Education of mentally handicapped children

by Christine Baxter

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EDUCATION OF MENTALLY HANDICAPPED CHILDREN

by Christine Baxter

Report prepared for the Government of the Republic of Turkey by the United Nations Educational, Scientific and Cultural Organization (Unesco)

UNESCO
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A. INTRODUCTION

1. At the request of the Government of Turkey, the Director-General of Unesco arranged for a Unesco consultant to visit that country under the Organization's Programme of Participation for 1981-1983, with the following terms of reference:

   Assist in the training of retarded children at the Centre for the Education of Mentally Handicapped Children in Ankara.

   Advise the authorities of the Centre on the future development of the work undertaken.

2. The period of the consultancy was from 3 October to 6 November 1982. During this five-week period the consultant worked with the Director of the Centre, Halide Toker, and the teaching staff, observing the programmes, discussing ways in which these programmes could be developed and demonstrating teaching aids and activities in workshops with teachers. Halide Toker served as interpreter during each of the workshop sessions with teachers. She also translated work sheets into Turkish and was, throughout the period of the consultancy, a most supportive and enthusiastic advocate of the ideas and programme changes implemented at the Centre.

3. During the final two days of the consultancy, Makbule Olçen, President of the Association, together with Halide Toker and the consultant met with reporters from a national daily newspaper and were also involved in a radio programme broadcast throughout Turkey. These media interviews undoubtedly provided useful publicity for the excellent work being done by the Association and staff of the Centre for the Education of Mentally Handicapped children in Ankara.

4. The major focus of the consultant's work was on educational programme planning and service provision, and the advice given on future development of the work undertaken was directly related to the particular observations made. For this reason, the advice given during the period of the consultancy has been itemized in terms of 'Recommendations' in the main body of the report.

5. These recommendations, together with the relevant observational rationale have been included in Sections B and C of the report. A summary list of all recommendations made has been included at the end of this report.

6. While this report is essentially technical in content, it should be noted that non-technical aspects of the assignment involved everybody concerned in a mutually rewarding exercise in human co-operation. It is hoped that the sharing of cultural values, knowledge and experience, and the spirit of goodwill generated during the consultancy will serve the interests of retarded children and young people in Ankara. Certainly the enthusiasm, kindness and generosity of staff at the Centre, parents and members of the Association, will be remembered with great pleasure by the consultant.

B. MAIN FINDINGS AND CONCLUSIONS--SERVICE PROVISION AND STAFF TRAINING

General comments

1. The school and office of the Association for Mentally Handicapped Children in Ankara is situated in a converted two-storey house at Etlic—a residential outer suburb of Ankara. Facilities include seven classrooms, sports room and small adjoining utility room, office of the school director and another office occupied by the association secretary and business manager.

2. Non-teaching personnel include the secretary of the Association, business manager, janitor and two bus drivers. Two women are employed (half-time) to provide
domestic help in the school. The President of the Association, Makbule Ölçan, directs activities in the areas of fund-raising, publicity and voluntary assistance and is responsible for the publication of the Association Journal.

3. The Centre is financed mainly through school fees which are adjusted according to parents' earnings. The Association raises additional funds by a variety of activities including the sale of articles made by parents.

4. There are eighty-four children and young people in attendance at the Centre, half attending in the morning and half in the afternoon. Buses bring children to the morning session at 9 a.m. and to the afternoon session at 1 p.m. Each school session lasts four hours. Seven teachers and assistants are engaged in teaching for eight hours a day.

5. There are six permanent groups in each session with approximately seven children in each group. It should be noted that the teacher responsible for the sheltered workshop programme did not have a permanent group during the period of the consultancy. Each of the other six teachers is responsible for one group of children in each of the two sessions. Two assistant teacher aids help teachers with routine aspects of the programme and relieve each teacher for a fifteen-minute break in the middle of the day.

6. Children range in age from six years to eighteen years and are required to leave the Centre in the year of their eighteenth birthday. The Centre does not offer programmes for pre-school age children or adults.

7. The Association for Mentally Handicapped Children in Ankara is providing a much needed and greatly valued service to severely and moderately retarded children. The Director of the School, Halide Toker, and the teaching staff are highly skilled practitioners who provide excellent care and training for the retarded children who are fortunate enough to gain a place in the school. Indeed, given that experts in the field of special education now agree that it is better (if at all possible) for retarded children to live at home with their families and attend a Day Centre, the service in Ankara is most advanced in its day-time provision for retarded children.

Service extension rationale

8. The consultant was informed that the Ankara Centre is the only Centre for 'moderately' and 'severely' retarded children in Turkey. On the basis of an expected ratio of between 3.45 and 3.89 retarded children with IQs below fifty per thousand in the general population (Craft, 1979) a country such as Turkey with a population of forty-seven million is likely to have between 162,000 and 182,000 retarded children in need of special education of the type offered at the Ankara Centre.

9. There is clearly a very great need to extend special education provision for 'moderately' and 'severely' retarded children in Turkey. If such an extension of service provision is undertaken then Turkey will be in the enviable position of being able to establish programmes in special education, family services, vocational training and residential care that are in accord with the current western service ideology of 'normalization' and designed to integrate retarded children with the community.

10. Co-operation and planning will be necessary if the costly mistakes made by other countries in what are now viewed as dehumanizing, economically unsound and outmoded forms of institutionalized care, are to be avoided. At this stage in the development of services in Turkey there is a very great need to establish a well thought out and co-ordinated plan for the development of services. Such a plan would ideally involve government instrumentalities in the fields of Health, Social Welfare and Education, together with the Association for the Mentally Handicapped,
in a co-operative effort to extend services in directions conducive to the welfare of mentally handicapped children, their parents and the community as a whole.

The need for demographic data

11. At a national level, an urgent need is to conduct a demographic survey into the number, location and characteristics of mentally handicapped children and their families in Turkey.

12. In addition to establishing a valuable demographic data source as a basis for the further development of services, the project may also be designed to set up a register of families with mentally handicapped children—an essential aid in the development of all services. The following recommendation is therefore made.

Recommendation 1: That a research fellowship be offered to a researcher with suitable qualifications and experience for the purpose of conducting a demographic survey in the field of mental retardation in Turkey.

13. This project would require the assistance of interpreters and field workers and the co-operation of diagnostic, hospital and psychological services.

Extension of services

14. The Centre at Etlic provides an excellent basis for the extension of services to retarded children and their families and a good model for the duplication of services. However, the work of the Association would be greatly facilitated if the education of moderately and severely retarded children were either (a) entirely the responsibility of government (as is the education of 'mildly' retarded children); or (b) subsidized by government. This would enable the Association for the Mentally Handicapped to focus their efforts on extending family and vocational services.

To this end the following recommendations are made:

Recommendation 2: That efforts be made to incorporate education programmes for moderately and severely retarded children within the established Turkish Education System and to extend this special education provision throughout Turkey.

Recommendation 3: That services to mentally handicapped children be extended to cover vocational services and residential care. (See Model 1)

15. Such a projected extension of services would, of course, require ongoing co-operation with existing diagnostic and psychological services along the lines specified in Model 1.

16. There is an urgent need to develop family services in the direction specified in Model 1 and elaborated below. (See also Baxter, 1980). In keeping with this objective the following recommendation is made.

Recommendation 4: That the Association for the Mentally Handicapped in Ankara seek the necessary resources with which to extend family services to those families living outside Ankara.

This extension of services may usefully incorporate:
(a) Media communication.
Television and radio programmes. For example, specially prepared series of television and radio programmes designed to give families information concerning the nature of mental retardation and provide demonstration of suitable aids, activities and home programmes for children of different ages and different stages of development.

(b) Visiting teacher service.
Different regional centres of Turkey could be visited at regular times for the purpose of demonstrating home-based special education programmes, demonstrating special techniques, distributing useful information to parents, and offering support designed to enable parents to cope with their handicapped child at home. Similar services in Australia have used a converted van or bus, specially fitted with all the necessary equipment and materials for teaching either in or around the van itself or in the homes of families with a handicapped child. The van could also incorporate an information and library service and would provide an opportunity for parents to meet one another, share their problems, and establish an informal network of mutual support.

(c) Information service to parents.
Cassette tapes, leaflets and newsletters with information similar to that specified under (a) above.

17. Fees would have to be charged for services (b) and (c) above unless a government subsidy or some other kind of grant could be obtained.

18. Any extension of the association's vocational and family services will require the harnessing of both local and internationally available knowledge and expertise. It will also necessitate staff training in each of the areas specified. It is recommended:

Recommendation 5: That if the Association for the Education of Mentally Handicapped Children in Ankara is able to gain the necessary resources with which to extend its vocational or family services, a consultant be sought to assist in the design and implementation of the extended service and staff training.

Teaching personnel and further training

19. The seven teachers at the Centre have all completed a course in teacher education and some have taken a unit in special education as part of this basic training. Three of the teachers are undertaking postgraduate studies in special education. The two teacher aids are untrained.

20. The Centre is most fortunate to have as Director of the School, Halide Toker, who did postgraduate studies in education at Columbia University in the United States and was a teacher educator at Ankara University before becoming Director of the School. Halide should certainly be regarded as a local specialist in the education of mentally handicapped children.

21. Education programmes at the Centre reflect the teachers' background of training in infant education. For example, the daily timetable in each of the groups covers music, drawing, manipulative-cognitive activities, self-care skills, story time, and outdoor play. Classrooms are particularly well equipped with inset boards, nesting toys, threading materials and discrimination cards. There is also some Montessori
equipment in the school. Teachers are competent in their utilization of these materials and run good programmes in each of the aspects of education timetabled.

22. There are three major areas in which teachers at the Centre need further training in special education:

(a) Developmental considerations.

Some consideration of the notion of age appropriateness (Wolfensberger, 1972) and the implications of physical size, social interest and social experience in the selection of equipment, activities and methods required in the education of retarded children and adolescents.

The need for further training in this area is particularly evident in senior groups where some behaviour problems may be attributed to lack of age, appropriate furniture and the fact that activities and materials such as pictures are not always in keeping with the interests of mentally handicapped adolescents.

(b) Curriculum.

Here the focus should be on the development of curriculum objectives (including concepts and skills and appropriate activities) along a continuum of ability levels. There also needs to be some consideration of what should be included in a curriculum for moderately and severely retarded children. Some progress has been made along these lines and the expertise of Halide Toker could be well utilized in the development of a Turkish curriculum for moderately and severely retarded children.

(c) Techniques and methods.

Further training is needed in the utilization of task analysis and child management techniques as well as in methods of recording the progress of children.

23. References and materials given to teachers during the period of the consultancy, together with Section C of this report, should provide useful material for further training in each of the areas specified above. Further to this it is recommended:

Recommendation 6: That the Centre be closed one half day each month in order that the Director of the School be able to conduct in-service training sessions with teachers.

C. MAIN FINDINGS AND CONCLUSIONS--SPECIAL EDUCATION AND SHELTERED WORKSHOP PROGRAMMES

Individualized programmes

1. Group activities for retarded children attending the school are oriented to the development of skills in self care, socialization, cognitive and motor aspects of development. The education of retarded children in each of the six groups would be greatly facilitated by the development of programmes geared to the individual needs of children in each of these areas. The following recommendations are made:
Recommendation 7: Evaluation. That records include evaluation sheets for every child and young adult attending the Centre, and that these evaluation sheets specify the child's current level of functioning in every aspect of the school programme.

(See Appendix 1 for example)

2. In the case of children who are inconsistent in their performance at a particular task a graph recording the child's responses over a series of teaching sessions will serve to indicate a learning trend.

![Performance on Task 1](image_url)

Recommendation 8: Goals or general aims. That records include goals set for each child attending the Centre in every aspect of the school programme. Goals may be set each month, for example, to teach John to set the table for lunch.

Recommendation 9: Short term objectives. That records include short-term objectives which should be observable and measurable and in this way bridge the area between evaluation of the child's current level of functioning and the goals set for the child each month, for example, 'John will select a knife and fork for lunch without the direction of a teacher'.

11. It should be noted that the list of objectives recently incorporated into school records by Halide Toker is an excellent document, and it is strongly recommended that these objectives form the basis for programme planning and evaluation.

Task analysis

12. Individualized programmes necessitate the utilization of task analysis techniques.
Recommendation 10: That the technique of task analysis be utilized by teachers in their work with retarded children, and that this technique be applied every time a new piece of equipment or a new skill is introduced.

13. Teachers should first task analyse the new skill or activity for the purpose of:

   (a) knowing which particular subskills are involved;
   (b) in what order; and
   (c) in what way these subskills can best be taught to the child.

Task analysis techniques were demonstrated to teachers who:

   (a) analysed a series of tasks by making a list of every action required to complete each task in sequence; and
   (b) specified appropriate teaching procedures.

Behaviour management

14. The principles of behaviour modification were specified and elaborated in workshops with teachers.

Recommendation 11: That teachers utilize behaviour modification techniques when it is appropriate to do so.

15. The following principles of child management may be useful:

   (a) ensure that children are engaged in interesting age-appropriate activities, and have the necessary items of equipment for full and active participation in these activities;
   (b) make sure that you have the child's attention before you speak to him;
   (c) take a positive approach and avoid using the word DON'T.
   (d) give children advance warning of what you will be asking;
   (e) praise children for co-operative behaviour and take care not to reinforce undesirable behaviour by some reaction (i.e. attention) which gives pleasure and is likely to maintain the undesirable behaviour;
   (f) use 'time out' and 'replacement behaviour' strategies designed to modify the child's behaviour.

16. A copy of the handout by Andrew Livingstone entitled 'Coping with Undesirable Behaviour' is in the process of being translated by Halide Toker and will be distributed to teachers.

Senior unit—sheltered workshop

17. Given the expected increase in the number of young adults attending the Centre in the next few years the sheltered workshop facility at the Centre will need to be greatly expanded. The following recommendations are made in the hope that the

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Association will be able to raise the necessary funds for expansion in sheltered workshop provision.

Recommendation 12: That tables and chairs suitable for older children and young adults be acquired by the Association for use in Senior Groups within the School and the Sheltered Workshop.

Recommendation 13: That (as soon as the necessary finance is available) the Sheltered Workshop be expanded to cater for adults over the age of 18 years.

Recommendation 14: That the sheltered workshop programme be quite separate from the school programme with age appropriate facilities, work activities and recreation.

Recommendation 15: That the programme for adult clients be extended to cover a full working day.

Recommendation 16: That sheltered workshop activities be expanded in the following directions:

18. Horticulture skills: Vegetable garden; Flower garden; Potting shed. Gardening skills to be developed would include: watering plants, using fertilizer, planting seeds and plants, preparing hanging baskets, preparing pots, weeding, washing flower pots, stem cuttings, leaf cuttings, disbudding. Plants, flowers and vegetables may perhaps be sold to the public.

19. Printing. Silk screen printing and other types of printing may be used in the preparation of festival cards, invitations, notepaper, wrapping paper, etc. Printed articles may be sold in the centre shop.

20. Greengrocery packets. Newspapers are used to make the packets used by greengrocers in Ankara. The preparation of these greengrocery packets could be a very good workshop activity. Staff at the Centre could negotiate with local greengrocers to supply packets at a fair price.

21. Craft activities. Many good craft activities have been incorporated into the workshop programme. Additional craft and handwork activities may include constructions out of wood, simple clothing out of fabric, needlework and pottery.

22. Domestic skills. This aspect of an expanded Sheltered Workshop Programme would involve vocational skills required for light housework with the emphasis on laundering and room cleaning. Skills include: dusting a table, disposing of trash, emptying a wastebasket, washing dishes, drying dishes, setting a table, making a bed, sorting clothes, washing clothes by hand and machine, hanging clothes on line, folding clothes, folding sheets.

23. Food service skills. This is an important skill area both for vocational training and independent living. Such skills include: opening a can, making orange juice, making buttered toast, making a sandwich, making a salad, turning on an electric stove, boiling water, making hard-boiled eggs, preparing canned soup, frying sausages, setting oven temperature, slicing, dicing.

Teachers may wish to utilize the symbol cookbook and procedure chart ideas talked about in discussion.

24. Home industry skills. These skills include basic tool use and identification such as: sorting nails, bolting wood together, gluing mitred corners together, hammering two boards together, removing a nail, putting screws in a board, sanding a board, staining a board, painting a board, stripping paint from a board.
The Association is most fortunate in employing men with home industry skills who may be able to involve the older children and adults in building maintenance at the Centre.

25. Janitorial skills. These skills involve heavy cleaning work such as: cleaning toilets, cleaning sinks, cleaning mirrors, sweeping floors, vacuuming, damp mopping floors, dry mopping, waxing floors, cleaning an ashtray, cleaning a window, waxing and polishing a table.

26. Office/clerical skills. Many clerical jobs are not difficult and are well within the learning capacity of retarded adults. The following skills may be included in the programme: using a letter opener, collating paper, stuffing envelopes, sealing envelopes, applying pressure-sensitive labels, punching holes, removing staples, loading a stapler, sharpening a pencil, alphabetizing by initial letter, filing records by name.

The mentally retarded child at home—implications for school programmes

27. Discussion with parents and teachers and my own observation of parent interactions with their retarded child all indicate that many of the children at the Centre rarely have the opportunity to travel around the city and countryside or to visit and learn about community facilities in Ankara. There are a number of reasons for this lack of experience, for example:

(a) mothers may be so busy taking care of the retarded child and the rest of the family that there is little time for trips by bus or even time to take the child to the local shops;

(b) family members may feel embarrassed when seen with the retarded child in public and prefer to leave the child at home with another member of the family when going out. Parents who have not yet adjusted to the diagnosis of mental retardation may be particularly sensitive about going out in public with the child.

28. Whatever the reason for the retarded child's life experience being limited to that available to him at school and within the environs of his own home this restriction has implications for programmes designed to develop skills in social competence. It may well be the case that the only experience a child has in learning about the community is the experience provided by the school.

Recommendation 17: The community studies programme should, wherever possible, involve visits to community services (for example, shops, post office, public transport) and experience in using these services.

Communication skills

29. Non-verbal children. There are several non-verbal children in different classes within the school. These children fall into two categories:

(a) children who have good receptive language understanding, but for physiological or motivational reasons do not speak.

(b) children who have not yet attained the developmental level necessary for speech acquisition.
Recommendation 18: That teachers give consideration to basic principles in communication with nonverbal children.

30. These principles have been specified below:

(a) encourage children to respond vocally to a question by asking questions of the child. The child may only nod his head but be sure to wait long enough for him to make some vocalization and encourage some form of vocalization along with the gesture;

(b) make sure that children have a need for speech. Remember that a child who can have anything she/he wants by either doing nothing at all or only pointing or gesturing has no need to develop speech;

(c) be sure that the pre-verbal child is encouraged to produce sounds and teach him that sounds communicate by responding to him whenever he makes sounds;

(d) try to find out what meaning the child attached to the sounds he makes by listening for sounds he makes consistently in particular situations;

(e) remember that children learn how to speak by hearing others speak, so talk to the child even if you don't think he understands what you say.

Recommendation 19: That teachers incorporate a greater number of activities designed to develop listening skills and verbal communication skills into their daily programmes.

31. Listening skills. All children in the school would benefit from games designed to develop skill in listening and responding to what is said. Such games would include:

(a) following verbal instructions to locate an object in the room or to do something with articles on the table;

(b) following verbal instructions by means of a motor response, example—clap your hands;

(c) select pairs of objects with rhyming names, example—boat and coat;

(d) listening to a story and then answering questions about it.

32. Verbal communication. Children who are able to speak need to be provided with many opportunities to speak with teachers and with one another. Such opportunities may include:

(a) picture and object naming games;

(b) picture discussions;

(c) walks to observe and talk about things observed in the neighbourhood;

(d) talking with children about their food at lunch time;

(e) having a 'news' session to start the day when children talk about things that have happened at home;

(f) using puppets;
(g) using pictures to answer the question 'What do you (eat, play, wear)';
(h) use a 'surprise box' or bag and have children feel, see then describe what they find in it.

Provision for emotional and social development

33. All of the younger children and some of the older ones would greatly benefit from provision for imaginative play within the Centre. Such an area would encourage social interaction between children and the development of social skills, as well as much needed opportunity for children to express their emotions in imaginative play. Two recommendations are made regarding this aspect of provision.

Recommendation 20: That the vacant room adjoining the sports room be set up as a home-play area.

34. The room may be furnished with a table, chairs and boxes painted to represent home appliances such as a stove, sink (with plastic bowl). A small bed large enough for a child to get into but used mainly for dolls' play. This room should be equipped with toys suitable for home play including dolls, pram, broom, pots and pans, cutlery, iron.

Recommendation 21: That a withdrawal area be set aside for children who need individual attention or who need to express feelings and anxieties in an environment less restrictive than the classroom.

35. It should be noted that the staff member responsible for this area should be responsive to the cues given by children and capable of interacting with children in a play situation.

Self-care skills

36. Probably the most important goal in the education of mentally retarded children is for children to be able to attend to their own personal needs as independently as possible. The school objectives in this aspect of programming are quite clear and cover all aspects of self-care. There are only two areas in which the self-care programme may perhaps be improved and the recommendations specified below focus on these two areas.

Recommendation 22: That children be provided with feedback on their own performance in self-care.

37. Charts which specify the objectives of the self-care programme by visually representing the programme requirements and rewarding children as they develop the specified skills will be useful teaching aids. Examples of such charts can be seen below.
Please note:
Photographs of children may be used in the case of children not yet able to recognize their name.

<table>
<thead>
<tr>
<th>Children</th>
<th>Monday</th>
<th>Tuesday</th>
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Tick means the skill was attempted.
* means that the skill was performed independently.

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**GROOMING CHART**

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**WE CAN SET THE TABLE**

**NOVEMBER**

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**DRESSING SKILLS CHART**

**NOVEMBER**

<table>
<thead>
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<td>Putting on socks</td>
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<td>Doing up zippers</td>
<td><img src="tick" alt="Tick" /></td>
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<tr>
<td>Putting on coat or jacket</td>
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Recommendation 23: That children who are not yet able to perform lunchtime procedures independently be provided with visual representation of this procedure serving to remind them of the procedure.

38. Aids such as those outlined below may be of some help.

![Place setting chart]

**Classroom maintenance skills**

Recommendation 24: That children learn housekeeping skills by taking responsibility for the maintenance of their own classroom.

39. Responsibilities for classroom maintenance may include:

(a) watering plants in the classroom;
(b) taking care of the garden;
(c) cleaning the windows;
(d) setting the table;
(e) wiping the tables;
(f) brushing the carpet;
(g) taking care of the equipment.

40. A duty schedule will serve to remind children of their responsibilities each week as well as being useful in teaching children to recognize their own names.

<table>
<thead>
<tr>
<th>DUTY SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Haşim</td>
</tr>
<tr>
<td>Yaşark</td>
</tr>
<tr>
<td>Öğuz</td>
</tr>
<tr>
<td>Yasemin</td>
</tr>
</tbody>
</table>
Equipment charts or boxes will help children to remember how many items of equipment must be returned to the cupboard after being used.

Note: equipment is placed in the box below the visual representation.

<table>
<thead>
<tr>
<th>scissors</th>
<th>paint</th>
<th>brushes</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
</table>

Outdoor activities—Gross motor skills

General comments and recommendations regarding the outdoor activity programme.

41. Outdoor activities for retarded children should be regarded as an integral part of the total programme. The following recommendations are made in relation to this aspect of programme planning:

Recommendation 25: That a weekly roster and timetable be drawn up indicating teachers' responsibilities in outdoor activities.

Recommendation 26: That consideration be given to the selection of a variety of equipment and activities suitable for each age level. Particular attention should be given to activities and excursions suitable for the young adults within the school.

Recommendation 27: That the teachers collectively draw up a programme for the outdoor periods of the day specifying which activities will be available to children each day of the week and which teachers or assistants will be responsible for the supervision of these.

Gross motor skills and suggested activities

42. Activities were listed in the following skill areas and translated into Turkish for teachers:

Throwing activities
Skipping activities
Hopping activities
Rolling activities
Running activities

Climbing activities
Jumping activities
Galloping activities
Dancing activities
Marching activities
Number and mathematical concepts

43. Basic mathematical concepts and skills are essential in the development of personal and social competence.

Recommendation 28: That programmes include activities oriented to the development of mathematical concepts and skills.

44. A list of mathematical concepts and skills along with suitable activities has been attached as Appendix 3 and a more detailed list of activities in Appendix 4.

Social sight vocabulary

45. Most of the children attending the Centre will be able to learn to recognize and respond to words or signs displayed in public places and directions on packets and bottles. The ability to read and understand the meaning of such words will enable the retarded child to gain social competence and facilitate progress towards a more independent life within the community.

Recommendation 29: That a social sight vocabulary be introduced into the programme.

46. This vocabulary could include words and signs in the categories specified below:

(a) Name recognition. Children learn to recognize their own name (Names can be printed clearly on folios, chairs, lunch boxes, etc. and also on the duty chart and weather chart).

(b) Suburb recognition. Children learn to recognize the name of the suburb in which they live (suburb names can be printed on cut-outs in the shape of a bus and names matched to the suburb in which that child lives).

(c) Road recognition. Children learn to recognize the name of the street in which they live.

(d) Word recognition. Children learn to recognize and respond appropriately to words and signs listed in Appendix 2.
REFERENCES


Address: Portage Project
DESA
12 Box 564, Portage
Wisconsin 53901
U.S.A.


D. SUMMARY OF RECOMMENDATIONS

The need for demographic data

1. That a research fellowship be offered to a researcher with suitable qualifications and experience for the purpose of conducting a demographic survey in the field of mental retardation in Turkey.

Extension of services

2. That efforts be made to incorporate education programmes for moderately and severely retarded children within the established Turkish Education System and to extend this special education provision throughout Turkey.

3. That services to mentally handicapped children be extended to cover vocational services and residential care. (See Model 1 of this report).

4. That the Association for the Mentally Handicapped in Ankara seek the necessary resources with which to extend Family Services to those families living outside Ankara.

5. That if the Association for the Education of Mentally Handicapped Children in Ankara is able to gain the necessary resources with which to extend its vocational or family services, a consultant be sought to assist in the design and implementation of the extended service and staff training.

Teaching personnel and further training

6. The Centre be closed one half day each month in order that the Director of the School be able to conduct in-service training sessions with teachers.

Individualized programmes

7. That records include evaluation sheets for every child and young adult attending the Centre, and that these evaluation sheets specify the child's current level of functioning in every aspect of the school programme.

8. That records include goals set for each child attending the Centre in every aspect of the school programme.

9. That records include short-term objectives which should be observable and measurable and in this way bridge the area between evaluation of the child's current level of functioning and the goals set for the child each month.

Task analysis

10. That the technique of task analysis be utilized by teachers in their work with retarded children and that this technique be applied every time a new piece of equipment or a new skill is introduced.

Behaviour management

11. That teachers utilize behaviour modification techniques when it is appropriate to do so.
Senior unit—sheltered workshop

12. That tables and chairs suitable for older children and young adults be acquired by the association for use in senior groups within the school and the sheltered workshop.

13. That (as soon as the necessary finance is available) the Sheltered Workshop be expanded to cater for adults over the age of 18 years.

14. That the sheltered workshop programme be quite separate from the school programme with age appropriate facilities, work activities and recreation.

15. That the programme for adult clients be extended to cover a full working day.

16. That sheltered workshop activities be expanded in the directions specified on pages 7-8 of the report.

The mentally retarded child at home—implications for school programmes

17. The community studies programme should, wherever possible, involve visits to community services (for example, shops, post office, public transport) and experience in using these services.

Communication skills

18. That teachers give consideration to basic principles in communication with non-verbal children.

19. That teachers incorporate a greater number of activities designed to develop listening skills and verbal communication skills into their daily programmes.

Provision for emotional and social development

20. That the vacant room adjoining the sports room be set up as a home play area.

21. That a withdrawal area be set aside for children who need individual attention or who need to express feelings and anxieties in an environment less restrictive than the classroom.

Self-care skills

22. That children be provided with feedback on their own performance in self-care.

23. That children who are not yet able to perform lunch-time procedures independently be provided with visual representation of this procedure serving to remind them of the procedure.

Classroom maintenance skills

24. That children learn housekeeping skills by taking responsibility for the maintenance of their own classroom.

Outdoor activities—Gross motor skills

25. That a weekly roster and timetable be drawn up indicating teachers' responsibilities in outdoor activities.

26. That consideration be given to the selection of a variety of equipment and activities suitable for each age level. Particular attention should be given to activities and excursions suitable for the young adults within the school.
27. That the teachers collectively draw up a programme for the outdoor periods of the day specifying which activities will be available to children each day of the week and which teachers or assistants will be responsible for the supervision of these.

**Number and mathematical concepts**

28. That programmes include activities oriented to the development of mathematical concepts and skills.

**Social sight vocabulary**

29. That a social sight vocabulary be introduced into the programme.
# APPENDIX 1

**SELF HELP** (example of an individualized term evaluation sheet)

<table>
<thead>
<tr>
<th></th>
<th>SHOE CLEANING</th>
<th>GROOMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lays out materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selects correct brush</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selects correct polish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puts correct amount of polish on brush</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies polish to every part of the shoe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies brush to shoe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puts materials back in container</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puts container in cupboard</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child 3</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child 4</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

- Takes an interest in the activity
- Participates in co-operation with teacher
- Completes task with teacher's help
- Completes task by self
- Completes task by self consistently
## Social Sight Vocabulary

<table>
<thead>
<tr>
<th>TURKISH</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>giriş</td>
<td>in</td>
</tr>
<tr>
<td>gikiş</td>
<td>out</td>
</tr>
<tr>
<td>itiniş</td>
<td>push</td>
</tr>
<tr>
<td>cekiniş</td>
<td>pull</td>
</tr>
<tr>
<td>müdür</td>
<td>president</td>
</tr>
<tr>
<td>dur</td>
<td>stop</td>
</tr>
<tr>
<td>bayon</td>
<td>lady</td>
</tr>
<tr>
<td>bay</td>
<td>sir</td>
</tr>
<tr>
<td>polis</td>
<td>police</td>
</tr>
<tr>
<td>PTT</td>
<td>post office</td>
</tr>
<tr>
<td>gop</td>
<td>litter box</td>
</tr>
<tr>
<td>kasa</td>
<td>booking office</td>
</tr>
<tr>
<td>eaik</td>
<td>open</td>
</tr>
<tr>
<td>kapali</td>
<td>closed</td>
</tr>
<tr>
<td>WC</td>
<td>toilet</td>
</tr>
<tr>
<td>tururmeyniçi</td>
<td>don't spit</td>
</tr>
<tr>
<td>dokumayiniçi</td>
<td>don't touch</td>
</tr>
<tr>
<td>kapiyi kaptini</td>
<td>close the door</td>
</tr>
<tr>
<td>sigara icmeyin</td>
<td>no smoking</td>
</tr>
<tr>
<td>cime basmeyin</td>
<td>don't step on the grass</td>
</tr>
<tr>
<td>iceri girmeyin</td>
<td>don't enter</td>
</tr>
<tr>
<td>gürültu etmeyin</td>
<td>don't make noise</td>
</tr>
<tr>
<td>park yapilmaç</td>
<td>no parking</td>
</tr>
<tr>
<td>burdan açıniz</td>
<td>open from this end</td>
</tr>
<tr>
<td>burdan kesiniz</td>
<td>cut from this end</td>
</tr>
<tr>
<td>kirilacak esya</td>
<td>handle with care</td>
</tr>
<tr>
<td>çiçek koparmayin</td>
<td>don't pick flowers</td>
</tr>
<tr>
<td>burdan tutunuz</td>
<td>hold from here</td>
</tr>
<tr>
<td>yağlı boya</td>
<td>paint</td>
</tr>
<tr>
<td>burdan geameyiniz</td>
<td>don't pass here</td>
</tr>
<tr>
<td>park yeri</td>
<td>parking lot</td>
</tr>
<tr>
<td>taxi duragı</td>
<td>taxi park</td>
</tr>
<tr>
<td>otobüs duragı</td>
<td>bus stop</td>
</tr>
<tr>
<td>duvara çikmeyin</td>
<td>don't climb the wall</td>
</tr>
<tr>
<td>TURKISH</td>
<td>ENGLISH</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>dikkat köpek var</td>
<td>caution - dog</td>
</tr>
<tr>
<td>gesmeyi açık bırakmayın</td>
<td>don't leave the tap on</td>
</tr>
<tr>
<td>5 dakika sonra geleceğim</td>
<td>will be back in 5 minutes</td>
</tr>
<tr>
<td>yere çöp atmayın</td>
<td>don't litter</td>
</tr>
<tr>
<td></td>
<td>no smoking</td>
</tr>
<tr>
<td></td>
<td>no horn</td>
</tr>
<tr>
<td></td>
<td>red help</td>
</tr>
<tr>
<td></td>
<td>danger</td>
</tr>
<tr>
<td></td>
<td>telephone</td>
</tr>
<tr>
<td></td>
<td>men's toilets</td>
</tr>
<tr>
<td></td>
<td>women's toilets</td>
</tr>
</tbody>
</table>
i. **Number Concept and Counting**

**Concepts and skills**
- Counting/Ordinal numbers/Numerals
- Addition and subtraction of combinations of three

**Activities:**

(a) **Routine activities**
- Utilization of the classroom environment to give children counting experience, for example:
  - Setting the table for a particular number of children
  - Counting the number of children in the group
    - number of boys
    - number of girls
    - number of children in red sweaters, etc.
  - Counting how many apples, etc. (at lunchtime)
- Equipment may be counted and classified.

<table>
<thead>
<tr>
<th>6</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Visual representation)</td>
<td>(Visual representation)</td>
</tr>
<tr>
<td>paint brushes</td>
<td>scissors</td>
</tr>
</tbody>
</table>

(b) **Classroom games**
- Games involving counting 'how many'
- Games requiring that children count and then match the relevant numeral to the number group
- Postman game - children count 'letters' delivered by child in the role of postman. Letters with numerals may be matched to the postbox with the correct numeral.
ii. **Spatial Concepts**

*Concepts and skills:*
- in/on/under/over
- on top/below
- behind/in front
- beside/next to
- left/right

Stage 1 - language stimulation (teacher uses the terms in appropriate situations)

Stage 2 - conceptual (children required to indicate that they understand the concept)

*Activities:*
- Routine classroom activities
- Gross muscle activity games
- Craft activities
- Music games
- Meal time

iii. **Weight**

*Concepts:*
- Heavy/light
- Formal units of measurement, kg, etc.

Stage 1 - language stimulation (teacher uses the terms heavy and light in appropriate situations)

Stage 2 - conceptual, children required to indicate that they understand the concept (teacher asks which one is heavy and which one light)

*Activities*
- Routine classroom activities
- Outdoor play involving the use of containers, things to carry, pull and push
- Balance scales in the classroom for weighing heavy and light objects
iv. Linear Measure

Concepts:
- long/short
- longer than
- big/little
- bigger than
- formal measure, metre, etc.

Activities:
- Routine situations involving linear measure
- Handcraft activities involving measure
- Children may sort string or rods into long and short grading these as longer or shorter

v. Volume and Capacity

Concepts:
- full/empty
- cupful/half cupful
- spoonful/half measure
- jugful/half measure
- formal units of measurement

Activities:
- Watering plants
- Meal preparation (simple cookery)
- Making play dough
- Making and pouring tea
- Preparing paints

vi. Time

Concepts:
- days of the week
- months of the year
- time of the day - lunch time, play time, etc.
- seasons of the year
- year
- telling the time - to the nearest hour
to the nearest ¼ hour
to the nearest minute
setting alarm on a clock to the nearest \( \frac{1}{4} \) hour
Please note: a detailed list of objectives and activities has been translated into Turkish and given to teachers.

Activities:
- Helper or duty charts incorporating calendar dates
- Weather charts
- Birthday charts
- Group time tables.

vii. Money

Concepts:
- Understanding shopping transactions
- Recognizing and naming coins
- Recognizing and naming notes
- Understanding equivalence of coins and notes
- Understanding combinations of coins and notes
- Adding notes together to reach specified amount
- Giving change and checking change

Activities:
- Using a classroom shop
- Excursions to the shop
- Using a symbol shopping list

Advanced level activities:
- Making purchases with notes and checking change
- Offering reasonable amount of money for purchases
- Comparing prices of goods before purchasing
APPENDIX 4

TIME
(a detailed list of possible activities)

Concepts of Time

a) Days of the week.
   * Sequence of days
   * Recognize the names of days of the week
   * Use a class calendar, record important events happening on particular days
   * Note weekend and weekday

b) Time of day.
   * Note AM/PM on the class calendar
   * Note equipment to be used for 'play time' each day on the calendar
   * Look through magazines, selecting pictures of various activities and discuss whether these take place:
     morning
     afternoon
     evening
     night time
     school time
     home time

c) Months of the year.
   * On separate cards write out each month of the year
     recite sequence
     recognize printed words
   * Match name cards with name on calendar
   * Indicate birthdays on calendar
   * Play game of describing event and then having children tell in which month and on which day they occur

d) Seasons of the year.
   * Discuss the four seasons of the year and the sequence which they follow
For each season in turn discuss the type of weather to be expected and various environmental changes:

- buds on trees
- leaves falling
- clothing worn
- family activities
- holidays

* Write out the name of each season on a card and by reference to the months shown on the calendar ask child to place in correct order
* Look through magazines/books and ask child to identify the seasons which appear to be depicted
* Discuss the passage of time
  Begin with a small period of time:
  - one minute
  - five minutes
  Estimate when a minute has passed
* Ask child to estimate how long it would take to carry out routine tasks.

**e) Length of day.**

* Discuss the length of day, reviewing all the activities that have taken place within the day
* Estimate how long particular activities will take
* Then time activities using a clock

**Telling the Time**

**Stage 1** - Look through various magazines and point out different types of clocks and watches

**Stage 2** - Select a clock face which carries all the numbers 1 to 12
  - Placing the minute hand on 12 move the hour hand in turn around the clock face to point to the numbers 1 to 12
  - At each setting state the time, for example 2 o'clock, 3 o'clock, 4 o'clock.
  Ask the child to repeat each of these times
Select hourly positions randomly, asking child to name the hour.
In order to develop an association between the clock time and actual events, discuss with child various activities and the time of the day at which they occur.

Stage 3 - Using a similar method to Stage 2 go round the clock face setting the time to ¼ past 2
       ¼ past 3, etc.
Similarly ¼ past the hour
       ¼ to the hour
Get child to set the time as above.

Stage 4 - Draw a clock face showing all the minutes.
Point out that there are 60 minutes in the hour and that there are 5 minutes between each of the 12 numbers on the clock face. Help the child to count out the time to the nearest minute for each setting of the clock face which you indicate. Then ask child to set the time.

Stage 5 - Show child how to set an alarm clock.
Practice setting it to different times and also setting the alarm.
Show that the bell rings when the set time has been reached, pointing out how to turn the alarm off.
Co-operate with parents - child to set alarm at home.

Stage 6 - Take a sheet of paper and divide it down the middle.
On one side write out the numbers in the sequence which make up the 24-hour clock and on the other side draw a clock face opposite each number showing the appropriate setting of the hands.
Point out that the setting is the same for 6 o'clock as for 18.00 hours.
APPENDIX 5

PROPOSED EXTENSION OF SERVICES

DIAGNOSTIC AND PSYCHOLOGICAL SERVICES (existing service)

Medical diagnosis
Psychological tests
Referral to Special Education facility

FAMILY SERVICES

Early intervention programmes
of early training for Pre-school age children and
advice to parents.

SCHOOL PROGRAMMES (existing service)

Individualized in terms of psychological and educational assessment.
Based on developmental and age appropriate curricula for moderately and severely
retarded children and adolescents.
Utilizing appropriate special education technology.
Extended provision within the education system.

Teacher training
In service training.

VOCATIONAL SERVICES

Information Service
(Parents of pre-school age children and parents living in remote areas.)
Supply of leaflets, newsletters, cassettes and information sheets or
broadcast radio or TV programmes on mental handicap
available services, suitable home activities and home
training aids.

Library service
Books for parents and retarded children and special
toys or equipment for
retarded children.

Mutual parent support groups
Informal parent meetings
where parents can talk and
help one another.

Family Involvement programmes
Formal parent meetings
(existing service)
Parent teacher meetings
Sibling involvement programmes.

Mobile Visiting Teacher Service
Visiting different regional centres of Turkey regularly
in converted vans or busses.
(See p.16[8])

Vocational training
Training in vocational skills
and job placement where possible.

Sheltered workshop
Provision for retarded adults who do not gain
employment.

RECREATION PROGRAMMES

Clubs and recreation programmes
run in the evening, at the
weekend or during holidays.

RESIDENTIAL SERVICES

Family group homes
Short-term (i.e., one or two
weeks during a family crisis),
or long term residential
care for children when
necessary.

Hostels
For retarded adults who are
in need of residential care
or accommodation.