

help children and adults to understand society with its various minority-majority situations and with its prejudices and discriminatory acts. It would aid representatives of minority and majority groups in school to work together, to resolve conflicts, in short would create an environment in which the worth and right of individuals are recognized and educational opportunities equalized. The segregated nature of our special education programs have prevented the non-handicapped majority from intimate social contact with the handicapped in school and probably also discourages out-of-school contacts. Understanding and acceptance come about most readily through individual acquaintance; therefore segregation should be eliminated wherever possible.

The intergroup movement would help minority groups to evaluate and improve their own roles to appreciate their right to be different. In special education we have been concerned with helping the handicapped individual to meet the psychological impact resulting from his minority status. In some instances, efforts have been made to help groups of the handicapped to interpret their roles in society, but on the whole we have been less aggressive than we might well have been. Teachers have not yet developed sufficient know-how in interpreting handicapped children to others in the schools and community, nor have we sufficiently helped our handicapped in group self-evaluation and in making social contacts.

Coming together is beginning
 Keeping together is unity
 Thinking together is progress
 Working together is success

—M. R. C. on Record

DURING the last decade not only leading educators but classroom teachers and the public in general have become aware of some of the remarkable values of visual materials. Their successful use by the educational departments of the armed services has contributed to their popularity. Their value lies partly in the fact that, in all good teaching, feeling as well as intellect plays an important role. We learn best when strongly motivated. Visual experiences may provide ample feeling through a rich emotional content and motivation for learning. Also verbal symbols must have a foundation of real experience to be meaningful. Such experience may be gained by the young child either directly, through life situations, or indirectly through visual experiences.

Why Visual Aids

In teaching reading to normal children visual aids are of incalculable worth because they underline verbal symbols with real life experiences. The same is true to an even greater degree with mentally handicapped or slow-learning children of the chronological ages of six to 10 years. Many of the methods employed in the teaching of normal children are used with them. The chief differences lie not in the kinds of methods but in the degree to which they are employed. The normal child may come to school with a highly developed reading readiness. Such is not likely to be the case with

Selective Audio Visual Instruction For Mentally Retarded Pupils

**Rick F. Heber, Patrick J.
Flanigan, United States. President's
Panel on Mental Retardation, National
Institute of Child Health and Human
Development (U.S.)**

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Selective Audio-visual Instruction for Mentally Retarded Pupils Edward Goldstein, 1964 Selective Audio-visual Instruction for Mentally Retarded Pupils Alfred Kuhn, 1964 **Resources in Education**, 1984-10 **Research in Education**, 1974 *Education and Training of the Mentally Retarded*, 1982 **National Library of Medicine Catalog** National Library of Medicine (U.S.), 1966 **Bibliography on Speech, Hearing, and Language in Relation to Mental Retardation** Maryann Peins, 1969 About 1969 references written in the English language about the communicative behavior of the mentally retarded Articles books chapters theses dissertations and reports included No index *Public Health Service Publication*, Rehabilitation Record, 1970 **Supplement to Bibliography of World Literature on Mental Retardation, March 1963-December 31, 1964** Rick F. Heber, Patrick J. Flanigan, 1965 **Bibliography of World Literature on Mental Retardation, January 1940-March 1963** United States President of the United States, 1963
Bibliography of World Literature on Mental Retardation, January 1940-March 1963 Rick F. Heber, Patrick J. Flanigan, United States. President's Panel on Mental Retardation, National Institute of Child Health and Human Development (U.S.), 1963 *Teaching the Educable Mentally Retarded* Malinda Dean Garton, 1974 *Catalog of Copyright Entries. Third Series* Library of Congress. Copyright Office, 1967 Includes Part 1 Number 1 Books and Pamphlets Including Serials and Contributions to Periodicals January June **National Library of Medicine Current Catalog** National Library of Medicine (U.S.), 1965 *ERIC Educational Documents Index* Educational Resources Information Center (U.S.), 1966 A subject author institution index which provides titles and accession numbers to the document and report literature that was announced in the monthly issues of *Resources in education* earlier called *Research in education* **American Journal of Mental Deficiency**, 1964 Includes the association's conference proceedings and addresses *Television and the Exceptional Child* Joyce Sprafkin, Kenneth D. Gadow, Robert Abelman, 2013-10-23 The question of what types of children are most influenced by or can best benefit from television is a recurrent theme in the scientific literature as well as a frequently raised issue for pediatric associations educators and parent citizen groups concerned about the welfare and advancement of young children To effectively address this question this book focuses on a wide variety of children with highly divergent cognitive abilities social skills and educational capacities that is those labeled as emotionally disturbed learning disabled mentally retarded and intellectually gifted These children not only possess characteristics that place them at the greatest risk with regard to television's negative impact but also in a position to most benefit from the purposeful use of the medium at home and in the classroom Combining literature from the fields of mass communication developmental psychology and special education the authors present a comprehensive analysis of television and its forgotten audience Practical implications and applications in the home and school are also extracted from research findings making this volume a valuable resource for students educators and researchers in the fields of communication and special education and for the parents and teachers of

exceptional children **Effective Language Arts Practices in the Elementary School: Selected Readings** Harold
Newman,1972 *Didakometry* ,1969

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