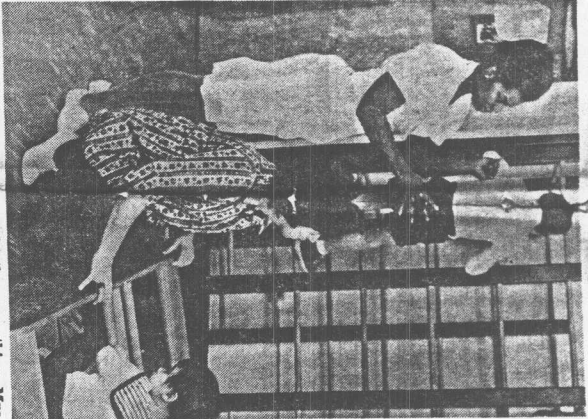


For the retarded, even learning the names of everyday objects is a difficult feat. Here program teacher, Mrs. Naomi Pinkney, helps the children to progress.



Recreation and learning can be the same thing. Mrs. Everdine L. Cooke, left, helps prevent a tumble while Miss Caroline Mascocchi, the recreation instructor, looks on.



Occupational therapy means learning shapes and how to tie your shoes. Mrs. Pearl Lenzman, a Willowbrook therapist, patiently shows and repeats—until the message is clear.

SI. ADVANCE PHOTOS BY BERTY G. SCHWARTZ

Sympathy and U.S. Funds Help Teach the Retarded

Children who could not feel or clothe themselves in September are learning to do these things in an intensive program being conducted at Willowbrook State School under a federal grant.

The children are severely retarded — their IQs range from 18 to the low 40s. But these 50 children laugh and play and show off in the same happy way as normal children.

"Just like any kids," is one of the favorite phrases of Dr. Milton Jacobs of Sheepshead, who has been in charge of the \$77,871 program for its first two months.

On the surface, the program looks simple—hard, intensive work by 10 staff members from the time the 50

the remaining waking hours. In one recreational group, a therapist who has been with the 50 children since the program was started explained that none of the ten children she had would sit in a chair two months ago.

Few of the children handled food implements very well two months ago. They all had to be fed by an attendant. In one group a therapist was carefully teaching the children to raise their hands when their names were called, while in another room, another therapist was going through the painted process of "this is my eye, this is my nose . . ."

that the 50 children now in the program have progressed as placed by 50 others.

Will the first 50 regress when attention? Or only a few of them's answer turns out to be must begin an analysis of what they no longer get such intense them? Or none? If that ques somewhat disappointing, then to do to improve the program.

of the retarded, even retaining the names of everyday objects is a difficult feat. Here program teacher, Mrs. Naomi Pinkney, helps the children to progress. Recreation and learning can be the same thing. Mrs. Everline L. Cooke, left, helps prevent a tumble while Miss Caroline Masciocchi, the recreation instructor, message is clear.

51. Advance Photo by BARRY G. SCHWARTZ

Sympathy and U.S. Funds Help Teach the Retarded

Children who could not feed the remaining waking hours, or clothe themselves in September. In one recreational group, a therapist who has been with them for a year has been able to get the 50 children to do things in an intensive program that none of the ten children being conducted at Willowbrook State School under a federal grant.

The children are severely retarded — their IQs range from 18 to the low 40s. But these 50 children laugh and play and show off in the same happy way as normal children.

"Just like any kids," is one of the favorite phrases of Dr. Milton Jacobs of Shapleton, who has been in charge of the \$77,671 program for its first two months.

On the surface, the program looks simple—hard intensive work by 10 staff members from the time the 50 boys and girls get up in the morning until they go to bed.

A great deal more is involved, however. The federal grant is the largest ever awarded to Willowbrook, and close to the maximum amount ever awarded by the government under its hospital improvement (HIMP) system.

It took several months for Dr. Jack Hammond, director of Willowbrook, and a battalion of staffers to put together a book of guidelines titled "Toddler Training and Stimulation for Maximum Potential." It was these guidelines that won the nearly \$100,000 study and improvement grant.

The children who are being helped—and watched—are 5-to-8-year-olds who were felt by staff members to be most in need of help and who were least responsive to previous efforts.

A visitor accompanying Dr. Jacobs on a tour of the sparkling, light-flooded new preheated buildings in which HIMP is conducted can pick up surprising details that even the program's mentor seems to take for granted.

The children are divided into five groups, each of which has a professional worker and an attendant within voice range throughout the working day. One attendant is ready to respond to the smallest needs during

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that the 50 children now in themuch as they can and are re- Will the first 50 regress when the attention? Or only a few of them's answer turns out to be must begin an analysis of what they no longer get such intense them? Or none? If that ques-somewhat disappointing, then to do to improve the program.

Review of the children handled food implements very well two months ago. They all had to be by an attendant. In one group a therapist was carefully teaching the children to raise their hands when their names were called, while in another room, another therapist was going through the painful process of this is my eye, this is my nose.

These are the things that the severely retarded must be taught as normal children are taught the alphabet and the numbers. But even the most severely retarded child can learn when there is someone to teach him, someone to be convinced about his unhappiness, someone to be inconvenienced by his temper tantrums.

This is what the intensive program does. Dr. Jacobs, as the only man the children see often enough to know well, is called upon daily to sympathize over a variety of cuts or scratches. None is too small for a child to bring proudly to his attention—even if it is invisible.

The program has money to last until April 30. The grant extends for three more years after that, and is renewable for an additional six.

Many things will be learned by Dr. Hammond, Dr. Jacobs and the staff at Willowbrook in addition to what the children learn about how to live with some semblance of normality.

For one thing, it is a complete question mark what will happen when it has decided