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How Exceptional Children Function in Regular Classrooms

Kathryn Stephenson Talley

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HOW EXCEPTIONAL CHILDREN FUNCTION IN REGULAR CLASSROOMS

By

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CHAPTER I

PROBLEM AND DEFINITIONS OF TERMS USED

Present day educational philosophy recognizes the "exceptionality" of all children, but emphasizes that some differ to such a great degree that they are easily differentiated from the numbers of children whose plurality of likenesses places them in the category we label "average."

The exceptional children demonstrate their singularness in varieties of physical conditions, extremely wide variations in mental abilities, unacceptable techniques of behavior, in exhibition of special talents, and evidences of unusual creative ability. Identification and classification of exceptional children is necessary in order that environmental changes may be made which will enable them to function comfortably, without waste of efficiency and to the limit of their abilities. A two-fold purpose of such changes would be a discharge of society's responsibilities to the children, and added extra return to society of increased contributions on the part of the exceptional children.

The awareness by educators of the existence of children who do not fit comfortably close to the norm has been present for many years, but only since World War II has concerted effort been

expended to bring the multiple benefits of increased knowledge in numerous fields to help in the solution of the problems of these children. Physical medicine, sociology, psychology, and education are all fields capable of contributing knowledge and facilities which will aid the child who deviates from what is rather universally referred to as "average."

Any exceptional child presents certain problems to the teacher in the heterogeneous group with which she must deal. Regardless of the particular deviation or deviations, the child has problems stemming from his marked individuality which may be the direct result of his variance, or may be merely intensified by it. The solutions of the problems depend partly, of course, on the nature of the divergent conditions, but of greater significance is the individual's acceptance of himself, and of society's reaction to him.

To "belong" and be a part of the group is a desire shared in common by all humans. Nevertheless, exceptional children rather early in life come to realize their "differentness." The deviation may be due to a physical handicap, a mental ability, or some other quality. Regardless of the deviation, there immediately exists a problem of helping such children reach a normal social adjustment which can contribute to happiness and without which it is difficult for the children to achieve academically.

I. THE PROBLEM

Statement of the problem. This study attempts to determine the degree of efficiency with which exceptional children function in regular classrooms and the extent of their social acceptance.

Importance of the study. Because it is necessary for a large percentage of exceptional children to be educated in the regular classrooms of the public school system, it is important to obtain information concerning the achievement such children make in this situation and the degree of social acceptance they are able to win in the peer group.

Delimitation of the problem. This study is concerned with teacher-selected exceptional children from twenty-one sixth-grade classes of seven elementary schools of the Albuquerque, New Mexico Public School System. The teacher-selected children include those deviant in mental abilities, reading disabilities, visual, hearing and speech handicaps, physical conditions resulting from injuries and diseases, emotional and behavior disturbances, and special creative talents in various fields. The children are from widely divergent backgrounds, ranging from those whose parents represent high educational and economic settings to those from less favored environments.

II. DEFINITIONS OF TERMS USED

Exceptional. For the purpose of this study the term "exceptional" is taken to mean those children who deviate sufficiently from the average to require modification of the environment if they are to function at the peak of efficiency in the regular public school classroom.

Environment. The Thorndike-Barnhart definition of environment, as meaning all of the surrounding conditions and influences that affect the development of a living thing is used. Applied to this study, environment includes both the emotional atmosphere of the classroom and modification of the curriculum.

Intellectually Gifted. For the purpose of the study this term is applied to those children who are identified by teachers subjectively and who scored 120 or higher on the California Tests of Mental Maturity given all sixth graders in the system. The children with total IQ scores from 120 to 129 are called Moderately Gifted in this study, and those with scores 130 or higher are identified as Highly Gifted.

Mentally Retarded. Those children whose total IQ scores range below 80 are listed as Mentally Retarded.

Disabled Reader. A disabled reader is described in this study as one whose reading performance is distinctly below his assumed capacity level for reading.

Talented and Creative. Included in this category are children the teachers identified by subjective means as evidencing abilities in fields such as art, music, dancing, and dramatics and as being original in efforts and in ideas. No restrictions were made on the fields to be included since each classroom produces a variety of talents and may include at least one talent or ability not identified in any of the other classrooms.

Sociogram. A sociogram is a device in the form of a chart for showing the general relations among the individuals composing a group. The twenty-one sociograms for this study were prepared on the basis of information from all the 670 children in the classrooms where the 179 exceptional children were identified. Thus, isolates (children chosen by no one in the classroom), stars (popular children chosen by several of their classmates) and rejects (children not selected as friends by those they chose) among the exceptional children are easily seen.

III. ORGANIZATION OF REMAINDER OF THE THESIS

Chapter II reviews literature on exceptional children in the categories used in this study.

Materials used, such as the sociograms, the identification sheet used by the teachers, the "How I Feel" Test, and the methods of procedure for the research are reviewed in Chapter III.

Chapter IV presents the data obtained by the investigator and relates several of these findings to material that appears in the literature concerning identification of exceptional children and methods used in teaching them.

Chapter V presents the summary, conclusions and considerations for the study, and recommendations growing out of it.

CHAPTER II

REVIEW OF THE LITERATURE

Despite the confusion existing in the minds of people generally in relation to the term "exceptional," the literature abounds with studies and research of various types in the fields of mental retardation, reading disabilities, physical handicaps, emotional disturbances, and giftedness. Increments of knowledge in these fields and quickened realization on the part of teachers that one out of every eight children deviates physically, mentally, or emotionally, makes survey of the literature important. Material pertaining to each category of exceptionality considered in this study is reviewed in the following pages.

The mentally retarded. Mental retardation, as defined by Levinson, stands for a subnormal intelligence and a reduced capacity for learning.[1] Definitions of the condition are numerous and the classifications are detailed. Of more importance, however, than definition per se is the increase in understanding and the research which is being carried on in this field.

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[1]Abraham Levinson, The Mentally Retarded Child (New York: The John Day Company, 1952), p. 49.

Hutt and Gibby emphasize the scope and complexity of the problems of mental retardation and stress the necessity of community cooperation in implementing programs to give mentally retarded children as full lives as possible. They feel the public schools, in addition to carrying on educational programs for such children, can also widen their scope of influence with programs of guidance for the parents of the retardates.[2]

There are few educators who adhere to the views of William C. Bagley that individual differences of mental, physical and emotional growth of children can be eradicated by a common process of educational treatment. Rather, most teachers and parents hold steadfast the belief that all children have the right to the best education they have the abilities to secure. The idea that educational curricula must be adjusted to childrens' abilities is a result of increased knowledge about child growth and development.

The most obvious implication of the variability of children in their mental make-up and in their rate of development in educational, social, and physical areas, writes Wallin, is that the processes of education and the content of instruction must be greatly modified to suit the needs of the children. This modification is

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[2]Max L. Hutt and Robert Gwyn Gibby, The Mentally Retarded Child (Boston: Allyn and Bacon, Inc., 1958), pp. 306-312.

provided in order that opportunities and potentials may be realized.[3]

In answer to the challenge that special classes have developed inferiority complexes in mentally retarded children, Wallin further states that he considers worse inferiority complexes have been engendered in the regular grades because of the unequal competition and discrimination encountered there.[4]

Magnifico, in discussing special classes for the mentally retarded, writes that those who are opposed to these classes maintain that a well-trained teacher should be capable of instructing every child who is at all educable in regular classes alongside the other children of normal mentality. He feels that the theory of letting the mental retardate develop as best he may in a geared-for-the-average society has made "village idiots" out of many children who might have been developed into useful productive individuals if they had received specialized attention.[5]

In his discussions of the mentally retarded child, Levinson refers to the borderline child as one whose intelligence quotient is from 75 to 85 and he assumes that such a child does not fit into the

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[3]J. E. Wallace Wallin, Education of Mentally Handicapped Children (New York: Harper & Brothers Publishers, 1955), p. 48.

[4]Ibid., p. 84.

[5]L. X. Magnifico, Education for the Exceptional Child (New York: Longmans, Green and Co., 1958), pp. 116-117.

average classroom. "The borderline child," writes Levinson, "is frequently worse off than the more severely retarded child because he is placed either with children above his mental level, which thwarts him, or with children below his mental level, which degrades him."[6]

By contrast, Goodenough believes that many children with IQ's below 80 may perform well in the regular program. She states that, in a typical population, from 2 to 4 per cent of the children of school age will earn IQ's below 80 on the Stanford Binet. Nevertheless, she indicates that good work habits and freedom from behavior difficulties will enable many of these children to meet the minimum requirements of the regular curriculum without more help than the ordinary classroom teacher can provide.[7]

Disabled readers. Bond and Tinker point out that today's school children are better readers than those of earlier days, but emphasize that a great number of pupils still do not make the progress in reading of which they are capable. The authors feel that remedial work with disabled readers will generally be successful if the disability is properly diagnosed.[8]

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[6]Levinson, op. cit., p. 119.

[7]Florence Goodenough, Exceptional Children (New York: Appleton-Century-Crofts, Inc., 1956), p. 245.

[8]Guy L. Bond and Miles A. Tinker, Reading Difficulties--Their Diagnosis and Correction (New York: Appleton-Century-Crofts, Inc., 1957), pp. 7-10.

Edward French, Director of the Devereux Schools, feels that the factors which may concern the etiology of reading difficulties can be grouped in three areas: intellectual, perceptual, and emotional. He emphasizes the dangers of equating intelligence and reading ability, and also of using reading tests as measures of intelligence. "The 'specific' intellectual deficits which may be obscured in a total IQ," French writes, "but which may be meaningful in an analysis of a reading disability, are those involved in conceptualization and symbolic thinking."[9]

Gates estimates that of the total number of children who show reading disabilities about 75 per cent show emotional problems. A study reported by Gates also tends to show a distinct and marked interrelationship among the categories of mentally retarded, disabled readers, emotionally disturbed, and behavior problems.[10]

Cohoe, in discussing the teaching of reading to handicapped children, writes that although the attainment of good reading ability can help a partially seeing child to understand his handicap, whether

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[9]Edward French, "Psychological Factors in Cases of Reading Difficulties," James F. Magary and John R. Eichorn (editors), The Exceptional Child (New York: Holt, Rinehart and Winston, Inc., 1960), pp. 427-430.

[10]Arthur I. Gates, "The Role of Personality Maladjustment in Reading Disability," Journal of Genetic Psychology, LIX (September, 1941), 77-83.

he will learn to read up to his potentialities depends largely on his teachers. She advises the latter to emphasize a deliberate type of reading for these children and to adapt educational procedures as for other individual differences.[11]

Physically handicapped. The National Health Education Committee, in 1955, listed the number of deaf and hard-of-hearing in this country at 4,560,000, orthopedic impairments at 3,168,000, epileptic cases at 1,500,000, blind and partially sighted at 600,000, and the number of persons with cerebral palsy at 550,000. Wright points out that although psychologists have investigated mental aberrations widely over a long period of time, it is only recently that they are becoming interested in studying adjustment of individuals to physical handicaps. Although a more positive attitude seems to be developing in the public toward physical disability, Wright further explains, devaluation toward an afflicted person is often expressed in a number of ways.[12]

According to Gray, school children with various types of visual difficulties, and even the blind children, are being cared for in average classrooms in the present day public elementary schools.

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[11]Edith Cohoe, "Newer Methods of Teaching Reading to the Partially Seeing Child," Exceptional Children, XXVII (September, 1960), 16.

[12]Beatrice A. Wright, Physical Disability--A Psychological Approach (New York: Harper & Brothers Publishers, 1960), p. 13.

This type of exceptional child has more similarities with his average classmate than he has differences. More and more educators and teachers are discovering that regular classroom methods need not be changed for the visually handicapped child, but just need to be adapted. The degree of acceptance of the handicap will depend on how the teacher can accept and minimize it and how she can guide the children to accept it. [13]

A school child's social adjustment is so vitally connected to his ability to communicate with his classmates that disabilities in hearing and those of speech are of special importance. Authorities have, according to their criteria for classification in the two categories, placed the number of children in these combined groups at from six to ten per cent of the school-age children. Ronnei believes the public school system is probably not yet ready, because of its excessively large number of average school children, to attempt to educate children with hearing losses. She does point out, however, a growing awareness on the part of schools that curriculum adaptation is wise for the exceptional child who is hard-of-hearing. [14]

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[13]Doris Gray, "The Blind Child in the Regular Classroom," James F. Magary and John R. Eichorn (editors), The Exceptional Child (New York: Holt, Rinehart and Winston, Inc., 1960), pp. 258-266.

[14]Eleanor C. Ronnei, "The Hard of Hearing," Merle C. Frampton and Elena D. Gall (editors), Special Education for the Exceptional, Vol. II, (Boston: Porter Sargent Publisher, 1955), pp. 260-284.

The cerebral-palsied child, according to Perlstein, is in special need of a teacher who is a warm, understanding person with a genuine interest in the welfare of individual children. The effects of cerebral palsy are so diffuse that each individual cerebral palsied child presents a problem in environmental adaptation and curriculum change. Perlstein states that teachers of such children will need to use all the methods used in teaching the normal, average child, special and highly individualized techniques in certain cases, and above all, ingenuity, inventiveness, and patience.[15]

Another type of physically handicapped children is the epileptic who, Tenny and Lennox write, should be thought of first of all as a child. People in general, including teachers, are not sufficiently informed about epilepsy, according to Tenny and Lennox. These authors believe that the exclusion of epileptic children from public schools is a serious disaster, and they emphasize that most educable children with epilepsy can attend regular classes.[16]

Seidenfeld writes of the psychological effects of poliomyelitis and also the effects of any resultant crippling of the post-polio child.

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[15] Meyer A. Perlstein, "The Child with Cerebral Palsy," James F. Magary and John R. Eichorn (editors), The Exceptional Child (New York: Holt, Rinehart and Winston, Inc., 1960), pp. 151-155.

[16] John W. Tenny and Margaret A. Lennox, "Children with Epilepsy," James F. Magary and John R. Eichorn (editors), The Exceptional Child (New York: Holt, Rinehart and Winston, Inc., 1960), pp. 156-160.

He believes that the behavior problems in children who have had polio are frequently associated with parental reactions based upon tendencies toward over-indulgence. The parents often vacillate from the indulgent attitude to an inconsistent overly-severe one which is bewildering.[17]

For children with allergies, Connor recommends a sound mental hygiene approach in education. Care is also indicated, since this group is apt to include children suffering with bronchial asthma, hay fever, hives, eczema and allergies with many varying etiologies. Connor further emphasizes that children with progressive chronic disabilities should attend school as long as they will benefit from the experience, and that the teacher's own mental health is quite important in dealing with these children.[18]

Writing for Exceptional Children, Force reports on a study to find out how the physically handicapped are accepted socially among normal peers, since social and psychological effects of disability often outweigh physical problems in importance. A prediction had been made before the initiation of the study that no significant differences would be found between physically handicapped children and normal friends

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[17]Morton A. Seidenfeld, "Psychological Problems of Poliomyelitis," op. cit., pp. 206-215.

[18]Frances P. Connor, "The Education of Children with Chronic Medical Problems," William M. Cruickshank and G. Orville Johnson (editors), Education of Exceptional Children and Youth (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1958), p. 504.

in status scores on a sociometric-type instrument. The results according to Force, however, indicate that physically handicapped children are not as well accepted as normal children in integrated classes at the elementary school level. It is also apparent from this reported study that physical disabilities have varying social values with cerebral palsy ranking lowest on a value scale.[19]

Emotionally disturbed. In an early study in this field Rogers found that in three elementary schools, seven per cent of the girls and 18 per cent of the boys were seriously maladjusted.[20]

According to Magnifico emotional maladjustment not only often follows physical disability, but quite often transcends it. He also states that teachers frequently think in terms of their own favorable adjustment rather than a child's. In assessing emotional maladjustment, Magnifico believes that teachers sometimes look for overt and disruptive classroom behavior, disregarding the inconspicuous and often significant symptoms such as absent-mindedness, shyness, seclusiveness, and the like.[21]

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[19]Dewey G. Force, Jr., "Social Status of Physically Handicapped Children," Exceptional Children, XXIII (December, 1956), 104-107.

[20]C. R. Rogers, "Mental Health Findings in Three Elementary Schools," Educational Research Bulletin, XXI (March, 1942), 69-79, 86.

[21]L. X. Magnifico, Education for the Exceptional Child New York: Longmans, Green and Co., 1958), pp. 249-278.

Bower points out that the diagnosis of an emotional handicap rests on an inference of motivation of behavior based on personality dynamics, and he nominates teachers as those in positions best enabling them to identify emotionally disturbed children.[22]

From a number of diagnostic interviews, Schorer makes the deduction that teachers appear to misjudge how emotionally disturbed children depict their school life. These children seem to visualize the teacher as one who defines wrong behavior and punishes it, and fail to see any affectionate, helping relationship with a teacher as other students are able to do.[23]

Since public education is the only instrument which serves all children, it could be an instrument for the prevention of emotional disturbance, writes Rabinow. He feels if schools do not include a preventive program, other public institutions will continue to receive ever greater burdens of disturbed people.[24]

In a study made by the California State Department of

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[22] Eli M. Bower, "The Emotionally Handicapped Child and the School," Exceptional Children, XXVI (September, 1959), p. 10.

[23] C. E. Schorer, "How Emotionally Disturbed Children View the School," Exceptional Children, XXVII (December, 1960), 191-195.

[24] Barney Rabinow, "Proposal for a Training Program for Teachers of the Emotionally Disturbed and the Socially Maladjusted," Exceptional Children, XXVI (February, 1960), 287-293.

Education, emotionally disturbed children scored significantly lower on group intelligence tests. They also scored significantly lower on reading and arithmetic achievement tests and exhibited greater dissatisfaction with self. Moreover, when sociometric devices were used, the other children in the class tended to select emotionally disturbed children for hostile, inadequate, or negative roles. One of the implications of the study is that at least three children in each average classroom can be regarded as having emotional problems of sufficient strength to warrant the appellation "emotionally disturbed child."[25]

The gifted and talented. Symonds has prepared a table which gives the estimation of one child in a hundred having an IQ of 136 and seven children in a thousand having an IQ of 140.[26] National figures of seven per cent of the school population having IQ's between 120 and 130 and three per cent having IQ's of 130 and above have been published. Goldberg suggests that studies tend to indicate intellectual ability, as measured by intelligence tests, appears to be found somewhat more

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[25]Eli M. Bower, "A Process for Identifying Disturbed Children," Children, IV (July, 1957), 143-147.

[26]Gertrude Howell Hildreth, Educating Gifted Children (New York: Harper & Brothers Publishers, 1952), p. 24.

proportionately through the population today than in the past. She writes that although our ability to identify the intellectually able child still lacks precision, the intelligence test seems to be the best predictor of success at the elementary level. Goldberg points out further that it is fairly easy to identify the able student who forges ahead with his activities, but not so easy to spot the too often overlooked potentially able and unambitious student.[27]

Giving the gifted child an opportunity to acquire an education commensurate with his abilities should be a problem on which educators and the public alike work with diligence, asserts Magnifico. However, this problem, as is often pointed out, receives almost everywhere a great deal less attention than other areas of exceptionality.[28]

Garrison and Force write of the almost universal feeling that the gifted will tend to get along all right in school without any special concern or consideration.[29] Magnifico indicates, however, that in his opinion the gifted child cannot possibly get an education

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[27] Miriam L. Goldberg, "Recent Research on the Talented," Teachers College Record, LX (December, 1958), 150-163.

[28] L. X. Magnifico, Education for the Exceptional Child (New York: Longmans, Green and Co., 1958), p. 59.

[29] Karl C. Garrison and Dewey G. Force, Jr., The Psychology of Exceptional Children (New York: The Ronald Press Company, 1959), p. 181.

adequate for his needs and on a level with his abilities in the regular school classes.[30]

Although good intelligence should be valued in homes, in schools, and in communities, some of the very qualities which make gifted children remarkable in many ways very often cause them infinite trouble, as Dunlap points out. This may be partially due to the fact that so few adults understand that mischief-makers and those with non-conforming ideas often are children who are highly intelligent and gifted.[31]

Getzels and Jackson write of a new concept in defining "giftedness" in which the IQ would receive less emphasis and characteristics of creativity acquire more attention. They believe this principle would expand the group of potentially gifted children, and possibly make education for all children more effective.[32]

Gains have been made in recent years, asserts Kvaraceus, in the ways exceptional children are treated. As a result, these children are not usually surrounded by negative attitudes that interfere

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[30] Magnifico, op. cit., p. 61.

[31] James M. Dunlap, "The Education of Children with High Mental Ability," William M. Cruickshank and G. Orville Johnson (editors), Education of Exceptional Children and Youth (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1958), pp. 147-184.

[32] J. W. Getzels and P. W. Jackson, "The Meaning of 'Giftedness'--and Examination of an Expanding Concept," Phi Delta Kappan, XXXX (November, 1958), 75-77.

with wholesome growth and development. He feels, however, that this improvement in acceptance has not tended to include the gifted. These exceptional children often suffer from fear, neglect and suspicion and it is often felt that they can make their way alone. Kvaraceus deplores the fact that because they are so misunderstood, the gifted often develop problems instead of forging along with the progress of which they are capable. He points out that community concern for exceptional children rarely includes the gifted.[33]

Just as respect for the individual seems growing in the present-day society, so interest in the exceptional child increases among parents, teachers, and administrators. Certain categories of exceptionality apparently are easier for individuals to understand than others.

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[33]William C. Kvaraceus, "Acceptance-Rejection and Exceptionality," Exceptional Children, XXIII (May, 1956), 328-331.

CHAPTER III

MATERIALS USED AND METHOD OF PROCEDURE

This study attempts to determine how well exceptional children, identified from among sixth-grade children in twenty-one classrooms of the Albuquerque Public School System, function socially and academically in regular classrooms. Identification sheets, the How I Feel Test, sociograms, and results of the California Tests of Mental Maturity and the California Achievement Tests were employed. Although not intended as a primary purpose of the study at the outset, but one which assumed greater and greater importance, was the increase in interest of the teachers in exceptional children and an increase in teachers' abilities to identify these children. Several teachers added names after their original lists were prepared, and a number of them called to indicate changes in condition or behavior of particular children.

I. MATERIALS USED

Identification Sheet. An identification sheet was provided each teacher with the categories of exceptionality indicated and space provided for comments. The teachers were invited to write upon the reverse side of the sheet, or to include extra sheets upon which they

had written material about the exceptional children identified. (See appendix, page 91).

The How I Feel Test. This test is a sentence completion method of ascertaining personality organization. It was administered to all the students in the twenty-one sixth-grade classrooms. The tests for the identified exceptional children were examined specifically for significant responses. A statement by a sixth-grade boy that he likes hamburgers is considered an average and neutral statement. By contrast, a statement of a desire to do bodily harm to another individual is considered significant.

Sociograms. Twenty-one sociograms were made for the classrooms in which the children in the study were placed. The sociograms give a picture at a point in time of personal and social adjustment of all the children in the rooms, and provide a graphic representation of the manner in which the children identified as exceptional react to their peers and how the peers in turn react to them. The criterion situation for construction of the sociograms was the question: "Which two children do you like best in your room?"

Tests of Intelligence and Achievement. The scores on the California Tests of Mental Maturity and grade placement scores from the profiles of the California Achievement Tests, which were administered in September of the current school year, were utilized in this study.

II. METHOD OF PROCEDURE

Permission was secured from the Central Office of the Albuquerque Public School System for the study to be carried out. Appointments were made with the seven principals of the elementary schools selected, and interviews and discussions were held with these administrative officers. Contact was made with the twenty-one sixth-grade teachers, and identification sheets were left in their possession. Approximately a week later visits were again made to the schools, the identification sheets were picked up, and appointments were made for the How I Feel Tests to be administered to the children. Only thirty minutes were spent in each classroom, during which time the How I Feel Tests were administered, and each child wrote on the back of his copy the names of the two children he liked best in the classroom. The latter information provided the basis for the construction of the twenty-one sociograms.

The exceptional children identified by their respective teachers were listed according to category or categories, and the How I Feel Tests for this list of children were studied for types of responses. The scores for the California Tests of Mental Maturity and the California Achievement Test scores for the exceptional children were obtained from the personnel in the offices of the principals of the individual schools.

Sociograms were constructed for each of the twenty-one classrooms, and the How I Feel Tests were then discarded for all the children except the ones identified by their teachers as exceptional.

CHAPTER IV

REPORTING THE DATA

Each teacher of the twenty-one sixth-grade classes included in the study was asked to identify exceptional children in the individual rooms in the following categories, which are listed on the identification sheet included in the appendix and on Table I: mentally retarded, disabled readers, physically handicapped, emotionally disturbed, behavior problems, intellectually gifted, and talented.

Schools in the study are identified by the letters A through G and the classes are numbered 1-21, so that A 1 is the first classroom in the first school, and G 21 is the last of the classrooms.

"The simplest and most satisfactory way for the teacher to identify the mentally superior and gifted children in any classroom," according to Birch and McWilliams, "is to use one of the many excellent group intelligence tests now on the market."[1] A classroom in this study, with children tested in September of the current school year, contained nine children with IQ scores ranging from 123 to 138 who were not listed on the teacher's sheet as either moderately or

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[1]Jack W. Birch and Earl M. McWilliams, Challenging Gifted Children (Indianapolis: The Public School Publishing Company, 1955), p. 7.

TABLE I

INCIDENCE OF EXCEPTIONALITY IN TWENTY-ONE SIXTH-GRADE CLASSROOMS OF SEVEN ALBUQUERQUE, NEW MEXICO PUBLIC ELEMENTARY SCHOOLS, 1960-61

Classrooms	No. of Exc. Ch.	Retarded	Disabled Readers	Physically Handicap.	Emotionally Disturbed	Intell. Gifted	Behavior Problems	Talented	Total Except.
A 1	4	2	0	0	0	2	0	0	4
A 2	12	7	3	3	0	1	0	2	16
A 3	13	2	3	2	3	1	3	6	20
B 4	4	1	3	1	1	0	0	0	6
B 5	11	0	0	1	1	8	0	2	12
B 6	4	1	1	1	1	0	0	2	6
B 7	6	0	2	2	1	0	0	4	9
C 8	11	5	1	2	2	3	0	1	14
D 9	9	3	3	4	1	1	0	0	12
D 10	2	1	0	1	0	0	0	0	2
D 11	5	2	2	1	0	1	0	0	6
D 12	2	0	0	1	1	0	0	0	2
E 13	15	3	3	2	1	2	0	6	17
E 14	6	0	1	2	2	1	0	1	7
E 15	17	2	4	8	0	4	0	1	19
F 16	13	0	1	1	1	10	1	1	15
F 17	12	0	0	0	0	7	0	5	12
F 18	12	2	2	1	0	7	0	2	14
G 19	8	2	0	1	3	1	0	5	12
G 20	6	2	0	1	2	0	1	3	9
G 21	7	4	1	1	0	0	0	2	8
TOTALS	179	39	30	36	20	49	5	43	222

highly gifted. The well-selected intelligence test will also identify those children with low IQ scores. One school with three classrooms in the study had 14 children with IQ scores ranging from 55 to 78 who were not identified as mentally retarded.

This investigator was counseled not to ask teachers to identify children with bilingual backgrounds, but it seems apparent from the informative notes which several of the teachers included with their identification sheets that they consider this aspect of the educational situation in New Mexico quite important. Several teachers indicated that bilingual backgrounds accounted for children being placed in the categories of mentally retarded, disabled readers, and emotionally disturbed on their sheets.

I. TEACHERS' REPORTS OF EXCEPTIONAL CHILDREN

Classroom A 1, under the direction of a teacher of many years experience, was listed originally as having no exceptional children. Subsequently the teacher identified two children as moderately retarded and two as moderately gifted in the total of 31 students. Apparently, the teacher believed there were no children in the room with physical handicaps, no one with reading problems severe enough to be classified as exceptional, no children emotionally disturbed, and none with special talents. The teacher in making his later identification of the moderately retarded children indicated in

writing his reticence in doing so, because he and the principal of the school both felt the low scores these children made were attributable in large part to their bilingual background. One of the two intellectually gifted children was described as extremely small physically and as trying to compensate for being smaller than her peers by constantly attempting to over-achieve academically.

Classroom A 2 had 12 different children listed as exceptional in a room population of 30, with some of the 12 in more than one category. The IQs ranged from 61, a child who was identified as mentally retarded and a disabled reader, to 123. Of the 12 children, seven were listed as mentally retarded, with three of these being identified as disabled readers, one as visually handicapped, and one with a bilingual background which handicapped the child in school work and in testing placed her at a disadvantage in relation to her peers. While the total number of exceptional children was listed as 12, the total number of exceptionalities was listed as 16. The bilingual child had an IQ of 74 at the sixth grade level, whereas in the first grade she had attained an IQ score of 90.

Classroom A 3 had 13 children listed as exceptional in a room population of 31, and there were 20 separate exceptionalities identified. This was the highest number of exceptionalities identified by teachers participating in the study. One of the most completely heterogeneous classrooms, the IQs ranged from 67 to 130 and there

were several disturbed children identified, with one described by the teacher as on the verge of a serious emotional disturbance. At the time of writing, the child had been referred to guidance personnel, but was continuing to deteriorate rather than to improve according to the teacher's report. The principal of the school and the teacher of Classroom A 3 both agreed that the child with the high IQ was not being challenged to achieve as she should because of lack of competition from her peers.

Four of 34 children in Classroom B 4 were listed as exceptional by the teacher, with no special talents listed and no child identified as gifted. The check of IQ scores in this classroom revealed that three children had obtained scores of 141, 132, and 124. Of the exceptional children identified by the teacher, one was described as being moderately mentally retarded, as having had two apparently unsuccessful surgical procedures on the eyes, but as continuing to lose visual acuity, as being a disabled reader, and as being at quite a disadvantage with her group of peers. Two other children were identified as disabled readers, and one child was described as being emotionally disturbed.

In Classroom B 5 a total of 11 exceptional children was identified. A child with an IQ of 151 was listed as moderately gifted and ten children with scores of 120 and above were not mentioned as being gifted in any degree. Identified in this classroom was one

child with residual effects from polio.

The teacher of Classroom B 6 listed four out of 34 children as exceptional, with one of these having an IQ of 55. This child spends afternoons in a Special Education classroom. His How I Feel Test was administered orally by the teacher who wrote in the child's responses. Another exceptional child was described as mildly disturbed, with a poor adjustment to classroom activities being attributed to the death of the father in the family. A check of IQ scores for this room revealed one child with an IQ of 126 who was not identified as gifted to any degree.

Classroom B 7 contained, according to the teacher, six exceptional children in the total of 34. One child with an IQ of 124 was listed by the teacher only as talented in art. Another child with an IQ of 85 was described by the teacher as having had heart surgery, and at the present time as seeming to retrogress and to withdraw. This same child was also listed as a disabled reader. Four children in Classroom B 7 were described as being especially talented in music or art.

Classroom C 8 had a relatively inexperienced teacher, but one who seemed to be extremely perceptive in selecting the children he identified. Eleven children in a total of 35 were listed as exceptional. The teacher provided information written in essay form for each child, describing the family background, intelligence scores, social achievement in the classroom, and subjective information concerning

the child's reaction to his peers and to his teacher. In this classroom the IQ scores ranged from 69 to 130 and identifications were made in several of the categories of exceptionality. Five children were described as mentally retarded, with one of these also listed as emotionally disturbed. One child with an IQ of 126 has moved two or three times every school year of her life until this one. The high degree of mobility, according to the teacher, seems not to have affected adversely her academic achievement, and she has acquired a wealth of knowledge about geography and social conditions which she shares unaffectedly with her classmates. Another child, listed as having an IQ of 121 and as being moderately gifted, was identified as a stutterer and the only child in her family. Listed as visually handicapped was a boy who has had unsuccessful surgery for crossed eyes. His IQ score is 130, but his scores on achievement tests indicated a grade level of only 7.9, considerably less than might otherwise be expected. One child identified by the teacher as moderately gifted comes from a bilingual background and a home where there is no reading material in English. His IQ score is 120 and the teacher indicated that he is an excellent and voracious reader. Supplied by the teacher with books printed in English, bought from an Albuquerque secondhand book store, this child hears only Spanish at home and little English during the summer vacations. The boy is very friendly with adults.

Nine children were listed in Classroom D 9 as exceptional out of a total of 27. The only epileptic child identified in the study was in this classroom. He was also described as a disabled reader and as having an IQ score of 66.

In the Classroom designated as D 10, one child with an IQ of 72 was listed as moderately retarded and another child was identified as hard-of-hearing. No other information of any type appeared on the sheet.

A teacher in the first year of teaching produced another sensitively delineated list of five exceptional children for Classroom D 11. The teacher prepared subjective detailed information concerning these children. This classroom list of exceptional children included a boy whose IQ of 78 was protested by the mother as being incorrect. On being re-tested, the child scored lower and is regarded by the teacher, from observation, to be retarded. This child is now attending the Guidance Clinic, and the mother feels he will benefit from this since she thinks the boy's biggest problem is that he is unhappy rather than that he is a slow learner. Identified as having a heart ailment, another boy has been limited to restricted activities until this year, but now participates fully in the physical education program. He is described by the teacher, however, as being highly nervous and not working up to his ability. Described as retarded was one child with an IQ of 65 who cannot read satisfactorily at second grade level.

In Classroom D 12, with a total of 26 children, the teacher listed two as exceptional. One child was identified as being mildly disturbed, and one child was listed as having an articulation problem.

The teacher of Classroom E 13 listed 15 exceptional children in the total of 34 children. The IQ scores in this room ranged from 67 to 148. One child, listed as emotionally disturbed, was described as having a gifted older brother with whom he is constantly being compared unfavorably. An identical twin, with an IQ of 71, was reported to be retarded. His twin, in another classroom in this study, was also reported as retarded and as having an IQ of 72. A disabled reader in Room E 13 was described by the observant teacher of this group as having an extremely authoritative father who is in the habit of frequently criticizing the school and the teachers in the presence of the child. Listed as highly gifted intellectually was a child with an IQ of 133. The teacher and the principal believe as a result of observing his work that he would score from 10-20 points higher on an individually administered test. He does excellent work in most subjects, and is especially interested in English, science, and creative writing. His interests are wide and varied, and he gets along especially well with adults. Slight and underweight, this child prefers sedentary pursuits and would rather read than engage in physical education activities. Vying for academic honors with the above child is one with an IQ of 148 who excels in most subjects, is

a perfectionist, and who comes from a non-academic background. He excels too in outdoor activities and is a very well-rounded personality.

There were six exceptional children identified in Classroom E 14 from the total of 32 in the room. One pupil, a disabled reader with an IQ of 95, has an older sister in another school who is identified as a highly gifted child with an IQ of 141. The teacher reports that the pupil has suffered from unfavorable comparison with the gifted sister and that the mother of the two children is unable to accept the younger child's more limited ability. Identified as disturbed was a child with an IQ of 116 who accomplishes almost nothing although he achieves well when the teacher can succeed in getting his attention briefly. Underage for the grade, this child was double promoted previously in a private school and at present spends almost all his classroom time in a complete daze of day dreaming.

In Classroom E 15 the teacher listed 17 exceptional children in a group of 31. IQ scores of children in the room ranged from 72 to 139. Several children with physical disabilities were listed, and the child with the IQ of 139 was described by the teacher as being quite listless, very careless with work, and as having an allergic rash on the face. Listed as highly gifted was one girl with an IQ of 134 who is an only child and whose mother is a teacher.

Classroom F 16 has 13 identified exceptional children in a group of 37, with the IQ range from 94 to 144. This group included,

according to the teacher's description, an extremely disturbed child who is indicated as improving.

In Classroom F 17 two Navajo students were listed as exceptional by the teacher. The list contained 12 children from the total of 33 in the room. Five of the exceptional children in this classroom were described as talented and the remaining seven were listed as intellectually gifted.

Classroom F 18 had 12 exceptional children identified by the teacher in the group of 36. The IQ scores in the room ranged from 65 to 140 with the only two low scores belonging to the Navajo children. The teacher attributed these low scores to the great linguistic handicap these two Indian children suffer. In addition, they are greatly overage for the sixth grade, being in their teens. The teacher feels the girls are sensitive about being in the room with children so much younger. Both Navajos are disabled readers. Seven children were listed as intellectually gifted and one was described as visually handicapped.

The teacher in Classroom G 19 listed eight exceptional children among the total of 34. One child, described as abandoned by her mother at the age of five months and coming from a deprived environment, has an IQ of 101. One pupil in the list of exceptional children was described as coming from a bilingual background which handicapped his school achievement.

Six children were identified as exceptional in a group of 32 in Classroom G 20. One girl was listed as diabetic and gifted in writing. Just before this study was completed, the teacher indicated that the girl was also becoming a behavior problem. A child with an IQ of 55 was described as talented in art.

The teacher of Classroom G 21 listed seven exceptional children, with one Navajo girl described as well-accepted in the classroom and as being quite talented in art. This girl is a member of the community and not one of the Navajo children participating in the Navajo integration project within the system. Displays of this child's art work indicated that it is highly creative and original. One girl in the group is described as allergic to powdered soaps and three children were listed as having bilingual backgrounds that interfere with their school achievement.

II. RESPONSES TO THE HOW I FEEL TEST

Table II which appears on page 38 indicates responses to the How I Feel Test by the exceptional children identified in the categories of retarded, disabled readers, physically handicapped, emotionally disturbed, behavior problems, intellectually gifted, and talented. The number of neutral responses and their percentage for the number of exceptional children in each separate category are

TABLE II

RESPONSES TO THE HOW I FEEL TEST OF EXCEPTIONAL CHILDREN IN TWENTY-ONE SIXTH-GRADE CLASSROOMS, ALBUQUERQUE PUBLIC SCHOOLS, 1961

		Tests Showing Neutral Responses		Tests Showing Significant Responses	
Type	No. of Except.	Number	Percentage	Number	Percentage
Retarded	39	23	59	16	41
Disabled Readers	30	17	57	13	43
Physically Handicapped	36	20	56	16	44
Emotionally Disturbed	20	9	45	11	55
Behavior Problems	5	1	20	4	80
Intellectually Gifted	49	37	76	12	24
Talented	43	30	70	13	30
TOTALS	222	137		85	

presented, as well as the number of significant responses and their percentage for the children in each category.

Of the children identified as exceptional in this study, 39 were listed as mentally retarded. The How I Feel Tests for this group were studied and 16, or 41 per cent, of the mentally retarded children had made responses which were deemed to be moderately or highly significant. The highly significant responses ranged from those indicating desperation and futility to those expressing contempt and bravado. The moderately significant responses indicated jealousy of other students and irritation with teachers and parents who fail to understand. The responses which the other 59 per cent of the mentally retarded children made to their How I Feel Tests seemed quite neutral and indicated the usual likes and dislikes of the general age group.

Many of the disabled readers were children identified also as retarded, emotionally disturbed, and behavior problems. Of the disabled readers 13, or 43 per cent, made significant responses on the How I Feel Test. Included in this group is a girl who suffers from unfavorable comparison with an older gifted sister. She stated that she wishes she could accomplish as much as her mother expects her to and said also that she "hates" the girl who has the highest IQ in the room and who is an unusually successful child in many endeavors.

Of the 36 physically handicapped children 44 per cent showed significant responses to their How I Feel Tests. However, some of the most severely handicapped showed no unusual responses, indicating these students probably are well-adjusted and happy individuals like the little post-polio girl, a wheel chair case, who displayed a delightful sense of humor in the statements she made. Listed as things she likes were "boys" and "spaghetti" in that order.

Eleven of the 20 emotionally disturbed children showed significant responses in their How I Feel Tests. These children wrote responses which mentioned desires to hit someone, commit suicide, or obtain revenge for some wrong done them. Several of the emotionally disturbed children also indicated extremely negative attitudes toward teachers and schools. One boy with an IQ of 116 mentioned in his responses that he dislikes school intensely and wishes for a chemistry set. Another disturbed boy wrote statements such as "I wish that I was dead", and "As soon as I can, I will kill myself if my teacher doesn't watch out."

A girl abandoned by her mother, wrote sentences on her How I Feel Test indicating a high degree of aggressive and antagonistic feelings. Although described by the teacher as a happy child, she completed sentences with expressions concerned with killing (3), and hitting (2), and expressed hatred for the teacher. This girl also phrased the belief that policemen are out to kill people and indicated

that she wished to use violence on the person who gave the How I Feel Test.

Four of the five children identified as behavior problems wrote responses to their tests which were considered highly significant. Several of these children were also classified in the emotionally disturbed category.

The intellectually gifted and the talented children had higher percentages of individuals writing what seemed to be neutral responses to their How I Feel Tests. The significant responses, moreover, were more restrained than those made by the emotionally disturbed children, with most indicating irritation at too much "busy work", some indicating dislike for teachers, and some children mentioning sibling rivalry. A few of the intellectually gifted stated that they were tired of the "same old thing" in school.

One girl, described as talented in art, expressed grave concern about her absence of peer approval, and extreme despondency because she elicited no approval at home or at school.

III. SOCIAL ACCEPTANCE OF EXCEPTIONAL CHILDREN

Sociometry provides an interesting picture form method of studying social behavior. The sociogram which can be constructed from the results obtained by asking school children to choose from their group those they prefer is a graphic representation of the

structure of relations of the group at a given point in time. The criterion situation for construction of the twenty-one sociograms for the sixth-grade classrooms in the study was the question: "Which two children do you like best in your room?" Differentiation is made between the sexes by using a square to indicate a boy and a circle to indicate a girl. A one-way choice is shown by a line with an arrow pointing to the choice, a line with a double arrow indicates that the choice was mutual between two individuals. A square or circle with no line running toward it with an arrow identifies the child as being as isolate, or as a child chosen as best-liked by no other child in the classroom. A symbol with no line running from it indicates the child failed to make any choice of his own. The children represented by squares or circles toward which run several lines ending in arrows are known as stars. These are the children who have been selected as best liked by a number of their peers. At a glance the sociogram immediately identifies the isolates as compared with the children who are well-liked. The exceptional children who appear among the isolates may be ascertained by looking at Table III on page 43 on which they are identified for this purpose.

Figure 1, the sociogram prepared for Classroom A1, which had four children identified by the teacher as exceptional, indicates six isolates. None of the exceptional children was a star or an isolate in this room.

TABLE III

CHILDREN IDENTIFIED BY TEACHERS AS EXCEPTIONAL WHO ARE LISTED ON THE SOCIOGRAMS PREPARED TO SHOW CHILDREN BEST LIKED IN TWENTY-ONE SIXTH-GRADE CLASSROOMS, ALBUQUERQUE PUBLIC SCHOOLS, 1961

Classroom A 1

Leonard O.
Emilina G.
Debra G.
Linda H.

Classroom A 2

Charles G.
Mary Ann M.
Edwina S.
Anita G.
Frank M.
Darlo T.
Mary Dawn K.
Connie S.
Odessa G.
Linda C.
Estella O.
M. M.

Classroom A 3

Fran T.
Nathan
Tom H.
Tony A.
Vanessa
Mary M.
George
Jeanne M. F.
Cheryl
Gerald J.
Henry
Velma H.
Neil T.

Classroom B 4

Cathy G.
Clyde M.
Mike J.
Sheryl L.

Classroom B 5

Holly V.
Steve H.
Paula K.
Jenny S.
Jon N.
Chas. F.
Bob D.
Judy R.
Lynn J.
Dick W.
Taylor C.

Classroom B 6

Tommy G.
Ronald K.
Marsha W.
Ben B.

Classroom B 7

Janie F.
Bill C.
Janice F.
Lynn A.
Theresa G.
Peggy F.

Classroom C 8

Anita G.
Enedina J.
Felice G.
Alma J.
Curtis E.
David M.
Steven N.
Linda P.
Lewan C.
Narcisco
Magdalene H.

Classroom D 9

Peggy G.
Jollen Mc.
Wayne B.
Sharon W.
Eddie L.
Chuck G.
Alice E.
Juanita M.
Jeff H.

Classroom D 10

Ruben M.
Brian K.

Classroom D 11

James H.
Jeff S.
Russel P.
Jerry N.
Linda G. J.

TABLE III (continued)

Classroom D 12

Naomi H.
Robin R.

Classroom E 13

Ralph S.
Theresa O.
Joe Q.
Carl B.
Bill S.
Jeff W.
Mike G.
Scott F.
Janice C.
Ralph S.
Mary F.
Tom P.
Barbara B.
Linda K.
Roland D.

Classroom E 14

Jan B.
Judy W.
Suzie J.
Douglass C.
Clyde Mc.
Dale J.

Classroom E 15

Lester A.
Ricky C.
Rebekah H.
Mary J.
Lynn Y.
Fred W.
Dorothy G.
David D.
Gaylene D.

Classroom E 15 (cont'd)

Carol E.
Pat. G.
Carol H.
Cathy M.
John Q.
Donna S.
Glen T.
Barbara T.

Classroom F 16

Kurt H.
Don R.
Eric L.
Cathy B.
Troy C.
Sandra G.
Wally M.
Marcia S.
Pam. M.
Willard T.
Anita S.
Kay W.
George T.

Classroom F 17

Tom Y. H.
Nelson K.
Bob W.
Bruce
Vicki G.
Larry B.
Maura
Rob R.
Sarah
Gene F.
Rob B.
Elaine E.

Classroom F 18

Paul C.
Evan R.
Carl S.
Shirley K.
Jim C.
Lily L. C.
Helen C. J.
Steve H.
Fred B.
Grover H.
Karen
Nancy B.

Classroom G 19

Dale B.
Maria M.
Wayne C.
Herman S.
Nina V.
Jennie K.
Marcia N.
Frank M.

Classroom G 20

Placida C.
Nancy V.
Patsy G.
Christine G.
Dorothy G.
Jerry B.

Classroom G 21

Joe V.
Leann B.
Pam S.
Annfred P.
John P.
Margaret S.
Leo A.

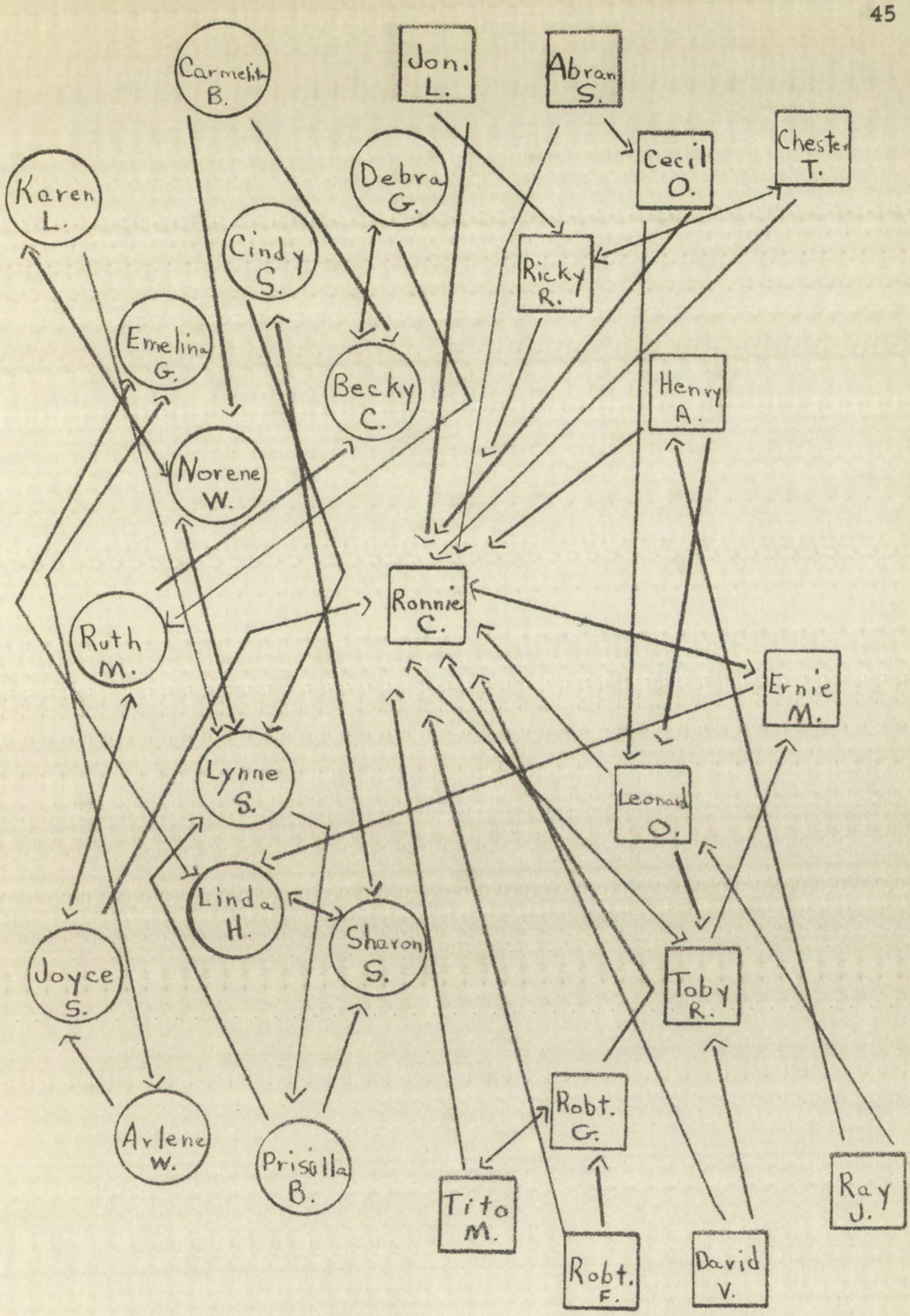

FIGURE 1. SOCIOGRAM FOR CLASSROOM A 1

Figure 2 presents the sociogram for Classroom A 2 in which 12 children were identified as exceptional. Of these, two were isolates among the seven isolates on the sociogram.

The sociogram for Classroom A 3, Figure 3, shows four of the 13 exceptional children in the room as isolates among the seven isolates.

Figure 4 shows a sociogram which was prepared from the choices made in Classroom A 4. A total of nine isolates included none from the group of four exceptional children.

For Classroom B 5 the sociogram in Figure 5 shows two of the 11 exceptional children as isolates among the total of seven isolates. These two children were both identified by their teacher as intellecually gifted. However, another exceptional child in the same category appears as a star on the sociometric measure.

Three of the four exceptional children in Classroom B 6 appeared on the sociogram in Figure 6 as isolates. One of these children was identified as mentally retarded, one was listed as emotionally disturbed, and the third was identified as talented. There were 10 isolates in this classroom.

Figure 7, the sociogram for Classroom B 7, shows one exceptional child, a girl talented in music, as an isolate. There were four isolates in this room.

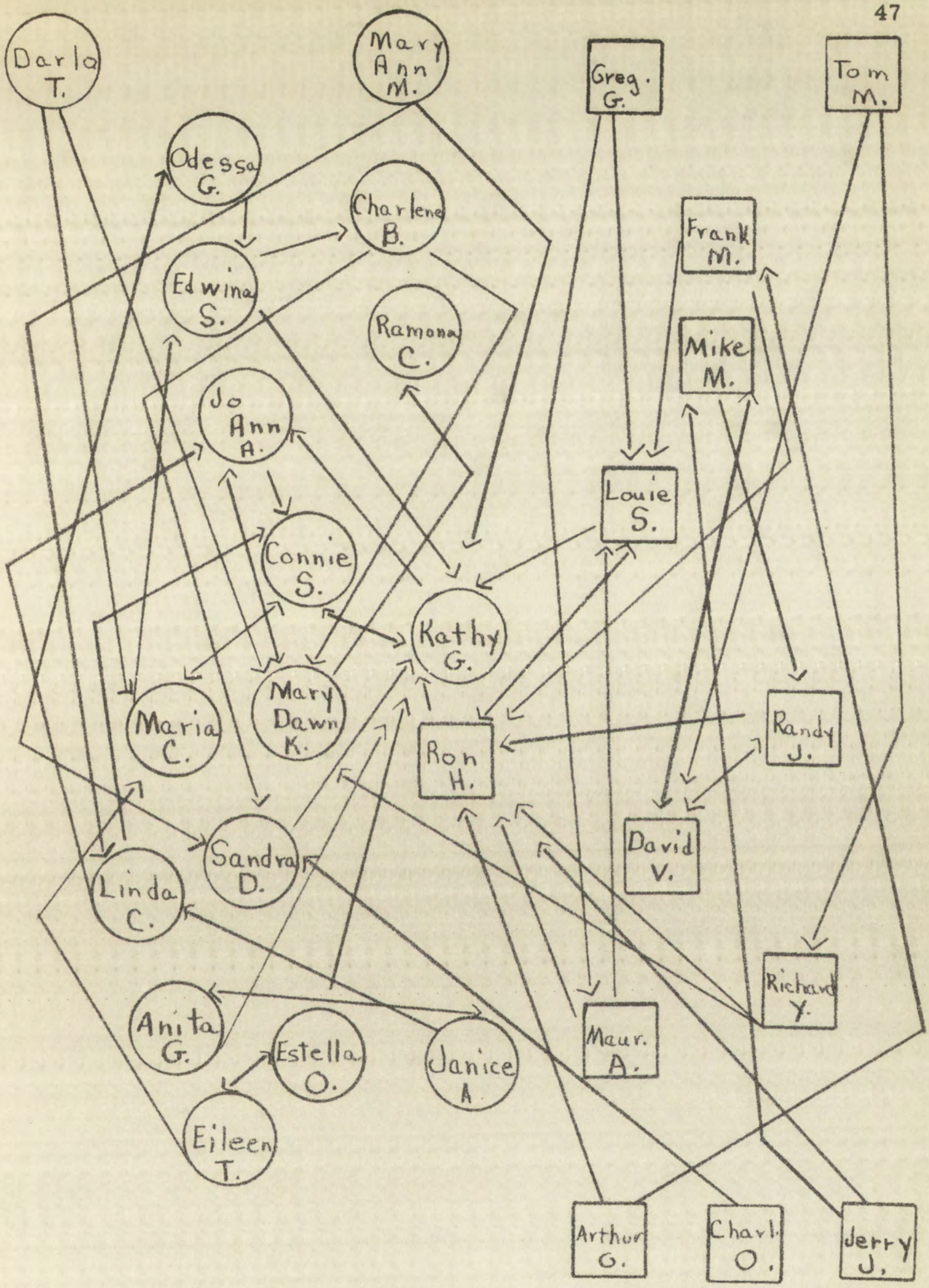

FIGURE 2. SOCIOGRAM FOR CLASSROOM A 2

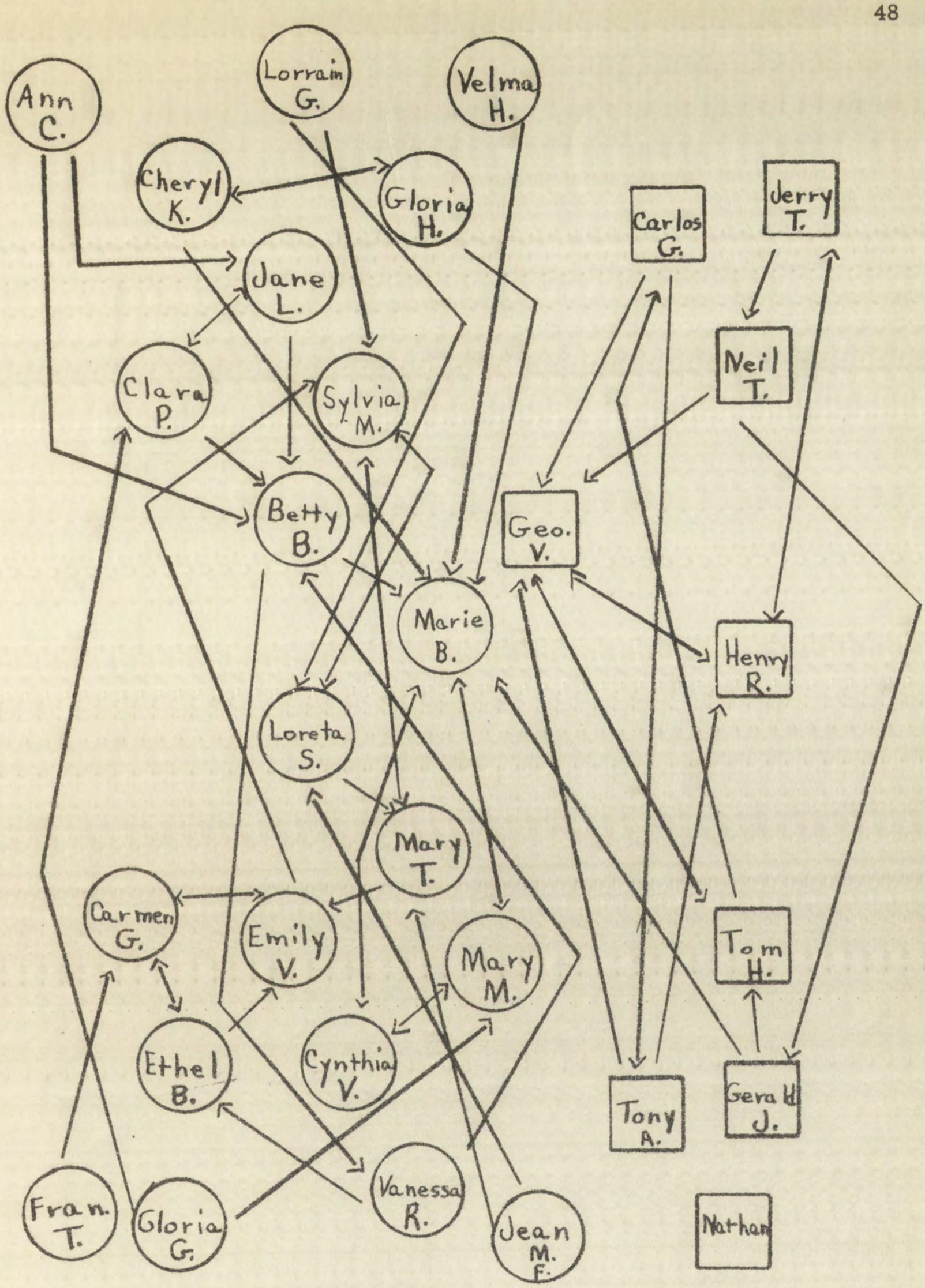

FIGURE 3. SOCIOGRAM FOR CLASSROOM A 3

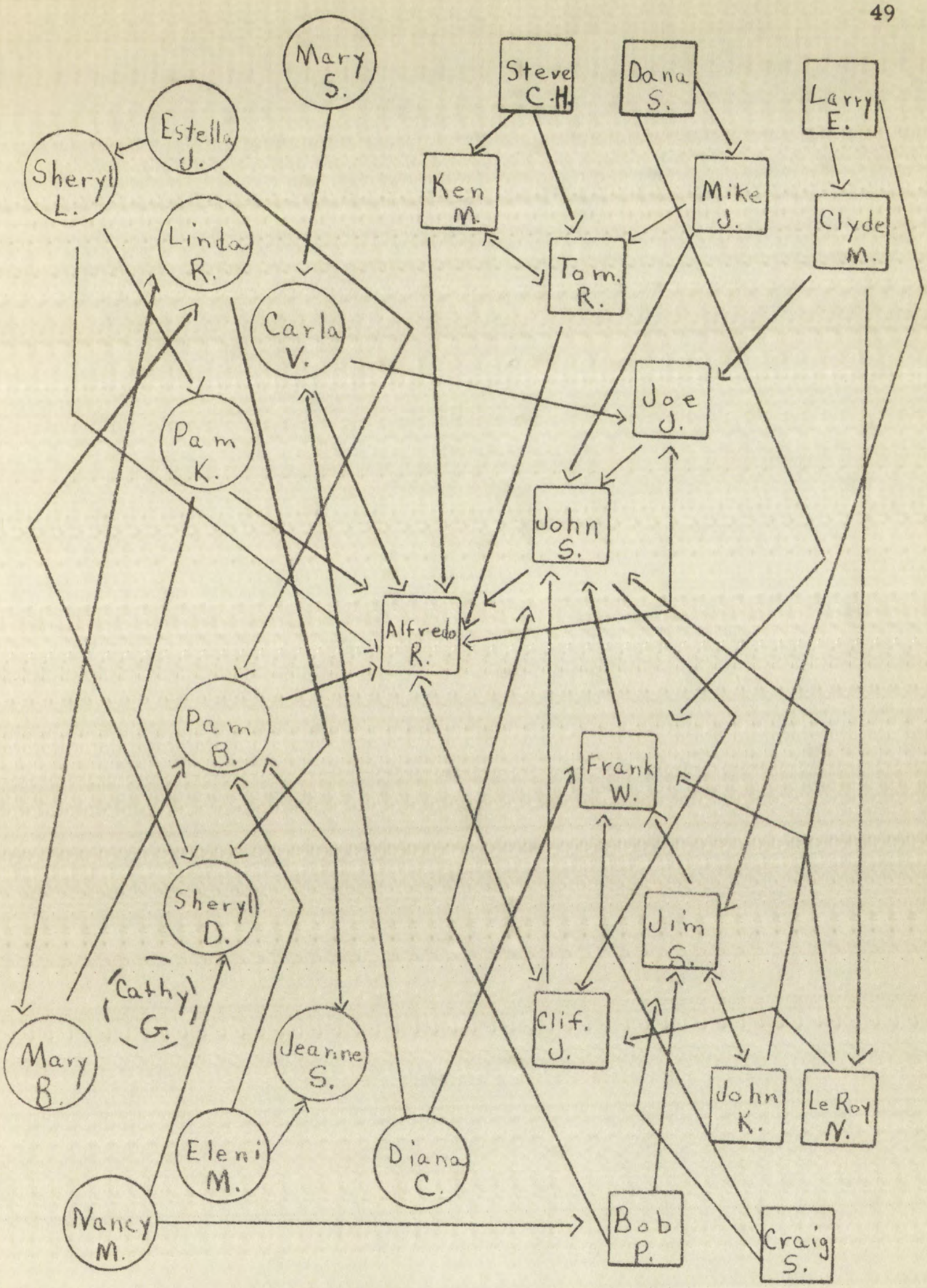

FIGURE 4. SOCIOGRAM FOR CLASSROOM B 4

absent

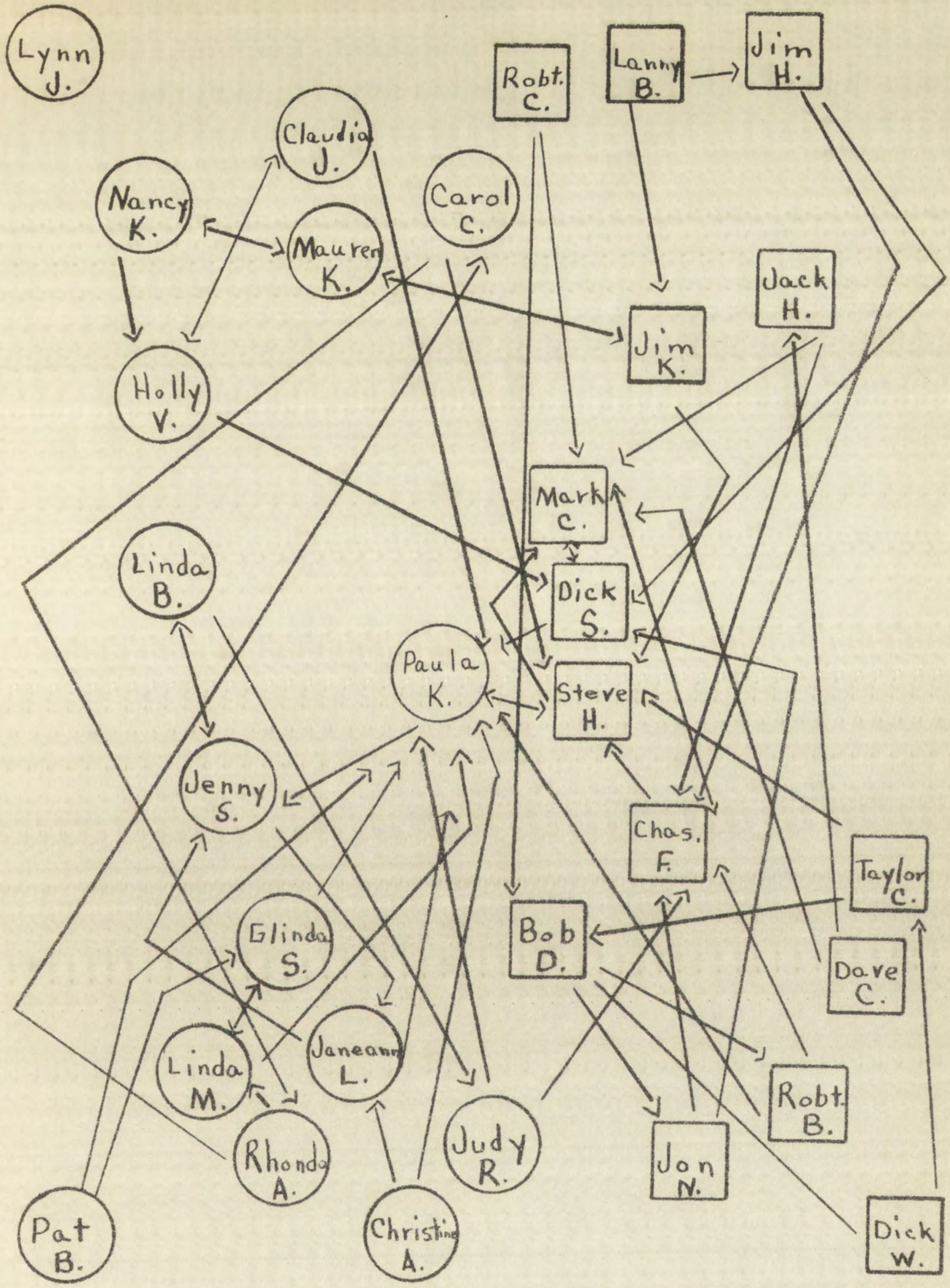

FIGURE 5. SOCIOGRAM FOR CLASSROOM B 5

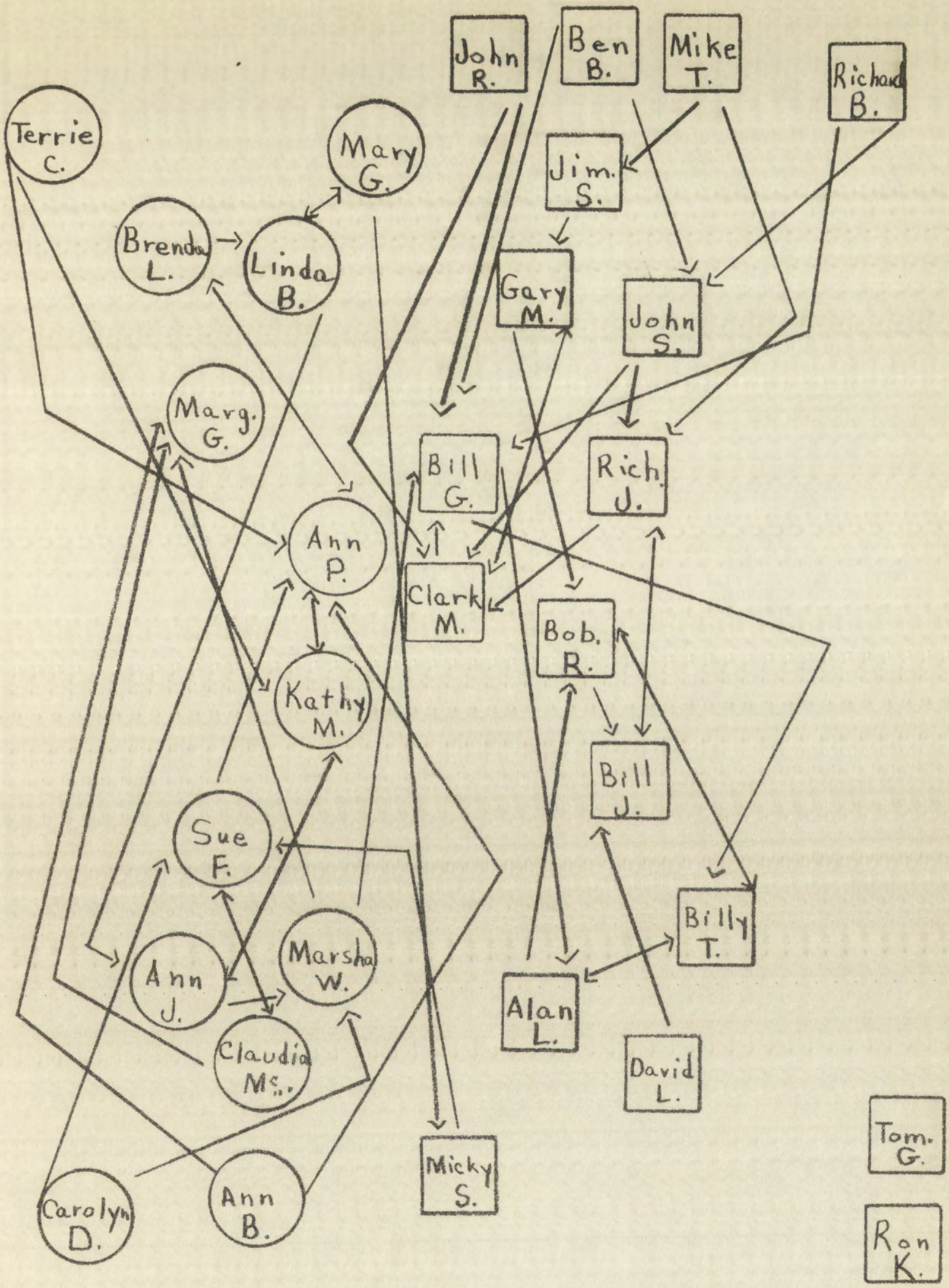

FIGURE 6. SOCIOGRAM FOR CLASSROOM B 6

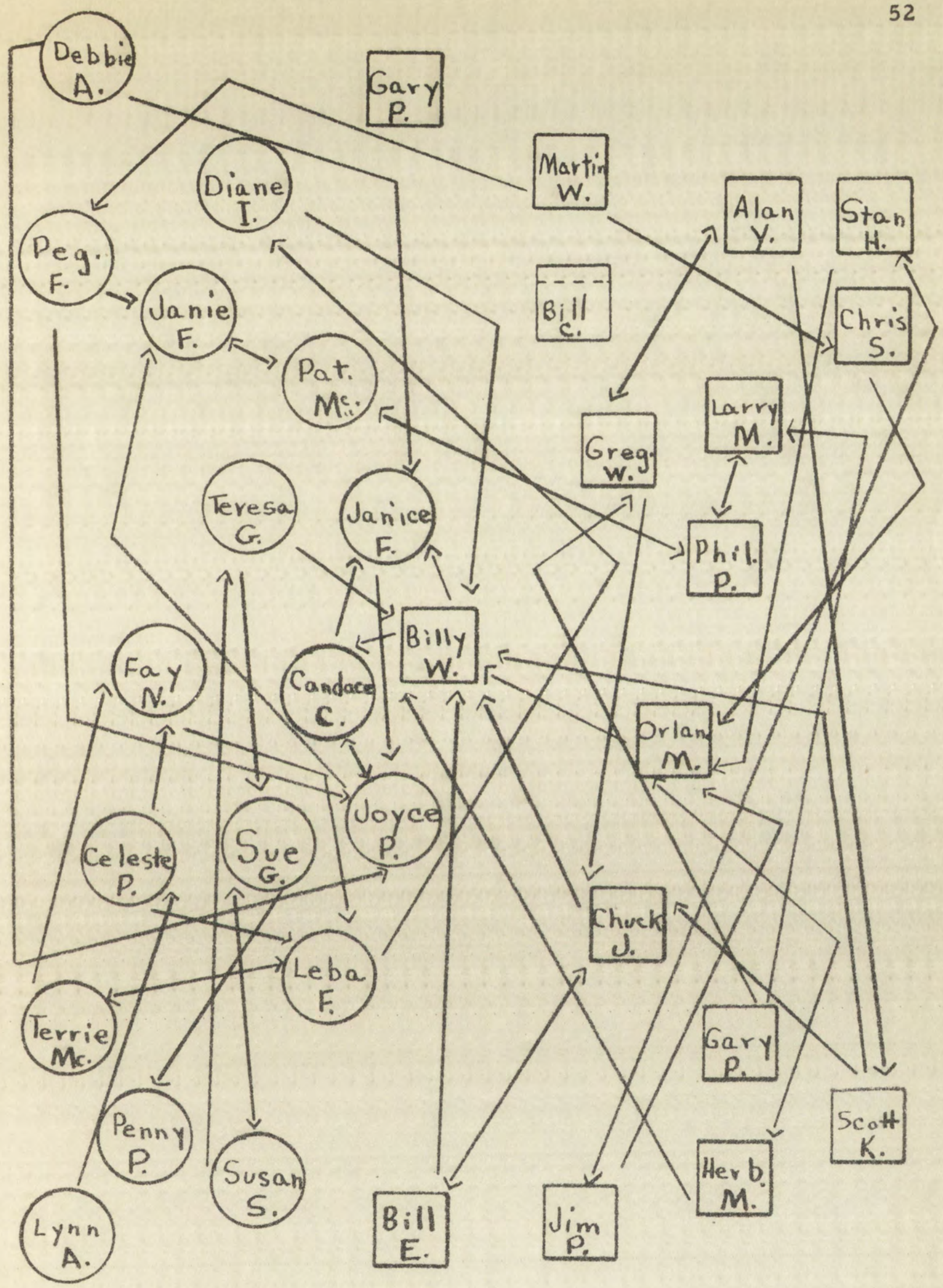

FIGURE 7. SOCIOGRAM FOR CLASSROOM B 7

absent

Classroom C 8 had 11 children listed as exceptional and the sociogram in Figure 8 shows two of them as isolates along with four other children. The two exceptional children were a stutterer and an intellectually gifted boy. The latter is not disliked by his peers, according to the teacher, does well in sports and on the playground, but receives so much personal satisfaction from his school work and concentrates on it so completely that this tends to set him apart from the group.

Nine children were listed in Classroom D 9 as exceptional and four of these were isolates on the sociogram in Figure 9. One of the exceptional isolates was an epileptic boy.

Only two children were identified as exceptional in Classroom D 10. These were a hard-of-hearing boy and a retarded boy. The retarded child appeared as an isolate on the sociogram in Figure 10, along with five other isolates from the regular group.

Of the five exceptional children in Classroom D 11, two were indicated as isolates on the sociogram in Figure 11. One of these was identified as intellectually gifted by her teacher. The other child was a retarded reader.

Figure 12 presents the sociogram for Classroom D 12, in which there were two exceptional children. One of these, an emotionally disturbed child, was an isolate.

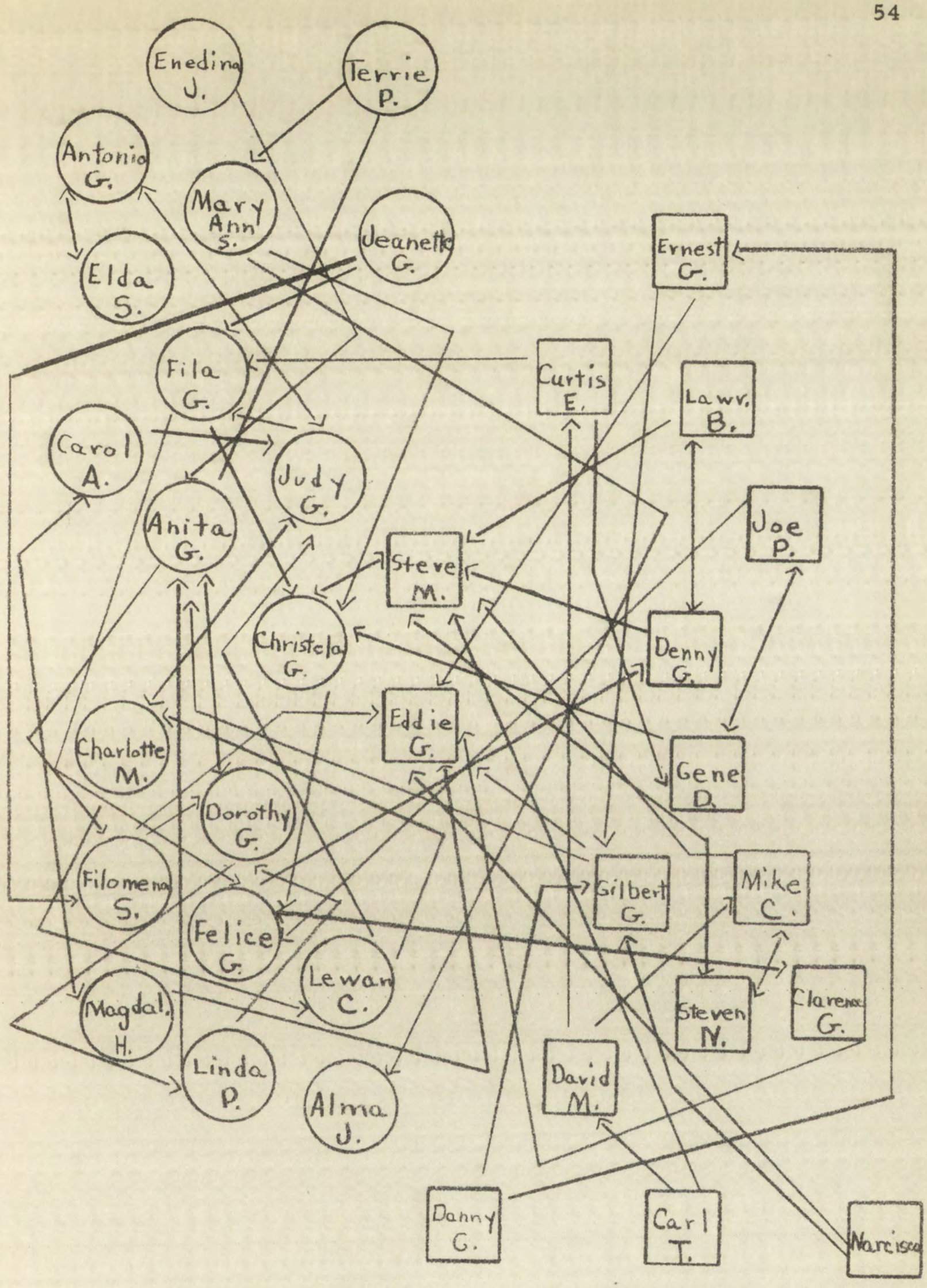

FIGURE 8. SOCIOGRAM FOR CLASSROOM C 8

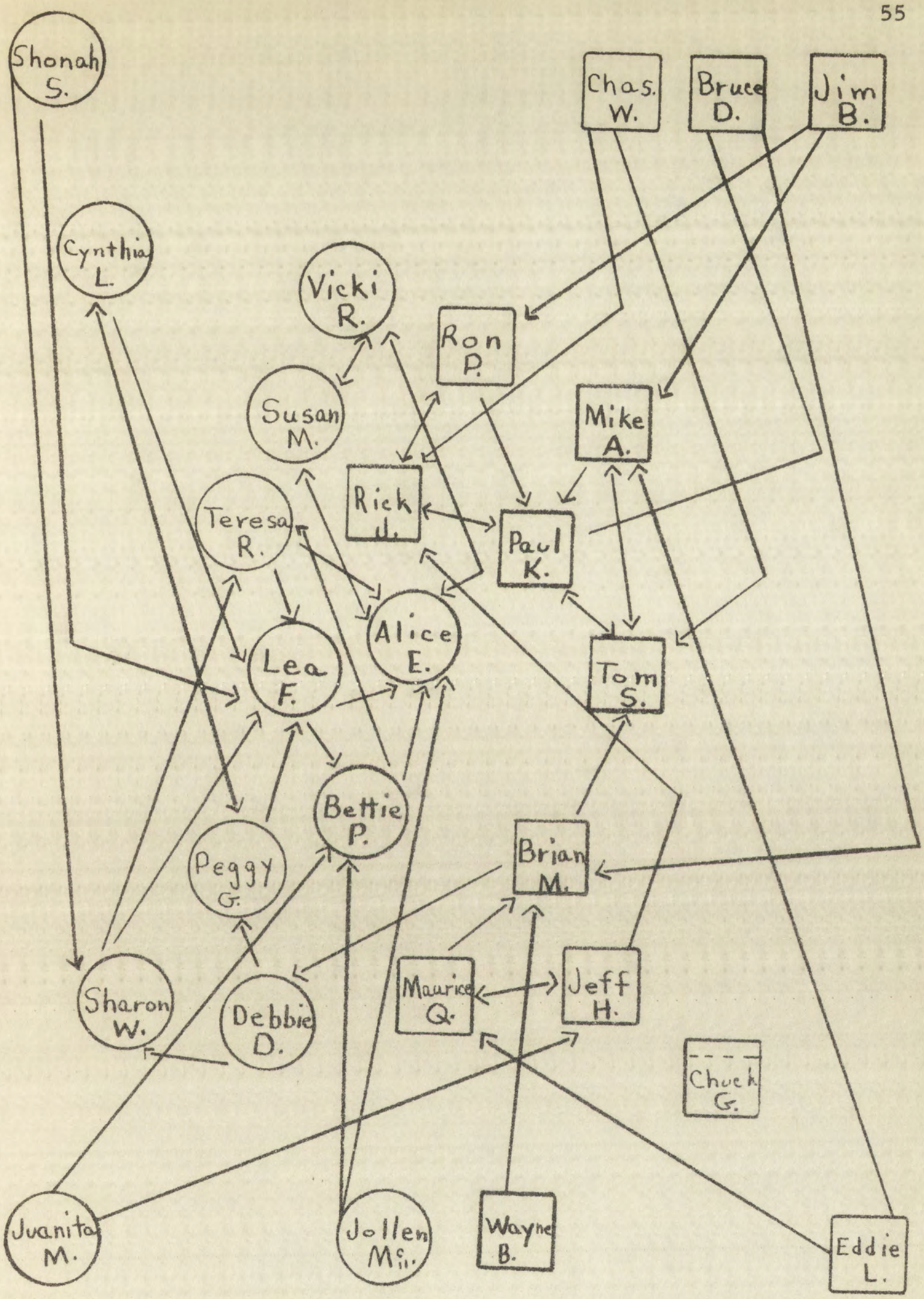

FIGURE 9. SOCIOGRAM FOR CLASSROOM D 9

absent

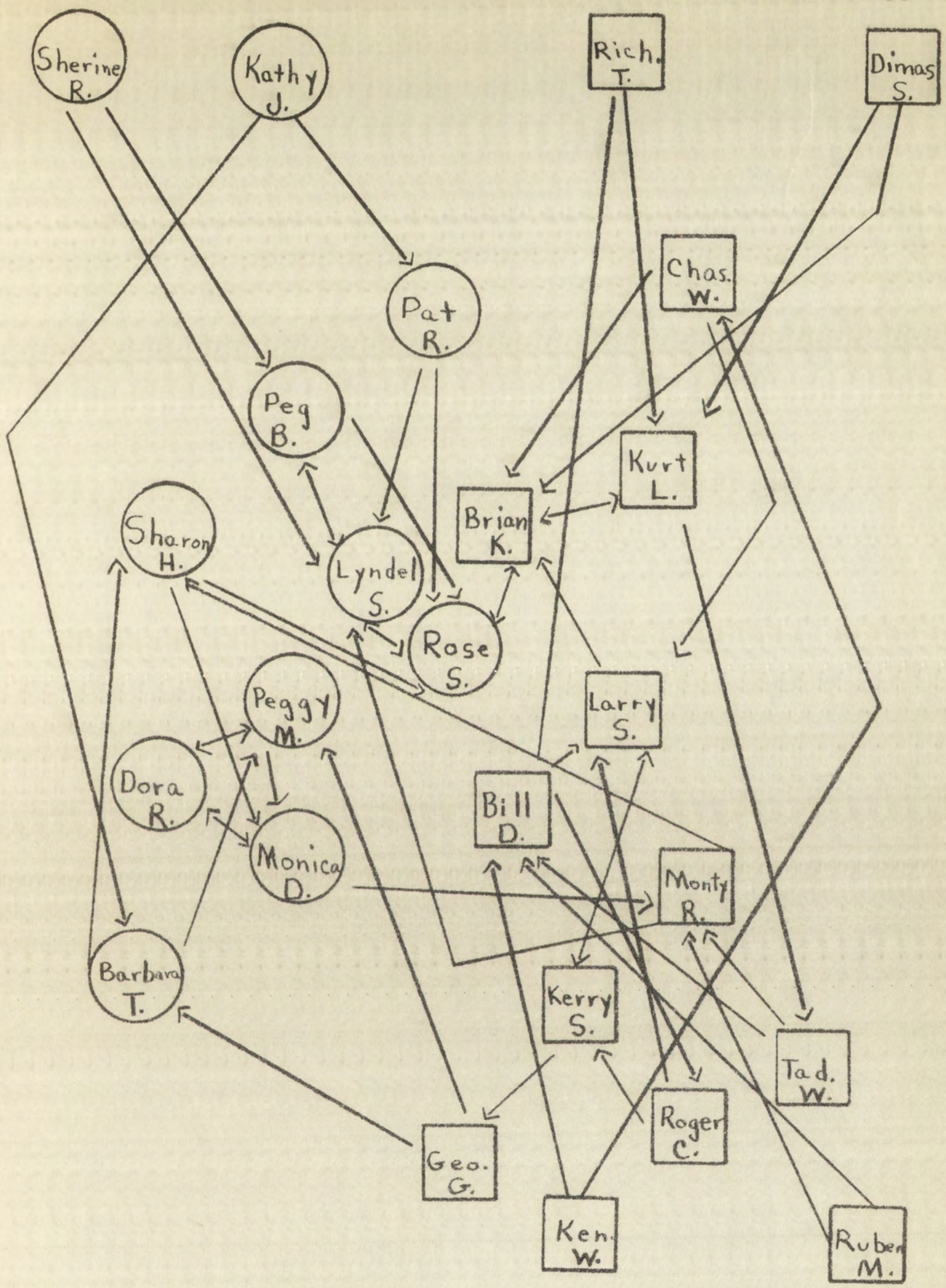

FIGURE 10. SOCIOGRAM FOR CLASSROOM D 10

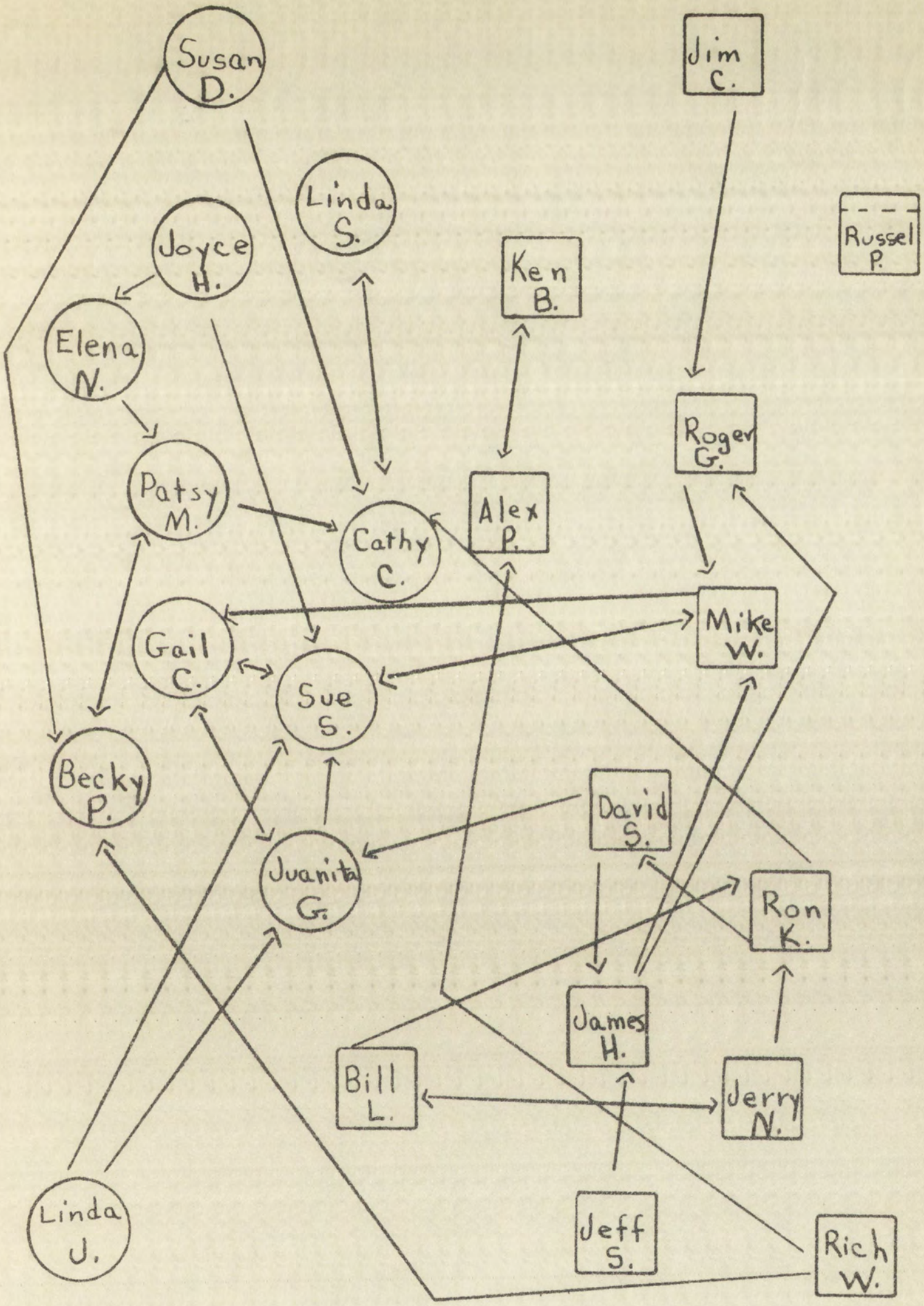

FIGURE 11. SOCIOGRAM FOR CLASSROOM D 11

absent

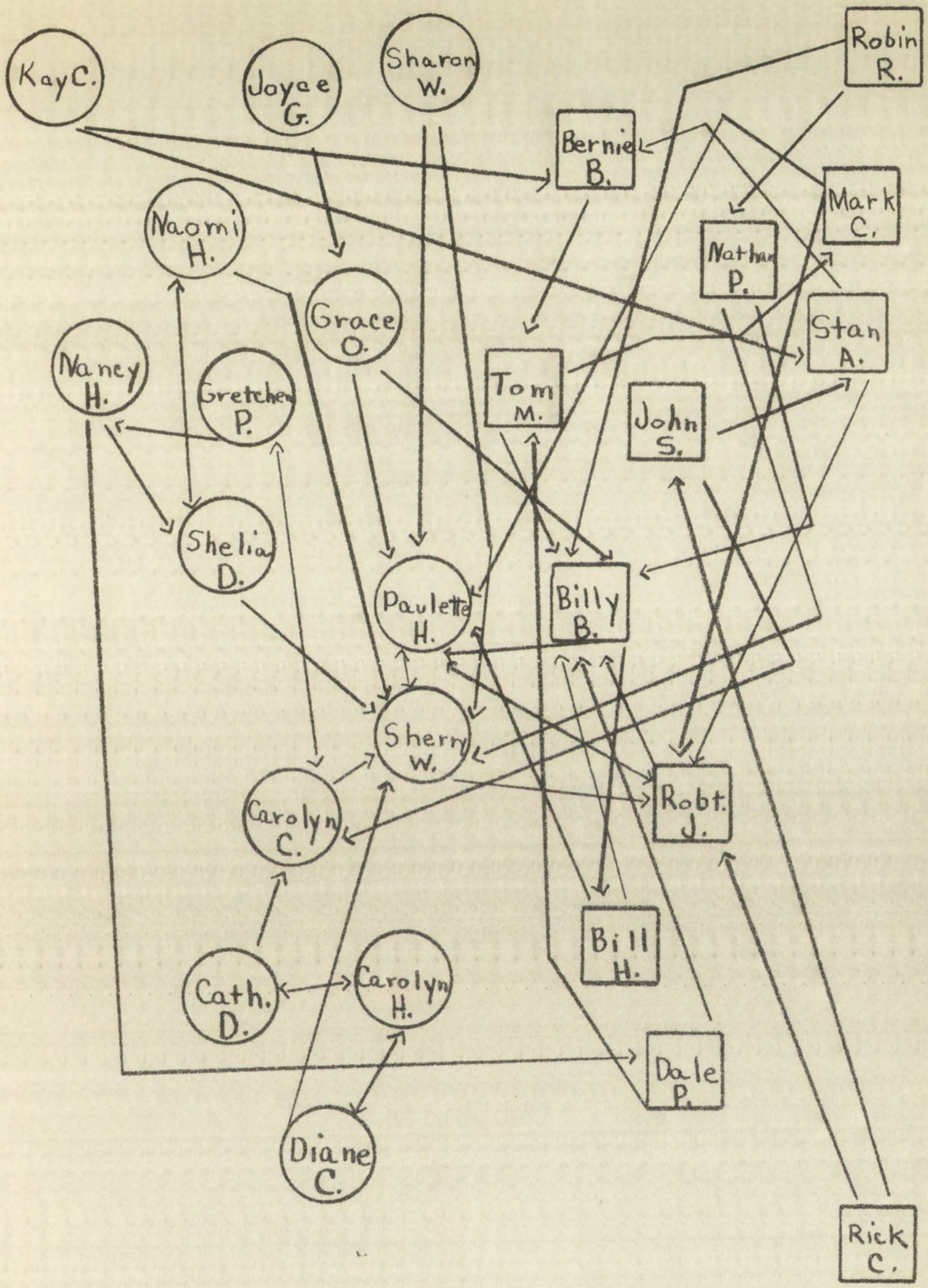

FIGURE 12. SOCIOGRAM FOR CLASSROOM D 12

Classroom E 13, with 15 exceptional children, had two of them, a physically handicapped child and one described as emotionally disturbed, as isolates on the sociogram in Figure 13. There were seven isolates in the room.

The only intellectually gifted child in Classroom E 14 was an isolate on the sociogram in Figure 14. She was selected as being liked best by no classmate among the 31 other children. The other isolate among the exceptional group was emotionally disturbed. There were eight isolates in this classroom.

The 17 children identified as exceptional in Classroom E 15 included five isolates as shown on the sociogram in Figure 15. The isolates included three physically handicapped children, one mentally retarded child, and a boy identified as a disabled reader.

Seven children in Classroom F 16 are shown as isolates on the sociogram in Figure 16. Of these, three came from the group of 13 children identified as exceptional by their teacher. The boy with the highest IQ in the room was an isolate.

In Classroom F 17 there were 12 exceptional children, with three of the intellectually gifted appearing as isolates among the total of nine isolates shown on the sociogram in Figure 17.

Figure 18 presents the sociogram for Classroom F 18. The eight isolates include four from the group of exceptional children, of whom two were identified as intellectually gifted by their teacher.

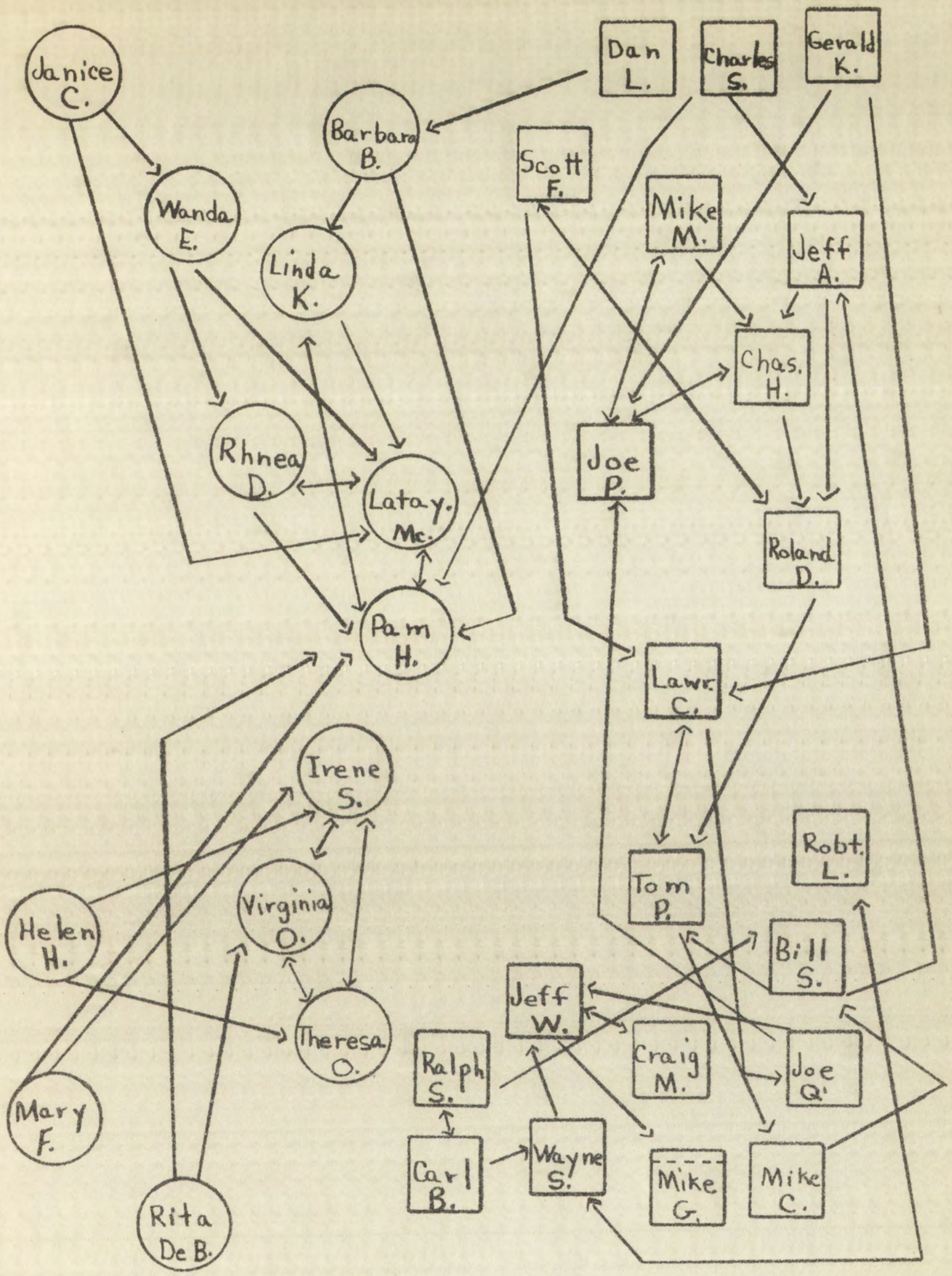

FIGURE 13. SOCIOGRAM FOR CLASSROOM E 13

absent

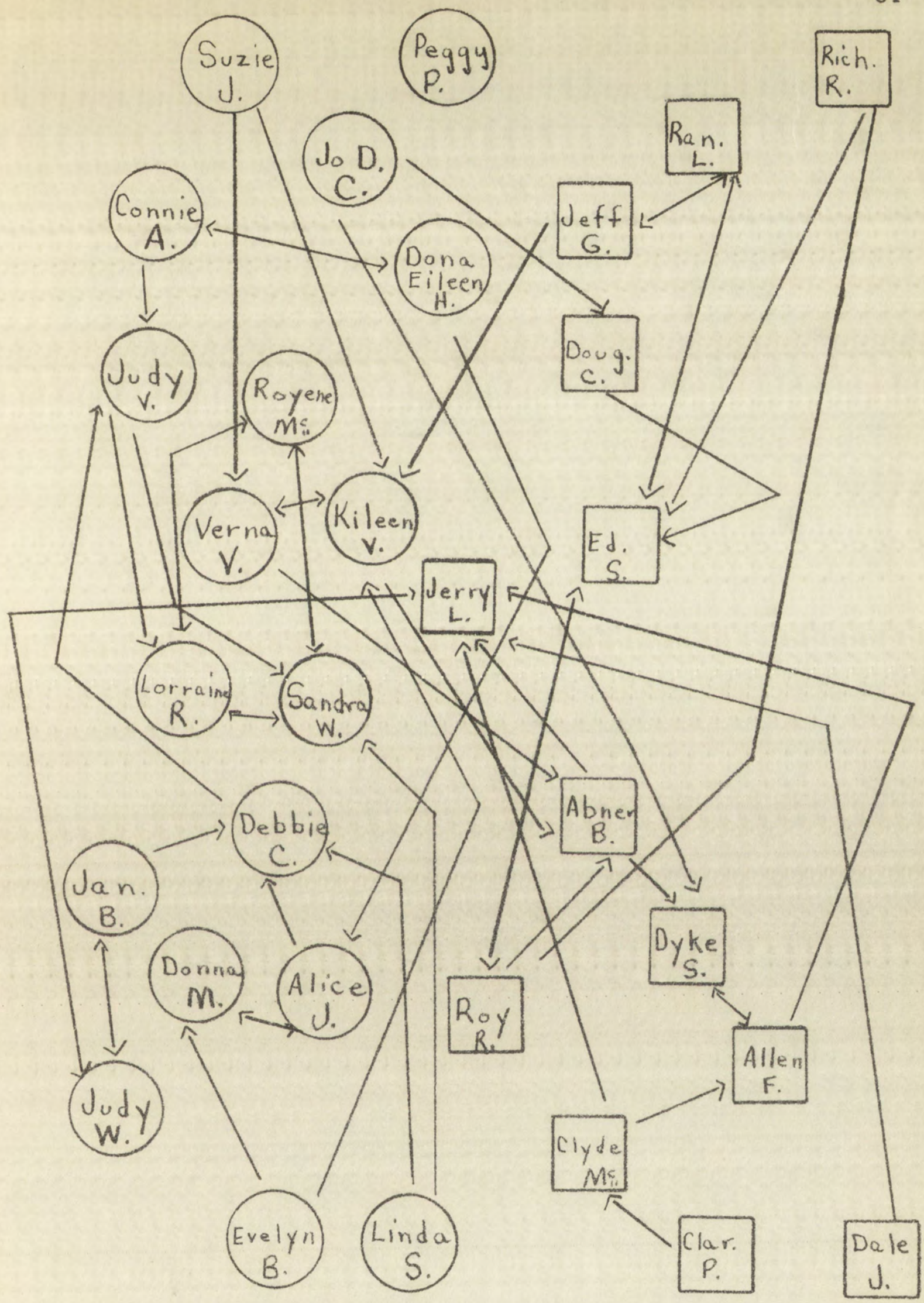

FIGURE 14. SOCIOGRAM FOR CLASSROOM E 14

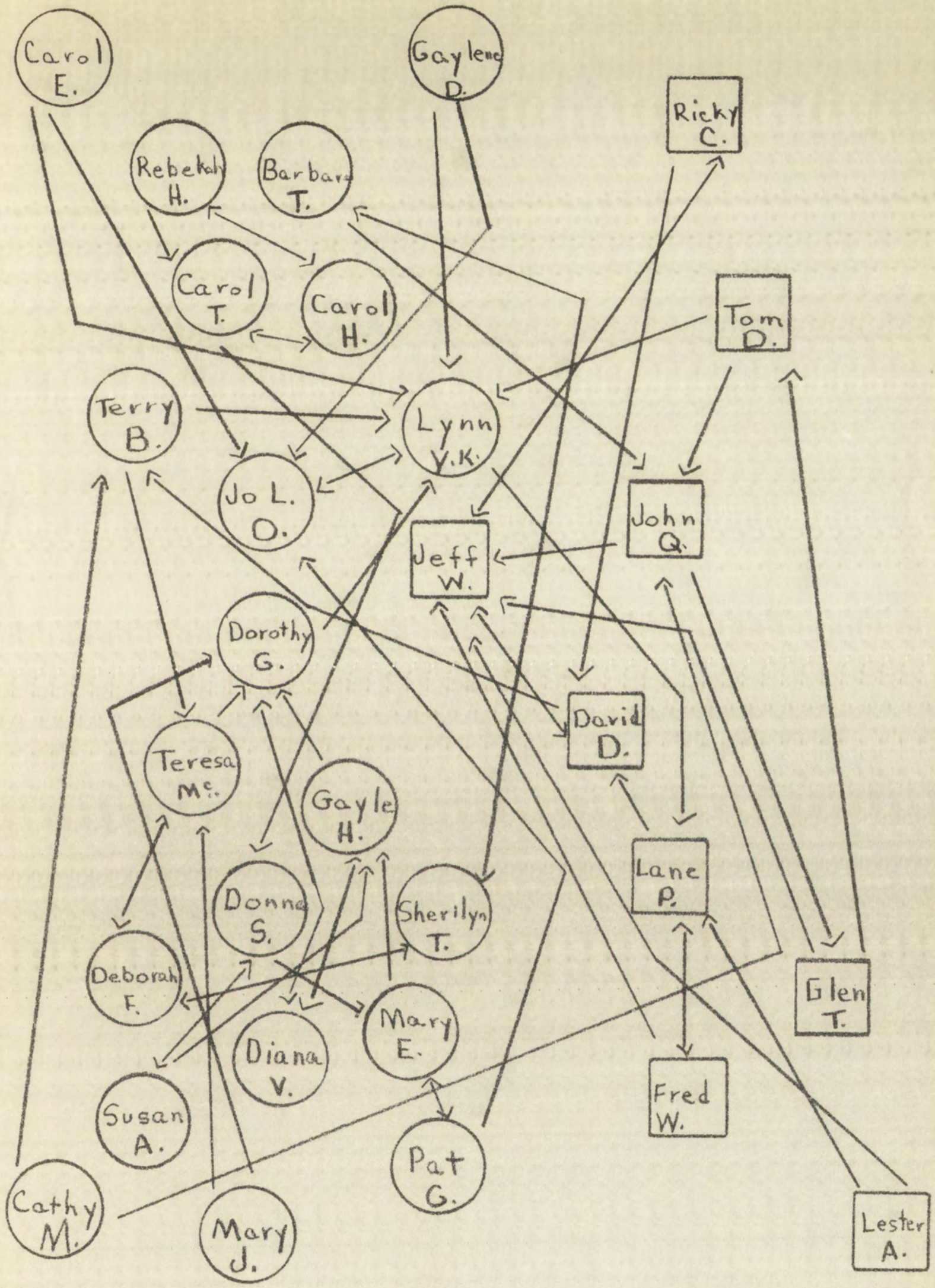

FIGURE 15. SOCIOGRAM FOR CLASSROOM E 15

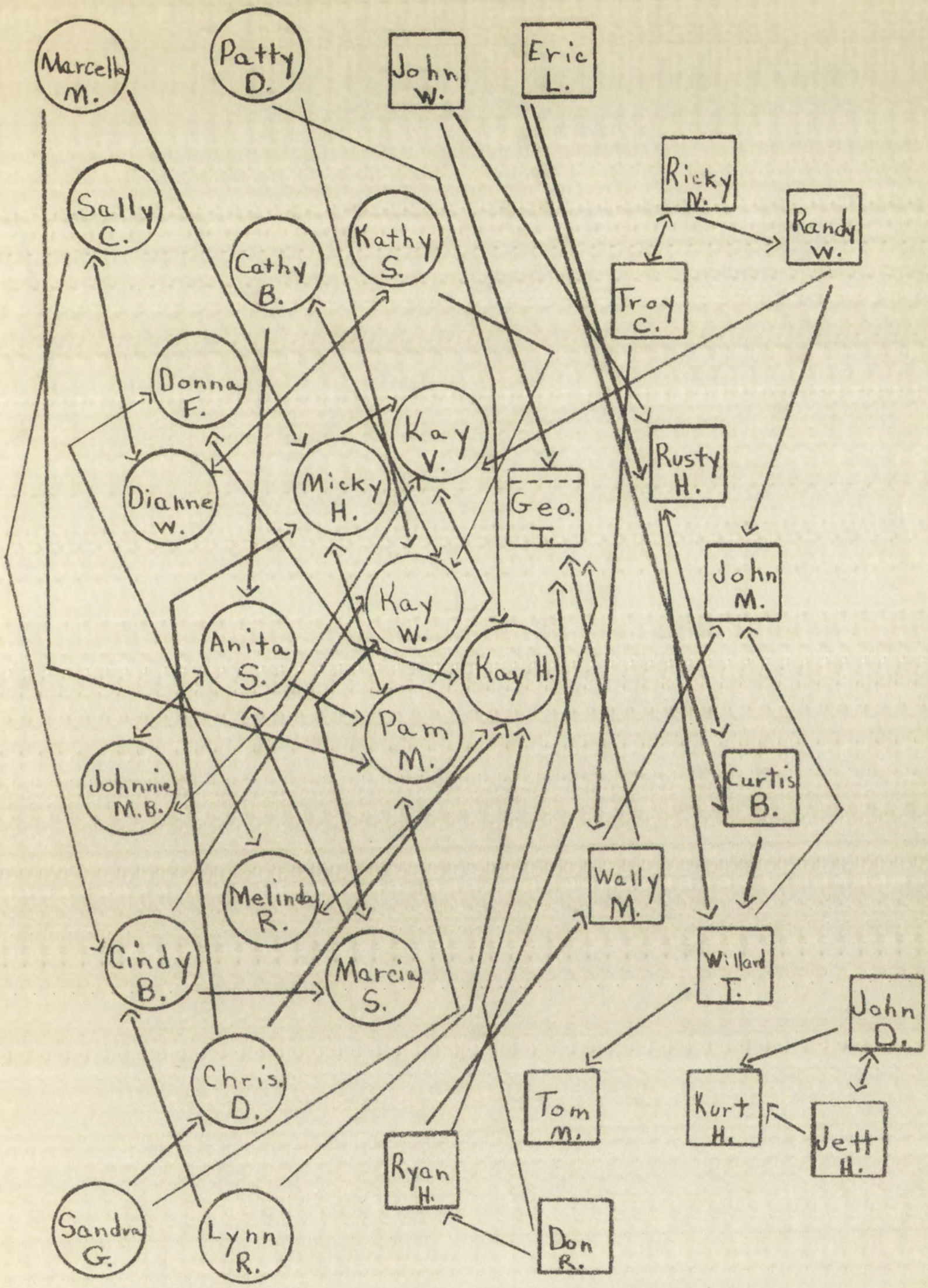

FIGURE 16. SOCIOGRAM FOR CLASSROOM F 16

absent

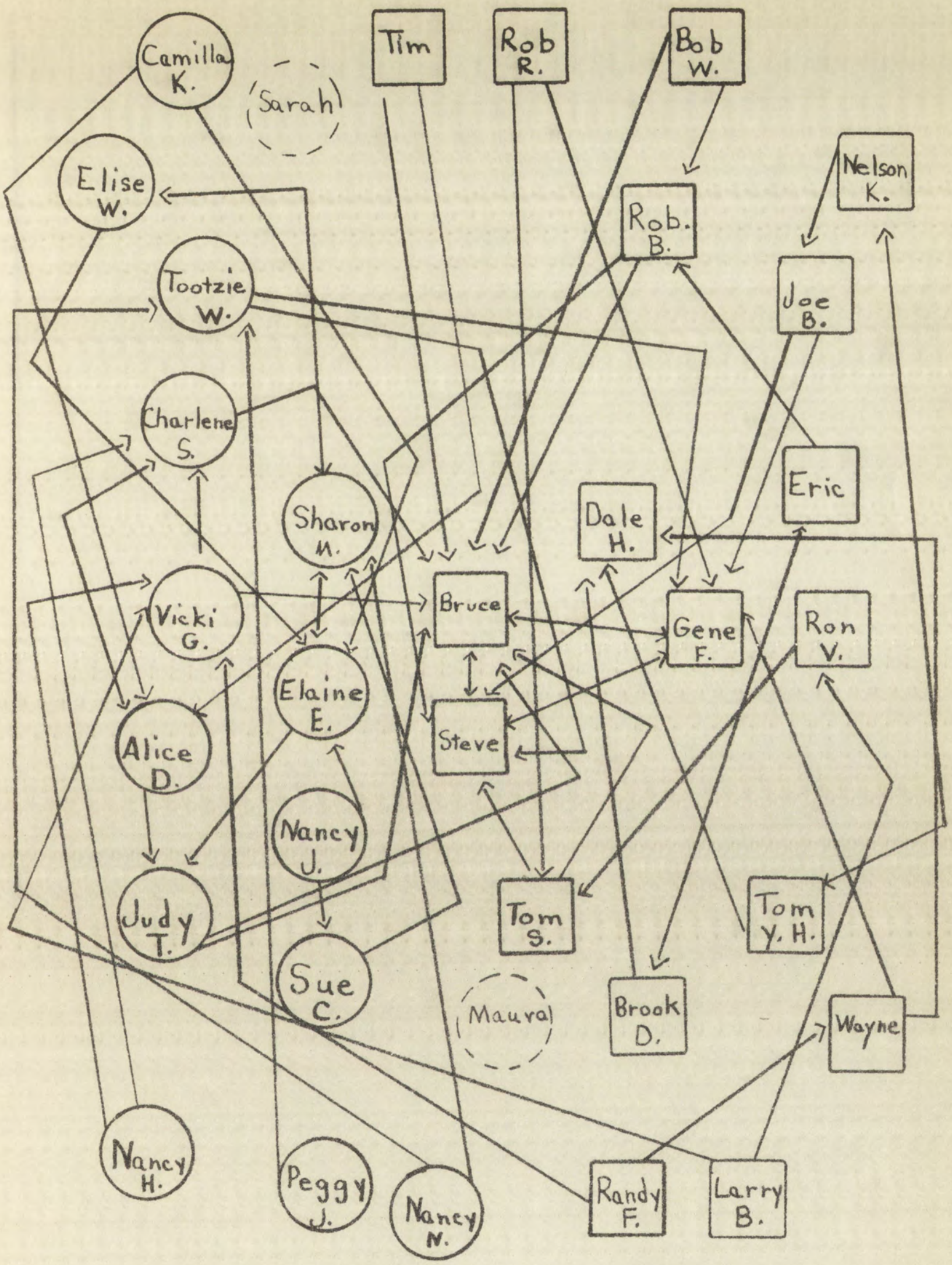

FIGURE 17. SOCIOGRAM FOR CLASSROOM F 17

absent

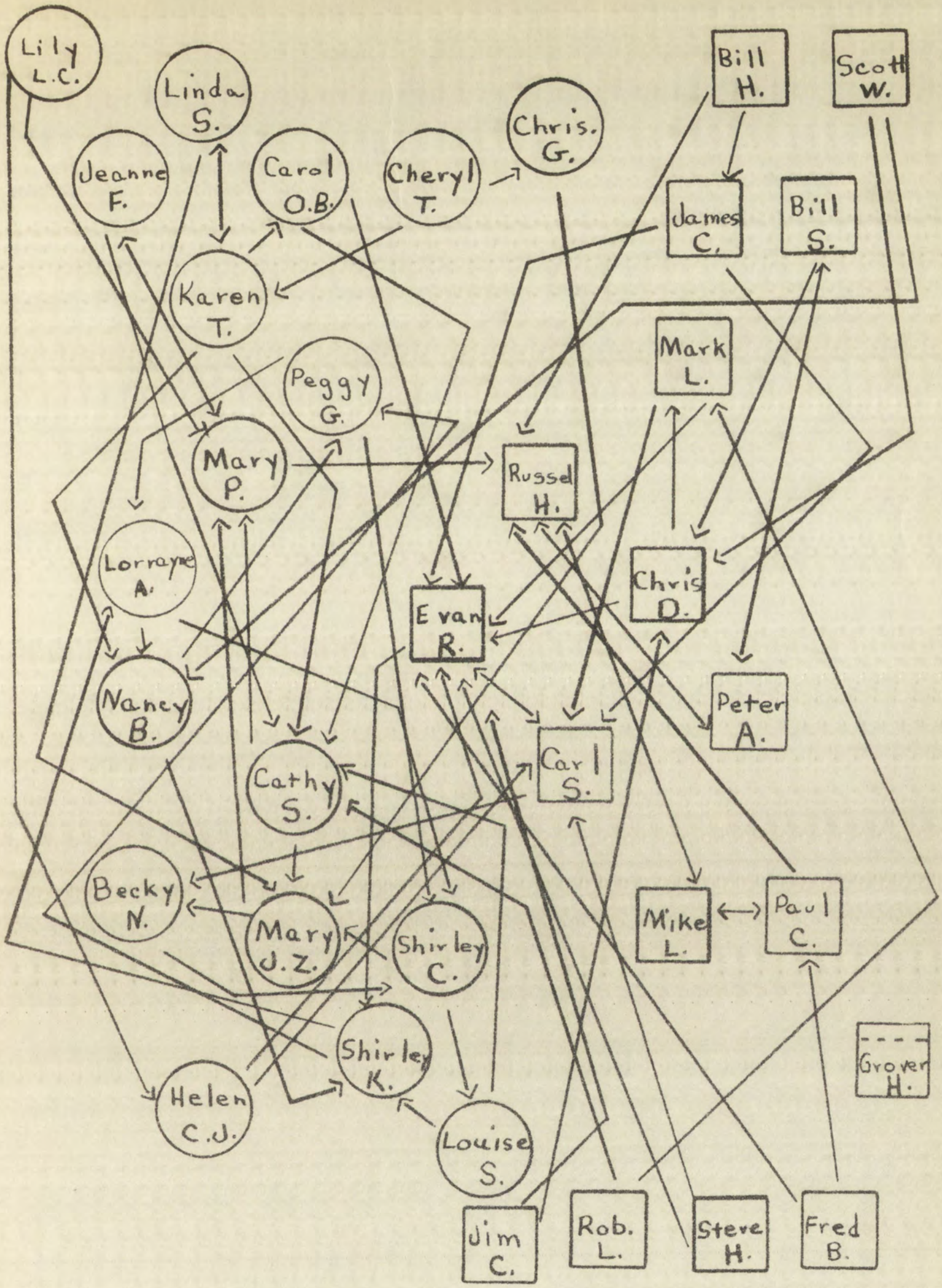

FIGURE 18. SOCIOGRAM FOR CLASSROOM F 18

absent

Ten isolates are shown on the sociogram in Figure 19 for Classroom G 19. Five of these isolates came from the group of eight exceptional children, with three of the children being from the emotionally disturbed category and two of the children identified as talented.

A child described as emotionally disturbed and mentally retarded appeared as an isolate on the sociogram in Figure 20. There were ten other isolates in Classroom G 20 with these children coming from the regular group.

None of the seven exceptional children in Classroom G 21 appeared as isolates on the sociogram in Figure 21. There were six isolates in this classroom.

IV. ACADEMIC ACHIEVEMENT OF EXCEPTIONAL CHILDREN

There were 179 exceptional children in this study who were identified by their teachers. The grade placement score for each of the children was secured from the profile of the total battery of California Achievement Tests which were given these children at the beginning of the current school year.

Of the 29 exceptional children in the three sixth-grade Classrooms A 1, A 2, and A 3 which represent the same school, ten were at grade level of 6.0 or over. Sixteen children were below grade level, and grade placement scores were unavailable for three.

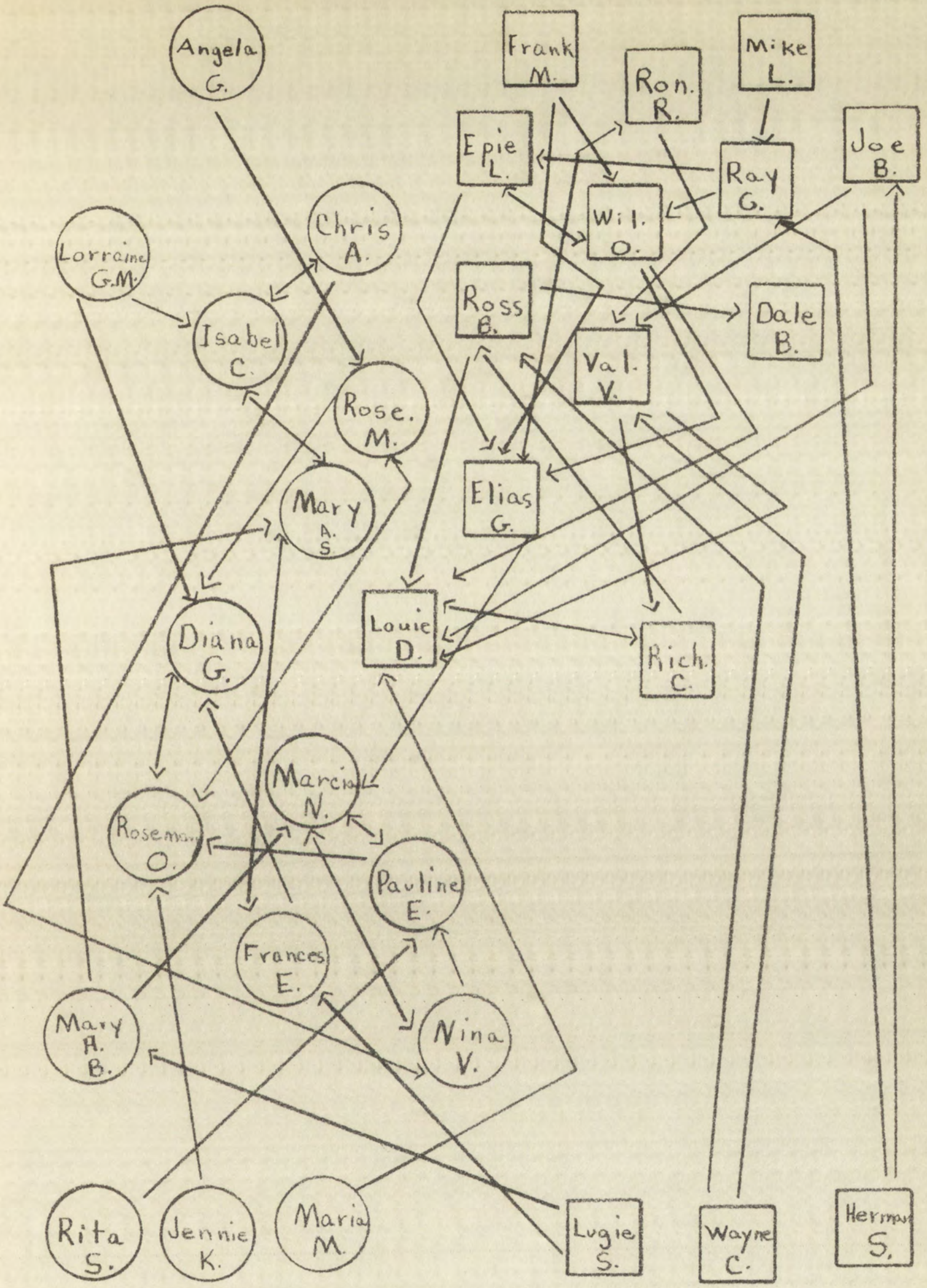

FIGURE 19. SOCIOGRAM FOR CLASSROOM G 19

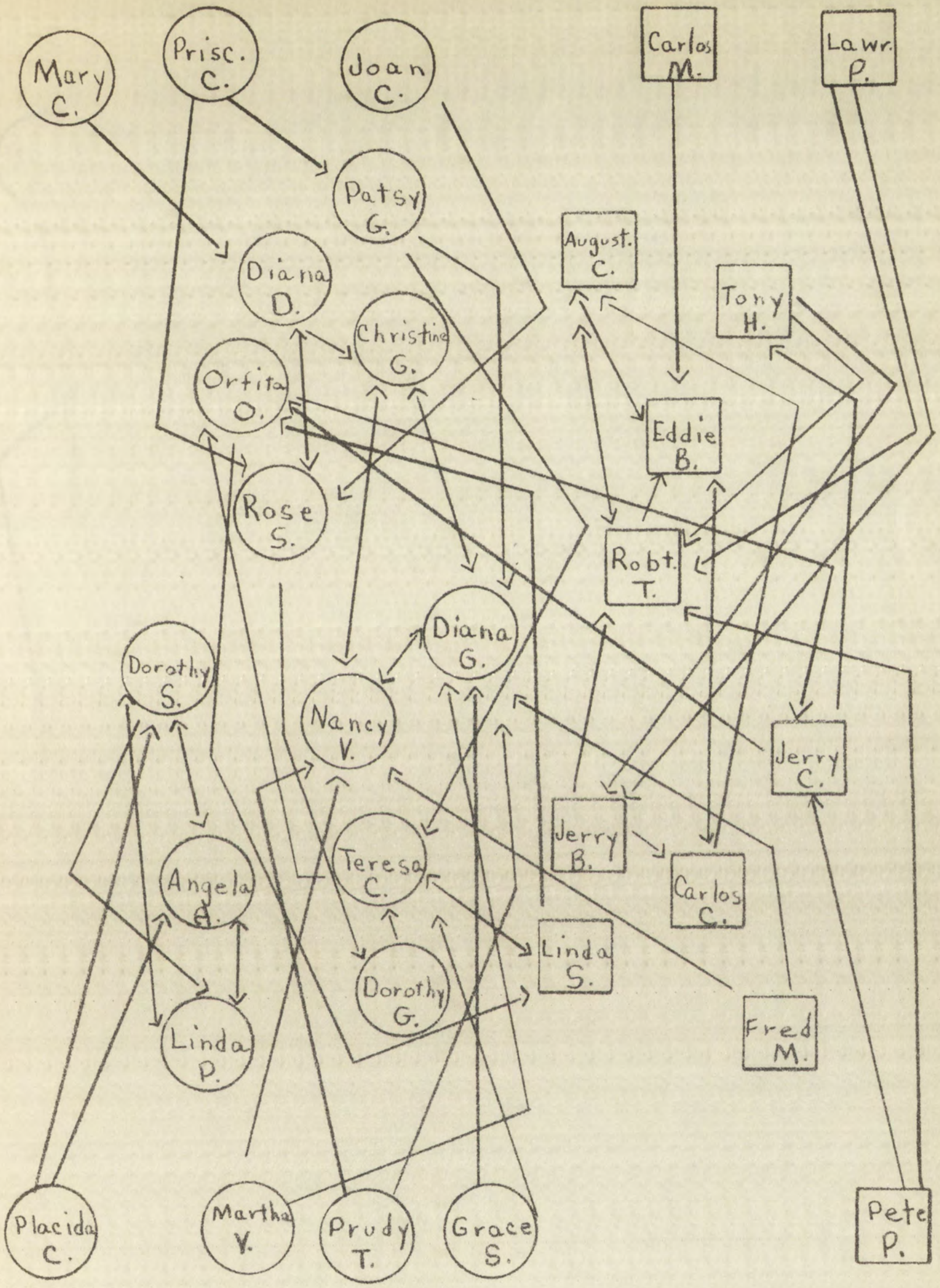

FIGURE 20. SOCIOGRAM FOR CLASSROOM G 20

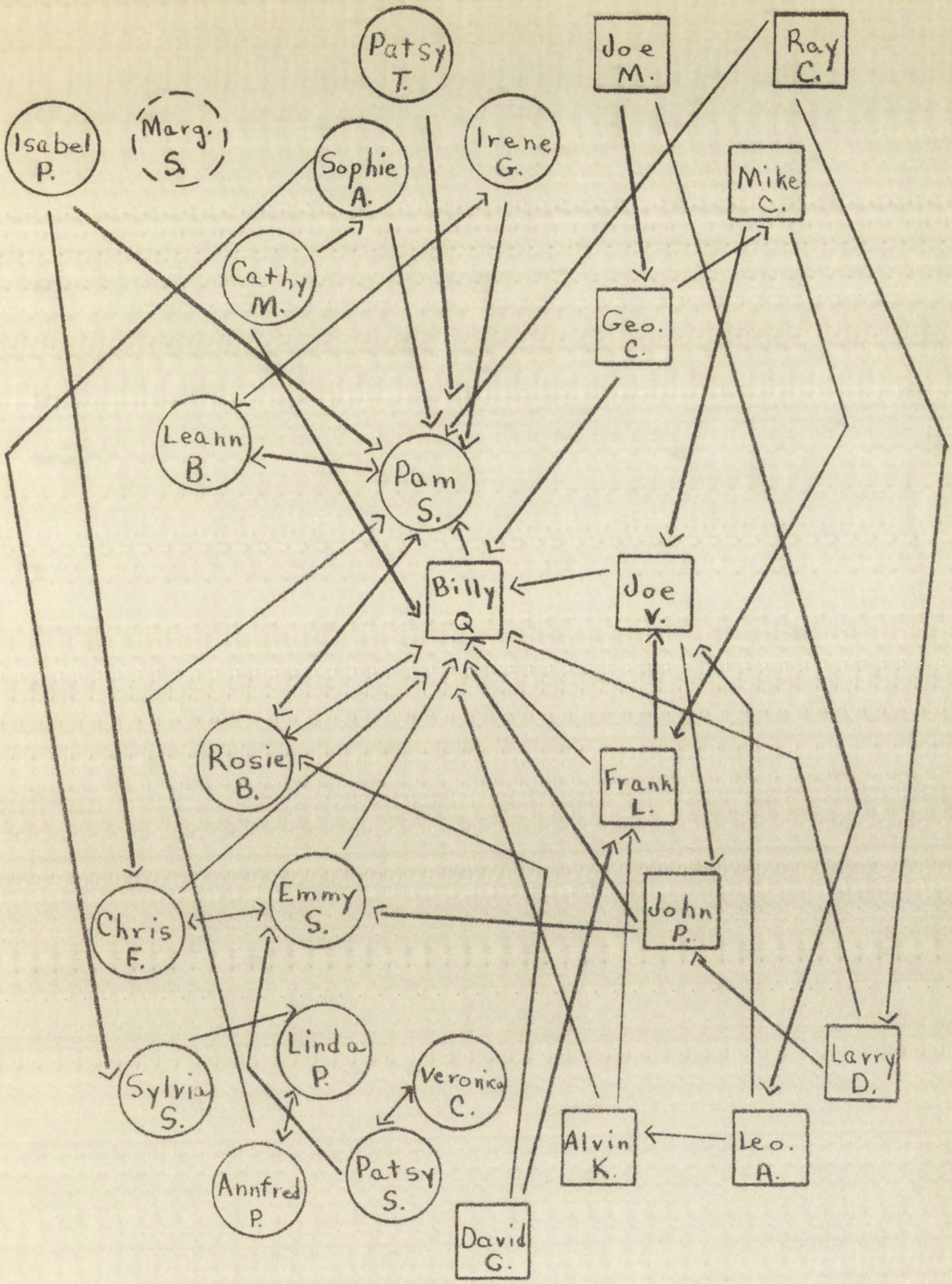

FIGURE 21. SOCIOGRAM FOR CLASSROOM G 21

absent

The Classrooms listed as B 4, B 5, B 6, and B 7 contained 25 exceptional children who had scores placing 17 of them at grade level or above, and eight below grade level.

Of the 11 exceptional children in Classroom C 8, six were at grade level or above, and five were below grade level.

Six of the 18 exceptional children in Classrooms D 9 through D 12 were at grade level or better, nine were below grade level, and scores were not available for three.

The 38 exceptional children in the three Classrooms E 13, E 14, and E 15 attained scores which placed 22 at grade level or better, twelve below grade level, and scores were unavailable for four.

Thirty-seven exceptional children were enrolled in the three Classrooms F 16, F 17, and F 18. Of these, 32 were at grade level or above, and scores were not available for the remaining five.

Classrooms G 19 through G 21 included 21 exceptional children of whom nine were on grade level or above, nine were below grade level, and scores could not be obtained for three.

Of the total of 179 exceptional children in this study, 102 attained grade placement scores which placed them at grade level or above.

Since several exceptional children were identified in multiple categories, the total number of exceptionalities in the study

numbered 222. Table IV presents the total number of children, classified according to categories of exceptionality, who achieved at grade level, below grade level, and those with no scores.

Of the mentally retarded children, three were at grade level or above, 33 were below grade level, and scores were unavailable for three. The group of disabled readers showed two at grade level, 25 below grade level, and scores were unavailable for three. Twenty of the physically handicapped children were at grade level or above, 14 were below grade level, and there were no scores for two. In the category of emotionally disturbed, six of the children were at grade level, 11 were below grade level, and there were three unobtainable scores. The group of behavior problems showed two children at grade level or above and three below grade level. The intellectually gifted children had 47 at grade level or above and there were no scores for two of the children so identified. Of the group of children described as talented, 35 were at grade level or above, 3 were below grade level, and there were no scores available for five.

TABLE IV

ACADEMIC ACHIEVEMENT OF EXCEPTIONAL CHILDREN ACCORDING TO CATEGORIES OF EXCEPTIONALITY, IN TWENTY-ONE SIXTH-GRADE CLASSROOMS, IN ALBUQUERQUE PUBLIC SCHOOLS, 1961

Type	At or Above Grade Level	Below Grade Level	No Score	Total
Mentally Retarded	3	33	3	39
Disabled Readers	2	25	3	30
Physically Handicapped	20	14	2	36
Emotionally Disturbed	6	11	3	20
Behavior Problems	2	3	0	5
Intellectually Gifted	47	0	2	49
Talented	35	3	5	43
TOTALS	115	89	18	222

CHAPTER V

SUMMARY, CONCLUSIONS, CONSIDERATIONS, AND RECOMMENDATIONS

This study attempted to determine how efficiently exceptional children function in 21 regular sixth-grade classrooms of seven elementary schools of the Albuquerque, New Mexico Public School System.

I. SUMMARY OF FINDINGS

The teachers in the twenty-one classrooms included in the study identified by both subjective and objective means 179 exceptional children from the total of 670 children enrolled. The categories of exceptionality included mentally retarded, disabled readers, physically handicapped, emotionally disturbed, behavior problems, intellectually gifted, and talented.

A sentence completion test designed for the study of personality dynamics, and called the How I Feel Test, was administered to the 670 children. The responses made by the 179 exceptional children were checked for special significance.

Grade placement scores from the profile of the scores of the California Achievement Tests administered in September of the

current school year were utilized to ascertain how many of the exceptional children were at grade level or above. IQ scores were obtained from the results of the California Tests of Mental Maturity which were given at the same time as were the achievement tests.

A sociogram was constructed for each of the 21 classrooms in an effort to determine how well the exceptional children were accepted socially by their classmates.

Of the 179 children who were identified as exceptional in this study, 39 were listed in the category of "mentally retarded." This number theoretically represented those children with IQ's below 80. Whitney, in 1954, reasoned that the Hungerford figure of seven per cent of a school population described as mentally retarded can be considered reliable.[1] If acceptance of this seven per cent figure is accorded, the number of children which might be expected to be identified as mentally retarded in this study would be 47, whereas it is actually 39, or eight lower than the national incidence. Additionally, it should be noted that almost half of the 39 mentally retarded children in this study came from two of the seven schools. These two schools are located in lower socio-economic areas of

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[1]Arthur Whitney, "The E. T. C. of the Mentally Retarded," American Journal of Mental Deficiency, LIX (July, 1954), 13-25.

[1] "Arthur Whitney," "The E. T. C." of the Mentally Retarded

---

These two schools are located in lower socio-economic areas of

retarded children in this study came from two of the seven schools.

Additionally, it should be noted that almost half of the 96 mentally

ill in actually 65% of other lower than the national incidence.

identified as mentally retarded in this study would be 4% whereas

accorded, the number of children which might be expected to be

considered reliable.[1] If occurrence of this seven per cent figure is

cent of a school population described as mentally retarded can be

Whitney, in 1954, recommended that the prevalence figure of seven per

number theoretically represented those children with IQ's below 80.

this study, 96 were listed in the category of "mentally retarded." Little

of the 171 children who were identified as exceptional in

accepted socially by their classmates.

in an effort to determine how well the exceptional children were

A sociogram was constructed for each of the 51 classrooms

which were given by the peer group as were the retarded children.

obtained from the results of the California Test of Mental Maturity

exceptional children were at a high level of approx. 50 scores were

current school year were utilized to ascertain how many of the

Albuquerque. The identification lists were checked at one of these schools with the available test scores to verify whether any children with IQ scores of below 80 had not been identified as retarded. The check yielded 14 names of children with IQ scores below 80 who were not identified by their teachers as mentally retarded. Thus it is apparent that the total of 39 children identified as mentally retarded could have been increased by at least 14 and perhaps more if the other six schools had been checked.

Thirty children from the twenty-one classrooms were identified as having disabilities in reading. The school showing the highest number of mentally retarded children in the study listed only one child out of 96 in the three sixth-grade classrooms as having trouble in reading.

Estimates of national incidence of physical handicaps among the school population generally agree on the Martens figure of around six per cent.[2] Teachers of this group of 670 children identified 36, or about 5.3 per cent of the sample, who had some physical handicap.

Due to a lack of properly defined criteria of identification, there exists little agreement on the number of school age children

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[2]Elise H. Martens, Needs for Exceptional Children (Washington: United States Government Printing Office, 1944), p. 4.

who might be classified as emotionally disturbed. Teachers tend not to agree with medical personnel concerning the various criteria of behavior to be so classified. In this study they identified 20, or 2.9 per cent of the group, as emotionally disturbed to some degree.

Identified as behavior problems were five children, four of whom were also listed in one or more of the other categories. For behavior problems, this represented an incidence of .7 per cent among the sample.

If the national figures of seven per cent of the school population having IQ's of 120 and over, and three per cent having IQ's of 130 and above are accepted, the 670 children in this study compared quite favorably. Seven per cent of 670 is 46.9, and there were 49 children with IQ's of 120 and over identified in the study. Three per cent of the 670 is 20.1, and the group had 24 children identified in this category. However, it should be noted that of the 24 children who had IQ scores of 130 and above, a total of 15 came from one of the seven schools. In addition, one school with 96 of the 670 children had only one child with an IQ of 120 or more.

The teachers in this study identified 43 children, or 6.4 per cent of the 670 children, as talented. No figures are available for the incidence of talent in the school population since identification of talent is still a subjective matter.

The How I Feel Test responses for the exceptional children were checked to ascertain if they contained material which could be considered to be of special significance. The retarded group showed significant responses on 41 per cent of their tests, the disabled readers showed significant responses on 43 per cent of their tests, and the physically handicapped children included significant material on 44 per cent of their tests. Tests with significant answers were written by 55 per cent of the emotionally disturbed, 80 per cent of the behavior problems, 24 per cent of the intellectually gifted, and 30 per cent of the talented group.

Among the 179 exceptional children there were 47 who were isolates on the sociograms constructed for their classrooms.

One hundred two of the 179 exceptional children attained grade placement scores on the profiles of the California Achievement Test scores which placed them at grade level or above.

Highly gratifying was the increase in interest in exceptional children which was demonstrated by a large number of the teachers taking part in the study. During the course of the study several teachers added names of exceptional children to their original listing, and others contributed additional information about the progress and condition of specific children.

II. CONCLUSIONS

1. There is an enormously wide range in the sensitivity of various teachers in identifying exceptional children.

2. As they grow in experience with, and knowledge of, exceptional children, teachers become more cognizant of the importance of identification of these children at an early age.

3. The percentage of exceptional children unacceptable socially to their peers is not higher than the percentage of such children from an unselected group of sixth-grade students.

4. The exceptional children in the study function less satisfactorily in regular classrooms in academic areas than in social interaction.

5. Some teachers permit personal likes and dislikes and unspecified considerations to block their identification of intellectually gifted children.

6. The number of children from bilingual homes, whose low scores on the IQ tests are not indicative of their actual intellectual level, tends to increase the number of children identified as mentally retarded in a survey of this type.

III. ADDITIONAL CONSIDERATIONS

1. Teachers tend to entertain idiosyncratic conceptions of the term "exceptional" when applied to school children.

2. Some teachers appear to feel it is somehow "undemocratic" to see any child in their schoolrooms as anything but "average" and as unlike his peers.

3. Children from bilingual homes need special instruction in reading and English vocabulary building in order to compete more realistically with their peers and in order to maintain motivation in school work.

4. The character of the classroom and the attitude of the teacher in the room seems to influence the social acceptance of the intellectually gifted child, who is more often respected than liked.

5. The figures for academic achievement reveal how many of the exceptional children are attaining grade level, but indicate nothing of the number of intellectually gifted who may be underachieving grossly.

IV. RECOMMENDATIONS

1. It is recommended that the Albuquerque Public School System make more information available to the teachers concerning the identification and teaching of exceptional children.

2. It is recommended that the Indian and Spanish children from bilingual backgrounds attending the public schools be given special

instruction in reading and English vocabulary development by itinerant teachers specially educated for these positions. This provision of special help may help prevent the social isolation of these children, enable them to achieve, and help them to score more fairly on tests administered by the schools.

3. It is recommended that a great deal more time and effort be spent in identifying emotionally disturbed children, so that early diagnosis may be made and treatment started before children are acutely ill. If three severely disturbed children are identified in 670 school children, it is possible to hypothesize that there may be 256 in the school population of 57,000 who desperately need psychiatric care. If altruistic reasons for such identification are lacking, it can be said that failure to diagnose conditions of emotional disturbance in children is a waste of the taxpayers' money. The literature repeatedly emphasizes that disturbed children are merely existing in the classrooms and teachers are being badly deceived if they think these children are acquiring knowledge, learning skills, or developing socially. Thus if a system's annual ADA cost per pupil is roughly $360, for 256 children the annual waste of seat occupancy by these children is $92,160.00.

4. It is recommended that gifted children, who are isolated intellectually in a classroom by virtue of a 30 point IQ differential

between their score and the average score of the remainder of the children in the room, be provided with as much intellectual stimulation as it is possible to provide. Methods which might be explored would include the transfer of the child to another school where the abilities of children are more on a par with his, individual conferences with a consulting teacher with reference to possible projects and research plans, and special trips to libraries to encourage and stimulate individual work. Further plans might incorporate Saturday morning and after school trips to zoos, museums, and parks, participation in musical and dramatic groups, and organization of city-wide special interest and research groups.

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APPENDICES

APPENDIX A

Dear

One research project which is being initiated in the College of Education of the University of New Mexico is attempting to determine how the atypical or exceptional child functions in the regular classroom. In order to identify numbers of such children in selected sixth grades of the Albuquerque elementary schools, we are asking you to look carefully at the list of conditions below and indicate whether or not you have children who fit in any of these categories. If any child fits more than one category, please indicate that in the blank spaces provided and explain in comments below. You may feel that you need additional information, either objective test data or specific medical records, in order to identify some children. However, in the absence of these records, will you please indicate your opinion after having observed these children through the school year? You may wish to discuss specific cases with your school principal, the school nurse, or other personnel.

Category	First Names of Children
Mentally Retarded	
Moderately	_____
Severely	_____
Disabled Reader	_____
Non-Reader	_____
Physical Handicapped	
Visually Handicapped	_____
Hard of Hearing	_____
Speech Difficulty	_____
Articulation	_____
Stuttering	_____
Spastic	_____
Other (Indicate)	_____
Cerebral Palsied	_____
Post Polio	_____
Epileptic	_____
Diabetic	_____
Allergic	_____
Other (Indicate)	_____
	_____
Emotionally Disturbed	
Mildly	_____
Severely	_____

Category	First Names of Children
Behavior Problem	_____
Other (Indicate)	_____
	_____
	_____
Intellectually Gifted	
Moderately	_____
Highly	_____
Talented (Indicate: Art, Music, Mechanics, Writing)	
	_____
	_____
	_____
	_____
Total Number of children in my classroom	
	_____

Comments: _____

_____

_____

_____

_____

(Please use reverse side also.)

Signature _____ Grade _____

School _____ Date _____

This form will be picked up on _____

Thank you,

_____
Graduate Student

_____
Advisor

APPENDIX B

HOW I FEEL

1. I like _____

_____

2. I wish that _____

_____

3. My best friend thinks _____

_____

4. Some people _____

_____

5. School is _____

_____

6. Teachers are _____

_____

7. My stomach _____

_____

8. At night _____

_____

9. A mother _____

_____

10. Girls like to _____

_____

11. I feel _____

_____

12. My worst dream was _____

_____

13. My eyes _____

_____

14. I am ashamed to _____

_____

15. My father _____

_____

16. My mind _____

_____

17. My friends _____

_____

18. My temper _____

_____

19. Parties are _____

_____

20. I can't _____

_____

21. My brother _____

_____

22. My sister _____

_____

23. I am afraid _____

_____

24. At suppertime _____

_____

25. I worry about _____

_____

26. Boys are _____

_____

27. I hate _____

_____

28. When I was younger _____

_____

29. The first thing I remember is _____

_____

30. I am sorry _____

_____

31. Everyone should _____

_____

32. None should _____

_____

33. My body is _____

_____

34. I am best when _____

_____

35. My ears _____

_____

36. Policemen try to _____

_____

37. I hope _____

_____

38. When my mother _____

_____

39. As soon as I can, I _____

_____