**Normalization**

"making available to the mentally retarded patterns and conditions of everyday life which are as close as possible to norms and patterns of the mainstream of society"

(Nirge, 1969) Danish

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**Deinstitutionalization**

going people out of large, impersonal institutions and back into their home communities.

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Oregon State Institute for Feeble-Minded
(Fairview Training Center)

This was the original name for Salem’s Fairview Training Center in southeast Salem. Established in 1908 by the Oregon Legislature, it opened on December 1st with the transfer of 39 adults and children from the Insane Asylum. Up until this time mentally impaired children were sent to the only institution that could provide them with any professional care. An example is this little fellow:

“For Idiocy. – Clifford Caspell, aged 6 years, a son of G. W. Caspell of Stayton, was committed to the state insane and idiotic asylum yesterday by County Judge W. C. Hubbard. Clifford has been in such a condition since he was three months old, caused by an attack of spinal meningitis.”

Harry E. Bickers of Pendleton was appointed Superintendent of that first home and had supervised the construction of the first five buildings—dormitory, administration building, laundry, a brick power house, and a barn. Construction began in March, 1908. A reporter described the main buildings as resembling “…a magnificent southern mansion.”

Here were located the superintendent’s office, reception rooms, attending physician’s office (Dr. W. Carlton Smith was the first to serve in that capacity), and school rooms. Separate dormitories for male and female students were maintained, and later the children were grouped in families of 20 to 25 according to levels of intelligence.

In 1935 the school’s name was changed to Oregon Fairview Home. Until its closure in July 2000, Fairview had served the mentally and physically handicapped for nearly a century. Its few remaining residents were transferred to group homes or returned to live with their families.

Least restrictive environment
"to the maximum extent appropriate, disabled children, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling, or other removal of disabled children from regular education environments occur only when the nature or severity of the disabilities is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily" (1975, Sec. 612.5).
- Requires that the student be placed with nondisabled peers as much as possible and included in the mainstream of society
- Mandates the goal of including all students with disabilities into their own school and community
- Can be interpreted to focus on integration but also to allow for separation when it is in the best education interests of the student
- Can be interpreted to mean that all students should receive their education exclusively in the general education classroom
- Can be interpreted to focus on service delivery systems that are responsive to the needs of each student rather than on the site or setting