DOCUMENT RESUME

ED 036 923 EC 004 924

TITLE	Educational Specifications for Hope School for Exceptional Children and Youth.
INSTITUTION	Jackson County Public Schools, Marianna, Fla.
PUB DATE	Apr 69
NOTE	69p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$3.55
DESCRIPTORS	Classroom Design, *Educational Specifications, *Exceptional Child Education, *Mentally Handicapped, Physical Design Needs, Physical Environment, Physical Facilities, *Program Proposals, School Construction, *School Design, Space Utilization

ABSTRACT

A presentation of the Hope School's physical plant and program specifications is introduced with a listing of the specifications committee, a history of the school, the needs of the children served, and a philosophy of teaching mentally handicapped children. Areas discussed are school-wide specifications, the administrative complex, the diagnostic room, layout for the primary developmental classroom, a learning environment complex, and a training readiness workshop. Additional considerations are for custodial storage space, school lunch services, the site plan, space requirements, space relationship diagrams, and an overall evaluation of the proposal. A glossary of terms and a bibliography are provided. (JM)

ED036923

EDUCATIONAL SPECIFICATIONS

Hope School for the Mentally Retarded

Jackson County
Marianna, Florida
April, 1969

ED036923

ED036923

EDUCATIONAL SPECIFICATIONS

FOR

HOPE SCHOOL FOR EXCEPTIONAL CHILDREN AND YOUTH

MR. ROBERT E. CHILDS

Superintendent of Schools

JACKSON COUNTY
Marianna, Florida

April, 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

JACKSON COUNTY SCHOOL BOARD

Roy B. Beall, Sr., Chairman	Marianna, Florida
Hubert F. Brock	Cottondale, Florida
H. D. Hagler	Malone, Florida
B. E. Charles	Sneads, Florida
E. D. Patterson, Jr.	Graceville, Florida

Mr. Robert E. Childs
Superintendent of Schools

Mr. Paul A. Donofro, A.I.A. Architect

TABLE OF CONTENTS

FOREWARD

Writing educational specifications represents cooperative planning by administrative, instructional and service personnel, and should result in a document which will serve four main purposes:

1. Communication - to provide the information needed by the architect to design a facility which will meet the unique and special educational needs of the children who will be housed therein;

2. Improvement of Instructional Program - to clarify educational objectives of the instructional program and serve as a stimulus to joint in-depth planning by the staff;

3. Orientation - to provide a manual for the information and orientation of new staff members, and for others planning similar facilities;

4. Evaluation - to serve as a guideline for assessment and evaluation of the school program and plant.

It is generally agreed that there is a "language" of architecture: that buildings have symbolic meanings and that they express the attitudes and philosphies of those who design them and those who guide in the direction of that design. We have tried to communicate a meaning in the educational specifications for this building which is for moderately and severely mentally retarded and multiply handicapped children and youth. Our attitudes and philosphy, we feel, are sound: we believe that behavior can be modified and that every person, no matter his handicap, is capable of growth, development and learning. The school, if properly designed, provides the setting and enhanced environment for this growth, development and learning to take place most advantageously. If our "language" in conveying this message is halting and our meaning unclear, it is because architectural school design for the handicapped is still in its infancy, and, like children, we are still groping for the right words and phrases.

JG

ACKNOWLEDGEMENT

In the development of these Educational Specifications, the cooperation and talent of many individuals were enlisted, all of whom played an important part. The Superintendent of Schools and the Steering Committee wish to thank all who contributed their time, thought and effort to this task.

We are deeply indebted to Dr. Landis Stetler, Director, Exceptional Child Education, State Department of Education, and his dedicated staff, who have constantly supported and encouraged our efforts to provide improved programs and services to exceptional children in Jackson County.

Further special gratitude is expressed to Mr. Robert Wehking, Consultant, Educational Facilities Planning for the State Department of Education, who patiently and tirelessly helped us over the technical hurdles; and to Mrs. Charles Land and Mrs. Clifford Daniels, our loyal and efficient secretaries, who provided the clerical assistance.

EDUCATIONAL SPECIFICATIONS COMMITTEE

STEERING COMMITTEE

Chairman: Mrs. Joan Gesslein, Coordinator of Special Services

Mrs. Nettie Barnes, Exceptional Child Education Teacher
Mrs. Drucilla Brown, Exceptional Child Education Teacher
Mr. Charles H. Gesslein, Director, Programs and Services, Sunland Training Center
Mr. Roddy Harrison, Consultant, Panhandle Area Educational Cooperative
Mr. Howard Johnson, Superintendent of Schools, Calhoun County
Mr. Cooper Sellers, Director, Federal Programs and EIE

SPECIAL ADVISORY COMMITTEE

Mr. Paul A. Donofro, A.I.A. Architect
Mrs. Mildred Keen, Coordinator of Educational Media
Mrs. Allene Atwood, School Lunch Supervisor
Miss Louise Boone, Elementary Supervisor
Mrs. Elizabeth Hammock, Bay County Guidance Clinic

HISTORY OF HOPE SCHOOL

The program for the moderately and severely retarded children of Jackson County was initiated in October, 1962, by a group of parents and friends of the Chipola Association for Retarded Children. This beginning program was housed in a barracks building at Sunland Training Center, with one teacher, a lunchroom-aide worker, and a total enrollment of ten children from seven to seventeen years of age. In 1964, the school relocated to a frame building on the grounds of Riverside Elementary School in Marianna, which provided increased space for the expanding enrollment, which was then fifteen children. As the financial burdens of maintaining the school increased, the Jackson County Public Schools gradually assumed more and more of the costs of the program, and in 1966 assumed full financial and administrative responsibility for the education of these children. In 1968, with funds provided by a special ESEA Title VI grant, the enrollment and staff increased from eighteen children with one teacher and an aide, to thirty-six children with three teachers and three full-time aides, and for the first time, included children from the neighboring county of Calhoun.

With the completion of the new school plant, and as monies are available for additional staff, equipment and supplies, the new school will eventually serve fifty-five

children and youth between the ages of five and twenty-one, from Jackson and Calhoun Counties, and possibly including children from Liberty County also.

INTRODUCTION

Definition of Mental Retardation

During the past two decades, many changes have come about in our Nation, our State, and in our Counties. Our public schools not only have the mandate to reflect these changes, they also have the responsibility, among other things, to effect change as well as to continue our cultural heritage. One of the most cherished aspects of our cultural heritage, as succinctly stated in our Constitution, is the absolute respect for all individual human beings. However, we know that all individual human beings differ in almost any aspect we would choose to use for comparison: they differ in height, weight, color of hair, skin, strength, stature, blood type, social class, values, intelligence, etc. We also know, moreover, that differences can be clustered into similarities in such a manner that result in "average height", "average weight", "average hair color", "average blood type", "average intelligence", etc. We also know that deviations from these averages, as with many others not mentioned, proceed along a continuum above or below a point of reference until such time there emerge extreme differences from the "average". It has long been recognized that the regular public schools, as historically organized --disorganized--and reorganized, have not been able to meet the needs of all children and youth who differ to extremes in the basic elements of human growth and development. One of these basic elements of growth and development is commonly known as "intelligence". (Although what we commonly term as "intelligence" is a complex construct and is as complex as the total human organism, it is used here in its generic meaning). When children and youth differ more than one standard deviation below the mean in intelligence and adaptive behavior, they are considered to be "intellectually disabled" or "mentally retarded"; the latter term will be used here because it is currently more generally utilized professionally.

The currently recognized definition of mental retardation developed by the American Association on Mental Deficiency is as follows: "Mental retardation refers to a condition of subaverage intellectual functioning which originates during the developmental period and is associated with impairment in adaptive behavior".

The special education and training program described herein is designed to serve those retarded persons whose intellectual functioning is more than two and one-half subaverage deviations, and who are described as moderately and severely mentally retarded, as well as those children and youth who are markedly multiply handicapped to such a degree that they require a specialized school environment for their special education and training. It is generally recognized that the moderately and severely mentally retarded can best be served in a special school building removed from the regular school environment, with certain curricular experiences designed to assist their learning to adjust within the community and society in varying degrees of shelter and protection.

Expectancies at Maturity

The schematic on Page 9 gives an indication of the multiple level expectancies which are realistically within the realm of attainability for moderately and severely retarded and multiply handicapped children and youth. Present experience and knowledge give us a rather positive picture of the goals which are attainable at maturity with propitious special education and training and available community resources. The word "propitious", however, is used here to indicate the importance of providing a most favorable special education and training environment, i.e., the special school building designed specifically to meet the needs of these children and youth. Although we cannot clearly predict attainment for each individual child, the diagram is intended to emphasize the wide variation of expectancies at maturity. This implies the necessity for highly differentiated curricula offerings, and is intended to assist the staff in focusing on the children and youth as individuals who might attain higher levels of achievement and learning than are usually associated with children described as "trainable". The term "trainable", we feel, is a delimiting one and represents an oversimplification that implies, during school-age, non-educability, and at maturity, either institutionalization or complete dependency in the home. The behavior functioning of all of these children is dramatically improvable when appropriate special educational procedures and techniques are employed and individualized to the needs of each specific child or youth. This is the "special" in Special Education.

Trends for the Future

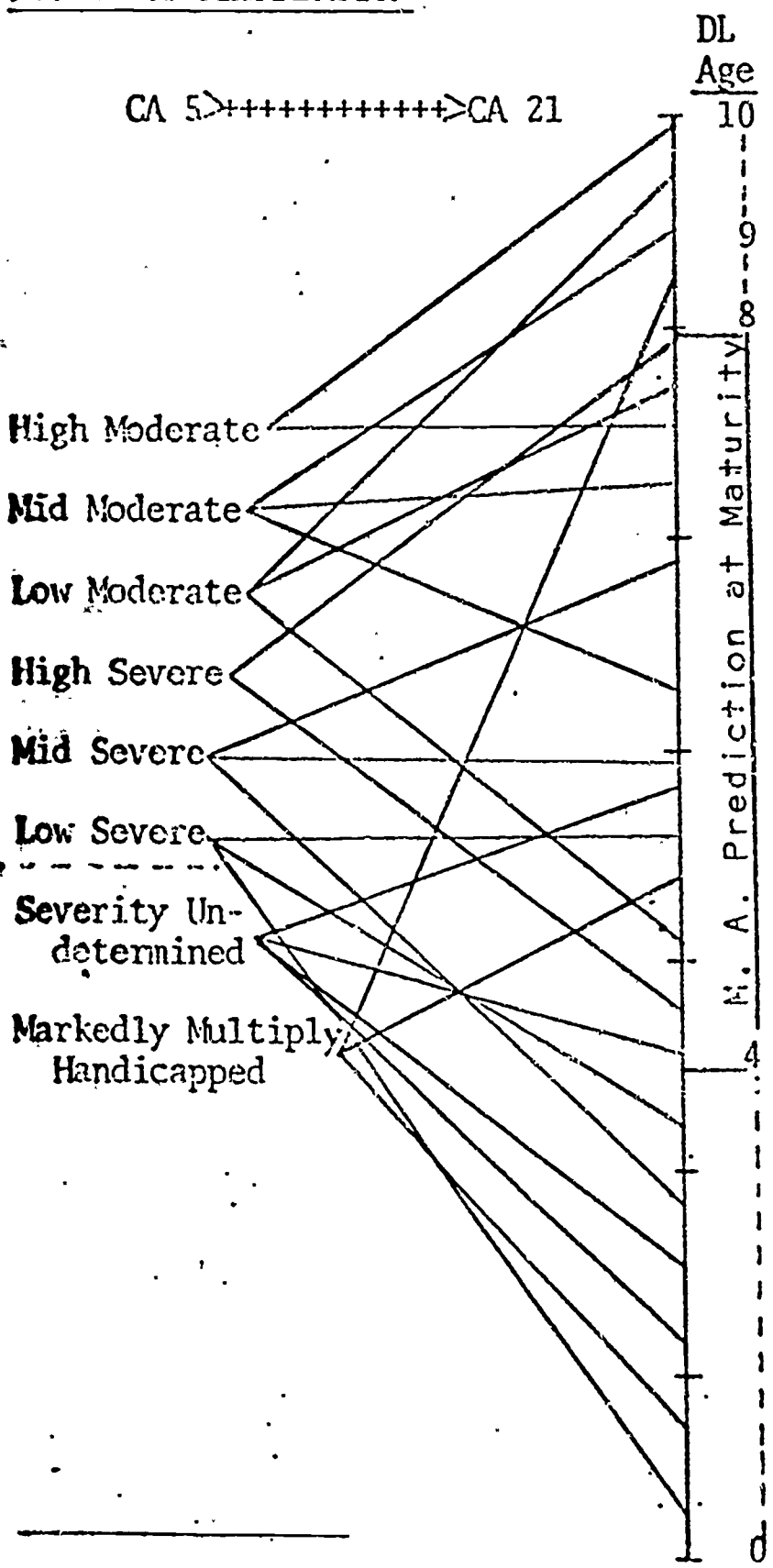
Although research, study and experimentation are being conducted in all aspects of mental retardation as an educational problem, and in the related fields of sociology, medicine, and psychology, three major trends can be identified which would have direct bearing on the planning of a facility for moderately and severely retarded and multiply handicapped children and youth. These are:

Prevalence: The life expectancy of severely retarded and multiply handicapped children has increased markedly during the last twenty years, owing largely to advances in public health and chemotherapy. This has been offset by better prenatal and natal care which has brought about a slight decline in the birthrate of severely handicapped children. This would seem to indicate that while there will be no appreciable change in the total number of severely retarded and multiply handicapped, there will be an increasingly greater number of adult handicapped persons needing services. Therefore, new facilities must be designed with enough flexibility to permit a shift in program emphasis if this is needed.

Institutional Care and Community Services: There is an increasing concern about the quality and types of residential care services provided for the severely retarded and multiply handicapped child. Concomitant with this concern has been a growth of experimentation and exploration for feasible alternatives to the traditional form of institutional care, with greater emphasis on community and regional services which would enable the severely retarded child to remain in the home situation. This would indicate that there will probably be more children needing and requesting public school programs, and consequently, a greater demand on existing facilities. Provisions should be made for possible future expansion of any new facilities.

Curricular Offerings: The current rate of growth and expansion of knowledge in assessment, management, and clinical teaching techniques and methods with moderately and severely retarded children indicate that the curricular offerings of the immediate future wil be more highly specialized, mechanized, and paradoxically, more personalized. Contributing to this growth are both old and new desciplines such as psychology, mass media, instructional systems, visual design, communications theory, philosophy, and educational anthropology. Further, the role of the teacher is shifting and new roles have been introduced, such as the associate teacher and the teacher aide. We are part of the "changing scene", which affects education and in turn is effected by it. Our school plants must reflect this change.

Variations of Behavioral Expectancies at Maturity for 50 Mentally Retarded Youth: Each Line Represents Youth After Sixteen Years in Program



EXPECTED ATTAINMENT

Advanced to Mild Retardation, working at unskilled job, and socially semi-independent; living in supervised boarding home (private) or with relatives; in sheltered marriage, perhaps.

Advanced to High Moderate Retardation, working at unskilled job, socially semi-independent; living with parents or relatives.

Working in a Sheltered Workshop*, socially semi-dependent; living with parents.

Working in a Sheltered Workshop, socially dependent; living in a sheltered hostel for the retarded or with relatives.

Working in a Sheltered Workshop, in community; living in a state residential center for the retarded; may engage in supervised leisure time activity in community.

Completely dependent; living with relatives; goes to sheltered activity Center provided by state DMR Community Mental Retardation.

Resident of a Sunland Training Center facility, engages in simple work and recreation on full-time basis or part time.

* Sheltered Workshop here could be any of a variety of special work situations especially provided for the mentally retarded to enable persons to engage in economically productive activity providing partial self-support.

- Points at vertical line of diagonals represent degree of attainment at each level at "maturity."

- Some children and youth will leave program prior to age 21 for a variety of reasons, i.e., death, behavior, severe regression, exceptional improvement, etc.; some may enter program later.

- DL Age -- Developmental Level Age: Combined Behavior Functioning Level

BEHAVIOR CHARACTERISTICS AND NEEDS OF MODERATELY AND SEVERELY MENTALLY RETARDED CHILDREN AND YOUTH:

Primarily as a result of action stimulated by the National Association for Retarded Children, the American Association on Mental Deficiency, the President's Committee on Mental Retardation, and the Report of the President's Panel on Mental Retardation, a rather extensive array of information has been accumulated concerning the needs and the behavior characteristics of moderately and severely mentally retarded children and youth. Most of the action has taken place relatively recently during the past 19 years, and has resulted in the enactment of substantive legislation at both the Federal as well as the state level.

The following characteristics should be interpreted in the light of present knowledge and information, and have been stated in the form of needs for positive purposes:

1. Need for individualized planning, programming and instruction: Individual differences both within individual children and among the children and youth as a group are vast and many. Developmental levels may vary, expressed in terms of adaptive behavior mental ages, from 2 to 8 or 9 years. For example, some children may be at similar stages of growth physically but at quite dissimilar stages in terms of auditory perception. These factors are extremely significant in grouping for instruction: "class" sizes should range from 6 to not more than 12 youngsters, with teacher associates for subgrouping.

2. Need for extensive language and speech development: The majority of these youngsters will have marked speech and language disabilities, in many cases directly related to the central nervous system pathology responsible for their mental retardation.

3. Need for extensive perceptual-motor developmental training: In many cases both auditory and visual perceptual functioning is impaired in varying degrees and is related to both the etiology and degree of retardation. The

earlier "Strauss Syndrome" constructural observations applied to brain injured ("exogenous") children (perhaps not clinically mentally retarded) would seem to lend much methodological insight as to instructional procedures appropriately adapted for these children.

4. Need for medical-special education coordination and confluence: Many of the children and youth will possess neurological and other conditions which will require medical management and treatment; i.e., epilepsy, hyperkinesis (hyperactive), Down's Syndrome (monogolism), orthopedic defects, motorical disfunction, cerebral palsy, hypoactivity, visual impairment (especially eye-motor), auditory impairment (especially sensory), metabolic disorders, and many others. For these children and youth, the physician is an important member of the training team, and may need to be encouraged to perceive his role in this respect.

5. Need for the various types of traditional therapies -- speech therapy, occupational therapy, physical therapy, etc.: Most of the children will have in varying degrees associated and accompanying handicaps that require therapy, as indicated under item "4." above. It is the combined responsibility of the special school staff and the parents to see that each child in need receives appropriate therapy from a professionally competent source.

6. Need for sequentialized and structured conceptual development: Conceptualization is perhaps the most difficult of learnings due to its abstract nature and the perceptual-motor impairment present in most of the children and youth. Specific teaching procedures, techniques, and devices for each individual must be developed, and in most cases individual learning stations will be utilized for these activities.

7. Need for sensory modality remediation and development: Brain damage in children produces a variety of neuro-chemical and other neurological disfunction and maldevelopment. There is some evidence (Hebb, Gallagher, Gellner, etc.) that the brain can be "trained" and that the physiological development of certain areas in terms of cell assemblies

requires specific experiences; in addition, it is believed that surrounding areas may be trained to take over the functions of an injured area of the brain. This however, requires the development of new teaching procedures and devices designed to remediate and/or develop specific areas of the central nervous system. The learning environment must be designed to allow for a controlled variety of experiences which may have been "missed" during earlier periods of life due to "internal deprivation" as a result of delays in the development of certain areas of the central nervous system. To paraphrase Alfred Binet, now that we have been able to measure intelligence the next step is to discover how we can train for intelligence. It is anticipated that further study in the area of cortical neurodynamics will give us new knowledge in this area which can be readily applied in the teaching of these children and youth.

8. Need for the development of skills required for responding to the general learning model -- 1) MASS ACTION, 2) DIFFERIENTIATION, and 3) INTEGRATION: These three stages are considered to be the general phases of the learning process. Severely and moderately mentally retarded children and youth require specific training in the utilization of the stages. Moreover, brain injuries affect both reception and expression and often result in reversal of some of the learning processes; e.g., the normal person originally perceives the whole of a stimulus upon first presentation and learns to perceive the details. This is followed by learning to integrate the details back into a meaningful whole. However, brain injured children often perceive details at first presentation of the stimulus and must be taught specifically whole perception.

9. Need for physical exercise and developmental stimulation: Play is considered to be the child's natural form of expression. The majority of these children do not develop spontaneous play and actually need to be taught how to play. Special physical education and training are extremely important aspects of the curriculum for moderately and severely retarded children and youth including the multiply handicapped.

10. Need for the development of emotional control and expression: Due to the fact that the hypothalmus and the reticular system of the brain are often affected, usually resulting in hyperactivity, some emotional damage often occurs early in the lives of these children as a result of their parents attempting to control their behavior; paradoxically this many times results in increased hyperactivity. Practically all aspects of the curriculum are utilized in teaching emotional control and expression, e.g., music, arts, crafts, physical education, work training, etc. Moreover, this aspect of behavior is perhaps best developed through the utilization of the group. Behavior modification techniques are used extensively in this process.

11. Need for the development of socialization: Although many learnings take place primarily through interaction with other children and youth as well as adults, socialization is perhaps the main learning afforded by the group. However, the group must be utilized in a structured manner with the size being well controlled and varied for different purposes. Moreover, the learning tool of "imitation" must be specifically developed for these children and youth; the group, as well as mirrors, are primarily used for this purpose. Socialization is perhaps a major goal of the total curriculum.

12. Need for the development of economically useful skills: Work is a necessary part of daily living. Although some of the severely retarded and multiply handicapped may not be able to develop by maturity the abilities required for working in the competitive community, many can be trained to engage in economically useful activities in a specially designed sheltered and structured working situation, e.g., sheltered workshops for the mentally retarded and the multiply handicapped. However, the special school program for these children begins sheltered work readiness training when the child enters school and continues to increase as the child grows to maturity so that the majority of the last three or four years in the program contains a large block of time for work readiness training, and may even be conducted at the actual future place of work. Although the total special school environment is utilized at various times for work readiness training, there should be a special work readiness training area for specific structured and sequentialized activities.

13. Need for environmental orientation: Many of these youth will be able to utilize the community and all of its resources after an extended period of community orientation training. This training, too, begins with the readiness phase as the children enter school, but becomes more extensive through instructive field trips as the children mature. The actual community is utilized for this purpose after intensive readiness training. Physio-social mobility training is a specific aspect of the curriculum which parallels work readiness training, and includes such activities as learning to use public transportation, where to shop for what, using the bank, what to do when lost, etc. Physio-social ambulation if only on a semi-dependent level greatly increases level of general functioning for the moderately and severely retarded and multiply handicapped.

14. Need for continuous diagnosis and evaluation throughout the entire school life of child: The programming for each individual person in the special school program will be continually and periodically evaluated to determine objectively the current status of progress and needs. Changes, either positive or negative, will determine specific personalized procedures and the action to be taken. Children or youth found to be ready for a more advanced program either within the special school or within the special education program of the counties should be changed accordingly. The important point being made here is that no child or youth should be permanently labeled to the point where it interferes with appropriate individual and personalized programming. Evaluation should also continue to emphasize what the child "can do", in addition to identifying weaknesses.

PHILOSOPHY

In the preceding section, we have outlined some of the special needs of handicapped children. This should not overshadow the fact that the basic needs of the handicapped child are the same as for any child. This "Pledge to Children", which was adopted by the 1950 Midcentury White House Conference on Children and Youth, expresses the needs of all children and may well serve as the statement of our philosophy and committment:

> "TO YOU, our children, who hold within you our most cherished hopes, we make this pledge:
>
> From your earliest infancy we give you our love, so that you may grow with trust in yourself and in others.
>
> We will recognize your worth as a person and we will help you to strengthen your sense of belonging.
>
> We will respect your right to be yourself and at the same time help you to understand the rights of others, so that you may experience cooperative living.
>
> We will help you to develop initiative and imagination, so that you may have the opportunity freely to create.
>
> We will encourage your curiosity and your pride in workmanship, so that you may have the satisfaction that comes from achievement.
>
> We will provide the conditions for wholesome play that will add to your learning, to your social experience, and to your happiness.
>
> We will illustrate by precept and example the value of integrity and the importance of moral courage.
>
> We will encourage you always to seek the truth.
>
> We will provide you with all opportunities possible to develop your own faith in God.
>
> We will open the way for you to enjoy the arts and to use them for deepening your understanding of life.
>
> We will work to rid ourselves of prejudice and discrimination, so that together we may achieve a truly democratic society.

We will work to lift the standard of living and to improve our economic practices, so that you may have the material basis for a full life.

We will provide you with rewarding educational opportunities, so that you may develop your talents and contribute to a better world.

We will protect you against exploitation and undue hazards and help you grow in health and strength.

We will work to conserve and improve family life and, as needed, to provide foster care according to your inherent rights.

We will intensify our search for new knowledge in order to guide you more effectively as you develop your potentialities.

As you grow from child to youth to adult, we will work with you to improve conditions for all children and youth.

Aware that these promises to you cannot be fully met in a world at war, we ask you to join us in a firm dedication to the building of a world society based on freedom, justice, and mutual respect.

SO MAY YOU grow in joy, in faith in God and in man, and in those qualities of vision and of the spirit that will sustain us all and give us new hope for the future."

SCHOOL WIDE SPECIFICATIONS

The following guidelines apply for the most part to all areas of the proposed school unless specifically stated otherwise in the special area specifications.

1. The school is to be designed for an initial enrollment of thirty-six children and youth but for an ultimate capacity of fifty-five, ages five through twenty-one and of both sexes.

2. The facility should incorporate the latest design features, with comparable materials and construction methods to be both aesthetically pleasing and functional in its capacity of being used as a center for moderately and severely retarded and multiply handicapped children and youth.

3. The structure should be a single level building, and all materials should be chosen for durability and a minimum of maintenance.

4. Ceiling and floor should be treated acoustically wherever possible, except at wet and work areas.

5. All areas should be climatically controlled.

6. Facilities for a synchronized automatic clock system and an automatic bell and alarm system should be provided.

7. Conduit should be installed in all instructional areas for anticipated utilization of closed circuit TV.

8. Natural light may be kept at a minimum, but artificial light should be more ample and recessed where possible.

9. An intercommunication system should be provided for the total school, with the control system located in the Administrative Complex, near the secretary's desk.

10. All moveable and/or folding walls should be of same type and make for uniformity throughout the school.

11. All doors are to be equipped with kick plates.

12. Thresholds to outside and inside doors should be kept at a minimum -- eliminated completely if possible.

13. Consideration should be given to the use of ramps, in addition to or replacing completely stairs, wherever steps are needed.

ADMINISTRATIVE COMPLEX

I. Statement of Objectives and Description of Activities

The purpose of administration is to facilitate the implementation of program objectives, and all activities conducted in the administrative area should be oriented toward this purpose. The administrative complex is composed of the following major areas: a secretary-receptionist office and waiting room; an administrator's office; a teacher planning and resource room; a multi-conference room; a work room and storage area; rest-room; and a file room.

Planning for this total area has been based on the philosphy that administration is an intergral part of instruction and that instructional programming should be a team effort.

General Considerations

1. The Administrative Complex should be located near and accessible to the major instructional areas of the school, and to the main entrance to the school center.

2. Floor throughout the complex should be acoustically treated, with the exception of the workroom and the rest room, which should be finished in terrazzo or tile.

3. Hot and cold water should be provided to sinks in workroom and rest room.

4. Space allottment for the Administrative Complex should not exceed 1100 square feet.

5. Special attention should be given to lighting levels in the Teacher Planning and Resource Room and to the Secretarial area.

II. Areas Within the Administrative Complex

A. Secretary-Reception Room

This area, approximately 200-250 square feet, should accomodate six waiting people, in addition to the secretary, whose desk-station should be so placed as to act as a buffer between the reception area and the administrator's office.

Furniture and Equipment:
- Secretarial desk and chair
- Filing cabinet, with lock
- Typewriter
- Waste basket
- Settee and two chairs for waiting persons

Special Considerations

1. Electrical outlets: Duplex outlets on all walls, spaced to eliminate the need for extension cords, and a floor outlet near secretary's desk.

2. A central telephone and jack connection to the administrator's office and the teacher planning room.

3. Space for the central intercommunication system switchboard, and the central clock and bell console.

B. Administrator's Office

This should be located adjacent to the Conference Room and the Teacher Planning Room, with folding walls so that all three areas can be used as one large room when needed. Space should be provided for two seated visitors in addition to the administrator.

Furniture and Equipment:
- Executive desk and chair
- Wall mounted book shelving
- Legal size file cabinet,with lock
- Two visitor's chairs
- Waste basket

Special Considerations

1. Duplex electrical outlets on stationary walls, and floor mounted outlet near desk.

2. Telephone with intercommunication lines to secretary and to Teacher Planning Room.

C. Teacher Planning and Resource Room

Teachers should be given an area apart from the classroom in which to plan their instructional activities, and the instructional materials and supplies should be close at hand for previewing and selection. This room, approximately 350 square feet, is designed to provide work space for five teachers, and storage space for films, filmstrips, transparencies, and other audio-visual and learning materials. Activities conducted in this area include:

Team planning
Individual planning
Assessment
Program writing
Curriculum development
Previewing instructional materials

Furniture and Equipment:
Five desk chairs
Two lounge chairs
Wall mounted screen
Bookcases
Typewriter
Small center table

Special Considerations

1. A continuous 30" deep counter for planning and desk space should be built-in along the wall, providing 60" of counter top space for each of five teachers, with individual two drawer filing cabinets serving as dividers below the counter top. Each "desk" area

should also have a counter-mounted cabinet with doors, allowing for space for books and catalogs between the counter top and the base of the overhead cabinet.

2. A duplex electrical outlet should be provided above each "desk" area.

3. This room should be easily accessible to the instructional areas of the school, and as mentioned earlier, should adjoin the administrator's office by a folding wall, such as the Brunswick Valuwall which, on the Teacher Planning Room side, would be covered with tackboard and/or chalkboard, and on the Administrator's side, with tackboard.

4. Storage and display space (open shelves) should be provided for audio-visual materials (films, filmstrips, transparencies, tapes, and records) and for instructional materials, supplies and books.

D. Conference Room

This room is for parent-teacher-administrator conferences, faculty meetings for Exceptional Child Education personnel and inservice training activities.

Furniture and Equipment: Conference table
Six chairs

Special Considerations

1. This room, approximately 100-150 square feet, should adjoin the administrator's office by a foling wall.

2. Duplex electrical outlets on all stationary walls.

E. Work and Storage Room

This area is for duplicating, copying, preparing audio-visual and other instructional materials, and for the facilitation of general office administration.

Furniture and Equipment:
- Duplicating machine
- Copying machine
- Transparency making machine
- Paper cutter
- Calculator
- Rack for rolls of paper

Special Considerations

1. This room should be easily accessible to the Secretarial area and to the Teacher Planning room.

2. Wall mounted base cabinets should be provided on all available wall space, and counters should be of non-porous material and standing height.

3. Duplex electrical outlets, at least 4 total, should be provided on walls above the counter base cabinets and evenly spaced elsewhere throughout the room.

4. A lavoratory and towel rack should be provided.

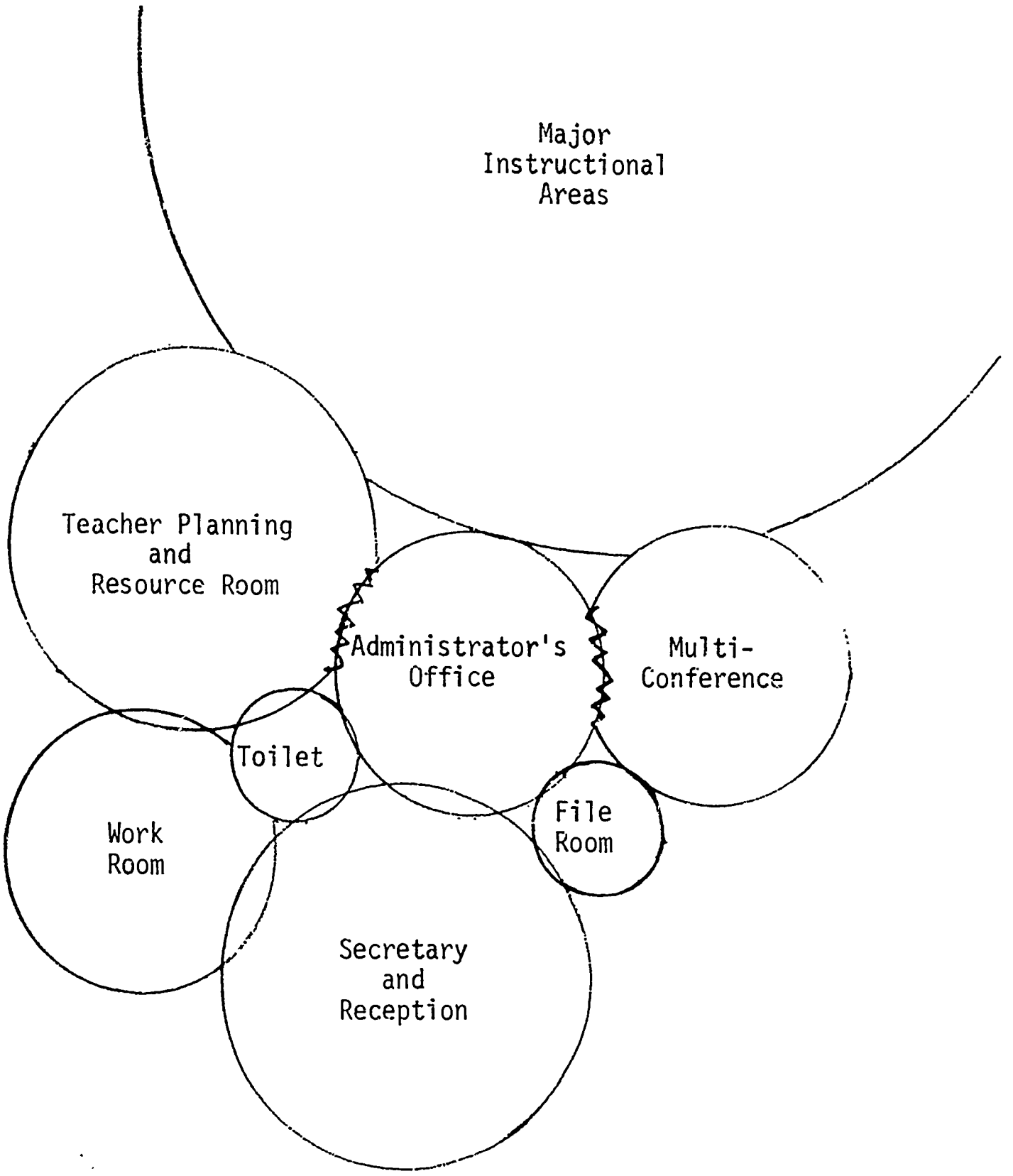
5. Wall mounted cabinets above counters are desirable, but free counter top space must be allowed for the duplicating machine.

F. Rest Room

This is for staff, the principal, and visitors, and should be accessible to all areas of the administrative complex, but not in view of the reception and waiting area. There should be a mirror-cabinet over the lavoratory.

G. File Room

A small room should be provided for the safe-keeping of pupil personnel files and confidential administrative files. There should be space for four legal size file cabinets, with locks, and a small fireproof vault. The possibility of a floor vault should not be overlooked.



ADMINISTRATIVE COMPLEX

DIAGNOSTIC ROOM

Statement of Objectives and Description of Activities

The diagnostic room is used primarily for testing, evaluation and assessment of individual children. It can also be used as an observation area and for individualized instruction in speech, auditory training, and perception.

Furniture and Equipment:

- Table, with adjustable legs, approximately 30" x 60"
- Chair, for examiner or therapist
- Two student chairs
- Chalkboard with chalk tray, approximately 3' x 3'
- Tackboard, approximately 3' x 3'
- Wall mirror, at least 30"L x 24"H (Stainless steel)

Special Considerations

1. Lighting in this room should be high level and non-glare.

2. There should be a built-in wall cabinet, with a counter top upon which equipment could be set, and closed, under-counter storage space, as well as overhead cabinets, for storage of test kits and materials. All cabinets should have locks.

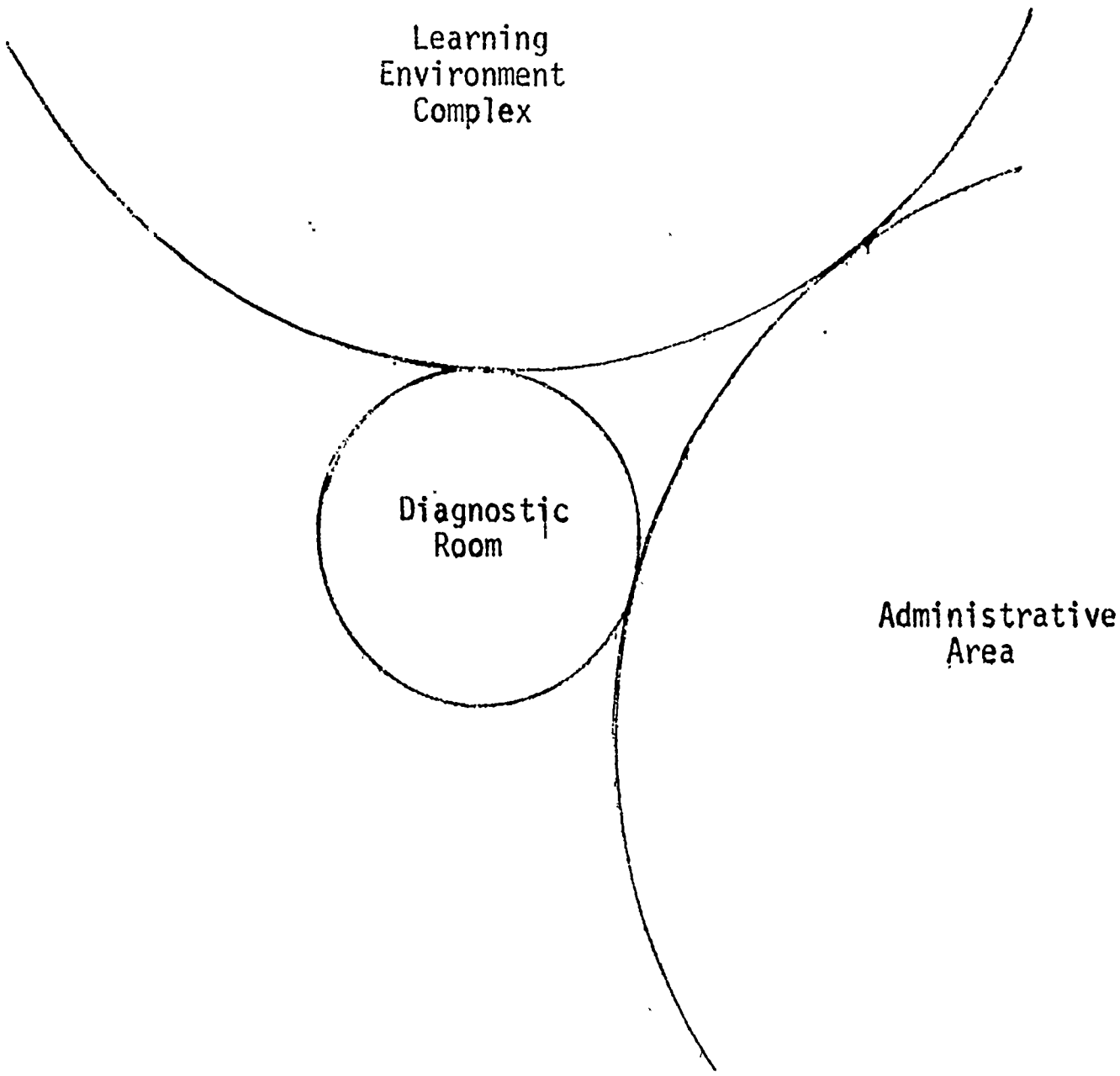
3. Any windows should be high to reduce distractions.

4. The door should have a one-way glass window for observation.

5. Duplex electrical outlets should be on each wall.

6. This room should be accessible to both the Administrative Complex and the instructional areas.

7. Acoustical treatment is required - soundproof, if possible.



DIAGNOSTIC ROOM

PRIMARY DEVELOPMENTAL CLASS

I. Statement of Objectives and Description of Program

The Primary Developmental Class is for young moderately and severely retarded and multiply handicapped children between five and eight years of life age. The program is built around preparation for daily living, with activities in the following areas:

a. Multi-Sensory development
b. Personal care and grooming
c. Recreation and leisure skills
d. Group play
e. Manual dexterity
f. Motor coordination
g. Physical development and fitness
h. Cooperative behavior
i. Speech and language development and communication skills
j. Readiness for basic tool subjects
k. Music
l. Art

Class size range is six to ten children, with a teacher and a full-time teacher aide. Grouping of students varies according to the planned activity, and ranges from individual instruction to sub- and total group involvement and participation.

General Considerations

1. Overall classroom size should be at least 1000 sq. feet, since almost all instructional activities for these children will be self-contained in this room.

2. Two duplex electrical outlets should be provided on each wall, with safety covers.

3. The placement of special activity areas within the classroom should allow for maximum flexibility of grouping, utilizing moveable site barriers for delineation, rather than walls or partitions.

4. Floors should be acoustically treated, with the exception of the Creative Play Area, which should be of washable, nonskid, easily cleaned tile.

5. Any windows in this room should be high enough so that children cannot look outside, and provisions should be made for darkening the room for use of audio-visuals.

6. Two entrances should be provided, one of which leads to the outside fenced play area designated for this group of children.

7. There should be a closet or wardrobe cabinet located near one of the entrances. This should have a standard hanger rod, approximately 5' in height, with a lower extension hanging rod approximately 3' in height, and no more than 3/4 the width of the closet. Overhead shelf space is also needed for storage of extra changes of clothing.

8. Provision should be made for individual storage for each child; tote trays are preferable to storage cubicles because of portability.

9. A combination half and half magnetic chalkboard and tackboard, approximately 10-12 total feet long, is required on one wall of the major instructional area. This should be on grids or a pulley for adjusting height, and a ledge should run full length at the bottom of both boards.

10. One full wall or a large area of one wall at least 12 feet long and 6 feet high should be left free for utilizing backdrop scenery which will be painted on canvas or similar material, pulled down from rollers mounted on brackets on the wall. The purpose of the backdrop scenery, which can be changed according to instructional activity, is to make the learning environment more specific and concretized. This wall or area of wall should be of an impervious material and washable, so that children can paint or water color on the wall.

11. If possible, floor finish should be of such color and fabric that marks and geometric designs can be drawn on it with chalk and easily removed.

12. It has been demonstrated that color has a decided, though subtle effect on behavior tone in terms of activity level, or at least the tendency for producing certain behavior tones. For example, blue produces the tendency for calmness and quiet, whereas yellow produces the tendency for a generalized increase in activity, and red adds the further dimension of intensity of activity level proneness. Consideration should be given to a multiple lighting system which would provide a selection of color tones - blue for rest periods and quiet activities; red for physical development games; and yellow or normal lighting for general instructional activities and project play.

II. Areas Within the Primary Developmental Classroom

A. Creative Play Area

Activities conducted in this area are designed:

To develop pupil competency in caring for personal daily needs such as dressing, brushing teeth, washing, and grooming;

To develop skills in home living through creative "playing house" games, eg., doll play; pretend and/or real (but simple) food preparation; sweeping and dusting; shopping for food; tea parties; washing play dishes, etc.

To develop perceptual skills and motor coordination through simple art activities such as chalk painting, water coloring, string painting, coloring, etc.

Special Considerations

1. Area should be large enough to accomodate the following child-size furniture: stove, sink, refrigerator, dish cabinet, tea table and four chairs, ironing board, 48" doll bed, a small settee, and a chest of drawers. These would be grouped to form a miniature "play house", and there should be built-in storage near this grouping for ten individual place mats and sponges, play dishes and pans, an iron, play brooms and mops, cleaning cloths, dolls and doll clothing.

2. A grooming table should be built-in near the play house grouping, possibly adjoining or adjacent to the storage mentioned above. The grooming table should be scaled to child height, be capable of seating one child, have a large mirror at the back, and drawers for grooming items such as combs, brushes, hair pins, jewelry, etc.

3. Area should also be large enough to accomodate one 48" diameter round work table which could be moved into this area when needed, and two easels for painting and art activities. Storage space should also be provided for two easels, approximately 20 jars of paint, of various sizes, a dozen art brushes, newsprint and construction paper, and miscellaneous art supplies.

4. Within the Creative Play Area there should be a lavoratory, with bubbler and spout for cup drinking, in a base cabinet which will provide storage for ten each of the following items: hand towels, wash cloths, tubes of toothpaste, combs, hand mirrors, and drinking cups. Toothbrushes should be stored in open air on wall over lavoratory cabinet.

B. Quiet Corner

A corner booth or small walled area, no more than 6' x 6', should be provided as a quiet area for easily distractible children. The walls of the booth need not be of ceiling height, but there should be a plexiglas or one-way glass window so teacher can observe child.

C. Listening Center

All audio-visual equipment should be located in one area of the room to facilitate usage, and a place needs to be provided for individual use of certain items of a-v equipment. This is a stationary area; children will be brought to the area for the activities.

Equipment: Tape recorder - 12" x 10½" x 6½"
Earphone box - 14½" x 8" x 11"
Language Master - 11" x 9½" x 7½"
Peabody Kit, Level P - 26" x 13" x 6", and 8" x 14" x 12"

Special Considerations

1. The Listening Center cabinet should be specifically designed for both storage and functional usage of all audio-visual equipment. This would require, in addition to locked storage cabinets, enough counter top space to accomodate easily both the record player and/or the tape recorder and the earphone box.

2. The Listening Center cabinet should be located near a duplex electrical outlet.

3. Near or adjacent to the Listening Center cabinet, there should be three built-in learning stations. Each station would be 25" wide, 18" deep, with dividing partitions full depth and height. The counter top for each station would be covered with non-glare formica, attached to grids on two sides of the booth for adjusting counter height from 24" to 28", in 1" increments. Each station should have its own electrical outlet.

D. Major Instructional Area

The remainder of the room is used for a varity of instructional purposes and flexibility would be obtained through the use of site barriers. Activities conducted in this area include: music, physical development, perceptual readiness, language development, group play, and manual dexterity. Children work seated at round tables, individually or in groups; individually at the learning stations; seated as a group or sub-group on the floor or in chairs in a semi-circle; or standing and moving about for activities such as music, physical development and group play.

Furniture and Equipment:
- Three 48" diameter round tables
- Twelve chairs
- Piano
- Block table, 5' x 2½', which can be used as a site barrier
- Balancing beam - 6' x 2 3/4
- Full length stainless steel mirror, 5' x 3'

Three small stainless steel mirrors, 2' x 2', 2' x 3', 3' x 3'
Two moveable site barrier counter cabinets, with recessed stacking units
Bookcase, 40"H x 12"D
Two child-size rocking chairs
Magnetic Board - 24" x 18" x 3/4"
Balls and large manipulative toys
Other instructional materials and supplies

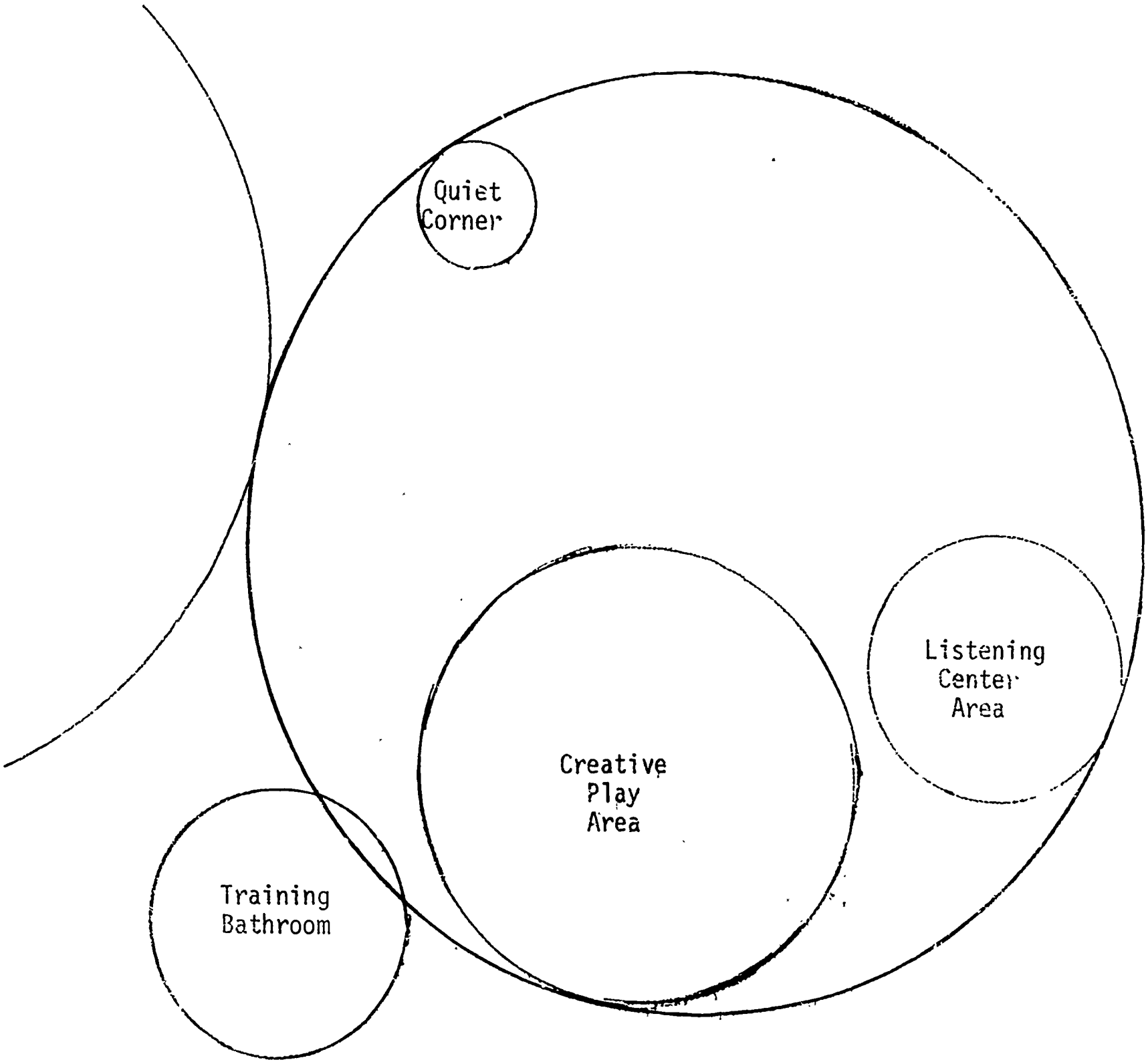
Special Considerations

1. Storage will need to be provided for the larger instructional items listed above, such as the manipulative toys, balls, and the three smaller mirrors. Also for smaller instructional materials and supplies such as peg boards, puzzles, musical toys, rhythm band instruments, Montessori materials, games, small blocks, and other developmental learning materials.

2. An area for the bookshelf and the two children's rocking chairs should be provided which is away from the Listening Center and the Creative Play Area. This would be a small "browsing corner' where children can sit quietly and look at picture books and play with quiet type toys.

E. Training Bathroom

A bathroom, similar to a typical home bathroom, should adjoin and open into the Primary Developmental Classroom. This is for training purposes and should provide enough space (approximately 150 square feet) for an adult to accompany a child. It should contain a water closet and a lavoratory and vanity with mirror. The bathing area should be isolated with tub and shower combination, and a flexible hose should be provided. Cabinets are needed for linen and towel storage and for cleaning supplies.



PRIMARY DEVELOPMENTAL CLASSROOM

LEARNING ENVIRONMENT COMPLEX

I. Statement of Objectives and Description of Program

The Learning Environment Complex is an area for the instruction of the intermediate and upper level children and youth, subgrouped in terms of life ages: 9 - 13, 14 - 17, and 18 -21. The Family Living Unit, consisting of livingroom, kitchen, dining room, and bedroom areas, would form the core of the total Complex, with surrounding or adjacent instructional areas equivalent to the floor space of four traditional classrooms. The total square footage estimated for the Learning Environment Complex is approximately 4,400 sq. feet.

The instructional program is designed to follow sequentially and developmentally the learnings of the Primary Developmental Class and will continue at the next levels of complexity the learnings of the primary class. Activities of learning will include the following:

a. Intellectual Development.
b. Environmental Orientation to home living and to the community.
c. Physical development and fitness.
d. Social Participation.
e. Communication, language and speech improvement.
f. Manipulative and motor development.
g. Visualization development and training.
h. Auditory perceptual and listening training.
i. Perceptual-motor training.
j. Conceptualization training.
k. Occupational and Work readiness training.
l. Leisure time skills training.
m. Music, art, and other expressive activity training.

The design should facilitate utilization of all facilities at various times for all subgroups of children and youth in the life age range 9 to 21. This will allow for various adaptations of the team-teaching model of instruction (such as a master teacher with one or more associate teachers) which until recently has had limited application, primarily due to architectural barriers. Experience at the Sunland Training Center at Marianna has demonstrated succinctly

the notion that younger moderately and severely retarded children learn many things through imitation and opportunities for associating with older moderately and severely retarded youth who, when properly trained, serve as excellent models. The complex should allow for planned and structured interaction for all children and youth in this age group, when desired, and enhance the opportunities for environmental orientation readiness learnings. In essence, the Learning Environment Complex becomes a small community of people in itself. There are also numerous inter- and intra variations of individual differences, and the children and youth will be at many different stages of development and achievement in specific areas of learning. The open concept will allow for flexible grouping in the major areas of learning, based on individual instructional need. Moreover, some children will require longer periods of training in particular sequences of learning, and need not be advanced to another classroom merely because of age increment, but rather would be moved to a higher functioning sub-group on the basis of attainment and achievement. All children, however, will have a basic home sub-group and teacher with which to identify. There will be a maximum of forty-five children and youth in this complex, and an average of eleven in each of four subgroups, or a total of forty-five children and youth.

General Considerations

1. The Learning Environment Complex should be of open design, but with folding walls or moveable partitions to allow for possibility of using various combinations of one to three classroom-type areas when this is needed or desired.

2. Consideration should be given to use of surface wall material which can be used both for chalkboard as well as tackboard and also for projecting films and filmstrips directly on wall. If this is not possible, twelve to fifteen linear feet of both chalkboard and tackboard should be provided on all exposed walls.

3. There should be a tiled wet area within the Learning Environment Complex which would be readily

accessible to all sub-groups, without needless distractibility to any one sub-group that might be working nearby. Wet area shall contain two lavoratories with janitorial-type sink drains, and cabinet storage space for art supplies, such as easels, jars of paint, brushes, clay, chalk, etc., including a large drawer, rack or shelf, approximately 40" x 40" for flat storage of chartboard and chart paper, poster board, large sheets of newsprint, and art paper. No specific square footage is designated for this area; however, it should be large enough for a group of 12 to utilize this space at one time for graphic-expressive activities.

4. One area should be designated for audio-visual use and should be acoustically designed in such a manner as to confine the audio stimuli to this particular area. This area will be used for showing films, filmstrips, overhead transparencies, opaque projection, playing phonograph records, tapes, and utilizing other auto-instructional devices. It is estimated that no more than 24 learners would use this area at any given time. Provisions should also be made in this area for individual learning stations, no fewer than six and no more than twelve, depending on space allowances. Specifications for the learning stations here would be the same as for those in the Primary Developmental Class, except that the center counter top should adjust from heights of 25" to 30". Lighting should be of proper intensity for study at each of the listening stations. In the Living Center area, storage space should be provided for the following minimum equipment:

Opaque projector
Film projector - 8mm
Film projector - 16mm
Tachistoscope projector
Filmstrip projector
Five small filmstrip viewers
Carousel-type slide projector
Three tape orders
Four record layers
Two Min-Max teaching machines
Overhead projector
Side angle projection box

*Mobile audio-visual table - 41"L x 23"W x 47"H
Daylight 60" x 60" portable projection screen

*A closed door cabinet should be built for roll-in storage of the mobile audio-visual table, sized to above dimensions of table.

5. The remaining areas would be utilized for general instructional pruposes and, as indicated in General Consideration 1., provision should be made, through the use of moveable walls or large site barriers, for classroom-type areas for three groups of approximately eleven children. Each area will contain at least three trapezoidal tables and twelve chairs. Storage space should be provided in these areas for instructional materials and supplies.

II. Areas Within the Learning Environment Complex

A. Family Living Center

The Family Living Center shall be designed and constructed so as to resemble the average middle class family home of Jackson and Calhoun Counties, as far as the basic and functional artifacts are concerned: it shall contain a kitchen-dining area; a living room; and a bedroom. Separate bathrooms for boys and girls are listed below under B. of this section; however, square footage for the bathrooms is not included in the 4400 square feet allotted for the Learning Environment Complex.

General Considerations

1. Partitions between kitchen-dining area and the living room, and between the living room and the bedroom, shall be approximately 4' in height, to allow for supervision of activities in the different areas by the teacher and aide.

2. The exterior view of the Family Living Center should resemble or give the viewer the

generalized impression of a "house", rather than a classroom. Consideration should be given to the use of planters along the bottom, for both decorative and functional reasons.

3. If possible, there should be doors and windows in different sizes and shapes.

4. Although the Family Living Center would also be "open" in design, it should be either recessed or raised, to set it apart from other areas of the building in terms of minimizing extraneous sounds and visual stimuli. Location should be determined by ready accessibility by all instructional groups in the Learning Environment Complex.

5. Wall finishes should be varied: tile in the kitchen; wood paneling in the living room; and wallpaper in the bedroom.

6. Safety and functionality should be compatible. The Family Living Center should be easily accessible by orthopedically or motorically handicapped or children who might be in wheel chairs. Mobility between areas (kitchen, living room and bedroom) is also needed for these children.

7. Electrical outlets must be provided in each of the areas for lamps, small kitchen appliances, etc.

8. One should have the feeling upon entering the Family Living Center of being in an actual home, in terms of the children's and youth's eye view.

Kitchen-Dining Area

The kitchen will be utilized for the preparation of food that will be served by and for different groups depending upon particular units of training; ordinarily the older groups will be involved in learning to prepare food, while the younger groups will be learning to eat proper foods appropriately. This area will also be utilized

for sheltered work readiness training which could lead to employment as a "helper" in the food handling occupations. The kitchen area should be large enough for twelve youth (adolescent ages) to work in at one time under the direction of a teacher and an aide or associate instructor.

Furniture and Equipment:
- Stove
- Sink
- Refrigerator
- Clothes Washer
- Clothes Dryer
- Two dining tables, seating six each
- Twelve dining chairs
- Buffet-hutch for dining area

Special Considerations

1. The kitchen should have an electrical exhaust system over the stove to remove odors and smoke from cooking.

2. Kitchen sink should be double, stainless steel. Storage area near sink should allow for eventual placement of a dishwasher.

3. There should be built-in storage near washer and dryer for two ironing boards, and a clothes hamper.

4. Several types of floor coverings usually found in family kitchens should be appropriately included to provide for experience in cleaning and waxing floors of different materials.

5. Storage space should be large enough to store service for up to fifty-five persons: dishes, serving plates, silverware, etc.

6. Cabinet space should also be provided for storing cooking utensils and large pots and pans used in meal preparation for large groups (up to 55).

7. Counter top space should allow for up to twelve persons to work in sub-groups of one to four

persons in meal preparation. Consideration should be given to an island cabinet, which provides counter work space and storage below. This island cabinet would also give some resemblance to the commercial food kitchen for work readiness training.

8. As an extension of the kitchen, a family dining area shall be located in such a manner to make it possible to serve approximately twelve children. Instead of one large dining table, there should be two smaller tables, each capable of seating six people, with surfaces of an impervious and durable material so that they can be used for food preparation, when needed, as well as for food consumption.

9. Electrical outlets should be provided over the counters in the sink-work area: at least four.

Living Room

The living room area will be utilized by all children and youth in the special school at various times for training in being a constructive member of a household. This area should be adjacent to or between the kitchen-dining area and the bedroom. In addition to the usual home-living training activities, it should be designed so that the furniture can be rearranged easily for training in room arrangement; the furniture will also be of such a nature that group "counseling" type discussions can be held in a relaxed atmosphere.

Furniture: Two sofas
Two lounge chairs
Four side tables
One coffee table
Lamps, as needed

Bedroom

The bedroom should be of functional design, and need only contain a double bed, a dressing table, a small chest of drawers, and a night stand. Floor covering in this area should be wood. The bedroom will be used as a sick room in case of emergency illness.

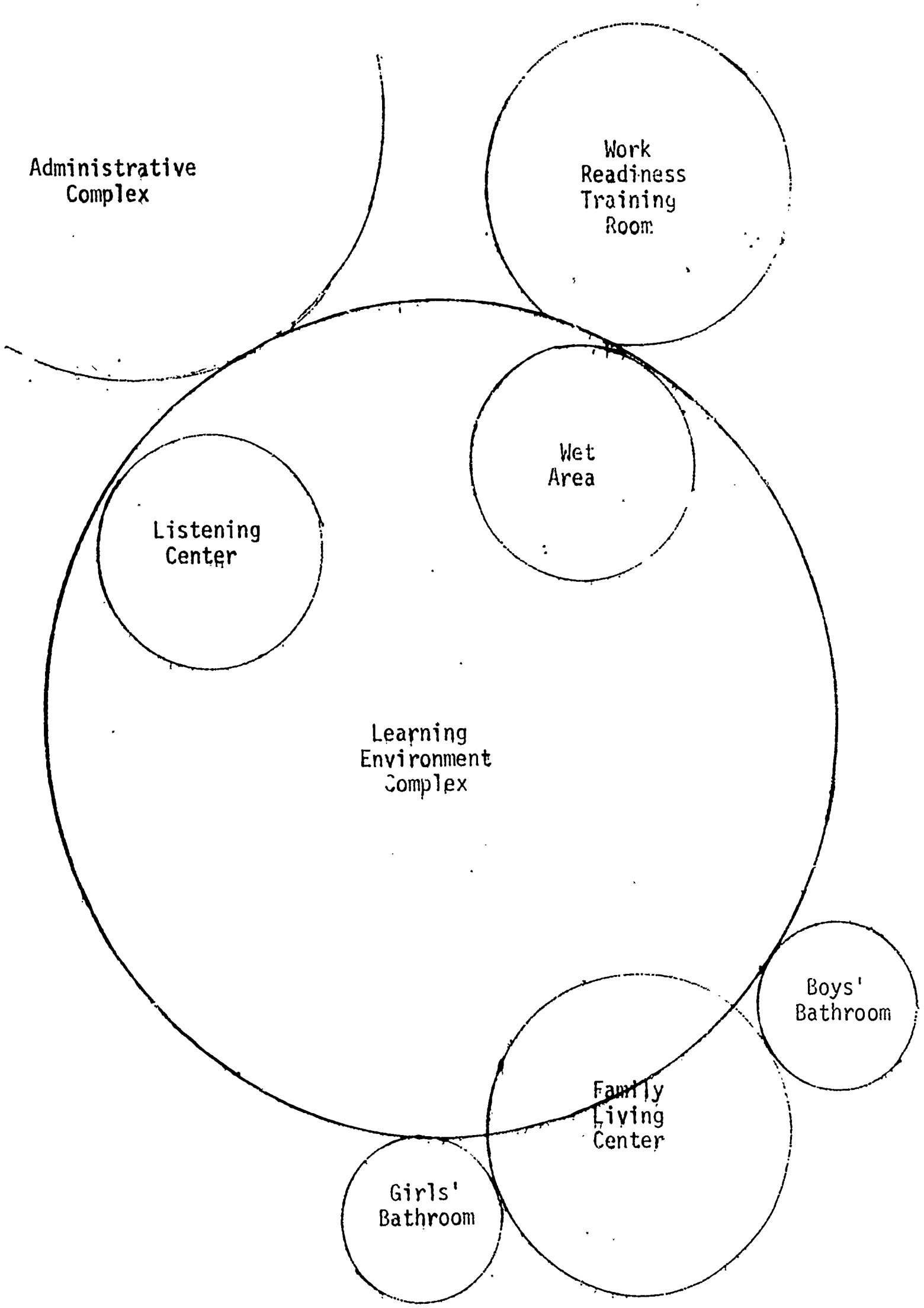
Furniture: Double bed
Dressing table
Chest of drawers
Night stand with lamp

B. Bathrooms

Separate multiple toilet rooms should be provided for boys and for girls, and these should be located adjacent to the Learning Environment Complex and near the Family Living Center as possible. Since these bathrooms will be used for training purposes, a tub and shower room should be included in each.

The girls' bathroom should contain lavoratories, water closets, mirrors, including one full length mirror, paper holders, liquid soap dispensers, paper towels, waste containers, a sanitary napkin machine, cabinets for storing cleaning and grooming supplies, and a tub with shower and flexible showering hose attachment.

The boys' bathroom should contain lavoratories, water closets, urinals, paper holders, mirrors, liquid soap dispensers, paper towel holders, waste containers, and a tub and shower with flexible showering hose attachment. Also storage cabinets for cleaning and grooming supplies.



LEARNING ENVIRONMENT COMPLEX

WORK TRAINING READINESS ATELIER

Statement of Objectives and Description of Activities

The purpose of the Work Training Readiness Atelier is to provide a multi-purpose area which can be used for conducting a wide range of work training readiness activities. The moderately and severely retarded can be trained to perform a host of simple work processes that may be sequential parts of a whole product, such as those work activities that are associated with sheltered workshops, e.g. packaging, sorting, collating, simple parts assembly, sanding furniture for refinishing, etc. There are a number of work processes required by industry and business which can be broken down into very simple and routine stages. These can be structured or fabricated in such a manner that they would be within the realm of the aptitudes of these children and youth. One of the basic goals of this special school program, as with the regular public schools, is to prepare youth for the world of work. Although, according to theory, children who are severely and moderately retarded are generally considered as being incapable of semi-independent living and working in a community, there are, in fact, many who can be trained to engage in a variety of economically useful activities.* This is particularly true in rurban areas where highly technical work skills are not necessarily required for survival employment and where sheltered home living situations are more readily available. With our rapidly changing society it is difficult to predict and project into the future the specific kinds of work opportunities that will be available for the mentally retarded; however, experience seems to indicate that as occupations become more highly specialized and technical, a residue of manual tasks nevertheless remain and accumulate. In addition, both voluntary non-profit organizations as well as government agencies are establishing sheltered work opportunities specifically for the mentally retarded and other handicapped persons, to provide employment in productively useful jobs.

Therefore, the Atelier should be designed for flexibility to add and delete work training activities as the economy of the area changes.

*See schematic on page 9.

General Considerations

1. This room should be large enough to accomodate up to 24 adolescent age youths and two instructors.

2. There should be an exhaust mechanism for the removal of industrial-type fumes, odors, and related dusts.

3. A janitorial-type sink with clog drain should be provided.

4. Floor covering shall be of heavy duty, impervious material, and there should be a floor drain appropriately placed for convenient cleaning of the floor

5. Lighting shall be of high intensity and non-glare.

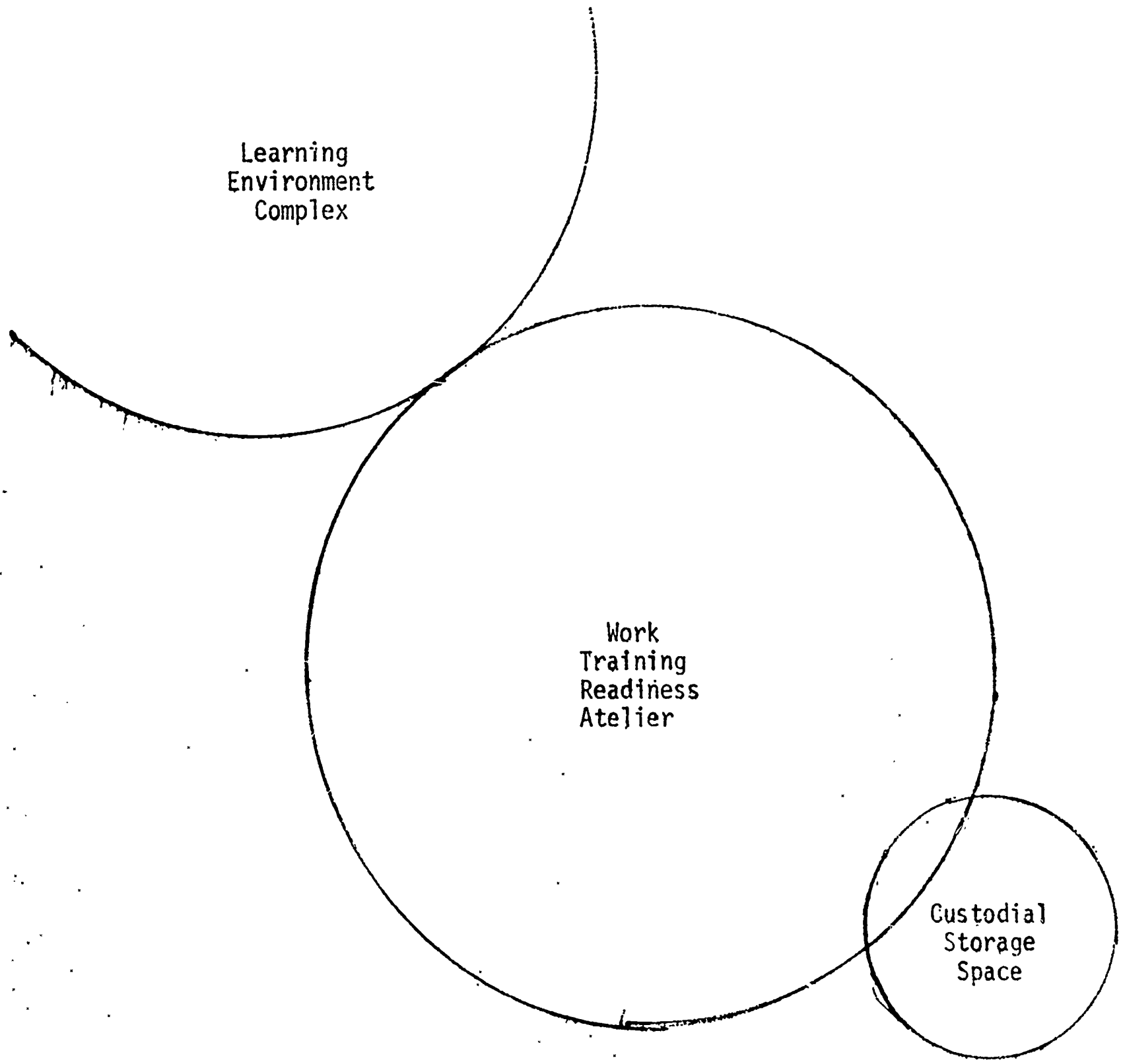
6. There should be three ceiling electrical outlets on retractable cord, 110 volts, 125 watts. Ten duplex outlets, 110 volts, should be equally and appropriately placed throughout the room. One 220 volt electrical outlet should also be provided.

7. If possible, at least two walls should contain floor-to-ceiling open shelving for storage of a wide variety of materials. Shelf depths and heights should range from 15" to 36". Shelving should be distributed for predictable accomodation, i.e., there would be more smaller materials to be stored than larger materials, but both would require similar cubic feet of space.

8. A third wall shall have shelving and storage space for lumber, metal, paper, cardboard and other similar materials. This wall should also contain four feet from floor up of locked cabinet space for storing a variety of hand tools, paint, glue, etc. It should be at least ten feet wide, and 30" deep and have counter top work space, of a non-porous material.

9. The fourth wall should have an outdoor roll-up door approximately 10' x 10' (exact size to be determined by commercially available manufactured doors of this type). The remainder of this wall should be relatively free for miscellaneous placement of furniture, equipment, etc.

10. Special consideration should be given to ceiling material for acoustical treatment, because of the high noise level of the activities conducted in the Atelier.



WORK TRAINING READINESS ATELIER

CUSTODIAL STORAGE SPACE

Statement of Objectives and Description of Activities

General objectives:
- To promote a sound system of preventive maintenance
- To insure the health and safety of the students and staff
- To make certain that the true image of the school program is communicated through the site
- To expedite the learning process

Activities:
1. Mechanical equipment will be properly serviced
2. Small landscaping will be done
3. Shrubbery and grass will receive proper care
4. Floors will be mopped, scrubbed and swept
5. Carpets will be vacuumed and shampooed
6. Minor repairs will be completed
7. Furniture, appliances and fixtures will be dusted
8. Instructional materials and equipment will be utilized and properly stored

Equipment:
- Commercial vacuum cleaner
- Lawn mower
- Garden implements
- Mops, pails, brooms, etc.
- Electric carpet shampooer
- Carpentry and electrical tools (Hammer, saws, pliers, screwdrivers, etc.)

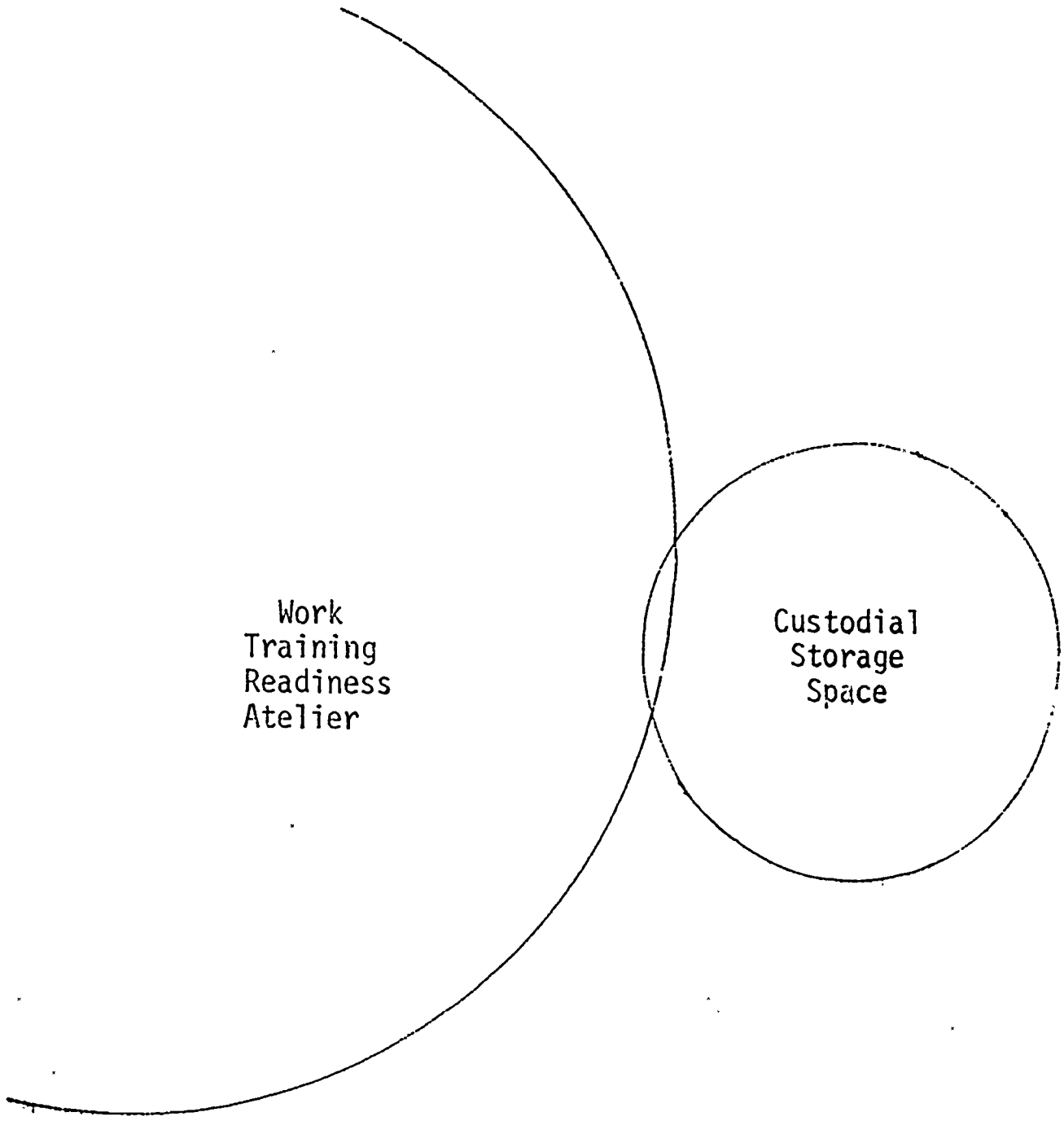
General Considerations

1. The Custodial Storage Space should be located adjacent to the Work Readiness Training Area and have doors into that area and also to the outside.

2. The outside door should be double to facilitate large equipment storage and mobility.

3. Special storage space should be provided for cleaning supplies, in cabinets with locks.

4. There should be a lavoratory with janitorial type drain, and a mop washing apparatus.



CUSTODIAL STORAGE SPACE

SCHOOL LUNCH SERVICES

The new facility will not incorporate a lunchroom. Initially these services will be provided for by either: (1) satellite services from Marianna High School cafeteria or Riverside Elementary School cafeteria; or (2) moving a portable cafeteria building to the site from either Cottondale Elementary School or Graceville Elementary School.

However, thought should be given to the future addition of a cafeteria, and possible location should be definite and incorporated into the overall site planning.

SITE PLAN

Acreage

The new facility will be located at the site of the existing Magnolia School, which is to be phased out at the end of the 1968-69 school year. The site is approximately five acres, situated six miles south of Marianna at the intersection of State Roads 71 and 280. The front 1/3 of the site, where the present school is located, is cleared, partially grassed, and has some play areas developed. There are some fine shade trees on the site which should be allowed to remain when the new facility is built.

Activities Requiring Outside Space

1. Playgrounds

   A fenced playground area should be provided for children in the Primary Developmental Class. An outside door has been specified in the Primary Developmental Classroom, so that children will have easy access to this area.

   The playground for the older children may be located near the fenced play area, but should be as close as possible to the Learning Environment Complex. There should be space for both structured physical education-type activities as well as for free play.

2. Parking

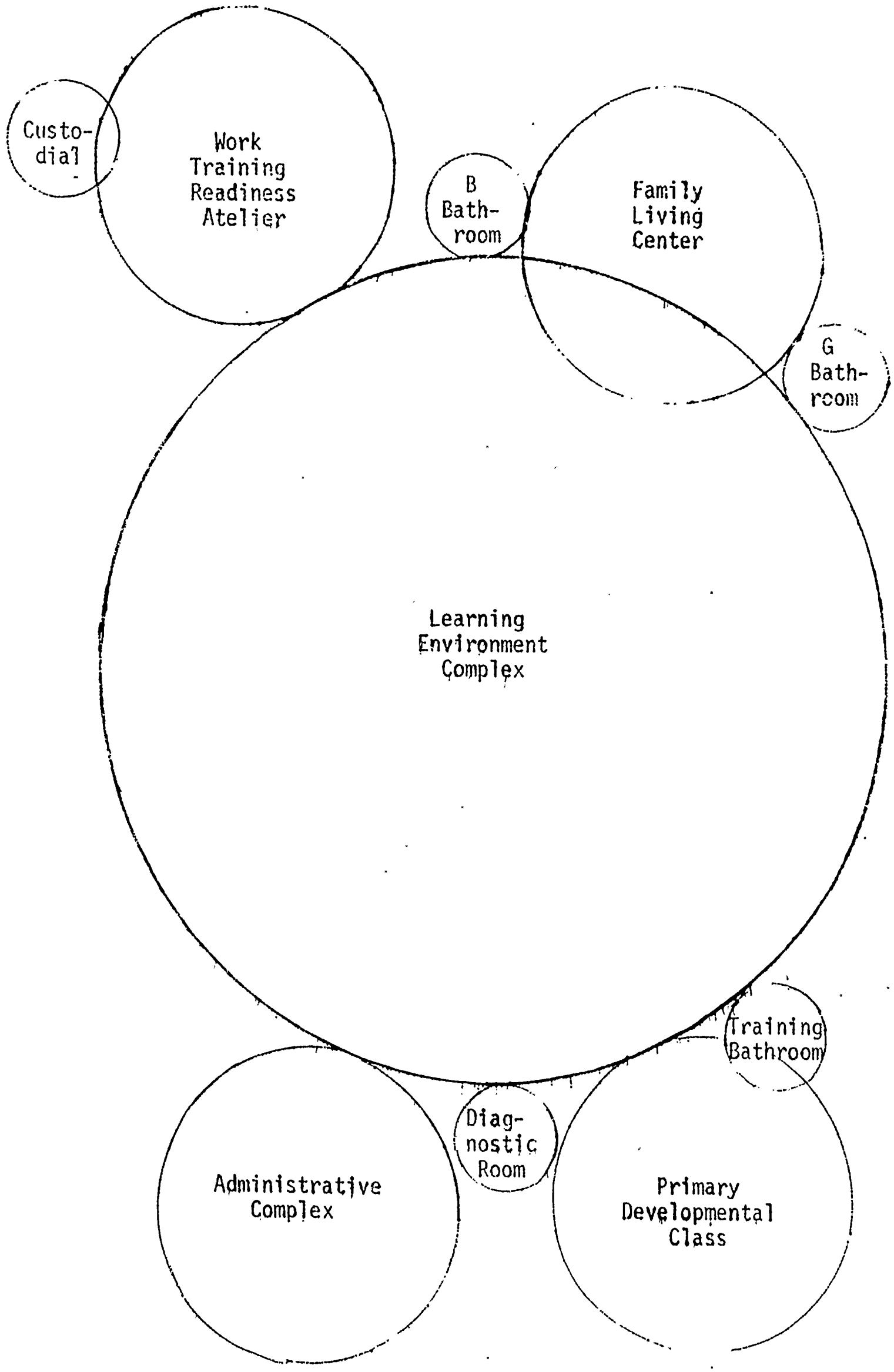
   Parking spaces should be provided in a main parking area that will accomodate at least twelve cars for staff and visitors. It is recommended that the area be designed to minimize backing of vehicles and have directional signs to direct one way traffic.

3. Buses

   Although the majority of the children are now being transported by County-owned station wagons, increased enrollment will mean that many children will be riding regular school buses. The loading area for the school buses should have a turning radius of 120 feet for easy entrance and exit, and to eliminate the need for backing. There should be an overhang at the loading entrance to protect children in inclement weather. Separate parking spaces should be provided for the three station wagons, within the vicinity of the loading area. The wagons should not be parked in the front parking area.

SPACE REQUIREMENT ESTIMATES

A.	Administrative Complex		
	Secretary and Reception Room	250	
	Administrator's Office	100	
	Teacher Planning and Resource	350	
	Conference Room	100	
	Work Room	150	
	Rest Room	100	
	File Room	50	
		1100	
	Total Administrative Complex		1100
B.	Learning Environment Complex, including Family Living Center		4400
C.	Multiple Boys' and Girls' Bathrooms		360
D.	Primary Developmental Classroom		1000
E.	Training Bathroom		120
F.	Work Training Readiness Room		1000
G.	Diagnostic Room		100
H.	Custodial Storage and Mechanical Equipment		300
	Total Sq. Ft. Less Walls, Corridors, etc.		8380
	Plus 15% for Walls, Corridors, etx.		1307
	TOTAL SQUARE FEET		9687



SPACE RELATIONSHIP DIAGRAM

EVALUATION

Provisions should be made for an initial evaluation within a year and not more than two years after completion and occupancy of the new facility. The evaluation would have four major objectives:

1. To determine whether the program statements on which the building design is based are valid and realistic, in terms of the children and staff in the school.

2. To determine whetner the program, if determined valid and realistic, can be carried out in the building as it is designed and constructed.

3. To determine the major adequacies and the deficiencies of the physical plant as they relate to the instructional and service programs.

4. To determine if there are any indications of unusual stress, weakness or premature deterioration in the physical plant, related to construction methods or materials.

This evaluation will provide the staff the opportunity to examine and re-evaluate their instructional and service programs in terms of objectives, methods and procedures, as they relate to the physical plant, and to specify adequacies and deficiencies in both or either the plant and/or the program. As well as serving as an inservice training vehicle for the staff, the resulting evaluation might be of value to other school districts planning a similar facility.

Evaluation Procedures

a. A self-study evaluation will be conducted by the school staff, with help from the Coordinator of Special Education and other consultant help as needed, within a year and not later than two years after completion and occupancy of the new building. Because the evaluation is specifically related to the school plant, it should follow the format and content of these Educational Specifications. The results of the self-evaluation should be in written form.

b. Copies of the results of the self-evaluation will be sent

to the Exceptional Child Education and Educational Facilities Planning Sections of the State Department of Education, for review, study, and revision, if necessary.

c. A site visitation will be requested by the County of a committee designated by the SDE Director of Exceptional Child Education, in collaboration with staff from the Educational Facilities Planning Section. Results of the evaluation conducted by the visitation committee will be incorporated into the self-study report, and the final document presented to the Boards of Education of Jackson and Calhoun Counties.

d. As a further evaluative and professional service endeavor to the field of Special Education, as well as for the purpose of obtaining an independent study, the staff of the Council for Exceptional Children's special grant project on "Architecture and Physical Environment for Special Education" will also be invited to make a site visitation and evaluation of the new facility. The evaluation procedures developed by the CEC project staff could further serve as an aid to the Florida State Department of Education's Exceptional Child Section in their development of guidelines for special education facility evaluation.

e. Periodic follow-up evaluations at three and five year intervals would also be advisable.

GLOSSARY OF TERMINOLOGY

Atelier	(a-tē-lyā') Workshop or work room; a place where a variety of work activities take place.
Asspciate Teacher	Refers to a para-professional level position with two years of specialized preparation to serve as a "mental retardation professional associate" in a school or other agency serving the mentally retarded.
Auditory Perception	Refers to the ability to receive, integrate and interpret auditory sounds and symbols with meaning and understanding.
Auto-instruction	Refers to the general area of programmed instruction and self-teaching machines.
Behavior Modification	Broadly defined, refers to the processes and techniques utilized to bring about a desired change in behavior; stems from the work of B.F. Skinner and is based on theories of learning.
Cerebal Palsy	Impairment of motor movement and function of all or parts of the body as a result of brain injury occuring usually before, during, or shortly following birth.
Conceptual Development	The development of basic understandings regarding people, places and things in the environment; also includes more abstract ideas and is perhaps the most difficult cognitive function to develop with the severely and moderately retarded.
Cortical Neurodynamics	The complex growth and functioning of the higher centers of the brain.
Development Level	General adaptive behavior attainment, including all aspects of behavior.
Differentiation	The ability to distinguish parts of a whole.

Down's Syndrome	Preferred term used to describe mongoliism, one of the common clinical types of mental retardation. Chromosomal abnormality is present and an aid to diagnosis; also children have similar physical appearances which can sometimes be detected at birth. A large number of the severely and moderately retarded have Down's syndrome.
Epilepsy	Convulsive disorders which produce a variety of seizures ranging from minor twitching to complete loss of consciousness and seizures that affect the whole body. Caused by brain disorder.
Etiology	The cause(s) of a disease or condition.
Exceptional Children and Youth	Includes all children and youth who deviate above or below the standard mean of behavior and/or development, broadly speaking, to such a degree that they require special education and related ancillary services in order to develop to their optimum potential.
Hyperkinesis	Hyperactivity produced by neurological or organic involvement.
Hypothalamus	Part of the brain that is involved in emotional and visceral regulative functions.
Inservice Training	Staff development programs (on-going) that are provided for all school personnel in all aspects of the total special school program.
Integration	Ability to integrate specific parts into a meaningful functional whole.
Learning Environment	Refers to specially designed instructional facilities; transcends the notion of the traditional classroom.
Mass Action	Generalized overall reaction to initial stimuli.

Master Teacher	Highly trained and experienced teacher who supervises one or more associate teachers and/or aides in the team training model. The master teacher provides the more technical instruction needed by the children, and should also be able to do specialized diagnostic evaluation and prescription.
Maturity	As used in these specifications, refers to life age of 21, although this will vary in actuality; includes the developmental period life stage for which the public schools can assume responsibility.
Mean	Arithmetic average; a referant used in relation to the mentally retarded in terms of a distance point below which intelligence scores fall; a mean of 100 is usually used.
Mental Age	In the intellectually normal person, their "mental age" corresponds to their life age. The original Binet intelligence test instrument expressed scores in terms of average mental age attainment.
Modality	Refers to sensory receptors, usually vision, hearing, touch, etc.
Moderately Retarded	The group of mentally retarded persons who range in terms of measured intelligence from I.Q. 45 - 60 (plus or minus 5), with expectancy of moderate social and economic dependence at maturity. Sometimes referred to as "trainable".
Motoric Disfunction	Crippling condition produced by muscular disorder.
Multiply Handicapped	Children and youth who are physically and mentally handicapped to a point where they require a special physical and educational environment for their optimal education and training, including related treatment and therapies; two or more serious handicaps are present.

Philosophaster	One who has only a superficial knowledge, or who feigns knowledge he does not possess.
Physio-social Mobility	The ability to ambulate and socialize in the community as independently as possible.
Readiness	A concept that indicates that there is a specific opportune time for learning certain skills; also implies that readiness can be trained for.
Reticular	Formation of the brain that is involved in regulation of certain neurological functions believed related to inhibition and disinhibition.
Rurban	Term originated by Dr. John A. Kinneman, noted sociologist, to describe communities which combine elements of the agricultural village with the culture patterns of the cities. Population of the rurban community ranges ordinarily from 3,000 to 30,000 people.
Seizure	Convulsive attack; involuntary muscular contractions.
Severely Retarded	The group of mentally retarded persons who range in terms of measured intelligence from I.Q. 25-40 (plus or minus 5), with social and economic dependence at maturity. Some of these children and youth are included in the group referred to as "trainable".
Sheltered Marriage	Consideration is currently being given to efforts to help selected mentally retarded persons enjoy as much of life as they are capable of living under proper shelter and protective opportunities, realistically related to their self-social responsibility abilities.
Sheltered Workshop	A factory, work room or simple industrial program for the employment and work evaluation of mentally retarded and multiply handicapped persons.

Socialization	The process of developing social abilities to participate in group activities at school, in the home, and in the neighborhood and community; implies degrees of self-social responsibility and time and space orientation.
Special Education and Training	Specialized field of education for handicapped or exceptional children, including related professional services such as diagnosis and evaluation, physical therapy, occupational therapy, etc.
Speech and Language Disabilities	Variety of expressive and receptive disorders of speech and language, including disorders of the physical apparatus required to produce speech.
Strauss Syndrome	Clinical entity described and treated by Dr. Alfred Strauss. Characteristics include distractibility, hyperactivity, detail-whole perceptual disability, and other symptoms of brain damage which interfere with learning and require special diagnostic and teaching procedures, according to Dr. Strauss.
Standard Deviation	A measure of standard distance from the mid-point of a group of scores; most widely used intelligence tests have a mean of 100 and a standard deviation of 15 or 16. Scores falling more than one standard deviation below the mean are considered one of the criteria utilized in definition of mental retardation.
Teacher Aide	Person who assists special education teacher in the classroom and works under direction of teacher; may also drive vehicle to transport children to and from school. There is no preservice training requirement other than having a high school diploma.
Teacher Planning	Concept whereby the instructional staff work together in developing and planning specific sequential, personalized learning activities for individual children and youth; it is essential for team teaching and individualized instruction.

Visualization	Ability to recall or form mental images or pictures.
Visual Perception	Ability to receive and integrate visual symbols with meaning and understanding.

BIBLIOGRAPHY

Bensberg, G.J. (Ed.) Teaching the Mentally Retarded. Atlanta, Ga.: SREB Attendant Training Project, 1965.

Cain, L.L., Levine, S., et al. "A Study of the effects of community and institutional classes for trainable mentally retarded children". U. S. Office of Education, Cooperative Research Branch, Contr. No. 589, SAE-8257, 1961.

Cain, L.L., Levine, S., & Elzey, F.F., Manual for the Cain-Levine Social Competency Scale. Palo Alto, Calif.: Consulting Psychologists Press, 1963.

Clarke, Ann M. & Clarke A.D.B. (Eds.) Mental deficiency: the changing outlook. New York: Free Press, 1965.

Cromwell, R.L., & Foshee, J.G. "Studies in activity level: IV. Effects of visual stimulation during task performance in mental defectives." Amer. J. ment. Defic., 1960, 65, 248-251.

Cronbach, L.J. Essentials of psychological testing. (2nd ed.) New York: Harper & Row, 1960.

Cruickshank, W.M. (Ed.) Psychology of exceptional children and youth. Englewood Cliffs, N.J.: Prentice-Hall (2nd ed., 1963).

Cruickshank, W.M., & Johnson, G.O. (Eds.) Education of exceptional children and youth. Englewood Cliffs, N.J.: Prentice-Hall, 1958.

Delp, H.A., & Lorenz, M. "Follow-up of 84 public school special class pupils with IQ's below 50." Amer. J. ment. Defic., 1953, 58, 175-182.

Dingman, H.F., & Tarjan, G. "Mental retardation and the normal distribution curve." Amer. J. ment. Defic., 1960, 64, 991-994. Figure 2 and Table 3, Chap. 2, reprinted with the permission of the publisher.

Doll, E.A. The measurement of social competence: a manual for the Vineland Social Maturity Scale. Minneapolis: Educational Testing Bureau, 1953.

Ellis, N.R., Pryer, Margaret W., Distefano, M.K., Jr., & Pryer, R.S. "Learning in mentally defective, normal, and superior subjects." Amer. J. ment. Defic., 1960, 64, 725-734.

Ellis, N.R. (Ed.) Handbook of Mental Deficiency. N.Y.: McGraw-Hill, 1963.

Farber, B. "Effects of a severely mentally retarded child on family integration." Monogr. Soc. Res. Child Develpm., 1959, 24 (Whole No. 71).

Fisher, Louise A., & Wolfson, I.N. "Group therapy of mental defectives." Amer. J. ment. Defic., 1953, 57, 463-476.

Flavell, J.H. The developmental psychology of Jean Piaget. Princeton, N.J.: Van Nostrand, 1963.

Gallagher, J.J. The tutoring of brain-injured mentally retarded children. Springfield, Ill.: Charles C. Thomas, 1960.

Gelof, M. "Comparisons of systems of classifications relating degrees of retardation to measured intelligence." Amer. J. ment. Defic., 1963, 68, 297-317.

Gesslein, C.H. "Instructions for Aides Working With the Mentally Retarded." Marianna, Fla.: Sunland Training Center, 1967.

Goldberg, I.I. "Trainable but noneducable, a debate with W.M. Cruickshank." Nat. Educ. Ass. J., 1958, 47, 622-623.

Guilford, J.P. The Nature of Human Intelligence. N.Y.: McGraw-Hill, 1967.

Herber, R.F. "A manual on terminology and classification in mental retardation." Amer. J. ment. Defic., 1959, Monogr. Suppl. (Rev.ed., 1961) Excerpts in Chaps. 2,4, & 8 and Table 5, Chap. 2 reprinted with the permission of the publisher.

Hottel, J.V. "The effect of day class training of severely mentally retarded on their intelligence, social maturity, behavior development, and home adjustment." In R.L. Cromwell (Ed.) Abstracts of Peabody studies in mental retardation, 1960, 1, 35. (Abstract).

House, Betty J., & Zeaman, D.A. "A comparison of discrimination learning in normal and mentally defective children." Child Develpm., 1958, 29, 411-415. (a).

Hunt, J. McV. Intelligence and experience. New York: Ronald, 1961.

Hutt, M.L., & Gibby, R.G. The mentally retarded child. Boston: Allyn and Bacon, 1958.

Inhelder, Barbel. Le diagnostic du raisonnement chez les debiles mentaux. Neuchatel, Switzerland: Delechaux et Niestle, 1944.

Itard, J.M.G. The wild boy of Aveyron. Tr. by G. & Muriel Humphrey. New York: Appleton-Century-Crofts, 1932.

Jervis, George A. Expanding Concepts in Mental Retardation. Springfield, Ill.: Charles C. Thomas Pub., 1968.

Kinneman, John A. The community in American society. N.Y.: F.S. Crofts, 1947.

Kirk, S.A. Public school provisions for severely retarded children. Albany, N.Y.: New York State Interdepartmental Health Resources Board, 1957.

Kirk, S.A. Educating exceptional children. Boston: Houghton Mifflin, 1962.

Kugel, R.B., & Wolfensberger, Wolf (Eds.) Changing patterns in residential services for the mentally retarded. Washington, D.C.; President's Committee on Mental Retardation, 1969.

Lyle, J.G. "Some personality characteristics of "trainable" children in relation to verbal ability." Amer. J. ment. Defic., 1961, 66, 69-75.

McClearn, G.E., & Rodgers, D.A. "Differences in alcohol preference among inbred strains of mice." Quart. J. Stud. Alcohol, 1959, 20, 691-695

Nickell, Vernon L. A curriculum guide for teachers of trainable mentally handicapped children. Chicago: Illinois Dept. of Public Instruction, 1955.

Peck, J.R., & Sexton, C. Lucille "Effect of various settings on trainable children's progress." Amer. J. ment. Defic., 1961, 66, 62-68.

Pevzner, M.S. Oligophrenia. N.Y.: Consultants Bureau, 1961.

President's Panel on Mental Retardation. A proposed program for national action to combat mental retardation. Washington, D.C.: GPO, 1962. (a).

Price, J.E. "Automated teaching programs with mentally retarded students." Amer. J. ment. Defic., 1963,68,69-72.

Robinson, H. & Robinson, N. The mentally retarded child: A psychological approach. N.Y.: McGraw-Hill, 1965.

Rothstein, J.H. (Ed.) Mental retardation: readings and resources. New York: Holt, 1961.

Saenger, G. The adjustment of severely retarded adults in the community. Albany, N.Y.: Interdepartmental Health Resources Board, 1957. Table 10, Chap. 22, compiled and reprinted with the permission of the publisher.

Sarason, S.B. Psychological problems in mental deficiency. New York: Harper & Row, 1949. (2nd., 1953).

Satter, G. "Retarded adults who have developed beyond expectation: III. Further analysis and summary," Train. Sch. Bull. 1955,51, 237-243. (b).

Satter, G., & McGee, E. "Retarded adults who have developed beyond expectation: I. Intellectual functions." Train. Sch. Bull., 1954, 51, 43-55. (a).

Satter, G., & McGee, E. "Retarded adults who have developed beyond expectation: II. Non-intellectual functions." Train. Sch. Bull. 1954, 51, 67-81. (b).

Smith, Robert M. Clinical Teaching: Methods of instruction for the retarded. N.Y.: McGraw-Hill, 1968.

Strauss, A.A., & Kephart, N.C. Psychopathology and education of the brain-injured child. Vol. 2 New York: Grune & Stratton, 1955,

Strauss, A.A., & Lehtinen, Laura E. Psychopathology and education of the brain-injured child. New York: Grune & Stratton, 1947.

Talbot, Mabel E., Edouard Seguin; A study of a educational approach to the treatment of mentally defective children. N.Y.: Teachers College Press, 1964.

Wallin, J.E.W. Education of mentally handicapped children, New York: Harper & Row, 1955.

Werner, H., & Strauss, A.A. "Impairment in thought processes of brain-injured children." Amer. J. ment. Defic., 1943, 47,291-295.

Windle, C. "Prognosis of mental subnormals," Amer. J. ment. Defic., 1962, 66, Monogr. suppl.

_____"A curriculum guide for teachers of the trainable mentally retarded." Chicago, Ill.: Illinois Council for Mentally Retarded Children.

_____"Design of facilities for the mentally retarded," PHS Publication No. 1181-C-1. Washington, D.C.: U.S. Gov't. Printing Office, 1966.

_____The dynamics of instructional groups. The 59th Yearbook of the Nat'l. Soc. for the St. of Ed. Chicago, Ill.: The University of Chicago Press, 1960.

_____"Education of the severely retarded child," Bulletin No. 20 Washington, D.C.: U.S. Gov't. Printing Office, 1961.

_____"Rules of the State Board of Education of Florida, Chapter 130-2, School Buildings." Supplement #31, Tallahassee, Fla.: State Dept. of Education.

_____"Some thoughts on planning day schools for retarded children." N.Y.: National Association for Retarded Children, 1958.

_____"1968-69 Proposed Accreditation Standards for Florida schools." Tallahassee, Fla.: State Dept. of Education,