

# DOCUMENT RESUME

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**TITLE** Physically Handicapped/Special Health Problems and Cerebral Palsy Programs; A Selective Bibliography. Exceptional Child Bibliography Series No. 628.

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**SPONS AGENCY** Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

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## ABSTRACT

The selected bibliography on physically handicapped children, children with special health problems, and programs for children with cerebral palsy contains approximately 85 abstracts and associated indexing information drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of November, 1973. Abstracts are chosen using the criteria of availability of document to user, current applicability, information value, author reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included for identification of abstract parts), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), and how to order "Exceptional Child Education Abstracts" (an order blank is provided), in which the abstracts are originally published. Also, front information includes a list of terms searched to compile the bibliography and a list of journals from which articles are abstracted for the bibliography. Publication dates of documents abstracted range from 1963 to 1973. (MC)

U.S. DEPARTMENT OF HEALTH,  
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# PHYSICALLY HANDICAPPED/SPECIAL HEALTH PROBLEMS AND CEREBRAL PALSY PROGRAMS

A Selective Bibliography

November, 1973

CEC Information Center on Exceptional Children  
An ERIC Clearinghouse  
The Council for Exceptional Children  
1920 Association Drive  
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 628

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

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# The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

## How to Use This Bibliography

The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

## How to Read the Abstract

Each abstract contains three sections—bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

## How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

## How to Purchase Documents

Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

Abstracts appearing in the bibliographies have also been published in *Exceptional Child Education Abstracts*, the quarterly abstract publication of the Council for Exceptional Children. Approximately 750 abstracts covering the broad range of exceptionality appear in each issue. (Subscription order form below.)

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# Sample Abstract Entry

Clearinghouse accession number → **ABSTRACT 769** ← Abstract number used in Indexes

Publication date → **EC 01 0769** ← ERIC accession number. Use this number when ordering microfiche and hard copy

Author(s) → **Publ. Date Jun 68** ← **ED 025 864**

Title → **44p.** ← Number of pages. Use this figure to compute cost of hard copy.

**Hensley, Gene, Ed.; Buck, Dorothy P., Ed.**

**Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1963).**

**Western Interstate Commission For Higher Education, Boulder, Colorado** ← Institution(s)

**United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.**

EDRS mf, hc indicates document is available in microfiche and hard copy.\* → **EDRS mf, hc** ← Contract or grant number

**VRA-546T66**

Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness ← Descriptors—subject terms which characterize content

Summary → **Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)** ← Abstractor's initials

\*NOTE: EDRS mf indicates microfiche reproduction only.

## INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Physically Handicapped, Special Health Problems, and Cerebral Palsy Programs* from the Center's computer file of abstracts are listed alphabetically below:

Allergy  
Amputees  
Asthma  
Cardiac (Person)  
Cerebral Palsy  
Cosmetic Prostheses  
Crippled Children  
Diabetes  
Epilepsy  
Exceptional Child Education  
Orthopedically Handicapped  
Physically Handicapped  
Prosthesis  
Quadriplegia  
Seizures  
Special Health Problems

## JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

*American Education*, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402  
*American Journal of Diseases of Children*, 535 N. Dearborn Street, Chicago, Ill. 60610  
*Early Years*, Allen Raymond, Inc., P.O. Box 1223, Darien, Conn. 06820  
*Exceptional Children*, Council for Exceptional Children, 1920 Association Drive, Reston, Va. 22091  
*Exceptional Parent*, P.O. Box 101, Back Bay Annex, Boston, Massachusetts 02117  
*Grade Teacher*, CCM: Professional Magazines, Inc., Darien, Conn. 06820  
*Journal of Health, Physical Education, Recreation*, 1201 16th Street, N.W., Washington, D.C. 20036  
*Journal of Rehabilitation*, National Rehabilitation Assoc., 1522 K Street, N.W., Washington, D.C. 20005  
*Journal of Special Education*, 3515 Woodhaven Road, Philadelphia, Pa. 19154  
*Physical Therapy*, 1156 15th Street, N.W., Washington, D.C. 20005  
*Rehabilitation Digest*, 242 St. George Street, Toronto, M5R 2N5, Ontario, Canada  
*Rehabilitation Literature*, National Easter Seal Society for Crippled Children and Adults, 2023 West Ogden Avenue, Chicago, Ill. 60612  
*Special Education*, 12 Park Crescent, London, WIN 4EQ, England  
*TEACHING Exceptional Children*, Council for Exceptional Children, 1920 Association Drive, Reston, Va. 22091

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts*, Volumes I-V, No. 1.

# ABSTRACTS

## ABSTRACT 10005

EC 01 0005 ED 010 716  
 Publ. Date 66 63p.  
**Teaching Aids for Children with Cerebral Palsy.**  
 Univ. of the State of New York. Albany.  
 Bur. for Ph. Han.  
 EDRS mf, hc

Descriptors: exceptional child education; physically handicapped; instructional materials; perception; perceptual development; verbal development; instructional aids; cerebral palsy; concept formation; educational equipment; sensory training; number concepts; physical facilities; New York

Many children with cerebral palsy have various perceptual handicaps which result from neurological impairment. Teaching aids are described by (1) name, (2) materials needed in construction, (3) pictorial representation, (4) explanation of use, and (5) the contributor's name. Categories of aids include (1) sensory development, (2) verbal development, (3) number development, and (4) physical equipment and facilities. Additional sources are listed. (GB)

## ABSTRACT 10041

EC 01 0041 ED 011 161  
 Publ. Date 64 47p.  
**Orthopedically Handicapped Children in Ohio Public Schools.**  
 Ohio Department of Education. Columbus  
 EDRS mf, hc

Descriptors: exceptional child education; physically handicapped; physical therapy; orthopedically handicapped; program development; program administration; legislation; transportation; boarding homes; historical reviews; admission criteria; certification; class size; state legislation; state programs; neurological defects; teacher certification; teaching methods; guidelines; special services; state standards; occupational therapy; Columbus

The history of programs is reviewed, including kinds and extent of services. Guidelines for establishing an orthopedic program are given and the team approach is discussed. Changes in the handicapped population and in the needs for appropriate services are noted. The appendixes include information about legal provisions, State Board of Education standards, teacher certification, boarding homes for physically handicapped children, and transportation. (GD)

## ABSTRACT 10102

EC 01 0102 ED 012 137  
 Publ. Date May 65 4p.  
 Knipe, Edythe M.; Esbjornson, Robert R.

## Hospital Classes for the Physically Handicapped.

New Jersey Dept. of Educ., Trenton Off. of Spec. Educ.  
 EDRS mf, hc

Descriptors: exceptional child education; administration; physically handicapped; state programs; hospitalized children; hospital schools; state standards; administrator guides; program administration; teacher qualifications; physical facilities; instructional programs; medical treatment; program descriptions; interaction; relationship; public schools; Trenton

The newsletter describes the New Jersey program for instruction of physically handicapped hospitalized children in terms of interaction between hospital instructional program and the regular school, relationship between the hospital instructional program and the medical program, New Jersey state regulations, criteria for selection of teachers, physical facilities, and a consultation resource. This document is The Exchange, volume 9, number 1, May 1965. (MY)

## ABSTRACT 10384

EC 01 0384 ED 015 594  
 Publ. Date 65

Daniels, Arthur S.; Davies, Evelyn A.  
**Adapted Physical Education, Principles and Practice of Physical Education for Exceptional Students. Second Edition.**

EDRS not available

Descriptors: exceptional child education; recreation; physical education; handicapped; recreational activities; physical activities; anatomy; adjustment problems; adolescents; amputees; aurally handicapped; camping; cardiac (person); cerebral palsy; children; college students; emotionally disturbed; epilepsy; handicapped children; physically handicapped; special health problems; student adjustment; visually handicapped; mentally handicapped; emotionally disturbed; administration

The three purposes of this book are (1) to show how physical education activities may be adapted for exceptional students at all levels of school, (2) to serve as a practical guide to physical education personnel who wish to work for full development of each student, and (3) to serve as a text for students in training, teachers, and therapists. Part I defines the problem in terms of children to be served, society's changing attitudes toward those with disability, and adjustment problems. It also reviews anatomy, kinesiology, and physiology of exercise. Part 2 considers physical education in relation to children with specific disabilities such as amputations, heart conditions, cerebral palsy, epilepsy, poliomyelitis, visual and auditory handicaps, and special health conditions. Programs for children with emotional instability, behavior problems, or mental retardation are discussed briefly. Part 3 considers a number of administrative-organizational topics and the values of aquatics and camping. A final chapter examines several questions related to life after the school program is completed. Selected bibliographies follow each chapter. This document was published by Harper and Row, Publishers, 49 East 33rd Street, New York, New York 10016, and is available for \$8.50. (DF)

havior problems, or mental retardation are discussed briefly. Part 3 considers a number of administrative-organizational topics and the values of aquatics and camping. A final chapter examines several questions related to life after the school program is completed. Selected bibliographies follow each chapter. This document was published by Harper and Row, Publishers, 49 East 33rd Street, New York, New York 10016, and is available for \$8.50. (DF)

## ABSTRACT 10588

EC 01 0588 ED 023 219  
 41p.

## Alpha Chi Omega Toy Book.

Alpha Chi Omega Fraternity, Indianapolis, Indiana  
 EDRS mf, hc  
 Alpha Chi Omega National Headquarters, 3445 Washington Boulevard, Indianapolis, Indiana 46205.

Descriptors: exceptional child education; physically handicapped; self care skills; instructional materials; manipulative materials; cerebral palsy; children; toys; psychomotor skills; perceptual motor coordination; skill development; games; handicapped

Patterns and directions are given for making self-help toys for cerebral palsied and other handicapped children. The toys are designed to entertain and to develop muscle coordination and finger-elbow dexterity, teach self-help skills such as dressing, stimulate visual perception, encourage hand grasps and eye-hand coordination, motivate speech, and give dramatic play. Illustrations and directions are given for the construction of 38 toys; 10 additional toys and 11 kits for play activities are also suggested. (DF)

## ABSTRACT 10879

EC 01 0879 ED 011 422  
 Publ. Date 18 Jun 65 62p.

Cochrane, Hortense S.

**The Academic Advisement of Disabled Students, Institute Proceedings (Syracuse University, Syracuse, New York, June 16-18, 1965).**

Syracuse University, New York. School of Social Work;  
 Vocational Rehabilitation Administration, Washington, D. C.

EDRS mf, hc

Descriptors: exceptional child education; physically handicapped; special health problems; visually handicapped; higher education; handicapped; admission (school); counseling; physical facilities; colleges; universities; school responsibility; personnel; Syracuse All University Rehabilitation Council; Syracuse

Speeches and reports from an institute on higher education for physically handicapped students are presented. One speech outlines the special provisions

including admission, placement, and counseling services for handicapped students at the University of Missouri. Another briefly surveys the numbers of handicapped students in colleges and universities and types of provisions made for them; it also distinguishes between the responsibilities of the university and the responsibilities of the handicapped students. Reports summarize other speeches on architectural barriers, trends in higher education, and medical aspects. Reports also summarize the workshop sessions of student personnel administrators, housing officers and campus planners, medical officers, and university counselors. Appendixes include a copy of the institute program, names and addresses of the participants, a 20-item annotated bibliography, and a list of eight sources of resource materials. (MY)

#### ABSTRACT 10942

EC 01 0942 ED N.A.  
Publ. Date Dec 67 59p.  
**Design for All Americans. A Report of the National Commission on Architectural Barriers to Rehabilitation of the Handicapped.**

Rehabilitation Services Administration (DHEW), Washington, D. C.  
EDRS mf

Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.50).

A Report of the National Commission on Architectural Barriers to the Rehabilitation of the Handicapped.

Descriptors: exceptional child education; facilities; physically handicapped; design needs; handicapped; senior citizens; standards; architecture; building design; facility guidelines; research needs; facility requirements; legislation; architecture; government (administrative body)

The need for environmental improvement to benefit the handicapped and the elderly is stated and the following are detailed: priorities for action, the lack of public awareness, progress to date, and reasons why the problem of architectural barriers persists. Listings are provided of the Commission's recommendations for legislation, research and demonstrations, education and information, and other areas. Appendixes name the witnesses before the Commission and members of the federal government liaison group; report on federal, state, and local efforts to eliminate architectural barriers; compare building codes with the American Standards Association specifications; related the report of the American Institute of Architects, Potomac Valley Chapter, on barrier free architecture; provide a checklist of publications relating to architectural planning for the physically handicapped; and cite selected references on architectural planning. The transmittal letter and roster of Commission members are included. (JD)

#### ABSTRACT 11072

EC 01 1072 ED 022 312  
Publ. Date 67 22p.  
Dexter, Genevieve

#### Instruction of Physically Handicapped Minors in Remedial Physical Education.

California State Department of Education, Sacramento. Bureau of Health Education, Physical Education, and Recreation  
EDRS mf,he

Descriptors: exceptional child education; physically handicapped; physical education; state programs; program planning; guidelines; special programs; remedial programs; financial needs; physical activities; administration; physical handicaps; equipment; facilities; financial support; course content/course organization; California

The 1967 California Legislature enacted regulations which enable local school districts to provide appropriate physical education programs for severely physically handicapped children who cannot be served in regular programs. After a summary of regulations on eligibility, class size, and reimbursement procedures, attention is given to the following: designing physical education programs to meet individual needs; procedures for initiating instruction in remedial physical education; guidelines for judging severity of disabilities; apportionment of financial allowances; requirements for a suitable teaching station; and essential equipment and supplies. Course objectives, policies for developing a course of study, and class procedures and organization are stated; an outline of course content is provided. Two appendixes include the medical evaluation form and the form for the physician's recommendation for physical education and other physical activities. (DF)

#### ABSTRACT 11126

EC 01 1126 ED 028 587  
Publ. Date Jan 67 29p.  
**Architectural Considerations for Classrooms for Exceptional Children.**  
Texas Education Agency, Austin, Division of Special Education  
EDRS mf,he

Descriptors: exceptional child education; handicapped children; educational facilities; classroom design; visually handicapped; physically handicapped; blind; partially sighted; learning disabilities; minimally brain injured; aurally handicapped; mentally handicapped; deaf; educable mentally handicapped; trainable mentally handicapped; speech handicapped; emotionally disturbed; facility requirements; educational specifications

Definitions are provided of the following exceptionalities: blind, partially sighted, physically handicapped, minimally brain injured, deaf, educable mentally retarded (primary, junior, and senior high levels), trainable mentally retarded, speech handicapped, and emotionally disturbed. Architectural guidelines specify classroom location, size, acoustical treatment, heat and light, ventilation, electrical outlets, bulletin boards and chalkboards, floors, and drinking fountain, sink, and counter space. Additional specifications are given for certain exceptionalities. (JD)

#### ABSTRACT 11198

EC 01 1198 ED 027 688  
Publ. Date Jun 68 50p.  
Naples, Victor J.; Todd, Joseph H.  
**Orthopedically Handicapped Children in Ohio Public Schools.**  
Ohio State Department of Education, Columbus, Division of Special Education

EDRS mf,he

Descriptors: exceptional child education; physically handicapped; state programs; special health problems; special classes; hospital schools; incidence; etiology; physical therapy; intelligence level; occupational therapy; physical development; perceptual motor coordination; equipment; administration; standards; educational objectives; home instruction; telephone instruction; legislation; orthopedically handicapped; Ohio

The historical development of programs for orthopedically handicapped children, class units and hospital classes approved during 1967-68, and the number of therapy units established are presented. Tables give data on program population; enrollment for years 1962-68, percent of handicaps enrolled, and IQ distributions. Aspects of occupational therapy described are self help skills, communication problems, muscle strength, coordination, social and emotional development, and special equipment; aspects of physical therapy are physical education, alleviation of pain, range of motion, strength, coordination, functional training, and special equipment. The team approach, the administration and organization of a program, educational needs, and home and telephone instruction services are discussed. Appendixes give a glossary of diagnostic terms, standards for special education units, for transportation, and for boarding homes, and bibliographies on learning disorders, cerebral palsy, and muscular dystrophy. (RP)

#### ABSTRACT 11537

EC 01 1537 ED 029 439  
Publ. Date Jul 67 43p.  
**Making Facilities Accessible to the Physically Handicapped.**  
New York State University Construction Fund, Albany  
Vocational Rehabilitation Administration (DHEW), Washington, D. C.  
EDRS mf,he  
State University Construction Fund, 194 Washington Avenue, Albany, New York 12210.

Descriptors: exceptional child education; handicapped children; design needs; campus planning; college buildings; educational facilities; facility guidelines; dormitories; sanitary facilities; building design; physically handicapped; visually handicapped; aurally handicapped; parking facilities; fire protection; State University of New York

Guidelines on performance criteria for the State University of New York consider two main types of handicapped: the ambulant and semi-ambulant, including some physically handicapped, the visually and aurally handicapped, and persons

with cardiac conditions; and persons confined to wheel chairs. The handicapped and planning for them are discussed. Specifications are detailed for the following aspects of exterior design: entrances, ramps, stairs, doors, walks, intersections, gratings and manholes, parking, and bus service. Interior design criteria cited are for general university facilities, restrooms, bedrooms, stairs, elevators, doors, conveniences, and fire protection. Persons involved in or contributing to the study are named, and 19 references are listed. (JD)

#### ABSTRACT 11836

EC 01 1836 ED N.A.  
Publ. Date Jan 68 3p.  
Resnick, Joe  
**You and the Physically Handicapped Student.**  
EDRS not available  
Grade Teacher; V85 N5 P139-40, 43 Jan 1968

Descriptors: exceptional child education; physically handicapped; student teacher relationship; teacher influence; teacher attitudes; student attitudes; social adjustment; student adjustment; personal adjustment; self concept

Suggestions are provided for the teacher of the physically handicapped child, including understanding how he feels about his handicap and himself and making physical adjustments in the classroom. Further suggestions are made which can provide a feeling of acceptance and status for the child. (JD)

#### ABSTRACT 11968

EC 01 1968 ED N.A.  
Publ. Date 69 265p.  
Cratty, Bryant J.  
**Perceptual-Motor Behavior and Educational Processes.**  
EDRS not available  
Charles C. Thomas, Publisher, 301-27 East Lawrence Avenue, Springfield, Illinois 62703 (\$9.50).

Descriptors: exceptional child education; handicapped children; teaching methods; perceptual motor learning; physical education; visually handicapped; orthopedically handicapped; learning theories; social influences; visual perception; minimally brain injured; mentally handicapped; perceptual development; visually handicapped mobility; hyperactivity; psychomotor skills; perceptual motor coordination; lateral dominance

Addressed to elementary school and special class teachers, the text presents research-based information on perceptual-motor behavior and education, including movement and the human personality, research guidelines, and movement activities in general education. Special education is considered and perceptual motor abilities are discussed with reference to the blind, the clumsy child with minimal neurological handicaps, the mentally retarded, and the orthopedically handicapped. An appendix provides a screening test for evaluating perceptual motor attributes of neurologically and mentally handicapped children as well as a mobility orientation test for the blind. (MS)

#### ABSTRACT 11990

EC 01 1990 ED 031 022  
Publ. Date 68 53p.  
Yuker, Harold E. and Others  
**The Modification of Educational Equipment and Curriculum for Maximum Utilization by Physically Disabled Persons; Design of a School for Physically Disabled Students.**  
Human Resources Center, Albertson, New York  
Office of Education (DHEW), Washington, D. C.  
EDRS mf.hc

Descriptors: exceptional child education; physically handicapped; design needs; building design; architectural programming; architectural elements; doors; corridors; flooring; lighting; classroom design; chalkboards; equipment storage; science laboratories; library facilities; dining facilities; recreational facilities; swimming pools; sanitary facilities; parking areas

Elements of modified school design for the physically disabled are considered, including mobility, classrooms, science laboratories, applied skill areas, the library, the swimming pool, and sanitary facilities. Also discussed are the cafeteria (food service, seating, and other considerations), recreational areas (play grounds, gymnasium-auditorium, and auditorium), closets and storage areas (clothing storage, lockers, and supplies and equipment storage), and parking areas (parking lots and loading areas). (JD)

#### ABSTRACT 20180

EC 02 0180 ED 031 848  
Publ. Date 69 86p.  
Nemari, Samuel P.; Velleman, Ruth A.  
**The Modification of Educational Equipment and Curriculum for Maximum Utilization by Physically Disabled Persons; Curriculum and Instructional Techniques for Physically Disabled Students. Human Resources Study Number 12.**  
Human Resources Center, Albertson, New York  
Office of Education (DHEW), Washington, D. C.  
EDRS mf.hc

Descriptors: exceptional child education; physically handicapped; curriculum; teaching methods; flexible scheduling; grouping (instructional purposes); reading; preschool education; art; music; physical education; mathematics; sciences; language arts; social studies; business education; photography; theater arts; library instruction; home economics; health education; guidance; driver education

Designed to suggest solutions to problems of curricula and instructional techniques for physically disabled children, the text considers the nature of the child and discusses these aspects of curriculum and methods: definitions and objectives; teachers and administrators; time requirements and enrichment; grouping; reading instruction; testing; homework; and teacher's aides; automation; and

classroom procedures. The following are also discussed: preschool education; language arts, art, music, physical education, math, and science in kindergarten; primary grades; language arts, math, social studies, and science in upper elementary grades; English, social studies, math, science, business education, and art, photography, puppetry, music, library, physical education, health, home economics, and guidance in secondary education; and extra-curricular activities including field trips and driver education. A summary and implications for future curricular changes are presented. (RJ)

#### ABSTRACT 20586

EC 02 0586 ED 011 720  
Publ. Date Sep 63 37p.  
**Special Education Programs. Special Report.**  
Montgomery County Public Schools, Rockville, Maryland  
EDRS mf.hc

Descriptors: exceptional child education; program planning; physical facilities; building design; state aid; homebound children; hospitalized children; physically handicapped; speech handicapped; mentally handicapped

Programs for handicapped children and the need for facilities are outlined. Charts and maps present the county geographic distribution for each handicap. Space and design recommendations for projected facilities and modification of existing physical facilities are included. (MY)

#### ABSTRACT 20676

EC 02 0676 ED N.A.  
Publ. Date Jan 66 3p.  
Noel, Alice  
**Effectiveness of an Academically Oriented Teaching Program with Crippled Children.**  
EDRS not available  
Exceptional Children; V32 N5 P325-7 Jan 1966

Descriptors: exceptional child education; multiply handicapped; orthopedically handicapped; educational philosophy; academic education; teaching methods; educational objectives; academic achievement

The teaching philosophy for a class of crippled children was changed from emphasis on personal and physical development to emphasis on functional academic skills. The class consisted of six severely involved, orthopedically handicapped children, aged 10 to 18 years. Their special class met in a regular elementary school for 5 1/2 hours daily. The curriculum consisted of academic subject matter, with concentration on communication skills and the discovery technique. Under the new approach, median gains for the class during the academic year on the Metropolitan Achievement Test were 1.4 years in arithmetic, 1.5 years in language, 1.9 in spelling, and 2.0 in reading. It is suggested that many severely involved, crippled children could learn more in an academically oriented classroom than in a class-

room geared primarily to physical development and crafts. (H E)

#### ABSTRACT 20829

EC 02 0829 ED 032 696  
Publ. Date 69 67p.  
Gordon, Ronnie

#### **The Design of a Pre-School Learning Laboratory in a Rehabilitation Center.**

Institute of Rehabilitation Medicine,  
New York University, New York, Medical  
Center  
EDRS mf,he

Descriptors: exceptional child education; physically handicapped; classroom design; instructional materials; classroom furniture; offices (facilities); facility requirements; physical design needs; furniture design; special health problems; physical facilities; space utilization; preschool children; design needs; educational facilities

A developmental setting for multi-handicapped preschool children and the physical layout of the classroom are described. Photographs and drawings of specially designed educational equipment, such as a shallow sand and water table adapted for wheelchair-bound children and an adjustable easel that allows armless children to paint with their feet, show the use of the materials and their design construction. Commentary is included which describes the function and purpose of each learning material along with the history of the school, its medical setting, and the educational philosophy of the program. (WW)

#### ABSTRACT 20969

EC 02 0969 ED 033 509  
Publ. Date 69 419p.  
Arnheim, Daniel D. and Others

#### **Principles and Methods of Adapted Physical Education.**

EDRS not available  
C. V. Mosby Company, 3207 Washington Blvd., St. Louis, Missouri 63103 (\$10.75).

Descriptors: exceptional child education; handicapped children; physical education; administration; physical activities; games; teaching methods; physical education facilities; human posture; physically handicapped; special health problems; mentally handicapped; emotionally disturbed; visually handicapped; aurally handicapped; neurologically handicapped; adults

Programs in adapted physical education are presented preceded by a background of services for the handicapped, by the psychosocial implications of disability, and by the growth and development of the handicapped. Elements of conducting programs discussed are organization and administration, class organization, facilities, exercise programs (selection, assignment, and teaching), an exercise for tension reduction, and adapted games and sports. Problems of specific disabilities and programs for the unfit which are considered are the following: posture malalignment, cardiovascular disorders, musculoskeletal disorders (acute, chronic, and congenital), mental retardation,

emotional disturbances, sensory disorders, neurological and other disorders, and adult fitness and aging. Also included are photographs, a glossary, and four appendixes with exercise diagrams. (JM)

#### ABSTRACT 20985

EC 02 0985 ED 033 525  
Publ. Date 68 88p.

#### **Guidelines for a Cooperative School Program; Education-Habilitation.**

Region V Education Service Center,  
Beaumont, Texas

Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education  
EDRS mf,he

Descriptors: exceptional child education; physically handicapped; mentally handicapped; vocational education; instructor coordinators; staff role; administration; program planning; cooperative programs; Texas

The following guidelines for establishing cooperative school programs are presented: investigating local needs, informing the public, selecting the coordinator, conferring with the counselor, explaining the program to school personnel, informing and involving parents, surveying on-campus and off-campus training, and establishing the evaluation committee and the responsibility of school personnel. The characteristics and job description of the vocational adjustment coordinator are discussed along with his duties of supervising job training and placement and of utilizing community resources. His responsibilities in the classroom, in counseling, in record keeping, and in suggested activities throughout the year are considered. The duties of the vocational rehabilitation counselor are also listed. A revised state rehabilitation program involving the administrative organization and purpose is described. Appendixes include state and local agencies to be investigated, national agencies which provide information, suggested curriculum materials, graduation requirements, and professional organizations; sample forms are provided. (JM)

#### ABSTRACT 21288

EC 02 1288 ED 027 721  
Publ. Date 68 5p.

#### **Design Criteria for Public School Plants Accommodating the Physically Disabled.**

Missouri State Department of Education,  
Jefferson City, School Building Services  
EDRS mf,he

Descriptors: exceptional child education; architectural programming; building design; construction needs; criteria; design needs; facility guidelines; physical design needs; physically handicapped; school planning; school buildings

Criteria are presented for implementation in the design and construction of school buildings and facilities in order to obviate hazards to individuals with physical disabilities. Accommodations for the physically handicapped are considered for the following: public walks, parking lots, ramps with gradients and handrails,

entrances, elevators or ramps for multiple story buildings, doors and doorways, stairs and handrails, toilet rooms and facilities, water fountains, and floors. (FS)

#### ABSTRACT 21432

EC 02 1432 ED N.A.  
Publ. Date Feb 70 3p.

#### **Programing Mobility Training: The Mathematics Approach.**

EDRS not available  
Exceptional Children: V36 N6 P461-3  
Feb 1970

Descriptors: exceptional child education; physically handicapped; mobility; teaching methods; skill development

The mathematics approach, described as a sequence of behaviors moving from task accomplishments through successive behavior segments to a development of a complete chain of behavior, is outlined as a program for mobility training. The approach is described in seven steps of motor movement with observation of the normally finalized step of accomplishment coming first, and then movement step-by-step including more previous steps until the entire chain has been completed in reverse of the normal. (Author/JM)

#### ABSTRACT 21849

EC 02 1849 ED N.A.  
Publ. Date May 70 4p.

#### **Behavior Shaping in a Classroom for Children with Cerebral Palsy.**

EDRS not available  
Exceptional Children: V36 N9 P671-7  
May 1970

Descriptors: exceptional child education; physically handicapped; behavior change; cerebral palsy; classroom environment; positive reinforcement; teaching methods; rewards; behavior problems

Seven boys diagnosed as cerebral palsied with possible diffuse organic brain damage participated in a classroom behavior shaping technique consisting of reinforcing or rewarding correct or desired behavior and not rewarding (ignoring) inappropriate behavior. Descriptions of behavior patterns and specific techniques are provided. Results based on observations indicated overall improvement in behavior patterns of the class. (RD)

#### ABSTRACT 21946

EC 02 1946 ED 036 925  
Publ. Date Feb 69 20p.

#### **Teaching and Training Aids for Orthopedic School Programs.**

Wisconsin State Department of Public Instruction, Madison, Bureau for Handicapped Children  
EDRS mf,he

Descriptors: exceptional child education; physically handicapped; instructional materials; teacher developed materials; orthopedically handicapped; self care skills; communication skills; manipulative materials; audiovisual materials

Directions are given for making teaching aids for physically handicapped children.

Self help material; aid dressing and communication; modified instructional materials teach visual, speech, and reading skills. Both types of materials are suggested for other uses as well. (JD)

#### ABSTRACT 21962

EC 02 1962 ED 036 941  
Publ. Date (69) 22p.

#### **An Adaptive Playground for Physically Disabled Children with Perceptual Deficits; The Magruder Environmental Therapy Complex.**

Orange County Board of Public Instruction, Orlando, Florida  
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education  
EDRS mf,hc

Descriptors: exceptional child education; physically handicapped; perceptual motor coordination; playgrounds; recreational facilities; preschool children; design needs; motor development; environmental criteria; physical facilities

Designed as a specialized play area for physically handicapped preschool children with perceptual deficits, the Magruder Environmental Therapy Complex (ETC) is described as a means to create an environment in which these children could function freely. Pictures are used to show children using the equipment and the architectural aspects of construction. A brief summary, the problem defined, the goal of ETC, the basic perceptual motor experiences of ETC, principle features of ETC and physical problems, testing plans designed to evaluate the effects of ETC, and early observations by teachers, therapists and aides indicating the benefits of the free, unstructured play area are detailed. (WW)

#### ABSTRACT 21964

EC 02 1964 ED 036 943  
Publ. Date (68) 87p.

#### **Planning a Special Education Building for Chester County, Pennsylvania.**

Chester County Schools, West Chester, Pennsylvania

Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education

EDRS mf,hc

BR-66-2125

Descriptors: exceptional child education; handicapped children; program improvement; educational facilities; county school systems; student placement; mentally handicapped; learning disabilities; emotionally disturbed; physically handicapped; visually handicapped; aurally handicapped; student transportation; program planning; community; educational equipment; personnel; architectural planning; school design; Chester County (Pennsylvania)

Chester County (Pennsylvania) is described in terms of its demography and its school system; its special education program is also reviewed. Placement and program organization are outlined for the trainable mentally retarded, brain injured, socially and emotionally disturbed, and physically, visually, or auditorially handicapped. The need for program im-

provement is explained, including the need for facilities, equipment, staff, and transportation. The planning process and conclusions are discussed as are 14 recommendations for the design of a county special education facility. Nine consultants' opinions are presented concerning a central facility as opposed to dispersion of classes; 10 consultants' reports are appended. An additional flier provides the architectural plans. (JD)

#### ABSTRACT 22219

EC 02 2219 ED 037 871  
Publ. Date Dec 69 140p.

#### **Guidelines for Administration of an Educational Program for Physically Handicapped Children in the Dayton-Miami Valley Region. Final Report.**

Maryland University, College Park, Interprofessional Research Commission on Pupil Personnel Services

Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education  
EDRS mf,hc

Descriptors: exceptional child education; physically handicapped; educational programs; program administration; program planning; regional programs; parent education; transportation; financial support; student placement; physical facilities; organization; community education; student evaluation; administrator guides; Ohio

The report discusses an Ohio regional program for the education of the deaf, blind, and physically handicapped dealing basically with solutions to organizational problems. Recommendations are made for a five county area with the following considerations and arrangements: the location and responsibility for the education of physically handicapped children in the Dayton-Miami region; the form and content of a multidistrict agreement; and management and program considerations such as financing, transportation, evaluation and placement, parent and community education and information, registry and census of handicapped children, and physical facilities. Also included are recommendations for the organizational structure of the regional office for educating handicapped children; future steps, and appendixes containing pertinent laws, agreements, and contracts. (JM)

#### ABSTRACT 22297

EC 02 2297 ED N.A.  
Publ. Date Mar 70 2p.

#### **Christensen, Dagney Programs for Handicapped: Creativity in Teaching Physical Education to the Physically Handicapped Child.**

EDRS not available

Journal of Health, Physical Education, and Recreation; V41 N3 P73-4 Mar 1970

Descriptors: exceptional child education; physically handicapped; physical education; physical activities; athletics; athletic activities

Based upon her program, a fifth grade teacher presents ways to include physically handicapped children in the regular physical education program. Adaptations

allowing a cerebral palsied boy to participate in typical unit activities such as football, basketball, and rhythms are listed. Primary movements which can be attempted by the physically handicapped are also listed. Suggestions for using various pieces of equipment are made. Two resource materials are suggested. (MS)

#### ABSTRACT 22434

EC 02 2434 ED 034 385  
Publ. Date 67 66p.

Yuker, Harold E., and Others

#### **The Modification of Educational Equipment and Curriculum for Maximum Utilization by Physically Disabled Persons. Educational and School Equipment for Physically Disabled Students.**

Human Resources Center, Albertson, New York

EDRS mf,hc

OEG-2644

HRS-9

Descriptors: exceptional child education; physically handicapped; audiovisual aids; auditoriums; crafts rooms; dining facilities; educational equipment; educational facilities; facility requirements; furniture; gymnasiums; library facilities; mobility aids; science facilities; study facilities; wheel chairs

Special education and school equipment for handicapped students, particularly for those in wheel chairs, are outlined with suggestions for increasing the quality and effectiveness of special education instruction. Guidelines are given for the provision of an adequate learning environment for handicapped students. Special furniture and equipment is discussed including tables and desks, bookcases and storage cabinets, chalkboards, audiovisual and communication aids, and mobility and postural equipment. Equipment needs in the different physical and functional areas within the school discussed included classrooms and laboratories, cafeterias, and recreational facilities. A reference list and appendix are provided. (TG)

#### ABSTRACT 22435

EC 02 2435 ED 034 384  
Publ. Date 67 38p.

Yuker, Harold E., and Others

#### **Modification of Educational Equipment and Curriculum for Maximum Utilization by Physically Disabled Persons. The Transportation of Physically Disabled Students.**

Human Resources Center, Albertson, New York

EDRS mf,hc

OEG-2644

HRS-10

Descriptors: exceptional child education; physically handicapped; transportation; administration; commuting students; driver education; educational equipment; financial support; mechanical equipment; mobility aids; motor vehicles; program costs; student transportation

Guidelines for the transporting of physically handicapped children to school are given along with the types of vehicles, selection and training of drivers, problems of traveling time, and administration and financing of a transportation

service. Vehicles described and compared include standard school buses, adapted buses, vans and compact buses, taxis, automobiles, and station wagons. The qualifications, selection, duties, and responsibilities of motor vehicle drivers are outlined. A reference list and appendix is included. (TG)

#### ABSTRACT 22638

EC 02 2638 ED N.A.  
 Publ. Date 70 2p.  
 Anthony, William A.  
**The Physically Disabled Client and Facilitative Confrontation.**  
 EDRS not available  
 Journal of Rehabilitation: V36 N3 P22-3  
 May-Jun 1970

Descriptors: exceptional child education; physically handicapped; adjustment problems; counseling; rehabilitation counseling; emotional adjustment

Adjustment problems encountered by a physically disabled person are discussed. Incongruous feelings concerning his disability are shown to have behavioral consequences. Reasons for the lack of honest interaction between the disabled person and normal persons are explained. The creation of facilitative conditions (an honest environment) and an effective confrontation technique by a rehabilitation counselor are shown to be necessary for the treatment of psychological problems of the physically disabled. (KW)

#### ABSTRACT 22733

EC 02 2733 ED 039 675  
 Publ. Date 69 41p.  
 Brining, Dorothy and Others  
**Activities for a Perceptual Motor Program.**  
 A. Harry Moore Laboratory School, Jersey City, New Jersey  
 Office of Education, (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education  
 EDRS mf,hc

Descriptors: exceptional child education; physically handicapped; perceptual motor coordination; learning activities; perception; curriculum guides; motor development; psychomotor skills

Perceptual motor activities for physically handicapped children are presented in the areas of fine and gross motor skills. Also detailed are activities to develop body image, visual motor skills, and tactile and auditory perception. (JD)

#### ABSTRACT 22971

EC 02 2971 ED N.A.  
 Publ. Date Jun 70 6p.  
 Wiengier, Mary  
**An Adaptive Playground for Physically Handicapped Children.**  
 EDRS not available  
 Physical Therapy: V50 N6 P821-6 Jun 1970

Descriptors: exceptional child education; physically handicapped; playgrounds; perceptual motor coordination; preschool children; perceptual development; motor development; Magruder Environmental Therapy Complex

The Magruder Environmental Therapy

Complex was designed to provide 15 closely interwoven experiences in perception and a continuum of perceptual motor experiences for physically handicapped preschool children. The child's motivation for play is capitalized upon. The report describes the development of the play complex, as yet not completed, and states that preliminary evaluation indicates increased motor achievement and greater endurance in some children. A more scientific evaluation is planned. Photographs of play equipment accompany the article. (KW)

#### ABSTRACT 23286

EC 02 3286 ED N.A.  
 Publ. Date 60 62p.  
 Dorward, Barbara  
**Teaching Aids and Toys for Handicapped Children.**  
 EDRS not available  
 Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

Descriptors: exceptional child education; handicapped children; instructional materials; preschool children; cerebral palsy; toys; puzzles; instructional aids

Homemade pegboard and puzzle-type aids for preschool cerebral palsied and other handicapped children are illustrated. Materials and methods of construction are specified, and purpose and use are described. Included are five toys, five shape perception aids, three size perception aids, four color matching aids, three reading readiness aids, and seven number readiness aids. The aids and toys have been used with cerebral palsied, brain injured, mentally handicapped, and multiply handicapped children. The materials developed for size and shape perception have been used with visually handicapped children. (LE)

#### ABSTRACT 30006

EC 03 0006 ED N.A.  
 Publ. Date 70 8p.  
 Wolinsky, Gloria F.  
**The Application of Some of J. Piaget's Observations to the Instruction of Children.**

EDRS not available  
 Teaching Exceptional Children: V2 N4 P189-96 Sum 1970

Descriptors: exceptional child education; cerebral palsy; diagnostic teaching; behavior theories; learning activities; teaching methods; learning theories; Piaget

It is proposed that Piaget's approach to the analysis of children's behavior be used as a model for the ongoing evaluation required in diagnostic teaching. A set of teacher designed exercises which illustrates how this can be accomplished is presented. Although the exercises described were developed for a cerebral palsied child, the approach can be applied to the education of all children, normal as well as exceptional. (TL)

#### ABSTRACT 30182

EC 03 0182 ED N.A.  
 Publ. Date 69 269p.  
 Peterson, Dwayne Douglas, Ed.

#### The Physically Handicapped: A Book of Readings.

EDRS not available  
 MSS Educational Publishing Company, Inc., 19 East 48th Street, New York, New York 10017 (\$7.50).

Descriptors: exceptional child education; amputees; physically handicapped; special health problems; asthma; cerebral palsy; diabetes; epilepsy; anomalies; homebound; hospitalized children; cardiac (person); Tuberculosis; Birth Defects

Designed as a text for both preservice and inservice training, the book of readings provides 42 articles on disabilities requiring special provisions in schools. Articles treat amputations and deformities, arthritis, asthma, cerebral palsy, cystic fibrosis, diabetes, epilepsy, the heart, hemophilia, leukemia, multiple sclerosis, muscular dystrophy, spina bifida, and tuberculosis. Several supporting articles on related topics including the homebound and hospitalized are presented. Appended are listings of national periodical readings, recent books, and special publications. (MC)

#### ABSTRACT 30384

EC 03 0384 ED 043 979  
 Publ. Date 70 107p.  
 Hershey, Gene, Ed.; Patterson, Virginia M., Ed.  
**Interdisciplinary Programming for Infants with Known or Suspected Cerebral Dysfunction. Report of an Interdisciplinary Conference (Santa Monica, California, March 16-18, 1970).**  
 Western Interstate Commission for Higher Education, Boulder, Colorado  
 United Cerebral Palsy Association, New York, New York  
 Rehabilitation Services Administration (DHEW), Washington, D. C.  
 EDRS mf,hc

Descriptors: exceptional child education; cerebral palsy; interdisciplinary approach; infancy; conference reports; early childhood; physically handicapped; curriculum development; teaching methods

The report of an interdisciplinary conference held at Santa Monica, California (March 16-18, 1970), contains papers on interdisciplinary programming for infants with known or suspected cerebral dysfunction. Following a general overview by R.R. Rembolt, a description of the Meeting Street School Home Developmental Guidance Program (Providence, Rhode Island) is presented by Eric Denhoff and others; Margaret Jones provides a program profile for infants and young children with physical handicaps, and Halbert Robinson examines the implications which cognitive research holds for early care. The psychologist's role in programming for such infants is suggested by C.R. Strother, while Frances Connor presents a curriculum concept for the very young handicapped child. Reports of the discussion groups include guidelines for educational programs and their implementations for infants with cerebral dysfunction. (RD)

**ABSTRACT 30424**

EC 03 0424 ED 013 988  
 Publ. Date Feb 68 107p.  
 McGowan, John F.; Gust, Tim  
**Preparing Higher Education Facilities for Handicapped Students.**  
 Missouri University, Columbia  
 Rehabilitation Services Administration  
 (DHEW), Washington, D. C.  
 EDRS mf, hc

Descriptors: exceptional child services; physically handicapped; architectural barriers; building design; facility improvement; campus planning; student personnel services; college buildings; Missouri University

The report summarizes significant events since 1959 in the University of Missouri's program to modify its physical plant and educational facilities and to organize and expand its student personnel services to enable handicapped students to attend the University. Reviewed are the program plan, site and building modifications, student services and the current status of the program and recommendations for the future. Appendixes include photographs of campus modifications, and building, facility, and bus specifications. (KW)

**ABSTRACT 30463**

EC 03 0463 ED N.A.  
 Publ. Date 60 421p.  
 Denhoff, Eric; Robinault, Isabel Pick  
**Cerebral Palsy and Related Disorders.**

EDRS not available  
 McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 (\$15.00).

Descriptors: exceptional child education; cerebral palsy; physically handicapped; perceptual motor coordination; medical evaluation; interdisciplinary approach; clinical diagnosis; medical treatment; neurological defects; psychological tests; case studies; classification; physical therapy

In the discussion on cerebral palsy, the text provides definitions and concepts regarding its nature, clinical descriptions and classifications, associated sensory and perceptual-motor dysfunctions, and comprehensive medical approach to diagnosis and prognosis. A medical timetable of treatment, stages of development, and related therapy are described. Also examined are the team approach (including factors of composition, methodology, and objectives); a review and examination of neuromuscular education; problems of psychological testing, counseling, and research; the educational and community care of the cerebral palsy child; characteristics, services, and needs of youth and young adults; and 14 case studies of children treated with the developmental approach. A list of related films is appended. (RD)

**ABSTRACT 30500**

EC 03 0500 ED N.A.  
 Publ. Date 67 187p.  
 Holt, K. S.; Reynell, J. K.  
**Assessment of Cerebral Palsy. Volume II.**

EDRS not available  
 Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202.

Descriptors: exceptional child education; cerebral palsy; vision; hearing conservation; speech evaluation; language development; communication problems; psychological evaluation

The book (volume 2 of a two part series) attempts to describe the assessment of various features of cerebral palsy to provide a framework for practical work, serve as a basis for further study, and provide a picture of the work of each professional discipline involved. Emphasis is placed upon providing a practical manual which will help to stimulate cross communication. Vision, hearing, speech, language, communication, and psychological function are dealt with. (CD)

**ABSTRACT 30623**

EC 03 0623 ED 044 860  
 Publ. Date 69 51p.  
 Calovini, Gloria  
**The Principal Looks at Classes for the Physically Handicapped.**  
 Illinois State Office of the Superintendent of Public Instruction, Springfield  
 EDRS mf

Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$1.50), 20202 (\$1.50).

Descriptors: exceptional child education; physically handicapped; special health problems; special classes; administration; administrator role; services

The booklet is designed for the principal with little background in special education who is responsible for administering a class for the physically handicapped in his building, or must supervise home or hospital classes. Essential elements of specialized services are described. Covered are definitions of handicapping conditions and their implications, and discussions of educational programs (residential and day), placement (team responsibility, records), educational provisions (facilities, equipment, materials), ancillary services (speech correction, physical therapy, occupational therapy, transportation), and administrative responsibilities (scheduling, supervision). (KW)

**ABSTRACT 30630**

EC 03 0630 ED 044 865  
 Publ. Date 69 9p.  
 Withington, Lucile F.; Savino, Michael T.

**Vocational Rehabilitation of the Severely Disabled in a University Setting.**

California State Department of Rehabilitation, Sacramento, Human Relations Agency  
 Social and Rehabilitation Service (DHEW), Washington, D. C.  
 EDRS mf, hc

Descriptors: exceptional child services; physically handicapped; vocational rehabilitation; universities; rehabilitation pro-

grams; research projects; young adults; California

Reported is the progress of a 5-year project to provide vocational rehabilitation services to a group of quadriplegic, triplegic, and paraplegic clients in a university setting, consultation, occupational therapy, tutoring, and other services are provided in a special residential unit, for the purpose of allowing the clients to successfully compete in a university academic setting (University of California at Berkeley). Discussed are the program to develop the ability to live independently, academic goals and eligibility at the university, staff, and funds and financial expenses of the project. (KW)

**ABSTRACT 30737**

EC 03 0737 ED N.A.  
 Publ. Date 67 93p.  
 Oswin, Maureen

**Behavior Problems Amongst Children with Cerebral Palsy.**

EDRS not available  
 Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 (\$4.85).

Descriptors: exceptional child education; cerebral palsy; physical handicaps; behavior problems; emotional adjustment; behavior change; teacher attitudes; teaching guides; family (sociological unit); parent child relationship; literature reviews; environmental influences; child development

Based on six years work with cerebral palsied children, the thesis deals with behavior problems among these children. To more fully clarify the allied behavior problems, the author discusses the types and causes of cerebral palsy, the effect of the cerebral palsy child upon his family (in particular his parents), and a brief pattern of the child's life (from early years to adolescence). Literature review references to behavior disorders in cerebral palsy children are made. Citing the authorities in the field, the author points up the characteristics of children with brain injuries. The handicapping condition itself, the home, and environment are also discussed in terms of causation. In closing, the author offers suggestions for the teacher of the cerebral palsied child in order to enhance his emotional and intellectual growth. (CD)

**ABSTRACT 30885**

EC 03 0885 ED N.A.  
 Publ. Date 70 5p.  
 Rafael, Berta

**The Advantages of Home Visits as a Pre-Admission Procedure.**

EDRS not available  
 Teaching Exceptional Children: V1 N3 P12-6 Fall 1970

Descriptors: exceptional child education; cerebral palsy; home visits; parent teacher cooperation; preschool education; neurologically handicapped

Described are the advantages of informal home visits by the teacher prior to a cerebral palsied child's enrollment in a preschool program. Pre-visit apprehensions and planning are discussed, and a data

recording form for home visits included. (KW)

#### ABSTRACT 31010

EC 03 1010 ED 046 140  
Publ. Date 70 87p.  
**The Way We Go to School: The Exclusion of Children in Boston.**  
Task Force on Children Out of School, Boston, Massachusetts  
Boston University, Massachusetts, School of Medicine  
EDRS mf,he

Descriptors: exceptional child education; educational policy; educational responsibility; suspension; expulsion; educational practice; school responsibility; withdrawal; discipline policy; emotionally disturbed; physically handicapped; culturally disadvantaged; mentally handicapped; unwed mothers; Massachusetts

The report by the Task Force on Children Out of School describes practices and procedures of exclusion which prohibit a minimum of 4,000 school age children from attending the Boston public schools. Children who are culturally different, physically different (both handicapped and pregnant), mentally handicapped, and emotionally disturbed are discussed as primary groups of school exclusion. Examples of misplaced priorities in Boston's school policies are presented in areas of the School Department practices, school counselors and attendance officers, mental health services, and general administrative responses to children's needs. Specific recommendations to eliminate conditions of school exclusions are provided. Appendixes cite general laws relating to education, examples of school programs in other cities, statistical data from the survey of children out of school, and names of persons interviewed during the study. (RD)

#### ABSTRACT 31091

EC 03 1091 ED N.A.  
Publ. Date 70 4p.  
Livingston, Samuel

#### **The Physician's Role in Guiding the Epileptic Child and His Parents.**

EDRS not available  
Dr. Samuel Livingston, Johns Hopkins Hospital, 601 North Broadway, Baltimore, Maryland 21205.  
American Journal of Diseases of Children: V119 N2 P99-102 Feb 1970

Descriptors: exceptional child education; epilepsy; parent counseling; physicians

Designed for the physician and parent, the article discusses the physician's role in guiding the epileptic child and his parents. The author stresses the idea that the patient be accepted as a person with a certain degree of handicap, but with potentialities which are to be encouraged. (CD)

#### ABSTRACT 31234

EC 03 1234 ED N.A.  
Publ. Date 70 185p.  
Merrill, Toni

#### **Party Packets: For Hospitals and Homes--Shortcuts for a Single Activity Worker.**

EDRS not available  
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$9.75).

Descriptors: recreation; hospitalized children; handicapped; handicapped children; games; physically handicapped; leisure time

Party games and indoor recreational activities are presented for use with hospitalized and handicapped persons. The specific games described include those appropriate for New Year's, Lincoln's Day, Valentine's, St. Patrick's Day, Easter, April Fools, birthdays, Halloween, Veteran's Day, Thanksgiving, and Christmas. Also provided are such activities as choral reading, play reading, adapted bingo, word games, detective hunts, table games, musical games, written quizzes, and athletic activities. The selection and adaptation of the activity in relation to the handicap or limitation of the participants are emphasized. (RD)

#### ABSTRACT 31536

EC 03 1536 ED N.A.  
Publ. Date Feb 71 4p.  
Pettit, Milton H.

#### **Programs for the Handicapped: Physical Education for Orthopedically Handicapped Children.**

EDRS not available  
JOURNAL: V42 N2 P75-8 Feb 1971

Descriptors: exceptional child education; physically handicapped; physical education; program descriptions; California

Methods of class organization, general teaching considerations, and the importance of physical education for the physically handicapped are described. An archery program and activity day at the Cypress Orthopedic School in Ontario (California) are presented with sample activities, specific techniques (concerning equipment, scheduling, and staff involvement), and objectives to be used in work with the physically handicapped. (RD)

#### ABSTRACT 31716

EC 03 1716 ED N.A.  
Publ. Date Mar 71 2p.

Wolinsky, Gloria F.

#### **Materials to Prepare Children for Hospital Experiences.**

EDRS not available  
Exceptional Children: V37 N7 P527-8 Mar 1971

Descriptors: exceptional child education; special health problems; hospitalized children; children's books; emotional adjustment; annotated bibliographies

Listed are 11 selected booklets, pamphlets, and books developed by hospitals and nonprofit organizations to help prepare a child for hospitalization. All are inexpensive and can be given to children for personal use. Each item is briefly described. (KW)

#### ABSTRACT 31771

EC 03 1771 ED N.A.  
Publ. Date Mar 71 3p.

Adams, Ronald; Frederick, Joseph

#### **Programs for the Handicapped; Putt-Putt Golf; Ropes for Wheelchairs.**

EDRS not available  
JOURNAL: V42 N3 P48-50 Mar 1971

Descriptors: exceptional child education; physically handicapped; wheelchairs; recreation; physical education; games

Two types of therapeutic recreation or adaptive physical education activities for handicapped children are described. Putt-putt golf for the physically handicapped is presented, including necessary equipment and specifications of a sample four-hole course. Special instructions and program adjustments for wheelchair players and for other specific disabilities are detailed. The second type of activity sketched involves the use of ropes in various capacities to provide movement activities for children in wheelchairs. (KW)

#### ABSTRACT 31886

EC 03 1886 ED N.A.  
Publ. Date 71 3p.  
Mullins, June B.

#### **Integrated Classrooms.**

EDRS not available  
Journal of Rehabilitation: V37 N2 P14-6 Mar-Apr 1971

Descriptors: exceptional child education; physically handicapped; regular class placement

The article identifies some critical problems in the area of education of physically handicapped children and suggests some remedies. Examples are cited which illustrate problems caused by unnecessary segregation of the physically handicapped in special classes and schools. Difficulties caused by the wide range of age, intelligence, and types of behaviors and disabilities in such classes are pointed out. The paper argues that the kinds of problems discussed would diminish if physically handicapped children were placed in regular classes according to their developmental and educational needs rather than in special classes on the basis of medical diagnosis. How to meet their physical and medical needs in a regular classroom is briefly discussed. (KW)

#### ABSTRACT 32259

EC 03 2259 ED N.A.  
Publ. Date May 71 8p.  
Scarnati, Richard A.

#### **The Role of the Physical Therapist in Special Education.**

EDRS not available  
Rehabilitation Literature: V32 N5 P130-7 May 1971

Descriptors: physical therapy; physically handicapped; medical treatment; school services; exceptional child education; physical therapists

The role and responsibilities of the physical therapist employed by the school system to work with handicapped children are discussed. Suggested components of a physical therapy classroom department are listed in terms of needed areas (for examination, treatment, staff, toilet facilities, and storage) and equipment (electrotherapy, hydrotherapy, and

exercise aids). The following modalities used in physical therapy are described in terms of specific condition benefits: microwave diathermy, ultraviolet rays, luminous and infrared heating, ultrasound, shortwave diathermy, electrical stimulation, moist air unit, whirlpool, cryotherapy, paraffin bath, and hydrocollator hot pack. Also presented are brief descriptions of selected physical therapy techniques including pool therapy, massage, therapeutic exercise, posture training, Activities of Daily Living (ADL), recreation therapy, proprioceptive neuromuscular facilitation, gait training, relaxation, and perceptual motor training. Tests and evaluations noted by the author for use in physical therapy are in areas of body alignment, manual muscle tests, sensory examination, electrodiagnostic examinations, sequential motor development, joint range of motion, ADL testing, and gross motor ability. (RD)

#### ABSTRACT 32260

EC 03 2260 ED N.A.  
 Publ. Date May 71 3p.  
 Velleman, Ruth A.  
**The School Library in the Education of Handicapped Children.**  
 EDRS not available  
 Rehabilitation Literature: V32 N5 P138-40 May 1971

Descriptors: exceptional child education; libraries; physically handicapped; library services; reading materials; childrens books; Human Resources School (New York)

As librarian at the Human Resources School (New York) for students with physical handicaps or special health problems, the author describes the development and present status of the library program. Topics of library programing which are briefly treated include student characteristics in relation to reading interest, skills, and disability; the nature of the collection in terms of reference books, periodicals, large print and talking books, instructional materials, and high-interest and low vocabulary books; and library instruction for students and curriculum work involving staff. The relationship of the Human Resources School Library to the Special Education Instructional Materials Center Network is also described. (RD)

#### ABSTRACT 32261

EC 03 2261 ED N.A.  
 Publ. Date May 71 2p.  
 Koontz, Charles; Fasteau, Steven  
**A Model Hospital School Program.**  
 EDRS not available  
 Rehabilitation Literature: V32 N5 P141-2 May 1971

Descriptors: exceptional child education; physically handicapped; hospital schools; hospitalized children; California

An overview is presented of the school program and related services at the Rancho Los Amigos Hospital School (California) which serves approximately 100 physically handicapped children between the ages of 3 and 21 years. Brief descriptions are made in areas of class organiza-

tion, curriculum requirements, field trips, and diagnostic evaluations. (RD)

#### ABSTRACT 32423

EC 03 2423 ED 050 538  
 Publ. Date Nov 70 30p.  
 Savino, Michael T.; Belchick, Gerald D.  
**Vocational Rehabilitation of the Severely Disabled in a University Setting. Second Year Report.**  
 California State Department of Rehabilitation, Sacramento  
 Social and Rehabilitation Service (DHEW), Washington, D. C.  
 EDRS mf,hc

Descriptors: exceptional child services; physically handicapped; rehabilitation programs; vocational rehabilitation; universities; young adults; California

Reported is the progress of a vocational rehabilitation program for severely disabled students at the University of California, Berkeley. The Cowell Hospital Project provides housing and special assistance for quadriplegics with an especially favorable academic prognosis. The report summarizes the project's funding, type of clients, admission procedures, assistance provided to handle the activities of daily living, medical management, rehabilitation counseling services, costs, and future. It is noted that the academic and vocational achievement of clients is above that of the average university student and/or rehabilitation client. Appended information includes a table of client characteristics, case cost estimates, reprints of news articles on the project, the Cowell Residence Program admission procedure and a student questionnaire, evaluative comments and recommendations by project participants, and brief case summaries of the 18 clients currently served by the project. (See ED 044 865/EC 030 630 for a previous report on this project.) (KW)

#### ABSTRACT 32506

EC 03 2506 ED N.A.  
 Publ. Date Jun 71 3p.  
 Fox, Joshua  
**Sex Education--But for What.**  
 EDRS not available  
 Special Education: V60 N2 P15-7 Jun 1971

Descriptors: exceptional child education; physically handicapped; sex education; sexuality; cerebral palsy; maturation

The article deals with the issue of sex education for the severely physically handicapped. Differences in the approach to sex education as a result of a handicapping condition such as the dependence on others, the bodily hinderances, and community attitudes on sex that the handicapped cannot avoid are pointed out. Understanding the underlying anxieties, the importance of sexual fantasies, and the problems in attaining maturity are considered. Three aspects of how sex education can prepare the physically handicapped for the kind of life they are to lead as adults (sexual behavior, personal relationships, substitutes) are also discussed. (CD)

#### ABSTRACT 32580

EC 03 2580 ED 051 609  
 Publ. Date 71 165p.  
**Education of the Physically Handicapped.**  
 New York City Board of Education, Brooklyn, New York, Bureau of Curriculum Development  
 EDRS mf,hc  
 Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$2.50).

Descriptors: exceptional child education; physically handicapped; educational programs; program descriptions; home instruction; neurologically handicapped; administrative organization; curriculum; counseling; New York

Described are the philosophy, organization, and curriculum of programs functioning under the Bureau for the Education of the Physically Handicapped (BEPH), which administers educational programs for approximately 10,000 physically handicapped children in New York City. Following an explanation of the general principles guiding the development of programs, an overview of programs offered by BEPH is given and admission and transfer procedures clarified. Examined in greater detail are the health conservation classes, focusing upon classes for the severely orthopedically handicapped and brain-injured. Such aspects as screening, physical plant, curriculum and activities, materials, and services are summarized. Also detailed is the home instruction program. Following a general discussion of topics basic to curriculum planning for the physically handicapped, curriculum adaptations for specific subject areas are presented. Objectives, services, and roles of parent, teacher, and school in the guidance program are reviewed. Final chapters define some common physical disabilities, examine trends in regular and special education, and outline innovations especially relevant to education of the physically handicapped in New York City. (KW)

#### ABSTRACT 32581

EC 03 2581 ED N.A.  
 Publ. Date 70 8p.  
 Sattler, Jerome M.; Tozier, Leonard L.  
**A Review of Intelligence Test Modifications Used with Cerebral Palsied and Other Handicapped Groups.**  
 EDRS not available  
 Journal of Special Education: V4 N4 P391-8 Fall-Win 1970

Descriptors: exceptional child research; handicapped children; cerebral palsy; intelligence tests; intelligence quotient; test reliability; testing problems; research reviews (publications)

The review considers problems and research findings associated with the administration of intelligence tests in a modified manner to handicapped persons, particularly the cerebral palsied. It is reported that seven studies showed nonsignificant differences and two studies showed significant differences in

scores between modified tests and tests administered using standard procedures, although few studies compare handicapped and non-handicapped groups. Also reviewed is research on the reliability and validity of IQ scores for cerebral palsied children. It is concluded that, despite some controversy, such IQ scores do have a satisfactory degree of reliability. (KW)

#### ABSTRACT 32616

EC 03 2616 ED 051 616  
 Publ. Date 69 66p.  
 Outland, Richard W.; Gore, Beatrice E.  
**Home and Hospital Instruction in California.**  
 California State Department of Education, Sacramento, Division of Special Education  
 EDRS mf, hc

Descriptors: exceptional child education; physically handicapped; home instruction; homebound; hospitalized children; state programs; educational programs; administrative policy; teacher role; California

Written in question and answer format, the bulletin contains answers to the most frequently asked questions regarding the California Program for Homebound and Hospitalized Children. Considered individually are the administration, the objectives and procedures of the instructional program, and the personnel roles and procedures involved in both home instruction and hospital instruction for children who are homebound or hospitalized for long periods due either to physical handicaps or prolonged illness. Attention is also given to the teleclass program, in which special telephone equipment enables homebound students to hear teachers and fellow classmates, participate in class discussions, and receive instructions as if in the classroom. Questions concerning eligibility, equipment, cost, teacher role, and legal provisions for teleclasses are answered. (KW)

#### ABSTRACT 32877

EC 03 2877 ED 053 499  
 Publ. Date 71 24p.  
**The Provision of Education for Pupils Who Are Homebound or Hospitalized.**

Ontario Department of Education, Toronto  
 EDRS mf, hc

Descriptors: exceptional child education; homebound; hospitalized children; educational programs; special health problems; physically handicapped; administration; teacher role

Suggestions are made for administrators responsible for the establishment and supervision of programs and services for children who are homebound or hospitalized and for teachers of such children. The section for the administrator considers program objectives, program merits, responsibilities and supervision, pupil eligibility, referrals, termination of home instruction, teacher selection, parent responsibilities, and programs for the emotionally disturbed, severely retarded, and

learning disabled. Recommendations for teachers include teacher role, supportive consultants, making a community directory, self-help, procedure subsequent to referral, initial home visit and lesson, the hospital setting, team conferences, time for instruction, and record keeping. Types of programs and aids and a glossary are also included. (RJ)

#### ABSTRACT 33042

EC 03 3042 ED N.A.  
 Publ. Date Sep 71 4p.  
 Rux, Robert E.  
**Suggestion from the Field: Standing Platforms for Nonambulatory Patients.**  
 EDRS not available  
 Physical Therapy; V51 N9 P1013-6 Sep 1971

Descriptors: exceptional child education; physically handicapped; mentally handicapped; physical development; motor development; equipment; muscular strength; physical therapy; habilitative aids

Teaching ambulation to nonambulatory children by using standing platforms is discussed. Research cited indicates that delay in motor skill development interferes with potential growth: psychological development, intelligent behavior, emotional expression and control, language and thought. Because non-ambulatory children are unable to bear weight and balance in the upright position by themselves, a method of teaching them ambulation is through the use of individual or group standing platforms. The standing platform can be used with or without gutter splints to maintain stability of the lower extremities while allowing freedom of movement of the head, neck, trunk, and upper extremities. The platform's design and function provide children the security and opportunity to develop strength, endurance, balance, and coordination, to stretch undesirable contractures, to perceive different sensations, and to engage in interpersonal interactions. Pictures and construction details for group platforms are included. (CB)

#### ABSTRACT 33068

EC 03 3068 ED N.A.  
 Publ. Date 71 287p.  
 Aas, Kjell  
**The Allergic Child.**  
 EDRS not available  
 Charles C Thomas, Publisher, 301-327

East Lawrence Avenue, Springfield, Illinois 62703 (\$11.75).

Descriptors: exceptional child services; special health problems; allergy; asthma; medical treatment; medical evaluation; medical case histories; etiology; disease control; parent education

Written primarily for parents and those people having contact with allergic children, the book presents information to improve the understanding and treatment of allergic children. Allergic diseases are defined as illnesses of special reactions. Emphasis is placed on more serious or difficult allergic reactions in both the

general discussion and the case histories. Topics discussed are the role of allergens in causing allergic diseases, allergy prophylactic measures, threshold mechanisms, allergic rhinitis, hay fever, seasonal rhinitis, pollen allergies, asthma, bronchitis, allergic skin diseases, allergic shock, serum sickness, allergic eyes, headache, mental factors in allergic diseases, environmental factors, allergy diagnosis, general instructions for elimination and provocation diets for allergy, allergen elimination, hyposensitization, medicinal effects and side-effects, physical treatment and gymnastics for asthmatics, prophylactic vaccines, use of gamma-globulin and fluoride, growing out of allergies, the school and the allergic child, and allergy and choice of vocation. (CB)

#### ABSTRACT 40005

EC 04 0005 ED N.A.  
 Publ. Date Sep 71 5p.  
 Weishahn, Mel W.; Mitchell, Richard  
**Educational Placement Practices with Visually Disabled and Orthopedically Disabled Children--A Comparison.**  
 EDRS not available  
 Rehabilitation Literature; V32 N9 P263-6, 288 Sep 1971

Descriptors: exceptional child education; visually handicapped; physically handicapped; student placement; educational trends; regular class placement; historical reviews; administrative organization

Trends in educational placement practices for the visually handicapped and physically handicapped are compared. Traced are the successive development of residential programs, segregated day schools and special classes within the public school system, cooperative classes (some association of visually handicapped with sighted students) and special units adjacent to regular school building for the physically handicapped, enrollment of handicapped students in regular classes with supplementary services from a resource teacher and resource room (only recently used on a limited basis for the physically handicapped), and the use of itinerant teachers (not yet used for the physically handicapped). Comparison of placement practices shows parallel trends toward greater integration into regular education programs, but with a lag in the development of such integrating programs for the physically handicapped. This lag is attributed in part to a focus upon medical services for such children. (KW)

#### ABSTRACT 40077

EC 04 0077 ED N.A.  
 Publ. Date Oct 71 9p.  
 Kolderie, Mary L.  
**Behavior Modification in the Treatment of Children with Cerebral Palsy.**  
 EDRS not available  
 Physical Therapy; V51 N10 P1083-91 Oct 1971

Descriptors: exceptional child education; physically handicapped; cerebral palsy; behavior change; operant conditioning;

reinforcement; case studies; physical therapy

Implications for use of behavior modification as a treatment method in physical therapy are made, particularly as they relate to cerebral palsy. Defined are the following behavior modification terms: classical conditioning, operant conditioning, reinforcement, schedules of reinforcement, extinction, behavior shaping and successive approximation, chains of behavior, generalization of behavior, stabilization of behavior, deprivation, satiation, baseline, and reversal of contingencies. The term cerebral dysfunction is said to be preferred to cerebral palsy, for cerebral dysfunction is said to involve neuromotor, sensory, intellectual, behavioral, hearing, and/or sight problems. Several case studies are presented briefly: a retarded girl is taught to walk by using food as a reinforcement, a baby boy is taught to engage in physical activity, a baby girl is taught to walk, an 18-year old boy is taught to type, a 7-year old boy is taught to walk, a 60-year old woman is taught to control involuntary movements, and a 9-year old boy is taught to concentrate on his school work. Then a case study is presented describing use of behavior change methods by physical, occupational, and speech therapists in teaching a cerebral palsied girl to walk, to strengthen manual coordination, and to speak and eat properly. (CB)

#### ABSTRACT 41172

EC 04 1172 ED N.A.  
Publ. Date Feb 72 4p.  
Hedrich, Vivian  
**Applying Technology to Special Education.**  
EDRS not available  
American Education: V8 N1 P22-5 Jan-Feb 1972

Descriptors: exceptional child education; cerebral palsy; educational needs; motor development; electromechanical aids; educational technology

Briefly discussed is application of technology to the Seattle Public Schools Special Education program. Federal funds of \$55,000 provided under the Elementary and Secondary Education Act Title VI are said to enable a team of skilled persons such as a neurophysiologist, an electrical engineer, and an electronics technician to work together to help solve educational problems inherent in cerebral palsy. Mentioned are two electromechanical aids, a lightweight plastic prototype model helmet being used to stabilize the head movement of a 5-year-old cerebral palsied girl and an artificial sensory device designed to help a young cerebral palsied girl learn to move and control her damaged arm. The article concludes by stating the need for cerebral palsied children to receive early motor development in order to facilitate their later academic learning and the need for the parents to learn about their children's special educational needs. (CB)

#### ABSTRACT 41328

EC 04 1328 ED 059 560  
Publ. Date 70 172p.  
Connor, Frances P., Ed. and Others  
**Professional Preparation for Educators of Crippled Children--Report of a Special Study Institute (West Point, New York, December 9-12, 1970).**  
Columbia University, New York, New York, Teachers College  
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf. hc

Descriptors: exceptional child education; physically handicapped; teacher education; educational trends; teacher role; conference reports

The proceedings of the institute on professional preparation for educators of crippled and other health impaired (COHI) children focus on the following topics: definition of the child population, status of professional training (curriculum, practice, staff function), COHI teacher role, and training needs. Opinions expressed by participants prior to the institute via a questionnaire are also summarized, particularly as they concern status, problems, and trends in the field as related to population, teacher role, and professional training for both teachers and leadership personnel. Both prepared papers on the above topics and summaries of conference deliberations are included. (KW)

#### ABSTRACT 41384

EC 04 1384 ED N.A.  
Publ. Date 72 2p.  
Puhek, Lenore  
**Hooray We Passed.**  
EDRS not available  
Exceptional Parent: V1 N5 P9-10 Feb/Mar 1972

Descriptors: exceptional child education; physically handicapped; regular class placement; parent role; special health problems; primary grades; parent associations; Osteogenesis Imperfecta

The mother of a 7-year-old boy with osteogenesis imperfecta describes arrangements made with an elementary school to enroll the boy in a regular first grade class. The mother attended class with the boy to alleviate the teacher's responsibility for any accidents. During the coldest winter months, the mother helped her son with schoolwork at home, with the assistance of the regular teacher and a School-to-Home telephone hookup. Information is also given concerning the Osteogenesis Imperfecta Foundation, Inc., a new organization for parents of children with osteogenesis imperfecta. (KW)

#### ABSTRACT 41739

EC 04 1739 ED N.A.  
Publ. Date 72 254p.  
Adams, Ronald C. and Others  
**Games, Sports and Exercises for the Physically Handicapped.**  
EDRS not available  
Lea and Febiger, 600 South Washington

Square, Philadelphia, Pennsylvania 19106 (\$11.00).

Descriptors: exceptional child education; physically handicapped; adults; physical activities; games; recreation; physical fitness; instructional materials; athletics; athletic equipment; recreational programs

The need of the physically handicapped child and adult for physical activities in daily life is emphasized in the book of games, sports, and physical fitness exercises for the physically handicapped. General characteristics of various physically handicapping conditions and various medical problems encountered in public schools and hospital settings are clarified. The book focuses on the actual recreational programs, procedures, and athletic equipment (much of which is materially adapted for the physically handicapped) to be used, numerous pictures and diagrams accompany the discussion. A brief history of therapeutic exercise is presented, followed by an historical background of wheelchair sports. Prevalent defects surveyed include amputations, auditory impairments, cardiovascular diseases, cerebral palsy, chronic obstructive lung disease, diabetes mellitus, epilepsy, hemophilia, hernia, kidney disorders, Legg-Calve-Perthes, mongolism, obesity, progressive muscular dystrophy, rheumatoid arthritis, scoliosis, slipped femoral capital epiphysis, spina bifida, spinal cord injuries, undernutrition, and visual impairments. Adapted sports, games, and activities explained include table tennis, air riflery, angling, archery, badminton, bowling, cosom hockey, crossbow target shooting, cross-country biathlon, fencing, horseback riding, paracanoeing, pistol shooting, pocket billiards, precision javelin, putt-putt golf, trap shooting, three-track skiing, target tennis, finger shuffleboard, tabletop croquet, miniature t-tether ball, games with limited equipment, games with no equipment, bean bag activities, and parachute activities. Therapeutic exercises are outlined for the upper back, lower back, abdominal muscles, hip, knee, ankle and foot, fingers, wrist, elbow, shoulder, head and neck, deep breathing, and for the patient with scoliosis in a Milwaukee brace.

#### ABSTRACT 41864

EC 04 1864 ED 061 688  
Publ. Date 71 28p.  
Myers, William A.  
**Learning Systems for Preschool Physically Handicapped Children: A Training Program.**  
Texas University, Austin, Dept. of Special Education  
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS nf, hc  
OEG-0-9-531306(031)

Descriptors: exceptional child education; physically handicapped; early childhood education; educational philosophy; staff orientation; learning characteristics; educational methods; educational planning

The monograph discusses the establishment of a basic learning philosophy by staff involved in educating preschool physically handicapped children. Focused on as important topics to be considered in the formulation of a basic philosophy are communication systems and educational goals and procedures as they relate to all personnel involved. The establishment of sound educational teaching systems (procedures) is discussed within the context of learning theory. Hilgard (1956) is cited often relative to basic learning philosophy. Particular learning needs of the physically handicapped are pointed out. It is concluded that systems of communication, goal setting, teaching procedure, and specific characteristics of crippled children must be interwoven to design appropriate educational approaches. A chart is presented outlining a possible training approach for the education of teachers working with handicapped children.

#### ABSTRACT 41940

EC 04 1940 ED N.A.  
Publ. Date 72 2p.  
Young, B. M.

#### Sex and the Handicapped Adolescent.

EDRS not available  
Rehabilitation Digest: V3 N4 P12-3 Spr 1972

Descriptors: exceptional child education; physically handicapped; sex education; sexuality; counseling; marriage; physicians; adolescents; young adults

A physician discusses the need for sex education and marriage counseling among handicapped adolescents and young adults. Recounted are two cases in which he advised a 19-year-old girl with muscular dystrophy and a quadriplegic 17-year-old boy. Given are the physician's answers to the physically handicapped adolescents' answers concerning ability to have sexual relations and to produce or bear a child. The two cases are cited as illustrations of the handicapped adolescent's desire for knowledge in the area of sex and sexuality. Urged is the need to provide frank and honest discussion and to help families understand that their handicapped children have thoughts of sex and marriage similar to those of the nonhandicapped. (KW)

#### ABSTRACT 42011

EC 04 2011 ED N.A.  
Publ. Date 72 91p.

#### Cratty, Bryant J.; Breen, James E. Educational Games for Physically Handicapped Children.

EDRS not available  
Love Publishing Company, 6635 East Villanova Place, Denver, Colorado 80222 (\$3.50).

Descriptors: exceptional child education; physically handicapped; games; recreation; physical activities

The games for physically handicapped children which are described were selected according to the following qualities: novelty and complexity, utilization of

easily obtained equipment, intellectual involvement, total participation, and resemblance in appearance and intent to games played by normal children. Modifications of the games described are listed in order of difficulty. Games are divided into five major categories: basic lead-up activities, games requiring moderate effort, vigorous games, learning games with academic or intellectual content, and circuit or terminal types of games (such as obstacle courses). Sketches of equipment and of the game in progress accompany the textual descriptions. (KW)

#### ABSTRACT 42129

EC 04 2129 ED N.A.  
Publ. Date 72 254p.  
Logan, Gene A.

#### Adapted Physical Education.

EDRS not available  
William C. Brown Company, Publishers, 135 South Locust Street, Dubuque, Iowa 52001 (\$6.50).

Descriptors: exceptional child education; physically handicapped; physical education; physical activities; physical fitness; physical development; textbooks; muscular strength; anatomy; administration

The textbook on adapted physical education is intended as a theory text for college students majoring in physical education. Adapted physical education is defined as a program of physical activity designed for individuals with physical limitations who may not safely or successfully engage in regular, unrestricted physical activities. Physical development and growth are discussed from the viewpoint that the value of adapted physical education is the physiological effects of physical activity. Different phases of posture development are clarified. The fundamental mechanisms of the musculoskeletal structures are discussed and illustrated; major joints and supporting musculature are pictured. Three chapters examine specific forces that often cause physical deviations. Covered are postural adaptations resulting from effect of gravity on feet and total body posture, congenital and pathological conditions that involve musculoskeletal system, and musculoskeletal injuries that result from trauma frequently found in physical education and athletics. Suggestions for rehabilitation of athletic injuries are provided. Following are principles of exercise, including objectives, purposes, and recommended dosages of the exercises. Also covered are exercise programs for common disabling conditions, exercise-routine method, therapeutic exercises, and a conditioning program. Bases for sports in the adapted physical education program and organization and administration of the adapted physical education program are also discussed. (CB)

#### ABSTRACT 42376

EC 04 2376 ED 064 823  
Publ Date Jun 72 114p.

#### Mossman, Marshall L., Ed. A Program for Training the Student with Special Needs.

Genesee Area Skill Center, Flint, Michigan  
Michigan State Dept. of Education, Lansing, Special Needs Program  
EDRS mf.hc

Descriptors: exceptional child education; mentally handicapped; physically handicapped; vocational education; program descriptions; educational programs; curriculum

The booklet is reported to be designed for use as a source book by individuals concerned with establishing special needs vocational education programs to train mentally and physically handicapped students in semi-skilled occupations. General considerations presented cover the goal of releasing human potential, overall objectives of the program, psychological guidelines relating to knowing the child, readability of the textbook, curriculum to knowing the child, readability of the textbook, curriculum guidelines, and evaluation procedures. Curriculum areas then included are health occupations, landscaping, graphic arts, plant maintenance, welding, driver education, small engine mechanics, domestic appliance repair, business occupations, auto mechanics, and auto body mechanics. Usually provided for each curriculum entry are a course description, listing of performance objectives, course outline, and operational notes. Concluding information concerns student personnel services, placement and program counselor, and psychologist. Appended are a chronology of the special needs program and operational forms. (CB)

#### ABSTRACT 42795

EC 04 2795 ED N.A.  
Publ. Date 72 32p.

Boone, Daniel R.

#### Cerebral Palsy.

EDRS not available  
Bobbs-Merrill Company, Inc., 4300 West 62nd Street, Indianapolis, Indiana 46268 (\$ .95).

Descriptors: exceptional child education; physically handicapped; cerebral palsy; classification; etiology; medical evaluation; psychology; speech skills; language development

The pamphlet on cerebral palsy briefly explains characteristics, classification and types, etiology, diagnosis, related physical problems, related psychological problems, and related speech and language problems. Cerebral palsy is defined to mean a motor dysfunction secondary to central nervous system damage to the organism before, during, or shortly after birth. Cerebral palsy is explained to be classified according to neuromuscular characteristics: spasticity, athetosis, ataxia, rigidity, and tremor. Etiology of cerebral palsy is discussed in terms of prenatal, perinatal, and postnatal factors such as heredity-genetic factors, cerebral anoxia and cerebral trauma, and traumatic injuries and infectious diseases. Diagnosis is said to be basically the confirmation that the observed motor symptoms are the result of central nerv-

ous system damage. Physical problems covered include epileptic seizures, orthopedic surgery, bracing, feeding and nutrition, visual defects, and hearing defects. Psychological problems discussed are mental retardation, perception, perseveration, hyperactivity, distractibility, and poor self concept. Speech and language problems reviewed are articulation disorders, language disorders, voice problems, and prosody disorders. (CB)

#### ABSTRACT 42863

EC 04 2863 ED N.A.  
Publ. Date 72 42p.  
Ferguson, Mary Pinckney  
**An Introduction to Diabetes for the Young Child.**  
EDRS not available  
Charles C Thomas, Publisher, 301-327  
East Lawrence Avenue, Springfield, Illinois 62703 (5/57.50).

Descriptors: exceptional child education; special health problems; diseases; diabetes; childhood; nutrition; physical fitness; medical treatment

The booklet is designed to play an important role in simply and clearly presenting to young children some of the main considerations they need to know when it is discovered that they have diabetes and when treatment is initiated. Presented are some main points about the nature of the disease and the importance of diet, exercise, and insulin in its treatment. Illustrations are provided on every other page for extra interest and understanding. (CB)

#### ABSTRACT 42886

EC 04 2886 ED N.A.  
Publ. Date 72 73p.  
Griswold, Patricia A.  
**A Program Outline for Parents and Their Children, Ages 3 Months to 3 Years Having Cerebral Palsy.**  
EDRS not available  
United Cerebral Palsy of Central Indiana, 615 North Alabama Street, Indianapolis, Indiana 46204 (\$3.00).

Descriptors: exceptional child education; physically handicapped; cerebral palsy; infancy; early childhood education; parent education; educational programs; program descriptions; child development; physical activities; guidelines

The program outline for parents and their children, aged 3 months to 3 years, having cerebral palsy is designed to provide activities on which parents and children can work together to develop the children's emotional, mental, and social habits as early as possible. The program outline is said to be based on a successful demonstration program. Preliminary information outlines responsibilities of the head therapist who works with the group of parents and children meeting twice weekly, responsibilities of volunteers, parents, and students, educational objectives such as teaching parents some basic child development and child rearing concepts and guiding parents in recognizing their child's abilities and disabilities, a typical program schedule, notes from the therapists to parents and other therapists,

and needed equipment. Each activity is covered by objectives, motivating activities, equipment needed, and an illustrative diagram. The 30 activities explained include rub-a-dub dub, flashlight game, a ball game; water play, talk about pictures, my word box, rattle cans, blowing bubbles, coin in the can, clothes, as and rope, mirror play, my shape bottle, pop beads, music maker, rocking, bean bag play, beach ball bounce, cardboard box train, a barrel of fun, scribble with a crayon, rolling race, sand play, slide play, hand cream, block play, peg set, pudding time, cracker and milk period, milk period, and pulling objects out of a box. Practical advice is also provided on lifting and carrying the child, sleeping and bathing aids. (CB)

#### ABSTRACT 42918

EC 04 2918 ED N.A.  
Publ. Date Oct 72 3p.  
White, Robin  
**When You Have an Epileptic Child in Your Classroom.**  
EDRS not available  
Early Years; V3 N2 P50-51, 54 Oct 1972

Descriptors: exceptional child education; special health problems; epilepsy; teacher education; teacher attitudes; teacher role; class management; peer acceptance

The father of an epileptic son tells teachers how to react to an epileptic child in the classroom in a way that will be beneficial to the epileptic child and will offer a learning experience for his classmates. Epilepsy is said to be a symptom of brain damage and its indications such as seizures, blackouts, and erratic behavior patterns are discussed. The most important response to a seizure is said to involve minimizing the child's confusion upon emergence from a seizure so that he can continue his activity. The classroom seizure is said to offer an opportunity to instruct classmates in a nonprejudiced fashion that will last a lifetime. Frankness is said to facilitate the return to normal class functioning. Undesirable side effects of standard drugs for epilepsy are described and ways of ameliorating them suggested. Parents and teachers are encouraged not to overprotect the epileptic child.

#### ABSTRACT 50093

EC 05 0093 ED N.A.  
Publ. Date Sep 72 4p.  
Fasteau, Steven  
**Development of a Community College Program for Physically Handicapped Students.**  
EDRS not available  
Rehabilitation Literature; V33 N9 P267-70 Sep 72

Descriptors: exceptional child education; physically handicapped; junior colleges; state programs; program development; college students architectural barriers; financial support; educational objectives; educational programs

Generally described are changes in the California community college system that are thought to aid physically handicapped students. A summary of overall educational objectives is followed by

discussion of problems commonly experienced by physically handicapped students such as architectural barriers, lack of opportunity to experience normal social development, transportation difficulties, absence from class, and psychological condition of the individual. The model of Cerritos College in Norwalk, California, is then described with emphasis on special funding sources both for the college and for the student. It is noted that physical disability seldom occurs in isolation and that the school attempts to recognize and resolve the problem. (CB)

#### ABSTRACT 50267

EC 05 0267 ED 070 223  
Publ. Date Jun 71 90p.  
Kafarian, Haig  
**Study of Man-Machine Communications Systems for Disabled Persons (The Handicapped). Volume IV.**  
Cybernetics Research Inst., Inc., Washington, D. C.  
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf, hc  
OEG2-7-070533-4237(607)  
7-0533

Descriptors: exceptional child education; physically handicapped; cybernetics; instructional materials; typewriting; handicapped children; electromechanical aids; communication (thought transfer)

The volume contains experimental instructional materials designed for teacher and handicapped student use with two man-machine communications systems, Cybertype and Cyber-Go-Round, developed as educational aids for the severely handicapped. Cybertype is a writing machine with various possible configurations of portable keyboards with a reduced number of keys. This permits written communication by persons who lack the motor ability or coordination to write legibly or to operate a standard typewriter keyboard. Lesson plans and exercises for learning the Cybertype keyboard constitute the major portion of the document. Also included are pilot experimental printed and pictorial slide message units for the Cyber-Go-Round system, a medium of communication utilizing slide-messages. (See also EC 030 060, EC 050 266, and EC 050 268-050 270.) (KW)

#### ABSTRACT 50268

EC 05 0268 ED 070 224  
Publ. Date Jun 71 208p.  
Kafarian, Haig  
**Study of Man-Machine Communications Systems for Disabled Persons (The Handicapped). Volume V.**  
Cybernetics Research Inst., Inc., Washington, D. C.  
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf, hc  
OEG2-7-070533-4237(607)  
7-0533

Descriptors: exceptional child education; physically handicapped; typewriting;

teaching guides; instructional materials; cybernetics; electromechanical aids; lesson plans

Instructions are given for teaching severely physically and/or neurologically handicapped students to use the 14-key Cybertype man-machine communications system, an electric writing machine with a simplified keyboard to enable persons with limited motor ability or coordination to communicate in written form. Explained are the various possible configurations of Cybertype interfaces or keyboards, and the codes which identify the letters, symbols, and typewriter functions of the different keying positions. A set of 15 lessons for Cybertype instruction are presented, together with training exercises, tests, and supplementary instructional materials (practice exercises to augment the regular lesson plans). Typewriting exercises include practice in such activities as copying of commonly used words and sentences emphasizing certain letters, creative writing, language building, numbers and math symbols, and integrating letters, punctuation, and numerals. (See also EC 030 060, EC 050 266-050 267, EC 050 269-050 270.) (KW)

#### ABSTRACT 50269

EC 05 0269 ED 070 225  
Publ. Date Jun 71 184p.

Kafarian, Haig  
**Study of Man-Machine Communications Systems for Disabled Persons (The Handicapped). Volume VI.**  
Cybernetics Research Inst., Inc., Washington, D. C.  
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf.hc  
OEG2-7-070533-4237(607)  
7-0533

Descriptors: exceptional child education; physically handicapped; typewriting; teaching guides; instructional materials; cybernetics; electromechanical aids; lesson plans

The instruction manual contains lessons for teaching severely physically and/or neurologically handicapped students to use the seven-key Cybertype electric writing machine. Unlike the 14-key keyboard, which requires bilateral coordination in arms, legs, or other parts of the body, the seven-key keyboard requires the use of only one part of the body, such as a single limb. The seven-key keyboards are operated by touching two keys, constituting a pair, sequentially. The instruction manual explains the possible configurations of Cybertype keyboards and the codes which identify the different keying positions. Fifteen lesson plans for the seven-key dual-sequential keyboard are presented. Teaching guidelines are accompanied by training exercises and practice sentences. Over half the document consists of supplementary typing exercises and practice material. (See also EC 030 060, EC 050 266-050 268, EC 050 270.) (KW)

#### ABSTRACT 50270

EC 05 0270 ED 070 226  
Publ. Date Jun 71 172p.

Kafarian, Haig  
**Study of Man-Machine Communications Systems for Disabled Persons (The Handicapped). Volume VII.**  
Cybernetics Research Inst., Inc., Washington, D. C.  
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.  
EDRS mf.hc  
OEG2-7-070533-4237(607)  
7-0533

Descriptors: exceptional child education; physically handicapped; typewriting; teaching guides; instructional materials; electromechanical aids; lesson plans; cybernetics

Teaching instructions, lesson plans, and exercises are provided for severely physically and/or neurologically handicapped persons learning to use the Cybertype electric writing machine with a tongue-body keyboard. The keyboard, which has eight double-throw toggle switches and a three-position state-selector switch, is designed to be used by persons who are paralyzed from the neck down but who have control of their tongue and one other body part (finger, knee, foot, elbow). The various keying positions used are identified, and 17 lesson plans are detailed for teaching the student how to write letters, numbers, and punctuation symbols and perform other typewriter functions. The majority of the instruction manual consists of supplementary instructional materials (typing exercises, practice sentences, language building exercises). Special supplementary exercises for older students are also included. (See also EC 030 060, EC 050 266-050 269.) (KW)

#### ABSTRACT 50390

EC 05 0390 ED 071 218  
Publ. Date Jul 72 51p.

Rafael, Berta  
**The Summer Family Conference of the Early Education Program.**  
United Cerebral Palsy Association, New York, N. Y.  
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf.hc

Descriptors: exceptional child education; physically handicapped; cerebral palsy; parent education; conference reports; parent counseling; summer programs

The report covers the first 2 years of operation of the Summer Family Conference, a 5-day program designed to provide intensive educational and counseling services to families with young (2-6 years) cerebral palsied children. Families involved were those considered hard to reach due to poverty or other factors by United Cerebral Palsy of New York City, Inc., the conference's sponsor. The report of the first and second conferences held covers purpose of the conference, description of the problem of cerebral palsy (medical, learning, psychological, and social problems), planning (conference format, criteria for selecting

families and site, parent preparation, transportation), the daily program and activities, and evaluation findings. Appended are detailed conference schedules and various forms, questionnaires, and letters related to conference planning and evaluation. (KW)

#### ABSTRACT 50391

EC 05 0391 ED 071 219  
Publ. Date 72 8p.

Rafael, Berta  
**United Cerebral Palsy Summer Family Conference.**  
United Cerebral Palsy Association, New York, N. Y.  
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf.hc

Descriptors: exceptional child education; physically handicapped; cerebral palsy; parent education; parent counseling; conference reports; family role; summer programs

The pamphlet describes the Summer Family Conference program for families with young cerebral palsied children, sponsored by United Cerebral Palsy (UCP) of New York City, Inc. A college campus in a rural setting is the site for a 5-day meeting attended by the children, their families, and UCP staff. The program combines education and recreation in mixed family-child sessions. Parents are instructed in the needs of their children, how to meet these needs, the services available through UCP, and how to handle difficulties encountered in living with a handicapped child. Photographs of participants illustrate the pamphlet. (KW)

#### ABSTRACT 50423

EC 05 0423 ED N.A.  
Publ. Date Win 73 8p.

Marinoff, Shirley Likach  
**When Words Are Not Enough-- Videotape.**

EDRS not available  
Teaching Exceptional Children; V5 N2  
P66-73 Win 1973

Descriptors: exceptional child education; cerebral palsy; video tape recordings; instructional media; classroom observation techniques; physically handicapped; educational diagnosis; teacher education; parent education; student evaluation

Discussed is the use of videotapes with cerebral palsied children as an evaluation measure in cases where standardized tests fail to indicate growth, as an ongoing source of relevant teaching materials for teachers and students, and as a way of bringing parents to a realistic comprehension of their own children. Tapes are said to speed up teachers' recognition of methods and techniques that work and those that do not. Examined are strategies for taping children at various times to capture early language development or gross and fine motor development that do not register on standard intelligence and achievement tests. Videotapes are suggested as a means of helping parents

identify feelings and behavioral goals and of reinforcing learning by stimulating children to recall events such as class trips. (GW)

**ABSTRACT 50611**

EC 05 0611

ED N.A.

Publ. Date Win 71

4p.

Money, John

**Special Sex Education and Cultural Anthropology, with Reference to Mental Deficiency, Physical Deformity, and Urban Ghettos.**

EDRS not available

Journal of Special Education: V5 N4  
P369-72 Win 1971

Descriptors: exceptional child education; handicapped children; sex education; cultural factors; social attitudes; mentally handicapped; physically handicapped; disadvantaged youth

After noting that the American culture deals with sex according to principles of exclusion and duplicity, the author discusses sex education for the mentally retarded, the physically deformed, and urban ghetto dwellers. It is suggested that the severely mentally retarded might

be sterilized at puberty so that it would be feasible to permit heterosexual partnerships in place of illicit homosexual relationships found in sex segregated institutions. Discussed are the absence of social organizations that allow physically handicapped individuals to meet potential partners and the lack of adequate sex education for ghetto dwellers. A parallel is drawn between the ghetto cultural pattern experienced by the author and the cultural pattern of breeding under slavery. (For related articles, see also EC 050 607 through EC 050 610 and EC 050 612 through EC 050 613.) (GW)

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