

plained. Another evaluator, Edward Jennings, a member of the department's downstate program analyst team working out of Albany, said it is "an observable fact that these youngsters are more aware of their environment, are happier, do more and enjoy life more and handle themselves better" than children in large ward situations.

Dr. Milton Jacobs, coordinator of the program, considers it to be "about as good as possible in an institutional setting." The veteran state school psychiatrist reinforced this opinion by adding, "I don't know how it could be improved."

The staffing pattern of Building 78 is unusual because there are teachers and recreation and speech therapists right in the building, working with the youngsters day by day. Also, the staff includes extra attendants for each ward on the late afternoon-evening shift. They help maintain the highly structured, 6 a.m. to 9 p.m. program during the after-school hours and in the early evening. Dr. Hammond emphasized that the children are constantly involved in various aspects of the program, including games. "They do not sit around staring at a TV set," he said.

PERSONALITY MATURES

For the most part, members of the staff expect only small advances in the children's abilities to do things. However, the intensive and on-going repetition of learning skills prevents regression and gives the child an opportunity to at least maintain himself while his abilities and personality have an opportunity to mature.

Consequently, the highly structured program for these children is an aid to their security and development. It channels their energies into behavior that maintains a "floor" of abilities on which they can gradually build.

After seeing their progress in brushing their teeth and hair before the polished metal mirrors of the washrooms, the youngsters dress themselves with an occasional assist from a roommate or an attendant.

In the cafeteria, they have been taught to sit at certain tables. Then, one table at a time, they go through the cafeteria line and return to their table. They also empty their trays and place them and their utensils in provided containers.

From 8:45 a.m. to 3:15 p.m., the children attend school and occupational and recreational classes, with time out for lunch and a nap.

A key factor in the progress of the children is the work of the speech and hearing therapist, Mrs. Patricia Rose. Depending upon the individual needs of the pupils, she helps each of them—some as often as every day—at least twice a week for 20 minutes. She point-

when they talk together, and other materials. Important as a self-observation tool is a convex mirror before which she and her pupil sit.

Some of the youngsters with poor speech ability "plateau"—reach their best developmental level—fairly soon in the program. However, Mrs. Rose thinks it is necessary to give such youngsters intensive help by seeing them each day and bringing them along as quickly as possible.

She also works with the at-

the work of the successful hospital improvement program at Willowbrook. He, too, pointed out that HIP is another intensive training effort where all the pupils in Building 78 learned their basic self-care skills.

"We are trying to bring out the full potential of each child," Dr. Jacobs said.

MUCH REPETITION

Joshua Carlo, education supervisor, added that the children must be taught in a concrete fashion, intro-

lo said, are to improve the youngsters' abilities to get along with each other, to understand and communicate, to improve their manipulative ability, to recognize things and remember the words for them, to identify colors and shapes, to count, perhaps to ten or more, and to read simple signs. "Today is Thursday," a blackboard proclaims.

In addition to going to assemblies at Willowbrook, the children also have the pleasure and stimulation of taking

vanced level, seem like a good idea.

\$100,000 GRANT

Dr. Jacobs, who also acts as an assistant director of the school, reported that Willowbrook's program, now in its fourth year, has received a \$100,000 federal grant to help the state continue HIP there this year.

Outlining HIP briefly, Dr. Jacobs said that 50 boys and girls, five to nine years of age, make a HIP "class." They must be ambulatory and other-

maintains the pupils new level of progress, step by step, moves them ahead. The same carry-over, teamwork constant attention he essential to the success of Building 78.

Its supervisor, Mrs. Lamb, R.N., an 11-year member of the staff who called Building 78 "the Country Willowbrook." Explaining her remark, she mentioned a small group living in the bright co-

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