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**THE ESTABLISHMENT OF A PROGRAM  
FOR THE DIAGNOSIS AND EDUCATION  
OF SOCIALLY-EMOTIONALLY MALADJUSTED  
CHILDREN IN A SELF-CONTAINED CLASS**

**AN ABSTRACT OF  
A THESIS  
PRESENTED TO THE GRADUATE FACULTY  
OF DANBURY STATE COLLEGE**

**IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE  
MASTER OF SCIENCE**

**by  
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Education of the socially-emotionally maladjusted child is an area of concern for all educators. In order for these children to become fully integrated into society, they must be able to meet the academic and social requirements of regular classrooms and they must be equipped with new strengths and abilities to deal with problems. Educational planning must begin quite early for these children to enable them to develop to their fullest potentials possible.

The Bureau of Pupil Personnel and Special Education Services of the Connecticut State Department of Education has made provisions for special classes and instruction or services for emotionally disturbed and neurologically impaired children. In Danbury, children who present behavior and personality differences will be brought into the screening limelight by the case conference procedure. These children will have been evaluated and observed by the teacher, child development specialist and social worker. If there are implications that the child is socially and/or emotionally maladjusted, he will be referred to the psychological examiner for testing. After the child has been worked up, he will be brought to case conference, where members of the staff who have worked with the child will report on their particular contacts with him. Where a child is considered to be emotionally disturbed by the group,

further referral will be made to outside community resources for fuller diagnostic evaluations. In Danbury, the plan is to involve the Bridgeport Rehabilitation Center and the Institute for the Development of Human Potential at Fairfield University. Here, every aspect of the child's development will be considered, as well as remedial procedures for perceptual difficulties.

In an overview of special educational provisions and programs for these children throughout the country, it was found that the common overall goal was to foster normal educational development leading to return to regular classes. Teachers generally had no special preparation and classes were composed of children primarily exhibiting behavior disturbing to others. Procedures were different from regular classes. Motivation and control of behavior were considered to be major problems in working with these children.

In organizing the special class, a structured classroom seems to provide a better climate for the child's development. The educational provisions must be organized around some very basic principles of learning for the emotionally disturbed child can learn.

Returning the child to a regular class will be a gradual process. The progress of any such children should be followed very carefully for the remainder of their classroom experiences. Working closely with parents is vital. They need to be kept fully informed, as their initial permission

is necessary in placing their child in the special class. Full cooperation is almost as necessary in maintaining the same general conduct and achievement at home that the school maintains.

In conclusion, it should be remembered that schooling is integral to life. A person learns what he lives and continues to live what he has learned. In operating a structured program, the child and his home are included in the school-centered management of the difficulties. The way is kept open for the child to return to normal classes, to maintain educational continuity throughout his school career and to prepare for future educational and vocational requirements.