesting program which will allow for the children in the special education program to be retested every two years. The success of this program depends on the availability of competent personnel and financial support.<sup>57</sup>

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<sup>57</sup>McConnell, op. cit.

## CHAPTER IV

### THE QUESTIONNAIRE RESULTS

A survey was made to determine the number of pupils enrolled in the fourth, fifth, and sixth grades in Henrico County's twenty-six white elementary schools who needed screening for possible admission into its special education program.<sup>1</sup> The first procedure was to determine the number of pupils who had scored below 75 on the Lorge-Thorndike Intelligence Test. Reviews of this test published in Buros' Fifth Mental Measurements Yearbook described it as being among the best of the group intelligence tests.<sup>2</sup> The Lorge-Thorndike Intelligence Test was given by the county to the fourth and sixth grade pupils in September of 1964 and to the fifth grade students in September of 1963 when they were enrolled in the fourth grade. Since the I.Q. or intelligence quotient is not a constant phenomenon, these fifth grade students would possibly have scored differently if tested in the fall of 1964. Five boys scoring below 75 had repeated the fourth grade; therefore test results for them were available for 1963 and 1964. The changes in the I.Q. scores are indicated in Table VI. In each case except for Student C the I.Q. score increased, but only once did it change more than eight

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<sup>1</sup>The schools for the colored children were omitted since they represented only 5% of the school population and approximately 25% of the number of pupils scoring below 75 on the Lorge-Thorndike Intelligence Test.

<sup>2</sup>Oscar Krisen Buros, The Fifth Mental Measurements Yearbook (Highland Park, New Jersey: The Gryphon Press, 1959), pp. 478-484.

points. Possible causes of variance in test scores are given in the appendix.

TABLE VI

LORGE-THORNDIKE INTELLIGENCE TEST RESULTS FOR FIVE FOURTH  
GRADE REPEATERS OBTAINED IN 1963 AND 1964

	Test Results in Fall of 1963			Test Results in Fall of 1964		
	Verbal	Non-Verbal	Total	Verbal	Non-Verbal	Total
Student A	58	49	54	69	76	72
Student B	67	57	62	69	70	70
Student C	68	75	72	62	67	64
Student D	72	56	64	72	73	72
Student E	69	72	70	72	72	72

The Lorge-Thorndike test results revealed 128 pupils with a total I.Q. score below 75. This represented 1.6 per cent of the total enrollment for the fourth, fifth, and sixth grades. There were 50 fourth grade pupils and 63 fifth grade pupils who scored below 75 as compared to only 15 sixth grade pupils. (Table VII) It can be expected that I.Q. scores obtained from group tests taken in the fourth grade would be lower than when taken in the sixth grade since this is a transitional period when the pupils are being introduced to a more academic type of curriculum as compared to the primary grades. This adjustment presents difficulty to the pupils.<sup>3</sup>

<sup>3</sup>Britton, op. cit.

TABLE VII

GRADE DISTRIBUTION OF PUPILS SCORING BELOW 75 ON THE  
LORGE-THORNDIKE INTELLIGENCE TEST: 1964-1965

	4th Grade	5th Grade	6th Grade	Total
Boys	39	48	10	97
Girls	11	15	5	31
Total	50	63	15	128

The test results showed in Table VII indicated that there were three times as many boys scoring below 75 as there were girls. One hundred of the 128 pupils scoring below 75 were between the ages of nine and eleven, with the average age being ten and a half. (Table VIII) These figures agreed with previous findings as indicated by the fact that the greatest number attending the Memorial Guidance Clinic and clinics throughout the nation was the nine or ten year old male who was not achieving in his academic school work. Many of these children were found to be academically retarded rather than mentally retarded.<sup>4</sup>

Studies also showed that more males than females are classified as mentally retarded. One hypothesis for this sex difference was that social factors operate to bring the male cases to the attention of the schools and other agencies. A study made in New York State showed that the greatest sex differences appeared among the younger age groups, where

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<sup>4</sup>Derr, op. cit.

TABLE VIII

AGE DISTRIBUTION OF PUPILS SCORING BELOW 75 ON THE  
 LOUGE-THORNDIKE INTELLIGENCE TEST: 1963-1964

Age	Boys	Girls	Total
8	0	1	1
9	17	3	20
10	28	17	45
11	30	5	35
12	13	1	14
13	6	3	9
14	2	1	3
15	1	0	1

TABLE IX

RATIO OF MALES TO FEMALES AMONG FIRST ADMISSIONS  
 TO NEW YORK STATE SCHOOLS FOR MENTAL DEFECTIVES

Age Group	First Admission Ratio	
	Male	Female
Under 5	142.4	100
5-9	168.9	100
10-14	148.2	100
Over 15	80.6	100

cultural and social factors operated the least. The results of this study are given in Table IX.<sup>5</sup>

The distribution of I.Q. scores showed that there were no pupils enrolled in the fourth, fifth, or sixth grades who were eligible for the trainable mentally retarded class. (Table X) This was expected since these children seldom adjusted at all to a regular classroom environment. There were three pupils who scored below 60, thirty-four between 60 and 70, and ninety-one between 70 and 75.

TABLE X

DISTRIBUTION OF TOTAL I.Q. SCORES BELOW 75 ON THE  
LORGE-THORNDIKE INTELLIGENCE TEST: 1963 and 1964

Total I.Q. Score	Boys	Girls	Total
75	6	4	10
74	28	7	35
73	4	2	6
72	16	6	22
71	4	1	5
70	11	2	13
69	1	1	2
68	5	3	8
67	2	0	2
66	4	0	4
65	2	0	2
64	6	1	7
63	2	2	4
62	0	1	1
61	2	1	3
60	1	0	1
59	1	0	1
58	0	0	0
57	0	0	0
56	2	0	2

<sup>5</sup>Garrison and Force, op. cit., p. 72.

The second procedure was to send questionnaires to the teachers of the 128 pupils scoring below 75 on the Lorge-Thorndike Intelligence Test in order to determine how many of them were not functioning adequately in the regular classroom. Five of the questionnaires were not returned and two additional ones were omitted from tabulation because one child had not tried on the test and the other one was already under care of a clinic for emotionally disturbed children. Twenty of the teachers reported that the pupil in question was no longer enrolled in their class. These twenty were explained as follows: (1) fifteen children had transferred to other school divisions, (2) two children had been placed in Henrico County's special education program, and (3) three children had dropped out of school. Two of the drop-outs were fifth graders, twelve years old, and with I.Q. scores of 67 and 72. The third drop-out was a fifteen year old in the sixth grade with an I.Q. score of 74.

A total of 101 questionnaires, from seventy-one teachers, were available for study and tabulation. The total enrollment of these classes was 1,921 pupils representing 24 per cent of the fourth, fifth, and sixth grade enrollment. According to the questionnaire, there were 200 pupils whose I.Q. score was above 75 who were not successfully doing work presented them. This figure represented approximately 10 per cent of the pupils in the seventy-one classes as compared to approximately 5 per cent of this enrollment who scored below 75 on the intelligence test.

Of the 101 pupils who scored below 75, twenty were promoted each year. Six were placed or given social promotion to the next grade with-

out having to repeat any grades. Thirty-three were retained since entering school but were not given social promotion at any time. Thirty-six were retained and/or given social promotion to the next grade. No record was given on the remaining six.

A tabulation of the grade levels at which these pupils were retained showed sixty retentions in the first two grades as compared to forty-three in the third, fourth, and fifth. The tabulation of the grade levels at which these pupils were given social promotion showed reverse results with only eight social promotions in the first and second grade, and with thirty in the third, fourth, and fifth. Forty-six pupils were retained once, twenty-four retained twice, four retained three times, and one was retained four times. Twelve pupils were placed once, six placed twice, five placed three times, and one pupil was placed five times.

The attendance record of these 101 pupils showed one who had missed one-half the time and as a result was not able to benefit from the school program. Two missed one-third of the time, one missed one-fourth of the time, and one missed one-fifth of the time.

In order to obtain a description of these children with I.Q. scores below 75, the teachers were asked to check a rating scale in regard to the pupil's ability to do grade level work, the pupil's ability with written expression, the degree the pupil was withdrawn, the amount of additional attention required of the teacher by the pupil, the degree the child had been a behavior problem, the type of behavior problem, and the degree of acceptance by peers.



TABLE XI

GRADE DISTRIBUTION OF THE TOTAL ENROLLMENT OF THE 71 CLASSES IN THE SURVEY, TOTAL PUPILS SCORING ABOVE 75 BUT NOT DOING SCHOOL WORK SATISFACTORILY, AND TOTAL PUPILS SCORING BELOW 75

Grade	Total enrollment of 71 classes included in survey	Total pupils above 75 I.Q. score who are not successful- ly doing their work	Total pupils with I.Q. score below 75
VI	206	18	9
V	887	97	50
IV	828	85	42
Total	1,921	200	101

TABLE XII

NUMBER OF TIMES CHILDREN WITH I.Q. SCORE BELOW 75  
WERE RETAINED OR PLACED

Number of Times	Number of Pupils Retained	Number of Pupils Placed
5	0	1
4	1	0
3	4	5
2	24	6
1	46	12

TABLE XIII

GRADE LEVEL AT WHICH CHILDREN WITH I.Q. SCORE BELOW  
75 WERE RETAINED OR PLACED

Grade Level	Number of Pupils Retained	Number of Pupils Placed
V	1	5
IV	28	10
III	14	15
II	25	7
I	35	1

The questionnaires rated thirty-one as unable to do grade level work or able to do only a few tasks. Approximately 29 per cent of the boys and 29 per cent of the girls with I.Q. scores less than 75 were included. Fifty-seven could do some tasks or could do most of these tasks, and thirteen could do the grade level work satisfactorily.

Nineteen of the pupils were unable to form sentences, twenty unable to form paragraphs, and twenty-four could express their ideas adequately.

There were seventeen pupils who were rated as never interacting voluntarily or rarely interacting, thirty-nine were rated as interacting occasionally, and forty-five as interacting freely with others.

Constant or more than average attention was required by twenty-six pupils, occasional attention and special directions were needed by fifty-four, and twenty-one needed no extra attention from the teacher.

The teachers considered forty of these pupils not to be behavior problems, forty-seven were considered as presenting problems at times, and fourteen were considered as being a constant or almost daily behavior problem. Eleven pupils were described as being withdrawn, eight as being submissive, and twenty-nine as displaying aggressive behavior.

Only forty-eight of these 101 pupils were rated as being accepted and helped by their peers. Thirty-four were reported as being fairly well accepted, fifteen accepted from time to time depending on the type of activity, and four were reported as being ridiculed by their peers. These findings agreed with other studies on the acceptance of the mentally retarded by their peers. For example, Orville Johnson found that mentally

TABLE XIV

COMBINED TOTAL OF RATING SCALE FOR THE FOURTH, FIFTH, AND SIXTH GRADES

	1	2	3	4	5	Total
Pupil's ability to do grade level work	Unable to do this work 11	Can do only a few tasks 20	Can do some tasks 32	Can do most of these tasks 25	Can do work satisfactorily 13	101
Degree pupil is withdrawn	Never interacts voluntarily 5	Rarely interacts 12	Interacts occasionally 19	Will interact in a few activities 20	Interacts freely with others 45	101
Pupil's ability with written expression	Unable to form sentences 19	Eye-hand coordination hinders writing 2	Poor spelling hinders writing 34	Unable to form paragraphs 20	Can express ideas adequately 24	99
Amount of additional attention required of teacher by pupil	Constant attention needed 9	More than average 17	Special directions 29	Occasional attention 25	No extra attention needed 21	101
Behavior problems	Constant problem 3	Almost daily 11	Sometimes 29	Seldom 18	No behavior 40	101
Type of behavior problem	Psychomatic symptoms 0	Aggressive 29	Submissive 8	Withdrawn 11		48
Degree of acceptance by peers	Unnoticed by peers 0	Ridiculed 4	Accepted from time to time 15	Fairly well 34	Accepted and helped 48	101

retarded children in regular classes from grades one to five were less accepted and more rejected than others in the class. Johnson concluded that these children were rejected because of their compensatory behavior and not because of their poor academic achievement.<sup>6</sup> Sister M. Aloyse Martin conducted a study of children in grades five to eight which yielded results similar to Johnson's study. She stated that the mentally retarded pupils were rejected because of their aggressiveness which may be compensatory in nature.<sup>7</sup>

The Science Research Associates (SRA) Achievement Test scores for the 1963-1964 and 1964-1965 sessions were used to obtain the reading level of the pupils scoring below 75 on the Lorge-Thorndike Intelligence Text. The grade equivalent scores were used in order to determine the relation of these children's reading ability to that of the average ability for their grade level. As shown in Table XV, seven of these pupils had scores on reading comprehension which were on or above grade level while eighty-three had scores below grade level. Fourteen pupils had vocabulary scores on or above grade level and seventy-six tested below grade level. The majority of the pupils scored one to two years below their grade level, both on reading comprehension and vocabulary.

The teachers were asked to check which procedures they used in helping the pupils with I.Q. scores less than 75. The following is a tabulation of how many times each procedure was checked:

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<sup>6</sup>Ibid., p. 103.

<sup>7</sup>Ibid.

TABLE XV

NUMBER OF GRADES ABOVE OR BELOW GRADE LEVEL ON THE SCIENCE  
RESERACH ASSOCIATES ACHIEVEMENT TEST READING SCORES

	Reading Comprehension	Vocabulary
$-4\frac{1}{2}$	0	1
-4	2	1
$-3\frac{1}{2}$	2	1
-3	1	2
$-2\frac{1}{2}$	2	4
-2	24	12
$-1\frac{1}{2}$	21	16
-1	21	22
$-\frac{1}{2}$	10	17
0 (grade level)	3	8
$+\frac{1}{2}$	2	4
+1	1	1
$+1\frac{1}{2}$	0	0
+2	1	1
Total	90 <sup>1</sup>	90 <sup>1</sup>

<sup>1</sup>Reading scores for eleven children with I.Q. Scores below 75 were not available.

69 Individual instruction being given by the teacher

53 Below grade level work being given

17 Extra homework being given

47 Extra help being given by classmates.

Art activities were mentioned by one teacher and twelve teachers did not check any of the procedures.

Jack W. Birch, Director of Special Education at Pittsburg, Pennsylvania, and Godfrey D. Stevens, Administrative Supervisor of Special Education of Cincinnati Public Schools, have published a book entitled Reaching the Mentally Retarded with emphasis on teaching exceptional children in every classroom. This book gives insight into the classroom problems presented by the mentally retarded pupils, basic ideas and procedures of teaching, materials needed for instruction purposes, and methods of working with the parents of mentally retarded children.

The teachers also checked the following items which contributed to their success or lack of success when working with these pupils with low I.Q. scores:

Attributed to Lack of Success

- 37 Poor motivation by pupil
- 25 Lack of class time due to large class
- 17 Lack of time due to overcrowded schedule school
- 38 Poor home environment
- 9 Poor physical health of pupil
- 6 Parents capable but uncooperative
- 5 Lack of needed material

Attributed to the Success

- 21 Strong motivation by pupil
- 12 Class time available due to small class
- 30 Cooperative parents
- 15 Adequate materials available
- 27 Cooperative school personnel
- 24 Past experience of teacher

## Other:

Poor attendance  
 Speech defect  
 Thyroid trouble  
 Child's lack of confidence  
 Deafness  
 Teacher's lack of experience

## Other:

Teacher-child relationship

The teachers checked that they had the following training in dealing with children who had difficulty in learning subject matter which is presented to them:

- 23 undergraduate courses
- 9 graduate courses
- 7 attended conferences
- 12 attended workshops
- 28 read books on the subject
- 13 on the job training under some supervision
- 34 practical job experiences
- 1 experience caring for own retarded child
- 22 had no training in this area, a blank being assumed as no training.

Another purpose of the questionnaire was to determine how many of these pupils were recommended for individual testing.

Individual testing was not recommended for forty-two of these children since the teachers felt they were progressing in the regular classroom environment. Testing was not recommended for four pupils whom the teachers thought should be in the special education program and for three pupils whom the teachers thought should be placed in a class for slow learners. No explanations were given as to why these seven children had not been recommended for testing. Testing was recommended for forty-eight of the pupils with I.Q. scores below 75. Individual test results were received by the teachers for twenty-three of these forty-eight pupils. Eight were recommended for testing during the current term 1964-1965. Sufficient time had not been allowed for recommendations to

be given the teachers. Test results on sixteen of these forty-eight pupils had not been given to the teachers. In one instance, the parents dropped the individual testing at Medical College of Virginia.

As the result of individual testing ten pupils were recommended for special education classes. It was reported by the teachers that five of these pupils had parents who were very cooperative concerning this matter and three had parents who were very uncooperative. One example from the questionnaire stated that measures were taken in the second grade to help one child but "parents were most uncooperative." In another instance it was reported that "parents believe this child to be average and refuse any outside help and suggestions." Still another expressed the belief that the parents were unwilling to place their child in special education because it might make her unhappy to change schools.

Two children in the study had received professional help and two were reported as being in need of professional help. Two were reported as needing "home-bound" instruction. Three were reported as having emotional problems, and ten as needing to be in a class for slow learners.

As the result of contact with the home, the teachers reported that they believed twenty-five parents would cooperate in placing their child in a class for the academically slow and twenty-six would not cooperate. They felt that in ten instances parents would cooperate in placing their child in special education while thirty-five would not. Most of the contact with the parents took place at school as shown by the fact that only eight teachers made a total of thirteen home visits,



four principals made a total of fourteen home visits, and twenty visits were reported as being made by the visiting teachers. In many cases these questions were not answered by the teachers so a correct estimate of home visits could not be obtained.

The findings indicated that Henrico County was attempting to screen for special education these children with low I.Q. scores, and that recommendations were given to the teachers more rapidly than in previous years. The county had not placed these children in its special education program unless the parents agreed with this placement.

## CHAPTER V

### CONCLUSIONS

Provisions for educating the mentally retarded increased rapidly during the two decades 1945-1965 after experiencing a setback during World War II. In spite of this rapid growth there were special education programs provided for only one out of four children in the United States who needed these services in 1957-1958.

The special education program in Virginia had also shown progress during its twenty-six years of existence, but for the school session 1964-1965 it was estimated that only 23 per cent of the mentally retarded children were enrolled in a special education program.

Henrico County's special education program for the mentally retarded began in the fall of 1956. The number of classes and the number of pupils enrolled tripled during the five years from 1959-1965. Due to this rapid increase the county reached the point when definite practices and policies were necessary in order to obtain an adequate, organized and progressive program. The School Board drew up a "Statement of Special Education Policy" in April, 1965, in which its views concerning the education of exceptional children were clearly stated. A meeting with all parents concerned with this program was planned for the first of May, 1965, at which time the objectives and policies were to be explained.<sup>1</sup>

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<sup>1</sup>McConnell, op. cit.

The county experienced difficulty in securing certified teachers for its special education program. The increase in the number of Virginia colleges and universities which offered courses leading to certification in this area and the increase in the number of scholarships available will help in eliminating this shortage of trained teachers for the mentally retarded and other exceptional children.

Henrico County has been fortunate to have the services of the Consultation and Evaluation Clinic and the Memorial Guidance Clinic to aid them in screening pupils for admission into this special education program. The screening process was greatly improved by the organization of the screening committee in the school year 1962-1963. It is the county's plan to initiate a retesting program which will provide an opportunity for the children in the special education program to be retested every two years.

It has been estimated that there are three trainable mentally retarded children in every 1,000 children of school age and fifteen to twenty educable mentally retarded out of every 1,000.<sup>2</sup> For the school year 1964-1965 Henrico County had .7 of 1 per cent of its school population in its special education program. The Lorge-Thorndike Intelligence Test results indicated that there was only 1.6 per cent of the fourth, fifth, and sixth grade pupils scoring below 75 on this group test. Possibly Henrico's low percentage resulted from the nature of its population. In the county there were no slum areas, no first generation

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<sup>2</sup>Garrison and Force, op. cit., p. 71.

foreign born, and very few poverty stricken families. Intelligence test scores and achievement test scores of pupils in the county showed  $\frac{1}{2}$  to  $1\frac{1}{2}$  per cent in the third deviation below the mean as compared to the expected  $2\frac{1}{2}$  per cent according to the normal curve.<sup>3</sup>

According to the questionnaires approximately 40 of the 101 pupils who had I.Q. scores less than 75 were doing satisfactory work in the regular classroom. Twenty of these 101 pupils had produced work which merited their being passed each year to the next grade. There were 75 pupils with I.Q. scores below 75 who had been retained or given social promotion, and six of the pupils had presented indications of being truant.

The questionnaires also indicated that there were some children with I.Q. scores below 75 who they believed did not qualify for admission to special education classes. These pupils were felt to be in need of a class for slow learners, more individual instruction in the classroom or special remedial work. In ten instances the teachers recommended a class for slow learners.

Most of the teachers reported trying to alter the regular classroom program in order to meet the needs of these slow pupils until they could be placed in a class for slow learners or a special education class. The three methods of altering the curriculum mentioned most often were: (1) teacher giving individual instruction, (2) teacher giving below grade level work, and (3) classmates offering extra help to

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<sup>3</sup>Britton, *op. cit.*

these slow pupils.

On the basis of additional attention required of the teacher by the pupil, degree of acceptance by peers, and ability to do grade level work, it seemed that there were twenty-five to thirty-five pupils who needed screening for possible admission to the special education program. Ten of the pupils studied had already been recommended for special education.

The author is indeed impressed with the progress being made in Henrico County to educate the mentally retarded. She believes that if the present rate of progress is continued for a few years the county will have developed an adequate program for teaching these less fortunate members of its school population. The area for concentration is the junior and senior high school level with special emphasis being placed on helping these pupils find job placements.

The author believes that the county needs to make a special attempt to create a better understanding and appreciation for the special education program if it is to realize its maximum potentials. This understanding is needed among teachers, students, and parents.

The county must next turn its efforts toward meeting the needs of children with low I.Q. scores who are not eligible for its special education program. Professional remedial work in reading and other areas must be given these children if they are to function in the academic area of school life. Continual retention or social promotion does not alleviate the problems but rather increases them.

Until such remedial services can be offered to these children,

the county must encourage and aid its teachers in working with each child in a sincere attempt to guide him towards obtaining maximum benefits from the material presented him.

It should be the aim of every educational program that no child be placed in a situation where he is unable to function and therefore unable to experience a sense of accomplishment and belonging.

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- United States Department of Health, Education, and Welfare, Office of Education. Biennial Survey of Education in the United States--1956-58, Chapter 5: Statistics of Special Education for Exceptional Children and Youth, 1957-58. Washington: Government Printing Office, 1963.
- United States Department of Health, Education, and Welfare. The Grant Program for the Preparation of Professional Personnel in the Education of Handicapped Children.
- United States President's Committee on Mental Retardation. How to Bring New Hope to the Mentally Retarded. Washington: Government Printing Office, [n.d.].
- Virginia State Board of Education. Annual Report of the Superintendent of Public Instruction. Richmond: State Board of Education, 1960-1964.
- Virginia State Board of Education. School Plan and Management, Section 2217.
- Virginia State Department of Education. Services for Exceptional Children: A Guide for Program Improvement. Richmond: State Department of Education, 1962.

#### C. UNPUBLISHED MATERIALS

- Henrico County. "Statement of Special Education Policy," 1965. (Mimeographed)
- Mr. Roderick J. Britton, Director of Research for Henrico County Schools. "Special Education Classes and Enrollment in Henrico County: 1959-60 to 1964-65." (Mimeographed)
- Virginia State Board of Education. "Trends in Curriculum Development for the Mentally Retarded," 1963. (Mimeographed)

#### D. PERSONAL INTERVIEWS

Mr. Kuhn Barnett, State Director of Elementary and Special Education, April 22, 1965.

Mr. Roderick J. Britton, Director of Research, February, 1965.

Mr. Harry Derr, Jr., Director of Social Services at Memorial Guidance Clinic, March 31, 1965.

Miss Louise Johns, Teacher at Memorial Guidance Clinic, previously a teacher at Dumbarton Elementary School, March, 1965.

Mrs. George Lester, Member of Hermitage Woman's Club, April 23, 1965.

Mrs. Evelyn Mallory, Secretary of Dumbarton School, March, 1965.

Mr. Malcolm P. McConnell, Acting Supervisor of Special Education and Visiting Teacher, April 22, 1965.

Mr. James F. Ogburn, Finance Officer for Henrico County School Board, April 26, 1965.

Miss Minnie Passamaneck, Social Worker at the Consultation and Evaluation Clinic, March 31, 1965.

#### E. LECTURES

Mrs. Eva Belle Valney's lecture on a course entitled "The Psychology of Exceptional Children," University of Virginia, 1964.

## A P P E N D I X

LAWS PERTAINING TO THE EDUCATION OF THE MENTALLY RETARDED  
Code of Virginia, Volume 5, Title 22, "Education"

22-9.1 SPECIAL EDUCATION FOR OTHER HANDICAPPED PERSONS - The State Board of Education is authorized to prepare and place in operation a program of special education designed to educate and train physically handicapped, emotionally disturbed and mentally retarded individuals without regard to whether they are of school age. In the development of such program, the State Board of Education shall assist and cooperate with local school boards in the several school divisions. The State Board of Education is authorized to adopt such rules and regulations as may be necessary to secure adequate special school services for handicapped individuals. (1954, c. 148)

22-9.2 ASSISTING LOCAL SCHOOL DIVISIONS IN INSTRUCTING THE HANDICAPPED From funds provided by law, the State Board of Education may assist local school divisions to employ and pay teachers to instruct special classes for the handicapped, including the orthopedically handicapped, speech defective children, homebound children, children and adults confined to hospitals, and children who require other special instruction whether by reason of mental retardation, cerebral palsy, physical deficiency or otherwise. (1954, c. 148)

22-9.2:1 TRANSPORTATION FOR HANDICAPPED CHILDREN ATTENDING SPECIAL CLASSES Any child enrolled in and attending a special class operated under the provisions of 22-9, 22-9.1, or 22-9.2 shall be entitled to transportation to and from such school or class at public expense. If, because of physical incapacity or mental retardation, the child is unable to use existing school transportation facilities, the school board may, in lieu thereof, and in its discretion, allot funds to assist in paying the cost of other means of transportation. Such cost shall not exceed an amount approved by the State Board of Education with due regard to the cost of transporting pupils in public schools. Fifty per centum of such cost shall be paid by the school division in which such child resides and fifty per centum by the State. (1956, c. 324)

22-9.3 OVERALL ADVISORY COUNCIL ON NEEDS OF HANDICAPPED CHILDREN There is hereby created an Overall Advisory Council on Needs of Handicapped Children composed of fourteen members to be appointed as follows: One member from the Senate to be appointed by the President thereof, two members from the House of Delegates to be appointed by the Speaker; one member from the Department of Education, one member from the Department of Health, one member from the Department of Mental Hygiene, one member from the Virginia Commission for the Visually Handicapped, one member from the

Medical College of Virginia, one member from the Medical College of the University of Virginia, one member from the Department of Welfare and Institutions, one member from the Division of Vocational Rehabilitation of the Department of Education, and three members, at large, all to be appointed by the Governor. Appointments for terms expiring June thirtieth, nineteen hundred sixty-four shall be made as follows: One member shall be appointed for a term of one year, three members shall be appointed for a term of two years, three members shall be appointed for a term of three years and four members shall be appointed for a term of four years. Thereafter, all appointments shall be for terms of four years, and the members appointed by the Governor shall be subject to reappointment for one additional term at the pleasure of the Governor. The Council shall meet at least once a year. The Council shall continuously study the handicapping problems of children and the various phases of the programs for handicapped persons and make such recommendations to the several agencies represented on the Council as the Council deems appropriate and proper. The Council shall also make and submit to the Governor from time to time such reports and recommendations as it deems necessary and expedient. Members of the Council shall receive no compensation for their services, but may be paid their necessary expenses traveling incurred in the performance of their duties. (1954, c. 148; 1956, c. 465; 1964, c. 213)

#### 22-241 EXPENDITURES FOR NURSES, PHYSICIANS AND PHYSICAL DIRECTORS

The governing bodies of the several counties, cities and towns are authorized to make appropriations out of the county, city or two funds, as the case may be, to provide for the health examination and physical education of school children, including special facilities for handicapped children, and the employment of school nurses, physicians, and physical directors and also physical therapists, occupational therapists and speech therapists, for special classes for handicapped children and under medical supervision and such appropriation shall be placed to the credit of the county or city school funds. Previous to employment, all such personnel and the medical supervision therapists shall meet such standards as may be determined by the State Board of Education and the State Board of Health. (1918, p. 411; 1920, p. 495; 1928, p. 1222; 1942, p. 705; 1956, c. 656)

#### 22-242 PAYMENTS BY STATE BOARD OF EDUCATION AND STATE BOARD OF HEALTH

An amount not exceeding one-half of the annual salary of each physical director, physical therapist, occupational therapist, and speech therapist or attendant appointed in accordance with the provisions of this article may be paid by the State Board to the local school authorities employing such personnel, and an amount not to exceed one-half of the annual salary of each nurse or physician appointed in accordance with the provisions of this article may be paid by the State Board of Health to the local school authorities employing such nurse or physician. (1920, p. 495; 1928, p. 1222; 1942, p. 705; 1956, c. 656)

## 20 § 611

## EDUCATION

## CHAPTER 18.—GRANTS FOR TEACHING IN THE EDUCATION OF HANDICAPPED CHILDREN

Sec. 618. Research and demonstration projects (New).  
 (a) Authorization of appropriations; installments, advances or reimbursement; conditions.

Sec. (b) Advisory committees.  
 (c) Panels of experts.  
 (d) Compensation and travel expenses.  
 (e) Delegation of functions.

Cross References. Mental retardation research facilities and mental retardation facilities and mental health centers, see

sections 295 et seq. and 2961 et seq. Title 42, The Public Health and Welfare.

## § 611. Grants to public or nonprofit institutions; use of grants

The Commissioner of Education is authorized to make grants to public or other nonprofit institutions of higher learning to assist them in providing training of professional personnel to conduct training of teachers in fields related to education of mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education (hereinafter in this chapter referred to as "handicapped children"). He is also authorized to make grants to public or other nonprofit institutions of higher learning to assist them in providing professional or advanced training for personnel engaged or preparing to engage in employment as teachers of handicapped children, as supervisors of such teachers, or as speech correctionists or other specialists providing special services for education of such children, or engaged or preparing to engage in research in fields related to education of such children. Grants under this section may be used by such institutions to assist in covering the cost of courses of training or study for such personnel and for establishing and maintaining fellowships or traineeships, with such stipends as may be determined by the Commissioner of Education. The Commissioner is also authorized to make grants to public or other nonprofit institutions of higher learning to assist them in establishing and maintaining scholarships, with such stipends as may be determined by the Commissioner, for training personnel preparing to engage in employment as teachers of the deaf. As amended Pub.L. 88-164, Title III, § 301(a) (1)-(3), (b), Oct. 31, 1963, 77 Stat. 294.

1963 Amendment. Pub.L. 88-164 substituted in the third sentence "Grants under this section" and "fellowships or traineeships" for "Such grants" and "fellowships" inserted the second sentence authorizing grants affecting handicapped children, extended the provisions of the first sentence to include not only "mentally retarded children" but other "handicapped children" and added provision authorizing grants for scholarships to personnel training to be teachers of the deaf, respectively.

Effective Date of 1963 Amendments. Section 301(a) (5) of Pub.L. 88-164 provided that "The amendments made by this subsection [to first three sentences

of this section and sections 612, 613 and 617 of this title] shall apply in the case of fiscal years beginning after June 30, 1963 except that deaf children shall not be included as 'handicapped children' for purposes of such amendments for the fiscal year ending June 30, 1964."

Section 301(b) of Pub.L. 88-164 provided in part that amendment of this section by section 301(b) authorizing grants for scholarships to train teachers of the deaf shall be effective for fiscal years beginning after June 30, 1964.

Legislative History: For legislative history and purpose of Pub.L. 88-164, see 1963 U.S. Code Cong. and Adm. News, p. 1034.

## § 612. Grants to State educational agencies for fellowships

The Commissioner of Education is also authorized to make grants to State educational agencies to assist them in establishing and maintaining, directly or through grants to public or other nonprofit institutions of higher learning, fellowships or traineeships for training personnel engaged or preparing to engage in employment as teachers of handicapped children or as supervisors of such teachers. Such grants shall also be available to assist such institutions in meeting the costs of training such personnel. As amended Pub.L. 88-164, Title III, § 301(a) (3), Oct. 31, 1963, 77 Stat. 294.

1963 Amendment. Pub.L. 88-164 substituted "handicapped children" for "mentally retarded children."

Effective Date of 1963 Amendment. Amendment of section by Pub.L. 88-164 applicable in case of fiscal years begin-

ing after June 30, 1963 but excluding deaf children from the term "handicapped children" for purpose of such amendment for fiscal year ending June 30, 1964, see section 301(a) (5) of Pub.L. 88-164, set

out as a note under section 611 of this title.

**Legislative History:** For legislative history and purpose of Pub.L. 88-164, see 1963 U.S. Code Cong. and Adm. News, p. 1054.

#### § 613. Payments of grants

Payments of grants pursuant to this chapter may be made by the Commissioner of Education from time to time, in advance or by way of reimbursement, on such conditions as the Commissioner may determine. As amended Pub.L. 88-164, Title III, § 301(a) (4), Oct. 31, 1963, 77 Stat. 294.

**1963 Amendment.** Pub.L. 88-164 eliminated provision which limited the payment of grants to \$1,000,000 for any one fiscal year which is now covered by section 617 of this title.

**Effective Date of 1963 Amendment.** Amendment of section by Pub.L. 88-164 applicable in case of fiscal years beginning after June 30, 1963 but excluding deaf children from the term "handi-

capped children" for purpose of such amendment for fiscal year ending June 30, 1964, see section 301(a) (5) of Pub.L. 88-164, set out as a note under section 611 of this title.

**Legislative History:** For legislative history and purpose of Pub.L. 88-164, see 1963 U.S. Code Cong. and Adm. News, p. 1054.

#### § 617. Authorization of appropriations

There are authorized to be appropriated for carrying out this chapter \$11,500,000 for the fiscal year ending June 30, 1964; \$14,500,000 for the fiscal year ending June 30, 1965; and \$19,500,000 for the fiscal year ending June 30, 1966. As amended Pub.L. 88-164, Title III, § 301(a) (4), Oct. 31, 1963, 77 Stat. 294.

**1964 Amendment.** Pub.L. 88-164 substituted authorization of appropriations for termination provision continuing the chapter in effect until a date ten years after Sept. 6, 1963.

**Effective Date of 1963 Amendment.** Amendment of section by Pub.L. 88-164 applicable in case of fiscal years beginning after June 30, 1963 but excluding deaf children from the term "handicapped

children" for purpose of such amendment for fiscal year ending June 30, 1964, see section 301(a) (5) of Pub.L. 88-164, set out as a note under section 611 of this title.

**Legislative History:** For legislative history and purpose of Pub.L. 88-164, see 1963 U.S. Code Cong. and Adm. News, p. 1054.

#### § 618. Research and demonstration projects—Authorization of appropriations; installments; advances or reimbursement; conditions

(a) There is authorized to be appropriated for the fiscal year ending June 30, 1964, and each of the next two fiscal years, the sum of \$2,000,000 to enable the Commissioner of Education to make grants to States, State or local educational agencies, public and nonprofit private institutions of higher learning, and other public or nonprofit private educational or research agencies and organizations for research or demonstration projects relating to education for mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education (hereinafter in this section referred to as "handicapped children"). Such grants shall be made in installments, in advance or by way of reimbursement, and on such conditions as the Commissioner of Education may determine.

##### **Advisory committees**

(b) The Commissioner of Education is authorized to appoint such special or technical advisory committees as he may deem necessary to advise him on matters of general policy relating to particular fields of education of handicapped children or relating to special services necessary thereto or special problems involved therein.

##### **Panels of experts**

(c) The Commissioner of Education shall also from time to time appoint panels of experts who are competent to evaluate various types of research or demonstration projects under this section, and shall secure the advice and recommendations of such a panel before making any such grant in the field in which such experts are competent.

SPECIFIC ENDORSEMENT REQUIREMENTS FOR SPECIAL EDUCATION  
TEACHERS IN THE FIELD OF MENTAL RETARDATION

Teachers seeking specific endorsement for special education must meet the General Requirements and the Professional Educational Requirement for all teachers as set forth on pages 2, 3, and 4 in the State Board of Education bulletin, "Certification Regulations for Teachers," Volume 43, July 1960, No. 1. An applicant for endorsement to teach special classes of exceptional children must qualify for the Collegiate Professional Certificate.

Requirements for endorsement in the area of mental retardation are as follows:

- MENTALLY RETARDED . . . . . 27 semester hours
- I. Required Credit . . . . . 24 semester hours
- A minimum of three semester hours in each of the following:
- A. Psychology of Exceptional Children
  - B. Survey of the Education of Exceptional Children
  - C. Orientation in Tests and Measurements
  - D. Student Teaching of Mentally Retarded Children  
(Teachers who have met requirements in regular classroom under Area III will be required to submit three semester hours of credit in teaching mentally retarded children.)
  - E. Speech Problems of Exceptional Children
  - F. Characteristics of Mentally Retarded Children
  - G. Education of Mentally Retarded Children, with attention to methods and materials used in teaching children in groups listed below:
    - 1. Primary age group (educable)
    - 2. Intermediate age group (educable)
    - 3. Secondary age group (Educable)
    - 4. Severely retarded (Trainable)
  - H. Vocational Guidance and Occupational Adjustment of Mentally Retarded Children or Arts and Craft
- II. Related Areas . . . . . 3 semester hours
- A. Mental Health
  - B. General Woodwork or Industrial Arts
  - C. Guidance



## FOUR YEAR COLLEGES AND UNIVERSITIES IN VIRGINIA: 1964-1965

## I. State colleges and universities

- A. Longwood College
- B. Madison College
- C. Mary Washington College
- D. Medical College of Virginia
- E. Norfolk Division of Virginia State College
- F. Old Dominion College
- G. Radford College
- H. Richmond Professional Institute
- I. University of Virginia
- J. Virginia Military Institute
- K. Virginia Polytechnic Institute
- L. Virginia State College
- M. William and Mary College

## II. Private colleges and universities

- A. Bridgewater College
- B. Eastern Mennonite College
- C. Emory and Henry College
- D. Frederick College
- E. Hampden-Sydney College
- F. Hampton Institute
- G. Hollins College
- H. Lynchburg College
- I. Mary Baldwin College
- J. Presbyterian School of Christian Education
- K. Randolph-Macon College (men)
- L. Randolph-Macon College (women)
- M. Roanoke College
- N. St. Paul's College
- O. Sweet Briar College
- P. University of Richmond
  - Richmond College
  - Westhampton College
  - University College
- Q. Virginia Union University
- R. Washington and Lee University

## TRENDS IN EQUIPMENT AND SUPPLIES FOR SPECIAL EDUCATION CLASSES

The Special Education Services of the State Board of Education listed these trends in equipment and supplies in their booklet, "Trends in Curriculum Development for the Mentally Retarded," published in October, 1963.

For the Young Retardate - Supplies and equipment are needed which assist in the instruction for:

- Self-care
- Social adjustment
- Academic readiness
- Educative play
- Game activities
- Stories
- Plays
- Free construction activities
- Rhythmic movements
- Others

For the Intermediate Retardate - Supplies and equipment are needed which assist in the instruction for:

- Usefulness in the home
- Usefulness in the community
- Social acceptance
- Civic responsibility
- Leisure time activities
- Basic academic skills on level of ability
- Hobbies and crafts
- Diversified industrial arts
- Job opportunities
- Others

For the Advanced Retardate - Supplies and equipment are needed which assist in the instruction for:

- Academic skills on level of ability
- Diversified industrial arts
- Hobbies and crafts
- Essential preparation necessary for getting and keeping a job
- Homemaking
- Do-it-yourself activities
- Information concerning financial involvements associated with earning a living, such as:

- insurance
- social security
- taxes
- budgeting
- banking
- buying wisely

Others

## POSSIBLE SOURCES OF VARIANCE IN A TEST SCORE

The following are reasons for possible sources of variance in a test score.<sup>1</sup>

- I. Lasting and general characteristics of the individual
  - General skills such as reading
  - General ability to comprehend instructions, testwiseness, techniques of taking tests
  - Ability to solve problems of the general type presented in the test
  - Attitudes, emotional reactions or habits generally operating in situations like the test situations
- II. Lasting and specific characteristics of the individual
  - Knowledge and skills required by particular problems in the test
  - Attitudes, emotional reactions or habits related to particular test stimuli
- III. Temporary and general characteristics of the individual
  - Health, fatigue, and emotional strain
  - Motivation, rapport with examiner
  - Effects of heat, light, ventilation, etc.
  - Level of practice on skills required by tests
  - Present attitudes, emotional reactions, or strength of habits and special interest at that time which is not a lasting characteristic
- IV. Temporary and specific characteristics of the individual
  - Changes in fatigue or motivation developed by this particular test (example - discouragement resulting from failure on one item)
  - Fluctuations in attention, coordination or standards of judgment
  - Fluctuations in memory or particular facts
  - Level of practice on skills or knowledge required by this particular test (example - effects of special coaching)
  - Temporary emotional states, strength of habits related to particular test stimuli
  - Luck in the selection of answers by "guessing"

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<sup>1</sup>Lee J. Cronbach, Essentials of Psychological Testing (New York: Harper and Brothers, 1960).

## HENRICO COUNTY SCHOOLS

## STATEMENT OF SPECIAL EDUCATION POLICY

The Henrico County School Board recognizes and accepts responsibility for the education of exceptional children as defined by the Virginia State Department of Education. The Board believes that the basic objectives of self-realization, human relationships, civic responsibility and economic efficiency are applicable to these as well as all other children.

Within prescribed limits the Board will provide an instructional program directed toward the fulfillment of the previously stated objectives, guided primarily by the ability of the children to function within a small group and receive such instruction, the availability of qualified instructional personnel, the adequacy of class locations and the general adequacy of school plants where classes are located.

The Board believes the function of any public school program is to provide instruction and should, in no way, be interpreted or used as a therapeutic setting for severely disturbed individuals who are unable to receive instruction in a group situation and who need and/or are receiving psychiatric therapy.

A. Children will be considered for the following special services provided they meet the stated criteria.

I. Educable Mentally Retarded

- A. Individually administered intelligence test with a resulting Intelligence Quotient of approximately 50 to 75.
- B. Attained the age of 7 by October 1, of the year placed.
- \*C. All necessary information has been secured.
- D. That the child be able to function in a group and receive instruction.

II. Trainable Retarded

- A. Individually administered intelligence test with a resulting Intelligence Quotient of approximately 30 to 50 and/or a mental age of 4.0 years.
- B. Attained age of 8 by October 1, of the year placed.
- \*C. All necessary information has been secured.
- D. That the child be able to function in a group and receive training.
- E. Caution must be exercised to appropriately distinguish between children who are trainable and those who appear to be institutional.

### III. Emotionally Disturbed

- A. Individual psychiatric evaluation which supports the following position:
  - 1. Normal functioning intellect.
  - 2. Normal learning impaired by mild emotional problems.
  - 3. The child be not in need of a clinical setting and therapy.
- B. Attained age of 7 by October 1, of the year placed.
- \*C. All necessary information be secured.
- D. That the child be able to function in a group and receive instruction.
- E. Caution must be exercised to appropriately distinguish between the emotional problem which may be effectively handled in a special class in a public school building and those which appear to need an institutional setting.

### IV. Perceptually Impaired

- A. Individual psychiatric and neurological evaluation supporting the following position:
  - 1. Normal functioning intellect.
  - 2. Normal learning impaired by perceptual complications.
  - 3. The child not be in need of a clinical setting and therapy.
- B. Attained age of 7 by October 1, of the year placed.
- \*C. All necessary information be secured.
- D. Caution must be exercised to distinguish between the child that can receive instructional program offered and those needing a greater specialized assistance.

- V. Other services such as those offered, the partially sighted, hard of hearing, cerebral palsy, and homebound follow the state department regulations and be offered as needed, verified by professional recommendations and general medical screening and recommendations.

### \* TO INCLUDE:

Social Casework History  
 Medical Report  
 Educational History  
 Visiting Teacher Referral  
 Psychological Report  
 Psychiatric Report  
 Eye Test Report, where applicable  
 Hearing Test Report, where applicable

## QUESTIONNAIRE ON SPECIAL EDUCATION PROGRAM

- I. Does your school offer a doctoral program in Special Education?
- A. If not, does it offer any courses in this field on the doctoral level?
  - B. If courses are offered concerning the mentally retarded, please list them on the back of this questionnaire.
  - C. How many courses in Special Education do you offer which do not deal with the mentally retarded?
- II. Does your school offer a master's degree in Special Education?
- A. If not, does it offer any courses in this field on the graduate level?
  - B. On the back of this questionnaire please list the graduate courses dealing with the mentally retarded.
  - C. How many graduate courses in Special Education do you offer which do not deal with the mentally retarded?
- III. Does your school offer a bachelor's degree in Special Education?
- A. If not, does it offer any courses in this field on the undergraduate level?
  - B. On the back of this questionnaire please list the undergraduate courses which deal with the mentally retarded.
  - C. How many undergraduate courses in Special Education do you offer which do not deal with the mentally retarded?
- IV. Does your school sponsor any extension courses in Special Education? If so, where are these courses held?
- V. How many people are presently enrolled in classes dealing with the mentally retarded?
- Undergraduate program:
  - Graduate program:
  - Doctoral program:
- VI. Are plans being made by your school to begin a program in Special Education? If so, please explain.

Name of School \_\_\_\_\_ Teacher's Name \_\_\_\_\_ Pupil's Name \_\_\_\_\_

I. What is your class enrollment? \_\_\_\_\_

II. How many students, with I.Q. Scores above 75, do you have that are not successfully doing the work of your class? \_\_\_\_\_

III. In each case circle the number which best represents the child whose name appears on this questionnaire.

A. Pupil's ability to do grade level work:

1	2	3	4	5
Unable to do this work	Can do only a few tasks	Can do some tasks	Can do most of these tasks	Can do work satisfactorily

B. Degree pupil is withdrawn:

1	2	3	4	5
Never interacts voluntarily	Rarely interacts	Interacts occasionally	Will interact in a few activities	Interacts freely with others

C. Pupil's ability with written expression:

1	2	3	4	5
Unable to form sentences	Eye-hand coordination hinders writing	Poor spelling hinders his writing	Unable to form paragraphs	Can express ideas adequately

D. Amount of additional attention required of the teacher by the pupil:

1	2	3	4	5
Constant attention needed	More than average needed	Special directions needed for work	Occasional attention needed	No extra attention needed

E. Behavior Problems:

1	2	3	4	5
Constant problem	A behavior problem almost daily	Sometimes a problem	Seldom a behavior problem	No behavior problem

F. Type of behavior problem:

1	2	3	4	5
Psychosomatic symptoms	Aggressive	Submissive	Withdrawn	X

G. Degree of acceptance by peers:

1	2	3	4	5
Unnoticed by peers	Ridiculed	Accepted from time to time, depending on type of activity	Fairly well accepted by most pupils	Accepted and helped by the other pupils

IV. How many days has this pupil been enrolled in your class? \_\_\_\_\_  
How many days has he been absent? \_\_\_\_\_

- V. How many times has the child been retained? \_\_\_\_\_ Retained in Grades \_\_\_\_\_.
- VI. How many times has the child been placed in the next grade prior to 1963-64? \_\_\_\_\_  
Placed in grades \_\_\_\_\_.
- VII. Has this pupil been recommended for individual testing? \_\_\_\_\_  
If so, when? \_\_\_\_\_ By whom? \_\_\_\_\_
- VIII. Have you received any recommendations as result of the individual testing? \_\_\_\_\_
- IX. Has this pupil been recommended for Special Education on basis of individual testing? \_\_\_\_\_
- X. Do you feel this pupil could best benefit by being in a Special Education class? \_\_\_\_\_ Why? \_\_\_\_\_
- XI. At present what procedures are you using to help this pupil?  
 \_\_\_\_\_ Individual instruction being given by teacher  
 \_\_\_\_\_ Below grade level work being given  
 \_\_\_\_\_ Extra homework being given  
 \_\_\_\_\_ Extra help being given by classmates  
 Other: \_\_\_\_\_
- XII. Check the following to which you attribute your success or lack of success.  
 \_\_\_\_\_ Poor motivation by pupil \_\_\_\_\_ Strong motivation by pupil  
 \_\_\_\_\_ Lack of class time due to \_\_\_\_\_ Class time available due to  
           large class \_\_\_\_\_ small class  
 \_\_\_\_\_ Lack of time due to over- \_\_\_\_\_ Cooperative parents  
           crowded schedule at school \_\_\_\_\_ Adequate materials available  
 \_\_\_\_\_ Poor home environment \_\_\_\_\_ Cooperative school personnel  
 \_\_\_\_\_ Poor physical health of pupil \_\_\_\_\_ Past experience of the teacher  
 \_\_\_\_\_ Parents capable but uncooperative Other: \_\_\_\_\_  
 \_\_\_\_\_ Lack of needed material  
 Other: \_\_\_\_\_
- XIII. How many home visits have been made by the teacher \_\_\_\_\_, visiting teacher \_\_\_\_\_, principal \_\_\_\_\_?
- XIV. As the result of the contact with the home, do you believe the parents would cooperate in placing this pupil in a class for the academically slow? \_\_\_\_\_  
In a special education class? \_\_\_\_\_ If you believe they would not cooperate, please explain why?
- XV. Do you believe the pupil could profit from "home-bound" instruction rather than the classroom environment? \_\_\_\_\_ Why?
- XVI. Have you had any special training in dealing with children who have special difficulty in learning subject matter which is presented to them?
1. \_\_\_\_\_ Undergraduate courses How many \_\_\_\_\_
  2. \_\_\_\_\_ Graduate courses How many \_\_\_\_\_
  3. \_\_\_\_\_ Attended conferences How many \_\_\_\_\_
  4. \_\_\_\_\_ Attended workshops How many \_\_\_\_\_
  5. \_\_\_\_\_ Read books on the \_\_\_\_\_  
subject How many \_\_\_\_\_
  6. \_\_\_\_\_ On-the-job training under some supervision
  7. \_\_\_\_\_ Practical job experiences



## VITA

Betty Parrish Knott, daughter of Claude Umstead Parrish and Lessie McFarland Parrish, was born in Durham, North Carolina, on July 10, 1933. She was educated in the public schools of Greensville County, Virginia. She entered Westhampton College in September, 1951, and was graduated with the degree of Bachelor of Arts in Psychology in June, 1955.

In June, 1955, she married Charles Lewis Knott, Jr., and they have a daughter, Donna Marie Knott.

She taught sixth and seventh grades in the counties of Southampton and Henrico. She also taught a class of educable mentally retarded children in Henrico County.

She was an undergraduate member of Psi Chi, national honor society in psychology and was initiated into Kappa Delta Pi, national honor society in education, after beginning her graduate study at the University of Richmond in June, 1962. She became a member of Alpha Delta Kappa, an international honorary sorority for women teachers, in 1962.