

some 12 years ago. They see me every Sunday, why didn't they tell me? I would not have known about this change... It just happens that I am here today."

CASE 3: A mother and father who have been active in the parent's organization feel that their son has not progressed much since he has been in the school. "We do not know the answer, and there isn't anyone give the answers." When asked why they do not contact the education office they replied, "We've tried but they do not give us any help."

Mrs. Glasser and Dr. Sternlicht were asked about school policy towards parents. Mrs. Glasser says that she is more than willing to meet and talk with parents. She claims, however, only three or four parents have ever approached her concerning the education of their children. "I am more than happy when some parent does ask, but very few do."

Dr. Sternlicht was asked why parents could not see the teachers. "I do not understand how anyone could be told that it was not policy. The school is always open to questions and visits from parents."

A departed employee, familiar with procedures, feels that it is the administrative process that deters many parents from following up their inquiries about their children.

The process is very long she explains: "When a request for information comes in it goes to the supervisor and then to the department head and then to the Director...back down the line again until maybe two months go by."

It was pointed out in a public meeting that the Rabbi from Willowbrook that "no letter can leave the school without the director's cover signature. It is state law," he added.

THE DISRUPTIVE CHILD..
..It has been repeatedly revealed in interviews with past and present residents of Willowbrook that sedative drugs are widely used at the school. Dr. Sternlicht claims "They need drugs so that they may adjust well."

Mrs. Hallohran, Assistant to Mrs. Glasser, tells how about 16 boys from building 5 were beating up other students, playing hooky, and just being a nuisance. She continues, "We had to do something so we created a program in their building (MAP) and we allow them to return when they have adjusted."

She says that drugs are used a "rightly so"... "They are hyper-active and some have emotional problems... the drugs calm them down enabling us to work with them, not against them."

Following is a synopsis of interviews held with four of the students from building 5 still at Willowbrook:

CASE 1:...Boy states that he was given thiorazine 3 times a day because he did not get along with the attendant on his ward. The doctor okays the medication without seeing the boy.

because a resident stole candy from the community store. He claims that he did not do it. Again doctor okays medication without seeing the boy.

CASE 3:...Boy states that he was in Willowbrook and was allowed to go home for an adjustment period. While at home he stabbed another boy in a fight and was returned to Willowbrook. He was immediately placed on medication 3 times a day... again without seeing a doctor.

CASE 4:...Boy states that he was placed on medication because he cursed and fought with the attendants. The attendants went to the doctor and had the boy placed on medication...the doctor never interviewed the boy.

CASE 5:...Elizabeth Lee tells of a girl who was so heavily sedated that she could not stay awake to do her work.

The boys were asked if all 36 students on the MAP ward were on medication. "We believe they are," Dr. Sternlicht says all but seven are. The boys believe that they are "trouble-makers"...so they have been told, and state that their troubles did not just come because of their attitude or behavior in school...they are compounded from all of their problems in the institution.

What are their problems and how do they affect their learning to read and write? An ex-teacher sheds light on this problem: "Drugs were not used on retarded youngsters. They were used mostly on those that would be disruptive for the institution. You must maintain order in an institution of that size."

In other words, these disruptive students are not retarded to begin with. However, this same teacher admits that the sedation drugs affected his students so badly that "I had youngsters that had to be carried around, some we had to lean up against the wall." Mrs. Hammond claims they are "culturally retarded...victims of their environment...sent to Willowbrook by the courts." A representative of Family Court claimed the procedures for placement is "privileged" information - but apparently Willowbrook is viewed as a preferred environment.

A two year study of the Family Court's Committee on Mental Health Services shows that the selective policies of the private and voluntary agencies that handle children from broken homes with delinquent problems "result in a disproportionate number of Black and Puerto Rican children being placed in training schools." There are male and female delinquents who are not retarded and are placed in wards with people who are." They react, claims one attendant and then the administration punishes them for speaking out.

THE IQ TEST:...Dr. Hammond under oath before the panel conducting hearings for Society for Prevention of Cruelty to Children (S.P.C.C.) stated:

statement. The social service workers interviewed say they "cannot see how testing of 5,000 students can be done with only 4 psychologists." Dr. Sternlicht claimed, "We do not routinely test residents. Every new admission is evaluated."

Mrs. Glasser, on evaluations stated, "A psychological review is usually done when a child enters the institution, and they might not be done again...depending upon how many psychologists they have on staff at the time."

When we get the youngsters in school, if we feel he is not performing according to his IQ figure, we will recommend a new test for him. Now this (IQ) as far as school placement, is just a guide for us. There is not much difference between a 48, 49, 50 or 51 in my opinion.

It depends upon which way the psychologists sees it or what rapport the child has with the psychologist. To us, it is just a guide. That child would be screened for school by one of the supervisors, and would be placed in a class according to his ability...socially, academically, emotionally."

To what point does Willowbrook use IQ as a guide and where does reality step in? The statistics indicate that a resident with an IQ below 50 will not be placed in an educable class. This means that unless the student is self-motivated and can show that maybe his IQ is higher than tested, there will be no emphasis placed on academic studies. Just recently the education department took notice of the borderline trainables who showed they could absorb academic studies. Now about 30 students are in an experimental Program to see what they can achieve.

A social worker sums up the leverage the IQ has with the school: "I have personally found at least 6 cases where the IQ was tested with 3 or 4 year intervals...In the meantime these children are sitting in wards where they do not belong. Some of them show a little sign of brightness and are made a big fuss over; the other children sit alone in the corners until the pet-children are transferred. When the neglected children are then made a fuss over they respond, and someone decides to give them an IQ test."

An occupational Therapist tells of the problem he had getting a boy who's IQ he feels is above the recorded 34. "We make reports out every 3 months and give them to the psychologist who never comes here to see the student we are talking about. This one boy who has not been tested in 6 years and I can not get any response from the psychologist or any answer on when he will test this boy."

"To give you another example on how our efforts are frustrated and how the children cannot achieve their potential, it took me two years to get one boy tested who surely needed them. He had a habit of picking

for not issuing the glasses. Finally after I gave my word and signed that I would be responsible, he got them."

"To sum it up," he said, "how can they expect these children to learn when in this building alone we have many kids who are legally blind and the administration says that glasses cost too much money."