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**SECONDARY  
EDUCATION  
FOR THE  
HANDICAPPED**

**State of Iowa Department of Public Instruction**

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State of Iowa  
DEPARTMENT OF PUBLIC INSTRUCTION  
Des Moines, Iowa 50309

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# CONTENTS

<u>INTRODUCTION</u>	1
---------------------	---

## PLANNING

● GENERAL CONSIDERATIONS	5
● FINANCING	11
● OUTLINE FOR PLANNING	15

## IDENTIFICATION

● WHO ARE THE HANDICAPPED?	19
● Crippled and other health impaired	20
● Emotionally maladjusted	21
● Hearing handicapped	22
● Mentally handicapped	23
● Borderline	23
● Educable	23
● Trainable	24
● Speech handicapped	24
● Visually handicapped	25

## PROGRAMMING

● GENERAL PROGRAM CONSIDERATIONS	27
● AN OVERVIEW OF TOTAL PROGRAMMING	33
● SPECIFIC PROGRAM CONSIDERATIONS	39
● Crippled and other health impaired	39
● Emotionally maladjusted	41
● Hearing handicapped	43
● Mentally handicapped	44
● Borderline	44
● Educable	46
● Trainable	48
● Speech handicapped	50
● Visually handicapped	52

## SUPPLEMENTAL SERVICES

- SUPPLEMENTAL SCHOOL SERVICES 55
  - Regular 56
  - Special 58
- RELATED COMMUNITY SERVICES 63
  - Primary 64
  - Secondary 65

## RESOURCE MATERIALS 69

## F O R E W O R D

Among the many needs of handicapped students is a public school program planned in sequence from the pre-primary level in Iowa's public schools to the habilitation and rehabilitation of the individual for optimum adjustment in his community.

Legislation by the 61st General Assembly (Code of Iowa, Chapter 257.25, subsection 8) requires that ". . . each junior or senior high school shall have: . . . , c. Provisions for special education services,. . ."

This new legislation has brought about the need for guidelines that describe the nature of the program mandated. The following aspects should be considered in program development.

1. The secondary program for handicapped pupils is an integral part of the total school program, and represents only a portion of the total sequence of school experiences required to effectively educate handicapped pupils.
2. While it may not be practical for each school district to independently sponsor a high school program for handicapped students, it is feasible for districts to combine efforts to serve the secondary-aged, handicapped pupils on a multi-district or multi-county basis.

This publication is an interpretation of general objectives and other program aspects in providing for the educational needs of handicapped pupils. It will offer general guidelines to the school administrator in developing programs in accordance with the directive of the 61st General Assembly.

PAUL F. JOHNSTON  
State Superintendent  
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# INTRODUCTION

One of the basic characteristics of a democratic society is an educational structure founded on the principles of a democratic philosophy of education. This philosophy guarantees each individual the opportunity to an educational program designed to meet his needs.

Each child born into this society is, therefore, entitled to an educational program. The nature of his abilities or handicaps--the extent to which he is different from his "normal" peers--should be the basis upon which his educational program is designed.

The 61st General Assembly of the Iowa Legislature had the foresight to interpret this philosophy in an act now appearing as Chapter 257.25, Code of Iowa. This section requires each school district to make provision for special education services at the secondary level.

This legislation should be received by educators as a stimulus for the realization of the democratic philosophy on which the schools of Iowa were founded. Educators are not only charged with the responsibility of helping children overcome problems, but responsible for offering experiences which enrich and make daily living more meaningful.

"Secondary schools," as defined in the Code of Iowa, Rules of the State Department of Public Instruction, section 3.30 (257):

The secondary school shall be defined according to one of these four patterns: A junior high school comprising grades seven, eight, and nine, and a senior high school comprising grades ten, eleven, and twelve; a single junior-senior or six-year high school comprising grades seven through twelve; a junior high school comprising grades seven and eight, and a

four-year high school comprising grades nine through twelve; or, when grades seven and eight are included in the elementary school, a four-year high school comprising only grades nine through twelve.

Children requiring special education, as defined in the Code of Iowa, Chapter 281.2, are:

1. Children under 21 years of age who are crippled or have defective sight or hearing or have an impediment in speech or heart disease or tuberculosis, or who by reason of physical defects cannot attend the regular public school classes with normal children.

2. Children under 21 years of age who are certified to be emotionally maladjusted or intellectually incapable of profiting from ordinary instructional methods.

Provided that the term "children requiring special education" shall include children under five years of age but shall not include the blind, the deaf, and other physically mentally handicapped children attending special schools or institutions provided by the state.

Such "special education services" may be provided for as described in Chapter 281 (4):

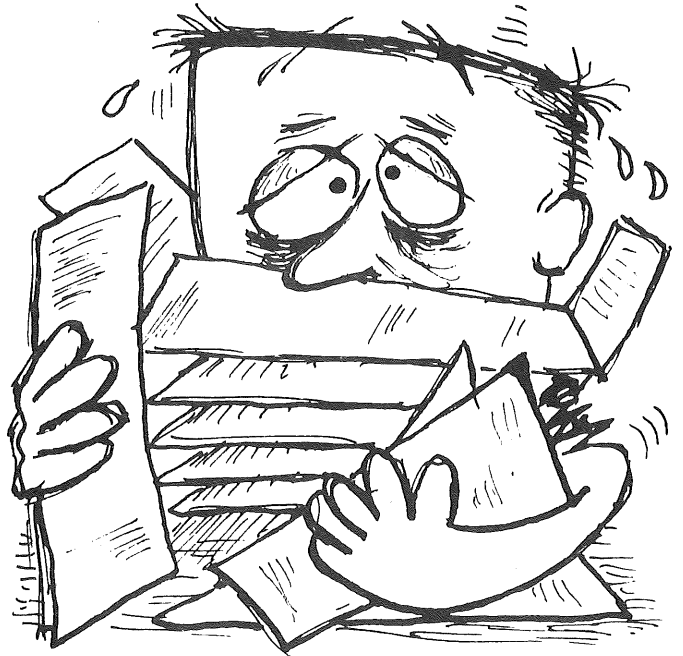
The board of directors of any school district or any county board of education, with the approval of the state department of public instruction, may provide transportation and may establish and organize one or more suitable special classes, or provide for instruction in regular classes or in the home, and may provide special facilities and equipment for special classes and special schools or home instruction as a part of the local or county school system for such children requiring special education as required for their effective education, a type of instruction different from that ordinarily given as classroom instruction.

The nature of the special education services are more specifically defined in the publication entitled, Rules of Special Education Explained (1967), Division of Special Education, Department of Public Instruction.

The above legal and philosophical statements place the responsibilities for providing leadership for special education services at the secondary level on the school board of each district. An appropriate program must be made available to all handicapped pupils regardless of the size of the district.

This publication provides the framework upon which the school administrator can formulate his plan or program in accordance with the legal and philosophical tenets of special education. The framework is presented in three major categories: planning, programming, and related services.

# \* planning



## GENERAL CONSIDERATIONS

Appropriate educational opportunities for handicapped pupils at all levels of instruction should be assumed on a general basis, by every educator who professes a democratic philosophy of education. In Iowa, therefore, all educators should be involved in supporting special education services.

Code of Iowa, Chapter 257.25, designates the school board in each school district with the responsibility for providing an opportunity for special educational instruction to all junior and senior high handicapped pupils in his district.

The term "provided" shall be broadly interpreted as the reasonable availability of appropriate programming in accordance with the Special Education Rules and Regulations as presented in The Rules of Special Education Explained, published by the Division of Special Education of the State Department of Public Instruction. In providing for handicapped pupils, such services may

be established by a single district or on a county, merged county, or on a regional unit basis.

There is no universal blueprint of structure and organization that relates to all school systems. School population, geographical makeup, concentration of population, convenience of transportation, housing, financial structure, and other factors influence the design upon which administrative planning is formulated.

However, there are certain aspects that can be identified as applicable to the development of programs in most school systems. The remaining portion of this section is designed to assist the administrator in planning for program structure.

The primary consideration in establishing special education services is the determination of the need for services in an area. To determine this need, a comprehensive survey of the school population must be performed. Such a survey would be comprised of a

1. General survey procedure based on national incidence figures.
2. Specific screening and testing program designed to identify specific individuals and determine specific handicaps.

The general need of programs can be ascertained by applying the nationally-accepted incidence figures presented in the chart on the following page:

CLASSIFICATION	POSSIBLE SCHOOL PLACEMENT	APPROX. NO. SCHOOL AGE POPULATION	EST. % BASED ON ENROLLMENT
PHYSICALLY HANDICAPPED AND SPECIAL HEALTH PROBLEMS	Special class for physically handicapped children in elementary or secondary school; home or hospital instruction; regular class if condition is mild; electrical school-to-home instruction; hospital instruction.	1 or 2 in each 100	Est. of Incidence  1.5%
EDUCABLE MENTALLY RETARDED	Special class in elementary and/or secondary school.	2 in each 100	2.0%
TRAINABLE MENTALLY RETARDED	Special class in elementary school or other approved facilities.	1 in each 300	.33%
PARTIALLY SEEING	Public school with special help. Iowa Braille and Sight Saving School.	1 in each 500	.2 %
BLIND (BRAILLE STUDENT)	Public school with special help. Iowa Braille and Sight Saving School.	1 in 3,000 to 4,000	.03%
DEAF	Iowa School for the Deaf; residential school; class for deaf in elementary or secondary school.	1 in each 2,000	11%
HEARING HANDICAPPED	Special class in elementary or secondary school; lipreading and auditory training while in regular class.	2 in each 100	2.0%
SPEECH HANDICAPPED	Regular or special class with provision for clinical speech services.	5 or more in each 100	5.0%
EMOTIONALLY DISTURBED	Regular class-special teacher; special class for emotionally disturbed; residential school.	2 to 5 in each 100	2.5%
SPECIFIC LEARNING DISABILITIES	Regular class-special program; special class for specific learning disabilities.	5 to 7 in each 100	3%

(It is important to note that this general survey is only the preliminary or initial step in a comprehensive screening program and should not constitute the only basis on which school programs for the handicapped are established.)

The comprehensive screening program requires the utilization of such personnel as a director of special education, psychologist, hearing clinician, speech clinician, school nurse, and additional personnel such as a social worker, child development specialist, and school guidance specialist. Agencies such as Division of Rehabilitation Education, and Services, State Services for Crippled Children, Child Development Clinics, and Mental Health Clinics should be utilized in locating handicapped pupils in the area. Medical personnel, parents, and other community agencies also have a role in assisting in the identification of persons with special education needs. School census data is another source of information in the screening process.

Initiating the original identification of the handicapped pupils in a district is the responsibility of the school board. This responsibility may be extended to a special education unit within the county or other school unit in which the district is located. It is most important to note, however, that final diagnosis of a handicapped child must be reserved for personnel specifically trained and certified to do so.

After a comprehensive survey is completed in a local school district, the findings may identify only a small number of handicapped pupils. It would not then be feasible for the district to independently sponsor programs.

The school district should then look toward a broader base for programming and sponsorship. An individual district might consider combining its resources with other districts or county boards to provide adequate programs.

It may be necessary to involve several counties in a joint program if adequate special instruction is to be provided for handicapped pupils.

The administrative structure for special education programs should be determined by the districts involved. This structure should be based on a written plan which interprets the lines of authority, the various responsibilities of the staff in the administration and operation of the special education program. The plan should include an analysis of the areas and a projected time schedule for development of future programs.

The responsibilities of each district with respect to financing, transportation, staff, and facilities should be thoroughly discussed and included in the written plan. The utilization of local, county, state, and federal funds in the implementation of the special education program should also receive consideration in planning the administrative structure.

## FINANCING

In previous years financing special education programs has been extremely costly and a burden to most communities in Iowa. However, in recent years much legislation has been written into law that significantly provides directions for improved educational programs and services for the handicapped pupil.

School administrators responsible for special education programs and services must be aware of and utilize all possible sources of funds available in order to provide the best educational programs. Financial assistance may originate and consist of monies derived from the:

1. Tax base in each community.
2. State reimbursement on a pro-rata basis for excess costs.
3. Federal funding.

Among federal programs is the unprecedented opportunity for local education agencies to provide and improve programs for the education of the handicapped under the provisions of the Elementary and Secondary Education Act of 1965 (Public Law 89-10).

Through the U. S. Office of Education, funds are made available to state educational agencies for distribution to local educational agencies. Funds are to be used to initiate and/or expand special education projects in areas having high concentration of children in low-income families. These projects may include special programs for children who are handicapped because of physical, mental, or emotional impairments.

A recent amendment, Title VI, to the Elementary and Secondary Education Act specifically earmarks funds for handicapped children and youth. Included

are the mentally handicapped, hearing defective, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired who require special education and related services.

Other federal legislation that may be a potential financial source for programs and services for the handicapped are:

1. The Economic Opportunity Act of 1964, Public Law 88-452.
2. The Juvenile Delinquency and Youth Offenses Control Act of 1961, Public Law 88-368.
3. The Vocational Education Act of 1963, Public Law 88-210.
4. The Manpower Development and Training Act of 1962, Public Law 88-214.
5. Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963, Public Law 88-164.
6. Maternal and Child Health and Mental Retardation Planning Amendments of 1963, Public Law 88-156.

Financial support may also come from associations for retarded children, and community service groups that allow funds for the training of teachers, purchasing of materials and equipment, and special projects.

Other governmental agencies have the responsibility to provide services to the handicapped regardless of geographical location. These services may be considered as supplemental to the educational program in schools since the districts do not actually finance nor employ special personnel to provide such services. Services range from medical and psychological diagnosis and treatment to the provision of prosthetic devices, counseling and guidance, subsistence, and job training.

Administrators should consider and promote consolidated programs, sharing costs with other school districts. This approach is usually the

least costly, will serve the most students, and provide the most adequate services.

The appropriate divisions and special consultants of the State Department of Public Instruction will assist school boards and officials in interpreting and developing financial programs for special education programs at the secondary level.

## OUTLINE FOR PLANNING

If a school district is to provide the best special education services possible for students within their respective areas, it is imperative that this planning be initiated prior to setting up a new program. Since many school districts are not presently structured to immediately comply with Chapter 257.25, subsection 8, of the Code of Iowa, the coming school year may be used to determine the needs at the secondary level and prepare a plan for the appropriate programs in the area.

The following outline is presented to help school administrators develop a step-by-step approach in establishing special education services and programming at the secondary level.

### A. Preliminary Considerations:

1. Common understanding that all pupils including the handicapped have a right to a free education.
2. Recognition of the district's responsibility relative to the provision of services for the handicapped.
3. General acceptance existing among school board members and administrative personnel recognizing special education as a part of general education.
4. Cooperative attitude among school personnel representing the schools in the area.
5. Tentative geographical area (based on estimated incidence of handicapped pupils in school population) to be included in the survey.
6. Identification and communication with community agencies serving the area.

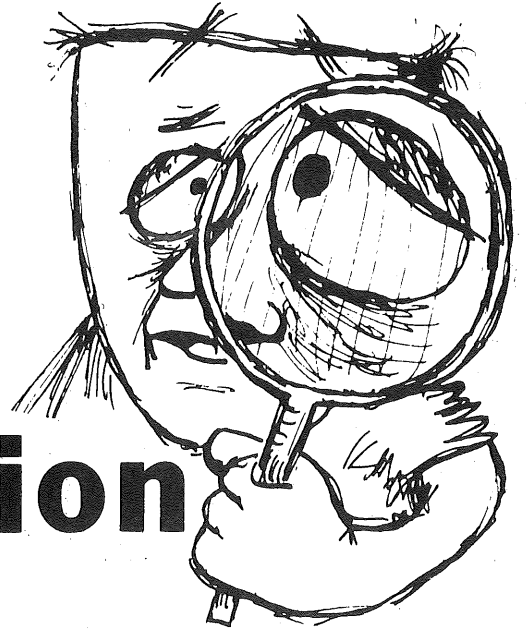
B. Organizational Action:

1. Initial meetings resulting in assignment of responsibility for acquiring data on handicapping conditions.
2. Conduct a comprehensive screening program and collection of data. Data should be gathered on the deaf, hard of hearing, crippled or health impaired, visually handicapped, speech handicapped, emotionally disturbed, and mentally handicapped as described in the section on programming. Information on the geographical location and number in each handicapping area should be tabulated.
3. Analyze survey results and communicate to participating school officials and Division of Special Education, Department of Public Instruction.
4. Determine nature of programs required based on the results of the survey.
5. Determine, based on location and chronological ages of pupils found in each handicapping area, the most appropriate location for the required services.
6. Provide physical facilities in accordance with information provided in survey.
7. Determine responsibility of each district in regard to transportation, finances, materials, supervision, and physical facilities.
8. Prepare a projected time schedule for establishing needed programs. Allocate priority to the various programs needed.
9. Inform Division of Special Education, Department of Public Instruction, of the need for the programs and time schedule upon which they will be established.

C. Implementation of Programs:

1. Employ appropriate and certificated personnel as detailed in the section on Supplemental School Services and as further described in the Rules of Special Education Explained (1967).
2. Develop curriculum in accordance with rules, policies, and procedures of the Division of Special Education.
3. Set up framework for continued evaluation and reporting of pupil program progress.
4. Prepare and submit the necessary forms to the Division of Special Education, Department of Public Instruction, to insure approval and financial reimbursement for the programs being offered.

# \*identification



## WHO ARE THE HANDICAPPED?

Handicapped children, as defined in Chapter 281 of the Code of Iowa, are those who cannot obtain an adequate education solely through an educational program as provided in the regular classroom. Such children are identified as visually handicapped, crippled (or other health impaired), hearing handicapped, speech impaired, emotionally maladjusted, intellectually impaired, and those with other special learning disabilities.

It should be noted that pupils representing the various types of handicapping conditions are generally found in all school populations. The incidence figures presented in the Planning section (p.7 ) are commonly used to determine the incidence of handicapped pupils in any school district.

Each of the handicapping conditions will be described and the approach recommended for identifying such pupils in the following paragraphs.

## Crippled and other health impaired

Description: Children "crippled" or who have "heart disease or tuberculosis, or who by reason of physical defects cannot attend the regular public school classes with normal children" include those commonly identified as crippled or other health impaired. They suffer from physical disabilities or severe health impairments which make it impractical or impossible to participate in normal classroom programs without modifications.

Pupils with specific learning disabilities reveal an educationally significant discrepancy between their estimated intellectual potential and actual level of performance related to basic disabilities in the learning processes. This discrepancy may or may not be accompanied by demonstrable central nervous system dysfunction and is not secondary to generalized mental retardation, educational or cultural deprivation, severe emotional disturbance, or sensory loss.

Other conditions or impairments might include cerebral palsy, muscular dystrophy, cardiac disorders, congenital deformities, rheumatoid arthritis, and similar disabilities.

Identification: Pupils in this category are properly identified by physical examinations by a licensed physician, and other professional opinions deemed necessary to make a specific evaluation.

## Emotionally maladjusted

Description: Children who are "emotionally maladjusted" shall include those commonly identified as emotionally disturbed or socially maladjusted. They display an inability to develop or maintain satisfactory self-concept or interpersonal relationships.

From an educational point of view, pupils are considered emotionally disturbed when their behavior is so disruptive or their learning difficulties so complicated by personal adjustment factors that special rehabilitative and teaching procedures become necessary. Pupils with less severe emotional problems which may also contribute to learning difficulties should receive instruction in the regular classroom, but with various supportive services, as may be provided by a psychologist, school social worker, supplementary teachers, or guidance and counseling personnel.

The use of labeling terms is not encouraged as a means of identification. More useful is an approach which objectively identifies behavior and seeks specific causative problems which are suspected.

Identification: The teacher should refer any pupil suspected of having emotionally caused problems for a thorough evaluation. This will include psychological and psychiatric testing, reports presented by the pupil's teacher, and an assessment of the home and parent-child relationships by a school social worker. A pupil should be identified as emotionally disturbed only if the findings of a comprehensive examination warrant it.

# Hearing handicapped

Description: Children who have "defective hearing" are commonly identified as hearing handicapped. Their hearing loss significantly restricts benefit from or participation in the normal classroom program and necessitates a modified instructional program.

Severity of irremediable hearing loss may be classified as:

Hard of Hearing	<u>Mild loss</u> --(20-30db) in the better ear in the speech range may be educationally handicapping.
	<u>Marginal loss</u> --(30-40db) in the better ear in the speech range is usually educationally handicapping when supportive special education services in developing speech skills and language are not provided.
	<u>Moderate loss</u> --(40-60db) in the better ear in the speech range contributes to severe educational handicap in the regular classroom. In addition to special education services, special education in curriculum subjects should be provided.
Partially Deaf	<u>Severe loss</u> --(60-75db) in the better ear in the speech range inhibits spontaneous development of language and speech. Communication must be taught through specialized techniques which require placement in an oral class for the deaf.
Deaf	<u>Profound loss</u> --(greater than 75db) in the better ear in the speech range. The pupil cannot learn to understand language by ear alone, even with amplification and should be considered for placement in a facility for the deaf.

Identification: A puretone threshold audiometric test yields an audiogram or chart which describes the severity of a hearing loss in decibels (db) for each of the major frequencies (sounds) which comprise the range responsible for the reception of speech. Hearing clinicians have the professional competency necessary to perform and interpret such tests and recommend other tests necessary to determine the degree to educational handicap caused by a hearing loss. Where hearing clinicians are not employed, speech clinicians may provide basic audiometric evaluation and limited instructional service.

## Mentally handicapped

Description: Children "intellectually incapable of profiting from ordinary instructional methods" include those commonly identified as mentally handicapped. They are pupils who, as a result of sub-average general intellectual functioning associated with impairment of maturation, learning, and social adjustment, are incapable of being educated effectively and efficiently through ordinary classroom instruction. "Sub-average general intellectual functioning" refers to performance which is greater than one standard deviation below the population mean on an approved individual test of general intelligence administered by an approved examiner.

The recommended school classification for the grouping of mentally handicapped individuals for school programming is:

Borderline--an individual who scores between I.Q.'s of 85 and 75-79 and can benefit from a program specifically designed for individuals of this nature.

Educable--an individual who scores between I.Q.'s of 79-75 and 50-55 and can benefit from a program specifically designed for individuals of this nature.

Trainable--an individual who scores between I.Q.'s 55-50 and 25-30 and can benefit from a program specifically designed for individuals of this nature.

Identification: The diagnosis of a mental handicap is exclusively reserved for professional persons qualified to administer individual psychological examinations. While this diagnosis is partly based on the results of individual psychological data, other factors such as cultural background, hearing ability, visual acuity, medical history, and emotional status are of great importance and require a team approach in accurately determining the diagnosis. A team should include such professionals as a licensed physician, school nurse, school social worker, speech clinician, regular class teacher, counselor, hearing clinician, special class teacher, school administrator, and a school psychologist. Final diagnosis is the responsibility of the psychologist.

## Speech handicapped

Description: Children who "have an impediment in speech" are those with a communication handicap. They are pupils with a disorder of communication, present when one has deviation in speech, voice, or language to the degree that it makes a difference: it interferes with self-expression, or ability to comprehend speech, or causes maladjustment to his environment. Speech deviations which do not fit one or more of these criteria are not considered to be handicapping but rather may be of a developmental nature or an expression of individuality. The speech handicapped pupil's special education needs shall be met through the following six distinct clinical speech therapy

services: identification, remediation, referral, resource, administrative, and research services.

Identification: Pupils are found by speech adequacy screening techniques and by referral from family, teachers, administrators, physicians, or other professionals. A diagnosis is made by a speech clinician or speech pathologist based upon professionally reliable tests or evaluative techniques of articulation, hearing acuity, fluency, language voice, prosody, the peripheral speech mechanism, and other facets of communication. Referral for additional evaluation to a speech clinic or physician or other professional resource may be necessary.

## Visually handicapped

Description: Children who "have defective sight" include those commonly identified as visually handicapped. Their impairment, with maximum correction, does not permit them to make satisfactory use of regular instructional materials or techniques.

For purposes of classification, there are three categories of visually handicapped children:

Partially sighted--denotes a significant vision impairment which has important educational implications. These pupils are likely to experience difficulty in using regular textbooks and other printed materials. Other problems of adjustment and mobility might be present.

Legally blind--"distant visual acuity of 20/200 in the better eye after correction or a peripheral field so contracted that the widest diameter

of such field subtends an angular distance no greater than 20 degrees." This description has no particular educational programming implications, but pupils classified as "legally blind" qualify for certain free equipment and materials.

Blind--"no useful sight." Such pupils will consistently need specialized books and other materials designed for the blind. In addition, special supplemental instruction of various kinds might be necessary.

Identification: Visually handicapped pupils are identified through routine screening programs which lead to professional examinations, diagnosis, and treatment. Screening tests may be administered by volunteers or school personnel such as school nurses and teachers. Specific diagnosis is made only by licensed professionals such as physicians, ophthalmologists, and optometrists.

While the preceding information has been presented in such a manner as to give the impression that handicapped pupils can be identified and grouped into categories, it must be understood that students frequently have multiple handicapping conditions and do not fall clearly into one category.

It is important to note that each pupil having a handicap or handicaps that prevents adequate educational progress through the regular school program, is entitled to specialized instruction fitted to his needs. Identification of his needs through professional diagnosis, therefore, is of utmost importance.

# \* programming



## GENERAL PROGRAM CONSIDERATIONS

Secondary programs for pupils with special needs should be a continuation of the developmental program that exists or should exist at the lower grade levels. Without the foundation of a strong lower grade program of instruction fitted to the needs of handicapped pupils, it is difficult to develop a strong secondary special program. The total development of a child depends on a strong program throughout his school career.

For many handicapped pupils, the secondary level represents the final phase of formal school instruction. Essentially, if education is going to have an impact on the child's development and adjustment to society, it must be crystalized at this level. It is therefore essential that the program be fitted to the needs of the individual handicapped pupil.

Such school programs should be developed within an organized environment in which there exists quality counseling, guidance, instruction, supervision, and evaluation for the development of (1) functional skills and

abilities, (2) personal and social competence, (3) enrichment experiences, and (4) vocational competence.

The remaining portion of this section is divided in two parts: general program considerations and specific handicapping area.

PROGRAM MODIFICATION. The secondary school curriculum should be organized so all handicapped pupils are provided a program of instruction suited to the needs and capabilities of each. Such instructional provisions will range in modification from itinerant remedial services for those enrolled in regular classes to special class services or individualized instruction.

Similarly, portions of subject disciplines, core areas, or experience-oriented curriculum patterns as offered in the regular program may serve either as part of the regular secondary program for some handicapped pupils or as enrichment experiences for others. Examples of these areas are home economics, art, music, industrial arts, driver's education, and physical and health education. The integration of handicapped pupils into school learning situations should be based upon each pupil's ability to make adjustment to, and profit from, the experience.

The program for a handicapped pupil should be designed to provide academic, technical, or vocationally-oriented learnings commensurate with each pupil's interests, abilities, and capabilities.

GUIDANCE AND COUNSELING. The importance of providing guidance and counseling to handicapped pupils throughout their secondary school career is stressed as vital and necessary. The guidance counselor assigned to the regular program should also provide similar service to handicapped

pupils. Guidance services offered by the school should utilize counseling services also offered by the rehabilitation counselor and evaluation centers sponsored by the Branch of Rehabilitation, Education, and Services.

SUPPLEMENTAL INSTRUCTION. The techniques known as supplemental instruction have been found to be valuable and effective in presenting educational concepts to some handicapped pupils. Usually, such an approach is characterized by a one-to-one relationship between the pupil and a specially-employed teacher. The instruction provided to a pupil may range from one hour to three hours per day and concentrates on the pupil's greatest difficulty. The primary purpose of such instruction should be to diminish frustration and raise the attainment level of the pupil to the point where he can achieve in the regular or special class commensurate with his ability.

REMEDIAL INSTRUCTION. A common approach which generally concentrates on improving reading, arithmetic, or other skills of a pupil by individual or small group instruction using individualized programming. It represents a valuable approach in helping some handicapped pupils fulfill their educational goals.

SPECIAL CLASSES. It has been found in many cases that some types of handicapped pupils can best be served in small groups called special classes. The group size is usually governed by the severity of the handicap. Instruction provided in a special class should be individualized according to each pupil's needs, and should utilize the special materials available to accomplish this purpose. A special class teacher is required to have specialized training from a college or university offering approved training programs that lead toward the appropriate endorsement.

HOMEBOUND INSTRUCTION. Home and hospital instruction is another means by which the school program can be modified or adjusted to meet the special needs of pupils. The program may be implemented through an electrical school-home hook up and specialized instruction by a homebound teacher. Itinerant teachers and resource teachers are also modifications of the school program and frequently used to accommodate individual differences in pupils.

ENRICHMENT EXPERIENCE. Enrichment or experience areas of instruction, when related to handicapped pupils, usually refer to broad areas of living and are useful to handicapped pupils regardless of academic ability. Reference is commonly made to the broad areas of physical and mental health, home management, societal relationships, and occupational education. Experiences in these areas should be structured in a spiral-sequential pattern to achieve the degree of sophistication and school integration necessary for the successful transfer of learning to the broader societal setting.

BASIC SKILLS. Pupils with a special handicap, such as those classified as mentally handicapped or as severely hearing handicapped, may need a special program which, in addition to enrichment or experience areas, concentrates upon the development of basic language skills such as speaking, reading, writing, and spelling, in addition to mathematical, social studies, and other curricular subjects. Areas should be correlated whenever possible, with focus upon the social and vocational adjustment needs of the handicapped.

SCHOOL AND COMMUNITY RESOURCES. School personnel, parents, employers, community groups, and agencies may provide a variety of learning experiences, information, vocational experiences, and services which could be utilized for instructional purposes by the school.

These resources should be used to enhance the facilities and objectives

of the school program. They may vary from integrated experiences in the school enrichment areas to providing vocational experience and job training opportunities.

FACILITIES. Secondary school programs for handicapped pupils should be housed on a regular secondary facility with other students of the same age group. They should also be assigned to the same class levels (freshman, sophomore, junior, senior). They should have access to all supplemental secondary services and activities where adjustment may be made. Housing on a regular school site should provide every opportunity for integrated school experiences with other pupils and teachers.

VOCATIONAL EXPERIENCES. Various levels of vocational experiences should be offered in a school program. These experiences should be based on the handicapping condition of the pupil and his readiness for such an experience. Pupils may benefit from school experiences that vary from part-time school and work to full-time school attendance which leads to other vocational experiences or higher education.

In each job classification or cluster, there exists a natural breakdown of jobs that range in difficulty. This might be considered job sequential structure. Usually, the structure ranges from the unskilled level of employment to the highly technical. The handicapped youngster may be placed in or progress to any of these levels depending on the handicap and the vocational skills the student is capable of developing.

The Department of Public Instruction, through its Division of Rehabilitation Education, and Services, may in cooperation with local school districts reimburse an employer in certain instances for his costs in connection with on-the-job training of handicapped students.

Regardless of the level of handicap, work experiences should be structured so a pupil develops stages of work readiness commensurate with his interest, aptitude, and ability to adjust. These experiences should progress from closely supervised to independent job placement; from the unskilled to the semi-skilled, toward the technically skilled.

## AN OVERVIEW OF TOTAL PROGRAMMING

It is important for school administrators to visualize the total secondary school program as it relates to handicapped individuals. The chart presented on the following pages of this publication offers a schematic representation of a total school program that includes programming for handicapped pupils. The following discusses the various aspects of school programming for the handicapped as presented on the chart.

### TOTAL SCHOOL POPULATION

Emotionally, physically, and culturally handicapped pupils should be found at all levels of the total school program. The pupil's emotional, cultural, or physical handicap in itself should not be used to determine the program for which he is best suited. The assignment to the most appropriate level of instruction should be based on the achievement and intellectual potential of each pupil as determined by individual psychological and group achievement examinations.

### SUBJECT DISCIPLINES

Pupils placed into the various levels should be provided programs in the basic curricular areas that are designed commensurate with the pupil's potential. Each program should utilize different methods and should have long range objectives that are different than those of the other levels of instruction.

Pupils diagnosed as mentally handicapped may be assigned to either the borderline, educable, or trainable phase of the school program. Any pupil

showing varied ability may move from one level to another depending on his ability in the various curricular areas and the progress he makes in the level originally assigned.

#### ENRICHMENT EXPERIENCES

The term enrichment is used to describe the school experiences that reflect broad areas of living useful to any pupil regardless of academic or intellectual ability.

Some pupils may incorporate the enrichment experiences into their specific vocational training which may, in essence, be a basic or vocational subject. To others, these experiences may serve only as a means to a successful social adjustment.

Opportunities should be provided for pupils assigned to the borderline, educable, or trainable groupings and those with other handicaps to flow into areas of enrichment based upon the individual's functional ability, progress, and adjustments.

#### SUPPLEMENTAL SERVICES

Services in addition to actual classroom instruction but valuable in assisting pupils make optimum adjustment to school, home, and community, are considered supplemental services. Related services of this nature should be available through both the school and the community and are provided to all pupils based on his individual need.

Supplemental services can be made available on a district or community basis or can be provided through a county or merged county agency.

## VOCATIONAL EDUCATION

All pupils should be exposed to some form of vocational education. Since there is wide variance in the vocational potential of the pupils in the school structure, a varied vocational education program is necessary.

The content of the vocational program should develop the pupil's skills so he can make satisfactory adjustment to the vocational level for which he is best suited.

Pupils assigned to the borderline and educable levels can benefit from some of the regular vocational education courses. Special vocational education courses for educable and trainable pupils who have potential for future sheltered employment should also be available. Diagnostic and evaluative services to determine the suitability or need for this direction can be provided by the rehabilitation counselor.

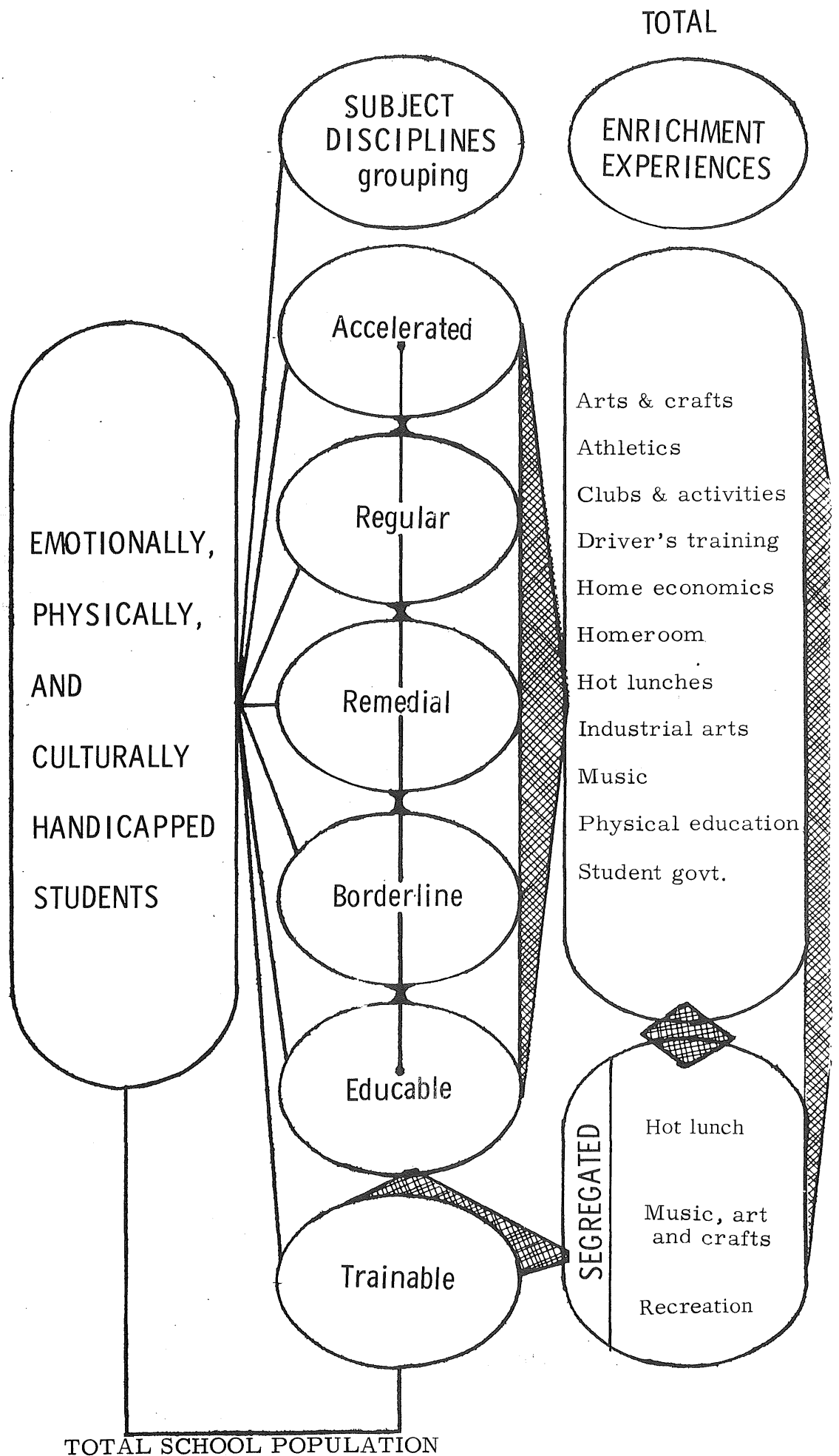
Responsibility for vocational education is generally a function of the school. However, in many cases other community agencies also have delegated responsibility for vocational training, education, and evaluation. In such cases, schools and agencies should work cooperatively to provide the best possible program on a shared basis.

## VOCATIONAL ADJUSTMENT

Each level of instruction has a vocational goal. The sequence of vocational adjustment ranges from professional to basic activity.

Regardless of the intellectual ability, the school graduate should have the potential to be placed at a level of employment within this sequence.

If the school program is oriented toward vocational training for all students, each child will make satisfactory adjustment to some form of work.



# PROGRAMMING

## SUPPLEMENTAL Services

Psychologist  
Nurse  
Social worker  
Guidance & counseling  
Speech therapist  
Hearing clinician  
Itinerant teacher  
Rehabilitation  
Employment commission  
Social welfare  
Health services  
Juvenile court  
Recreation services

## VOCATIONAL EDUCATION

Professional  
  
Skilled  
↕  
Semi-skilled  
↕  
Unskilled  
↕  
Activity

## VOCATIONAL ADJUSTMENT

Professional  
  
Skilled  
  
Semi-skilled  
  
Unskilled  
  
Transitional workshop  
Extended workshop  
Activity center

Competitive employment

Sheltered workshop

SHARED RESPONSIBILITY  
(school and community)

## SPECIFIC PROGRAM CONSIDERATIONS

### Crippled and other health impaired

First consideration for secondary level programming for the crippled or physically handicapped should be the fullest utilization of the existing facilities and curriculum.

Realizing that architectural difficulties for the handicapped pupil do exist in many of the public schools, one of the immediate concerns is the modification of the facilities to accommodate such pupils. Modifications of this nature may include the construction of ramps, remodeling, and equipping of restrooms, lowering chalk boards, relocating and reserving parking areas, and the lowering of water fountains.

When structuring educational programs for physically handicapped pupils of secondary age, the vast variation in the degree of physical involvement among crippled pupils becomes obvious. Some are minimally involved while others are profoundly crippled. Others may have related mental, cultural, and emotional problems. It is, therefore, important to realize that as a result, the educational program must also be equally varied.

School programs at the secondary level may involve such programs as home and hospital instruction, electrical school-to-home instruction, electrical communication within the school, supplemental instruction, special class instruction, and regular class instruction. Emphasis should be given to the concept that the best place to educate a crippled child is in school. Whenever possible, the necessary accommodations should be made to provide

such an educational program within the school complex. Day-to-day contact with so-called "normal" pupils should also be provided whenever possible. Physically handicapped pupils should be programmed into regular classes whenever their mental and physical capacities permit such integration.

A corrective physical education program should also be provided at the secondary level. Such a program could serve not only the physically handicapped pupils with profound handicaps, but any pupil who is unable to profit from and participate in the regular physical education program.

In total, the school program for the physically handicapped pupil should have a purpose that goes beyond accommodating a pupil because it is morally or philosophically proper. The program for each physically handicapped individual should lead to future employment or vocational and college instruction. The curriculum should be such that it supports the ultimate purpose or objective for each handicapped individual.

Included under the general title of "crippled and health impaired" is a special category of handicapping conditions referred to in Iowa as specific learning disabilities. Essentially, children experiencing specific learning disabilities as defined in the Rules of Special Education are of normal to above-normal intelligence, have adequately developed sensory processes and are not usually experiencing any serious emotional disturbances. They do have, however, specific deficits in perceptual, integrative, or expressive processes which severely impair learning efficiency. These children may have some central nervous system dysfunction.

Children experiencing specific learning disability problems tend to encounter academic difficulty in school at an early age. These same problems

tend to persist throughout their school life. Fortunately, the specific symptoms tend to diminish after the child reaches senior high school age. Unfortunately, there is a residue of a poor self-concept as a result of consistent failure in school. Many of these children become dropouts and their potential is lost to them and society.

In elementary schools, the educational programs for these children tend to be both therapeutic and remedial. At the secondary level, it is necessary to more clearly establish the relative educational strength and weaknesses of the pupil in order to insure that he has an appropriate background and achievement level to successfully progress to the next level or course of study. These pupils generally need additional counseling services to assist them with their self-concept problems. In addition, they frequently need someone who can interpret to their teachers the particular nature of their learning deficiencies.

The curriculum adjustments necessary for these children should be directly related to their academic strengths and weaknesses. In other than academic ability, these children function as normal children; and should be given the opportunity to integrate into the normal high school routine.

## Emotionally maladjusted

Of paramount importance in program planning for the emotionally disturbed at any level of instruction is the need to determine the severity of the individual's handicap and the dynamics of the disturbance. Extreme caution should be exercised in grouping emotionally disturbed pupils, as random grouping does not necessarily guarantee therapeutic value. In fact, there is every reason to believe that grouping without adequately studying the dynamics of each pupil's problem can definitely harm the individual.

Programming for an emotionally disturbed pupil should result only after an adequate diagnosis and description has been undertaken by a qualified psychiatrist or clinical psychologist. The subsequent program is then designed to meet the individual's needs. It is particularly important that any pupil placed in a segregated class for emotionally disturbed children also receive concurrent therapy from an approved psychiatrist or clinical psychologist. Such services may be obtained through the vocational rehabilitation counselor.

Two other program options might be appropriate, particularly for the less disturbed pupil and when regular therapy resources are not available. One of these options is the resource room. In this approach, the pupil is assigned to a regular classroom but may leave the classroom to go to the resource room for a period of time either on a regularly-scheduled basis or when the need arises. The resource teacher, a qualified teacher of the emotionally disturbed, in addition to working with the pupil in academic areas also helps him learn to handle his feelings and behavior in a socially acceptable manner. Pupils may be assigned to the resource room on an individual basis or in small groups. A great deal of flexibility needs to be built into this type of program so the pupil's needs may be met as his problems arise.

Another approach useful in programming is the itinerant teacher. This method employs a qualified teacher of the emotionally disturbed who serves in several schools. The itinerant teacher identifies the most pressing need of the pupil at the time they are together and works in a supportive way to help the pupil handle more effectively his feelings, behavior, and academic course work. Ordinarily, the visits should be scheduled on a regular basis but with enough flexibility built in so the teacher may be able to see any one of the assigned pupils when a crisis situation occurs.

Several considerations should be kept in mind when programming for disturbed pupils:

1. Teachers and administrators should support the program and be aware of its goals and objectives.
2. Teachers of disturbed students should be very flexible in their approaches and be prepared to utilize their talents in working through the pupil's adjustment problems as well as his academic difficulties.
3. School psychologists and school social workers should be direct consultants in the program working with both teachers and pupils.
4. Evaluation of the pupil's progress and the program's effectiveness should be a continuing process.
5. The ultimate objective of any public school program for emotionally disturbed should be the return of pupils to regular classes when they may profit from full-time attendance.

## Hearing handicapped

A high school pupil with a hearing handicap may be deaf or deafened to a degree that necessitates obtaining an education in a special facility. However, the majority of high school pupils with a communicatively handicapping hearing loss are not deaf or deafened. These pupils should not be considered candidates for an ancillary program of special education.

If such pupils are to benefit from the educational program offered by the school, the total program must be geared meaningfully to the pupils. In such an approach, special education is not a separate entity, but instead nominally describes the total educational program effort.

How to meaningfully gear the educational program to the hearing handicapped.

The philosophy of the school in identifying the educational goals for which it provides an educational opportunity for its pupils applies equally--

no more and no less--to hearing handicapped pupils.

The extent to which these goals may be achieved is in the ability of the professional staff of the school to assess the capacities, abilities, skills, and interests of the hearing handicapped pupil in terms of the educational program it offers.

The staff person who should assume the major responsibility for identifying and coordinating the curriculum for the hearing handicapped pupil is the school principal. He should delegate responsibility to the guidance counselor, hearing clinician, psychologist, speech clinician, homeroom, and subject matter teachers, special teachers, consultants, and others in the assessment of the pupil's handicap, educational status, and developmental, remedial, and enrichment needs. Such assessments and activities which may be initiated as a result, are not ends in themselves. They should be utilized in the structuring of that educational program which is feasible for the school in preparing the pupil to enter the world of work, responsible citizenship, continuing development and pursuit of his talents, interests, and potential individual worth.

## Mentally handicapped

BORDERLINE. Educators are becoming increasingly aware that students whose I.Q. scores fall between 75 and 84 do not adequately fit into the current educational structure. Programs specifically designed to serve the borderline mentally handicapped are basically non-existent in Iowa. The concept, however, that a new phase of programming is required to properly serve such pupils is growing in educational settings.

Some borderline mentally handicapped are placed in classes for the educable mentally handicapped while others remain in regular classes with somewhat watered-down regular program. Neither is beneficial to the pupil.

Administratively, the borderline program should be designed to serve as a liaison between the special education and regular education programs. Pupils placed in this program whose I.Q. scores fall between 75 and 84 are eligible for special education reimbursement. There are, however, some pupils who score from 84 in I.Q. but require the same basic program as those below 84 I.Q. Such pupils could be enrolled in the borderline program. However, special education reimbursement could not be paid.

The borderline program should be identified in the school as a standard part of the regular school program. Such classes should be considered as "developmental special" classes rather than special for the mentally handicapped. They should be housed in schools housing regular classes composed of students of comparable age.

The instructional aspect of the program should have the following characteristics:

1. The teacher should have Endorsement #35 or be working toward such endorsement in accordance with the rules and regulations of the State Department of Public Instruction.
2. The program should be designed to accommodate both the transitional type of student who may need only limited special programming, as well as the borderline student needing extended developmental programming.
3. Students participating in borderline programs should be given sequential instruction both in goals to accomplish and in the level of instruction being offered.
4. Students nearing graduation date should be programmed either through the work-study or the Distributive Education Program for vocational training and placement.

5. The curriculum structure of the program should be of a practical nature and designed for individual instruction.

6. Students enrolled in the developmental program only for the core or basic type subjects. They should be enrolled in regular programs whenever they have the capacity to participate. They should be allowed to participate in all the extracurricular activities enjoyed by other students in the school.

## Mentally handicapped

EDUCABLE. Secondary programs for educable mentally handicapped students should be a continuation of preceding developmental levels of instruction. For practically all such students, the secondary level of instruction is the terminal phase of their public school experience.

The secondary school environment differs significantly from that of previous levels, e.g., development and exposure of school experiences must be related to the demands placed upon the individual as he takes his place in adult society. In order to prepare the students for their adult roles, provisions must be made in the school program for gradual and sequential changes in attitude and behavior.

Each year of the secondary program must make a significant contribution to the transition from school to the community. The following areas should be considered in the secondary school program so pupils may make the proper transition.

General objectives to develop within the school atmosphere are: (1) functional basic academic skills and abilities; (2) habits that promote personal health, physical fitness, and general safety; (3) skills and attitudes for personal and social competence; and (4) skills and attitudes for vocational competence.

These objectives may be developed through consideration of family living skills, recreational and leisure time activities, techniques in applying school learned skills to daily living, and developing attitudes toward self worth and independence.

Some suggested functions relating to the objectives which should be achieved during each of the three years as follows:

Sophomore year or 10th grade

1. Bring students to a level where they can make maximum practical application of the basic skills.
2. Stress practical application of all basic skills.
3. Stress attitudes and behavior more appropriate to young adults.
4. Promote resource materials rather than use of textbooks, e.g., handbook, directories, road maps, catalogs, newspapers, instructional sheets, TV, people.
5. Provide opportunities to investigate by question-and-answer.
6. Provide materials in all forms on the "world of work."
7. Present practical information on "boy-girl" relationships.
8. Investigate community make-up (economic, political, social, civic and cultural institutions).
9. Promote good citizenship.
10. Promote integrated school experiences.

Junior year or 11th grade

1. Concentrate on weakness in basic academic skills for adult living.
2. Introduce self-evaluation strengths and weaknesses.
3. Examine in-school work experiences.
4. Provide for on-campus work experiences and correlate with classroom instruction.
5. Promote exploration of job opportunities in the community.
6. Prepare students for competitive work experiences off-campus.
7. Promote integrated school experiences.

### Senior year of 12th grade

1. Correlate basic skills with practical experiences.
2. Promote independent action.
3. Establish and maintain off-campus work experience.
4. Concentrate on individual student progress and adjustment.
5. Utilize agency resource personnel.
6. Promote integrated school experiences.

During the secondary program, all effort should be made to utilize the special services available to all students e.g., counseling, activities, clubs, athletics, lunchroom. As the student is able to adjust he should have integrated experiences in other enrichment areas such as shops, home-making, art, music, typing, driver's training, physical education.

During the first year of the secondary program, the educable pupil may be assigned a full day of school with part of the day integrated in the work areas. However, during the junior and senior years, the demand for classroom attendance is reduced and work experience is provided as part of the school day. The senior year may provide the student from a half day to a full day of competitive work experience.

## Mentally handicapped

TRAINABLE. One of the primary objectives of the secondary program for the trainable mentally handicapped youngster should be occupational training and preparation. That is, occupational training in its broadest sense. Of the group classified as trainable, authorities in the field anticipate about 5 percent will eventually work in competitive employment, 30 percent

will be able to work in sheltered workshops, 55 percent will work in or attend activity centers, and the remaining will require other types of service.

The school program at the secondary level should provide the terminal phase of the sequential program that has its start at the pre-primary or primary level. To have a successful secondary program for the trainable, at least two other levels or phases must be completed by the pupils before they can be ready to participate in the occupational preparation program at the secondary level.

Being the terminal phase, the trainable secondary program should provide:

1. Social and occupational preparation for either competitive employment, sheltered employment, "employment" in an activity center, or other habilitation activities.
2. Preparation for the transition between school and the work activity commensurate with the abilities of the pupil.
3. Opportunity for the initiation of a comprehensive evaluation of the pupil by personnel from the office of the Division of Rehabilitation Education, and Services and the workshop involved.

Such a program may be housed in a segregated or isolated facility without great harm to the pupil or program. Ideally, it should be in the building housing the other levels of trainable pupils or in a room provided by the sheltered workshop. The atmosphere of the classroom should be more the atmosphere found in a sheltered workshop rather than the typical classroom. There should be tables rather than desks, and various areas of the classroom should be designated as work areas, each identified as representing specific occupational involvement.

The activities of such instruction will range from simple routine tasks (designed to measure the frustration threshold, enclosure, attention span,

dexterity, speed, and other areas of occupation significance) to complex activities which parallel the various activities of a workshop or competitive employment. Pupils during this level of instruction may be introduced to wages: first with tokens, then actual money.

It is obvious by the description above that not every school district will be able to provide such a program. It is also true that sometimes even a single county would be unable to provide this program without sharing the responsibilities with other counties since only one-third of one percent of the population is trainable. School systems will be required to cooperate with other districts in developing the full sequence of program for the trainable, especially the secondary level.

## Speech handicapped

It is not always easy to meet effectively and adequately the needs of secondary pupils with speech handicaps. For the most part, the speech problems of secondary pupils represent some of the most severe and the most difficult problems. Another aspect of the program is the difficulty in establishing sufficient motivation on the part of the handicapped pupil to pursue a rigorous remediation program. One cannot minimize the difficulty in working out a schedule for secondary pupils. Frequently, secondary schools are crowded and an adequate facility for clinical speech services is difficult to obtain. These problems are not insurmountable but require sincere interest, concern, and action on the part of the board of education, superintendent, principal, speech clinician, the guidance counselor, teacher and the school patron.

How might these problems be approached? Because of the individual needs of speech handicapped pupils, only a competent speech clinician

familiar with a pupil's problem can determine the appropriate service required and the length and frequency of remediation if such is indicated. In obtaining optimum pupil motivation, the speech clinician must enlist the assistance and support of the administration, counselors, and teachers. When working with a pupil, consideration must be given to his regularly scheduled courses and his need for speech remediation. In consultation, the speech clinician, counselor and administration can arrange the pupil's program in order to minimize conflict between the clinical speech service and the classroom instruction.

Some schools have obtained portable classrooms to relieve crowded conditions. A small classroom might be obtained and used for clinical speech services, as well as for other special services. (However, care must be exercised to insure that the room is not over-scheduled or "open-scheduled" so it becomes unavailable for special services.)

Do we encounter, at the secondary level, many children who are speech handicapped? Experience and studies tell us that on a per capita basis we could expect fewer pupils with a handicapping speech disorder at the secondary level than at the elementary level. It should be noted, however, that in addition to the problems continuing from elementary school, new speech problems can develop at the secondary level. For example, many voice disorders first appear at the secondary level. Problems previously not identified or ignored may become known, or result in a handicapping situation in the secondary school. Obviously, some problems may develop as a result of an accident or traumatic episode. In cases where pupils enter the secondary school from an elementary program which did not offer clinical speech services, one should expect a higher incidence of handicapping disorders.

What are speech disorders? Speech disorders are frequently classified as stuttering, voice disorders, language disorders (such as dysphasia), articulatory problems, problems with a specific organic etiology and associated with cerebral palsy, cleft lip, cleft palate, mental retardation, or a hearing deficit, and other communication problems not readily classified in the aforementioned areas.

In meeting the needs of speech handicapped children, the speech clinician employs six distinct services. The degree to which each service is developed depends upon many local factors, but each is developed in accord with the needs of the pupils being served. The six clinical speech services are:

1. Identification services which consist of locating pupils with handicapping disorders of communication.
2. Remediation services with selected handicapped pupils consisting of diagnostic evaluations, direct and indirect remediation activities, conferences and counseling with parents, teachers, administrators, and others.
3. Referral services to professionally competent specialists or agencies when a pupil's problem indicates need for additional or supportive assistance.
4. Resource services through cooperative and coordinated participation in staffings for differential diagnosis and program planning for pupils and consultative activities with respect to speech/language development/improvement programs.
5. Administrative services which consist of careful planning and organization of the total clinical speech program, scheduling of services, record keeping, case studies, and reporting.
6. Research services consisting of analytic evaluations of needs, services and programs and cooperation in studies pertinent to communication disorders.

## Visually handicapped

As was previously stated in the section on Planning, the incidence of

the visually handicapped is somewhat less than one-third of one percent of school age children. The type of program a secondary school should follow will depend to a large extent on the number of pupils, their needs, the number of schools in the area, and the area of distance between schools.

In a sound elementary program, the blind child has developed the necessary braille skills, basic mobility, and orientation training, study skills, and the academic and social contact with seeing children. The secondary program should provide increased emphasis on developing techniques of modification or adaption of materials and learning aids commensurate with this level of instruction.

Any one of the three general types of programs, the itinerant, resource, or the cooperative (a combination of the first two), can be used with success. Regardless of which program is implemented, the following objectives are necessary:

1. Provide the visually handicapped pupil with the same textbook material as his sighted classmates in a usable form, such as braille or large type materials.
2. Provide the blind pupil with opportunities for gaining experience through regular activities such as active participation in physical education, music, field trips, class, and school extra-curricular activities.
3. Provide the atmosphere to foster growth in independence through class assignments, mobility about the school and community, and social experiences.
4. Provide counseling for classroom teachers as to possible modifications in teaching techniques and approaches found useful in solving particular classroom problems.
5. Provide guidance services consistent with those for other pupils.
6. Provide pre-vocational and vocational experiences and assist the pupil in establishing realistic life goals.

Basically, the visually handicapped pupil's program needs are the same as the sighted. With assistance from related services and agencies, the program will provide the background for future vocational or educational endeavor.

# \*supplemental services



## SUPPLEMENTAL SCHOOL SERVICES

Supplemental services, generally accepted as "special services" and defined in the Rules and Regulations of the Department of Public Instruction and the Policies and Procedures Publication of the Division of Special Education, are the same as those required by Section 257.25, subsection 8, paragraph c, of the Code of Iowa.

Among these are services provided by such personnel as a psychologist, social worker, child development specialist, speech clinician, hearing clinician, and itinerant teaching personnel.

Supplemental school and agency services as discussed here shall be interpreted as services in addition to those provided by the classroom instructor. They are vital to assisting educators in providing specialized instruction.

When such services become essential to providing an appropriate special education program to a pupil with a special need, it is the responsibility of the local school administration to provide them either by contracting the service from another agency or by employing the necessary personnel to provide the services in the school structure.

The remaining portion of this section briefly describes the roles of various supplemental personnel and is divided into three parts:

1. The supplemental services that are a part of the regular school structure which should be available to all students including the handicapped.
2. The supplemental services commonly known as special services and considered within the realm of special education.
3. Services provided by agencies other than the school.

## Regular

ADMINISTRATIVE. Administrative personnel such as the school superintendent and building principals, who provide assistance to "normal" pupils should provide the same or similar services to pupils with special needs. Such assistance might be related to class and building assignments, discipline, scheduling, curriculum planning, and enrichment activities.

For example, if a special class is housed in a regular secondary building, whether the class is sponsored by the county or the local district, it would seem proper that the building principal would be equally responsible for the supervision and the instruction of the special class just as he is in the supervision of the "regular" class. This might include attendance records, school lunch services, homeroom, and all other aspects of school administration that affect the students.

**GUIDANCE.** The regular guidance services provided by guidance counselors should be available to all pupils whether handicapped or "normal." In the past, guidance counselors generally limited their services to pupils attending regular classes. They have left the guidance of special pupils basically to the special class teacher or special program coordinator.

Special pupils should be assigned a guidance counselor in the same manner as regular pupils. It is important to remember that the handicapped pupil frequently has a problem that he may not wish to discuss with a special teacher or coordinator. In such cases, a regularly assigned counselor might be the one such a pupil would turn to for advice.

The school counselor, while not trained to deal with specific handicaps, should possess knowledge, skills, and techniques necessary in dealing with all people. The general guidance techniques used for so-called normal pupils are applicable in dealing with handicapped pupils. Guidance counselors frequently have access to information provided from pupil records and other sources that through his guidance may promote the utilization of related agency services, strengthen pupil-teacher-parent relationships, as well as improving specialized educational programming.

**EXTRACURRICULAR ACTIVITIES.** Frequently, handicapped pupils are excluded from participation in extracurricular activities. Such exclusion is often based on the assumption that such pupils will not be able to participate because of their handicaps. If given the opportunity to participate, these pupils often prove to be valuable participants.

Handicapped pupils should be given the same consideration as "normal" pupils when participating in extracurricular activities. If a retarded pupil

has the capacity and physical stamina to compete in competitive sports, he should not be deprived of the opportunity.

If student government is made up of homeroom representatives, a representative from the special homeroom should also be included.

Extracurricular activities, such as sports, intramurals, clubs, scouts, and student government, can offer the handicapped the same or greater benefits they offer the regular pupil.

SCHOOL HEALTH SERVICES. Health services provided by qualified personnel may range from a full-time nurse housed within a building facility to an itinerant county nurse or the full or part-time service of a local physician. The school health service should be made available to the total school population, health information interchanged with other school personnel can influence the nature of the instruction to be offered.

Generally, health services in the past have been provided for the handicapped as well as the "regular" or "normal" pupil. This service and the nature in which it is provided may serve as a good example of how other regularly structured school supplemental services may be equally made available to all pupils.

## Special

SPECIAL EDUCATION DIRECTOR. As special programs develop or the need for additional special programs is determined, school districts individually or in cooperation with other districts may feel the need to employ a director of special education to administer, supervise, and coordinate the total special education program. The need to employ such a director should be

determined locally, and would be dependent on the readiness of the area to develop and expand services to the handicapped.

**SPECIAL CONSULTANTS.** Special consultants may be employed to assist school administrators and teachers in carrying out programs for pupils with special needs. Such consultants can be assigned to several specialty areas or the largest area of specialized instruction in the district or combined system. Usually, consultants provide direct services to teachers and pupils rather than services of an administrative nature.

The need for the employment of one or more special consultants must be determined locally. However, as a guide, it is recommended that serious consideration be given to the employment of a special consultant in a given specialty area when the program in the single specialty exceeds an enrollment of 150 handicapped pupils.

A special consultant must meet the certification and endorsement requirements as specified by the Department of Public Instruction.

**WORK STUDY COORDINATOR.** A full-time work study coordinator or work adjustment coordinator may be advisable when a special secondary program has developed to a functional level, of approximately 30 handicapped pupils who are either employed or eligible to enter part-time job training in the community.

Such a staff member would assume responsibility for liaison activity between the school program, the pupil, and the employer. The coordinator would make the contact with the prospective employer, initiate the placement, provide guidance to the pupil during his job training and relate to the special

teacher the areas of instruction necessary to make satisfactory adjustment to the job and community.

SCHOOL PSYCHOLOGIST. Psychological services are required for the identification and evaluation of pupils with special needs and for assisting in the planning for the carrying out programs for the handicapped. Smaller school districts may find it financially difficult to employ a full-time school psychologist to serve their pupils. In such cases, services are obtained by contracting with related agencies or private psychologists, or several smaller districts may share the cost of a school psychologist. In other cases, the county school system employs a psychologist to serve the smaller districts within the county or sometimes several counties. Some larger districts employ one or more school psychologists to serve the pupils residing in the district.

Generally, a single or combined school system serving a general school population of 3,000 pupils should give serious consideration to the employment of a full-time school psychologist.

SPEECH CLINICIAN. School systems individually or cooperatively may employ speech clinicians to identify and evaluate speech and language problems, assist in the development and planning of appropriate service, and to provide direct clinical speech services to handicapped students.

Generally, one speech clinician, on an itinerant basis, can adequately serve four to six schools in a general school population of about 2,500 pupils. Remediation is provided in an individual or small group (two or three children) two or more times per week, for 20 or more minutes per session. Thus, in general, about 50 to 75 speech handicapped pupils can be scheduled for direct remediation services by each speech clinician. A

district not having a total of 2,500 pupils should secure the services of a speech clinician on a part-time basis to serve speech-handicapped pupils in the district, or work with other school districts to employ a full-time speech clinician. Speech clinician services may be obtained through an intermediate unit (county school system) or through contracts with private agencies and clinicians.

SCHOOL SOCIAL WORKER. The need for providing social casework services should be made available to all secondary pupils with recognized problems regardless of their handicapping condition.

The school social worker should provide services to all pupils who exhibit personal and social problems resulting from their handicapping condition and/or experiences that occur in the school, home, or on the job. In most of these areas, the school social worker will become directly involved with the pupil, parent, and other school personnel. However, since most secondary programs for the handicapped pupil are of a terminal nature, there is a necessity for the school social worker to become involved with community agencies and their services.

Pupils who have experienced frustration and failure either academically, personally, socially, or vocationally, need an opportunity to discuss their feelings in order to make the most positive growth at the secondary level. This may be provided in either individual or group counseling sessions. This type of expression is as highly desirable for all handicapped pupils as it is for the total range of secondary level pupils. The school social worker should be available to work with pupils in this manner.

Generally, when the school population exceeds 1,000 pupils, school administrators should give consideration to the employment of a full-time social worker.

OTHER SPECIAL PERSONNEL. A school system with a diversity of handicaps may find it necessary to employ additional specialized personnel in order to comply with the law. The employment of hearing clinicians, child development specialists, teachers of the homebound, various types of itinerate teachers, matrons, and others must meet the approval of the State Department of Public Instruction.

## RELATED COMMUNITY SERVICES

Related agency services provide services deemed necessary to contribute to the overall successful adjustment of the individual enrolled in the school's program.

Since related agency services are not routinely available through the schools, these services must come from other areas structured to provide the needed assistance. By making these services available to all pupils in need, the school's program is broadened to provide more complete educational direction and adjustment of the individual to society.

The effective use of supplemental agency services is dependent on special school personnel recognizing the individual's need and making proper referral. This initial referral should be followed by a transition period when responsibility is shared by the school and agency personnel. As time progresses, the agency would assume greater responsibility in providing for the pupil's individual needs.

Agency services may be grouped in two categories: primary and secondary. The primary level would include agencies that have a continually active role in the school program. The secondary level would involve agencies that may provide services on a referral basis. A referral for secondary agency services might come from the primary agency involved in the school's program.

The following briefly describes the role and function of the various agencies that can provide related services to all of the school's population who might have special needs.

# Primary

DIVISION OF REHABILITATION EDUCATION AND SERVICES. This is a Division of the State Department of Public Instruction and has the responsibility of providing services to all handicapped individuals. To qualify for these services is basically simple. A person must:

1. Be of, or near, employable age.
2. Have a disability which prohibits him from being suitably employed.
3. Have the potential for more suitable employment after receiving rehabilitation services.

Vocational rehabilitation can provide an evaluation of the individual, which may include a complete medical diagnosis, vocational evaluation, and vocational guidance and planning. After such an evaluation, he is offered a job training program best suited to his potential. Other services such as therapy, maintenance, transportation, occupational tools, and equipment can also be provided.

The vocational rehabilitation counselor may also serve in a consultant capacity to a school district. He will provide school personnel with information concerning DRES and other agency services and help determine pupil eligibility for specific job direction. At the same time, the counselor becomes familiar with school administration, curriculum, and programming.

EMPLOYMENT SECURITY COMMISSION. Representatives from this agency can provide vocational information and other services for effective counseling, work placement, work experiences, and evaluation. An employment security commission representative will:

1. Acquaint employers with the school program.
2. Assist in job placement.

3. Provide job counseling.
4. Provide vocational testing.

The representative agency may be involved in the school program through close association with the rehabilitation counselor on specific job placement or through direct contact with school personnel in providing information for curriculum development. Through group counseling techniques, he may provide information to pupils relative to making application for employment, job dependability, and performance.

## Secondary

SOCIAL WELFARE. This agency may assist in foster home care, medical care, and physical restoration programs when the pupil's family is receiving assistance through social welfare. Personal counseling and social services are also available.

MENTAL HEALTH REFERRAL CENTERS. These centers can be called upon to assist the school administrator in dealing with the emotionally and mentally ill student, as well as any member of his family. Private psychiatric services may also be another source.

FAMILY SERVICES. These agencies can be called upon in problems arising from broken homes, parent conflicts, or in cases where a pupil shows evidence of emotional difficulties due to family problems.

REHABILITATION CENTERS. These centers can be medically or vocationally oriented depending upon their sponsorship and established purpose. The Division of Rehabilitation Education and Services can provide further interpretation and referral information.

TRAVELERS AID SOCIETY. This agency can be of assistance where emergency funds are needed for items such as transportation and temporary housing facilities.

STATE SOCIETY FOR CRIPPLED CHILDREN AND ADULTS. This agency can often be of assistance with prosthetic appliances, medical care and follow-up. It sponsors a summer camp for severely disabled individuals.

SHELTERED WORKSHOPS. These private and publicly sponsored shops may be of assistance with work experience, sheltered employment, evaluation of individual ability, on-the-job training, and social activity programs.

SOCIAL SECURITY SECTION. This government agency may provide assistance in supervision and approval of social security cards and classroom material aids related to the Social Security program. In some instances, this agency may also become involved in dependency support and in cases of severely disabled pupils, it may provide disability payments.

FEDERAL WAGE AND HOUR DIVISION. This agency has the responsibility of determining what constitutes a hazardous occupation. In addition, it interprets information available on minimum wage, age requirements, and training programs within the requirements of federal law. The DRES can arrange for temporary certificates for authorization of special work training situations with employers. This information should receive consideration in determining the most appropriate vocational placement of a handicapped pupil.

CHURCH AND MINISTERIAL ASSOCIATION. These groups can become the source of a meaningful fellowship experience for the handicapped. These groups are in a unique position, not only to help pupils, but also help their parents understand their roles in relation to their children.

SERVICE CLUBS. Through cooperating service clubs such as the Kiwanis, Rotary, Optimists, and Lions, projects may be sponsored for the handicapped to promote appropriate housing, provide instructional materials, leisure time activities, job placement, and training opportunities.

YOUTH CENTERS. These include the YMCA and YWCA and other similarly structured organizations which through their programs aid in the personality adjustment phase of the special need pupil. These centers can contribute greatly through group activities and interest in physical education, dancing, music, games, arts, and crafts, and effective use of leisure time.

CIVIL AUTHORITIES. As pupils refine their social behavior patterns, police and juvenile authorities may be called upon to lecture on the laws that make for acceptable civil behavior.

CIVIC GROUPS. These include all voluntary health and special interest groups which may be involved with the special need pupil. Those available should be aware of individual pupil needs. Examples of these groups are the National Association for Retarded Children, United Cerebral Palsy, and Council for Exceptional Children.



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