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COMMUNICATION SKILLS FOR THE PRIMARY CLASS OF EDUCABLE MENTALLY RETARDED, A CURRICULUM GUIDE.

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THE PHILOSOPHY AND GENERAL OBJECTIVES OF TEACHING COMMUNICATION SKILLS TO EDUCABLE MENTALLY RETARDED CHILDREN (AGED SIX TO 10 YEARS) ARE PRESENTED. INTELLECTUAL, PHYSICAL, SOCIAL, PERSONAL, AND OCCUPATIONAL CHARACTERISTICS OF THE CHILDREN ARE DISCUSSED. A DESCRIPTION OF THE INSTRUCTIONAL PROGRAM (CLASS, CLASSROOM, TEACHER, DAILY PROGRAM, AND CURRICULUM) IS INCLUDED. SEPARATE CHAPTERS ON THE TEACHING OF READING, WRITING, LISTENING, AND SPEAKING SKILLS LIST GOALS, BASIC PRINCIPLES, SKILLS TO BE DEVELOPED, ACTIVITIES, INSTRUCTIONAL MATERIALS, AND A SKILL INVENTORIES CHECKLIST. A 43-ITEM BIBLIOGRAPHY FOR TEACHERS IS INCLUDED. THIS DOCUMENT IS AVAILABLE FROM THE EXTENSION SERVICE, STATE COLLEGE OF IOWA, CEDAR FALLS, IOWA 50613, FOR $1.00. (MK)

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COMMUNICATION SKILLS FOR THE MENTALLY RETARDED

COMMUNICATION SKILLS

FOR THE

Primary Class of Educable Mentally Retarded

A Curriculum Guide

Educational Service Publication No. 29

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Foreword

For many years educators, including faculty members and public school personnel, have been paying lip-service to "education for all the children of all the people" and to caring for the "individual differences" of children and youth. Notwithstanding all the fine theory advocated, many schools have continued to educate "down the middle" caring for only the "average" students, whatever that means, with little regard being given to those children who deviate from the normal.

Large segments of the student population are different due to their exceptional qualities. One group of this mass of students is classified as the *educable mentally retarded.* More than ever, professional educators are beginning to realize that this group of children is a special group that needs a special curriculum, even though "retarded children are more like normal children than unlike them." Fortunately, there is increasing support for this program through the help of state and national subsidies as well as the backing of parent organizations.

It is true that this newer curriculum is based upon the best of elementary school programs and ideas; however, a curriculum for retarded children cannot, and should not, be regarded as just less of the same. It must be uniquely designed to meet the needs of boys and girls who are retarded—the particular needs of this group in the home, school, and the community.

One of the curriculum areas which is exceedingly important to the welfare of educable mentally retarded children is that of the communication skills. Mrs. Mildred Wood, in this handbook for teachers, has endeavored to characterize the retarded children, and even more important, has given teachers a look at the educational program and what can be done about it. In doing so, she has outlined a practical program for the teaching of the reading, writing, listening, and speaking skills. She has come out with a publication that can readily be utilized by teachers. Regardless of their background or skill in dealing with retarded children, good teachers can find ways of helping retarded children learn to communicate better—a most worthy goal.

I commend this booklet as a practical aid in helping teachers perform the tasks of guiding retarded children so that they will read, write, listen, and speak better. Good luck in your challenging task!

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CHAPTER I

The Development of Communication Skills

This guide has been arranged for teachers of primary educable mentally retarded boys and girls. It has been designed to give specific help in the teaching of the communication skills: reading, writing, listening, and speaking.

The suggestions provided in this guide should be helpful in promoting the highest level of communicative skill that can be obtained in these children. Furthermore, it is hoped that the systematic development of the skills of communication will make it possible for each child to function pleasantly and positively in the classroom, in the home, in the community, and in the world of work.

A. PHILOSOPHY

A program for the development of the communication skills in the primary educable classroom should be designed and administered to meet the specific needs of each child that he might (1) be more in harmony with his community, with his group, and with himself; (2) operate successfully and acceptably in a limited social and occupational environment; (3) acknowledge his specific limitations in communication as well as his unique abilities; and in so doing (4) follow with more self-confidence, self-reliance, and self-respect.

B. GENERAL OBJECTIVES FOR TEACHING THE COMMUNICATION SKILLS

Mentally retarded boys and girls are members of a society which places great value upon communication. From the time man first used symbolic language there has been increasing value placed upon the skills of communication. Cave drawings, polychrome paintings, eoliths, and hieroglyphics are indications of early man's need and desire to communicate with his fellow men. Mass communication by way of radio, television, and newspaper is an indication of modern man's intensified need and desire to communicate with others.

Along with the greater emphasis upon communication today through the use of many media, there is a corresponding emphasis upon the evaluation of each communicative endeavor. Man has learned to communicate; at the same time he has learned to deprecate—to criticize. Those who use the tools of communication so poorly that attention is drawn to themselves are well aware of this fact. Mentally retarded children characteristically use the communication skills poorly. Because the effective use of these skills is expected in all social endeavor, these children are under frequent attack. In the area of communication, these children "stand out" and are open to criticism.

The general objectives for teaching communication skills to educable mentally retarded boys and girls are to enable them to use the skills of communication (1) acceptably, (2) effectively, (3) purposefully, and (4) confidently, in order that they may function harmoniously in the society in which they live.

CHAPTER II

Characteristics of the Children

Educable mentally retarded children are more like normal children than unlike them. Nevertheless, it is wise to recognize those specific ways in which they differ. Only then is it possible to plan an adequate curriculum designed to meet the special needs of these children now and in the future. Special attention is thus given to intellectual, physical, social, personal, and occupational characteristics as they relate to the instructional program.

A. INTELLECTUAL CHARACTERISTICS

Mental ability is the most significant factor in a child's success in academic work. Therefore, it is necessary to emphasize that, while the mentally retarded child may come very near to the average group in physical and social development, his greatest deviation will be found in his lack of mental development. It is during the time that the retarded child is in school that he is the most conspicuous and most unlike his peers. His greatest difference, then, is in the area of intellectual development.

Children are generally considered for the educable mentally retarded class when they have an I.Q. in the range from 50 or 55 to 75 or 80. This means that they will have a rate of mental development approximately one-half to three-fourths that of the average child. Their mental development will be slow throughout their school life.

Educable mentally retarded children have some unique mental characteristics w ch have significance in the educational program. There is a poor transfer of learning and a lack of power to associate ideas. There are limitations in incidental learning. They have little ability to deal with the abstract and they have a limited use of concepts. They lack initiative and imagination. They are not curious and do not persist in their questions. They have a poor concept of time and are more interested in today than in tomorrow. They have little ability to reason and only limited ability to generalize. Furthermore, they lack ability to adapt to new situations; they have a small vocabulary; and they give stereotyped answers.

When planning the curriculum for the primary class, it is well to remember that the educable mentally retarded child is not ready for reading, writing, and other skill subjects when he enters school. In fact, he is not ready to acquire these skills until he reaches a chronological age of 8, 9, 10, or 11 due to his lower mental age. It is also important to remember that when the child reaches the proper mental age for the acquisition of academic skills, he should not be expected to cover a year's material in one year's time.

Furthermore, since the ultimate academic achievement for the educable mentally retarded will probably reach no further than second- to sixth-grade level, it is necessary to plan a curriculum for the primary class that is best described as a "curriculum of academic readiness."

B. PHYSICAL CHARACTERISTICS

As a group, the educable mentally retarded are slightly inferior in size and weight and are more prone to illness than other children of the same age. It must be kept in mind that these characteristics may be due to substandard living conditions rather than to the mental handicap.

As a group, there tends to be a greater prevalence of physical handicaps. Of special significance to classroom instruction is the fact that there are more handicaps of vision and hearing among the educable mentally retarded than among normal children. In some cases, the physical handicap may have a direct relation to the mental handicap.

Generally, the retarded are below average in motor proficiency and motor development. There is frequently a developmental history of being slow to sit, stand, walk, run, and skip. While they have, in general, a better manual dexterity than mental performance, they have a slow reaction time. They need more time to put away their materials and may need frequent rest periods.

Coordination of fine muscles is slower to develop than in children of similar chronological age. As a result, mentally retarded children frequently have speech handicaps as well as delayed language development. A history of slow speech development is commonly reported by parents. Occasionally, it is reported that the child has used no speech at all for three or four years.

C. SOCIAL CHARACTERISTICS

While it has been stated that the majority of educable mentally retarded children come from substandard homes and therefore lack adequate social experiences, the social maturity of mentally retarded children will approach their chronological age in some areas. However, their overall social adjustment is not as adequate as in normal children of the same age.

Mentally retarded children have a limited capacity to understand and to participate in the experiences of other children in their age group. They have limited ability to profit from experiences. They are unable to foresee consequences.

Mentally retarded children indulge in individual free play longer than normal children. They are followers and imitators. They show little imagination or initiative.

The curriculum for the primary class for educable mentally retarded children must be designed to allow for the fact that the retarded children have many social interests similar to average children. This level of social interest must be kept in mind when planning activities and selecting materials which are suitable for the children's lower level of mental ability.

D. PERSONAL CHARACTERISTICS

The personal characteristics of primary educable retarded children are, in general, no different from those found in children of normal intelligence. They may vary in degree, however, due to a barren home environment which has not provided experiences necessary for a satisfactory personal adjustment.

Children in the primary class have more behavior problems than do children of average intelligence. Mentally retarded children frequently use unacceptable behavior because of the situations in which they find themselves. They are quarrelsome. They are not good sports in game activities. They are slow in developing self-control. They have difficulty distinguishing between right and wrong and in recognizing boundaries of behavior.

It is well to recognize that this behavior is not part of the mental handicap but is the result of the situation and, due to these behavior characteristics, mentally retarded children are frequently rejected by their normal peers. Rejection is due to personal behavior characteristics and not to intellectual characteristics.

The primary class should help the educable mentally retarded child develop desirable personal characteristics which will help him to be accepted rather than rejected. The class should help the child develop a feeling of security, give him opportunities for success, and increase his self-respect.

E. OCCUPATIONAL CHARACTERISTICS

Most of the educable mentally retarded children can become responsible independent citizens if the curriculum has been designed to meet their specific future occupational needs.

It is known that the educable mentally retarded can learn to do skilled and semiskilled work at the adult level. It is also known that their success in employment is related to their ability to get along with their employers and fellow workers rather than to their ability to perform the work. Further, it is recognized that the majority of the educable mentally retarded partially or totally support themselves during their adult life. As adults, they will become home-makers, parents, renters or homeowners, wage-earners, and taxpayers. As citizens of our country, they will become voters at the age of 21.

The primary class for the educable mentally retarded can help the children begin to develop those skills that are necessary for satisfactory employment. A systematic development of the communication skills will help them to follow written and oral directions, to listen attentively, and to communicate effectively.

Furthermore, the development of the communication skills in a social setting rather than a rigid and formal one will help the children acquire the social skills necessary for success in getting along with others.

CHAPTER III

Characteristics of the Instructional Program

The general objectives for teaching communication skills to educable mentally retarded boys and girls are to enable them to use the skills of communication (1) acceptably, (2) effectively, (3) purposefully, and (4) confidently, in order that they may function harmoniously in the society in which they live. Many factors will influence the accomplishment of these objectives. Those who are responsible for the instructional program for educable mentally retarded children will need to consider the characteristics which have significance in the attainment of these objectives in connection with each of the following: the primary class, the classroom, the classroom teacher, the daily program, and the curriculum.

A. THE PRIMARY CLASS

The primary class for educable mentally retarded children contains children who are 6 to 10 years of age. Their mental ages range from 3 or 4 to 6 years of age. Their I.Q.'s customarily range from 50 or 55 to 75 or 80.

The curriculum in the primary class is designed to develop a *readiness* for academic tasks. For the most part, the children in the primary class are not ready to read.

Despite the fact that there are specific requirements for those enrolled in the primary class, the class is not to be considered homogeneous. In addition to the normal individual variations that are to be expected in a group of children, these children may have specific variations that are significant in their pathology, in their location, and in their multiplicity.

Mentally retarded children are considered to exhibit both primary and secondary characteristics, both having relevance to the instructional program.

The *primary characteristics* are those which are built into the child, and though fairly constant, can be modified to some extent through environment and through education. These are the physical and intellectual characteristics.

The *secondary characteristics* are considered to be an outcome of the conflict between the child's physical and mental abilities and his environment. The conflict results in certain behaviors and attitudes which vary in intensity and can be altered or controlled. These characteristics are frustration-proneness, self-devaluation, and learning disabilities.

It is to be remembered, however, that the educable mentally retarded child *is educable*. The degree to which he will profit from instruction will depend upon the thoroughness with which the teacher and administrators have studied him. It will also depend upon the thoroughness with which an educational program has been planned for him with his special abilities and disabilities or deviations in mind.

Some of the deviations that are significant in planning a curriculum are those that affect the child physically, mentally, socially, personally, and occupationally.

B. THE CLASSROOM

In order to accomplish the general objectives when teaching the communication skills, it is necessary to consider the importance of the learning environment—the classroom—and its relationship to the development of those skills. The atmosphere and the facilities of the classroom are important factors in meeting the intellectual, physical, social, personal, and occupational needs of the children.

The satisfactory classroom provides for the children's *intellectual needs.* There is a continuous, well-planned curriculum which provides a definite sequence for the communication skills from year to year. There is flexible grouping which permits maximum development of the communication skills. There is a flexible daily schedule which makes it possible to meet individual needs. There is daily and continuous individual evaluation of the child's developing communication skills through the use of observations, inventories and checklists. There are adequate facilities, visual aids, and other instructional aids to help the teacher do her best to meet the needs of each child.

The classroom provides for the child's *physical health* which is necessary for the development of satisfactory communication skills. Careful attention is given to the control of lighting and ventilation. Furthermore, desks and tables are adjusted to each child. The children are given ample opportunity to relax. A simple classroom routine is followed which in no way endangers a child's health or safety nor inhibits good communication.

The classroom provides for the child's *social growth.* There is a simple, regular classroom routine which is conducive to good social behavior. An abundance of social experiences will further develop acceptable social behavior and satisfying communication. The communication skills are developed in meaningful social settings.

The classroom provides for the child's *personal needs* which are related to his mental health. There is freedom from tension. There is an informal atmosphere which allows for freedom of movement, freedom of expression, and freedom to develop individual interests and needs. There are many opportunities in the classroom for the child to experience success in communication, to realize his own progress in that area, and to accept his own limitations in communicating ability. The classroom provides many social experiences which stimulate and encourage the development of meaningful communication. The experiences provided are those through which the child can gain some recognition and approval and which tend to make communication satisfying.

The classroom also provides for the child's *occupational needs.* There are abundant opportunities for each child to develop social and communicative skill necessary for most occupational tasks. The skills developed in such a classroom are those that are suitable for his life's needs.

C. THE CLASSROOM TEACHER

While our society tends to reward the intellectually competent individual, it also tends to reject the incompetent. It is necessary, therefore, for the teacher of the educable mentally retarded to recognize that educable mentally retarded children, like all children, require love, security, recognition, and a sense of belonging. Fortunately, some teachers recognize this. From observing such teachers, it is possible to list some of the desirable characteristics of classroom teachers of the educable mentally retarded. These characteristics include:

1. a genuine interest in the mentally retarded child,
2. the ability to accept each child as an individual;
3. a broad academic background;
4. a knowledge of normal child growth and development;
5. a knowledge of the special learning problems of the retarded;
6. an intellectual curiosity about the learning problems of the retarded;
7. perseverence, imagination, ingenuity, and initiative;
8. a lack of sentimentality, but attributes of kindness and sympathy;
9. a willingness and the ability to study each child by observing his behavior in the classroom and on the playground, by studying the contents of his cumulative record, and by making daily recordings of observations and other pertinent information;
10. a recognition of the need to understand the child's home environment;
11. the ability to establish and maintain a close working relationship with parents, teachers, administrators, and other professional people and community agencies which are interested in the education and welfare of the mentally retarded child:
12. the ability to do "clinical teaching"—the adapting of a variety of methods and techniques to each child's special needs and learning disabilities and based on a thorough knowledge of the child, an understanding of his social and emotional environment, and a knowledge of his special abilities and disabilities;
13. being a teacher who is attractive mentally, physically, socially, and spiritually;
14. being a teacher who desires to grow professionally; and
15. using the abilities and knowledges which she possesses in a creative, imaginative, and flexible way, thus making a unique contribution in the area of special education and increasing the dignity of the profession of education as a whole.

D. THE DAILY PROGRAM

The daily program should be planned with the following principles in mind:

1. The daily program should always be regarded as part of the total program;

2. The allotment of time in the daily program of instruction should more nearly conform to the children's mental ages than to their chronological ages;

3. Lessons and activities should be comparatively short for younger children and increased as the children mature mentally;

4. Generally, about half of the day should be used for teaching the skill subjects or in developing the readiness to learn the skill subjects. The other half of the day should be used for unit activities and opportunities for the application of skills;

5. It is reasonable to allot one-fourth of the day for the development of the communication skills and one-fourth of the day for the application of those skills; and, most important,

6. Time allotments should not be rigid.

E. THE CURRICULUM

This guide concerns that part of the curriculum which pertains to communication skills: reading, writing, listening, and speaking. While it is recognized that educable mentally retarded children will not become expert in the use of communication skills, it is also recognized that they can be taught to develop a degree of proficiency which will enable them to be employable, to make a more adequate social adjustment, to make better use of their leisure time, and to live and work with their fellow men with greater dignity and self-respect. This guide is directed to that end.

It is to be remembered that communication skills are social skills. Because many of the children will have had an insufficient background of social experiences, it becomes necessary to provide many rich experiences in the classroom for social development which encourages and stimulates the use of communication skills.

It will be found helpful to introduce many of the communication skills in informal social situations in the primary classrooms. The skills thus introduced will need to be used many times voluntarily and spontaneously in many other social situations planned for that purpose, if they are to be learned. Necessary reinforcement can come about only if the curriculum is well organized and if it is adaptable to the needs of each individual in the class.

Just as evaluation takes place in regard to other skills, so it must take place in regard to the communication skills. If genuine improvement is to take place, evaluation must be a daily, continuous process.

A large variety of materials will be necessary for the primary class and a great deal of creativity and ingenuity will need to be used by the teacher in adapting the materials to each child's special needs.

It must always be kept in mind that, when planning the curriculum for mentally retarded children, it must be planned not for great academic achievement but for satisfactory achievement of life goals. Development of communication skills, carefully planned and executed, will make it possible for mentally retarded children to achieve realistic and satisfactory life goals.

CHAPTER IV

Teaching the Reading Skills

Reading is an integral part of the educational instruction. It is important for some degree of social and occupational adequacy. However, it is essential to recognize that reading achievement for the mentally retarded will be meager and that the reading process for the retarded, unless their minimal success is accepted, will be filled with frustration.

The reading program should be geared to the youngster's life's demands. The teaching of reading, then, should be designed to meet the child's needs for self-protection, information, and vocational aptitude.

A. GOALS

Five realistic goals for the teaching of reading to educable mentally retarded children are as follows:

1. To develop abilities, habits, and attitudes conducive to good reading.
2. To participate in a reading program based on the ultimate functioning level of *each* individual.
3. To learn a special vocabulary for self-protection.
4. To develop reading skills to the extent that the individual can make a living.
5. To develop reading skills to the extent that the individual can gain information in order to function in our society.

B. BASIC PRINCIPLES

While the reading program for the mentally retarded child is not too different from the reading program for normal children, there are certain principles which apply to the retarded child which, if recognized and incorporated into the instructional program, will make the reading process more enjoyable and fruitful for both the teacher and the child.

General principles applicable to the entire reading program are listed first, followed by principles which apply to several areas of reading instruction: reading readiness, developmental reading, phonics, functional reading, incidental reading, seatwork, workbooks, and others.

GENERAL PRINCIPLES:

1. The parents and the community will need to be educated on the idea of diminished stress on reading in the primary class.
2. It will be necessary for both parents and teachers to accept their minimal successes in reading or the children will lose whatever satisfaction it may be possible for them to obtain from the reading process.
3. Learning to read takes excessive time and also yields the fewest dividends for these children.
4. Other knowledges can be taught more effectively by other means than by reading. Reading is not essential for most of the gains these children will make.

5. These children will not find primary pleasure in reading. At best, they will derive secondary pleasure from the fact that others are pleased with their ability to "read a book."
6. These children will read at or operate about *one year below* what is expected; that is, they will operate about one year below their mental age.

READING READINESS:

1. Readiness to read depends upon maturation, previous learnings, and the kind of orientation the child has toward reading.
2. The mentally retarded child has a low rate of maturation, a reduced capacity for learning, and poor perception and orientation toward reading.
3. Poor attitudes cannot always be overcome before the education process is initiated.
4. Readiness is a continuing thing; it will continue into the developmental and formal phases of reading.
5. The greater part of the reading readiness program should be aimed at language development.

DEVELOPMENTAL READING:

1. In general, the child should not begin the formal reading program until he has attained a mental age of six. He will make fewer mistakes and suffer less frustration if the program can be delayed still longer.
2. The mentally retarded child will not be ready to read before he has reached a chronological age of 8 to 10.
3. The same developmental program is used that is used for normal children, with adjustments to the achievement levels of the individual children.
4. When mentally retarded children use graded readers, they move at a slower rate and they repeat levels. Ten or 12 pre-primers should be read before starting on a primer.
5. As the children are taken through the developmental program, it must be certain that the skills are learned. Check-lists are essential.
6. The teacher's manuals should be used when using graded readers. The skills, as outlined in the margins should be developed. Some of the materials and activities suggested in the manuals will have to be adjusted.
7. The instructional level should be that level at which the child does not miss more than one out of twenty words.
8. The teacher needs to try many different methods to determine which one or ones work best with each child. Each child will require different techniques and emphases.

9. The mentally retarded child will not learn to read through context.
10. Retarded children may not apply a given skill at the present time, but may need that skill in later life.
11. Reading should be limited in the core activities or life experience units. If reading impedes the progress of the core activity, there is too much reading involved.
12. Reading difficulties must be diagnosed from day to day. This is the most essential part of the reading program.
13. General reading achievement tests should be eliminated from the program of the mentally retarded. They should be used mainly for diagnostic purposes, research, and possible placement when the child first comes into the program.
14. It is generally a good idea to develop reading during short periods in the morning. Large blocks of time should not be set aside for reading instruction. Small blocks of time—not over one-half hour—are best.
15. It is risky to attempt to teach the developmental reading program in a social studies program.
16. There should be a developmental period each day in order to insure continuity in the program. There are not too many opportunities to get reading instruction each day outside of the developmental reading period.
17. During the developmental period, the reading skills should be taught and the child should have opportunity to practice the skills. Work should be done on both the standardized vocabulary and the vocational vocabulary.
18. Basic to a good developmental reading program is an understanding of the fact that mentally retarded children of various chronological ages and intelligence quotients but with the same mental age will not necessarily be reading at the same level. They will differ because of the different levels of experience, difference in motor abilities, and a difference in interests.
19. The teacher needs to plan carefully for each group and to plan more than is needed each day.
20. While the teacher is working with one group, the other two groups should be working on material directly related to their instructional program, such as phonics and comprehension.
21. At the primary level, there will be a lot of oral reading. Oral reading does not slow down the mentally retarded child and can be used as a diagnostic tool.
22. The reading group should be arranged so that it will not be distracted by other groups.
23. It is often difficult to motivate children when reading graded texts because the texts are not at the interest level of mentally retarded

children. Therefore, when using graded texts, it is wise to have many different sets at all levels.

24. Old textbooks should be retrieved, torn apart, and selected stories mounted in small individual booklets. A list of questions or some suggestions for follow-up work should be inserted in the back of each booklet.
25. Other series—Cowboy Sam Books, American Adventure Series, and others—should be used.
26. The teacher will need to write material for each group. The same basic idea may be developed using the appropriate vocabulary level for each group.
27. Magazines can be used as a source of pictures. The pictures can be used for sight vocabulary words, building a special vocabulary, and building stories.

PHONICS:

1. The independent attack on words is the most important skill the mentally retarded child can learn. He needs different methods of attacking words.
2. The child needs consistent practice, well integrated with reading and other subjects.
3. Phonetic skills need to be developed systematically.
4. Phonics should not be introduced until the child has started to read and has a sight vocabulary of 50-100 words.
5. Initially, phonics should spring from the sight vocabulary that the child has.
6. Phonics should be developed outside the developmental reading period.
7. The child should be helped to apply his phonetic learnings to the developmental reading program.
8. The stress should not be on phonetic rules. These children have difficulty generalizing from one situation to another.
9. It is important to use a balanced approach with word recognition skills.
10. The word recognition skills which the child uses best should be emphasized.

FUNCTIONAL READING:

1. There should be both a developmental period and a functional period for reading each day.
2. While it may not be possible to have a functional reading period every day of the week, there should be many opportunities to do functional reading each day.
3. During the functional period, the children should have an opportunity to use the skills learned during the developmental period.

INCIDENTAL READING:

1. The teacher should put emphasis on the incidental aspects of reading from the beginning.
2. This is an important avenue through which these children can begin to acquire academic readiness.
3. Incidental reading should be used in connection with real life situations.

GROUPING:

1. Give achievement tests to diagnose, to determine sequence, and to determine grouping.
2. The teacher should group for economy purposes. She should not try to handle more than three groups.
3. Grouping should not be done on the basis of intelligence quotient or mental age.
4. When grouping, the teacher should consider each child's achievement, capacity, social maturity, and emotional stability.

WORKBOOKS:

1. Workbooks should not be considered as an essential part of the reading program.
2. If workbooks are used, they should be used to help the child learn to read.
3. If the workbooks that accompany the basal reader are used, only those activities suitable for the individual child's needs should be used.
4. The teacher should retrieve old workbooks and mount the exercises on construction paper or cardboard.
5. Workbooks having high interest appeal for mentally retarded children can be purchased in the dime store. Also, materials mimeographed by other classroom teachers can be used in the classroom for the mentally retarded.

SEATWORK:

1. All seatwork should be purposeful.
2. Seatwork should develop independence in reading.
3. The seatwork should direct the child to read for understanding.
4. It is wise to use assignment charts for each group to develop independence in the ability to follow directions.
5. Materials for the groups working at their seats should be placed on a table at the side or near the back of the room.
6. Standards should be set for each child before he starts to work so that he will attempt to do his best as far as he is able.
7. Neatness and correctness are reasonable goals to set for each child, rather than amount.
8. Written responses should be kept to a minimum. Good examples are: identify the characters, rename the story, anticipate the ending.

9. Periodically, the teacher should check the seatwork of the whole group when the material is going to be of benefit to the whole group.
10. The teacher should check the seatwork of the whole group when the material can be discussed and new insights gained.

C. SKILLS TO BE DEVELOPED

Reading is a process which requires considerable academic skill; therefore, the teacher needs to prepare the child for the task by developing more effective use of the sensory avenues through which a child learns to read. Attention must be given to the development of the child's visual, auditory, memory, oral, and manual skills. Many skills are necessary in order to read with success and the teacher will want to develop those skills in each child which will contribute the most toward his success in reading. The following skills should be developed in the primary educable class:

VISUAL DISCRIMINATION:

1. The ability to note likenesses and differences.
2. The ability to sort by categories.

VISUAL MEMORY:

1. The ability to recall objects and figures.
2. The ability to reproduce objects and figures.

AUDITORY DISCRIMINATION:

1. The ability to identify sounds.
2. The ability to reproduce sounds and rhythms.

AUDITORY MEMORY:

1. The ability to follow directions.
2. The ability to reproduce or repeat words, phrases, sentences, stories, and ideas.

EYE-HAND COORDINATION:

1. The ability to cut, color, paint, and trace pictures.
2. The ability to write one's name, work puzzles, and play games.

LEFT-TO-RIGHT EYE MOVEMENTS:

1. The ability to use left-to-right eye movements for the bulletin board, chalk board, and flannel board.
2. The ability to use left-to-right eye movements for reading scrapbooks, experience charts, pre-primers, and primers.

SPEAKING SKILLS:

1. The ability to use an increasing speaking vocabulary.
2. The ability to speak distinctly in whole sentences.

LISTENING SKILLS:

1. The ability to listen attentively, purposefully, politely, and discriminately.
2. The ability to listen for pleasure.

READING VCCABULARY:

1. The ability to read those words in his environment which have meaning for him and which are useful to him.
2. The ability to read words necessary for his safety.

READINC READINESS:

1. The ability to acquire an experience background that will make reading a meaningful pursuit.
2. The ability to do those activities which will lead to success in the reading process.

D. ACTIVITIES

Many well-planned activities will be required to develop each of the skills necessary for the devlopment of reading. It is often stated that the mentally retarded child has a short attention span; however, when the activities are planned to meet the child's needs and when the activities are appropriate for the child's mental age, the attention span of the mentally retarded child approaches that of the normal child. Each activity must be purposeful; also, participation in the activities should contribute to the child's feeling of success and to his reading skill.

The following activities are merely suggestive of the type which can be used beneficially to develop the various skills relating to the reading process.

VISUAL DISCRIMINATION:

1. Match colors, shapes, sizes, and objects.
2. Observe differences in the weather.
3. Note differences in pets.
4. Sort pictures by categories: pets, homes, toys.
5. Note the likeness in words.
6. Note which children's names, months, and days begin alike.

VISUAL MEMORY:

1. Name the objects in a box after brief exposure of the objects.
2. List the things seen on an excursion or a short walk.
3. Recall objects observed in a picture.
4. Reproduce a simple figure after it has been shown briefly.
5. Reproduce two simple figures.
6. Reproduce more complex figures.

AUDITORY DISCRIMINATION:

1. Identify gross sounds.
2. Identify classmates' voices.
3. Identify sounds in the environment.
4. Identify beginning sounds of words.
5. Identify rhyming words.
6. Make a scrapbook of pictures beginning with certain sounds.
7. Identify high and low notes.
8. Identify loud and quiet sounds.

9. Clap, skip, run, and hop to music.
10. Play tapping games.

AUDITORY MEMORY:

1. Act out directions.
2. Carry out a series of directions.
3. Learn nursery rhymes.
4. Learn simple songs.
5. Learn finger plays.
6. Dramatize simple stories.
7. Repeat a word, phrase, or sentence.
8. Repeat a short story told by the teacher.
9. Relate simple message.
10. Games.

EYE-HAND COORDINATION:

1. Cut out pictures.
2. Color pictures.
3. Work with large wooden puzzles, puzzle games, and wooden blocks.
4. Trace with a large crayon.
5. Paint pictures.
6. Participate in rhythm activities.
7. Play bean bag and ring-toss.
8. Work dot-to-dot pictures.
9. Play simple educational games.
10. Write name.
11. Make and use a puppet show.
12. Learn finger plays.

LEFT-TO-RIGHT EYE MOVEMENTS:

1. Read words and phrases from the bulletin board.
2. Read labels, picture titles, and names.
3. Read picture stories.
4. Read rhymes on blackboard.
5. Read chalk board and chart stories.
6. Make scrapbooks that tell a story.
7. Trace name and other words.
8. Use left-to-right guide lines.
9. Put picture stories in proper sequence.
10. Read illustrated flannel-graph stories.

SPEAKING SKILLS:

1. Go on excursions and field trips. Plan and discuss.
2. Use the telephone.
3. Use picture scrapbooks.
4. Take part in construction activities. Plan and discuss.
5. Work on class projects. Plan and discuss.
6. Plan and discuss class parties.
7. Give informal reports.

8. Dramatize a story.
9. Listen to stories and records.
10. Participate in puppet shows.
11. Choral reading.
12. Learn to use common everyday words and phrases in real-life situations.

LISTENING SKILLS:

1. Listen to stories, poems, and records.
2. Echoing.
3. Choral speaking.
4. Listen to a story and dramatize.
5. Follow directions.
6. Follow a series of directions.
7. Listening games.
8. Relate a message.
9. Plan a party.
10. Group discussions.

READING VOCABULARY:

1. Names of classmates.
2. Names of objects in the room.
3. Names of numbers up to ten.
4. Names of colors.
5. Simple directions.
6. Action words.
7. Safety words.
8. Names of months.
9. Names of the days of the week.
10. Words used with frequency in the child's environment which are useful to him: hello, good-bye, thank you, and please.

READING READINESS:

1. Arrange pictures in order of sequence.
2. Look at a picture and tell a story.
3. Make picture books from the pictures in magazines.
4. Go on planned excursions and field trips. Build an experience chart.
5. Listen to a story. Make a movie of the story.
6. Individual and group reports.
7. Construction activities.
8. Make collections and label.
9. Telephone conversations.
10. Choral reading, rhythm band, and singing.
11. List of room duties with childrens' names corresponding to them.
12. Use of short words or phrases under a child's art work.
13. Written directions on the chalkboard.
14. Poem on the blackboard.
15. Teacher leaves a note on the child's desk.
16. Experience charts.

17. Mimeographed stories.
18. Use of calendar and weather chart daily.
19. Record temperature daily.
20. Draw a picture of a word, sentence, or story.
21. Dramatize action words.
22. Games for drill.
23. Build sight vocabulary through words and pictures.
24. Make a picture dictionary of initial consonant sounds.
25. Make a scrapbook of homes, pets, or animals.
26. Draw a map of the school. Locate classroom, bathroom.
27. Draw a map of the playground. Locate equipment.
28. Draw a map of the neighborhood. Locate homes and school.
29. Hobby club activities. Invite another class to view hobbies.
30. Use life experiences to build vocabulary and develop good attitudes toward the reading process.
31. Reading table.
32. Trips to the library.
33. Invite another class to come in and share one of their good stories.

E. INVENTORY OF SKILLS

An inventory of each child's communication skills is essential. The analysis of such an inventory aids the teacher in planning a systematic approach in order to meet each child's needs. An inventory of skills, which has been carefully made and marked, is an excellent device to use during parent-teacher conferences. The parents, too, are then able to see the child's strengths and weaknesses. While a teacher and parents will not find a grading system to be very helpful in understanding a child's progress in reading, they will find an inventory to be indispensable.

Inventory of Skills

Reading

VISUAL DISCRIMINATION:

Age:

	6	7	8	9	10
Is able to match colors					
Is able to match shapes					
Is able to match sizes					
Is able to match objects					
Observes differences in pets					
Observes differences in the weather					
Observes likeness in words					
Observes words which begin alike					
Sorts pictures by categories					

	Age:	6	7	8	9	10
VISUAL MEMORY:						
Is able to recall objects in a box						
Is able to recall objects in a picture						
Lists things seen on an excursion						
Reproduces a simple figure						
Reproduces two simple figures						
Reproduces more complex figures						
Recognizes own name						
Recognizes teacher's name						
Recognizes names of classmates						
AUDITORY DISCRIMINATION:						
Identifies gross sounds						
Identifies classmates' voices						
Identifies sounds in the environment						
Identifies beginning sounds of words						
Identifies rhyming words						
Identifies high and low notes						
Identifies loud and quiet sounds						
Is able to clap to music or in rhythm						
Is able to run, walk, or skip to music						
Is able to play tapping games						
EYE-HAND COORDINATION:						
Is able to cut out a picture and follow the line						
Colors a picture. Stays within the line						
Manipulates wooden puzzles with success						
Uses wooden blocks successfully						
Is able to trace words						
Is able to trace pictures						
Paints a picture. Stays within lines						
Plays simple coordination games with success						
Has some success with bean bag and ring-toss						
Completes simple dot-to-dot pictures						
Has success with educational games						
Is able to do finger plays						
Manipulates a puppet with some success						
Writes his own name						
USES LEFT-TO-RIGHT EYE MOVEMENTS:						
When reading from the blackboard						
When reading from the bulletin board						
When reading picture stories						

	Age:	6	7	8	9	10
When reading a scrapbook						
When reading a picture dictionary						
When putting picture stories in sequence						
SPEAKING SKILLS:						
Speaks in sentences						
Uses proper loudness level						
Uses a pleasant voice						
Enjoys speaking						
Uses the telephone						
Speaks distinctly						
Uses the simple everyday phrases well						
Contributes to class discussions						
Gives informal reports						
Participates in group reports						
Takes part in dramatizations						
Relays simple messages successfully						
Enjoys choral reading						
Enjoys stories, poems, and records						
Participates in puppet shows						
Speaks without tenseness or embarrassment						
Speaks fluently						
LISTENING SKILLS:						
Enjoys listening to stories and poems						
Enjoys listening to records						
Listens politely						
Listens attentively						
Listens purposefully						
Listens discriminatively						
Listens to follow directions						
Contributes to group discussions						
Listens without interrupting						
READING VOCABULARY:						
Recognizes the names of classmates						
Recognizes names of numbers to ten						
Recognizes names of the colors						
Recognizes names of objects in room						
Reads simple directions						
Recognizes action words						
Recognizes the safety words						

	Age:	6	7	8	9	10
Recognizes names of the months						
Recognizes names of the days						
Recognizes the words used frequently in his environment: please, thank you, hello, and good-bye						
READING READINESS:						
Is able to interpret pictures						
Is able to tell a story about a picture						
Is able to draw a picture relating to the story						
Arranges pictures in order of sequence						
Reads stories that have been written by the group						
Reads a simple story which he has written						
Gives individual reports						
Gives group reports						
Shows an interest in pictures						
Shows an interest in labels						
Shows an interest in titles						
Shows an interest in other incidental reading experiences						
Shows an interest in books						
Shows an interest in reading						
Enjoys picture dictionaries						
Enjoys experience stories						
Selects a book at the library						
Reads simple directions						
Has a sight vocabulary of 10 words						
Has a sight vocabulary of 25 words						
Has a sight vocabulary of 50 words						
Has a sight vocabulary of 100 words						
Is reading a pre-primer						
Has read ____ pre-primers						
Is reading in a primer						
Has read ____ primers						
Is reading in a first reader						
Has a vocabulary of 150 words						
Reads distinctly						
Reads fluently						
Answers questions concerning the story						
Uses phonetic attack on unknown words						
Recognizes words from basal text when used in different context						
Reads with comprehension						

Age:	6	7	8	9	10
Selects educational games which require some reading ability					
Has a positive attitude toward reading					
Evidences a feeling of success in the reading process					

F. MATERIALS OF INSTRUCTION

Many approaches will be needed in teaching mentally retarded children to read. The process will be complicated due to the fact that other handicaps often accompany mental retardation. This makes it necessary to use many and varied materials. Many of the materials that have been designed for them can be used as designed; other materials must be adapted for at least some of the children.

The following instructional materials should be helpful in teaching mentally retarded children to read.

KINESTHETIC MATERIALS:

Kinesthetic Alphabet
R. H. Stone Products
P.O. Box 414
Detroit 31, Michigan

POSTERS:

Vocabulary Posters
Exceptional Products
P.O. Box 6406
Richfield Branch
Minneapolis 23, Minnesota

READING TEXTBOOKS:

Functional Basic Reading Series
Stanwix House, Inc.
Pittsburgh 4, Pennsylvania

The New Basic Readers
Just Imagine
Think and Do Book
The New Guess Who
Before We Read
We Read Pictures
We Read More Pictures
Sally, Dick, and Jane
Fun With Our Family
Fun Wherever We Are

Fun With Our Friends
Scott, Foresman & Co.
433 East Erie Street
Chicago 11, Illinois

WORKBOOKS:

Ditto Directed Study Lessons in Phonics
A Ditto Workbook Set I and II
Prepared by Adda Tobias
Ditto Incorporated
Chicago 45, Illinois

Fun With Phonics
Help Yourself Series
Gladys M. Horn and Eleanor Dart
Whitman Publishing Company
Racine, Wisconsin

Phonics and Reading
A Practical Economical Form of Seat Work
Clare W. Roberts
Hayes School Publishing Company
Wilkensburg, Pennsylvania

Pre-Primer Seatwork
Althea Beery
Webster Publishing Co.
1154 Reco Avenue
St. Louis 26, Missouri

Primer Seatwork
Annie Gochnauer and Althea Beery
Webster Publishing Co.
1154 Reco Avenue
St. Louis 26, Missouri

Seatwork Activities
A Beginning Workbook in Reading
Clarence R. Stone
Webster Publishing Co.
1154 Reco Avenue
St. Louis 26, Missouri

Time for Phonics
Louise Binder Scott
Webster Publishing Co.
1154 Reco Avenue
St. Louis 26, Missouri

Time for Phonics
Louise Binder Scott and Virginia Sydmor Pavelko
Webster Publishing Co.
1154 Reco Avenue
St. Louis 26, Missouri

WORD AND PHRASE CARDS:

Reading for Safety
Fern Tripp
Danuba, California

Words
Ardelle Manning Productions
P.O. Box 125
Palo Alto, California

WORD LISTS:

A Functional Core Vocabulary for Slow Learners
Frank Boreca and others
Reprint from *American Journal of Mental Deficiency*
1420 Wood Road, Box 62, New York

A Functional Basic Word List for Special Pupils
Al Tudyman and M. C. Groelle
Stanwix House, Inc.
Pittsburgh 4, Pennsylvania

GAMES:

Reading Methods and Games for Teaching the Retarded Child
A Handbook for Parents and Teachers
Helene L. Hunter
Know Publications, Inc., New York
799 Broadway, New York 3, New York

PERIODICALS:

"Teaching Slow Learners to Read Common Signs,"
Alice La Valli and Lillian Runge
Exceptional Children, 18:38-40,
November, 1951

READING READINESS PROGRAMS:

A Reading Readiness Program for the Mentally Retarded
Primary Level
Dr. Herbert Goldstein and Edith Levitt
R. W. Parkinson and Associates, Publishers
704 Mumford Drive
Urbana, Illinois

CHAPTER V

Teaching the Writing Skills

While it is often claimed that the development of writing at the primary level is almost fruitless for mentally retarded children, it must be kept in mind that the ability to write, no matter how minimal, will give this child status with his peers and greater recognition by his parents. However, if any skill in writing is to be developed, it will have to be developed in meaningful experiences.

Because the mentally retarded child will have little actual use for writing, and because the writing process is difficult for such children, the goals will be different from those for normal children.

A. GOALS

Five goals for the teaching of writing to educable mentally retarded children are as follows:

1. The desire to write neatly.
2. The ability to write legibly.
3. The ability to write accurately.
4. The ability to write his own name.
5. The ability to copy a thank-you note, a simple poem, an invitation, or a small bit of information.

B. BASIC PRINCIPLES

The writing program for mentally retarded children is different from the writing program for normal children. There will be considerably less emphasis on formal writing techniques and the writing skills will be developed in meaningful situations. Multiple handicaps make it necessary to use various devices and methods to attain even minimal skills. The recognition and application of certain principles will make the writing process more rewarding.

General principles which apply to the entire writing process are listed first, followed by principles which apply to the mechanics of writing.

GENERAL PRINCIPLES:

1. The development of any degree of writing skill at the primary level is almost fruitless.
2. For the mentally retarded child, there are few occasions that require a mastery of the written language.
3. Writing gives the mentally retarded child more status.
4. The ability to write gives him more recognition and acceptance by adults.
5. Speed is unimportant for these children; however, the quality of the writing is important.
6. These children may be able to write their own names without knowing the names of the letters.
7. If writing skill is to be developed, the process must have meaning for this child; the writing experiences will need to be developed through the use of real life situations.

8. Writing skill is dependent upon habit; it is learned by repetition. For these children, it is learned by the repetition of writing skills in meaningful tasks.
9. Practice in writing aids the development of reading and spelling.

WRITING MECHANICS:

1. There are more left-handed children in the special education classes than there are in regular classes.
2. Manuscript has some advantages for the mentally retarded child. It is easy to learn, easy to read, and is similar to printed material. However, cursive writing helps him to visualize the word as a unit.
3. The best practice is achieved when the practice is related to the child's immediate need to write.
4. While there is a place for drill, the mentally retarded child will not automatically transfer what he has learned during a practice session to everyday use.
5. Children who are just learning to write will make more rapid progress at the chalkboard.
6. When writing at his desk, the child will profit from wide-spaced paper with light guide lines between the base lines.
7. The use of half-inch squared paper is helpful for the child who has trouble spacing.
8. Some children will need to trace words before they can be expected to copy them.
9. Some children will need to learn to write through a kinesthetic approach.
10. Children with severe muscular involvement may profit from using a pencil pushed into a soft rubber ball which makes the pencil easier to grasp.
11. A handwriting scale to which they can refer is useful for these children.
12. The youngest children in the room should be given the opportunity to copy invitations or poems.
13. Older children may develop a letter cooperatively, while still older ones may be able to write a single letter independently.
14. The teacher should frequently point out the use of capital letters, periods, titles, and question marks on experience charts.

C. SKILLS TO BE DEVELOPED

WRITING MECHANICS:

1. The ability to maintain a good posture.
2. The ability to hold a pencil or other writing instrument.
3. The ability to keep the letters resting on a base line.
4. The ability to write neatly.
5. The ability to write legibly.
6. The ability to write accurately.
7. The ability to trace letters.
8. The ability to use uniform letter formation.

9. The ability to form letters.
10. The ability to space words uniformly.

WRITING SKILLS:

1. The ability to write own name.
2. The ability to trace words.
3. The ability to copy letters and words.
4. The ability to copy accurately labels and signs.
5. The ability to copy accurately words and sentences.
6. The ability to copy accurately two or three sentences composed by the group.
7. The ability to copy accurately a short story or composition composed by the group.
8. The ability to copy accurately simple thank-you notes and invitations.
9. The ability to use a period at the end of a telling sentence.
10. The ability to use a question mark at the end of an asking sentence.
11. The ability to use a capital letter in the first word in a sentence.
12. The ability to use a capital letter in the word I.
13. The ability to use a capital letter for his name and other proper names.
14. The ability to write a thank-you note with some help.
15. The ability to write an invitation with some help.

D. ACTIVITIES

The activities used to develop writing skills in mentally retarded children will primarily be those which can be used in real life situations. This child will not transfer what he has learned during a formal practice or drill session to every-day use. The best practice is achieved when it is related to the child's immediate writing activities which are developd in real life situations and thus have real meaning for him.

The following activities are merely suggestive of the type which can be used to develop some writing skill in mentally retarded boys and girls:

WRITING MECHANICS:

1. The child writes his name on the chalkboard when he must leave the room.
2. Write name on wide-lined paper. Take it home to Mother.
3. Play writing games on half-inch squared paper.
4. Refer to a handwriting scale.
5. Set up class standards for good writing.

WRITING SKILLS:

1. Write name at every reasonable opportunity.
2. Trace over the outline of sandpaper letters with fingers.
3. Trace letters or word in a pan of clay with an orange stick, a wooden skewer, or stylus.
4. Trace letters in a stencil.
5. Make a scrapbook. Copy the name under each picture.
6. Make a scrapbook and copy a simple statement about each picture.
7. Develop cooperatively a thank-you note and copy it.
8. Develop cooperatively an invitation and copy it.

9. Develop cooperatively a composition about a group experience and copy.
10. Write a title to a story with some help.
11. Write a title to a poem with some help.
12. Write a title for a scrapbook.
13. Write a simple statement about a meaningful experience.
14. Write a simple statement about his own drawing or painting.
15. Write two or three sentences about a field trip.
16. Write one question which he would like to ask a visitor.
17. Write one question concerning what he would like to discover on a field trip.
18. Make a scrapbook in connection with a unit activity. Write a simple statement about each picture or drawing.
19. Make a label for his drawing or paper on the bulletin board.
20. Draw a map of the school ground. Label the equipment.
21. Draw a map of the neighborhood. Label each child's home.
22. Draw a map of the neighborhood. Label the streets and important buildings.
23. Make a movie of a group experience and write a short sentence about each picture.
24. Make a movie about a favorite story. Write a sentence about each picture.
25. Make a movie or flip-picture about good health rules. Write a sentence about each.
26. Keep a current calendar. Write in the names of the days of the week and the months.

E. INVENTORY OF SKILLS

Although a teacher will not expect to develop a great many writing skills during the time that mentally retarded children are in the primary room, she will want to note the progress of each student in order to be able to plan for the systematic development of those skills which are most apt to be learned. Parents will want to know how their child is developing in this area of communication, also. They may want to know what they can do to help. As with the other skills, an inventory is indispensable for these purposes.

Inventory of Skills

Writing

WRITING MECHANICS:

Age:	6	7	8	9	10
Maintains a good posture					
Holds pencil effectively					
Keeps letters resting on base line					
Writes neatly					
Writes legibly					
Writes accurately					
Uses uniform letter formation					

	Age:	6	7	8	9	10
Forms letters acceptably						
Spaces words uniformly						
Refers to handwriting scale						
Follows the standards set by the group						
WRITING SKILLS:						
Has a desire to write						
Is able to write his own name						
Is able to trace words						
Is able to copy words accurately						
Is able to copy labels and signs						
Is able to copy accurately words and sentences						
Is able to copy accurately two or three sentences						
Is able to copy a poem						
Is able to copy accurately a short story or composition						
Is able to copy accurately a simple thank-you note						
Is able to copy accurately a simple invitation						
Uses a period at the end of a telling sentence						
Uses a question mark at the end of an asking sentence						
Uses a capital letter in the first word in a sentence						
Uses a capital letter for the personal pronoun I						
Uses a capital letter for his name and other proper names						
Writes a thank-you note with some help						
Writes an invitation with some help						
Writes a simple statement with some help						
Writes two or three sentences with some help						
Writes titles for his pictures and scrapbooks						
Keeps a current calendar; writes in the days of weeks and months						

F. MATERIALS OF INSTRUCTION

The development of some writing ability will have to be accomplished through meaningful situations. There will be little emphasis on formal writing techniques; however, the classroom teacher of the educable mentally retarded will have need for a knowledge of various devices and methods in order to help each child attain even minimal skills in writing.

The following references will prove helpful in this respect.

BOOKS FOR THE TEACHER:

Teaching the Educable Mentally Retarded: Practical Methods
Malinda Dean Garton
Charles C. Thomas, Publisher
Springfield, Illinois

Noble's Manuscript Writing Made Easy
Teacher's Manual (Grades 1 and 2)
New York: Noble and Publishers, Inc.
67 Irving Place
New York 3, N.Y.

Noble's Handwriting Made Easy
Teacher's Manual (Parts I, II, III)
New York: Noble and Publishers, Inc.
67 Irving Place
New York 3, N.Y.

CURRICULUM GUIDES:

A Curriculum Guide for Teachers of the Educable Mentally Handicapped
The Illinois Plan for Special Education of Exceptional Children
The Interstate Printers and Publishers, Inc.
Danville, Illinois

Guide for Teachers of the Mentally Retarded
Long Beach School District
Long Beach, California

Instructional Guide for Mentally Retarded Classes
Curriculum Bulletin G-104 Primary and Elementary Levels
Montebello Unified School District
Montebello, California

Manual for Teachers of Mentally Retarded Children
Department of Public Adjustment
Des Moines Public Schools
Des Moines, Iowa

Special Education Handbook
A Guide for Working with Mentally Retarded Children
Clinton Community Schools
Clinton, Iowa

Teaching Guide for the Language Arts
Board of Education of the City of Chicago
228 No. LaSalle Street
Chicago, Illinois

PUBLICATIONS:

Effects of a Comprehensive Opportunity Program on the Development of Educable Mentally Retarded Children
Lloyd Smith and James B. Stroud
State University of Iowa, Iowa City
Iowa State Department of Public Instruction, Des Moines
Cedar Rapids Community Schools, Cedar Rapids, Iowa

WRITING SCALES:

American Handwriting Scale
Grades 2-8
A. N. Palmer Co.
55 Fifth Avenue
New York, N.Y.

Conrad Manuscript Writing Standards
Grades 1-4
A. N. Palmer Co.
55 Fifth Avenue
New York, N.Y.

Freeman Handwriting Scales
(Diagnostic) Grades 2-8
Zaner Bloser Co.
612 No. Park St.
Columbus 15, Ohio

CHAPTER VI

Teaching the Listening Skills

Listening is a valuable asset. During his lifetime, the normal person spends about 45 per cent of his time in listening, and he gains more knowledge through listening than through any of the other avenues of communication. Listening is even more important for the mentally retarded child because he will never be able to gain a great deal of information through reading.

The program of listening instruction should be geared to the child's life demands. He will need to be able to follow instructions, relate messages, gain meaning from the spoken word, and listen critically. The teaching of listening, then, should be designed to meet the child's needs for self-protection, information, and vocational aptitude.

A. GOALS

Five goals for the teaching of listening to educable mentally retarded children are as follows:

1. To listen courteously.
2. To listen responsively.
3. To listen purposefully.
4. To listen accurately.
5. To listen critically.

B. BASIC PRINCIPLES

The listening program for mentally retarded children is not too different from the listening program for normal children. However, the differences in mentally retarded children need to be taken into consideration when planning the listening program. Listening is not an easy process, and there are several reasons why it is especially difficult for the retarded child.

Certain principles which apply to the retarded child are listed below and are applicable to the entire listening program.

GENERAL PRINCIPLES:

1. Many mentally retarded children will not have had the advantage of a good listening environment. It is recognized that mental retardation and social deprivation often occur together.
2. Mentally retarded children lack sensitivity to sounds.
3. Many of these children will have been taught *not* to listen.
4. Mentally retarded children will need to be taught how to listen in the important life situations: in following directions, answering questions, relating incidents and stories, carrying on a conversation, and in group discussions.
5. Listening instruction will have to be meaningful at the time it is given and directly applicable in their daily lives.
6. Oral communication will always be the chief means of gaining information for these children. While it can be said that most communication comes through the spoken word, this has special significance for the retarded child who will never gain a great deal of information through the written word.

C. SKILLS TO BE DEVELOPED

Listening requires a great deal of effort on the part of the child. Furthermore, the development of listening skill requires a great deal of planning on the part of the teacher. If the child is to develop satisfactory listening skills in order to become courteous, responsive, purposive, accurate, and critical, the teacher will need to keep in mind which skills are important to develop. In addition, she will need to develop those skills systematically. The following skills should be developed in the primary educable class:

LISTENING TO DISCRIMINATE:

1. The ability to discriminate between gross sounds.
2. The ability to discriminate between animal sounds.
3. The ability to discriminate between initial sounds.
4. The ability to discriminate between sounds relating to loud and soft, high and low.
5. The ability to detect the direction of sounds.
6. The ability to detect the source of sounds.
7. The ability to discriminate between classmate's voices.
8. The ability to discriminate between musical instruments.

LISTENING FOR ENJOYMENT:

1. The ability to illustrate mood through movement.
2. The ability to illustrate mood through art.
3. The ability to supply certain words or phrases that the teacher omits in a story.
4. The ability to follow a definite rhythm pattern.
5. The ability to participate in choral reading.
6. The ability to participate in group singing and games.
7. The ability to listen to imitate.
8. The ability to listen to poetry, music, and stories.
9. The ability to participate in role playing or dramatics.
10. The ability to discuss his own feelings about a story, poem, or song.

LISTENING TO DIRECTIONS:

1. The ability to respond to directions over the P.A. system.
2. The ability to respond to the bell for fire drill.
3. The ability to respond to the bells to assemble and to dismiss.
4. The ability to follow directions during work time.
5. The ability to follow directions during play time.
6. The ability to follow directions during an activity-field trip, picnic, or special project.
7. The ability to follow a series of two directions.
8. The ability to follow a series of three or more directions.
9. The ability to repeat the directions after the teacher has given them.
10. The ability to relate a message.

LISTENING FOR INFORMATION:

1. The ability to gain information from a speaker.
2. The ability to gain information from group discussions.
3. The ability to gain information from a story, poem, or song.

4. The ability to answer questions about information gained from a speaker, from group discussions, from story, poem, or song.
5. The ability to gain information from listening to instrumental music.
6. The ability to gain information from a radio or record player.
7. The ability to select or identify color words in a paragraph or story.
8. The ability to select or identify number words in a story.
9. The ability to listen to remember a question which he is to ask as part of his role as a messenger.
10. The ability to listen to and remember an oral answer which he is to relate as part of his role as messenger.
11. The ability to recall with accuracy.
12. The ability to answer questions about information gained from the radio or record player.

LISTENING FOR CONVERSATION:

1. The ability to listen without interrupting--to listen courteously.
2. The ability to use the telephone.
3. The ability to develop a hearing vocabulary.
4. The ability to comprehend ideas.
5. The ability to listen to others tell favorite stories or poems.
6. The ability to participate during sharing time.
7. The ability to make introductions.
8. The ability to carry on polite conversation.
9. The ability to carry on lunchroom conversation.
10. The ability to participate in socio-drama.

LISTENING TO EVALUATE:

1. The ability to select the funniest part.
2. The ability to select the most exciting part.
3. The ability to select the main idea.
4. The ability to summarize the plans for the day.
5. The ability to summarize what has been accomplished during the day.
6. The ability to draw a conclusion.
7. The ability to tell what was true.
8. The ability to tell a story in sequence.
9. The ability to determine the type of rhythm: march, walk, run, gallop.
10. The ability to identify words with similar meanings.
11. The ability to distinguish between fact and fancy.
12. The ability to identify home sounds, school sounds, outdoor sounds, and city and country sounds.

D. ACTIVITIES

It will be necessary to use many different listening activities in order to develop listening skills. Furthermore, listening will have to be emphasized in all classroom activities and in meaningful ways. The following activities are suggestive. The classroom teacher will need to adapt them to the needs of her pupils, and further, she will need to supplement them.

LISTENING TO DISCRIMINATE:

1. Identify gross sounds: bell, whistle, horn, drum.
2. Identify animal sounds: barking, purring, cooing, meowing.
3. Identify classmates' voices.
4. Identify beginning sounds of words.
5. Identify rhyming words.
6. Make a scrapbook of pictures beginning with certain sounds.
7. Identify sounds of different tonal quality: low and high, soft and loud.
8. Identify sounds of machines: cars, trains, trucks, and airplanes.
9. Identify sounds of the out-of-doors: water, leaves, birds.
10. Identify sounds of weather: wind, rain, thunder.

LISTENING FOR ENJOYMENT:

1. Listen to a record or a story during the rest period.
2. Imitate contrasting high and low, loud and soft voices in poems, songs, and stories.
3. Participate in choral reading.
4. Take part in the cummulative stories: "This is the House that Jack Built."
5. Dramatize a story.
6. Draw pictures showing the sequence of a story.
7. Sing songs in which certain words are omitted.
8. Supply the words that the teacher omits in a story.
9. Share experiences.
10. Follow rhythm patterns.
11. Illustrate the mood of the music through movement.
12. Illustrate the mood of the music through finger painting or easel painting.
13. Discuss their own feelings.
14. Illustrate characters of a story with puppets.

LISTENING TO DIRECTIONS:

1. Plan the directions to be followed in carrying out certain activities in the classroom.
2. Plan the directions to be followed on a field trip.
3. Review the directions to be followed during fire drill.
4. Evaluate the manner in which directions were followed relating to time to assemble, dismissal time, and fire drill.
5. Evaluate the manner in which directions were followed in regard to lunchroom behavior and conversation.
6. Evaluate the manner in which directions were followed on the playground.
7. Respond to a sequence of directions: close the door, hang up your coat, sit down.
8. Act as room messenger.
9. Perform room duties according to directions which resulted from group planning.
10. Play games which require the players to follow a series of directions.

LISTENING FOR INFORMATION:

1. Gain information from the announcements over the P.A. system.
2. Ask questions of the visiting fireman, policeman, telephone man, school nurse, or janitor to gain information.
3. Gain information from the room messenger who has been sent to get specific information.
4. Listen to a story or poem. Select an appropriate title.
5. Summarize a story.
6. Select the funniest part of a story to dramatize.
7. Select the most exciting part of the story to dramatize.
8. Select the color words in a story.
9. Select the number words in a story.
10. Relate the important points in a story.
11. View films relating to unit activities.
12. Ask questions about others' hobbies and special interests.
13. Have a hobby show or display.
14. Visit a museum.
15. Relate information to children who were absent.
16. Listen to a radio program, recording, or assembly program.

LISTENING FOR CONVERSATION:

1. Use a Tele-Trainer.
2. Share experiences.
3. Listen to the tape recorder in a play-back of conversation.
4. Do role-playing; telephone courtesy, introductions, and meal-time conversations.
5. Express one's own ideas or opinions.

LISTENING TO EVALUATE:

1. Listen to and modify the plans for the day.
2. Listen to and evaluate the accomplishments of the day.
3. Listen to a tape-recording of own voice and evaluate.
4. Listen to a tape-recording of group conversation and evaluate.
5. Listen to a tape-recording of dramatization and evaluate.
6. Listen to more than one story to select one to dramatize.
7. Listen to a story to determine the scenes that might be made for a movie.
8. Listen to a story to determine what puppets will be needed for a puppet show.
9. Listen to a story, then dramatize the funniest part.
10. Listen to a story to dramatize the most exciting part.
11. Listen to a story to determine what is true.
12. Listen to a story to determine what is fancy or not true.
13. Identify words with similar meanings.
14. Identify words with different meanings.
15. Listen to a recording of a children's story. Determine whether it was a happy story or a sad story.

E. INVENTORY OF SKILLS

An inventory of each child's listening skills is vitally important for mentally retarded children since it is through listening that they gain most of their information. It is important, too, because of the fact that these children will always be more dependent on the ability to listen than normal children. Parents should continually be informed of their child's ability to listen as well as their role in the development of his listening skills.

The following inventory of listening skills is designed to afford the classroom teacher a method of determining the child's present listening skills as well as an aid in planning a systematic development of those skills.

Inventory of Skills

Listening

LISTENING TO DISCRIMINATE:	Age: 6	7	8	9	10
Discriminates between gross sounds					
Discriminates between animal sounds					
Discriminates between initial sounds					
Discriminates between sounds: high and low, loud and soft					
Detects the directions of sounds					
Detects the source of sounds					
Discriminates between classmates' voices					
Identifies rhyming words					
Identifies sounds of machines					
Identifies sounds of out-of-doors: water, leaves, birds					
Identifies sounds of weather: wind, rain, thunder					
LISTENING FOR ENJOYMENT:					
Uses the rest period to listen to a record or a story					
Imitates contrasting high and low, loud and soft voices in poems and stories					
Participates in choral reading					
Takes part in cumulative stories					
Portrays the characters of a story					
Draws a picture of the part of a story he enjoyed the most					
Is able to sing songs in which certain words are omitted					
Is able to supply the words that the teacher omits in a story					
Shares his own experiences					

	Age:	6	7	8	9	10
Follows rhythm patterns						
Is able to illustrate the mood of music through movement						
Is able to illustrate the mood of music through finger painting or easel painting						
It able to give attention for a reasonable period of time						
Is able to listen without interrupting						
Listens to gain information						
Listens for a purpose						
Listens accurately						
Responds by laughter to the funniest part of a story						
LISTENING TO DIRECTIONS:						
Follows direction relating to the fire drill						
Follows directions relating to time to assemble						
Follows directions relating to time for dismissal						
Follows directions relating to lunchroom behavior and conversation						
Follows directions for playground activities						
Follows directions while on a field trip						
Follows directions for games						
Follows a sequence of directions						
Performs responsibly as room messenger						
Performs room duties according to directions						
Follows directions relating to behavior in the halls and in the rest room						
LISTENINC FOR INFORMATION:						
Listens purposefully						
Uses the information gained from announcements over the P.A. system						
Uses the information gained from the room messenger						
Asks questions of visiting speakers						
Is able to select an appropriate title for a story						
Is able to summarize a story						
Is able to relate information						
Is able to answer questions following a story						

Age:	6	7	8	9	10
Is able to answer questions after listening to a radio program					
Is able to answer questions following a film					
LISTENING FOR CONVERSATION:					
Listens without interrupting					
Shares his experiences at the appropriate time					
Is able to make introductions					
Is able to carry on a telephone conversation					
Listens courteously					
LISTENING TO EVALUATE:					
Is able to determine what is true					
Is able to determine what is fancy					
Is able to determine the main idea of a story					
Is able to determine whether a story is funny or sad					
Is able to draw conclusions					
Is able to tell a story in sequence					
Is able to determine the type of rhythm: march, walk, run, gallop					
Identifies words with similar meanings					

F. MATERIALS OF INSTRUCTION

There is no longer a dearth of instructional material in the area of listening. Materials have been devised specifically for the development of the listening skills; in addition, many of the materials designed for reading readiness and speaking may be adapted for the teaching of listening.

The list of the following materials has been carefully selected. However, many other good materials are available.

BOOKS FOR THE TEACHER:

Listening Aids Through the Grades
David H. Russell and Elizabeth Fatherson Russell
Bureau of Publications, Teachers College
Columbia University, New York

Listening Games
Building Listening Skills with Instructional Games
Guy Wagner, Max Hosier, Mildred Blackman
Teachers Publishing Corporation
Darien, Connecticut

What's Its Name?
A Workbook for Teachers
Jean Utley
The Volta Bureau
1537 35th Street, N.W.
Washington 7, D.C.

RECORDS FOR CHILDREN:

Auditory Training Album
Records to accompany ***What's Its Name?***
Jean Utley
The Volta Bureau
1537 35th Street, N.W.
Washington 7, D.C.

CHAPTER VII

Teaching the Speaking Skills

Speaking is one of the primary means of communication. In addition, it is the most noticeable means of communication, the lack of which easily leads to rejection. Mentally retarded children often have delayed language development as well as noticeable speech defects. Not only have they lacked the social experiences necessary for language development, but they have gained little satisfaction from their few attempts to communicate. It therefore follows that they need a program carefully designed and planned to create a desire to communicate and to receive satisfaction from the communicative act.

In addition to the building of a background of rich social experiences for speech stimulation, the curriculum for speech and language development must be geared to the child's life demands.

A. GOALS

The goals for the development of speech and language skills in educable mentally retarded children are as follows:

1. To gain personal satisfaction from oral expression.
2. To communicate his wants and needs.
3. To speak clearly.
4. To express his thoughts in adequate sentences.
5. To develop a growing vocabulary that he might function more effectively in our society.

B. BASIC PRINCIPLES

In addition to defective speech, a language deficit, and the lack of social development, the mentally retarded child may have poor listening ability, physical handicaps, and a hearing handicap. These things too must be accounted for in an effective program of speech and language development.

Principles that apply to the retarded child are listed below. They will be useful in planning a speech program that will help every child develop speaking skills up to his maximum potential. They must be considered if this child, as an adult, is to operate successfully and acceptably in his social and occupational environment and if he is to follow with more self-confidence, self-reliance, and self-respect.

GENERAL PRINCIPLES:

1. In general, the lower the intelligence, the fewer the cases of normal speech.
2. There is no pattern or speech syndrome that is characteristic of the mentally retarded.
3. The speech defects found in mentally retarded children are the same ones to be found in normal children, only they are found more frequently.

4. Speech defects may be associated with mental retardation, but they are not necessarily caused by it.
5. Due to social deprivation, this child has had limited social contacts, and this has resulted in few opportunities to practice what he is able to do.
6. His speech brings him very little satisfaction when the listener has difficulty in understanding him.
7. Generally, the language deficit is more noticeable than the speech deficit in mentally retarded children.
8. This child is usually later in beginning to talk than his peers, is inclined to be socially and emotionally immature, and has a limited power of self-criticism.
9. In general, mentally retarded children will have delayed language development, articulation defects, voice problems, and insufficient language.
10. From 10 to 15 per cent of the children in the educable room will have a hearing loss.
11. The mentally retarded child has difficulty in distinguishing between sounds.
12. Due to the large number of children in the educable room who have defective speech and delayed language development, it is advisable for the classroom teacher and the speech therapist to work out cooperatively a comprehensive program designed specifically to meet the needs of the children in the room.
13. Some children will have speech which deviates to the extent that they will need individual speech therapy in addition to the speech and language development program of the classroom.
14. A minimum age of 5 or 6 is essential for speech therapy to be effective.
15. A thorough diagnosis of the speech and language of each child should be made.
16. Each child's hearing should be evaluated with the use of a pure-tone audiometer.
17. A thorough case history should be developed for each child noting medical history, incidents surrounding his birth, and his record of development.
18. The speech therapist and classroom teacher will need to analyze the results of the diagnostic speech test of each child to determine which consonant sounds are causing difficulty for each child.
19. Although speech therapy often deals with sounds in isolation, when working with mentally retarded children the speech sounds will be improved best through the use of whole words and phrases rather than through the use of isolated sounds.
20. The teacher will need to determine the most common words in the child's speech and in his environment which contain his most troublesome sounds.
21. The proper use of these common words, and phrases, should be developed in meaningful or real life situations in the classroom.

22. The classroom teacher and the speech therapist will need to work together to effect a carry-over of clinical speech into the classroom for the benefit of those children who are working individually with the therapist.
23. The teacher will need to recognize that free play periods provide a natural period for the use of communication.
24. When these children first enter the educable room, they should be given free range in expressing themselves during free play.
25. Because of their limited social background, sharing time may be of little value at first unless these children are encouraged to share little trinkets, articles of new clothing, and the television program of the evening before.
26. As they mature and as their background of experience becomes broader, they may be encouraged to share ideas, which is the purpose for which sharing time was intended originally.
27. Mentally retarded children need to communicate their ideas and feelings orally just as do normal children.
28. Their ideas and feelings can be expressed more adequately and satisfactorily in real life situations than in more formal ones.
29. For some children, speech development will need to be approached through auditory, visual, tactile, and kinesthetic means.
30. Daily routine activities must be structured to include the use of certain social speech patterns: "Here I am," "Here," "Thank you," "Please," and "Have one."
31. Language or communication patterns which are appropriate in certain life situations must be taught in a regularly scheduled period of time: making introductions, talking on the telephone, making purchases in a store.
32. Speech and language will develop more naturally and satisfactorily in a classroom where the child is accepted, respected, and secure, and where his speech attempts are accepted without criticism, but where he is learning to use successfully those words and phrases that are meaningful to him and have immediate application.
33. The curriculum must provide many opportunities for extremely frequent repetition of meaningful communicative experiences.
34. With this approach, mentally retarded children will be developing those speech and language patterns which are most commonly used in their environment. With continual and meaningful practice, the mentally retarded child's speech will tend to compare favorably with that of his peers, thus bringing about greater acceptance, and consequently, a feeling of greater personal worth.

C. SKILLS TO BE DEVELOPED

Acceptable speech and language ability depend upon many factors: a rich background of social experiences, the ability to listen, the ability to hear, and the desire to communicate. When children are lacking in speech and total language ability, the curriculum in the classroom must be designed to teach speech and language regularly.

As in the teaching of the reading, writing, and listening skills, speaking skills must be developed daily through the use of concrete experiences. The total language pattern must be developed through the use of communication-centered experiences. In addition, there must be carry-over situations for the children who are enrolled for individual speech therapy.

The teacher will need to select real life situations as well as the special speech patterns which are appropriate to these situations and provide opportunities for practice each day. Since it is not profitable to attempt to develop good articulation through the use of isolated speech sounds, and since these children require the use of concrete situations, the following skills should be developed in the primary educable class:

SOCIAL SPEECH PATTERNS (SPEECH):

1. The ability to know when to speak and when to be silent.
2. The ability to use a satisfactory loudness level.
3. The ability to say specific speech patterns:
   - "Please."
   - "Thank You."
   - "Yes, please."
   - "No, thank you."
   - "Here I am."
   - "Here."
   - "Help me, please."
   - "May I have some?"
   - "Have one."
   - "Take one."
   - "Give me one."
   - "Put it back."
   - "Hello."
   - "How are you?"
   - "I am fine."
   - "Good morning."
   - "Where are you going?"
   - "What are you doing?"
   - "Good-bye."

COMMUNICATION PATTERNS (LANGUAGE):

1. The ability to express his thoughts in adequate sentences.
2. The ability to communicate his wants and needs.
3. The ability to gain personal satisfaction from oral expression.
4. The ability to use specific language patterns:
   - Introductions
   - Light conversation
   - Telephone conversation
   - Lunchroom conversation
   - Making purchases in a store
   - Carrying out the duties of room messenger

D. ACTIVITIES

A dynamic classroom will provide an abundance of opportunities which may be used for situational speech therapy. An alert teacher will see the possibilities in dozens of such opportunities each day and will use them to develop speech and language meaningfully for mentally retarded children. Such a classroom will also provide meaningful opportunities for the carry-over of good speech and language patterns of the child who is enrolled in speech therapy. The following activities which employ the use of certain speech and communication patterns will suggest many more to the teacher.

The teacher will also want to reinforce the speech and communication patterns through the adaptation of commonly used devices such as speech games, choral speaking, dramatizations, flannel-graph stories, puppet shows, records, songs, and use of the tape recorder.

SOCIAL SPEECH PATTERNS (SPEECH):

1. During roll call, respond with specific phrases: "Here I am," "Present," or "Here."
2. When the children arrive in the morning, they greet the teacher and other children with specific phrases: "Hello," "Good morning," or "Hi!"
3. When the children leave in the afternoon, they say, "Goodbye," "See you tomorrow," or "So long!"
4. When the teacher chooses a helper, she requests that he use certain responses: "Take one," "Have one," "Give it to me," or "Thank you."
5. When the child asks to leave the room or requests a favor, he asks, "May I?"
6. When a child must walk in front of another, he says, "Excuse me, please."
7. When a child has hurt or offended another, he says, "I'm sorry," or "I didn't mean to."

COMMUNICATION PATTERNS (LANGUAGE):

1. Highly structured situations: the use of a poem or story demanding a specific response.
2. Loosely structured situations.
3. Role playing: An incident in the lunchroom, in the school room, on the playground, or the entertainment of a visitor.
4. Life situations: Telephone conversations, shopping at the store, or a trip to the museum.

E. INVENTORY OF SKILLS

Communication-centered therapy is oriented toward the development of more acceptable speech and language skills and is a reasonable approach for use with mentally retarded children. In spite of the apparent informality of the approach, the teacher will want to keep a formal record of the skills acquired by each child in the room. The following inventory of speech and language skills is therefore presented for this purpose. It is to be remembered that the inventory of speaking skills, as well as the inventory of each of the other communication skills, is intended to be suggestive, not conclusive.

Inventory of Skills

Speaking

SOCIAL SPEECH PATTERNS (SPEECH)	Age: 6	7	8	9	10
Speaks at the appropriate time					
Uses a satisfactory loudness level					
Uses an increasing vocabulary					
Speaks clearly					
Uses a satisfactory rate					
Uses a satisfactory speech rhythm					
Uses a pleasant voice					
Says plainly, "Please."					
Says plainly, "Thank you."					
Says plainly, "Yes, please."					
Says plainly, "No, thank you."					
Says plainly, "Here I am."					
Says plainly, "Here."					
Says plainly, "Help me, please."					
Says plainly, "May I have some?"					
Says plainly, "Have one."					
Says plainly, "Take one."					
Says plainly, "Give me one."					
Says plainly, "Put it back."					
Says plainly, "Hello."					
Says plainly, "How are you?"					
Says plainly, "I am fine."					
Says plainly, "Good morning."					
Says plainly, "Where are you going?"					
Says plainly, "What are you doing?"					
Says plainly, "Good-bye."					
Says plainly, _____					
Says plainly, _____					
Says plainly, _____					
Says plainly, _____					
Says plainly, _____					
Says plainly, _____					
Says plainly, _____					
Says plainly, _____					
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Says plainly, _____					
Says plainly, _____					
Says plainly, _____					
Says plainly, _____					
Says plainly, _____					
Says plainly, _____					

COMMUNICATION PATTERNS (LANGUAGE):

	Age: 6	7	8	9	10
Expresses his thoughts in complete sentences					
Communicates his wants and needs					
Exhibits a growing language ability					
Uses complete sentences when playing games					
Uses complete sentences when telling an incident or a story					
Uses the telephone effectively					
Engages in satisfying light conversation					
Uses satisfying lunchroom conversation					
Uses satisfactory conversation when making purchases in the store					
Uses satisfactory conversation when carrying out his duties as room messenger					
Expresses his thoughts freely					
Expresses his thoughts in front of the entire group					
Enjoys the communicative process					

F. MATERIALS OF INSTRUCTION

The teacher will have no difficulty in finding material that will strengthen speech and language patterns. However, material that is related to communication-centered therapy is recent and very limited. For that reason, several good references are included below.

ARTICLES FOR THE TEACHER (COMMUNICATION-CENTERED THERAPY):

"A Speech and Language Program for Educable Mentally Handicapped Children," Gerald G. Freeman and Jean Lukens,
Journal of Speech and Hearing Disorders, 27:285-87.
August, 1962

"A Study of the Relative Effectiveness of Different Approaches of Speech Training for Mentally Retarded Children,"
Leon Lassers and Gordon Low
San Francisco State College
San Francisco, California

"Training Mentally Retarded Children in Oral Communication,"
ASHA Merlin Mecham and J. Lorin Jex,
4:441-43, December, 1962

"Effects of a Comprehensive Opportunity Program on the Development of Educable Mentally Retarded Children,"
Lloyd Smith and James B. Stroud,
State University of Iowa, Iowa City
Iowa State Department of Public Instruction
Cedar Rapids Community School

BOOKS FOR THE TEACHER:

Choral Speaking Arrangements for the Lower Grades
Louise Abney and Grace Rowe
Expression Company
Magnolia, Massachusetts

For Speech Sake
Simple Speech Activities
Ruth E. Jones
Fearon Publishers
2263 Union Street
San Francisco 23, California

Fun and Play with Sounds and Speech
Leon Lasser
State Department of Education
Salem, Oregon

Let's Play Talk
R. L. Mulder
Speech and Hearing Center
Oregon College of Education
Monmouth, Oregon

Play and Say It
Virginia Lynn Mellencamp
Expression Company
P.O. Box 11
Magnolia, Massachusetts

Speech Correction Through Listening
A Teacher's Resource Book
Bryng Bryngelson and Elaine Mikalson
Scott, Foresman and Company
Chicago, Illinois

Speech Drills in the Form of P[illegible]y
Expression Company
P.O. Box 11
Magnolia, Massachusetts

Talking Time
Louise Scott and J. J. Thompson
Webster Publishing Company
1154 Reco Avenue
St. Louis 26, Missouri

Speech Ways
Louise Scott and J. J. Thompson
Webster Publishing Company
1154 Reco Avenue
St. Louis 26, Missouri

What's Its Name?
A Guide to Speech and Hearing Development
Jean Utley
University of Illinois Press,
Urbana, Illinois

FILMSTRIPS:

Talking Time Filmstrips
Series I and II
Webster Publishing Company
1154 Reco Avenue
St. Louis 26, Missouri

PAMPHLETS:

A Guide for Teaching Correct Telephone Usage
Bell Telephone Company

The Telephone and How We Use It
Bell Telephone System

Speech in the Classroom
Teacher's Manual to Accompany Speech Improvement Cards
Scott, Foresman and Company
Chicago, Illinois

Practical Methods of Speech Correction for the Classroom Teacher
Richard E. Shine and J. Joseph Freilinger
Teaching Aids Company
2511 Marquette Street
Davenport, Iowa

A Teacher's Guide to Speech Improvement in the Primary Grades
Oak Park Elementary Schools
Oak Park, Illinois

For Speech Sake
Ruth E. Jones
Fearon Publishers
2263 Union Street
San Francisco 23, California

Run and Play with Sounds and Speech
Leon Lasser
State Department of Education
Salem, Oregon

POSTERS, PICTURES, AND CARDS:

Vocabulary Posters
Exceptional Products
P.O. Box 6406
Richfield Branch
Minneapolis 23, Minnesota

Speech Through Pictures
Margaret McCausland and Marie Miller
Expression Company
P.O. Box 11
Magnolia, Massachusetts

Speech Improvement Cards
Bryng Bryngelson and Esther Glaspey
Scott, Foresman and Company
Chicago, Illinois

RECORDS FOR THE CHILDREN:

Listen and Learn Series by Elaine Mikalson

Listening Time Series by Scott and Wood
Use with *Talking Time*
Bowmar Records
Webster Publishing Company
1154 Reco Avenue
St. Louis 26, Missouri

Fun With Speech
Dr. C. Van Riper

R C A Records
Children's Music Center, Inc.
5373 W. Pico Blvd.
Los Angeles 6, California
Little Golden Records

MONOGRAPHS:

"Language Studies of Mentally Retarded Children"
Journal of Speech and Hearing Disorders
Monograph Supplement Number 10
January 1963.

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A. BOOKS

Blodgett, Harriet E. and Grace J. Warfield. *Understanding Mentally Retarded Children.* New York: Appleton-Century-Crofts, Inc., 1959.

Bond, Guy L. and Miles A. Tinker. *Reading Difficulties: Their Diagnosis and Correction.* New York: Appleton-Century-Crofts, Inc., 1957.

Carlson, Bernice Wells and David R. Ginglend. *Play Activities for the Retarded Child.* New York: Abingdon Press, 1961.

Descoeudres, Alice. *The Education of Mentally Defective Children.* Translated from the Second French Edition of E. F. Ross. New York: D. C. Heath and Company, 1928.

Dunn, Lloyd M. (ed.). *Exceptional Children in the Schools.* New York: Holt, Rinehart and Winston, Inc., 1963.

Gallagher, James H. *The Tutoring of Brain-Injured Mentally Retarded Children* Springfield, Illinois: Charles C. Thomas, Publisher, 1960.

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Notes by Teacher

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