

DOCUMENT RESUME

ED 208 628

EC 140 084

TITLE Educable Mentally Retarded: Resource Manuals for Program for Exceptional Children. Volume II.  
INSTITUTION Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

PUB DATE 80  
NOTE 58p.; For other volumes in the series, see EC 140 083-092.

EDRS PRICE MF01/PC03 Plus Postage.  
DESCRIPTORS \*Definitions; \*Due Process; Elementary Secondary Education; \*Eligibility; \*Mild Mental Retardation; \*Program Design; \*Program Evaluation; State Standards; Student Evaluation; Student Placement; Teaching Methods  
IDENTIFIERS Georgia

ABSTRACT The Georgia state resource guide for the education of educable mentally retarded students provides information on seven major topics (sample subtopics in parentheses): definitions; eligibility criteria; due process (screening, referral, confidentiality); program organization (delivery models, certification, facilities); instructional program (direct service goals and objectives, related services); program evaluation (transportation, education program); and additional resources (Georgia Learning Resources System). Among five appendixes are a list of curricula guides for mentally retarded students and information on sources of instructional materials. (CL)

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# Volume II Educable Mentally Retarded

## Resource Manuals For Program For Exceptional Children

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Office of Instructional Services  
Division of Special Programs  
Program for Exceptional Children  
Georgia Department of Education  
Atlanta, Georgia 30334

Charles McDaniel  
State Superintendent of Schools  
1980

EC 140084

## Resource Manuals for Program for Exceptional Children

Resource manuals in this series include the following.

Volume I .....	Severely and Trainable Mentally Retarded
Volume II .....	Educable Mentally Retarded
Volume III .....	Behavior Disorders
Volume IV .....	Specific Learning Disabilities
Volume V .....	Visually Impaired
Volume VI .....	Hospital/Home Instruction
Volume VII .....	Speech and Language Impaired
Volume VIII .....	Physically and Multiply Handicapped/System Occupational and Physical Therapists
Volume IX .....	Hearing Impaired
Volume X .....	Gifted
Volume XI .....	Deaf/Blind

## Foreword

Georgia is committed to the belief that every exceptional child has a right to receive an education based on his or her individual needs.

The need for developing standards and guidelines for comprehensive programs for exceptional children in our schools has emerged from state and federal legislation. The three major laws affecting the education of exceptional children in Georgia follow.

### **Adequate Program for Education in Georgia Act (APEG) Section 32-605a, Special Education**

*"All children and youth who are eligible for the general education program, preschool education, or who have special educational needs and three and four year old children who are either physically, mentally or emotionally handicapped or perceptually or linguistically deficient shall also be eligible for special education services. Children, ages 0-5 years, whose handicap is so severe as to necessitate early education intervention may be eligible for special education services."*

Effective date: July 1, 1977.

### **P.L. 94-142, Education for All Handicapped Children Act of 1975**

The full services goal in Georgia for implementation of P.L. 94-142 states:

*"All handicapped children ages 5-18 will have available to them on or before September 1, 1978, a free appropriate education. Ages 3-4 and 19-21 will be provided services by September 1, 1980, and 0-2 by September 1, 1982, if funds are available."*

Effective date: September 1, 1978

### **Section 504 of P.L. 93-112, The Vocational Rehabilitation Act of 1973**

*"No otherwise qualified handicapped individual shall solely by the reason of his/her handicap be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance."*

Effective date: June 1, 1977

The purpose of the *Resource Manuals for Programs for Exceptional Children* is to help local education agencies implement these laws and provide quality programs for exceptional children.

## Acknowledgements

This guide is the result of the cooperative efforts of many individuals throughout Georgia. Special appreciation is expressed to the following persons.

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## Introduction

Programs for the educable mentally retarded should assure that the educational environment allows students to develop competencies in the areas of personal and social skills, daily living skills and occupational preparation and guidance.

This resource manual provides information for the development, maintenance and evaluation of programs for the educable mentally retarded. Hopefully, this information will help you provide quality education programs for these children and youth.

# Table of Contents

FOREWORD .....	iii
ACKNOWLEDGEMENTS .....	iv
INTRODUCTION .....	v
I. DEFINITIONS	
Mental Retardation .....	2
Educable Mentally Retarded .....	2
II. ELIGIBILITY CRITERIA .....	3
III. DUE PROCESS .....	5
Introduction .....	6
Screening .....	7
Referral .....	7
Comprehensive Evaluation .....	7
Individualized Education Program .....	7
Placement .....	8
Confidentiality .....	8
Exit Criteria .....	8
IV. PROGRAM ORGANIZATION .....	11
Delivery Models .....	12
Certification .....	13
Personnel .....	13
In-service .....	13
Facilities .....	13
Transportation .....	14
V. INSTRUCTIONAL PROGRAM .....	15
Direct Service Goals and Objectives .....	16
Professional Resources .....	21
Materials/Equipment .....	21
Related Services .....	21
VI. PROGRAM EVALUATION .....	23
Eligibility .....	24
Due Process Procedures Followed .....	24
Comprehensive Program and Related Services .....	25
Facilities .....	25
Transportation .....	25
Education Program .....	26
Personnel .....	26
Coordination with Community Agencies .....	27
VII. ADDITIONAL RESOURCES .....	29
Professional Associations and Organizations .....	30
Community Resources .....	31
Georgia Learning Resources System .....	31
Centers for Severely Emotionally Disturbed .....	32
APPENDIX A: Georgia Learning Resources System Directory .....	33
APPENDIX B: Programs Offered by Georgia Colleges and Universities .....	37
APPENDIX C: Adaptive Behavior Checklists .....	41
APPENDIX D: Curriculum Guides for Mentally Retarded .....	45
APPENDIX E: Special Education Instructional Materials Sources .....	49

# Chapter I

## Definitions



## Definitions

### **Mental Retardation**

Mental retardation refers to significantly sub-average general intellectual functioning, existing concurrently with deficits in adapted behavior and manifested during the developmental period. Significantly sub-average refers to performance which is more than two standard deviations below the mean of the tests used.

### **Educable Mentally Retarded**

The educable mentally retarded individual has the potential for personal, social and emotional growth leading to independent, productive living.

Source: Georgia Department of Education  
Program for Exceptional Children: Regulations and Procedures, 1978.

# Chapter II

## Eligibility Criteria

## Eligibility Criteria for the Educable Mentally Retarded

For a child to be eligible for placement into a program for the educable mentally retarded, his or her performance on the individually administered psychological examination must range between two and three standard deviations below the mean of tests used. Significant deficits in his or her adaptive behavior must also be demonstrated.

The determination to place any child into a special education program shall not be made exclusively or principally upon results of tests administered during evaluation. All pertinent data on each child should be reviewed by the entire committee. Cognitive and adaptive behavior criteria shall be considered (Regulations and Procedures, page 23).

- Cognitive criteria will be determined through a comprehensive evaluation. Educational and psychological evaluations will provide information on a student's present levels of performance. Check with the local special education director for available instruments.

Adaptive behavior criteria can be determined through observation, parent interviews, formal and informal checklists. A listing of some checklists to measure various aspects of adaptive behavior can be found in the appendices.

# Chapter III

## Due Process

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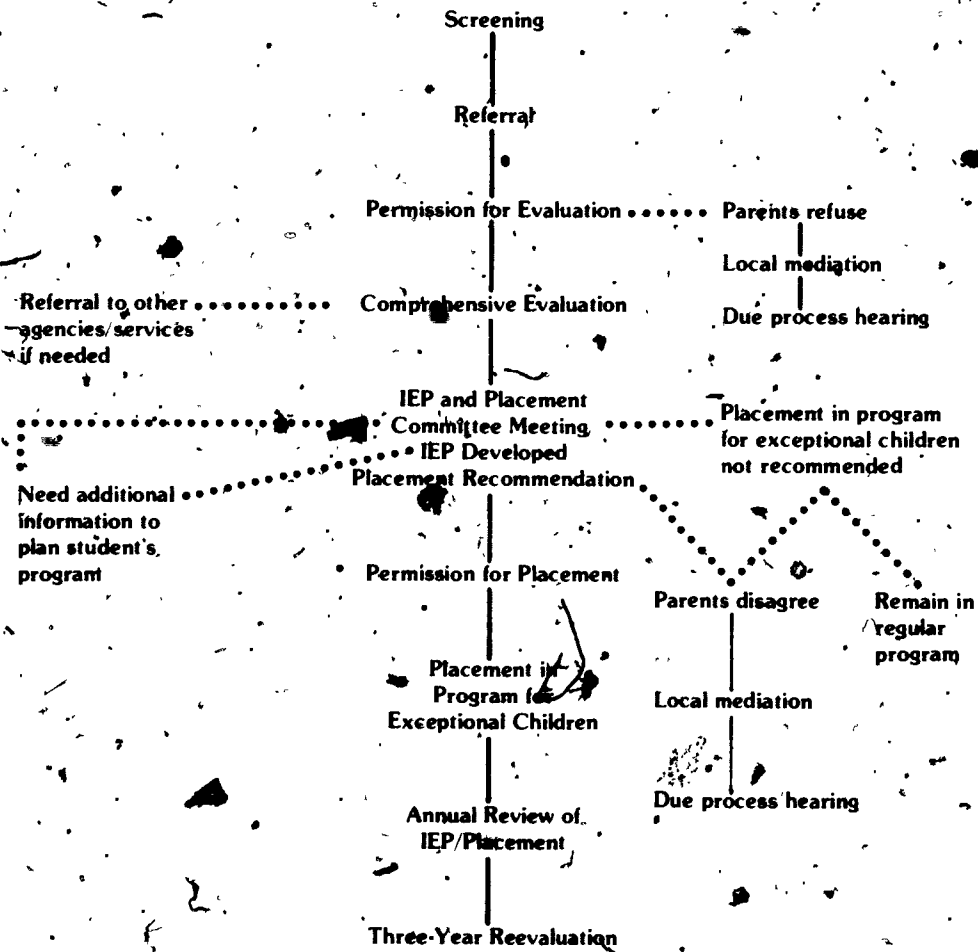
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**Introduction**

Parents' and children's rights under P.L. 94-142 are protected through a procedural due process structure. The child, the parents and the schools are involved in the specifics of due process.

The following is a chart of due process procedures.



### **Screening**

Screening identifies those who appear to need special education and related services to help them reach their highest possible functioning level.

All children referred for special education evaluation shall be screened for possible hearing and vision difficulties prior to educational or psychological evaluation.

The screening should indicate if the student needs further diagnostic evaluations.

Before a student is singled out for individual assessment, the local school system must have an informed consent on file, signed by the parents or guardian.

### **Referral**

Referral is the process whereby parents or guardians, the students themselves, school personnel, appropriate public agencies or other professionals may request assessment of a student's abilities.

### **Comprehensive Evaluation**

**Initial Evaluation** — all children considered for special education services shall be screened for possible hearing and vision difficulties prior to educational or psychological evaluations.

Before any handicapped child is placed in a special education program, a full and individual evaluation must be conducted as follows. The local education agency (LEA) shall use appropriate evaluation procedures including trained evaluation personnel, multidisciplinary teams, validated and nondiscriminatory assessment, the language or other mode of communication commonly used or understood by the child, and more than one procedure or instrument.

**Signed Parental Consent** — the local school system must have a signed, informed parental consent on file before any child is singled out for any evaluation other than those in which all school children are evaluated.

**Reevaluation** — all children enrolled in special education programs shall be comprehensively reevaluated educationally or psychologically no later than three years after the last evaluation. The reevaluation may take place within the three years upon the request of any person having the authority to make an initial referral, with the approval of the placement committee.

### **Individualized Education Program (IEP)**

An IEP is developed for each handicapped child who is receiving or will receive special education. This requirement applies to all public agencies. The total IEP, including long and short-term objectives, is developed before placing the child in a special education program.

The IEP shall be developed in a planning conference initiated and conducted by the responsible agency.

A student should have one IEP, even if enrolled in two or more special education programs.

The IEP is an educational and related services plan and not a binding contract for which the agency is responsible if the child does not achieve the growth projected in the goals and objectives. However, the local education agency shall provide those services that are listed in a child's IEP.

**Participants in Individualized Planning Conferences** — the meeting participants will include a representative of the agency, other than the child's teacher, who is qualified to provide or supervise special education; the child's teacher or teachers, special or regular or both, who have a direct responsibility for implementing the IEP; one or both of the parents, the child (when appropriate) and other individuals at the discretion of the parent or agency.

For a handicapped child who has been evaluated for the first time, the responsible agency shall insure that a member of the evaluation team or someone who is knowledgeable about the evaluation procedure used and familiar with the evaluation results, participates in the meeting.

**Parent Participation** — each responsible agency shall make every effort to insure that the parents of the handicapped child are present at the individualized planning conference or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed upon time and place and notifying the parents of the meeting early enough to insure that they will have an opportunity to attend. Notification to parents must indicate the purpose, time and location of the meeting and who will be in attendance. All

communications to parents shall be in both English and the primary language of the home, if the primary language is not English.

A meeting may be conducted without a parent in attendance if the responsible agency is unable to convince the parents that they should attend. In this case, the responsible agency shall record its attempts to involve the parents. The attempts may include a written waiver of the parents rights to participate, in accordance with due process procedures, telephone calls, correspondence and home visits.

Upon request, parents shall be given a copy of the IEP.

Upon the parents request, a formal due process hearing shall be conducted as outlined in Georgia's Annual Program Plan.

**Content of IEP** — each IEP shall include a statement of the child's present levels of educational performance; a statement of annual goals including short-term instructional objectives; a statement of the specific special education and related services to be provided to the child and the extent to which the child will be able to participate in regular educational programs; the projected dates for initiation of services and the anticipated duration of the services, and appropriate objective criteria, evaluation procedures and schedules for determining on at least an annual basis whether the short-term instructional objectives are being achieved.

### **Placement**

**Initial Placement** — no student shall be placed in a special education program until a Special Education Placement Committee has reviewed all pertinent information and determined an appropriate program for that child.

The decision to place any child into a special education program shall not be made exclusively or principally upon results of tests administered during evaluation. All pertinent data on each child should be reviewed by the entire committee.

Placement committee meeting minutes must be kept.

**Signed Parental Consent** — all children who are evaluated for possible special education services shall be subject to review by the placement committee. All children who are recommended by the placement committee to be placed in a special education program shall have signed, informed parental consent on file within the school system before placement can occur.

**Special Education Placement Committee for Reevaluation** — upon the request of any person having the authority to make initial referral, but no later than three years after the last placement decision, all children who are enrolled in special education programs shall be the subject of a meeting of the Special Education Placement Committee which will review all pertinent information and determine the appropriate program for such children based upon the new information.

Any time a change in educational placement is contemplated, the pertinent information must be reviewed and the change approved by the placement committee and the child's parents.

### **Confidentiality**

LEAs maintain records and reports on handicapped children which contain confidential data. Each LEA must instruct persons collecting or using this data of the policies and procedures for the use of confidential data.

### **Exit Criteria**

According to the Georgia Annual Program Plan and Program for Exceptional Children: Regulations and Procedures, all handicapped and gifted persons five through 18 years of age shall be provided a free, appropriate public education. Persons 19 through 21 years of age must be allowed to continue in a program until they complete that program or through age 21, if they were enrolled before age 19.

Criteria for termination or reassignment from an educable mentally retarded program are as follows.

- If it is determined by the Special Education Placement Committee through reevaluation that a student is no longer eligible for placement in a program for the educable mentally retarded.

- If the student transfers or withdraws from the local school system.
- If the student completes his/her planned program and is ready for graduation.

It is recommended that EMR students, upon completion of a planned secondary special education program, be awarded a diploma in the regular commencement exercises. These students should be considered a part of the graduating class and no distinction should be made in the ceremonies.

For further information on due process or other procedural safeguards in effect in Georgia, refer to *Program for Exceptional Children Regulations and Procedures*, Georgia Department of Education and Georgia's State Program Plan for P.L. 94-142. Copies of these documents are available in the office of your local school superintendent, director of special education, or your local Georgia Learning Resource System.

Additionally, information on local system procedures is contained in the local system's Special Education Comprehensive Plan which is also available from your local school superintendent or special education director.



# **Chapter IV**

## **Program Organization**

## Delivery Models

Least restrictive placement is the educational environment in which the child can function most effectively. To the maximum extent appropriate, exceptional children in the local school system shall be educated with children who are not handicapped. Special classes, separate schooling or other removal of handicapped children from the regular class environment shall occur only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be satisfactorily achieved. It is the policy of the Georgia Department of Education that handicapped children have the right to be educated with their normal peers, unless clear evidence is available that partial or full removal is desirable for the welfare of the child or other children. When an exceptional child is assigned to a special program, educational goals shall be specified; and when these goals are met, the child shall be returned to the most normal setting possible, consistent with the child's capabilities and educational needs (Regulations and Procedures, page 9).

A continuum of delivery systems shall be made available to students identified as educable mentally retarded. Types of models follow.

*Categorical Resource Program* — this program is for students with mild handicaps who are enrolled in a regular classroom but also receive special instruction in a resource program for less than one half of the school day. The program assures that special and regular teachers together plan a student's total instructional program.

Most EMR students are placed in one of the following types of resource programs.

- *Resource Room* — A designated classroom to which the students come for instruction. The resource room model assumes that the resource teacher and the regular teacher cooperate in planning the student's total instructional program.
- *Resource Teacher* — The resource teacher works with the identified students and the regular teacher within the regular classroom setting.
- *Itinerant Program* — The itinerant teacher provides instruction to identified students in more than one school. The itinerant teacher assists the EMR students and their regular teachers on a rotating schedule.

*Interrelated Resource Program* — in this combination program the teacher works with students identified as mildly learning disabled, behavior disordered or educable mentally retarded. This teacher must qualify for an interrelated teaching certificate.

*Self-contained Program/Modified Self-contained* — this program is for EMR students who require a more structured program over a longer period of time. Students spend one-half or more than one-half of the instructional day within the program. The chronological age range of these students shall not exceed three years. The special education teacher integrates the students into parts of the regular class curriculum if the EMR student will benefit academically, socially, emotionally or vocationally by such regular class participation.

*Related Vocational Instruction (RVI) Program* — this program provides support services to handicapped secondary students from all handicapping areas enrolled in state-approved regular vocational education programs. The caseload is limited to 22 students with the RVI teacher providing vocational instructional support to the handicapped students.

Other delivery models that may be used with specific EMR students are the residential, multisystem, special day school, crisis intervention or combination.

According to the Program for Exceptional Children: Regulations and Procedures, caseloads for the teacher of educable mentally retarded students are as follows.

	Self-contained	Resource	Itinerant
Primary	14	24	20
Intermediate	16	24	20
Secondary	18	24	20

## Certification

To receive T-4 Level-Mental Retardation (K-12) certification, thirty quarter hours should be distributed as follows:

Introduction to Exceptional Children or Psychology of the Exceptional Child	- 5 quarter hours
Nature of Mental Retardation or Psychology of Mental Deficiency	- 5 quarter hours
The Teaching of Reading	- 5 quarter hours
Specialized study selected from the following with a minimum of five quarter hours in any one area.	- 15 quarter hours
Language Development	Behavior Modification and/or Management of Exceptional Children
Family Counseling for Exceptional Children	
Recreation for the Mentally Retarded	Occupations and Guidance for the Mentally Retarded

Requirements for T-5 Level - Special Education certification are as follows.

Eligibility for the T-4 certificate in the same field.

Twenty-five quarter hours in the specific field in which the certificate is to be issued.

An applicant seeking the T-5 certificate in a special education field, but whose T-4 certificate is not in special education, must complete the above requirements plus five quarter hours in methods and materials for teaching in the specific field and five quarter hours in a supervised practicum or internship in that field. The applicant must also have the combined undergraduate and graduate courses which meet the teaching field requirements specified for the T-4 certificate.

## Personnel

In working with the educable mentally retarded student, the teacher should coordinate activities with the school principal, school psychologist, school psychometrist, occupational therapist, physical therapist, speech and language pathologist, school guidance counselor, school social worker/visiting teacher, vocational education teacher, related vocational instruction (RVI) teachers, vocational rehabilitation counselor, regular education teachers, teacher aides, physicians, dentists and community agencies. These personnel, as a team, assure the full implementation of an EMR student's individualized education program (IEP). As the teacher of an educable mentally retarded student, the use of resource personnel will enhance the development of the student's total instructional program.

## In-service

Inservice is the responsibility of each local education agency which should determine local needs, local program plans, resources to be used and contractual arrangements. Colleges and universities, the Georgia Department of Education, Cooperative Education Services Agencies (CESA) and the Georgia Learning Resources System (GLRS) network will function as support personnel for inservice implementation plans. Workshops, course work and staff development should be for regular and special personnel and administrators.

Preplanning and postplanning days can be used for specific topics of concern to regular and special education teachers. Ongoing inservice can be provided throughout the school year by using the following options — classroom visits, teacher meetings, visiting professors, extension courses, consultants, special workshops, institutes, professional libraries, newsletters, fellowships/scholarships and professional conferences and conventions.

## Facilities

Classrooms for modified self-contained and resource rooms should be of suitable size in a distraction-free area with appropriate furniture, materials, supplies and equipment to meet the individual needs of the EMR students served. For a self-contained/modified class, the standard size (750 square feet) is suitable. A resource

room should be at least 350 square feet or larger, depending upon the number of students being served at any one time, the kind and amount of furniture and equipment required and the need for storage. Adequate shelving should also be provided. It is strongly recommended that portable classrooms be used only when regular education classes are also housed within such classrooms. Vocationally oriented classrooms should be provided on the junior and senior high levels for EMR students.

### **Transportation**

Transportation for educable mentally retarded students shall be provided in accordance with established policy. Vehicles transporting exceptional students should be appropriately modified to the specific needs of the students which may include such equipment as power lifts, wheelchair fasteners, special seat belts and harnesses. All exceptional students should be adequately supervised while being transported. Work-study programs at the secondary level may use available transportation. Any specialized transportation outlined in a student's IEP must be provided at no cost to the parents.

# Chapter V

## Instructional Program

# Instructional Program

## Direct Service Goals and Objectives

The instructional program for an educable mentally retarded student is determined by the content of his/her individualized education program (IEP) which includes annual goals and short-term objectives. The following components should be addressed in planning the educational environment.

**Instructional Setting**— considerations for the instructional setting must include the least restrictive environment; integration, whenever possible, with nonhandicapped peers, and vocational opportunities.

**Roles and functions of the teacher for the educable mentally retarded** — these include working with identified students in direct instruction and acting as a resource person to other teachers. Specific functions of the teacher include the following.

- Evaluating each student's learning styles, taking into consideration academic skills, perceptual, language and conceptual skills and behavior and social skills.
- Conferring and planning regularly with the classroom teacher in resource situations concerning curriculum, management, scheduling, homework, grades and similar areas.
- Doing demonstration teaching or assisting in the regular classroom when appropriate.
- Conducting inservice for the faculty upon request.
- Unless itinerant, performing all school duties (such as bus duty) performed by other faculty members.
- Participating on the screening/placement committees.
- Planning or making instructional materials for students or classroom teachers to use.
- Coordinating instruction in resource situations to complement or supplement regular classroom instruction.
- Working as part of a team to aid the special student.
- Adapting media, materials and learning strategies to meet the individual needs of students.
- Providing ongoing assessment of students in the program and maintaining all required records and data forms.
- Communicating and working with parents, ancillary and support personnel to coordinate services to EMR students.

## Methodological Issues

A teacher of educable mentally retarded students should include a variety of teaching techniques and strategies to meet the assessed needs and learning styles of EMR students. Some children are visual learners, some are tactile learners, while others are aural learners. An adequate teacher looks at these learning modes and styles his/her teaching techniques to develop student skills. Some of these techniques are learning readiness, exercise, motivation, active participation, reinforcement of desired behavior, overlearning, accuracy, distributed practice and minimal change.

## Curricular Considerations

The teacher of the educable mentally retarded should provide an instructional program appropriate to individual needs. Educable mentally retarded students should attain competencies in the areas of personal and social skills, daily living skills and occupational preparation and guidance.

Most educable mentally retarded students will be in resource or modified self-contained classrooms in elementary and secondary schools. The elementary curriculum generally emphasizes functional academics. Subject matter skills are of great importance, but the presentation of those skills should reflect direct relationships to personal-social adequacy, daily living skills and prevocational skills.

The secondary curriculum generally emphasizes a work-study concept. Work-study programs consist of prevocational and vocational training provided through participation in the school's vocational education programs, with inschool and community work experiences. An adjusted academic program, which is coordinated with the vocational program, provides the application of academic skills to community and vocational independence. Students involved in work-study programs may spend part of the day or week acquiring

on-the-job training within the school or community. The remainder of the time is spent in regular vocational education classes or classes teaching daily living and personal-social adjustment skills application.

The secondary EMR program will reflect the quality of its elementary programs. Sequential curriculum throughout the program is imperative if students are to become personally adequate, economically productive and socially effective adults. The following outline should provide some guidelines in determining curricula considerations. Independent living skills and subject matter skills at the elementary level break out into personal-social daily living, and occupational preparation and guidance areas in the secondary level.

### Elementary Curriculum Outline

#### I. Independent Living Skills

##### A. Personal and Social Adequacy

1. Good mental health
  - a. Feeling of personal worth; realistic self-concept
  - b. Security; ability to accept criticism
  - c. Good interpersonal relationships with family, peers and adults in environment
2. Personal and social competencies in school, home and community
  - a. Personal and family identification data
  - b. Mapreading—location of community in state and important points in local area
  - c. Community communication, transportation and recreational facilities
  - d. Local legal and service agencies
  - e. Community businesses, industries, occupations and agriculture
3. Health and safety
  - a. Body organs and functions
  - b. Selfcare of body, clothing, diet, exercise
  - c. Conservation and care of materials and equipment
  - d. Medical and dental care and services
  - e. Safety rules for fire, electricity, travel, play, water, drugs, poisons, danger zones
  - f. Basic first aid
  - g. Community health and safety services
4. Cultural heritage and current events
  - a. Important historical figures and events
  - b. Persons currently in major public offices
  - c. Appropriate responses to patriotic procedures, songs and emblems
  - d. Democratic privileges and responsibilities

##### B. Occupational Competencies

1. Understanding of purposes and privileges of work for the student and others
2. Prevocational skills
  - a. All academic skills basic to job performance
  - b. Use and care of basic tools and materials
  - c. Acceptable work habits
  - d. \*Acceptable personal and social behavior

#### II. Basic Subject Matter Skills

##### A. Language Arts

1. Reading
  - a. Vocabulary—word recognition skills, word attack skills
  - b. Phonics

- c. Silent and oral reading
- d. Comprehension skills
- e. Pleasure reading
- 2. Language
  - a. Listening
    - (1) Auditory discrimination and memory of sounds, words
    - (2) Story ideas, conversation
    - (3) Directions
  - b. Speaking
    - (1) Personal identification
    - (2) Vocabulary building
    - (3) Expression of thoughts including asking for or giving information
    - (4) Use of speech as social tool as with greetings, jokes
- 3. Writing
  - a. Manuscript and beginning cursive if readiness indicates, emphasis on legibility
  - b. Basic grammar
  - c. Functional writing—simple letters, lists
- 4. Spelling
  - a. Recognition of phonetic elements and independent parts of words
  - b. Learning to spell—basic vocabulary, needed functional vocabulary
  - c. Alphabetizing

B. Number concepts

- 1. Counting
- 2. Grouping
- 3. Reading and writing numbers
- 4. Fundamental facts and procedures
- 5. Understanding of fractions
- 6. Simple problem solving; practical application of concepts
- 7. Measurement—quantity, weight, size, degree, distance, direction, basic shape
- 8. Money—symbol, value, use
- 9. Time—clock and calendar
- 10. Postage
- 11. Basic vocabulary for all preceding number concepts

C. Science

- 1. The earth and space
- 2. Weather
- 3. Living things and their environment
- 4. Foods
- 5. Transportation
- 6. Machines
- 7. Communication
- 8. Famous men and women of science, past and current

Secondary Curriculum Outline

I. Occupation Preparation and Guidance

A. Occupational Awareness and Exploration

- 1. Personal values, social values, monetary values



2. Local job opportunities
3. Sources of occupational information

B. Occupational Choices

1. Occupational needs, interests, aptitudes
2. Requirements and demands of job

C. Work Habits

1. Occupational safety
2. Quality work
3. Attendance and punctuality
4. Supervision and directions
5. Work with others

D. Physical-Manual Skills

1. Dexterity, balance, coordination
2. Stamina and endurance

E. Job Entry Level Skills

1. Vocational education programs
2. On-the-job training

F. Job Adjustment

1. Find, apply, interview
2. Adjust and maintain

II. Personal-Social Skills

A. Self-awareness

1. Abilities
2. Values
3. Aspirations
4. Interests

B. Self-confidence

1. Feeling of worth
2. Accept praise and criticism
3. Faith in self

C. Socially responsive/interpersonal

1. How to react in situations
2. Form and maintain relationship
3. Understanding characteristics of others
4. How to listen and respond

D. Decision making/problem solving

1. Setting goals
2. Seeing alternatives
3. Seeing consequences
4. Where to find advice

E. Communication

1. React to emergency situations
2. Read, write, speak at level needed for goals

### III. Daily Living Skills

#### A. Managing Finances

1. Identify money and correct change
2. Wise expenditures
3. Bank and credit facility use
4. Keep financial records
5. Calculate and pay taxes

#### B. Care and Repair of Home and Equipment

1. Select and maintain home
2. Use appliances and tools

#### C. Personal Needs

1. Appropriate dress
2. Grooming and hygiene
3. Physical fitness
4. Nutrition and weight
5. Illness prevention and treatment

#### D. Raising Children/Family Living

1. Responsibilities of marriage
2. Child raising procedures
3. Teaching children personal and psychological care
4. Family safety procedure and practices

#### E. Buying, Planning, Preparing Food

1. Eating skills
2. Plan meals
3. Purchase and prepare meals
4. Clean-up and store food

#### F. Selecting, Buying, Making Clothes

1. Purchase, maintain clothes
2. Wash, iron, store
3. Mending

#### G. Civic Activities

1. Basic laws, government
2. Citizen rights and responsibilities
3. Register and voting procedures

#### H. Leisure Time

1. Plan and choose activities and vacations
2. Group activities
3. Recreational facilities
4. Available resources

#### I. Community Mobility

1. Traffic rules and safety
2. Uses of transportation
3. Driving car

## References

Brolin, Donn E., *Vocational Preparation of Retarded Citizen*. Charles E. Merrill Publishing Company, Columbus, Ohio, 1976.

Wisconsin Department of Public Instruction, *EMR Curriculum: A Persisting Life Needs Approach*.

Smith, Robert M., *Clinical Teaching Methods of Instruction for the Retarded*. McGraw-Hill Book Company, New York, 1974.

Blake, Kathryn A. *Teaching the Retarded*. Prentice-Hall, Inc.: Englewood Cliffs, New Jersey, 1974.

## Evaluation

Evaluation of student progress should be continuous. Formal tests, teacher-made tests and checklists can be used to determine the effectiveness of instruction. Evaluation is necessary so that revisions in and updating of student objectives are in keeping with student needs. In order to be in compliance with P.L. 94-142, a review of each student's individualized education program (IEP) to determine met or unmet objectives must occur at least once a year.

Secondary educable mentally retarded students successfully completing the objectives and attaining the competencies in their individualized education programs (IEP), will earn Carnegie units and be awarded high school diplomas.

*The Program for Exceptional Children: Regulations and Procedures*, 1978 states that, "It is recommended that special education students, upon completion of a planned secondary special education program, be awarded a diploma in the regular commencement exercises. These students should be considered a part of the graduating class and no distinction should be made in the ceremonies."

## Professional Resources

In working with educable mentally retarded students, teachers must be familiar with diagnostic instruments and curriculum guides for their area of specialization. The appendix contains a listing of these professional resources.

## Materials and Equipment

Materials, media and equipment for the educable mentally retarded should meet sequential and developmental criteria appropriate to each curriculum objective. Some materials will need to be teacher-made and designed for individual students. Appropriate materials, media and equipment should be provided for the instructional areas of personal-social skills, daily living skills and occupational preparation and guidance. It is recommended that the composition of the class and individual needs of students be assessed prior to ordering. The appendix contains a listing of instructional materials sources.

## Related Services

Related services as defined in P.L. 94-142 are those supportive services required to assist a handicapped child to benefit from special education. It includes transportation, psychological services, recreation, early identification and assessment of disabilities in children, counseling services and diagnostic or evaluative medical services. It also includes school health services, school social work services, parent counseling and training, providing parents with information about child development and assisting parents in understanding the special needs of their child. Some of the more common related services for educable mentally retarded students include vocational rehabilitation services, Related Vocational Instruction (RVI), speech pathology, audiology and physical or occupational therapy.

All related services needed to assist the educable mentally retarded student to benefit from special education must be listed on his/her individualized education program (IEP).

# Chapter VI

## Program Evaluation

## Program Evaluation

Program evaluation determines areas of program strength or weakness. A comprehensive evaluation process will determine what revisions are necessary to improve program quality. Information should be obtained from all personnel involved in the program including parents, teachers, administrators and ancillary and support personnel.

The following checklist suggests program areas to be included in the evaluation.

<i>Eligibility</i>	Yes	No	Comment
Children are of legal school age.			
Adaptive behavior criteria has been considered.			
Observation data, student records and case history has been gathered and reviewed.			
Each student has individually administered psychological examination.			
All individual psychologicals are less than three years old.			
Each student has had a comprehensive educational evaluation.			
Reevaluations include all educational and psychological assessments initially administered.			
<b><i>Due Process Procedures Followed</i></b>			
Hearing and vision screening prior to evaluation.			
Parental consent prior to evaluation.			
Students subject of special education placement committee.			
Placement committee meeting minutes show reasons for proposed decisions.			
Documentation of parents' involvement in placement decision and development of IEP.			
Parental consent prior to placement.			
Placement of EMR students in the most appropriate, least restrictive environment.			
One IEP per child reflecting all special education and related services.			
Due process forms include all parental rights required by P.L. 94-142.			
Annual review of IEP.			
Confidentiality procedures adequate.			

**Comprehensive Program and Related Services**

An appropriate program for EMR students is available at the primary, intermediate and secondary levels.

Special education ancillary services appropriate to students are available

- physical therapy
- occupational therapy
- speech therapy
- Adaptive P.E.

Related services appropriate to students are available

- transportation
- social worker/visiting teacher
- school nurse/health department
- school psychologist/psychometrist
- school guidance counselor
- audiologist
- Related Vocational Instruction
- vocational rehabilitation counselor
- other

A variety of program alternatives are available to EMR students including, but not limited to, resource and modified self-contained.

EMR students have an opportunity to earn Carnegie Units towards a regular high school diploma.

**Facilities**

Programs for EMR students are housed with non-handicapped children of comparable chronological age.

EMR classroom space is comparable to that of non-handicapped classrooms.

Storage space for materials and equipment is adequate.

When necessary, programs are accessible and architecturally barrier-free.

**Transportation**

Transportation is available for work-study students.

Specially equipped buses are available for physically impaired EMR students.

Bus routes provide service requiring less than one and one-half hours on route each way.

Transportation is available for field trips.

Yes	No	Comment

	Yes	No	Comment
<b>Education Program:</b> Professional staff are involved in the selection of <ul style="list-style-type: none"> <li>• curriculum guides</li> <li>• assessment instruments</li> <li>• materials and equipment</li> </ul>			
There is an adopted, adapted or system-written EMR curriculum guide.			
Instructional programming is provided in the areas of <ul style="list-style-type: none"> <li>• personal-social skills</li> <li>• daily living skills</li> <li>• occupational preparation and guidance</li> </ul>			
EMR classes adhere to caseloads contained in Program for Exceptional Children: Regulations and Procedures.			
Adequate materials and equipment appropriate for the age and instructional needs of the EMR students are available.			
There is participation of EMR students with non-handicapped in <ul style="list-style-type: none"> <li>• lunch</li> <li>• assembly</li> <li>• library</li> <li>• playground</li> <li>• clubs</li> <li>• physical education</li> <li>• music</li> <li>• art</li> <li>• field trips</li> <li>• band and chorus</li> <li>• regular graduation exercises</li> <li>• other</li> </ul>			
Secondary EMR students successfully enrolled in regular vocational education programs with the support services of EMR and/or RVI teachers.			
Coordination of the EMR teacher and vocational rehabilitation personnel in the secondary EMR work-study program.			
<b>Personnel</b> Professional staff are fully certified in MR and/or Interrelated.			
Paraprofessionals, if available, are appropriately licensed.			
Adequate use of paraprofessionals.			
Staff involved in ongoing planned staff development.			

	Yes	No	Comment
Staff informed of and provisions made for attending professional meetings, conferences and workshops.			
Release time is provided for secondary teachers of EMR for work-study program supervision.			7
<b>Coordination with Community Agencies</b>			
Vocational Rehabilitation			
Mental Health			
Health Department			
Parks and Recreation			
Department of Family and Children's Services			
Other			



# Chapter VII

## Additional Resources

## Additional Resources

### Professional Associations and Organizations

#### National Level —

#### National & Community Agencies

Directory of Organizations Interested in the Handicapped (1976) published by Committee for the Handicapped, Washington, D.C.

American Association for the Education of the Severely/Profoundly Handicapped  
Box 15287  
Seattle, Wash.

American Association on Mental Deficiency  
5201 Connecticut Ave. NW  
Washington, D.C. 20015

Association for the Help of Retarded Children  
200 Park Ave. South  
New York, N.Y. 10003

Council for Exceptional Children  
1920 Association Dr.  
Reston, Va. 22091

Closer Look  
National Special Education  
Box 1492  
Washington, D.C. 20012

Developmental Disabilities  
4th and C Streets NW  
Washington, D.C. 20202

National Association for Retarded Citizens  
2709 Avenue E East  
P. O. Box 6109  
Arlington, Texas 76011

National Association of State Directors of Special Education  
1201 16th St. NW #301-C  
Washington, D.C. 20036

Epilepsy Foundation of America  
1828 L St. NW  
Washington, D.C. 20036

President's Committee on Employment of the Handicapped  
Washington, D.C. 20210

President's Committee on Mental Retardation  
7th and D Streets SW  
Washington, D.C. 20201

United Cerebral Palsy Association, Inc.  
66 East 34th St.  
New York, N.Y. 10016

Social Security Administration  
6401 Security Blvd.  
Baltimore, Md. 21235

National Center on Educational Media and Materials for the Handicapped  
Ohio State University  
220 West 12th St.  
Columbus, Ohio 43210

National Center for Law and the Handicapped  
1235 North Eddy St.  
South Bend, Ind.

National Information Center for the Handicapped  
P. O. Box 1492  
Washington, D.C. 20013

#### State Level —

Georgia Department of Education  
Program for Exceptional Children  
Room 307 Education Annex  
Atlanta, Ga. 30334

Georgia Association of Retarded Citizens  
1851 Ram Runway  
Suite 104  
College Park, Ga. 30337

Georgia Retardation Center  
4770 North Peachtree Rd.  
Chamblee, Ga. 30338

Georgia Chapter  
National Multiple Sclerosis Society  
1776 Peachtree Rd. NW  
Suite 640  
Atlanta, Ga. 30309

Georgia Rehabilitation Center  
Warm Springs, Ga. 31830

Georgia Department of Human Resources  
Division of Vocational Rehabilitation  
State Office Building  
Atlanta, Ga. 30334

Kidney Foundation of Georgia  
3330 Peachtree Rd. NE  
Suite 350  
Atlanta, Ga. 30326

Leukemia Society of America, Inc.  
Greater Georgia Chapter  
1750 Peachtree Rd.  
Room 350  
Atlanta, Ga. 30309

Scottish Rite Hospital  
1001 Johnson Ferry Rd. NE  
Atlanta, Ga. 30342

Sickle Cell Foundation of Georgia, Inc.  
2391 Sewell Rd. SW  
Atlanta, Ga. 30311

Muscular Dystrophy Association  
Atlanta Area Chapter  
Suite 105  
1680 Tully Cir. NE  
Atlanta, Ga. 30329

Office of Consumer Affairs Tie Line  
618 Ponce de Leon NE  
Atlanta, Ga. 30308

Georgia Heart Association, Inc.  
2581 Piedmont Rd. NE  
Atlanta, Ga. 30324

Epilepsy Foundation of America, Inc.  
Georgia Chapter  
1677 Tully Cir.  
Suite 117  
Atlanta, Ga. 30329

Emory University Children's Clinic  
1711 Uppergate Dr. NE  
Atlanta, Ga. 30322

Georgia Center for the Multihandicapped  
1815 Ponce de Leon Ave. NE  
Atlanta, Ga. 30307

Georgia Mental Health Institute  
1256 Briarcliff Rd.  
Atlanta, Ga. 30306

### Community Resources

This section is to be completed by the local educational agency. Efforts should be made to locate all agencies within the community that will provide additional support services for the educable mentally retarded student.

Objectives for the identification of community resources should be to maintain a parent information file, use resources within the school system, participate in professional organizations, continue to locate additional resources and maintain a current file of local resources.

### Georgia Learning Resources System (GLRS)

GLRS has an instructional materials center for special educators to preview and borrow materials. The collection includes diagnostic materials, teacher training and professional materials and instructional materials. These are loaned on a short-term basis to prove educational intervention for particular children, to be used by teachers for trial or preview or to help selection and purchase decisions.

GLRS also provides in-service training through workshops and conferences on effective use of media and educational equipment, new teaching techniques and methods and innovative instructional materials. Every effort is made to provide workshops which directly relate to the identified needs or interests of each school system.

GLRS maintains a videotape collection of outstanding special education workshops which have been conducted throughout Georgia. In addition, exemplary special classrooms can be videotaped. These tapes may be borrowed for workshops, in-service meetings or individual previewing.

GLRS sponsors various special projects to introduce innovative ideas and materials being used successfully with exceptional children across the nation. The Select-Ed Prescriptive Materials Retrieval System, Computer-based Resource Units (CBRU), Educational Research Information Center (ERIC), Materials Analysis and Retrieval System (MARS) and the Master-Teacher Model are some of the educational innovations which GLRS has introduced to Georgia educators.

GLRS acts as an information interchange network. Information is disseminated to special educators about the various areas of exceptionality, about programs and services offered to exceptional children in Georgia and about meetings and conferences of interest to special educators.

GLRS provides information and referral for diagnostic services and educational planning for the severely handicapped child.

### **Centers for Severely Emotionally Disturbed**

The SED centers are multidistrict programs designed to serve a low incidence population. The projected population for SED is one-half percent (.005%) of the population, ages zero-16. There are currently 24 centers, each with satellite services, providing nonresidential, community-based services including diagnostic, educational, psychological and psychiatric assessment; remedial services such as special education classes, individual or group therapy and parent services.

Each center is responsible for serving children, ages zero through 16, who are severely emotionally disturbed or behaviorally disordered. The major admission requirement will be the presence of an emotional or behavioral disorder severe enough to require a special child treatment program or a special education program not available in the public school or community. Children who are mild to moderate behavior problems or discipline problems are not eligible. Eligible children are characterized by severe emotional disturbance such as, but not limited to, childhood schizophrenia, autism, severe emotional deprivation and adjustment reactions; severe behavioral disorders such as, but not limited to, neurological impairment, cultural deprivation and developmental deficiencies, and severe school-related maladjustment such as, but not limited to, behavior, socialization communication and academic skills.

At all centers, referrals will be accepted from, but not limited to, early childhood programs, private day care programs, community service centers, well baby clinics, kindergartens, public schools, parents and other child-serving agencies and physicians.

For additional information, contact the State Coordinator, Centers for Severely Emotionally Disturbed, Georgia Department of Education, Education Annex, Atlanta, Georgia 30334 or call (404) 656-6317.

**Appendix A**  
**Georgia Learning Resources**  
**System Directory**

# Georgia Learning Resources System Directory

State Coordinator, GLRS  
Program for Exceptional Children  
Georgia Department of Education  
Education Annex  
Atlanta, Georgia 30334  
(404) 656-2425 (GIST) 221-2428

## SOUTHWEST GEORGIA CENTER, GLRS

P. O. Box 1470  
Albany, Ga. 31702  
(912) 432-9151

\*Southwest Georgia GLRS Satellite  
Early County Junior High School  
Blakely, Ga. 31723  
(912) 723-3749

## WEST CENTRAL CENTER, GLRS

55 Savannah St.  
Newnan, Ga. 30263  
(404) 251-0888, (GIST) 232-1496

## NORTH GEORGIA CENTER, GLRS

P. O. Box 546  
Cleveland, Ga. 30528  
(404) 865-2043

## METRO EAST CENTER, GLRS

Robert Shaw Center  
385 Glendale Rd.  
Scottsdale, Ga. 30079  
(404) 292-7272

## METRO WEST CENTER, GLRS

Metro CESA  
2268 Adams Dr. NW  
Atlanta, Ga. 30318  
(404) 352-2697

## NORTHEAST GEORGIA CENTER, GLRS

Northeast Georgia CESA  
375 Winter Dr.  
Winterville, Ga. 30683  
(404) 742-8292, (GIST) 241-7675

## MIDDLE GEORGIA CENTER, GLRS

915 Hill Park  
Whittle Building  
Macon, Ga. 31201  
(912) 743-9195

## EAST GEORGIA CENTER, GLRS

Joseph Lamar Elementary School  
907 Baker Ave.  
Augusta, Ga. 30904  
(404) 736-0760

## \*Louisville Center, GLRS Satellite

Louisville Academy  
Louisville, Ga. 30434  
(912) 624-7794

## NORTH CENTRAL CENTER, GLRS

North Georgia CESA  
#5 West Side Square  
Ellijay, Ga. 30540  
(404) 635-5391

## WEST GEORGIA CENTER, GLRS

1532 Fifth Ave.  
Columbus, Ga. 31901  
(404) 323-7075

## \*West Georgia GLRS Satellite

Sumter County Instructional Materials Center  
Americus, Ga. 31709  
(912) 924-4955

## NORTHWEST GEORGIA CENTER, GLRS

Doctor's Building, Park Ave.  
Trion, Ga. 30753  
(404) 734-7323

## \*GLRS Satellite, NW Georgia CESA

Cedartown, Ga. 30125  
(404) 684-5443, (GIST) 295-6190

## METRO SOUTH CENTER, GLRS

Griffin CESA  
P. O. Drawer H  
Griffin, Ga. 30223  
(404) 227-0632, (GIST) 253-7311

## SOUTH CENTRAL CENTER, GLRS

Child Development Center  
1492 Bailey St.  
Waycross, Ga. 31501  
(912) 285-6191 (GIST) 368-6191

## \*South Central Center, GLRS (West)

Coastal Plains CESA  
1200 Williams St.  
Valdosta, Ga. 31601  
(912) 247-3482

**COASTAL AREA CENTER, GLRS**  
Chatham County Board of Education  
208 Bull St., Room 300  
Savannah, Ga. 31401  
(912) 234-2541, ext. 301 or 302

\*Coastal Area GLRS Satellite  
2400 Reynolds St.  
Brunswick, Ga. 31520  
(912) 264-6222

**EAST CENTRAL CENTER, GLRS**  
Wrightsville Primary School  
P. O. Box 275  
Wrightsville, Ga. 31096  
(912) 864-3246

\*GLRS Satellite, Heart of GA. CESA  
312 South Main St.  
Eastman, Ga. 31023  
(912) 374-5244

**SOUTHEAST GEORGIA CENTER, GLRS**  
J. R. Trippe School  
400 W. Second St.  
Vidalia, Ga. 30474  
(912) 537-7797

\*Satellite Center of the preceding GLRS Center

**Appendix B**  
**Programs Offered by Georgia**  
**Colleges and Universities**



**ALBANY STATE COLLEGE**

Department of Psychology

504 College Dr.

Albany, Ga. 31705

(912) 439-4042

*Undergraduate Level*

Mental Retardation (Educable)

**ATLANTA UNIVERSITY**

Special Education Department

223 Chestnut St.

Atlanta, Ga. 30314

(404) 525-8234

*Graduate Level*

Mental Retardation (Educable)

Mental Retardation (Trainable)

*Post Graduate Level*

Mental Retardation (Educable)

**AUGUSTA COLLEGE**

Special Education Department

Augusta, Ga. 30904

(404) 628-3601

*Undergraduate Level*

Mental Retardation (Educable)

Mental Retardation (Trainable)

*Graduate Level*

Mental Retardation (Educable)

Mental Retardation (Trainable)

**BRENAU COLLEGE**

Division of Education and Graduate Study

Gainesville, Ga. 30501

(404) 532-4444 ext. 231

*Undergraduate Level*

Mental Retardation (Educable)

Mental Retardation (Trainable)

**COLUMBUS COLLEGE**

Special Education Department

Columbus, Ga. 31907

(404) 568-2251

*Undergraduate Level*

Mental Retardation (Educable)

Mental Retardation (Trainable)

*Graduate Level*

Mental Retardation (Educable)

Mental Retardation (Trainable)

**GEORGIA COLLEGE**

School of Education

Milledgeville, Ga. 31061

(912) 453-4577

*Undergraduate Level*

Mental Retardation (Educable)

Mental Retardation (Trainable)

*Graduate Level*

Mental Retardation (Educable)

Mental Retardation (Trainable)

**GEORGIA SOUTHERN COLLEGE**

Special Education Department

Statesboro, Ga. 30459

(912) 681-5596

*Undergraduate Level*

Mental Retardation (Educable)

*Graduate Level*

Mental Retardation (Educable)

Mental Retardation (Trainable)

**GEORGIA STATE UNIVERSITY**

Department of Special Education

University Plaza

Atlanta, Ga. 30303

(404) 658-2543

*Graduate Level*

Mildly Handicapped

Moderately/Severely Handicapped

*Post Master Level (Ed.S.)*

Mental Retardation

*Doctoral Level*

Mental Retardation

**MERCER UNIVERSITY**

Special Education Department

Macon, Georgia 31204

(912) 745-6811

*Undergraduate Level*

Mental Retardation

**MORRIS BROWN COLLEGE**

Department of Education and Psychology

Room 302

643 Martin Luther King Dr. SW

Atlanta, Ga. 30314

(404) 525-7831, ext. 38

*Undergraduate Level*

Mental Retardation (Educable)

Mental Retardation (Trainable)

**NORTH GEORGIA COLLEGE**

Special Education Department

Dahlonega, Ga. 30533

(404) 864-3391, ext. 310

*Undergraduate Level*

Mental Retardation (Educable)

Mental Retardation (Trainable)

**UNIVERSITY OF GEORGIA**

Division for Exceptional Children

570 Aderhold Hall

Athens, Ga. 30602

(404) 542-1685, ext. 31

*Undergraduate Level*  
Mental Retardation (Educable)  
Mental Retardation (Trainable)

*Graduate Level*  
Mental Retardation (Educable)  
Mental Retardation (Trainable)

*Doctoral Level*  
Mental Retardation

**VALDOSTA STATE COLLEGE**  
Special Education Department  
Valdosta, Ga. 31601  
(912) 247-3270

*Undergraduate Level*  
Mental Retardation (Educable)  
Mental Retardation (Trainable)

*Graduate Level*  
Mental Retardation (Educable)  
Mental Retardation (Trainable)

**WEST GEORGIA COLLEGE**  
Department of Special Education  
Carrollton, Ga. 30117  
(404) 834-1332

*Undergraduate Level*  
Mental Retardation (Educable)  
Mental Retardation (Trainable)

*Graduate Level*  
Mental Retardation (Educable)  
Mental Retardation (Trainable)

# Appendix C

## Adaptive Behavior Checklists

## Adaptive Behavior Checklists

The following checklists measure various aspects of adaptive behavior. Some are formal and others are informal. The normative information which is available for certain checklists should be considered according to its appropriateness for the students with which it will be used. Development of local norms is recommended to increase the usefulness of many of these checklists.

Scales	Norms Available (N)	Age Range	Publisher
<i>Adaptive Behavior Inventory for Children (ABIC)</i> Mercer & Lewis	N	5-0 to 11-11	Psychological Corporation 757 Third Ave. New York, N.Y. 10017
<i>Adaptive Behavior Scale-Public School Version (ABS-PS)</i> Lambert, Windmiller, Cole and Figueroa, 1974	N	7-3 to 13-2	American Association on Mental Deficiency 5101 Wisconsin Ave. NW Washington, D.C. 20016
<i>Basic Skills Children from the Ages of 0-5 Years Should Acquire</i>			Mary Free Bed Hospital and Rehabilitation Center 920 Cherry St. SC Grand Rapids, Mich. 49506
<i>Behavior Characteristics Progression Chart (BCP)</i> Santa Cruz Co. Office of Education			VORT Corporation P. O. Box 11757 Palo Alto, CA 94306
<i>Callier-Asasa Scale</i> Stillman, (Ed), 1975	N	Newborn to 8 years	Callier Center for Communication Disorders The University of Texas, Dallas 1966 Inwood Rd. Dallas, Texas 75235
<i>Cambridge Assessment Developmental Rating and Evaluation</i> , Welch, O'Brien, & Ayers, 1974		Newborn to Adult	Cambridge Area Developmental Rehabilitation and Education Center Cambridge Independent School District Cambridge, Minn. 55008
<i>Developmental Evaluation Scale</i> Dallas County MHMR Center, 1973		Newborn to Adult	Dallas County MHMR Center 2710 Stemmons Freeway Dallas, Texas 75207
<i>Developmental Profile</i> Alpern and Boll, 1972	N	Newborn to 12 years	Psychological Development Publications P. O. Box 3198 Aspen, Colo. 81611
<i>Evaluation Checklist Educable Mentally Retarded</i>			Education Department Craig State School Sonyea, N.Y. 14556
<i>Fairview Behavior Evaluation Battery</i> , Fairview State Hospital, 1970		Newborn to 10 years	Research Department Fairview State Hospital 2501 Harbor Blvd. Costa Mesa, CA 92626
<i>Guide to Early Developmental Training</i>			Wabash Center for the Mentally Retarded Lafayette, Ind. 47904

**Lakeland Village Adaptive Behavior Grid**

Grant O. Gilbert  
Lakeland Village  
P. O. Box 200  
Mediac Lake, Wash. 99022

**Lapeer Adaptive Behavior Profile**

Oakdale Center for Developmental Disabilities  
Lapeer, Mich. 48446

**Learning Accomplishment Profile (LAP)**  
Saxford, 1974

N

Newborn to 6 years

Kaplan School Supply Corp.  
600 Jonestown Rd.  
Winston-Salem, NC 27103

**Meyer Children's Rehabilitation Institution Early Childhood Education Program Developmental Scales**

Meyer Children's Rehabilitation Institute  
444 South 44th St.  
Omaha, NE 68131

**Preschool and Kindergarten Profile**, DiNola, Kaminsky, & Sternfield, 1970

Reporting Service for Children  
563 Westview Ave.  
Ridgefield, NJ 07567

**Preschool Attainment Record**

N

6 mos. to 7 years

American Guidance Service  
Publisher's Bldg.  
Circle Pines, Minn. 55014

**Progress Assessment Chart (PAC)** Gunzberg

SEFA Publications, Ltd.  
240 Holliday St.  
Birmingham 1, England

**Social and Prevocational Information Battery** Halpern, Raffeld, Irvin, & Link, 1975

N

EMR Adolescents

CTB/McGraw-Hill  
Del Monte Research Park  
Monterey, CA 93940

**Special Education, Individual Therapy, Occupational Therapy, Family Therapy Psychodrama, Group Therapy, and Recreational Therapy Rating Forms**

Central Louisiana State Hospital  
Pineville, La. 71360

**Vineland Social Maturity Scale**

N

Newborn to 30 years

American Guidance Service  
Publishers Bldg.  
Circle Pines, Minn. 55014

**Y.E.M.R. Performance Profile for the Young Moderately and Mildly Retarded**, DeNola, Kaminsky, & Sternfield, 1967

Primary EMR

Reporting Service for Children  
563 Westview Ave.  
Ridgefield, NJ 07567

# Appendix D

## Curriculum Guides

## Curriculum Guides for Mentally Retarded

### General

- American Association for Health, Physical Education and Recreation. *Physical activities for the mentally retarded - Ideas for instruction*. Washington, D.C.: Author, 1968.
- American Association for Health, Physical Education and Recreation. *Special fitness test manual for the mentally retarded*. Washington, D.C.: Author, 1968.
- Buffalo Public Schools, Division of Curriculum Evaluation and Development. *Art: Projects and activities for the mentally retarded*. Buffalo, N.Y.: Author, 1969.
- Cratty, B. J. *Developmental sequence of perceptual-motor tasks: Movement activities for neurologically handicapped and retarded children and youth*. Freeport, N.Y.: Educational Activities, Inc., 1967.
- Home and Family Living Laboratory, Child Development Center. *Home and family living laboratory curriculum guide*. St. Paul, MN: Author, 1975.
- Independence Public Schools. *Language is living: A guide to foster language development for mentally retarded individuals*. Madison, WI: Department of Public Instruction, 1973.
- Klappholz, L. (Ed.) *Physical education for the physically handicapped and mentally retarded*. New London, CT: Croft Educational Services, Inc., 1969.
- Louisiana State Department of Education, Division of Special Educational Services. *Tentative guide for teaching the mentally retarded*. Louisiana: Author, 1973.
- Mayer, W. V. (Ed.) *Planning curriculum development with examples from projects for the mentally retarded*. Boulder, CO: Biological Sciences Curriculum Study, 1975.
- Michigan Department of Education. *A handbook of suggestions for developmental learning*. Lansing, MI: Author.
- New York State Education Department, Division for Handicapped Children. *Arts and crafts for mentally retarded children*. Albany, NY: Author.
- Voss, D. G. *Physical education curriculum for the mentally handicapped* (Bulletin No. 2102) Manitowoc County, WI: Manitowoc County Handicapped Children's Education Board, 1974.

### Educable Mentally Retarded

- Basic curriculum materials for classes of children with mental retardation*. Buffalo, NY: State University College, n.d.
- Blessing, K. R., *A needs approach to curriculum development involving prescriptive teaching*. Madison, WI: Department of Public Instruction, EMR Curriculum Project, Division for Handicapped Children, 1969.
- Blessing, K. R., Mathias, D.C. and Pfæffle, H. (Eds.). *Primary level resource guide for educable mentally retarded* (Bulletin 21-B: Vols. I and II). Madison, WI: Department of Public Instruction, Bureau for Handicapped Children, 1964.
- Bonham, S. J. Jr. *A decade of progress 1960-1970. The program for the educable mentally retarded*. Columbus, OH: Department of Education, 1970.
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- Missouri State Department of Education. *Special education guide for teachers. (EMR)*. Missouri: Author.
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**Appendix E**  
**Special Education**  
**Instructional Materials Sources**

## Southeastern Materials Center

The Southeastern Materials Center, one of 14 members in the National Network of Instructional Materials Centers for Handicapped Children and Youth, is funded under the Bureau of Education for the Handicapped, U.S.O.E.

### Publishers of Special Education Materials

Abingdon Press  
201 Eighth Ave. S  
Nashville, Tenn. 37203

Acadia Press  
1144 S. Main St.  
Scranton, Penn. 18504

Academic Media, Inc.  
10835 Santa Monica Blvd.  
Los Angeles, Calif. 90025

Addison Wesley Publishing Company  
Reading, Mass. 01867

\*Alexander Graham Bell Association  
for the Deaf  
1537 35 St. NW  
Washington, D.C. 20007

\*Allied Education Council  
Distribution Center  
P. O. Box 78  
Galen, Mich. 49113

Allyn and Bacon, Inc.,  
College Division  
150 Tremont St.  
Boston, Mass. 02111  
Catalog entitled "Educational  
Psychology" lists publications  
related to special education.

\*Altro Health and Rehabilitation  
Services  
373 Park Ave. S  
New York, N.Y. 10016

\*American Academy for Cerebral Palsy  
120 Louisiana Ave.  
New Orleans, La. 70115

\*American Annals of the Deaf  
Gallaudet College  
Seventh St. and Florida Ave.  
Washington, D.C. 20002

\*American Association for Health,  
Physical Education and Recreation  
Project on Recreation and Fitness for  
the Mentally Retarded  
1201 - 16 St. NW  
Washington, D.C. 20036

\*American Association on Mental  
Deficiency  
20 North St.  
Willimantic, Conn. 06226

\*American Cleft Palate Association  
Department of Communicative Disorders  
College of Health Related Professions  
University of Florida  
Gainesville, Fla. 32603

American Education Research Association  
National Education Association  
1201 - 16 St. NW  
Washington, D.C. 20036

\*American Foundation for the Blind, Inc.  
16 West 16 St.  
New York, N.Y. 10011

American Guidance Service, Inc.  
Publishers' Bldg.  
Circle Pines, Minn. 55014

American Library Association  
50 East Huron St.  
Chicago, Ill. 60611

American Medical Association  
535 N. Dearborn St.  
Chicago, Ill. 60610

American Occupational Therapy Association  
250 West 57 St.  
New York, N.Y. 10019

American Personnel and Guidance  
Association  
1605 New Hampshire Ave. NW  
Washington, D.C. 20009

\*Curriculum Materials Corporation  
119 South Roach St.  
Jackson, Miss. 39205

Curriculum Research Press  
P. O. Box 848  
Huntington, N.Y. 11743

The John Day Company, Inc., Publishers  
62 West 45 St.  
New York, N.Y. 10036

T. S. Denison & Company, Inc.  
321 Fifth Ave. S  
Minneapolis, Minn. 55415

\*Devereux Foundation  
Department of Publications  
Devon, Penn. 19333

Dexter and Westbrook, Ltd.  
111 South Centre Ave.  
Rockville Centre, N.Y. 11571

Doubleday and Company, Inc.  
School and Library Division  
Garden City, Long Island, NY 11530

E. P. Dutton and Company, Inc.  
201 Park Ave. S  
New York, NY 10003

Education Industry Service  
1225 East 60 St.  
Chicago, Ill. 60637

Educational Activities, Inc.  
P. O. Box 392  
Freeport, N.Y. 11520

Educational Developmental  
Laboratories, Inc.  
Huntington, NY 11743

Educators Progress Service  
Randolph, Wis. 53956

Educators Publishing Service, Inc.  
301 Vassar St.  
Cambridge, Mass. 02139

\*Epilepsy Foundation  
1419 H St. NW  
Washington, D.C. 20005

\*Expression Company  
Publishers  
P. O. Box 11  
Magnolia, Mass. 01930

\*Fearon Publishers, Inc.  
2165 Park Blvd.  
Palo Alto, Calif. 94306

\*Finney Company  
3350 Gorham Ave.  
Minneapolis, Minn. 55426

Follett Publishing Company  
1010 West Washington Blvd.  
Chicago, Ill. 60607

Garrard Publishing Company  
1607 N. Market St.  
Champaign, Ill. 61820

Globe Book Company, Inc.  
175 Fifth Ave.  
New York, N.Y. 10010

Go-Mo Products, Inc.  
1441 Headford Ave.  
P. O. Box 143  
Waterloo, Iowa 50704

\*Gracewood State School and Hospital  
Gracewood, Ga. 30812

Grolier Educational Corporation  
Spencer Division  
575 Lexington Ave.  
New York, N.Y. 10022

Grune and Stratton, Inc.  
381 Park Ave. S  
New York, NY 10016

\*Ardelle Manning Productions  
P. O. Box 125  
Palo Alto, Calif. 94302

\*Media  
P. O. Box 2005  
Van Nuys, Calif. 91404

Charles E. Merrill Books, Inc.  
1300 Alum Creek Dr.  
Columbus, Ohio 43216  
"Books in Education" catalog  
includes a section of special  
education publications.

Montana Reading Clinic Publications  
Billings, Mont.

\*National Association for Retarded  
Children, Inc.  
420 Lexington Ave.  
New York, NY 10017

\*National Association of Sheltered  
Workshops and Homebound Programs  
1522 K St. NW  
Washington, D.C. 20005

\*National Catholic Education Association  
Special Education Department  
1785 Massachusetts Ave. NW  
Washington, D.C. 20036

National Council of Teachers of English  
508 S. Sixth St.  
Champaign, Ill. 61822

National Education Association  
1201 - 16 St. NW  
Washington, D.C. 20036

\*The National Foundation—March of Dimes  
800 Second Ave.  
New York, NY 10017

\*National Institute of Neurological  
Diseases and Blindness  
National Institute of Health  
Bethesda, Md. 20014

National Laboratory on Early Childhood  
Education  
805 W. Pennsylvania Ave.  
Urbana, Ill. 61801

\*National Rehabilitation Association  
1522 K St. NW  
Washington, D.C. 20005

\*National Society for Crippled Children  
and Adults  
2023 West Ogden Ave.  
Chicago, Ill. 60612

\*New Jersey Association for Brain  
Injured Children  
61 Lincoln St.  
East Orange, NJ 07017

New Readers Press  
Box 131  
Syracus, NY 13210

\*New York Association for Brain Injured  
Children  
305 Broadway  
New York, NY 10017

Noble and Noble Publishers, Inc.  
750 Third Ave.  
New York, NY 10017

\*The Oddo Publishing Company  
Box 999  
201 S. Second St.  
Mankato, Minn. 56002

\*Ohio Society for Crippled Children  
and Adults  
311 Kendall Place  
Columbus, Ohio 43205

\*Owen Publishing Company  
Dansville, NY 14437

Pacifica House Publishers  
San Anselmo, Calif. 94960

Southern Universities Press  
Box 1441  
Missoula, Mont. 59801

\*Southern Wisconsin Colony and  
Training School  
Union Grove, Wis. 53182

\*Special Child Publications  
Seattle Seguin School, Inc.  
Room 320  
71 Columbia St.  
Seattle, Wash. 98104

\*Special Education Curriculum  
Development Center  
University of Iowa  
Iowa City, Iowa 52240

\*Special Educator Materials  
Development Center  
Department C - Division of Fore, Inc.  
2020 R St. NW  
Washington, D.C. 20009

\*Speech Foundation of America  
152 Lombardy Rd.  
Memphis, Tenn. 38111

\*Speech Materials  
Box 1713  
Ann Arbor, Mich. 48106

\*Stanwix House, Inc.  
3020 Chartiers Ave.  
Pittsburgh, Penn. 15204

Syracuse University Press  
Box 87, University Station  
Syracuse, NY 13210

Systems for Education, Inc.  
612 N. Michigan Ave.  
Chicago, Ill. 60611

Bureau of Publications  
Teachers College  
Columbia University  
525 W. 120 St.  
New York, NY 10027

Teaching Aids Company  
2511 Marquette St.  
Davenport, Iowa 52804

Teaching Resources, Inc.  
334 Boylston St.  
Boston, Mass. 02116

\*Texas Association for Children with  
Learning Disabilities  
714 E. Mitchell  
Arlington, Texas 76010

Charles C. Thomas, Publisher  
301-327 E. Lawrence Ave.  
Springfield, Ill. 62703

\*John Tracy Clinic  
806 Adams Blvd.  
Los Angeles, Calif.

\*Fern Tripp  
2035 E. Sierra Way  
Dinuba, Calif. 93618

\*United Association for Retarded Children  
207 E. Buffalo  
Milwaukee, Wis. 53202

\*Denotes those publishing special education materials exclusively or primarily.

### Sources of Teacher's Aids

Anthony School Equipment Company  
1603 E. Olive St.  
P. O. Box 5527  
Milwaukee, Wis. 53211  
Speecor - a Mobile teaching aid for  
speech correction is available.

Appleton-Century-Crofts  
440 Park Ave. S  
New York, NY 10016  
Language Lotto and Matrix games  
are available.

Dick Blick  
P. O. Box 1267  
Galesburg, Ill. 61401  
"Special Education Catalog"  
offers maps, globes, charts, as well  
as toys and arts and crafts materials.  
Catalog of Milton Bradley materials  
available from Blick lists math and  
reading aids.

Childplay of New York, Inc.  
43 E. 19 St.  
New York, NY 10003  
Catalog "Materials and Equipment . . ."  
lists teacher's aids, toys and arts-  
and crafts materials.

Community Playthings  
Rifton, NY 12471  
Catalog lists toys and equipment.

Constructive Playthings  
1040 E. 85  
Kansas City, Mo. 64131  
Offer teacher's aids and toys.

\*United Cerebral Palsy Association, Inc.  
321 W. 44 St.  
New York, NY 10036

U.S. Children's Bureau  
Department of Health, Education and  
Welfare  
Washington, D.C. 20201

U.S. Department of Health, Education  
and Welfare  
Office of Education  
Washington, D.C. 20201

Continental Press, Inc.  
127 Cain St. NW  
Atlanta, Ga. 30303  
Offer preprinted masters for liquid  
duplicators. Much of their material  
is specifically for exceptional  
children.

George F. Cram Company, Inc.  
730 E. Washington St.  
Indianapolis, Ind. 46202  
Listing of "Visual Aids for Special  
Education" includes maps and globes.

Creative Playthings, Inc.  
Princeton, NJ 08540  
Offer teacher's aids, puzzles, games,  
toys and play equipment.

Cuisenaire Company of America, Inc.  
9 Elm Ave.  
Mt. Vernon, NY 10550  
Offer mathematical teaching aids.

Curriculum Research Press  
P. O. Box 848  
Huntington, NY 11743  
Lok Letters, a spelling and word  
construction teacher's aid is  
available.

Denoyer-Geppert Company  
5235 Ravenswood Ave.  
Chicago, Ill. 60640  
Offer teaching aids in all fields.

**Developmental Learning Materials**

3505 N. Ashland Ave.

Chicago, Ill. 60657

Offer developmental puzzles, colored inch cubes and alphabet cards.

**Di-Bur**

Box 1184

Pueblo, Colo.

Card games for speech blends are available.

**Ed-U-Cards Manufacturing Corporation**

60 Austin Blvd.

Commack, NY 11725

Offer flash cards and teaching games.

**EduKaid**

1250 E. Ridgewood Ave.

Ridgewood, NJ 07450

Math aids are available.

**Educational Activities, Inc.**

P. O. Box 392

Freeport, NY 11520

Offer teacher's aids including charts and games.

**R. H. Stone Products**

P. O. Box 414

Detroit, Mich. 48231

Catalog "Teaching Aids" lists materials for all areas of children's education.

**Sturgis Library Products, Inc.**

P. O. Box 130

Sturgis, Mich. 49091

Offer visual teaching aids including posters and charts.

**Systems for Education, Inc.**

612 N. Michigan Ave.

Chicago, Ill. 60611

Offer charts, maps, pictures, flash cards and manipulative materials.

**Talkalong Products**

Box 444

Monterey, Calif. 93940

Games and drill cards for speech sounds and phonics skills are available.

**Teacher's Publishing Corporation**

23 Leroy Ave.

Darien, Conn. 06820

List teacher's aids for all subject areas.

**Teaching Aids**

159 W. Kinzie St.

Chicago, Ill. 60610

Offers catalog of "Learning Aids for Young Children in accordance with Montessori."

**Teaching Resources, Inc.**

334 Boylston St.

Boston, Mass. 02116

List puzzles, games and other teaching aids.

**Tecifax Corporation**

195 Appleton St.

Holyoke, Mass. 01040

The Sound Stimulator is available.

**Tok-Back Voice Reflector**

R. O. Box 5045

Berkeley, Calif. 94705

A voice reflector, Tok-Back, is available.

**Tooti Division**

Creative Ideas Company

5328 W. 142 Pl.

Hawthorne, Calif. 90250

**Tri-Tix**

Division of the Kelsh Corporation

6411 W. Mequon Rd.

Mequon, Wis. 53092

The Tri-Tix Ball Abacus is available.

**X-acto, Inc.**

48-41 Van Dam

Long Island City

New York, NY 10013

Arts and crafts materials.

**Sources of Filmstrips**

**McGraw-Hill Book Company**

330 W. 42 St.

New York, NY 10036

**Materials for Learning, Inc.**

1376 Coney Island Ave.

Brooklyn, NY 11230

**Parents' Magazine Enterprises, Inc.**

52 Vanderbilt Ave.

New York, NY 10017

Offer "Reading Motivation Filmstrips."

**Popular Science Publishing Company, Inc.**

Audio-Visual Division

355 Lexington Ave.

New York, NY 10017

Warren Schloot Productions, Inc.  
Palmer Lane W.  
Pleasantville, NY 10570

Society for Visual Education  
1345 Diversey Parkway  
Department 104  
Chicago, Ill. 60614

Spoken Arts, Inc.  
59 Locust Ave.  
New Rochelle, NY 10801

Universal Education and Visual Arts  
221 Park Ave. S.  
New York, NY 10003

Webster Division  
McGraw-Hill Book Company  
Manchester Rd.  
Manchester, Mo. 63063

Weston Slides, Inc.  
Weston, Conn. 06880

#### Sources of Slides

AMCO, Inc.  
P. O. Box 218  
Port Richey, Fla. 33568

American Library Color Slide Company  
305 E. 45 St.  
New York, NY 10017

Blackhawk Films  
1235 W. Fifth St.  
Davenport, Iowa 52802

Herbert E. Budek Films and Slides  
P. O. Box 307  
Santa Barbara, Calif. 93102

Offers slides on art and architecture.

Colonial Films, Inc.  
70 Fairlie St. NW  
Atlanta, Ga. 30303  
The "Art Catalog" lists  
2" x 2" slides.

Creative Scope, Inc.  
509 Fifth Ave.  
New York, NY 10017

Offer a set of slides entitled  
*How Babies Are Made.*

Guidance Associates  
Harcourt, Brace and World  
23 Washington Ave.  
Pleasantville, NY 10570

Museum Color Slides Association  
190 Marlborough St.  
Boston, Mass. 02116

National Gallery of Art  
Publications and Information Services  
Washington, D.C. 20065

Their List No. 8, *Color Slides*  
lists original 35mm transparencies,  
each made directly from the work of  
art in the Gallery; also Gallery views.

Sawyer's Inc.  
P. O. Box 444  
Portland, Ore. 97207

The Viewmaster stereo viewer and  
Viewmaster slides are available.

Society for French-American Cultural  
Services and Educational Aid  
Audiovisual Department  
972 Fifth Ave.  
New York, NY 10021

Society for Visual Education  
1345 Diversey Parkway  
Chicago, Ill. 60614

Offer a set of 100 Traditional Great  
Art Masterpieces in file case.  
Also offer slides for science studies.

Universal Color Slide Company  
136 W. 32 St.  
New York, NY 10001

University Prints  
15 Brattle St., Harvard Square  
Cambridge, Mass. 02138

Most museums have slides of their art  
works available. You might write to  
museums such as the New York Metropolitan  
Museum and request a list of their slides.

#### Sources of Records and Audiotapes

Academic Recording Institute  
3060 Locke Ln.  
Houston, Texas 77019

American Library Association  
Headquarters Library  
50 E. Huron St.  
Chicago, Ill. 60611

Angel Records  
1730 Broadway  
New York, NY 10019

Audio Books Company  
501 Main St.  
St. Joseph, Mich. 49085

Bowmar Records  
10515 Burbank Blvd.  
North Hollywood, Calif. 91601  
Offer records, including section  
"Songs for Children with special  
needs."

Stanley Bowmar Company, Inc.  
12 Cleveland St.  
Valhalla, NY 10595  
Offer records and tapes.

John D. Caddy  
P. O. Box 251  
Canoga Park, Calif. 91305  
Offers "The 6 wonderful records of  
facts" to be used in teaching  
mathematics.

Caedmon Records  
461 Eighth Ave.  
New York, NY 10001

Calliope Records  
547 Riverside Dr.  
New York, NY 10027

Capitol Records  
1750 Vine St.  
Hollywood, Calif. 90028

Carillon Records  
520 Fifth Ave.  
New York, NY 10036

Catholic Poetry Society  
232 Madison Ave.  
New York, NY 10016

Children's Music Center, Inc.  
5373 W. Pico Blvd.  
Los Angeles, Calif. 90019  
Records catalog includes section  
"For Children with special needs."  
Also have a separate catalog of  
records "For Exceptional Children."

Columbia Records  
51 W. 52 St.  
New York, NY 10019

Concept Records  
P. O. Box 524F  
N. Bellmore, Long Island, NY 11710

Constructive Playthings  
1040 E. 85  
Kansas City, Mo. 64131

Cooper Films and Records, Inc.  
Cooper Bldg.  
Winchendon, Mass. 01475

Curriculum Materials Corporation  
119 S. Roach St.  
Jackson, Miss. 39205  
Offer a separate catalog "Audio-  
visual Experiences for the  
Exceptional Child."

Decca Records  
445 Park Ave.  
New York, NY 10022

Disneyland Records  
800 Sonora Ave.  
Glendale, Calif. 91201

Educational Activities, Inc.  
P. O. Box 392  
Freeport, Long Island, NY 11520

Educational Audio Visual  
Pleasantville, NY 10570

R.C.A. Victor  
155 E. 24 St.  
New York, NY 10010

Rhythm Record Company  
9203 Nichols Rd.  
Oklahoma City, Okla. 73120

Rhythms Productions Records  
Cheviot Corporation  
Box 34485  
Los Angeles, Calif. 90034

Sleep Learning Research Association  
P. O. Box 24  
Olympia, Wash. 98501

Society for Visual Education, Inc.  
1345 Diversey Parkway  
Department 104  
Chicago, Ill. 60614

Sound Book Press Society  
Scarsdale, NY 10585

Sound Seminars  
50 E. Hollister  
Cincinnati, Ohio 45219

Spoken Arts, Inc.  
59 Locust Ave.  
New Rochelle, NY 10801

Spoken Word Recordings  
10 E. 39 St.  
New York, NY 10016



Universal Education and Visual Arts  
221 Park Ave. S.  
New York, NY 10003

Audio tapes are available.

Vanguard Recording Society  
154 W. 14 St.  
New York, NY 10011

Jay L. Warren, Inc.  
721 W. Belmont Ave.  
Chicago, Ill. 60657

Webster Division  
McGraw-Hill Book Company  
Manchester Rd.  
Manchester, Mo. 63063

Weston Woods, Inc.  
Weston, Conn. 06883

The Recorded Book Society\*  
Book-of-the-Month Club, Inc.  
345 Hudson St.  
New York, NY 10014

The Recorded Book Society is a new monthly service that will provide recorded editions of new and old books for the blind and other handicapped persons. Around 30 titles were recorded in the first year. Subscriber selects those he or she wants, but is not required to purchase any specified number. Selections are recorded at 16 2/3 rpm.

Talking Books  
The Library of Congress  
Division for the Blind and Physically Handicapped  
Washington, D.C. 20540

This service provides talking book records and talking book machines as well as books and magazines on magnetic tape to those unable to read normal printed matter. Catalogs are provided upon request.

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Education Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs or activities receiving federal financial assistance.

Employees, students and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities or in employment policies.

The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy

Title II — Loydia Webber, Vocational Equity Coordinator

Title VI — Peyton Williams Jr., Associate Superintendent of State Schools and Special Services

Title IX — Evelyn Rowe and Myra Tolbert, Coordinators

Section 504 — Jane Lee, Special Education Coordinator

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, State Office Building, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.