Effects of mainstreaming on academic achievement

Bernice Link

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THE EFFECTS OF MAINSTREAMING ON ACADEMIC ACHIEVEMENT

by

Sister Bernice Link, O.S.F.

A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
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This research paper has been approved for the Graduate Committee of Cardinal Stritch College by

Dr. Mary Theodore
(Advisor)

Date May, 1976
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CHAPTER I

THE PROBLEM

Introduction

Mainstreaming of handicapped children into regular classes is a matter of concern to parents and educators alike. Of itself mainstreaming is not a panacea. The resourcefulness of dedicated people in the field of special education is needed to create the atmosphere of acceptance.

The objective of mainstreaming is the return of the educable mentally retarded child to the regular educational classes. To accomplish such a task the moderately mentally impaired must be educated to acceptable behavior as well as a readiness to achieve in order to function within the academic program. The availability and aid of highly trained resource teachers are required to meet the needs of these children.

Since this responsibility of class placement for integration or mainstreaming is predominantly that of the educators, techniques are needed for effective means of assessing and maintaining desirable behavior and performance patterns. Such an assessment reduces the haphazards that occur with the adjustment and transfer from the special environment to mainstreaming into the regular classroom.
The trend of mainstreaming has implications for the educable mentally retarded by which, in terms of instruction, distinctions between the educable mentally retarded and the other students are diminished.¹

Being integrated with normal peers means an involvement of students, parents, and teachers for the retarded child to gain acceptance. There are also the challenges to learn the basic subjects with individualized programming. However, the stigma of being segregated is lessened.

Educators such as Grosenick,² Lerner,³ Haring,⁴ Cruickshank,⁵ Kephart,⁶ Hewett,⁷ Kirk,⁸ and others feel that integration opens up opportunities but cannot eliminate specialized educational strategies by trained and understanding educators.

²Ibid.
⁶Newell C. Kephart, The Slow-Learner in the Classroom (Columbus, Ohio: Bell,1960), pp. 4-5.
Since individuals develop at different rates of speed and do not reach the same level of achievement at the same time, it appears that this is ground on which educators could meet in mutual understanding in their decisions regarding mainstreaming.

Statement of the Problem

This research paper attempts to investigate the effects of mainstreaming on educable mentally retarded children, and its relationship to academic achievement. Even though mainstreaming appears to be of prime importance to many educators, the integration of retarded children into regular classes presents a significant problem in the educational movement.

The value of mainstreaming remains a question in the minds of parents, teachers and educators.

Overview of the Problem

Hopefully, the system of mainstreaming is to give the moderately mentally impaired greater opportunities for assimilation into the field of education. However, will the non-handicapped gain in knowledge and feeling for humanity as a result of the integration?

The future of the moderately mentally retarded person depends on his ability to live in society and to deal with every day problems in an acceptable manner. Development of perception and maturation in educable mentally retarded children is needed to strengthen their ability to
withstand the pressures of the day and to perform in such a manner as to break down the stereotypes that persist about the handicapped. In order to foster this ability, educators need to revise curriculum, methods of teaching, values, attitudes, provision for individualization, and resourcefulness plus supporting services that should be made available.

The philosophy of education toward mainstreaming is that every child should have an opportunity to learn to the best of his ability.

Johnson and Myklebust⁹ state that society integrate children with learning disabilities into programs already existing rather than considering them as a homogenous group with their own special needs.

Kirk claims:

Fortunately many are now becoming interested in organizing programs for those children—programs based on a behavioral and psychological assessment. These methods take many forms and deal with different problems. Diagnosis and treatment can work hand in hand to utilize our knowledge, understanding, and creative approaches in utilizing what we do know in order to alleviate conditions and remedy behavior.¹⁰

Essential factors in maintaining a comfortable status quo or having realistic changes are the reactions of the parents. Fears must be conquered, support must be given


to sensitive educators. The future trend must be concerned with each student's speciality—not each student as a speciality.\textsuperscript{11}

This approach to research and instruction assumes that no program is best for all students. The program effectiveness varies depending on the characteristics of the moderately mentally impaired, the educational settings, and the personnel.

An approach that focuses on individual abilities, individual differences and future potentialities rather than group characteristics leads to increase in knowledge of the individual improvement in services to the moderately impaired.\textsuperscript{12}

\textbf{Significance of the Problem}

This study is concerned with mainstreaming as a current educational movement. The emphasis of the study is on reviewing the literature about the effects of mainstreaming and its relationship to academic achievement. Involved in the study are the factors that develop educational, social and emotional growth.

\textsuperscript{11}Ellen M. Power, "Integration: Problems and Promises," \textit{Mental Retardation} 13 (February 1975):42

Mainstreaming gives a fresh start in the regular classroom. Isolation and stigmatization ideally are brought to an end. Innovation and flexibility are characteristic of the system. However, the integration cannot be for all. Decisions must be made for each individual child. Goals must be kept in mind to meet not only academic needs but needs for friends, successes, challenges, and fun. 13

Kaufman, Gottlieb, Agard, and Kukic 14 agree that the significance of the problem is to be one of coordinating and implementing an effective educational program. The impetus of mainstreaming relies on supportive services. The academic skills to be acquired must also fulfill the educational needs for the nonhandicapped.

The educational needs consist of those basic elements in terms of self realization, life adjustment, and service to society according to one's ability to achieve. Research and experience make respective contributions to the teaching of essential academic subjects. Joint efforts are also made in developing personal skills, practical work experiences, civic responsibility and moral growth. 15


Supportive services are provided by highly trained teachers skilled in dealing with emotional problems; tutors, math and reading specialists and other resource persons. Also, the special class or the special school must still be in the spectrum of needed services.\textsuperscript{16}

\textbf{Definitions}

Mainstreaming is the extension of educational and social opportunities with the non-handicapped peers in the regular classroom. Mainstreaming includes educational planning, programming process, and accountability of educators, administrators and supportive personnel.\textsuperscript{17}

Readiness for mainstreaming implies the following operating principle: Handicapped pupils usually begin their education in regular kindergarten or first grade groups with special education support, and they are removed to special classes or special schools only when the necessity to do so is shown and only for the periods required to prepare the pupils for return to regular classes.\textsuperscript{18}

The educable mentally retarded child is the child that this study implies as being integrated in the regular classroom. In general terms this moderate mentally impaired child has the ability to acquire educational, social, personal, vocational, and physical skills necessary to develop independence in adulthood.

\textsuperscript{16} National Catholic Educational Association, p. 19.

\textsuperscript{17} National Catholic Educational Association, p. 18.

In the educational area, the moderate mentally impaired child can acquire and use meaningfully the basic skills in academic studies.¹⁹

Supportive services that contribute to successful academic achievement are necessary elements of mainstreaming. Some of these supportive providers are: medical aid, family counselling, legal aid, community religious institutions, recreational programmers, itinerant personnel, special classes and resource rooms.²⁰

Other definitions are:

Multihandicapped are those classified with one or more of the handicaps such as mentally retarded, emotionally disturbed, brain injured, speech defective, partially seeing, and hard of hearing.²¹

Maturation is the concept of differential development of areas of the brain and of personality which mature according to recognized patterns longitudinally.²²

Individualization is a personalized learning experience, a program to suit the individual’s needs.²³

²⁰Kirk, "From Labels to Action," pp. 113-129.
Normalization means making available to the mentally retarded patterns and conditions of everyday life which are as close as possible to the norms and patterns of the mainstream of society.²⁴

Learning Center is an instructional agent, a media center for individualization, a place of organized educational tasks, a display area, a place for exploring, absorbing and applying learning principles.²⁵

Special education is an area within the framework of general education that provides for appropriate facilities, specialized materials and methods, and teachers with specialized training for children considered handicapped.²⁶

Summary

The overview of the problem of the effects of mainstreaming on the educable mentally retarded child and its relationship to academic achievement displays the perplexing problem of adjustment of the moderate mentally impaired child in the normal setting of education.

There is a wide variety of opinions on the part of many parents and educators as to the best methods and techniques in educating the moderate mentally impaired child, physically, socially and morally.

To produce achievement by mainstreaming the moderate mentally impaired child into the regular classroom, there


must be a reducing or eliminating of the handicapping effects of various disabilities. Among these are anxieties, learning disabilities, emotional disturbance, fears, and misconceptions. A positive approach is to build upon values and techniques to help the child mainstream into life situations or to adjust to the best situation possible for him with his potential.

The basic concept underlying education for children with mental retardation is no different from that recognized for all children—to teach them to live wisely and well in this world and to prepare themselves for a life of happiness in the next. This ideal must be interpreted according to individual capacities.27

CHAPTER II

SURVEY OF STUDIES ON MAINSTREAMING

Introduction

Mainstreaming requires understanding and a systematic approach to view the learner and his environment. It is here that values, attitudes and knowledge are keystones to decision making about the learners. The facts about the learners constitute the essence of their learning. Facts and concepts underlying knowledge and behavior are built into them.

The complexity of the problem is a concern for accountability on the part of educators and parents. Because of this problem, many educators and parents are bewildered about mainstreaming. Questions arise in their minds. Some of these questions are: Will mainstreaming remove the stigma? Will the presence of the educable mentally retarded child hinder the learning progress of the normal child?

Both the educable mentally retarded child and the normal child have a right to an education that will meet
the needs academically, psychologically, and socially. Some educable mentally retarded children can have these needs met via mainstreaming and some cannot. Despite the clarity of the above, mainstreaming remains a controversial issue and causes many pros and cons. There are many facets to the study of mainstreaming. The writer seeks the opinions and studies of educators, through the review of literature, regarding the effects on academic achievement. Pertinent subtopics are: integration of the moderate mentally impaired children in the regular classroom; effects on achievement, positive results, negative results; and, evaluation of the child.

Some advocates of mainstreaming are educators such as Dunn,¹ who contends that a proportion of special education in its present form is undesirable and unjustifiable for some pupils so placed.

Other educators, like Kolstoe,² claim criticism of the special class is not substantiated by research findings.


Kolstoe\textsuperscript{3} believes that there must be serious study and evaluations by special educators and supportive services before an educable mentally retarded child should be mainstreamed into society, in or out of a regular class.

**Integration of the Moderate Mentally Impaired Child**

Integration of the moderate mentally impaired child aims to incorporate him into the regular class. It is a trend toward increasing an awareness of his needs and rights for an equal opportunity to learn. It is considered a normalization experience. However, not all can profit from it. Renz and Simenson (1969),\textsuperscript{4} Barngrover (1971),\textsuperscript{5} Jones (1972),\textsuperscript{6} Bloom (1975).\textsuperscript{7} Educators, too, must give consideration, as Sister Mary Theodore\textsuperscript{8} states, to the fact that the

\begin{itemize}
\item \textsuperscript{3}Ibid., p. 193.
\item \textsuperscript{4}Paul Renz and Richard J. Simenson; "The Social Perception of Normals Toward Their EMR Grade-mates," *American Journal of Mental Deficiency* 7 (November 1969):405-408.
\item \textsuperscript{5}Elaine Barngrover, "A Study of Educators' Preferences in Special Education Programs," *Exceptional Children* 37 (Summer 1971):754-755.
\item \textsuperscript{6}Reginald L. Jones, "Labels and Stigma in Special Education," *Exceptional Children* 27 (March 1972):553-564.
\item \textsuperscript{7}Barbara Bloom, "Normalizing the Education Experience," *Deficience Mentale Retardation* 15 (January 1975):283.
\item \textsuperscript{8}Sister Mary Theodore, O.S.F., *The Challenge of the Retarded Child*, p. 114.
\end{itemize}
rights of the moderate mentally impaired are equal with those of the normal child but an identical educational program is not implied.

Pupils that would be best integrated would be those that are mislabeled because of underprivileged environments. Sister Mary Theodore, Dunn, and Goldstein confirm this concept.

The key to integration, according to Beery, is individualization of instruction. This is the process of identifying and fulfilling the child's needs in the most efficient manner. The educable mentally retarded child's and the normal child's learning styles, skills and abilities must be considered before, during and after integration. According to the reports of Kreinberg and Chow, integration


10Dunn, "Special Education for the Mildly Retarded--Is Much of It Justifiable?" pp. 5-6.


12Keith Beery, Models for Mainstreaming (California: Dimensions, 1972), p. 44.

aims to improve the self-concept. There must be this same aim for the child waiting to be integrated with a wholesome attitude toward himself, his associates, his work, and life in general.  

Various elements that influence the educational experiences of the educable mentally retarded child include the child's characteristics, instructional content, and administrative arrangements. The following diagram, Table 1, displays these educational provisions that may help or hinder him.

TABLE 1

ELEMENTS INFLUENCING EDUCATIONAL EXPERIENCES OF EMR

<table>
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<tr>
<th>ADMINISTRATIVE ADJUSTMENTS</th>
<th>INSTRUCTIONAL ROLES</th>
<th>METHODS AND INSTRUCTIONAL MATERIALS</th>
<th>CHILD'S CHARACTERISTICS</th>
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16 Ibid., p. 7.
Kaufman, Gottlieb, Agard and Kukic\textsuperscript{17} consider that there are three types or elements of integration. They are: temporal integration, which refers to the time spent in the regular class; instructional integration, which refers to the extent the moderate mentally impaired child shares the learning environment in the regular class; and social integration, which refers to the child's interaction with peers and acceptance by them and the teachers.

The rationale for alternate programs, for various types of integration, Kaufman, Gottlieb, Agard and Kukic indicate that it is based on the belief that it would:

- Remove the stigma that is associated with special class placement.
- Enhance the social status of mentally retarded children with their nonhandicapped peers.
- Facilitate the modeling of appropriate behavior as exhibited by nonhandicapped peers.
- Provide a more cognitively stimulating peer environment.
- Provide the mentally retarded child with competitive situations which the mildly impaired must eventually experience.
- Provide a more flexible vehicle from which to deliver educational services.
- Enable more children to be served, thereby providing a more cost-effective education.

\textsuperscript{17}Kaufman, Gottlieb, Agard, Kukic, Project Prime: Mainstreaming Toward an Explication of the Construct, pp. 9-16.
Provide decentralized services, avoiding the need to transport mentally retarded children out of the neighborhood.

Avoid the legal issues involved in segregated classes.

Be more likely to be acceptable to the public, especially among minority groups.

Finally, as a result of the general pressure placed on special education administrators to change the structure of special education, they rapidly began to implement mainstreaming services which they perceived to require only slight modification in the orientation or delivery of extant programs and services.18

For proper integration, Grosenick19 declares, there must be readiness. Grosenick20 claims that the special class must re-educate the child away from deviant behavior and toward acceptable behavior patterns. For this, master special educators are needed serving as diagnosticians, remedial teachers, and developers of prescriptions for effective teaching. Educators in agreement with this concept are: Johnson (1950),21 Kirk (1966),22 Dunn (1968).23

18 Ibid., p. 3.
20 Ibid., p. 1.
22 Samuel A. Kirk, "From Labels to Action."
23 Dunn, "Special Education for the Mildly Retarded--Is Much of It Justifiable?" pp. 5-22.

Much of successful integration is dependent on acceptance. This varies, though, because of deviant behavior rather than the level of retardation.30 Sheare31 found that,


29 Birch, Mainstreaming Educable Mentally Retarded Children in Regular Classes, p. 1.


31 Ibid..
for no apparent reason, females were more tolerant of female retardates than males of male retardates. Social class plays a role in acceptance. Monroe and Howe\textsuperscript{32} found that the higher the social class, the higher is the social acceptance.

However, federal, state and local public legislature, teacher and pupil must be involved in the responsibilities. Accountability then becomes the tool for constructive attitudes and improved instructional programs.\textsuperscript{33}

When integration occurs in a school various educational services of one kind or another may be needed. The following Table 2 illustrates these services.

\textbf{Effects on Achievement}

Outcomes of mainstreaming are as controversial as the issue of mainstreaming itself. Some educators, according to the literature, are still seeking alternative programs for better results. This is largely due to the criticisms of past educational programs for the educable


\textsuperscript{33}Kreinberg and Chow, \textit{Configurations of Change: The Integration of Mildly Handicapped Children into the Regular Classroom}, pp. 5-18.
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<th>Personnel Roles</th>
<th>Instructional Resources</th>
<th>Administrative Placements</th>
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<td>1. Paraprofessionals--support and extend the capability of classroom teachers.</td>
<td>1. Programmed learning materials and other self-instructional programs.</td>
<td>1. Non-graded arrangements--self-directed learning, individually prescribed instruction, etc.</td>
</tr>
<tr>
<td>2. Case managers--assume child advocacy roles, coordination of services, etc.</td>
<td>2. Instructional technologies--a. teaching machines b. computer assisted instruction c. closed circuit TV d. listening centers e. language laboratories f. etc.</td>
<td>2. Regular class--special education support to classroom teacher.</td>
</tr>
<tr>
<td>3. Child development specialists--expand the capability of classroom teachers to accommodate a wider range of individual differences.</td>
<td>3. Instructional materials center.</td>
<td>3. Regular class--intensive special education assistance to classroom teachers; short-term ancillary services to child (tutoring, diagnosis, etc.)</td>
</tr>
<tr>
<td>4. Instructional specialists--serve regular and special education teachers in consultive roles.</td>
<td>4. Diagnostic and prescriptive instruction centers.</td>
<td>4. Regular class--intensive special education assistance to children and classroom teachers.</td>
</tr>
<tr>
<td>5. Resource learning specialists--serve children directly and consult with classroom</td>
<td>5. Specialized curriculum materials and remedial education systems.</td>
<td>5. Special class--some academic and non-academic instruction in regular classes.</td>
</tr>
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teachers; specialize in particular developmental areas (language development, mathematics, etc.)

6. Diagnostic specialists--diagnose educational problems; prescribe appropriate materials.

7. Special education tutorial personnel--provide short-term assistance to children.

8. Special class teachers--serve very small groups of children with severe educational handicaps.

6. Special class--only non-academic contact in regular classes.

7. Special class--little significant contact with children in regular classes.

8. Special day school for retarded pupils--no significant contact with children in regular school settings.

9. Homebound instruction--individual instruction for children who are unable to attend school.

10. Residential school--contact with pupils in nearby community programs.

11. Residential school--no significant amount of contact with pupils in community programs.

mentally retarded children as by Kirk (1964), Dunn (1968), Garrison and Hammil (1971), and others. Other educators, such as Martin, Deputy Commissioner for Education of the Handicapped, feel that the effects on academic achievement are not known due to lack of sufficient research. Martin states:

I am concerned today . . . about the pell-mell and I fear naive mad dash to mainstream children, based upon our hopes of better things for them . . . . First, it is the question of the attitudes, fears, anxieties, and possibly overt rejection, which may face handicapped children, not just from their schoolmates, but from the adults in the schools . . . . If the majority of handicapped children with behavioral disorders, the children with language and learning problems, the children with orthopedic difficulties—are to be spending most or much of their time in the regular classrooms, there must be massive efforts, to work with their regular teachers, not to just instruct them, in the pedagogy of special education but to provide them with assistance and materials, and in short, to assure their success.

However, there are educators reporting positive and negative results. These psychological, academical

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36 Dunn, "Special Education for the Mildly Retarded—Is Much of It Justifiable?" pp. 5-22.


and social effects are dependent on the variables of meeting goals and objectives within the environment of the regular class. It is hoped that results will be that non-handicapped children as well as the handicapped will learn, as they grow, the lesson of our common humanity. The mainstream is not an easy place to be. To survive in it, each one must find his strengths. 39

Psychologically, the self-concept can be enhanced or deflated by mainstreaming. It is hoped, though, that handicapped children will gain a conviction not only of their own worth, but of their own strength— their capacity to mobilize themselves to deal with life. 40 This is the new philosophy in assisting the educable mentally retarded children to learn. They are entitled to a sense of accomplishment. They are entitled to dignity. Reports of the educable mentally retarded children gaining a stronger self esteem through mainstreaming are given by Lilly (1970). 41


40 Ibid.

Bruinicks and Rynders (1971), Beery (1972), Kaufman, Gottlieb, Agard and Kukic (1975). On the other hand, there can be failures due to inappropriate instructional programs, poor attitudes, non-receptivity by teachers and peers, resulting in frustrations, anxiety, and other personality problems. Stephens indicates these results, supported by Larence and Winschel.

A contrasting situation is present in the regular class. Here the superior intellectual, social and physical skills are rewarded with recognition and high grades. Less praise and less opportunities for academic responses fall to the lot of the moderate mentally impaired. These differences indicate that identification, personal interaction, guidance and counseling would be needed.

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42Bruinicks and Rynders, "Alternatives to Special Class Placement for Educable Mentally Retarded Children," pp. 3-5.
43Beery, Models for Mainstreaming, p. 61.
44Kaufman, Gottlieb, Agard, Kukic, Mainstreaming: Toward an Explication of the Construct, p. 3.
Academically, there are benefits if there has been preparation for re-entry. To enhance this individual growth, the regular educator must react to observable behavior. The teacher must respond to the demonstrated strengths rather than weaknesses to bring forth achievement gains. Wilson and Rosner and other educators promote this concept of behavior analysis of students' academic difficulties to overcome their problem areas and for planning alternate routes to meet their individual needs. There must be a match of the learning environment with the learner's information, concepts, and skills to be acquired.

Children with higher I.Q.'s in the 70+ range, according to Stephens, will profit more from interaction with non-handicapped peers than those with lower intelligent quotients. Academic expectancy plays a role, as shown by Dunn in his studies of Rosenthal and Jacobson. Expectancy to fulfill individual strengths leads to success. Negative expectancies are detrimental. Larson states:


51 Dunn, "Special Education for the Mildly Retarded--Is Much of It Justifiable?" p. 386.
While the child may still spend the majority of the day in the regular classroom, it remains for the special educator to correct the diagnosed deficiency before any success can be expected. Consequently, the teacher's perceptions and expectations of the child, which in all probability were already negative as a result of the lack of school success, are likely to result in behavioral interactions that will maintain the cycle of failure. Unless the teacher is helped to modify the quality and quantity of her interactions to be more appropriately challenging and supportive, no amount of time, money, or effort spent in the resource room will be truly effective...

... when the symptom appears to be only that of basic underachievement or a minor behavior disorder it is questionable whether the child should be placed in special education for any reason. It would seem far more feasible to incorporate a service-delivery model where regular class teachers are carefully observed to determine whether they are unconsciously playing a role in the child's failure.52

Telford and Sawrey53 claim the expectancy can be between second and sixth grade level. While others, such as Erickson states:

The child's achievement pattern from his beginning school years to his present grade contributes valuable information regarding his diagnosis. While most retarded children show poor academic ability from the time they start school, this is not true of all retarded children. Some have a memory facility which allows them to succeed fairly well in the first two or three grades, where their reading is largely dependent upon a memorized sight vocabulary, and their number work upon rote learning and memorization of combinations. Success in areas dependent upon memory may continue throughout the school years. Regardless of the achievement of the first few grades, if the

52Larson, "The Influence of Teacher Expectations on the School Performance of Handicapped Children."

child is mentally retarded, there is usually an indica-
tion of poor achievement by grades three or four, when
the work begins to be more abstract and to require generali-
ization. With each successive year, the pupil seems to
fall farther behind his classmates. A profile of his achieve-
ment scores from year to year will doubtless show gains of
less than a year for each year in school, which indicate
a slower learning rate than is expected for a normal child.54

Socially, mainstreaming, gives the educable mentally
retarded child membership in the social world of the regular
classroom. It is a successful membership when the handi-
capped child is acknowledged, accepted and actively included
in such activities of the peer group that fulfill a basic
need.55

Mistakes can be made by misunderstanding as Guskin
and Guskin point out:

Teachers are often highly inaccurate in understanding
their pupils and that when they are accurate in per-
ceiving cognitive characteristics, i.e. achievement, they
are not accurate in perceiving social and personality
characteristics and vice versa.56

Through the literature, the writer noted that account-
ability of the teacher is required on all points.

54Marion J. Erickson, The Mentally Retarded Child in

55Kaufman, Gottlieb, Agard, Kukic, Mainstreaming: T

56Alan Edward Guskin and Samuel Louis Guskin, A Social
The effects on achievement cannot be quoted or tallied by mere test scores. Love emphasizes that effects on achievement are due to biological and environmental influences. There are complex problems of interaction of the whole child, his family life, social contacts, class work, speech, sensory or motor abilities. Goals must be based on careful evaluation of assets and capacities for short term or long term planning. How to achieve these goals and whose goals are to be set in the mainstream are a challenge to educators.

Positive Results

Assessing the absolute degree of mastery of the students' achievement is a problem. The educable mentally retarded child is unique while the standard measurement is not. Programs must be adjusted to insure success for those who are integrated. Mainstreaming, according to Beery must fulfill solid philosophical goals such as:

... valuing of human differences. It means that everyone is a teacher and that everyone is a learner. It means that all of us together are greater than anyone of us or some of us. It means that heterogeneous grouping is more growth promoting, both academically and in the qualities that make us human, than is homogeneous grouping. It means the desirability of inclusion of people.


58 Beery, Models for Mainstreaming, p. 1.
Beery also gives a caution stating:

From a humanitarian, social or financial point of view: how we deal with the needs of handicapped children can literally make or break the future. 59

Assessing for mainstreaming purposes and/or outcomes goes beyond scores. Fischer and Rizzo's 60 research studies of Wallace (1966), Mischell (1968), Mann (1971), and Bersoff (1973) indicate that ability measures are giving way to pioneering efforts to evaluate qualitative effectiveness. Scores are regarded as second-class data--starting places for investigating the person's actual every day approaches and effectiveness.

Behavioral-learning improvement for the moderate mentally impaired child is a major variable. It is the final criterion in evaluation of effectiveness. Meisgier and Perez 61 declare success will be limited by the accuracy with which this variable is measured. It correlates with

59 Ibid., p. 36.
reading achievement, intelligence quotient and social desirability. Recent studies of Forness and Esveldt, and Glavin confirm this concept.

Psychologically positive effects of mainstreaming are: the educable mentally retarded child's opportunity to progress at his own pace; improvement of the child's self-concept; and increase in academic and social achievement due to acceptance by peers and teachers. These successes are compatible with the goals of education.

Socially mainstreaming benefits are: opportunities for interaction with non-handicapped peers; greater motivation; and hopefulness for success. For such benefits the integrated student must have an adaptive capacity. To enhance their acceptability and adaptability, guidance is


64 Jery D. Chaffin, "Will the Real 'Mainstreaming' Program Please Stand Up! (or Should Dunn Have Done It?)" Focus on Exceptional Children 6 (October 1974):1.


necessary. Counselors use their training in learning theory and child development to assist in adapting the curriculum to the individual child. Studies by Peters and Shertzer, Van Hoose, and Dinkmeyer support this concept.

Academically gains were reported to be comparable to mental age of the educable mentally retarded child. Yuba City, California Team Model with an individualized program, reported academic gains. However, Wide Range Tests were used for achievement scores because they started on a lower level than the Stanford Achievement tests. Other models indicated the mainstreaming program a success. Gains were reported in general terms of normal behavior, remaining in the regular program, progressing to more difficult tasks, and gaining achievement as expected. Some of these models are: Franklin Pierce Project: A Model in Transition; Crisis Resource

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67 Herman J. Peters and Bruce Shertzer, Guidance: Program and Development and Management (Columbus, Ohio: Charles E. Merrill, 1963), pp. 18-33.
71 Ibid.
72 Kreinberg and Chow, Configurations of Change: The Integration of Mildly Handicapped Children into the Regular Classroom, p. 53.
Training Model: George Washington University;\textsuperscript{73} Learning Analysis Model, Northwest Colorado;\textsuperscript{74} and Parkway Elementary School: Organization for Individualization, Tacoma, Washington.\textsuperscript{75}

Positive results of the Madison School Plan, which was developed over a three year period, are: Provisions for the instruction of educable mentally retarded, emotionally disturbed and learning disabled students in a setting allowing an increased flow of children between regular classrooms and a specialized resource facility; an elimination of traditional disability grouping and the resultant self-contained classrooms; no labeling of exceptional students as they are considered to be learners; and an increase of time for the exceptional child to participate in the classroom through a gradual preparation process for academic work.\textsuperscript{76}

The instructional resource model indicates positive results such as rewards for the moderate mentally impaired

\textsuperscript{73}Ibid., p. 61.

\textsuperscript{74}Ibid., p. 41.

\textsuperscript{75}Ibid., p. 67.

\textsuperscript{76}Ibid., p. 83.
child. These rewards are participation in regular classes with benefits of regular class participation. Of all the various models, there is no one best approach. Flexible programming is characteristic of all the models and is emphasized by litigation. The court cases of special note are the Pennsylvania Court Case and Mills versus Board of Education of the District of Columbia. These cases strengthen the zero-reject model, described by Lilly. Once a child is enrolled in a regular education program within a school, it is impossible to separate him from the program. The child is given his due. Success, then, means the fulfilling of goals of responsibility for the teacher, and preventing ultimate failure for the child.

Gilhood clarifies these court cases by stating:

There are at least four uses of litigation and as we proceed through the Pennsylvania case you will, I hope, see each of them. First, litigation may be used to achieve certain substantive objectives: in this case, access to schooling for all retarded children: what has come to be called "zero-reject education". Second, litigation may be used to create new forums, forums in addition to the court in which citizens may assert and enforce rights or even define and establish new rights: in this case, the due process hearing. Third, litigation may be used to raise new


questions for public discourse or to raise old questions to new visibility or perhaps to redefine questions and to get the facts out front. And fourth, litigation-like any petition of the government for redress of grievances—may be used by citizens to act out, to express themselves, perhaps even to redefine their notions of themselves. 79

In the first use of litigation, the court of Pennsylvania issued a series of injunctions to provide as soon as possible to every retarded person between the ages of six and twenty-one, access to a free public program of education and training appropriate to his learning capacities. Secondly, the court ordered that notice and the opportunity to be heard must be extended before the educational assignment of any retarded child or any child thought to be retarded may be changed. Thirdly the court got the facts to the front. 80

Gunnar Dybwad waiting to testify is interviewed on the court steps. Ignacy Goldberg, Jim Gallagher, Don Stedman, Burton Blatt testify and report. The central fact—the educability of all children—has a new visibility. And so does the notion that retarded citizens may have rights. 81

Fourthly, effective use of the new forum requires widespread, well-trained lay advocates in the retardation movement. There should be an understandable way to claim the child's rights. 82


80 Ibid., p. 30.

81 Ibid., p. 31.

82 Ibid.
The rights are listed in the April, 1975 issue of the *Mental Retardation*, an AAMD Policy Statement.

**Negative Results**

Neither the professional educators, the courts, nor the states have developed a comprehensive conceptual structure of mainstreaming upon which to base the various aspects of the services to be delivered to the moderate mentally impaired child. Perhaps this omission is due to a lack of clarity in knowing what mainstreaming entails. However, it is a complex problem. It must take into account not only the instructional activities in which the child partakes but also his social involvement with non-handicapped peers.

Johnson admonishes already in 1950 that mentally retarded children in regular classes may be physically integrated but socially and psychologically isolated.

Probably because of this, some fear integration and are against it. Fears can be understood. It is common to

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fear or resist the unknown. There can be real cause for such fears. Due to some educators' enthusiasm for mainstreaming, there can be pitfalls. There may be dangers of downgrading the special class, school, and/or supportive services. Regular classrooms might become dumping grounds. Failure to learn or getting social promotions may happen in a large group. Classmates may tease. Invisible walls may isolate and reject. Someone may be inappropriately mainstreamed. An example of an inappropriately mainstreamed child is a multi-handicapped child with disruptive behavior too difficult for the teacher to control. Such a child would need professional aid and acceptance in another program.

Psychologically, mainstreaming can be detrimental as well as helpful. Differences of the educable mentally retarded children in their past experiences and in adult expectations make it difficult for them to achieve academically. At times there can be, as Sister Mary Theodore states:

86 National Catholic Educational Association, p. 19.
Many retarded children experience failure and frustration in their unsuccessful struggle with an environment unsuited to their limited mental capacities. Abnormal personality traits too often result from lack of adjustment in regular school system. In large classes it is extremely difficult for the teacher to support and to teach the child who is mentally handicapped. Frequently the retarded individual is simply lost in the group, advanced beyond readiness, or used as a target for all the ill-feeling in the class. Too frequently he lacks the opportunity to achieve, to gain recognition, to compete successfully, to learn. 89

Academically there can be ill effects by mainstreaming due to lack of attention span, cognitive learning style, perception skill, left-to-right visual scan, visual and auditory discrimination, and word recognition. 90

Socially, integration can tend to reduce the degree to which the moderate mentally impaired children see themselves as socially adjusted: getting along with peers, being socially skillful, and overcoming antisocial tendencies. 91

Vast numbers of moderate mentally impaired children complicate the mainstreaming program. With intelligence quotients of 35 to 50 there are about 300,000 to 350,000 so classified, and those with intelligence quotients of about 50 to 70 comprise approximately five million. 92

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Not any state or diocese can adequately provide for all of the moderate mentally impaired children. According to a 1972 report from the United States Department of Health, Education and Welfare, about forty percent receive effective help, even though normalization is recommended and the goal is to provide productive citizens.93

Sanders gives another point for consideration:

School districts must now offer all children access to educational alternatives within the public system. Yet, we find that school systems are not totally equipped to provide adequate programs at this time . . .

. . . Although some school districts have sufficient resources to educate successfully even the severely handicapped child within a regular system, the basic problem remains: the inability of existing systems to cope with individual variations in children's learning styles and characteristic behavior patterns.94

Evaluation of the Educable Mentally Retarded

Evaluate means to assess, to appraise, to estimate. Evaluation provides information to guide the educational process. Through evaluation the teacher secures information on strategies processes, motor habits, and motivational interests of the educable mentally retarded child. The teacher must know the motor abilities, symbolic linguistic skills,


cognitive abilities, and interests required before the child can learn to read. 95

Assessment is an integral and ongoing part of the instructions. No one assessment is infallible and no one activity helps all children. Ongoing evaluation attests to the accuracy of the initial evaluation and the effectiveness of the class, of the assignments, of the program. 96 Carroll gives six steps for assessing the learner and the learning environment:

Step 1. Determine the goal of assessing the learner and his environment.

Step 2. Develop a conceptual framework for assessing the learner and his environment.

Step 3. Implement the assessment plan based upon the above conceptual framework.

Step 4. Evaluate the results of Step 3 and determine the primary learner goals.

Step 5. Develop a set of hypotheses about the student's learning and emotional characteristics.

Step 6. Develop a learning plan based upon Step 5, the learner characteristics and the learning environment. 97

Hunt (1972) 98 suggests that adaptive growth takes place when the assessment contains information, models and

95 Anne W. Carroll, "The Classroom as an Ecosystem," Focus on Exceptional Children 6 (September 1974) : 3.
96 Ibid., 3-4.
97 Ibid., p. 4.
Appropriate learning then is dependent on the relationship between the individual's mental capacity and the appropriate operation of the assimilative processes. The instruction must match the capabilities.

Carroll\textsuperscript{100} states that a cyclical model of assessment includes: assessment, learner characteristics, developing learning plan, and instructional strategies shown in Table 3.

\begin{table}
\centering
\caption{Cyclical Model of Assessment\textsuperscript{101}}
\begin{tabular}{c}
\hline
\textbf{Application} \\
(\textit{Formal and Informal}) \\
\hline
\textbf{Assessment} \\
\textbf{Hypothesize} \\
\textbf{Learner Characteristics} \\
\textbf{Develop Learning Plan} \\
\textbf{Implement Instructional Strategies} \\
\hline
\end{tabular}
\end{table}

\textsuperscript{99} Ibid. \\
\textsuperscript{100} Carroll, "The Classroom as an Ecosystem," p. 4. \\
\textsuperscript{101} Ibid.
Assessing the learner includes the status analysis, (level of achievement areas in math, reading, and spelling), avoidance analysis (what subjects or tasks does he avoid? For example, does he drop his book or go for a drink of water during the class?), personnel analysis, (Who does he learn best with?), situational analysis, (Where does he learn--classroom--small group--on the playground--special room--reading room--library--resource room?), and time analysis (When does he learn best?). These factors should be considered in arranging a flexible program. 102

Integration for mainstreaming must consider child by child for readiness, adaptability, and success. However, it is well for each teacher to know and understand the general characteristics of the retarded child. Sister Mary Theodore describes these:

The mildly retarded have IQ's ranging from 52 to 67, and those individuals with an IQ range from 68 to 83 are classified as borderline. It is wise, however, to keep in mind that the intelligence quotient as an index to complete understanding of the child has become less prominent during recent years. This minimizing of the IQ is especially true in regard to brain-injured children. Frequently there is considerable difference between the functioning ability of these children and their estimated ability according to test scores.

The below normal intelligence quotient marks a certain limitation to future progress, but it does not describe the area in which greatest improvement can be accomplished. An aptitude test is more likely to yield this insight. The mental age may also be enlightening to the parent and teacher. A normal child of six with a six years' mental age has prospects of success in becoming a self-sustaining

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102 Ibid., pp. 9-10.
person. The mentally subnormal child of nine with a six years' mental age has less aptitude for attaining this goal.

After a prolonged readiness program, moderate retarded boys and girls find satisfaction in learning to read. The individual who can read tends to be more at ease with his peers through enjoyment of books and the utility of reading newspapers, signs and directions.\textsuperscript{103}

The trend of mainstreaming the chosen pupils indicates the growing need for classroom personnel, that is teachers with knowledge and understanding of the exceptional child. About 75,000 specially trained teachers are needed for mentally handicapped pupils.\textsuperscript{104} Regular teachers may have negative attitudes due to lack of knowledge and/or understanding. Large groups and a great variety of differences increase the difficulty. Syracuse educators used a method to prepare future teachers to respond to a great variety of children's needs in the classroom. This included exposing the teachers to different conceptual frameworks about children's behavior and helping them identify the approaches that most fit their own frameworks. Teachers were helped in observing and describing child behavior rather than only evaluating.

Teachers were familiarized with the effects of the school on children and pressures on the child's life out of school. Teachers were trained in joint problem-solving,

\textsuperscript{103}Sister Mary Theodore, \textit{The Challenge of the Retarded Child}, pp. 78-79.

\textsuperscript{104}\textit{Ibid.}, p. 79.
active listening, giving feedback, and sharing talents with colleagues and parents.105

In evaluating and programming, it is well for teachers and parents to consider Montessori's way as one method of treating the child.

In the education of the whole child, Montessori stressed three ingredients: freedom, concentration and a sense of reality. She indicated that in a Montessori school, if there was disorder and confusion it was an indication the children were not being given enough freedom. By freedom she did not mean license but rather as she put it "absolute freedom to do anything that is right."

She had one other cardinal rule that no child was to hurt another, under any circumstance. I think her psychological handling of aggression, which occurred very rarely, showed her insight. She would go to the aggressor and say, "I will never allow anyone to hurt you, and you must never hurt anyone else." We can see the Christlikeness and profound awareness of the child by this simple statement, for obviously the aggressor acted through fear and insecurity.106

All physical, educational, sociological, and psychological factors influence the development and must be considered in a realistic relation to all the disorders that may be present.107 These factors can be evaluated by means

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105 Kreinberg and Chow, Configurations of Change: The Integration of Mildly Handicapped Children into the Regular Classroom, p. 5.
of anecdotal records, oral and written methods, tape recorders, and written methods of writing, spelling, math, and reading skills. Oral means are best in regard to social living, health and safety. Progress reports to parents and individual conferences with the moderate mentally impaired child are helpful.

In determining the controversial issue of where should the retardate be placed and who of the retardates should be placed, it is well to know and to remember the opinions of several educators before making the final decision of mainstreaming.

Kirk states:

. . . the educable mentally retarded child is too far below the average child to adjust in the regular grade.

For that reason, throughout the world various forms of special school and classroom organization have evolved in school systems. 108

Kirk reminds us:

The educable mentally retarded child is not ready for reading, writing, spelling, and arithmetic when he enters school at the age of six. He does not begin to acquire these skills until he is about eight years old or even, perhaps until he is eleven. This delay in learning is related to mental age, not to chronological age. 109

Haring and Shiefelbusch speak of accountability:

The special educator has the task of determining how children with a wide range of exceptional problems and attributes


109Ibid.
should be taught and how this teaching may affect them as individuals and what effects (benefits) it may have for the others who are interested in their welfare.\textsuperscript{110}

Lerner indicates the necessary concept toward mainstreaming:

The field of learning disabilities also provides a way of bridging the gap between special education, which currently seems to be moving closer together.\textsuperscript{111}

If readiness is achieved, Kephart believes:

... by giving special attention early, many slow learners can fall in with the rest of their fellows, and continue learning through the customary activities of the group.\textsuperscript{112}

After being ready, proper programming is of benefit to society as well as to the individual. Johnson and Myklebust\textsuperscript{113} support this concept. They also state:

If special programs are established and appropriate remediation provided, the majority become independent and self-supporting citizens.\textsuperscript{114}

Whether or not the educable retarded children can adjust to regular grades has been debated for many years. Yet there is little experimental evidence to support substantially one point of view over the other.\textsuperscript{115} Either way, the educable


\textsuperscript{112} Newell C. Kephart, The Slow Learner in the Classroom (Columbus, Ohio: Bell and Howell, 1960), p. viii.


\textsuperscript{114} Ibid.

mentally retarded children, that is usually, grow and develop intellectually approximately one-half to three-fourths that expected of normal children of the same age. In academic achievement, they can be expected to achieve up to about sixth grade level depending on their intellectual potential.116

However, the program for the brain-injured retarded child will not be a matter of grade-by-grade progression as with normal children. It will be a continuous expansion of his learning based upon his mental age and his capacity to react with benefits to the visualmotor, audiomotor, and tactumotor training with which the teacher can and does provide him.117

Educational services required for the moderate mentally impaired child should be available at any given time. Therefore an educational plan provides an ongoing evaluation in order to assess the student's academic and behavioral performance.

This evaluation and information provides the basis for the continued appropriate and effective educational program for the educable mentally retarded.

Special educators should be concerned to enhance the accommodative capacity of education agencies so that children who have special needs may be served effectively. They assist in the development of "regular" schools and lead in forming such specialized programs as are necessary. In decision making concerning individual pupils, simple systems of categorizing are rejected in favor of carefully individualized procedures which are explicitly oriented.

116 Ibid.

117 Cruickshank, The Brain-Injured Child in Home, School and Community, p. 278.
to educational planning within particular schools and agencies. Regulatory systems which enforce rigid categorization of pupils as a way of making allocations of children to specialized programs are indefensible. Financial aid patterns should be such as to encourage development of categorizations of children.\textsuperscript{118}

Any effective plan of operation for special education emanates from a sound philosophical base which clearly established who is to be served by the program. Historically, the exceptional population has been classified from within the group of children excepted or excluded from regular school attendance. Current trends are to accommodate all children in school programs and special education is engaged in processes by which that goal may be accomplished.\textsuperscript{119}

Curriculum planning, therefore, becomes a task of great care so that it may be realistic, systematic, sequential, with consideration of adequate readiness. The educable mentally retarded child has a right to an education that will prepare him for the greatest fulfillment of his potential now and for his ultimate future.\textsuperscript{120}

**Conclusion**

Mainstreaming is the trend of integrating educable mentally retarded children into the regular schools and classrooms. Opportunities are given for joining in the usual activities of a normal school day with non-handicapped peers.

\textsuperscript{118}Ernest P. Willenberg, "Policy Statements: Call for Response," *Exceptional Children* 37 (February 1971): 424.

\textsuperscript{119}Ibid., p. 429.

Mainstreaming is not an elimination of special services or supportive personnel or programs designed for children with exceptional needs.

Providing for these needs, their right for equal opportunities, mainstreaming endeavors to promote the child's growth educationally, socially, and emotionally. Factors for growth are: alternate plans of programming, individualization, normalization, assessment, supportive administrators, learning centers and resource centers. Proper educational programs are promoted by current legal concern, litigations, and court decisions being instigated by parent groups.

Effects are as controversial as the issue itself. For some children it strengthens self-esteem and for others it creates anxieties. Academic achievement should be comparable to the educable mentally retarded child's mental age.

Integration is not always the proper solution. It depends on the child, his deficits and his strengths, his inputs and his outputs. In this a predominate role is played by teachers' and non-handicapped peers' attitudes and acceptance.
CHAPTER III

SUMMARY AND CONCLUSION

Summary

Mainstreaming as defined and discussed by the writer in this paper represents a complex problem of controversial issues at current times. The research attempted to investigate the effects of mainstreaming the educable mentally retarded child and its relationship to academic achievement.

The principal question of mainstreaming is still in the minds of educators and parents. What is it? What is it not? For whom is it? Under what conditions are educable mentally retarded children to be integrated into the regular class as a viable educational alternative?

Mainstreaming seeks to determine educational factors to promote students' growth in academic achievement, social competence, and emotional development. Various educational models and techniques were devised in order to assist the teacher in handling the various differences of a large group. Integration weighed heavily on her and her pupils' attitudes toward acceptance of the educable mentally retarded child.
Research data is scant in reporting outcomes of academic achievement. Generally it is stated that gains were made comparable to mental age. Other results are stated in general terms such as the child is not labeled, has made social adjustment, has adapted to the environment, and has remained in the mainstream of school life. Benefits usually occur to the extent of the child's potential.

Research literature of the 1975's included in the bibliographies articles dated in the 1960's and even back to the 1950's. 1969 appears to be the year of momentum towards mainstreaming. 1970's have brought out philosophical concepts of educators, the influence of litigation and the effects of state funding policies. However, neither has developed a comprehensive conceptual structure of mainstreaming.

Kaufman, Gottlieb, Agard and Kukic\(^1\) consider the components of mainstreaming to be integration, planning and programming, and clarification of responsibilities. Research must examine the aspects. Results are dependent on the leadership exercised by regular and special educators, administrators, instructional and supportive personnel.

**Conclusion**

The researcher sought, through the literature, for the effects of mainstreaming on academic achievement. Data

\(^1\)Kaufman, Gottlieb, Agard, Kukic, Mainstreaming: Toward an Explication of the Construct, pp. 6-29.
on this phase of mainstreaming are scarce. For some individuals gains were reported in general terms. It was equal to their capabilities. More research would be needed to give statistical reports of such outcomes. In the opinion of the writer each case would be an individual case.

Research indicates mainstreaming as a success if integration has taken place with acceptance; if activities have strengthened the self-esteem; if there are no labels; if the program is flexible and appropriate; if the child remains in the mainstream of the regular school life. Much of the responsibility and accountability rests on the teacher.

No best way seems to be indicated. There is a dearth of literature on methods, models, and guidelines for mainstreaming. Proper educational programs are influenced by current legal concern, litigations, and court decisions being instigated by parent groups.

1969 and the decade of the seventies are and will be marked by the search for widespread adoption of new methods of instruction and new models for service delivery. However, there is still insufficient data.

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The ideal of teaching the educable mentally retarded children to live productively and happily in the community and for future life must be interpreted according to their individual abilities.

It appears that mainstreaming cannot be handled without the help of special education and supportive services.
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BIBLIOGRAPHY

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HISTORICAL VIEW OF EDUCATION AND TRAINING OF SCHOOL AGE MENTALLY RETARDED CHILDREN

Recent advances made in the education and training of the mentally retarded are in great contrast to the education and training of this group in earlier times of isolated explorations made by such men as Itard, Seguin, and Montessori. Itard's contribution was significant as he introduced the first scientific efforts to transform Victor from a wild boy into a social being. Seguin, a pupil of Itard, further developed this scientific approach through a physiological educational program; a system of sensory motor training emphasizing the need to train the senses. Montessori's movement is one of the child's greatest acquisitions. Early in life he is walking, moving about the world doing things. Each action proceeds out of a particular period of development. When this child begins to move, his mind is beginning to absorb impressions of his surroundings.


2Edouard Seguin, Origin of the Treatment and Training of Idiots (Paris: 1882).

However, before he starts moving there is an unconscious psychological development taking place. When he begins to initiate his first movements, this begins to become conscious. 4

The early thinking of Montessori has received modern support from educators such as Fernald, Frostig, Kephart, and Getman. Getman, 5 and Kephart, 6 held that visual perception is integrated with and develops out of the total body perception.

By the middle of the nineteenth century organized efforts to cope with the problem of educating and training the mentally retarded were through the establishment of public residential schools for the educationally retarded. In 1848 institutions were established in Massachusetts and in Pennsylvania. In 1900, there were twenty-one state residential schools and by 1958 only one state had not established such a school.

Nearly fifty years after the establishment of the first state residential school, the first day school program was established in Providence, Rhode Island in 1896. 7

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4 Ibid.


6 Newall C. Kephart, The Slow Learner in the Classroom (Columbus, Ohio: Charles C. Merrill, 1960).

After that special classes for the retarded at the elementary school level appeared in Boston, Chicago, New York, Philadelphia, Los Angeles, and other cities. At least 220 cities had special classes for the retarded by the first decade of the twentieth century.

Educational officials were faced with the problem of providing programs for moderate mentally impaired pupils as compulsory school attendance laws became effective. It was found that many retarded pupils were unable to make satisfactory progress in the regular school program.

During World War I there was increased use of intelligence tests. Intelligence tests were refined and the end result of the experience was that they provided diagnostic instruments for the selection of educable mentally retarded children and encouraged more programs. With greater knowledge of the educationally mentally retarded children came a better understanding of their characteristics and needs. States began to make legislative provisions defining the specific, diagnostic characteristics of the mentally retarded children to be serviced and defining teacher certification requirements.

The curricula for all retarded children were developmental in nature and started at a basic level. Activities were planned and sequenced so that the children could build skill upon skill.
The education of the mentally retarded differed from the education of the average child in the lack of emphasis placed upon academic achievement and the emphasis placed upon the development of personality and adequacy in occupational and social areas. However, then as now, the overall objectives of an educational program were the same for all children. These objectives were self-realization, economic efficiency, civic responsibilities, and the aim to reach their potential through appropriate programs.

Most educable retarded children attending school in the regular grades in public and private schools were generally allowed to remain in these grades if they were well-behaved. However, if they became clownish or aggressive they were excluded and sent to a special class. Often they were in an ungraded class. 8

A fifty year history of self-contained special education classes as the predominant organizational arrangement for mentally retarded children is changing. Thousands of children have returned to regular grades, though there are still thousands not in regular grades or special classes. Instead, they are receiving special services in a manner which permits them to remain as members of a regular classroom.

Again there are pros and cons for this trend and mainstreaming cannot be done without supportive services.

Educational services for the mentally retarded child are the responsibility of special education administrative, instructional and supportive personnel. Mainstreaming is a current approach to meeting this responsibility.

**Causes and Characteristics of Mental Retardation**

Mental retardation can be organic, genetic, and cultural.

Mental retardation can be caused by any condition that will interfere with development before birth, during birth or in the early childhood years. Genetic irregularities are a result from abnormality of genes inherited from the mother and father or from disorders of the genes caused during pregnancy such as an over-exposure to x-rays, infections, malnutrition, German measles, and glandular disorders. At birth, extraordinarily prolonged labor, pelvic pressure, hemorrhages or lack of oxygen can impair the brain. After birth, childhood diseases like whooping cough, chicken pox, measles, meningitis, scarlet fever, encephalitis and polio can affect the brain. Accidents such as a blow on the head, lack of certain chemicals in the blood can also prevent normal mental growth. Data published by the President's

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Committee on Mental Retardation suggests that some seventy-five percent of our nation's mentally retarded citizens come from poverty areas. Research indicates that disadvantages such as not being exposed to day-to-day experiences can be a cause of mental retardation. 10

Many prenatal factors are of importance to the eventual intellectual development of the child. The new organism is vulnerable to adverse conditions during the early stage of development. Some of the possibilities are infection, maternal malnutrition or illness, maternal drug ingestion, radiation, trauma, and anoxia. The new life can also be damaged by premature delivery, toxemia of pregnancy or blood incompatibility. At times maternal emotional instability can interfere with fetal development. 11

The educable mentally retarded group consists of children of mixed causes. The majority, however, are of a combination of heredity and subcultural environments. A small proportion may have a diagnosis of minimal brain injury. This group is amenable to environmental enrichment. 12

10 National Association for Retarded Children, Retarded Children and Adults Can Be Helped, Texas.


APPENDIX II
CHARACTERISTICS OF EDUCABLE MENTALLY RETARDED

The characteristics of these educable mentally retarded children are:

Physical Characteristics:

1. In height, weight, and motor coordination most educable mentally retarded children approximate normal children.

2. Because a small number have organic causes for the retardation, such as brain injury, these few are likely to be physically inferior to normal children.

3. More handicaps of vision, hearing, and motor coordination are found among the educable mentally retarded. However, a substantial number do not have such defects.

4. Many retarded children come from substandard homes, which are generally inferior in sanitation and attention to health matters.

Intellectual Characteristics

1. The mentally retarded child shows low performance on verbal and nonverbal intelligence tests. His IQ will be in the range from 50 or 55 to 75 or 80. This implies a rate of mental development approximately one-half to three-fourths that of an average child.

2. Retarded mental development may include slowness in maturation of specific intellectual functions needed for school work, such as being significantly low in memory for auditory and visual materials, generalizing ability, language ability, conceptual and perceptual abilities, imagination and creative abilities, and other functions considered basically intellectual.
Academic Characteristics

1. The educable mentally retarded child is not ready for reading, writing, spelling, and arithmetic when he enters school at the age of six. He does not begin to acquire these skills until he is about eight years old or even, perhaps, until he is eleven. This delay in learning is related to mental age, not to chronological age.

2. The rate at which the child progresses in school is comparable to his rate of mental development, that is about one-half to three-quarters the rate of the average child. He should not be expected to cover a year's material in a year's time, as do average children.

3. At the end of his formal school career his academic achievement will probably have reached second-to-sixth-grade level, depending upon his mental maturation.

Personal and Social Characteristics

There are no basic social traits which differentiate the educable mentally retarded from the average child. Negative social or interpersonal traits sometimes attributed to the former are usually related to situations in which they are placed. These social characteristics are by-products of the difference between the expectancies of society and the abilities of the mentally retarded to cope with the requirements.13

Other characteristics are short attention span, low frustration level, poor social values and attitudes, and behavior problems. There are more behavior problems among the retarded than among those of average intelligence. This may partially be due

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to their substandard environment in which a large percentage of these children live. 14

Occupational Characteristics

1. Educable mentally retarded can learn to do unskilled and semi-skilled work at the adult level.

2. Their success in unskilled occupational tasks is generally related to personality, social, and interpersonal characteristics rather than to the ability to execute the task assigned.

3. Employment records of the educable mentally retarded show that approximately eighty percent eventually adjust to occupations of an unskilled or semi-skilled nature and partially or totally support themselves. 15

14 Ibid., pp. 110-111.
15 Ibid., p. 111.
APPENDIX III
ASSESSMENT OF THE LEARNER

Taking into account the essentials for socio-occupational competence, histories of retardates, and implications of educational programs, the goal of education is to evolve mature individuals. In this goal is included literacy and quantitative ability. The values are in being able to read, write, spell and converse. For socio-occupational events a problem solving tool is need. Children need to know how and when to add or subtract. They need to know comparatives in measurement.

Other areas of learning as health, safety and science are aspects of social learning. Activities such as art, music and physical activities are motivators or transitional factors in the learning pursuits. 16

There are many evaluative instruments available for assessing the child. However, research has demonstrated that teacher observations also play an important part in predicting success and in selecting the potential learning problem. Table 1 illustrates a classroom observation checklist.

TABLE 1
CLASSROOM OBSERVATION CHECKLIST

CHECK LIST MAY BE USED FOR MATH, READING, SPELLING, SOCIAL STUDIES

RATING SCALE:
1) None 2) Little 3) Some 4) Occasionally 5) Usually 6) To a great extent

INDIVIDUALIZATION
STUDENTS EVALUATE OWN WORK

CREATIVITY
STUDENTS INITIATE TASKS

RELATION FEELINGS

INTERPERSONAL
TEACHER IS HELPER TO STUDENTS

STUDENTS WORK IN SMALL GROUPS

STUDENTS TUTOR OTHER STUDENTS

STUDENTS DISCUSS WORK WITH OTHERS

ACTIVITIES

STUDENTS MOVE ABOUT ROOM INDEPENDENTLY TO WORK IN SMALL GROUPS

MAJORITY OF STUDENTS ARE ENGAGED IN PURPOSEFUL ACTIVITY

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Standard tests and teacher made tests may be used in assessing. Some standard tests that may be used are listed here.

Tests

**Auditory Discrimination Test** (1958)
Joseph Wepman
Ages 5-8

**Language Research Associates**
950 East 59th Street Box 95
Chicago, Illinois 60637

**Bender Visual-Motor Gestalt Test for Children** (1962)
Aileen Clawson
Ages 7-11

**Western Psychological Services**
Box 775
Beverly Hills, California

**Benton Visual Retention Test** (1955)
Arthur L. Benton
Ages 8 and over

**Psychological Corporation**
304 East 45th Street
New York, New York

**California Test of Personality** (1953)
Louis Thorpe, Willis Clark, and Ernest Tiegs
Ages Kdg. - 2; 4-8; 7-10; 9-16; Adults

**Children's Apperception Test** (1961)
Leopold Bellak and Sonya Sorel Bellak
Ages 3-10

**C. P. S. Inc.**
P. O. Box 83
Larchmont, New York

**Durrel Analysis of Reading Difficulty** (1945)
Donald D. Durrell
Grades 1-6
Illinois Test of Psycholinguistic Abilities
Revised Edition (1968)
Samuel A. Kirk, James J. McCarthy and
Winifred D. Kirk
Ages 2-6 to 10
University of Illinois Press
Urbana, Illinois

Marianne Frostig Developmental Test of
Visual Perception
Marianne Frostig in collaboration with D.
Welty Lefever, John R. B. Whittlesey, and
Phyllis Maslow
Ages 3-8

Gosting Psychologists Press
557 College Avenue
Palo Alto, California

Peabody Picture Vocabulary Test (1959)
Marion Monroe
Ages 2, 5-8

American Guidance Service, Inc.
Circle Pines, Minnesota

Stanford-Binet Intelligence Scale (1960)
Revised IQ tables by Samuel R. Pinneau, Lewis
M. Terman, and Maud A. Merrill

Houghton Mifflin Company
2 Park Street
Boston, Massachusetts

Other Achievement batteries for the Elementary
School are:

American School Achievement Tests
Public School Publishing Company
Bloomington, Illinois
To fulfill the goals for achievement of the educable mentally retarded child there must be a needs assessment. It is one way of getting at differences for the desired and actual conditions. It provides for a wider input of information. Need areas are demonstrated in Table 2.

Table 3 has three important dimensions. The inverted cone represents the expansion of the growing individuals world. This dimension considers the increase in the number of transactions the individual has with social, psychological and physical phenomena as his mobility increases. His development of growth increases and brings into focus the second dimension. This demonstrates by the lines the environments through which he passes continuously on the road to maturity. These environments are shown by the concentric circles. The third dimension, the vertical lines, the sequence of each environment, is consistent with his development. It is his readiness for social interaction. The first

TABLE 2

NEED AREAS OF THE MODERATE MENTALLY IMPAIRED CHILDREN

PSYCHOLOGICAL ASPECT

SELF-RESPECT

EMOTIONAL STABILITY

MASTERY

SELF EXPRESSION

SENSORY STIMULATION

IDENTIFICATION

PHYSICAL MAINTENANCE

BODY UTILIZATION

MOBILITY

ADEQUACY

SOCIAL INTERACTION

DEPENDENCE

POSSESSIONS

VARIATION

PHYSICAL ASPECT

HERBERT GOLDSTEIN, "Construction of a social Learning Curriculum" (New York: Yeshiva University (n.d.).
TABLE 3
MODEL FOR SOCIAL LEARNING CURRICULUM

SELF
NEIGHBORHOOD
COMMUNITY
HOME AND FAMILY
SELF
SELF
SELF
HOME AND FAMILY
SELF
PHYSICAL
SOCIAL
PSYCHOLOGICAL
environment to be noted is the self. The next environment is the home and family. This environment includes the self. The individual never abandons experiences as he matures. The individual adds to and builds upon these experiences. As a result, he is thereby eligible for the more complex environment. The third dimension is the constant use of knowledge, facts, and skills which are represented by the vertical broken lines.

By this we mean he recognizes elements as size, shape, temperature, things, codes. Then he recognizes social roles as status groups and identities. Next he develops psychological attitudes, feelings and motivations. All are very interdependent and inter-related environments which are normative factors.
BIBLIOGRAPHY

Books


Articles and Periodicals

Carroll, Anne W. "The Classroom as an Ecosystem." Focus on Exceptional Children 6 (September 1974):4-5.


Unpublished Materials


Pamphlet

National Association for Retarded Children. Retarded Children and Adults Can Be Helped. Texas.